
To	Te Poari Whai Kounga Quality Alignment Board	From	Simon Tries, Manager, Te Korowai Kahurangi
Title	2020 Interim Programme Evaluation and Planning	Date	15 May 2020

Recommendation/s

That Te Poari Whai Kounga approve the undertaking of an interim Programme Evaluation and Planning Āta-kōrero following the completion of Semester 1 as detailed in this memorandum.

Purpose

To provide Te Poari Whai Kounga with the opportunity to discuss the benefits and challenges of conducting āta-kōrero evaluative conversations to support interim programme evaluation and planning for each programme.

Commentary

Since 2018 Interim PEPs have been conducted mid-year at Unitec as part of an overall commitment to building evaluative capability and improving student and graduate outcomes. The Interim PEP process provides an opportunity for programme teams to reflect on successful course completion rates from semester 1 (or the first half of the year) and to consider the success of any actions implemented as well as to identify any good practice or new actions required. In addition, the interim PEP process is also used to focus on particular areas of interest.

In the context of an upcoming External Evaluation and Review (EER), one of the key benefits of an interim PEP process is that provides an opportunity to demonstrate an ongoing cycle of delivery, evaluation, action planning, and (hopefully) improvement. With an EER in October and the previous EER only 18 months ago, this is an important source of evidence about institutional capability in self-assessment.

While undoubtedly valuable, each PEP cycle (interim or end of year) comes at significant cost. Undertaking āta-kōrero evaluative conversations requires careful preparation, including the training of facilitators, allocation of time by programme teams and relevant support staff, logistical considerations relating to the evaluative conversations and the review and publication of resources to support the process. With 80+ programmes to be evaluated, this is no small task. Early engagement by programme teams and a willingness by schools to provide facilitators (who would be trained) will be critical to the success of the process.

Reflections from the 2019 End of Year PEP cycle, including from the facilitators, those conducting PEP analysis, and from Heads of Schools and Academic Programme Managers conclude that there is much work to be done on training academic staff in the collation of evidence, effective evaluative conversation, good note-taking and evaluative report writing. We do not yet have a smooth, robust and integrated process. Notwithstanding these challenges, the benefits of undertaking an interim PEP in the current context is clear.

Scope of Interim PEP

It is proposed that all programmes (with the odd exception for expiring/suspended programmes) undertake the interim Programme Evaluation and Planning process. To date, there has been some

consideration of the need to limit interim PEP to a selection of programmes. Given the broad scope of the EER focus areas and the importance of our priority group strategies and the impact of the covid-19 lockdown, and also considering the reduced breadth of the proposed interim PEP (relative to an end of year PEP), the recommendation is to have an interim PEP for all programmes.

Proposed focus of Interim PEPs

The following are proposed as the focus of the interim PEP:

Proposed focus of interim PEP	Rationale
Successful Course Completion	This will be the first semester the initiatives to support the implementation of the various support strategies can be measured through EPI data
Graduate outcomes	Graduate outcomes are a key performance measure for Unitec. The results from the graduate survey will have just been published meaning that data from all 2019 graduates will be available
Implementation of various actions relating to the various strategies and related plans (e.g., the “I see me” initiatives)	Relates to SCC above. A key focus of our EER is the implementation and outcomes from our various priority group strategies. An evaluation of these as they relate to specific programmes will be critical in supporting a positive outcome from EER
Impact and support relating to Covid-19, the campus lockdown and the shift to online learning	The rapid shift to online learning as a result of the mandated campus lockdown significantly affected staff and students. Understanding the impact and consequences of this will be important to inform future practice, to understand our students’ performance and our staff engagement
Progress against action plans (and setting of any new actions)	Action planning, and the evaluation of actions, not only better supports the implementation of those actions but also provide an additional option to demonstrate our capability in self-assessment

Proposed timeframes:

28 June	End of (standard) semester 1
29 June – 12 July	Grade processing
13 July – 14 August	Āta-kōrero evaluative conversations occur (5 weeks)
15 August – 31 August	PAQC evaluation of interim PEP reports
31 August	deadline for submission of reports to gab@unitec.ac.nz
1-15 September	Evaluation of process and outcomes of Interim PEP cycle

Next Steps

Confirm with relevant stakeholders the programmes and dates for Interim PEPs.

Update or develop relevant templates and resources

Identify, confirm and train facilitators