2020 End-of-year PEP Over-arching approach

TKK Briefing

23 November 2020

Te Korowai Kahurangi

Rationale for PEP

Why? Led by Manaakitia te Rito our Te Noho Kotahitanga principles supported by Academic Committee, we manaaki the success of our learners and communities.

The overall purpose of the PEP is four-fold. To:
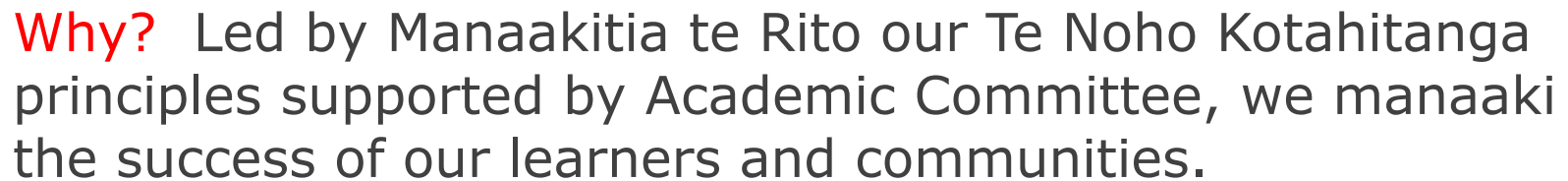
- monitor and improve performance in delivering positive outcomes for our students and other stakeholders
- monitor and improve our ability to reflect on the effectiveness of our actions in doing the above
- increase consistency in educational performance and self-assessment across the organisation
- report on educational performance and self-assessment capability to our key external stakeholder NZQA

Appendix A: Relationship to Academic Committee

Over-riding Policy: ***Academic Evaluation, Review, and improvements*** policy

⬇

Academic Committee

⬇ ⬆

Sub-committee Quality Alignment Board approves PEPs approach

⬇ ⬆

Heads of Schools and APMs

Key 2020 EoY Principles

- Flexible

- More programme*-centric

- No radical changes

- Consolidate progress to-date

- Continue commitment to Āta-kōrero

- Some efficiency improvements

Programmes* includes programmes and training schemes sometimes referred to as academic provision.

Focus of 2020 End-of-Year (EoY) PEPs

KEQ	TEIs (as applicable)	Comments
KEQ 1	All	Based on January SDR. **All PEPs** use the January SDR data for finalising the PEP report. Note: PowerBI dashboards for this purpose will be available on 8 February.
KEQ 2	All	Some narrative applicable from the Interim PEP
KEQ 3	All	Some narrative applicable from the Interim PEP
KEQ 4	All	Some narrative applicable from the Interim PEP
KEQ 5	All	Scaffolded list of items to rate and discuss
KEQ 6	All	Scaffolded list of items will be available to check and to rate quality. APM to provide evidence and narrative on how well the programme is being delivered in accordance with the programme documentation and agreements with NZQA, TEC, sub-contractual requirements and professional bodies.
SMART Goals	As applicable	Update current SMART goals and create new SMART goals

Tertiary Evaluation Indicators

Outcome indicators ← Process indicators →

Achievement & Outcomes	Programmes match needs	Student engagement	Governance & Management	Compliance
These indicators are relevant to: **1. How well do students achieve?** **2. What is the value of the outcomes for key stakeholders, including students?**	**These indicators are relevant to:** **3. How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?**	**These indicators are relevant to:** **4. How effectively are students supported and involved in their learning?**	**These indicators are relevant to:** **5. How effective are governance and management at supporting educational achievement?**	**These indicators are relevant to:** **6. How effectively are important compliance accountabilities managed?**
Students acquire useful skills and knowledge and develop their cognitive abilities.	Programmes maintain relevance to stakeholders and communities.	Student learning goals are well understood.	Organisational purpose and direction is clear.	Policies and practices are legal and ethical.
Students complete courses and/or gain qualifications.	Programmes are regularly reviewed and updated to meet existing and emerging needs of students and stakeholders.	Comprehensive and timely study information and advice is provided to assist students pursue their chosen pathways.	Organisational academic leadership is effective.	The TEO has effective compliance management processes.
Students gain relevant employment and/or engage successfully with further study.	Learning environments are planned and structured for the benefit and needs of students.	Responses to the well-being needs of students are appropriate.	Sufficient resources are allocated to support learning, teaching and research.	Relevant legislation, rules and regulations are complied with.
Students apply new skills and knowledge and contribute positively to their local and wider communities.	Academic standards and integrity are maintained.	The learning environment is inclusive.	Data analysis is used effectively throughout the organisation	
Students improve their well-being and enhance their abilities and attributes.	Learning activities and resources are effective in engaging students.	Policies and procedures minimise barriers to learning.	Recruitment and development of staff is effective.	
Communities' and iwi bodies of knowledge are created, developed, and advanced.	Key stakeholders, including students, are clearly identified and engagement is appropriate and ongoing.	Students have opportunities to apply knowledge and skills in a variety of contexts.	Staff are valued.	
	Assessment is fair, valid, consistent and appropriate.	Students are supported to establish effective social and academic support networks.	The education organisation anticipates and responds effectively to change.	
	Assessment provides students and teachers with useful feedback on progress.	Students are provided with useful and timely feedback on their progress	Innovation, responsiveness and continuity are balanced.	
	Learning activities and assessment tasks are purposefully aligned with learning outcomes		The TEO operates a sustainable business model, which is aligned to its educational purpose.	

Self-assessment is comprehensive and effective.

Programmes for EoY PEP

Schools will be provided with a full list of academic provisions (programmes), including those which have been excluded.

Where a School wishes to vary what is proposed, this can be discussed with the Chair of the QAB.

In general, programmes will be open to exclusion based on the following:

- Less than 3-5 EFTS in 2020

- expiring due to 2018 Suspension of programmes

- expiring due to MRoQ

Note: Initial decision on programmes to be circulated the week starting 23 November

Timeframes

Generally, programmes have the ability to flexibly manage their own timelines provided the following is met:

Date	
22 Nov 2020	End of (standard) semester
23 Nov – 18 Dec	Grade ratification and CEP completion
23 Nov – 23 Apr	Āta-kōrero (timing to be decided by programme leaders)
4 Dec	Template published. Pre-populated cover sheet and transfer of SMART goals to the template (dependent on capacity)
8 Feb 2021	January SDR dashboard refreshed and available for KEQ 1 data and further Āta- kōrero and PEP completion
15 Feb - 9 Apr	Āta-kōrero continues in February to address January SDR
15 Feb - 23 Apr	Recommended time for PAQC evaluation of PEP reports
23 Apr	Deadline for submission of reports to qab@unitec.ac.nz
12 Apr – 1 May	Selection of programmes reviewed for quality assurance purposes. This may involve a resubmission process
10 May – 21 May	Te Korowai Kahurangi Evaluation of process of PEP cycle
30 June	Submission of Level 7 and above PEPs to NZQA

Āta-kōrero in December may:

- Form part of grade ratification to evaluate KEQ 3, 4 and 5

- Address previous SMART goals

- Create and implement SMART goals in readiness for 2021 Semester 1

Data approach

Keeping

- <mark>Cover sheet pre-populated as per Interim PEP approach</mark>
- <mark>SMART goals pre-populated as per Interim PEP approach</mark>

Removing

- PDF files will **NOT** be provided except for GPOs and these will linked

New

- Provision of a purpose built PowerBI dashboard for PEPs based on January 2021 SDR
- Provision of a purpose built PowerBI dashboard for PEPs based on Peoplesoft dynamic data (for programmes to explain anomalies with EPIs based on January SDR)
- Data to be snipped and pasted from PowerBI dashboards

Template approach

Keeping

Similar to 2020 Interim PEP format in that:

- Highly scaffolded approach
- Cover sheet pre-populated
- Evidence guidance
- Evaluation rubrics for each KEQ and self-evaluation
- Exemplars of evaluative writing
- SMART goals pre-populated as per Interim PEP approach

New

- Provision for data in blocks to be snipped and pasted from PowerBI dashboards

Removing

- Requirement to fill in tables with numbers
- PDF files will **NOT** be provided except for GPOs and these will linked

Āta-kōrero approach

A one-size approach to timing and process does not suit all and a more programme-centric approach is proposed.

Recommended approach:

- engage a trained Āta-kōrero facilitator
- preferably external from the School, or at least outside the programme area
- arrange for a note-taker (Not AAQ job)

TKK resources will support:

- Some programmes identified where support is required

Capability development

Continue use of highly scaffolded template with exemplars. This in itself is one of the biggest capability development interventions.

Te Korowai Kahurangi

- Briefing sessions (early December providing an overview of the EoY PEP to HoS and APM meetings)

- Āta-kōrero facilitation (one before Christmas is being organised)

- Power BI

Online learning

- SMART Goals

- Notetaking

- Facilitating a meeting

Ngā pātai

Questions about the content of this presentation can be directed to Eric Stone, Quality Partner Te Korowai Kahurangi

Manawa mai te mauri nuku
Manawa mai te mauri rangi
Ko te mauri kai au
he mauri tipua
Ka pakaru mai te pō
Tau mai te mauri
Haumi e, hui e, taiki e!

Note: For tabling at QAB 18 November (Not yet approved)

Ka wehe atu tātou
I raro i te rangimārie
Te harikoa
Me te manawanui
Haumi ē! Hui ē! Taiki ē!

Note: For tabling at QAB 18 November (Not yet approved)