

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

*This template is for Programmes that are expiring or those teaching out with smaller enrolment numbers.*

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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 briefly summarise the **performance of programme(s) expiring or teaching out** 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 as programmes come to an end

It is framed around four of 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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| 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). 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*
	+ *Qualification Completion*
	+ *Missing grades*
* *Trackers for student academic support and pastoral care*
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| All learners: |
| Māori: |
| Pacific:  |
| Under 25s:  |
| Internationals:  |
| * 1. If the programme will continue to be taught out in 2020 what actions will you take to strengthen or to improve SCC overall?
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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, as the programme has been teaching out?

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, Individual plans*
* *Evidence from SEAts – attendance – and assessment submission etc - participation*
* *Evidence gathered by Success Champions (Māori, Pacific, International, under 25s)*
* *Student Support Services engagement*
* *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. If the programme will continue to be taught out in 2020 what specific actions will you take to improve student support and involvement?
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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 the teaching out of this programme in 2019 from the programme team’s perspective. Why are they so?

*Consider:* * *Leadership – support from all relevant levels (Programme, School, Support Services)*
* *Care of staff in the teaching out –loading, valuing, resourcing*
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| * 1. Note any specific actions needed if the programme is still completing in 2020.
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| How effectively are important compliance accountabilities managed? |
| * 1. The extent to which important compliance accountabilities associated with the teaching out 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 of requirements to ensure an effective completion of the programme*
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| 6.3 Note any specific actions needed if the programme is still completing in 2020. |
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| SMART goals |
| If SMART goals were planned for Semester 2 to ensure a high quality of academic and pastoral care of the remaining students, please report on their progress.  |
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| Do any further SMART goals (Specific, Measurable, Achieveable, Realisitc, Timely) need to be set for 2020? |
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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?
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| * 1. As this programme is being taught out what support does the PAQC recognise the team require to ensure a high standard of quality delivery for the remaining students?
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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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