Interim PEP Semester 1 2020 *(final draft)*

June 2020

Te Korowai Kahurangi

Rationale for the Interim PEP

As a rule of thumb ongoing self-assessment is good practice and is supported by our Te Noho Kotahitanga principles.

Internal self-assessment of the 2019 PEP process indicated good Āta kōrero however the evaluative writing of the PEP could be improved. This was reinforced by the Internal Evaluation and Review (IER) feedback:

- strengthen the use of rubrics
- benchmark against previous years, school targets and across sector
- judge more reliably, "What is “Excellent”, “Good”, Marginal” and “Poor”?

Follows Unitec Policy and procedures. See Slide 11

Focus areas

Five focus areas:

1. Successful Course Completion (SCC)
2. Graduate outcomes
3. Implementation of various actions relating to the various strategies and related plans (e.g., the "I see me" initiatives)
4. Impact and support relating to Covid19, the campus lockdown and the shift to online learning
5. Progress against smart goals set in previous PEP

See Slide 12 for FINE PRINT

Which programmes?

All programmes and training schemes ***excluding*** those:

- expiring due to 2018 Suspension of programmes
- expiring due to MRoQ

This equates to:

- 77 programmes or training schemes

Main changes

More autonomy for Schools and programmes to own their Āta kōrero and process:

- Leading Āta kōrero: Evaluative conversations (APM or Programme Co-ordinator)
  - Logistics – fit in with your academic meetings
  - Facilitation and note-taking
- Writing interim PEP
- HoS/APM internal review of interim PEP (new step)
- Submisison to PAQC and QAB
- PAQC self-assessment of interim PEP

Main changes – Documentation

Based on internal self-assessment, HoS, APMs and IER.

Most importantly:

- Provision of clear **self-assessment rubrics** of how interim PEPs will be evaluated

Improved documentation:

- PEP template with some sections using **scaffolded writing**
- Guidance on the use of **educational performance rubrics** to make better judgements
- Providing an **exemplar** for writers' to benchmark their writing
- **pre-population** of parts of the template where possible

Main changes – Capability Development

Capability development improvements and new initiatives include:

- Just-in-time **Pre-Āta kōrero session** for APMs/Programme co-ordinators/Facilitators/Note-takers - flexibly timed sessions
- **Go-to specialist partner** for each School
- **PAQC development** session focussing on self-assessing interim PEPs

Some changes - Evaluation

We listened to your feedback.

Better provison of feedback on PEPs:

- Provision of clear **self-assessment rubrics** of how interim PEPs will be evaluated
- **Timely feedback** on evaluation of PEP reports to stakeholders

New step (optional):

- Internal review of PEPs by HoS/APMs prior to going to PAQC

Greater governance oversight:

- More **robust evaluation** by PAQC

Broad Timelines

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

Timeline - 2020 Interim PEP Gannt Chart

Interim PEP project

Week Starting		15 Jun	22 Jun	29 Jun	6 Jul	13 Jul	20 Jul	27 Jul	3 Aug	10 Aug	17 Aug	24 Aug	31 Aug	7 Sep	14 Sep	21 Sep	28 Sep	5 Oct	12 Oct	19 Oct	26 Oct	2 Nov
End of (standard) Semester 1	28 June 2020			◆																		
Semester 2 CEP Online Forms live Wed 8 Jul	8 July 2020				◆																	
Soft-target for Semester 1 CEP submission Wed (in some casses this date will be one week after grade ratification)	15 July 2020					◆																
Start of Semester 2	20 July 2020						◆															
Deadline for Interim PEP submission to QAB	31 August 2020												◆									
QAB Meeting receives report on PEP process and outcomes	23 September 2020															◆						
EER dates																				◆		
PROJECT MANAGEMENT		■	■	■	■	■	■	■	■	■	■	■	■	■								
DOCUMENTATION DEVELOPMENT		■	■	■																		
CAPABILITY DEVELOPMENT			■	■	■	■																
END OF SEMESTER PROCESSING			■	■	■	■	■															
DATA DEVELOPMENT			■	■	■	■	■	■														
ĀTA KORERO EVENT preparation					■																	
ĀTA KORERO EVENT						■	■	■	■													
ĀTA TŪHI (writing)						■	■	■	■	■												
EVALUATION							■	■	■	■	■	■	■	■								
Submission to QAB by email to qab@unitec.ac.nz. Using naming conventions.	APMs or Programme Co-ord																					
Feedback to HoS/APMs/Programme Coordinators on their self-assessment rating	To be decided in conjunction with HoS																					

Policy/Procedure/Pathway to this Point

- Over-riding Policy: Academic Evaluation, Review, and improvements policy
- Academic Board sub-committee Quality Alignment Board on the 20 May approved the linked Interim PEPs approach in principle subject to HoS and timeline discussion
- Consultation with Director – Ako and Executive Director – Schools and Performance

Fine Print

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

2020 Interim PEP

Ngā pātai

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