**Interim Programme Evaluation and Planning (PEP) Report**

|  |  |
| --- | --- |
| **PeopleSoft Code:** | **Title of Programme:** |
| **e.g. NZCME** | e.g. New Zealand Certificate in Mechanical Engineering (Level 3) |

*Leading to the:*

|  |  |
| --- | --- |
| **NZQA Qualification No.:** | **NZQA Qualification Title:** |
| **e.g. 2715** | e.g. New Zealand Certificate in Mechanical Engineering (Level 3) |

|  |  |
| --- | --- |
| **2020 School Name:** | **Filenames to be used:**2020\_PEPInterim\_SCHOOLCODE\_PEOPLESOFTCODE\_ddmmmyyyy\_final.docx2020\_PEPInterim\_SCHOOLCODE\_ PEOPLESOFTCODE \_ddmmmyyyy\_data.pdf |
| e.g. School of Trades and Services | e.g. 2020\_PEPInterim\_TandS\_NZCME\_09Aug2020\_final.docxe.g. 2020\_PEPInterim\_TandS\_NZCME\_09Aug2020\_data.pdf |
| **Head of School Name:** | **Report Writer:** |
| e.g. Dr. Aaaaa Bbbbbbbb | e.g. Aaaaa Bbbbbbbb |

**Supporting information on the Interim PEP process is available and updated regularly on**

**the nest |pou tuktuku**

Home » Teaching and Research » Te Korowai Kahurangi – Academic Quality » Evaluation, Monitoring and Review » [Programme Evaluation and Planning (PEP)](https://thenest.unitec.ac.nz/TheNestWP/teaching-and-research/te-korowai-kahurangi/evaluation-and-review/programme-evaluation-and-planning-pep/)

# Purpose of the Interim PEP

To evaluate **educational performance** and **self-assessment capability** of programmes, for Semester 1, 2020 in 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 Appendix 1 for the rationale for these focus areas.

**Educational performance (EP)**

The five focus areas (FA) cover some of the [Key Evaluative Questions](https://www.nzqa.govt.nz/providers-partners/self-assessment/make-self-assessment-happen/tools-and-resources/key-evaluation-questions/) (KEQs) and [Tertiary Education Indicators](https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Self-assessment/TEIs.pdf) (TEIs). The relationship of FA to KEQs, indicative evidence sources and a specific EP rubric is located in a panel for each FA. The EP rubrics for each of the five focus areas are adapted from [NZQA Rubric 1](https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/External-evaluation/eer-rubrics-revised.pdf). Data dashboards for the 2020 interim PEP FA1 and 2 shall accompany this report.

**Self-assessment capability (SC)**

A rating of capability in self-assessment demonstrated in the Interim PEP will be undertaken initially by the Programme Academic Quality Committee. After this process a further rating of capability in self-assessment moderating interim PEPs across the institute will be undertaken by Te Puna Ako and Te Korowai Kahurangi staff. The SC rating scale and modified criteria is adapted from [NZQA Rubric 2](https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/External-evaluation/eer-rubrics-revised.pdf).

Please refer to Rubric 2 to fine tune PEP writing as this is how the reports will be evaluated.

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NOTE:** The end-of-year PEP will incorporate a full approach to evaluation and self-assessment using all the KEQs and TEIs. Focus area one Evaluative question: How well did students achieve in Semester 1, 2020?**This focus area has a primary relationship with KEQ 1****Indicative evidence sources**SCC DashboardCourse Survey DashboardCourse Survey ReportsCEP DashboardCEP Reports**External Benchmarks**Ministry of Education national [Course Completion Rate](https://www.educationcounts.govt.nz/__data/assets/excel_doc/0011/16301/course-completion-rates-2010-2019-final.xlsx) data SCC dataWorksheets:*CSC.3 Course completion rates for domestic students by sub-sector, ethnic group, and qualification type/NZQF level for courses that ended in 2019 (Comparative Field and Level across the nation)**CSC.6 Course completion rates for domestic students by field of study and qualification type/NZQF level for courses that ended in 2019***Educational Performance Rubric Guidance**

|  |  |
| --- | --- |
| Excellent | * Overall SCC% are at or above programme 2022 targets.
* Priority groups SCC% are at or above programme 2022 targets.
* Benchmarking Domestic SCC% against MoE 1, 2, 3 and 4 is above in all applicable metrics.
* Evidence is provided that School actions have contributed to improved or sustained SCC%
 |
| Good | * Overall SCC% are at or above 2020 programme targets.
* Priority groups SCC% are no less than 5% under programme targets.
* Benchmarking Domestic SCC% against MoE 1, 2, 3 and 4 is above in all applicable metrics
* Evidence is provided that School actions have contributed to improved or sustained SCC%
 |
| Marginal | * Overall SCC% are no less than 10% under 2020 programme targets.
* Priority groups SCC% are no less than 10% under programme targets.
* Benchmarking Domestic SCC% against MoE 1, 2, 3 and 4 is above in 50% of applicable metrics
* Evidence is provided that some School actions have contributed to improved or sustained SCC%
* Some additional strategies needed to address adverse trends or low SCC%
 |
| Poor | * Overall SCC% are less than 10% under 2020 programme targets.
* Priority groups SCC% are variable with some less than 10% under programme targets.
* Strategies are needed to address adverse trends or low SCC%
 |
| Overallconsiderations | * Consider the number of students that contribute to gaps or weaknesses.
 |

 |
| Focus area oneEvaluative question: How well did students achieve in Semester 1, 2020?SUMMARYThe rating of  **Excellent / Good / Marginal / Poor**[Choose one] is made due to [analysis of priority group data], [analysis of SCC All], [analysis of SCC for courses], [analysis of domestic priority groups benchmarked against National data] and [analysis of other data]. Strategies to support students and improve course content have contributed to this rating.  Example to be deleted before submission of the final report*The rating of****Excellent****is made due to SCC%  are above Unitec targets, SCC% when compared with MoE benchmark data exceeds the %s for all priority groups.   The improvement to processes detailed in Focus Area 3 (priority group strategies) particularly the Learner Outreach Project provide evidence of contributing to upward trends.* *Te Noho Kotahitanga principles of kaitiakitanga is upheld in sustaining the knowledge we work with by having high SCC%.**Users can complete the basic Tables 1-5 below or modify the tables to show programme specific targets, more historic data or other. Alternatively, data dashboards (pdfs) may be referenced appropriately.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| * 1. How well did Māori students achieve in Semester 1, 2020?

**Table 1 - SCC Māori**

|  |  |  |  |
| --- | --- | --- | --- |
| **Achievement** | **Compare this with** | **Achievement** | **Compare this with** |
| 2020 Sem 1Māori SCC % (Hdcount)  | 2019 Sem 1Māori SCC % (Hdcount)  | 2020 Sem1non-Māori SCC % (Hdcount)  | 2022Unitec target | 2020 Sem 1Māori SCC **Domestic**% (Hdcount)  | 2019 CSC. 3 (ITP, Māori, Level) |
| 88% (15) | 82% (22) | 85% (30) | 85% | Same as Column 1 | 79% |

1 CSC. 3 (ITP, Māori, Level) *[Compare and comment on Table 1 focusing on major deviations positive and negative, factors contributing to that, and on the basis of what evidence? Delete this text.]*Example to be deleted before submission of the final report.*2020 Māori SCC has increased by 6% from 82% (22) to 88% (15) since last year and exceeds non-Māori SCC by 3% and Unitec target of 85%. Domestic Māori SCC 88% exceeds National benchmark CSC. 3 (referenced above) by 9%.* *The increase in SCC% coincides with a decrease in withdrawals and DNC compared to the previous year and the increase in early interventions used in the programme and discussed in Focus Area 3. This trend or result is influenced/ indicated / likely to be due Learner Outreach Project and Maia proactive interventions. We are waiting final analysis of data to support this conclusion.*  |
| 1.2 How well did Pacific students achieve in Semester 1, 2020?**Table 2 - SCC Pacific**

|  |  |  |  |
| --- | --- | --- | --- |
| **Achievement** | **Compare this with** | **Achievement** | **Compare this with** |
| 2020 Sem 1Pacific SCC % (Hdcount)  | 2019 Sem 1Pacific SCC % (Hdcount) | 2020 Sem1non-Pacific SCC % (Hdcount)  | 2022Unitec target | 2020 Sem 1Pacific SCC **Domestic**% (Hdcount)  | 2019 CSC. 3 (ITP, Pacific, Level) |
| 86% (4) | 90% (3) | 86% (41) | 85% | 87% (3) | 79% |

 *[Compare and comment on Table 2 focusing on major deviations positive and negative, factors contributing to that, and on the basis of what evidence? Delete this text.]*Example to be deleted before submission of the final report*2020 Pacific SCC has decreased by 5% from 90% (3) to 85% (4) since last year and is equal to non-Pacific SCC at 86%. The Unitec 2022 target for Pacific has been exceeded. Domestic Pacific SCC 87% exceeds MoE CSC. 3 (referenced above) by 18%. This analysis has low numbers so margin of error is likely to be high. For this reason, attributing statements have not been made.* |
| 1.3 How well did Under 25 students achieve in Semester 1, 2020?**Table 3 - SCC Under 25s**

|  |  |  |  |
| --- | --- | --- | --- |
| **Achievement** | **Compare this with** | **Achievement** | **Compare this with** |
| 2020 Sem1Under 25s SCC % (Hdcount)  | 2019 Sem 1Under 25s SCC % (Hdcount)  | 2020 Sem1non-Under 25s SCC % (Hdcount)  | 2022Unitec target | Under 25 SCC **Domestic**% (Hdcount)  | 2019 CSC. 3 (ITP, Age Group, Level) Total of under 18, 18-19, 20-24 |
|  90% (18) |  90% (35) |  84% (27) | 85% | 87% (3) |  80% |

*[Compare and comment on the above focusing on major deviations positive and negative, factors contributing to that, and on the basis of what evidence? Delete this text.]*Example to be deleted before submission of the final report*2020 Under 25s SCC has remained the same between 2020 90% (18) and 2018 90% (35) and exceeds non-Under 25s SCC 84% (27) by 6%. The Unitec 2022 target for Under 25s has been exceeded by 5%. Domestic Under 25s SCC exceeds CSC. 3 (referenced above) by 10%.**[See examples above to add a paragraph to make connections between what the data is showing, impacts of changes and environmental factors and other]*   |
| 1.4 How well did international students achievein Semester 1, 2020?**Table 4 - SCC International**

|  |  |
| --- | --- |
| **Achievement** | **Compare this with** |
| 2020 Sem1InternationalSCC % (Hdcount)  | 2019 InternationalSCC % (Hdcount)  | 2020 Sem1non-InternationalSCC % (Hdcount)  | 2022Unitec target |
|  96% (12) |  90% (21) |  82% (33) | 85% |

*[Compare and comment on the above focusing on major deviations positive and negative, factors contributing to that, and on the basis of what evidence? Delete this text.]*Example to be deleted before submission of the final report*2020 International SCC has increased between 2018 90% (21) and 2020 96% (12) and exceeds non-Internationals SCC 82% (33) by 14%. The Unitec 2022 target for International has been exceeded by 11%.**[See examples above to add a paragraph to make connections between what the data is showing, impacts of changes and environmental factors and other]*  |
| 1.5 How well did all students achieve in Semester 1, 2020?**Table 5 – SCC all students**

|  |  |  |  |
| --- | --- | --- | --- |
| **Achievement** | **Compare this with** | **Achievement** | **Compare this with** |
| 2020 Sem1Total SCC % (Hdcount) | 2019 Sem 1Total SCC % (Hdcount)  | 2020School Target  | 2022Unitec target | 2020 Sem1 Total Domestic % (Hdcount)  | 2019 CSC. 6 (Comparative Field and Level across the nation)  |
|  86% (45) |  82% (62) |  84% | 85% |  87% (33) | 77% |

*[Compare and comment on the above focusing on major deviations positive and negative, factors contributing to that, and on the basis of what evidence? Delete this text.]*Example to be deleted before submission of the final report*2020 All SCC has increased by 1% from 2018 85% (62) to 86% (45) and exceeds both the School target (84%), Unitec target of 85% and previous year 82% . National benchmark CSC. 6 (referenced above) by is exceeded by 9%. [See examples above to add a paragraph to make connections between what the data is showing, impacts of changes and environmental factors and other]*  |
| 1.6 How well did all students achieve in courses in Semester 1, 2020?*Users can complete the Tables 6 below or modify the table to include more historic data. Alternatively, data dashboards (pdfs) may be referenced appropriately.***Table 6 SCC – individual courses**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Code  | Course Name  | 2020 Sem 1SCC %(Headcount)  | 2019 Sem 2SCC %(Headcount)  | 2019 Sem 1SCC %(Headcount)  | 2018 Sem 2SCC %(Headcount)  |
|  AD1001 |   |  (100%) 43 |  |  (80%) 51 |  |
|  AD1002 |   |  (88%) 44 |  |  (79%) 67 |  |
|  AD1003 |   |  (85%) 45 |  |  (50%) 62 |  |
|  AD1004 |   |  (74%) 40 |  (68%) 51 | (67%) 80 | (66%) 92 |
|  AD1001 |  |  (85%) 41 |  |  (79%) 67 |  |
|  FC1002 |  |  (91%) 42 |  |  (50%) 62 |  |
|  AD1003 |  |  (95%) 40 |  |  (79%) 60 |  |
|  AD1004 |  |  (95%) 45 |  |  (85%) 71 |  |

 *[Compare and comment on the above focusing on major differences positive and negative, factors contributing to that, and on the basis of what evidence? Delete this text.]* Example to be deleted before submission of the final report*All courses show an improvement from the 2019 Sem 2. AD1004 has improved by 7% to (74%) 40) from a trendless average over the previous three semesters of 67% (2019 Sem 2 (68%) 51, 2019 (Sem1* (67%) 80, 2018 Sem 2(66%) 92*.**This increase correlates with the implementing of more authentic methods of assessment and correlates with an improvement in student feedback on assessment through both course surveys and CEPs. This SCC% is below where it should be when compared to other courses. Discussions with other ITPs shows that students have challenges with this course demonstrated by similar results. A collaboration between ITPs and stakeholders to take place in dd mmm yyyy to further investigate this phenomenon.* |

 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Focus area two****Evaluative question: What is the value of outcomes for students, who graduated in 2019?****This focus area has a primary relationship with KEQ 2.****Indicative evidence sources:**2019 Graduate Survey DashboardProgramme Surveys of graduatesIf Unitec graduate survey data is unreliable, then other evidence can be used.**Educational Performance Rubric Guidance**

|  |  |
| --- | --- |
| Excellent | Programme consistently prepares students well for their intended role(s) evidenced by:* GESC 85% (or above) of graduates in full-time employment or full-time study.
* Total positive responses of 80 %(or above) of graduates for job requirements, relevance to employment, and worth of investment.
* Graduate Outcome KPIs consistently meets Unitec target or is increasing over time.
* Job titles reported in the survey closely aligned with employment pathways identified in the programme document.
* Any challenges/weaknesses have minimal impact on overall graduate outcomes and there are appropriate responses in place.
* Each GPO is rated as either *Strongly agree* or *somewhat agree* by 80% of respondents.
 |
| Good | Programme generally prepares students well for their intended role(s) evidenced by:* GESC 65 to 85% of graduates in full-time employment or full-time study.
* Total positive responses of 60 to 79% of graduates for job requirements, relevance to employment, and worth of investment.
* Graduate Outcome KPIs on or near target this year but variable over time.
* Job titles reported in the survey mostly aligned with employment pathways identified in the programme document.
* Any challenges/weaknesses have some impact on overall graduate outcomes and there are appropriate responses in place
* Each GPO is rated as either *Strongly agree* or *somewhat* agree by 65% to 79% of respondents.
 |
| Marginal | Programme inconsistently prepares students for their intended role(s) evidenced by:* GESC 45to 64% of graduates in full-time employment or full-time study.
* Total positive responses of 45 to 59% of graduates for job requirements, relevance to employment, and worth of investment.
* Graduate Outcome KPIs below or near target this year and variable over time.
* Some job titles reported in the survey aligned with employment pathways identified in the programme document.
* Any challenges/weaknesses have impact on overall graduate outcomes and there are few appropriate responses in place
* Each GPO is rated as either *Strongly agree* or *somewhat* agree by 45% to 64% of respondents.
 |
| Poor | Programme does not prepare most students for their intended role(s) evidenced by:* GESC 0 to 44% of graduates in full-time employment or full-time study.
* Total positive responses of 0 to 44% of graduates for job requirements, relevance to employment, and worth of investment.
* Graduate Outcome KPIs consistently below target
* Few job titles reported in the survey aligned with employment pathways identified in the programme document.
* Many challenges/weaknesses have impact on overall graduate outcomes and there are no appropriate responses in place
* Each GPO is rated as either *Strongly agree* or *somewhat* agree by 0% to 44% of respondents.
 |

 |
| Focus area twoEvaluative question: What is the value of outcomes for students, who graduated in 2019?SUMMARYThe rating of **Excellent / Good / Marginal / Poor** [Choose one] is made due to [Outcome Statement 1], [Outcome Statement 2] and, [Outcome Statement 3].Example to be deleted before submission of the final report*The rating of Good is based on solid evidence of successful employment and higher-level study outcomes for 70% of graduates. Perception of qualification value has been identified as an area of weakness, however this has not impacted graduate outcomes overall, which have improved over 2019/2020. A clear plan has been identified to address perceived qualification investment value.*  |
| 2.1 What is the value of completing the qualification for graduates?**Table 7 - Graduate Destinations**[Sample of suitable data table – replace with actual source data]

|  |  |
| --- | --- |
| Graduate Destinations | Year Graduated |
| 2015 | 2016 | 2017 | 2018   | 2019   |  2020 |
| In Employment   | 50% | No data | 40% | 45% | 55% | 50% |
| In Higher-Level Study   | 17% | No data | 25% | 16% | 18%  | 20% |
| In Employment or Higher-Level Study   | 67% | No data | 65% | 61% | 73%  | 70% |
| Response Rate | 62% | No Data | 45% | 70% | 60% | 62% |
| Total responses | 35 | No data | 18 | 23 | 17 | 22 |

The source of this data is the attached Unitec Graduate Survey Example to be deleted before submission of the final reportGraduate Emloyment Study Combined (GESC) remained consistent between 2019 and 2020, with70% of graduates being either in full-time employment or higher-level study. This has shown an increase over time from 2016/2017, which may be as a result of the establishment of a sector advisory board in 2018, which helped to re-develop Work Integrate Learning (WIL) components. Working with the board has evidenced the Te Noho Kotahitanga value of rangatiratanga in drawing on the authority of our sector to enhance graduate outcomes. Additionally, we have seen an increase in the number of apprenticeships offered from 2019 onwards. A very slight decrease in those in employment in 2020 as compared to 2019 may be due to the impacts of Covid 19. However, the low number of respondents to the Graduate Survey, (22 of a total of 35 graduates) and a margin of error of 17% does put a caveat on the reliability of this data.  |
| 2.2 How well do graduate destinations match the intended employment pathways listed in the programme document?**Table 7 – Feedback from graduates** [Sample of suitable data table – replace with actual source data]

|  |  |
| --- | --- |
| Graduate Destinations | Year Graduated |
| 2015 | 2016 | 2017 | 2018   | 2019   |  2020 |
| Qualification match with Job Requirement | 60% | No data | 62% | 65% | 73% | 75% |
| Qualification Relevance to Employment | 60% | No data | 65% | 60% | 75% | 70% |
| Qualification Value (worth the investment) | 50% | No data | 48% | 45% | 45% | 50% |

The source of this data is the attached Unitec Graduate SurveyExample to be deleted before submission of the final reportGraduates identify that their qualification has prepared them for their job roles (75%) and relevance to employment is further evidenced by most graduate job titles matching employment outcomes in the programme document. However, students continue to identify that our qualification does not represent a good investment. This may be due to the programme being at Level 3 and students wanting to gain further qualifications and higher paying roles. It is planned to run focus groups with graduates this semester to look into the cause of this.The GPO table shows some variation in graduate’s perceptions of the graduate profile. Approximately half of the GPOs are highly rated (80%+) and half are rated at around (70%). This may be due to the age of the programme and changes in what is required of work-ready graduates. This data will help inform the review process for this programme to take place next year and will be discussed with graduates in planned focus groups.  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Focus area three****Evaluative question - How effective were the implementation of 2020 Semester 1 priority group strategies, plans and actions in supporting students?****This focus area has a primary relationship with KEQ 4.****Indicative evidence/reference sources:**SCC DashboardCEP DashboardCEP questions: B5, B6, C3, D4, D5, D6, D7, B5, D16, D17, D19, D20, D21)Ako Aotearoa - [Institutional Programme-Design Strategies Supporting Forced Change](https://ako.ac.nz/knowledge-centre/institutional-programme-design-strategies-supporting-forced-change/)**Educational Performance Rubric Guidance**

|  |  |
| --- | --- |
| Excellent | * All staff engaged in I See Me orientation and transition initiatives and all students supported to engage;
* Results of low stakes assessments in every course led to follow-up and support of flagged students
* Evidence demonstrates the usefulness of all aspects of the Programme’s student monitoring system including the Student Support Advisor role
* All courses contain relevant mātauranga Māori **and** Pacific content
* Evidence of all staff engaging in capability development on priority areas
* A few strategies for priority group parity are still being strengthened.
 |
| Good | * Most staff engaged in I See Me orientation and transition initiatives and all students supported to engage;
* Results of low stakes assessments in most courses led to follow-up and support of flagged students
* Evidence demonstrates the usefulness of some aspects of the Programme’s student monitoring system including the Student Support Advisor role
* Most courses contain relevant mātauranga Māori **and** Pacific content
* Evidence of most staff engaging in capability development in priority areas: Maori, Pacific, International Code of Practice.
* Any gaps or weaknesses in the use of parity strategies have little impact and are mostly managed effectively
 |
| Marginal | * Some (50 – 60%) staff engaged in I See Me orientation and transition initiatives and students supported to engage
* Low stakes assessments included in most courses discussed but no evidence provided of follow-up with flagged students
* Inconsistent approach to student monitoring including the Student Support Advisor role
* At least 50% of courses contain relevant mātauranga Māori **and** Pacific content
* Evidence of some (50 – 60%) of staff engaging in capability development on priority areas: Maori, Pacific, International Code of Practice.
* Some gaps or weaknesses in the use of parity strategies, which are not managed effectively
 |
| Poor | * Staff or student engagement in I See Me orientation and transition initiatives were mostly absent
* Low stakes assessments included in fewer than 20% of courses
* No student monitoring system used by academic staff
* Fewer than 50% of courses contain relevant mātauranga Māori **and** Pacific content
* Low staff participation in priority area badges including the International Code of Practice
* “I See Me’ practices not yet implemented
 |

 |
| Focus area threeEvaluative question - How effective were the implementation of 2020 Semester 1 priority group strategies, plans and actions in supporting students?SUMMARYThe rating of  Excellent/Good/Marginal/Poor [Choose one] is made due to [outcome analysis 1], [outcome of analysis 2], [outcome analysis 3], [outcome analysis 4], [outcome analysis 5], [outcome analysis 6], and [outcome analysis 7]. Example to be deleted before submission of the final report*The rating of educational performance for this area is Marginal. Although staff have been working hard to embed I See Me strategies and implement low stakes assessments in semester 1, results were affected negatively by lockdown and COVID 19. Many of our priority learners were adversely affected by lockdown so it is not possible to provide evidence to support a higher rating despite the amount of work that has been happening in the I See Me area.* |
| 3.1 Discuss student and staff engagement in on-boarding, transition and the first six weeks: the pōwhiri, wānanga, whanau/fanau evenings, tuākana/tēina mentoring and other Programme-specific orientation. Were these successful? How do you know? (CEP questions B6, C3, D4, D5)Example to be deleted before submission of the final report*Our Programme has always welcomed new students with a pōwhiri held on the marae. However, this year there was greater emphasis on this event leading to more teaching staff attending and learning the waiata in advance. Only the APM and Programme Co-ordinator attended the whanau/fanau evenings though and the turnout from students and their families was disappointing. We will need to reconsider the timing of this event for future semesters. The addition of these Unitec-wide events to our Programme’s usual orientation events was ...* |
| 3.2 Discuss early low stakes assessment in the programme. Was this implemented this Semester? If so, comment on assessment results. Was this successful? How do you know? (CEP questions B6, C3, D4, D5)Example to be deleted before submission of the final report*All courses implemented low-stakes assessments for the first time this semester; lecturers worked with our TPA Advisor in mahi kotahitanga to help create suitable assessments. Results were encouraging while those who did not do well or did not submit were immediately.* |
| 3.3 Discuss Monitoring Learner Progress & Providing Support. What was the usefulness and effectiveness of tracking and monitoring systems, Student Support Advisor role, support offered? How do you know? (CEP questions D5, D6 and D7)Example to be deleted before submission of the final report*Pastoral care was emphasized this semester with the addition to our team of a Student Support Advisor who was able to monitor student progress and contact students who were not engaging. This was particularly useful during COVID when pastoral care was even a high priority. The Advisor was able to connect students with other Unitec support services, such as counselling and the Learning Advisors. Using a spreadsheet which all lecturers could access and update was helpful because lecturers could view the progress of students in all courses very quickly. The traffic light system worked well, highlighting students who were struggling. It was alarming to see the use of red and amber on the spreadsheet rising to nearly 90% of students during lockdown. Our team intend to continue using the spreadsheet in future semesters.* |
| 3.4 Discuss the embedding of “I See Me” in courses, learning & teaching, and Unitec culture and practices. Consider the ways in which students can see their culture reflected in class. How well did the embedding of Māori and Pacific resources, activities, course content to date? How well have these initiatives impacted on priority group success to date (CEP questions B5, B6, C3, D4, D19, D20, D21)?Example to be deleted before submission of the final report*KEQ1 shows that priority group success has not improved significantly this semester, however the impact of COVID 19 on the Programme and on students’ ability to complete the course should be considered. It seems too early to be able to* monitor the *impact of “I See Me’ on student success.* *Withdrawal and deferral rates were significantly higher and can be attributed to lockdown. Many of our priority group students were not able to study online successfully for a number of reasons, lack of technology resources, WIFI, personal laptop, printer, a quiet space to study in, were all issues many of our students contended with during lockdown. Every student was contacted during lockdown. One student stated that she ‘could not concentrate on her studies because she did not have anywhere quiet to study at home and the libraries are all closed”. Another commented that ‘”WIFI is unreliable where I live”. Twp students did not have WIFI at home. Affected Performance Consideration (APC) applications were also 20% higher and led to 7 deferrals. However, staff worked hard to embed appropriate resources into their courses for the first time this semester to encourage student engagement. For instance, in ....* |
| 3.5 Discuss building staff capability. Areas to discuss **may** include: ADEP completions to date, Participation in badges which support Māori & Pacific success, Participation in other badges, International Code of Practice, Other professional development undertaken (Zoom, Echo 360, etc), Online CEPs, Moderation (CEP questions D16, D17). How has staff capability supported achievement of priority groups?Example to be deleted before submission of the final report*Sixty percent of staff in the programme have completed the TNK badge, with two staff submitting at demonstrating level. In half of our courses SCC for Maori students has improved as compared to last year, which the team attributes to both PD and additional pastoral support. 80% of staff have completed the International Code of Practice. Outstanding badges will be completed by the end of the year. To move teaching online, all staff attended meetings with TPA to support moving course content fully online. This has supported consistent SCC across the programme despite the challenges of COVID 19. Not all staff have engaged with the online CEP in semester 1 due to the demands of teaching during COVID. This area of capability will be a focus of semester 2.* |
| 3.6 Discuss educational and pastoral support for international students. How well did these support mechanisms impact on the educational achievement for international students? (CEP D16)Example to be deleted before submission of the final report*Due to COVID 19 our programme had no new international students, however the programme has 10 International Students across years 2 and 3. International students were supported by the Student Support Advisor and the International office also provided additional support during Covid 19. Some students required additional support due to being separated from family overseas during the lockdown. These challenges may have impacted International SCC which dropped slightly over this semester, but is still meeting overall targets.*  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Focus area four****Evaluative question: How effective was the programme response to the impact of COVID-19 in supporting teaching and learning?** **This focus area has a primary relationship with KEQ 3 and 4.****Indicative evidence sources:**SCC DashboardCEP DashboardCEP questions: C2, C3, D2, D4, D6, D7, D8, D13, D14, D15, D18Student SurveyAPCNPCSCC%Withdrawal rates and deferralSpecial note about: LOP data**Educational Performance Rubric Guidance**

|  |  |
| --- | --- |
| Excellent | * Feedback from students, stakeholders and teachers is consistently positive
* Our strategies and processes for teaching and learning through the lockdown were almost completely effective
* Very few issues that impacted on learners
* Any issues have no significant impact on learners and are managed very effectively
 |
| Good | * Feedback from students, stakeholders and teachers is mostly positive
* Our strategies and processes for teaching and learning through the lockdown were mostly effective with some minor issues that impacted on learners
* Any issues have little significant impact and are mostly managed effectively
 |
| Marginal | * Feedback from students, stakeholders and teachers is variable across the programme
* The success of our strategies and processes for teaching and learning through the lockdown was inconsistent
* Some weaknesses in our strategies have had some negative impact, and were not managed effectively
 |
| Poor | * Feedback from students, stakeholders and teachers is mostly negative
* Our teaching and learning strategies during the lockdown were often ineffective
* A number of our strategies had weaknesses that had significant impact on learners, and were not managed effectively
* We did not meet our own minimum expectations or requirements for quality and rigor
 |

 |
| Focus area fourEvaluative question: How effective was the programme response to the impact of COVID-19 in supporting teaching and learning?SUMMARYThe rating of **Excellent / Good / Marginal / Poor** [Choose one] is made due to [Statement 1], [Statement 2] and, [Statement 3].Example to be deleted before submission of the final report*The rating of educational performance for this focus area is* ***Marginal.*** *Although there was some excellent redesign of learning activities and assessments, performance across the programme was variable. The rapid changes at the time of the closedown meant that there was insufficient time to create strong procedures and some were necessarily developed in a reactive rather than proactive way. Although moderation of assessment changes ensured rigor and accessibility, not all students were able to participate equitably in some courses due to personal distractions or digital poverty. There were some gaps that could not be managed initially and planning is needed to ensure there are strategies in place for the future, based on our recent experiences.* *NOTE This is an honest rating that shows careful evaluation of a performance and planning to improve. Choosing a lower rating is not necessarily a negative choice* |
| 4.1 Discuss the main changes you made to your course delivery and/or assessments. Were these successful? How do you know?Example to be deleted before submission of the final report*In all of our courses we were able to deliver almost all content online, including opportunities for discussion, using Moodle and Zoom. Two practical exams were delayed to the end of semester so that they could be held on campus. All other assessments were adapted to be online. Although pass rate was 5% lower on average across the programme than in previous semesters, this reflects perhaps the challenges of studying under lockdown ( family members all at home, increased anxiety levels) as reported by students in both the NPS and Student Course Evaluation surveys, rather than problems with the assessment changes. One assessment in ABCD6789 received particularly positive feedback from students (informal feedback and Student Course Survey) as being more relevant than the previous on-campus version even though the grade spread remained the same as in previous semesters.* |
| 4.2. What strategies were used to specifically support priority learners during the campus lockdown and the shift to online learning. Were these strategies successful? How do you know? ( Speak to your school priority champions and Student Success staff for evidence in addition to Student Course evaluations, NPS, SCC data)Māori: Pacific:International:Under 25: |
| 4.3 How well were staff supported with the change to remote teaching. How do you know. What could have been improved? Provide one or more brief statements below, using data to support your statements.Example to be deleted before submission of the final report. *Te Puna Ako reports show that 70% of our teachers attended Zoom and/or Echo workshops. Net Promoter Score feedback for this programme showed a 5% increase over the last 2 semesters with regard to teaching. This is very positive considering the challenges during the Covid 19 lockdown. We may have had even more teachers upskill if we ran additional workshops just for our School.* |
| 4.4 What strategies were used to maintain effective communication with students? What worked well. How do you know? What could have been improved?Example to be deleted before submission of the final report. *Lecturers contacted all students by email or phone twice during the semester to check on their wellbeing. Students who were not seen to be participating in online discussions or activities were added to our risk register and we worked with student success and priority champions to support these students through additional contact. Feedback in emails and Student Course evaluations indicate appreciation for this communication* |
| 4.5 What strategies were used to ensure quality of teaching and learning and rigour in assessment? What worked well. How do you know? What could have been improved?Example to be deleted before submission of the final report. *Changes to assessments were developed with the support of our TPA and TKK liaisons and were subject to normal moderation processes. All online assessments were submitted through Turnitin. Similarity ratings in Turnitin were of concern for only a small number of students and we were already aware these particular students were at risk and have worked with them specifically.* |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Focus area five****Evaluative question: How well have previous PEP SMART goals progressed, to support educational achievement?** **Indicative evidence sources:**Previous PEP SMART Goals – Table 1SCC DashboardCEP DashboardResponses to Focus Areas 1-4**Educational Performance Rubric Guidance**

|  |  |
| --- | --- |
| Excellent | All previous PEP SMART goals are on target for completion.Where changes have been required to the SMART goal these are well documented.The impact of completed SMART goals has been evaluated, or is in progress.The outcome of the SMART goal has been shared (where applicable). |
| Good | Most previous PEP SMART goals are on target for completion. Where changes have been required to the SMART goal these are mostly documented.The impact of completed SMART goals have mostly been evaluated. |
| Marginal | Some previous PEP SMART goals are on target. Completed SMART goals have been completed mostly in accordance with the SMART goal.Where changes have been required to the SMART goal these have not been managed effectively. |
| Poor | Previous PEP SMART goals require attention. |

 |
| Focus area fiveEvaluative question: How well have previous PEP SMART goals progressed, to support educational achievement?SUMMARYThe rating of educational performance for focus area five is Excellent / Good / Marginal / Poor. [Choose one] This is made due to [Statement 1], [Statement 2] and [Statement 3].Example to be deleted before submission of the final report*The rating of educational performance for this focus area is* ***Good.*** *This rating is made as all SMART goals are on target and three SMART goals completed have been evaluated. SMART goal 2019-T3 required some changes and this is in the progress of being documented.* |

**Table 1: Past, present and future improvement actions**

***Copy and paste*** *into the table below the SMART goals you made in your previous PEP.* ***Update*** *the final column of the table – what has been achieved to date?*

*If a new SMART goal is required due to findings in the Focus Areas add the new SMART goal using the numbering format Interim [number] 2020.* *Tkkinsights@unitec.ac.nz* *or your AAQ can pre-populate this table if there is spare capacity.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***PEP Year - Action number*** | ***Continuous Improvement Action*** | ***Individual responsible*** | ***To be done by (date)*** | ***The action will be considered successful when******(intended outcome)*** | ***Achievement to date******(actual outcomes, including dates achieved)*** |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|  |
| --- |
| **PAQC review of PEP report****The PEP must be considered by the PAQC, the following questions discussed and minuted.** |
| **ACHIEVEMENT**What area(s) does the programme need to focus on improving in order to improve student achievement in the second half of 2020? |
| That the PAQC has confidence through its analysis of the PEP that the educational performance ratings given for each focus area (Select one of the following):* are accurate
* shall be amended for the following focus areas before submission
* required more analysis and are to be reworked for reconsideration
 |
| **SMART GOALS**What progress does this PEP evidence toward the completion of SMART goals set in the previous PEP? What reasons are known for any delays? Any suggested refinements to the SMART goals for the next period going forward? |
| **Progress on previous goals**That the PAQC can confirm that its oversight of the action plans since the last PEP have sighted regular activity toward completion and/or delays where necessary and these (Select one):* are accurate
* shall be amended as follows before submission
* required more analysis and are to be reworked for reconsideration by the PACQ Chair before submission

**New goals set**That the PAQC has reviewed the new SMART goals for this PEP and confirms (Select one):* they are SMART and will be moved into the global workplan of the PAQC
* shall be amended as follows before moving into the global workplan of the PAQC
* required to be reworked for reconsideration by the PACQ Chair before submission
 |
| **SELF-ASSESSMENT CAPABILITY**How well has the programme team demonstrated its capability in self-assessment in determining educational performance of the five focus areas. Use the attached Appendix 2 Rubric 2 to provide a rating? Excellent/Good/Marginal/Poor. [Choose one] |
| Explain the reason for this rating referring to the criteria in Rubric 2.Example to be deleted before submission of the final report*The rating is given* |

Electronic submission of this report to QAB@unitec.ac.nz shall be considered as the final version.

**Appendix 1**



**Appendix B - Capability in Self-Assessment Rubric**

Rubric 2: Criteria for rating Capability in Self-Assessment for Key Evaluation Questions and Focus Areas

|  |  |  |
| --- | --- | --- |
| Rating | NZQA criteria | Unitec criteria for the Interim PEP |
| Excellent  | * Self-assessment is exceptional and comprehensive
* Strong evidence of improved outcomes brought about by self- assessment activities
* Very few gaps or weaknesses
* Any gaps and weaknesses have no significant impact and are managed very effectively
 | * All sections of the PEP have been completed
* Ratings are made for each focus area with justification supported by the rubric
* Where applicable analysis has been made against the recommended benchmarks provided, with reasons
* Sufficient evidence is provided for each focus area
* Shortcoming in evidence have been explained
* Te Noho Kotahitanga Principles underpin all focus area discussions
* Trends are analysed in focus area 1 and 2
* Margin of error in focus areas 2 is identified and discussed in depth
* Actions previously taken clearly link to outcomes or processes for each focus area and have shown a positive impact
* Reference to I See Me is included in focus areas where relevant (especially, focus area 1 and 3)
* Identified gaps in outcomes or process clearly link to the focus area and are minor
* All SMART goals related to the focus area have been actioned or addressed throughout the year with outcomes or changes recorded
* New SMART goals are identified that are clearly linked to the focus area performance or process
 |
| Good  | * Self-assessment is generally strong and comprehensive
* Evidence of improved outcomes brought about by self-assessment activities
* Few gaps or weaknesses
* Gaps or weaknesses have some impact but are mostly managed effectively
 | * All sections of the PEP have been completed.
* Ratings are made for each focus area with justification supported by the rubric
* Where applicable, analysis has been made against the recommended benchmarks provided, with some reasons.
* Sufficient evidence is provided for most focus areas.
* Shortcomings in evidence have been identified with some explanation.
* Te Noho Kotahitanga principles underpin most focus area discussions
* Trends are identified with some analysis in focus area 1 and 2
* Margin of error in focus areas 2 is identified and with some discussion
* Actions previously taken generally link to outcomes or processes for each focus area and have shown some positive impact.
* Reference to I See Me is included in focus areas where relevant (especially, focus area 1 &3)
* Identified gaps in outcomes are process generally link to the focus area.
* SMART goals related to the focus area have mostly been actioned throughout the year with outcomes recorded
* New SMART goals are identified that link to the focus area
 |
| Marginal  | * Self-assessment is inconsistent in quality and coverage
* Limited evidence of improved outcomes brought about by self- assessment activities
* Some gaps and weaknesses have some impact, and are not managed effectively
 | * PEP sections generally completed, with some information missing
* Ratings are made for each area, but may be inconsistent, for example the reasons for the rating is not clear or the rating given does not match the evidence
* Not all applicable areas are analysed against the recommended benchmarks, or reasons for analysis may not be given, or be inaccurate.
* Some focus areas may lack evidence
* Shortcomings in evidence may not be explained or addressed
* Te Noho Kotahitanga Principles are referred to inconsistently and may underpin some discussions but not others.
* Trends may be identified in focus area 1 or 2, with limited analysis
* Margin of error in focus areas 2 is identified
* Actions previously taken may be described but not always clearly linked to outcomes or processes for each focus are, or may not show a positive impact.
* Limited references to I See Me, especially in focus area 1 & 3
* Gaps in outcomes or process may not be consistently identified or consistently linked to  focus areas and have clear impact on outcomes.
* SMART goals related to the focus area may be inconsistently referred to and/or inconsistently actioned (e.g. some actioned, some not)
* Some new SMART goals missing, or goals not consistently linked to the focus area performance or process
 |
| Poor  | * Self-assessment is generally ineffective or weak
* No or minimal evidence of improved outcomes brought about by self- assessment activities
* Significant gaps or weaknesses have significant impact, and are not managed effectively
* Does not meet minimum expectations or requirements
 | * PEP sections have large gaps and missing information
* Ratings are not made for each focus area or have minimal relationship to their rubric.
* No analysis made against the recommended benchmarks
* No or very limited evidence provided
* No explanation or analysis of shortcomings of information including margin of error
* No reference to Te Noho Kotahitanga Principles in discussion
* Actions previously taken are not clearly described, or assessed against outcomes or processes for each focus area, or have not shown positive impact.
* No reference to I See Me
* Gaps in outcomes or process not identified or not linked to the focus area and have clearly impacted outcomes.
* Previous SMART goals related to the focus area missing, or consistently not actioned , or outcomes not recorded
* New goals not identified, or not linked to focus areas performance or process.
 |