

Appendix 2 Semester 2 Word version CEP

Akoranga aromātai hoahoa | Course evaluation and planning

Course Evaluation and Planning (CEP) is designed to be an ongoing evaluative tool spanning the delivery of a **course**. It provides a consistent approach to the evaluation of course delivery and is primarily a self-reflective tool for teaching staff, though it will also provide key evidence for Programme Evaluation & Planning (PEP) evaluative conversations and reporting.

Brief commentary on the evidence is important. This provides justification for any decisions made such as programme changes. **Do not refer to any students by name in the form.**

It is expected that academic staff will complete the form at intervals throughout the semester.

This is a class level word version of the online form. Information recorded here will be gathered together to complete an online CEP at course level.

If you have any questions about this form or data needed, contact your Administrator Academic Quality (AAQ). Supporting data is available from Power BI.

Start of Block: A. Course Information & Contributors

You are completing the CEP for the following course(s):

| | |
|------------------|-----------------|
| Semester: | Semester 1 2020 |
| Course ID: | |
| Course code: | |
| Course name: | |
| Class number: | |
| Programme: | |
| Prospectus code: | |
| School: | |
| APM/AL: | |

(this section is pre-populated in the online version of this form)

Please enter the course coordinator's name below.

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A2. Please enter all contributors to this CEP form.

| | |
|---------------|--|
| Contributor 1 | |
| Contributor 2 | |
| Contributor 3 | |
| Contributor 4 | |
| Contributor 5 | |

End of Block: A. Course Information & Contributors

Start of Block: B. Before the course begins: Reflections on course improvements

Section B: Before the Course Begins
Reflections on Course Improvements

This section is to be completed before the course begins and addresses kaitiakitanga (guardianship)


B1. Have you reviewed the Course Descriptor to confirm planned delivery meets the requirements of this course?

☐ YES ☐ NO

B1a.:

Complete the table below to show how much of each type of learning the average student is expected to do. Further direction/information is available on the Nest:
<https://thenest.unitec.ac.nz/TheNestWP/teaching-and-research/te-korowai-kahurangi/quality-assurance-support/learning-hours/>

Learning hours

Course Credit value for this course is:  credits

| Activity | Hours |
|---|-------|
| Teaching | |
| Work experience | |
| Preparation for, or follow up from, teaching or work experience | |
| Hours allocated to preparation for/of Assessment 1 | |
| Hours allocated to preparation for/of Assessment 2 | |
| Hours allocated to preparation for/of Assessment 3 | |
| Hours allocated to preparation for/of Assessment 4 | |
| Hours allocated to preparation for/of Assessment 5 | |
| Other: (state) | |
| Total | |

Total hours of planned and directed learning: (should equal 10x the credit value of the course)

B2 Is this course provided by an outside organisation?

Yes

☐

No

☐

B3a . List all assessments for this course which have been pre-moderated prior to day 1 of this course.

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B3b. Has approval been obtained for any changes in delivery?

☐ YES ☐ NO

B4a

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

☐ YES ☐ NO

B4b. Explain in more detail what changes have been made and the outcomes.
(Maximum of 5)

Changes Made to the Iteration of the Course

| | Describe the change | Provide a rationale with evidence to support these changes. | Explain how these changes will be evaluated. |
|----------|---------------------|---|--|
| Change 1 | | | |
| Change 2 | | | |
| Change 3 | | | |
| Change 4 | | | |
| Change 5 | | | |

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B5. Briefly state how you will embed Māori & Pacific course content into this course.

B6. Briefly state which teaching and learning practices that are culturally familiar to Māori and Pacific students will be used.

B7. Do students in your course/programme take the Literacy & Numeracy Assessment tool?

☐ YES ☐ NO

B8 If yes, what plans are in place to support students with any literacy and numeracy issues?

End of Block: B. Before the course begins: Reflections on course improvements

Start of Block: C. As the course runs: Assessments and Student Achievement

Section C: As the Course Runs

Assessment & Student Achievement

This section is underpinned by Unitec's guiding principles: kaitiakitanga, whakaritenga & rangatiritanga.

Access the CEP Dashboard to obtain the data for this course, contact your [AAQ](#) or email TKKinsights@unitec.ac.nz if you need help.

Do not refer to students by name in this form.

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C1. Enter student enrolments and withdrawals for the course

| Enter Number of Students | |
|---------------------------|----------------------|
| Start of Course: | <input type="text"/> |
| Number of No Shows: | <input type="text"/> |
| Number of Withdrawals: | <input type="text"/> |
| Number of Late Enrolments | <input type="text"/> |

C2. List reasons for withdrawals or lack of attendance (if known):

(Do not list student names)

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C3. After each assessment, enter the following results and reflect on the results here.

| | Assessment name | Assessment Weighting (%) | N# of passes | N# of fails | N# of not submitted | Enter date of Internal Post Moderation | Provide brief comments on the achievement of each of the following priority groups in this assessment: Maori, Pacific, International, Under 25 |
|---|-----------------|--------------------------|--------------|-------------|---------------------|--|--|
| 1 | | | | | | | |
| 2 | | | | | | | |
| 3 | | | | | | | |
| 4 | | | | | | | |

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| | | | | | | |
|---|--|--|--|--|--|--|
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |

C4. If internal post moderation has not been conducted for any assessment, please explain why.

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Start of Block: D. When the course ends: Reflection and evaluation

Section D: When the Course Ends

Reflection & Evaluation

The following Unitec values underpin this section: rangatiratanga, kaitiakitanga, mahi kotahitanga.

Do not refer to students by name in this form.

D1. Overall Student Achievement in this Course. Enter the results below.

Access the CEP data via Power BI dashboard.

| | Enter whole numbers |
|--|----------------------|
| Successful Course Completion Rate (SCC%) | <input type="text"/> |
| Number of Passed Grades (A,B,C,M,P,R) | <input type="text"/> |
| Number of Failed Grades (D,E,NC) | <input type="text"/> |
| Number of Deferred Grades (DEF) | <input type="text"/> |
| Number of Withdrawn Grades (W) | <input type="text"/> |
| Number of Did Not Complete Grades (DNC) | <input type="text"/> |
| Number of Exchange Student Grades (ES) | <input type="text"/> |
| Number of Missing Grades | <input type="text"/> |

D2. Reflect on these results. How do these results compare with previous semesters? *(This commentary will be useful to inform the PEP)*

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D3. Achievement of the following groups. Enter the results for each group.

Access Power BI for the priority group data.

| | Headcount | Successful Course Completion Rate (SCC%) |
|-----------------|----------------------|--|
| Māori: | <input type="text"/> | <input type="text"/> |
| Pacific: | <input type="text"/> | <input type="text"/> |
| Under 25s: | <input type="text"/> | <input type="text"/> |
| Internationals: | <input type="text"/> | <input type="text"/> |

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D3. Reflect on the successful course completion rates for the above groups.

(Why did you get the results you did? Do you need to do anything differently next time?)

D4a. Course Level Guidance and Support. How do you ensure students are aware of what support is available?

D4b How do you identify students who need additional support?

D5. Comment on how effective student support has been (if known).

D6. Student Feedback on Course and Teaching

The following questions relate to any feedback from students on the course and teaching.

List any positive or negative themes identified from surveys & evaluations

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D7. Enter details of any improvements or changes that have been made based on the student feedback (maximum of 5)

Improvements Based off Student Feedback

| | List any proposed improvements or changes which have been made | When will it be implemented? | How will it be evaluated? |
|---------------|--|------------------------------|---------------------------|
| Improvement 1 | | | |
| Improvement 2 | | | |
| Improvement 3 | | | |
| Improvement 4 | | | |
| Improvement 5 | | | |

D8. How have students been informed of any changes made as a result of student feedback (i.e. in the previous semester). If they haven't been, state why not.

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D9. How have you engaged with stakeholders to inform the delivery of this course? (Eg, guest speakers, workplace input, etc)

D10. Course External Moderation

What date was the latest external moderation conducted for this course?

D11. Resourcing and Any Other Issues. Comment on the availability of the resources needed to deliver this course.

D12. Did you feel well supported to deliver the course?

☐ YES ☐ NO

D13. Please explain your answer in terms of the level of support you received.

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D14. List any recent Continuous Professional Development (teaching or industry related) which influenced the delivery of this course?

D15. In what way(s) did this professional development impact on the teaching and assessment of the course?

D16. List any unresolved issues relating to the course.

D17. Did you embed Māori & Pacific course content into this course? (I See Me)_

☐YES ☐NO

D18. Did you use teaching and learning practices that are culturally familiar to Māori & Pacific students? (I See Me)?

☐YES ☐NO ☐Not sure

D19.What impact did the use of these practices have on learner engagement and success?

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D20. Proposed Course Improvements.

Are any changes to the course or the delivery needed to improve outcomes?

☐ YES (If yes, briefly state what and why)

☐ NO

D21. Have copies of all complete summative assessments been retained? (all summative assessments must be maintained for at least 12 months)

☐ YES ☐ NO (If no, please explain why)

End of Block: D. When the course ends: Reflection and evaluation

Start of Block: E. Overall Rating & Final Submission

D22. Overall, taking the following elements into consideration, how would you rate the performance of the course (using the rating scale shown below)?

Consider:



Success of all students as well as specific priority group students



Pass rates of different assessments



Student attendance/retention



Student support – what has been provided to students and how useful was it to them



Moderation outcomes and the value of moderation



Student feedback



Impact of institutional processes



Trends or themes from the above

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Use the following rating scale

| | |
|-----------|--|
| Excellent | <ul style="list-style-type: none">• Performance is exceptional• Highly effective contributing processes• Very few gaps or weaknesses• Any gaps or weaknesses have no significant impact and are managed very effectively |
| Good | <ul style="list-style-type: none">• Performance is generally strong• Effective contributing processes• Few gaps or weaknesses• Gaps and weaknesses have some impact but are mostly managed effectively |
| Marginal | <ul style="list-style-type: none">• Performance is variable• Inconsistent contributing processes• Some gaps or weaknesses have some impact, and are not managed effectively |
| Poor | <ul style="list-style-type: none">• Performance is unacceptably weak• Ineffective contributing processes• Significant gaps or weaknesses have significant impact, and are not managed effectively• Does not meet minimum expectations or requirements |

Tick the rating below to identify your selection:

☐ Excellent

☐ Good

☐ Marginal

☐ Poor

D23. For what reasons do you give the course that overall rating?

Thanks for your participation.

End of Block: E. Overall Rating & Final Submission