

REPORT ON COURSE EVALUATION AND PLANNING (CEP) ONLINE – SEPTEMBER 2020

Purpose

The purpose of this report is to provide an overview of the Semester 1, 2020 Course Evaluation and Planning (CEP) process and to outline the changes implemented for Semester 2, 2020.

Background

On 22 May 2018, QAB determined that course reporting would be mandatory across Unitec effective Semester 2 2018. The aims were to:

- encourage teacher evaluation and planning
- document improvements
- gather evidence relating to Academic Quality Compliance

Prior to this course reporting was inconsistent across Unitec.

QAB also approved the creation of a standardised Course Reporting tool, known as Course Evaluation and Planning (CEP), to be piloted during Semester 2 2018 with the intention of this format becoming mandatory for all courses in Semester 1 2019. A report template was developed by Te Korowai Kahurangi and Te Puna Ako for optional use from semester 2 2018, acknowledging that there were a number of reports already being utilised. Te Korowai Kahurangi led this pilot with minimum standards being set for Semester 2, 2018. The long-term aim was to create an online tool to enable transfer of data easily between CEP and PEP for Programme level reporting.

Prior to 2020 Word versions of the CEP were saved on H drive in Programme folders; it was difficult to ascertain the uptake of this paper-driven format but it was variable.

In semester 1 2020, an online centrally managed version of the Course Evaluation and Planning (CEP) report using Qualtrix (Unitec's survey software) replaced the existing Word version. This was designed to allow for real-time reporting and the collation of data and insights across different courses, which could then be "rolled up" to programme level, with the intention of enhancing the value of the CEP process as an input into programme evaluation, while also acting as a management oversight tool.

The driving forces behind the CEP are still three-fold, being evaluative and future-focussed as well as increasing awareness and accountability with areas of compliance, such as moderation, I See Me, work placements, delivery of learning hours, course descriptors, etc.

A Power BI dashboard was built to display CEP data for semester 1, 2020; a dashboard for semester 2 has just been published. The dashboards provide:

1. greater transparency
2. a reporting tool for Programme Co-ordinators, Academic Programme Managers, Priority Group Directors and Te Puna Ako
3. evidence needed for PEPs and programme development

The CEP is designed for engagement at various points of the semester:

- Before the course begins
- After each assessment marks have been published
- At the end of the course

(See attached Word version for more detail.)

Minor changes to the semester 2 version of the CEP and the dashboard have been informed by feedback. An additional question has been added relating to Learning Hours.

Challenges

Introducing a new 'tool' at a time when COVID suddenly emerged has been challenging. Teaching staff were focused on emergency planning, changing assessments, learning to use online tools, supporting students to engage online, etc during lockdown as well as managing their own whanau needs. Over the Easter semester break Te Korowai Kahurangi had planned to be supporting staff to use the tool at staff meetings. Instead NZ was in lockdown and learning a new tool for CEPs was a very low priority for academic staff. Trying to change the culture to an online delivery and evaluation (not something all staff are used to doing) at a time of global emergency was unrealistic.

Challenges have centred around:

- the low uptake (semester 1: 54% completed/semester 2: 31% started to date)
- accessing the CEP links
- issues with the Qualtrix tool
- the generic nature of the online version
- the length of the online version

The findings from semester 1 2020 include:

- Reporting at course level is problematic for a small number of courses which are delivered in different modes/locations or to different pathways or with different start/end dates
- Trades are working with Te Korowai Kahurangi to find a way of reporting which suits their delivery modes, such as unit standards, multi-entry, etc
- The Police Programme and short courses such as Real Estate and Unit Standards delivery require a simplified version for reporting purposes
- Qualtrix has not proved fit for purpose
- Some teams have welcomed the transition to the online mode of reporting
- Support provided by Michelle Sun and Sue Crossan has been well received by Schools

Recommendations:

1. Consider a different online tool as Qualtrix doesn't seem to be fit for purpose (investigations underway)
2. Consider other options for reporting from courses which fall outside the 'norm' such as annual or 6 monthly reporting for short courses and micro-credentials with a shorter template which is fit for purpose (consultation is already taking place)
3. Continue to support staff to engage with the online version and upskill in terms of evaluation commentary (Sue Crossan is available to support teams in this capacity).

Appendix 3 Examples of data taken from Power BI Semester 2 CEP dashboard:

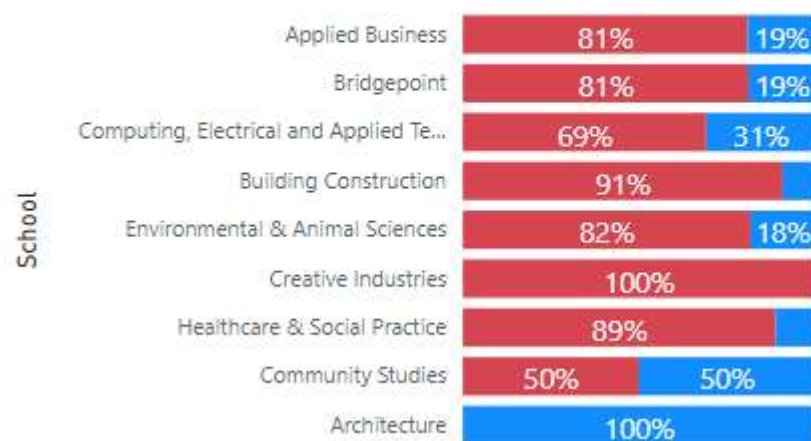
Have you reviewed the Course Descriptor to confirm planned delivery meets the requirements of this course?

● No ● Yes



Have there been any changes made which effect this iteration of the course?

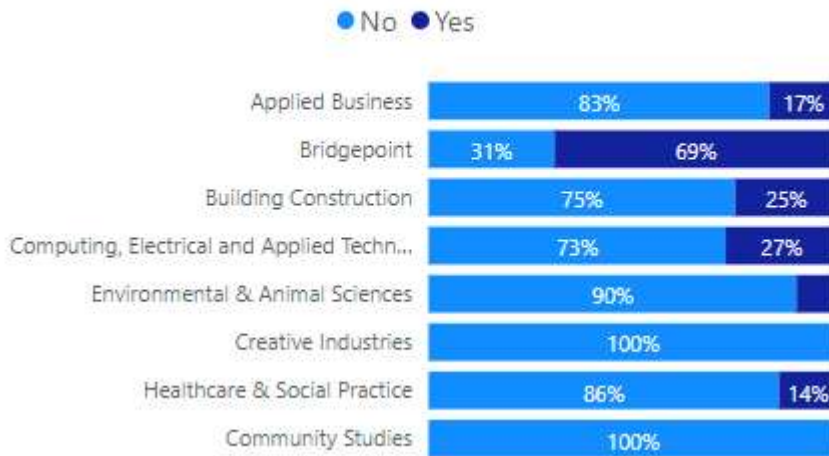
● No ● Yes



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Main Programme

Do students in your course/programme take the Literacy & Numeracy Assessment Tool?



*note no responses received yet from Architecture relating to the above question

Qualitative answers to the question 'Briefly state how Māori & Pacific content is embedded into this course' reveal rich evidence such as:

Introduction of Maori terminology for domestic animals. Staff present themselves with a pepeha. In the first class, staff and students share kai and introduce each other.

Ethics topics included a lengthy discussion of the Te Noho Kotahitanga values as an ethical basis.

Students introduced to a Maori and Pasifika model to incorporate into an assessment / Discuss stats reflecting imbalances in the sport and rec system. / Students choose their own community for assessment project which could include Maori or Pasifika.

Reading content includes indigenous research methods from the perspective of a Māori author. Readings referred to in the course refer to Māori world views as offering methodologies for creating new knowledge in the field of practice-based and practice-led creative research.

Matarauka Maori and Pacific content that is embedded into the course through readings and classroom discussions/teaching on NZ culture and history and learning of Maori proverbs, saying and terms. Students participate in the pohiri at the beginning of semester. Also there is a specific session in the curriculum on the Treaty of Waitangi focusing on translation and Interpreting issues.