

Guide to Writing your Course Evaluation and Planning (CEP)

Course Evaluation and Planning is designed to be an ongoing evaluative tool spanning the delivery of a course. Completed CEPs should provide the basis for conversation with Academic Leaders, and key evidence for Programme Evaluation and Planning when the programme team gathers for evaluative conversation. The questions reflect NZQA's Key Evaluative Questions (KEQs), which can be found at:

<https://www.nzqa.govt.nz/providers-partners/self-assessment/make-self-assessment-happen/tools-and-resources/key-evaluation-questions/>

Long narrative is not required. The expectation is that key evidence will be noted and brief commentary supplied to explain the best why behind the evidence, and any proposed changes for the future. **It is important to provide clear justification for decisions made.**

Please, as you look at this guide, know that you do not need to speak to everything suggested. Focus on key things that have been improved or are needing improvement, that are making or could make a real difference to student achievement.

Key data for CEPs includes:

- Assessment and achievement data
- Student feedback via surveys, evaluations, etc
- Peer observations
- Moderation reports
- Anecdotal material (but this must be identified as such)
- Graduate data, if available
- Feedback from Unitec Student Support Centres
- Results of professional development and research undertaken

Compiling, Completing and Submitting your report

This report is a 'live' document and may be added to over time. It should become the ongoing evaluative tool for the course and the starting point for each new iteration.

Name your Course Evaluation and Planning report according to the following pattern:

CEP_CourseCode_TermCode (Example: CEP_ISCG5001_1182.docx)

Store your working document in the following location:

H:/School/Programmes/Programme_Name/Course Evaluation and Plan/Year/Semester

Before the course begins

Note briefly:

- the improvements that have been made to the course since its last delivery
- whether those improvements have needed formal approval or not (and when that was obtained)
- on what basis you made those improvements. Was it:

- in response to student feedback (surveys/evaluations, anecdotal, email exchange etc)?
 - a result of your own research and professional development?
 - because of peer discussions, moderation or stakeholder feedback?
- how you plan to evaluate the effectiveness (or otherwise) of the improvements made

Then, in short sentences, provide the story behind any improvements made in areas like the following since the course was last delivered:

- **Internal pre-moderation of assessment.** What comment was received? What actions have been taken in response, and what date were they completed on?
- **Assessment management.** What assessment timeframes have been set up on this course? How have they been coordinated to ensure evenness of student workload – including with other courses in the programme?
- **Teaching practice.** How has peer observation and student evaluation of teaching practice influenced the improvements made?
- **Professional development.** How have staff professional development activities contributed to the improvements being made to this course?

As the course runs: Assessment and student achievement

Begin by noting details of the student headcount. If you know the reason for the numbers, including for the no-shows and withdrawals, write them in the comment box provided.

Then consider each assessment that for the course. Aiming to record this soon after each, while memory is fresh, note in the top box the grade range for the assessment, and any DNC, no grade and/or DEF and then in the comment box provided note:

- Whether the grades awarded were expected and within an acceptable level. If not, why is that so and what evidence points to that?
- Any insights related to the data, trends, or performance gaps between the grades for students overall and those for any priority groups represented in your class – Māori, Pasifika, and Under 25, or any other significant group (e.g., international students)

Notes: Add or remove boxes according to how many assessments this course has.

You are asked to comment on each assessment in order to reflect the Gradebook data.

Finish this part of the CEP by commenting on each of the following:

- **Student's views – Course level guidance and support available.** How are students requiring guidance and support identified? What support has been offered to them across the course? To what degree and to what effect has it been accessed? Illustrate. What do students say about the guidance and support they receive?
 - **Student support – Institutional level guidance and support.** How effective has the support provided from student support centres been? Comment on ease of referrals and the information/feedback received from the referrals.
 - **Feedback to students.** How useful have students found the feedback that has been offered to them on their learning and assessments? Provide examples to illustrate. Does anything need improving in this regard?
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When the course ends: Reflection and evaluation

Overall student achievement. Once you have the final grades for your course note the grade range overall, and any final DNC, no grade and/or DEF grades. Then comment on any particular issues in the results overall needing explanation, mindful that the next box asks you to focus on the results for priority students.

Achievement of priority groups is of particular interest. Please record the overall results for any Māori, Pacific, Under 25s and Internationals in your group. In the comments box discuss the reasons as known, for the results, any questions that emerge, and proposals for improvements to be made before the next iteration of the course. If a priority group is missing, indicate what you know of why that is.

Student evaluations of course and teaching. Please now, in the table provided, identify those issues – good and bad – noted in student feedback that require addressing in the next iteration of the course. What improvements are being proposed in response, when will they be actioned and how will the success (or otherwise) of the improvement be evaluated?

An issue could be a good problem and not just a negative one – eg a higher-than-usual enrolment of Māori students requiring greater understanding of pedagogies that will promote Māori success.

Possible sources providing the evidence for your comments include:

- Student feedback (including through surveys/evaluations)
- Other forms of feedback (e.g., complaints)
- Class discussions about Learning and teaching
- Work placements/ work integrated learning
- Assessments
- Feedback on assessment workload
- Academic appeals
- Teaching related resources

Employer/Community value. At this point briefly note any feedback you may have received during this iteration of the course from stakeholders who engaged in the teaching (internship partners, guest lecturers, community project teams, etc), and/or comment on the value of this course in contributing to the graduate outcomes, and the employability of the students.

Assessment Internal Post-moderation. What feedback was received from internal post-moderation? What actions were taken in response, and on what dates?

Assessment External moderation. What feedback was received from external moderation? What actions were taken in response, and on what dates?

Result reporting requirements. Indicate compliance and comment any issues encountered in compliance with Unitec policy. What actions have arisen from this, with dates?

Post-script: Planning for next run; resources and any other issues

As you look ahead to the next iteration of this course some final reflections are useful.

Graduate Value. Based on any feedback you may have received, comment on the value that students who have progressed to the next level, or graduates, attribute from having completed this course

Resources. Comment on how well the resources that were available supported the course. What extra resources would help support the course?

Staff. What kind of support has been available for the teaching of this course such that it creates a sense of being valued as a teacher? Has professional development been available? What professional development has been engaged in?

Leadership & Management. What support has been received from leadership and management in the teaching of this course? Is there room for improvement there?

Unresolved issues. What issues beyond the teacher's control and responsibility, were unable to be resolved? (eg timetabling, room, equipment, etc)

Proposed course improvements

Cast your eyes over the whole Course Evaluation and Planning form and create a summary table here of the improvements to course design and delivery that are needed for the next delivery cycle of the course. Note:

- Each proposed improvement, noting whether they are informal or formal – formal improvements needing committee approval.
- The rationale for each improvement, including the evidential support for each (eg student feedback through surveys, evaluations, anecdotal, peer observations, internal and external moderation, stakeholder feedback, teacher research and PD)
- When, who, what, how – the timeframe on the improvement, who is responsible for making it, what resources are required to effect it, and how the success or otherwise of this proposed improvement will be evaluated.

This part of your CEP in particular will provide material for a conversation with your Academic Leader.

Your CEP is also key evidence for your team's Programme Evaluation and Planning.