
To	Te Poari Whai Kounga/Quality Alignment Board	From	Sue Crossan Academic Quality & Capability Partner Te Korowai Kahurangi
Title	Course Evaluation Planning (online) Progress report	Date	2020/05/12

Recommendation/s

That QAB discuss and provide feedback on the uptake and progress reported here on the use of the online Course Evaluation Planning (CEP) to date

Purpose

The purpose of this memo is to bring the Committee up to date with progress on the new online version of Course Evaluation Planning (CEP) and to provide an opportunity for feedback from Committee members.

A report was provided to QAB on 11 March 2020 of the uptake at that date. This is a more recent update and gives the opportunity to provide members with issues and themes emerging to date.

The benefits of online Course Evaluation Planning are twofold:

- Self-reflection from teaching staff is required
- Progress reports can be accessed via Power BI such as moderation, uptake of I See Me strategies, and other compliance areas

Background

Moving the CEP online this semester has been a steep learning curve for both Te Korowai Kahurangi and for academic staff.

Support for using the tool is being provided by Sue Crossan and Michelle Sun from Te Korowai Kahurangi.

Online use of the CEP is being monitored and is increasing weekly (see Appendix A).

Power BI licence holders can now view via the live dashboard which Programmes have engaged with the online tool – this supports Academic Programme Managers in monitoring their team's engagement.

A meeting with Academic Programme Managers is planned to help guide the development of the CEP dashboard.

Analysis of initial questions within the survey is attached (Appendix B) for discussion.

Some issues have emerged:

- a) Some courses don't necessarily fit a generic approach, ie, start and end dates differ to standard semester dates
- b) Some courses are taught to different cohorts and need a class level report rather than course level

- c) There has also been an issue with accessing the relevant link to the CEPs which is a software provider issue. This can be overcome and an email was sent out to help staff navigate this problem.
- d) An obstacle to engagement has been that staff have been focused on arrangements for online delivery in the COVID-19 environment which was unexpected

Solutions to a,) b) and c) will be implemented prior to semester 2.

Next Steps

Te Korowai Kahurangi to problem solve the issues mentioned above.

Meeting with Academic Programme Managers to find out dashboard requirements and discuss what is possible with the current software

Consider levels of confidentiality with data input into the CEP

Provide academic staff with individual copies of the CEP once the forms have been completed

Consider a different method of distributing the CEP links

Report to QAB on a) data analysis which emerges when CEPs are completed & b) uptake at the end of semester

Attachments

Appendix A – Table of uptake by Schools (dated week 10, 12.5.2020)

Appendix B – Snapshot of data recorded to date

Appendix C – Snapshot of online CEP questions

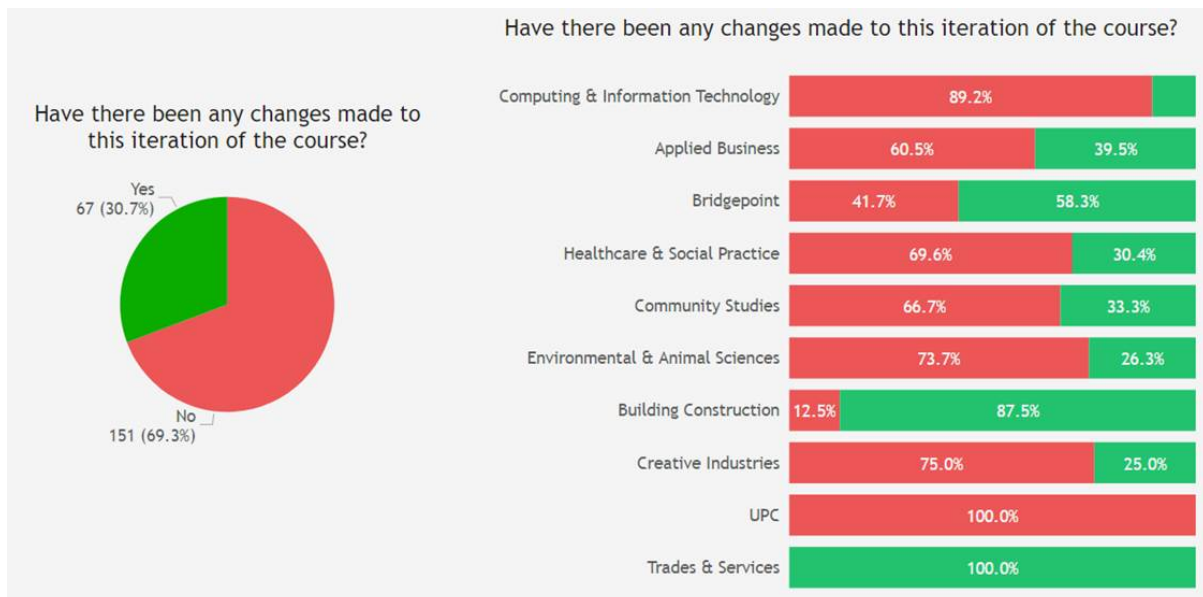
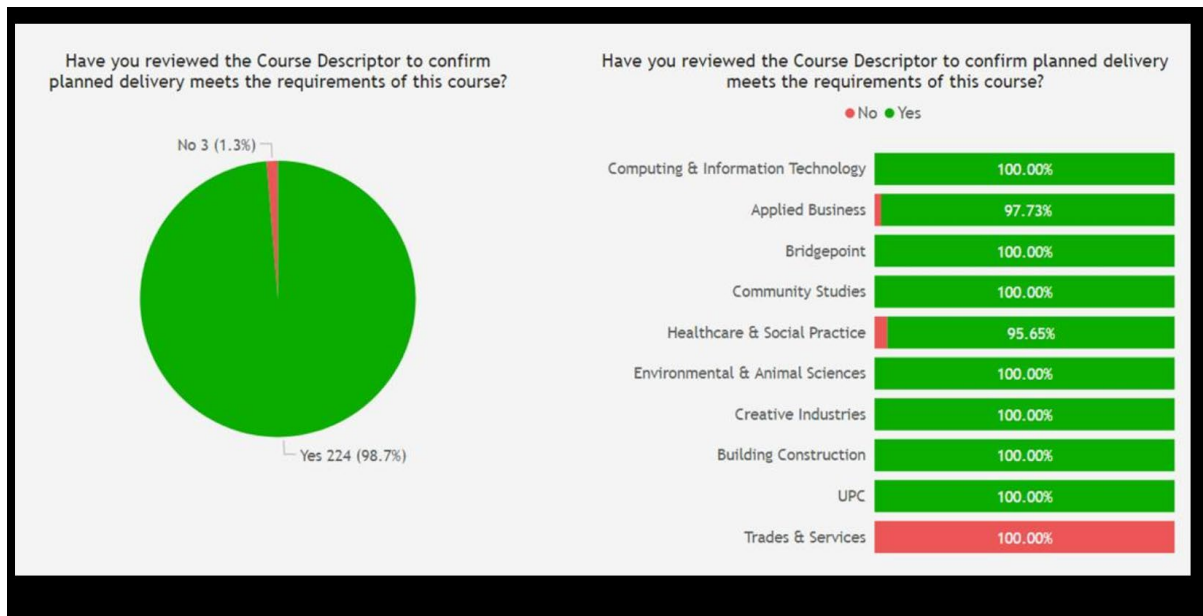
Appendix A

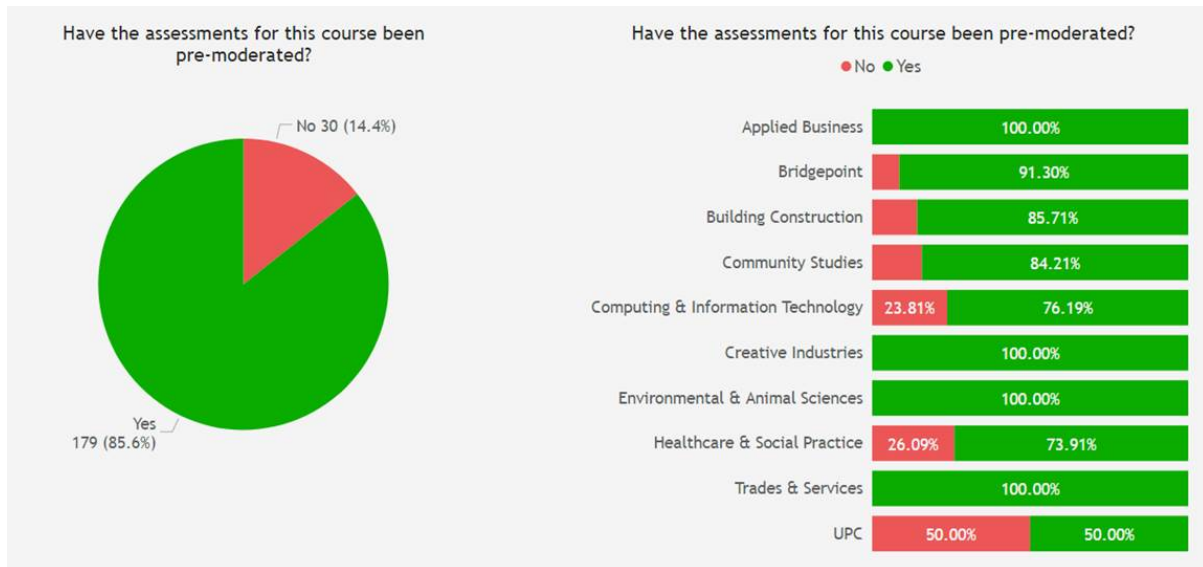
Uptake at School level (13/5/2020):

School	Count	Count	Start Rate
Bridgepoint	61	61	100.0%
Applied Business	72	59	81.9%
Community Studies	51	39	76.5%
Computing & Information	140	96	68.6%
UPC	15	10	66.7%
Environmental & Animal S	43	25	58.1%
Healthcare & Social Practic	66	37	56.1%
Creative Industries	65	26	40.0%
Building Construction	89	18	20.2%
Architecture	49	6	12.2%
Trades & Services	151	13	8.6%

Appendix B

Analysis of themes in Section B (Before the course begins)





Briefly state how you will embed Maori & Pacific course content into this course.

This qualitative question has produced rich data which will help to identify courses which are living examples of the 'I See Me' initiative and other courses which may need further support. Some examples of responses are listed below:

Demonstrating commitment to embedding 'I See Me' in courses, learning & teaching, and our culture and practices (Focus Area 3). This will be evidenced by integrating elements of Maori and Pacific content in the course so that students see their culture reflected in the curriculum. I will also continue to build my knowledge on teaching and learning practices that are culturally familiar to Maori and Pacific students.

Whakawhanaungatanga provides a backbone for the case-history taking element of this course, as we are seeking to build relationships... This has been introduced quite late in the course in previous years, but this time will be made front and center at the start of the CH taking element. / Case studies will include a variety of cultures.

Use of Te reo and Pacific language references throughout the lessons. / Use of culturally connected contexts and references. eg. stories, issues, contexts / Building a highly connected class environment so all students feel comfortable sharing their perspectives. / Sharing of cultural perspectives built in to topics.

Use Maori & Pacific case studies in the course

Topics throughout this course are being directly linked to the five principles of TNK. Each topic as discussed will be further discussed about how the student can link the coaching topic to a principle of TNK and conversations will be had to engage their understanding of the ideas throughout the semester.

Briefly state which teaching and learning practices that are culturally familiar to Maori and Pacific students will be used.

Answers to this question related to the themes of:

- *Group work/collaboration*
- *Relationship building*
- *Respect for different cultures*
- *Karakia*
- *Pronunciation of names*
- *Shared kai*
- *Storytelling*
- *Group/class discussions*