

**2019 End of Year Programme Evaluation and Planning Report**

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| Programme: *(Level --) (PeopleSoft code) [NZQA code]:* | School:  |
| *Leading to the*Qualification: *Programme [qualification code]:* | Head of School:  |
|   | Programme Manager: |

*The above information will be populated by Te Korowai Kahurangi*

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| The purpose of this report is to summarise the **performance of the programme(s)** by outlining:* the **evidence and evaluative insights** on which our performance assessments and management are based
* the **action** we have and will take to maintain or improve that performance

It is framed around the six **Key Evaluative Questions** (KEQs) set by the New Zealand Qualifications Authority (NZQA) and draws upon NZQA’s **Tertiary Evaluation Indicators**. **NZQA’s External Evaluation and Review rubrics** (excellent/good/marginal/poor) guide our assessments. For copies of these resources see <https://thenest.unitec.ac.nz/TheNestWP/teaching-and-research/te-korowai-kahurangi/evaluation-and-review/programme-evaluation-and-planning-pep/> *This report is an important part of our commitment to continual performance improvement and robust self-assessment.**Any suggestions to improve this document or questions about the process can be sent to* *tkkinsights@unitec.ac.nz* |

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| Introduction: Overall context |
| What stage in its life cycle is your programme? [Has it just or recently begun, is it in mid-stages of delivery – how many years in – or coming to the end of its life?] |
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| Briefly summarize the key internal and external events and developments your programme has faced this year and the degree to which these have been positive or negative. |
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| What, if any, impact may these events and developments have as the programme heads into its next year of delivery? |
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| Student Achievement – How well do students achieve? |
| * 1. Achievement on this programme overall is Excellent/Good/Marginal/Poor. [Choose one]This self-assessment is based on our performance data and the evaluative insights summarised below.
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| * 1. Summarise insights on Student Achievement across 2019. If Successful Course Completion (SCC) has improved, remained steady, or declined, what does the team know are the factors contributing to that, and on the basis of what evidence?

Please address achievement for all students and for each of our priority groups (Māori, Pacific, under 25s and International). How has parity been considered and actioned? Where SMART goals were set in Semester 1 analyse their impact upon SCC in Semester 2.*Reference evidence from the following sources in your evaluative commentary:* * *Dashboard measures in:*
	+ *Successful Course Completion – including trends across the programme over time or course-specific strengths or issues*
	+ *Retention – as for course completion*
	+ *Qualification Completion*
	+ *Missing grades*
* *Literacy and Numeracy (typically for Levels 1-3) - rate of Gain*
* *Other Student Achievement Measures – eg external assessments, awards*
* *Education Counts national SCC data for benchmarking purposes* [*https://www.educationcounts.govt.nz/statistics/tertiary-education/retention\_and\_achievement*](https://www.educationcounts.govt.nz/statistics/tertiary-education/retention_and_achievement)
* *Trackers for student academic support and pastoral care*

*Evaluative commentary should be no more than two pages.* |
| All learners: |
| Māori: |
| Pacific:  |
| Under 25s:  |
| Internationals:  |
| * 1. What actions will you take in 2020 to strengthen or to improve SCC overall?
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| What is the value of outcomes for key stakeholders, including students? |
| * 1. The value of outcomes for key stakeholders (students, employers, wider industry including accrediting bodies) is Excellent/Good/Marginal/Poor. [Choose one]

This self-assessment is based on the evidence and evaluative insights summarised below. |
| * 1. Summarise the value that graduate outcomes have had for key stakeholders in 2019. **Draw from evidence received and recorded** and detail how this is informing and empowering the programme’s continuing improvement.

If SMART goals were set in Semester 1 analyse their impact in Semester 2 and/or over the whole year.*Reference evidence from the following sources:* * *Employment opportunities for students and success in finding work – comparison across priority groups and overall*
* *Student Performance Dashboard: Graduate Summary, with numbers employed and progression to further study – comparison across priority groups and overall*
* *Programme’s Graduate destination tracker*
* *Graduate Survey Dashboard and GPO report*
* *Employer / Community Value – satisfaction with student competency in technical skills, attributes/qualities, and contribution to iwi and community bodies,*
* *Research outputs by students or programme staff contributing to employment contexts and relations*
* *Industry Groups/Professional Bodies –their feedback on the value of the programme, prizes awarded…*
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| * 1. What actions will you take to strengthen or to improve the value of outcomes for key stakeholders in 2020?
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| How well do programme design and delivery, including learning and assessment activities match the needs of students and other relevant stakeholders? |
| * 1. The extent to which the design and delivery of this programme match the needs of learners and other stakeholders is Excellent/Good/Marginal/Poor. [Choose one]This self-assessment is based on the evidence and the evaluative insights summarised below.
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| * 1. Summarise **from feedback received** how well programme design and delivery, including learning and assessment activities, has addressed student and stakeholder need in 2019.

What strengths and what issues emerged over Semester 2/2019? What actions were taken and how were they communicated to learners and other stakeholders? What effect – evidenced in feedback – did they have for continuing improvement? If SMART goals were set in a previous PEP analyse their impact in Semester 2 and/or over the whole year.*Reference evidence from the following areas and sources:* * *Engagement with and feedback from External Stakeholders*
* *Student Engagement and Feedback – Student Reps, Student Course Surveys Dashboard and Graduate Dashboard, Student NPS, SACs, recorded anecdotal feedback, complaints, experience of work placements, assessments, Moodle*
* *Course Evaluation and Planning (CEPs) including records of pre- and post-moderation*
* *Integration of mātauranga Māori*
* *External Input from monitors/moderators, panel visits, consistency reviews, audit*
* *Programme Changes – based on feedback from stakeholders, with what result?*
* *Teaching Practice – eg feedback from peer observations*
* *Research Discoveries – new content and pedagogy informing the programme*
* *Professional Development of staff, including via School and/or individual Unitec Teacher Capability Development (‘Badges), impacting programme effectiveness*
* *Assessment – do they offer valid and reliable indicators of student competence and attributes? timing across courses, issues, innovations; evidence of monitoring academic standards and integrity*
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| * 1. What specific actions will you take to improve programme design and delivery in 2020?
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| 1. How effectively are students supported and involved in their learning?
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| * 1. The support and involvement of students in their learning on this programme is Excellent/Good/Marginal/Poor. [Choose one]This self-assessment is based on the evidence and the evaluative insights summarised below.
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| * 1. Summarise **from evidence recorded and feedback received** how well students have been supported and involved in their learning in 2019. What have been the key needs and issues, as well as successes?

Ensure clarity on priority groups (Māori, Pacific, under 25s and International).If SMART goals were set in a previous PEP analyse their impact in Semester 2 and/or over the whole year.*Reference evidence from the following sources and areas:* * *Students’ Views from surveys, anecdotes etc on support available, and how communicated, and on support received and student satisfaction regarding that*
* *Students' levels of engagement – understanding and ownership of goals*
* *Monitoring and tracking system feedback, PASS leaders, Mentor feedback*
* *Evidence from SEAts – attendance – and assessment submission etc - participation*
* *Evidence gathered by Success Champions (Māori, Pacific, International, under 25s)*
* *School Support – support offered by teaching staff*
* *Student Support Services engagement, including projects, pilots, trials as well as use of services*
* *Progression – transitioning students to careers or further study*
* *Feedback to students – timeliness, effectiveness, response to complaints*
* *SAC volumes and patterns*
* *Student Complaints/Informal Concerns volumes and patterns*
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| * 1. What specific actions will you take to improve student support and involvement in 2020?
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| How effective are governance and management in supporting educational achievement? |
| * 1. The support of governance and management for this programme is Excellent/Good/Marginal/Poor. [Choose one]

This self-assessment is based on the evidence and the evaluative insights summarised below. |
| * 1. Summarise the positives and/or emerging or continuing issues in terms of governance and management for this programme in 2019 from the programme team’s perspective. Why are they so?

*Consider:* * *Leadership – clarity of purpose, direction, support from all relevant levels*
* *Resources – technology (hardware, software), physical buildings and equipment, etc*
* *Staffing – professional development, loading, valuing, recruiting*
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| * 1. Note any specific actions needed in 2020.
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| How effectively are important compliance accountabilities managed? |
| * 1. The extent to which important compliance accountabilities are effectively managed is Excellent/Good/Marginal/Poor. [Choose one]

This self-assessment is based on the evidence and the evaluative insights summarised below. |
| * 1. Summarise the timeliness, understanding and delivery of compliance accountabilities by the programme team over 2019. What challenges, gaps, queries or achievements have occurred?

*Consider:* * *Staff awareness and use of programme policies, procedures and external requirements*
* *Whether programme delivery has been in accordance with Unitec and external regulations and requirements, including*
	+ *Literacy and numeracy testing (for level 1-3 programmes)*
	+ *Moderation (internal and external) requirements*
	+ *Result reporting requirements*
	+ *Assessment of Prior Learning*
	+ *Ethics approvals*
	+ *Code of Practice for International Students*

To what extent has the programme has been delivered in accordance with the approved programme document, including:* + *The extent to which delivery matches the current approved programme document*
	+ *The extent to which the programme document matches NZQA and TEC records on what is approved*
	+ *The hours, weeks and mode of delivery*
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| 6.3 Note any specific actions needed in 2020.  |
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***Copy and paste*** *into the table below the SMART goals you made in your last PEP.* ***Update*** *the final column of the table – what has been achieved to date?*

***Review*** *the specific actions you have recorded or committed to under each of the sections of this PEP. Which* ***three to five*** *overall need to be your priority items for 2019?* ***Craft*** *them into SMART goals and insert the details below.*

*This table becomes a standing agenda item for the Programme Academic Quality Committee and Advisory Committee meetings for tracking progress.*

***Each action on the plan must be SMART – specific, measureable, achievable, relevant and timely.***

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| Actions for improvement – SMART goals |
| PEP Year - Action number | Continuous Improvement Action | Person responsible | To be done by (date) | The action will be considered successful when … (intended outcome) | Achievement to date (actual outcomes, including dates achieved) |
| 2019Interim 1 |  |  |  |  |  |
| 2019Interim 2 |  |  |  |  |  |
| 2019Summative 1 |  |  |  |  |  |
| 2019 Summative 2 |  |  |  |  |  |

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| PAQC review of PEP report |
| * 1. What, from this PEP, does the PAQC note as being particular strengths of this programme? How could these be built upon in the coming year? What good practice needs to be highlighted beyond the programme and the School?
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| * 1. What, from this PEP, does the PAQC identify as key issues impacting upon the effective delivery and ongoing relevance of this programme? What needs to be escalated beyond the School?
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| * 1. Are the proposed SMART goals appropriate to address the identified issues or to build on strengths?
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| * 1. If not, what improvements to the proposed SMART goals OR new goals does the PAQC recommend?
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| *Evaluative Capability** 1. What rating does the PAQC put on the quality of self-assessment of the programme team across this PEP? Excellent/Good/Marginal/Poor. [Choose one]
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| * 1. Explain the reason for this rating.
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| * 1. What actions would the PAQC recommend the programme team take **to maintain** (if ‘Excellent’) **or** **to improve their capability in self-assessment?**
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