

Frequently Asked Questions

How are Āta kōrero | Evaluative conversations going to work this year?

2020 continues the mid-year PEP approach to support autonomy and programme-centric PEP processes in Āta kōrero (Leading, logistics and facilitation). Refinements include:

- Extending the period for timing of Āta kōrero \ Evaluative conversations and PEP writing. The extended period accommodates availability of staff due to leave, teaching peaks or timing of critical decisions.
- Further clarification of self- assessment rubrics
- Scaffolded questions using plain English
- All basic PEP data on one PowerBI page
- Snip and paste data into PEP Report

Note: Programme areas are encouraged to use synchronous kanohi-ki te kanohi and online meeting spaces supplemented by asynchronous (sharing written documents for further collaboration).

Why are we doing the PEPs? Is it a tick-box?

Every year Unitec undertakes a Programme Evaluation and Planning (PEP) process.

Programme Evaluation and Planning is led by Manaakitia te Rito, our Te Noho Kotahitanga principles supported by Academic Committee and the Academic Evaluation, Review, and Improvements policy. In essence the process supports Unitec to manaaki the success of our learners and communities.

The overall purpose of the PEP is four-fold:

- 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

The EoY PEP reflects on **educational performance** and **self-assessment capability** of programmes, for [Key Evaluation Questions](#) and the [Tertiary Education Indicators](#).

The expectation is that programme teams will gather together in a facilitated Āta-kōrero: Evaluative Conversation. It is important that all teaching staff are familiar with the data that informs their programme, successes, challenges, feedback loops, improvement actions and progress in SMART (Specific Measurable, Achievable, Relevant and Time-bound) goals of their programme.

How can we ensure does CEPs, PEPs and other remain relevant given particularly the required for KEQ1 to be completed using the January SDR data? How can we do it better?

Relevancy is a cornerstone of ensuring CEPs, PEPs and other quality system outputs add value. Programmes should be constantly monitoring their SCC at the end of each cohort and making changes based on understanding what is happening in the SCC data. The use of January SDR data gives a degree of consistency for SCC at a snapshot in time and also allows for other EPIs qualification completion, retention and progression. The CEPs, PEPs and other quality systems are continuously being improved and Te Korowai Kahurangi staff welcome feedback and suggestions for improvement.

How can I use Āta kōrero workshop to better support processes?

The Āta kōrero workshop is the continuation of the journey and confirms with attendees Unitec's practices that are under-pinned by Te Noho Kotahitanga. The workshop provides a community of practice and the sharing of resources for further exploration. Attendees are encouraged to use some of the practices used in the workshop as part of facilitating Āta kōrero.

How can I best obtain value for money in the time for the PEP process?

The PEP process is about your programme and how it rates against provided and proven evaluative questions (KEQ). The KEQs fosters a broad approach of validating current practices and supporting improvement for learner-benefit. The challenge is how to get maximum return on investment in PEP time. It should be noted that the PEP narrative is not about quantity but much more about quality of evaluation. i.e Where can one piece of evaluation sum up several KEQ subsections? Where does triangulation of evidence point to a clear area requiring a SMART goal that will mitigate several pinch points? It is very much about knowing your programme and concentrating on what matters.

What is the relevancy of the key evaluation questions (KEQs)?

The KEQs are provided by NZQA as an evaluative framework so that an organisation knows about its needs and what actions are required to be put in place.

What about the PEP future with other institutes same process?

At the moment there is no impact from Te Pūkenga or closer relationships with Manukau Institute of Technology. PEPs processes are approved by the Te Poari Whai Kōunga | Quality Alignment Board (QAB) a subcommittee of Te Komiti Mātauranga | Academic Committee. Any changes to PEP processes will be signalled clearly in advance.

Who is owner of PEPs? Writer?

APMs are responsible for the production of PEPs. It is in their Position Description. Te Korowai Kahurangi is responsible for administering and supporting organisation approved PEP process.

Ratings in PEPs in some cases show reliability issues. i.e one audience agrees with Good but others think Marginal.

There has been considerable work in the design of the 2020 EoY template that improves the criteria to allow a better understanding of ratings. It is important in the PEP narrative that the audience understands why ratings are made. NB. A judgement of “Good” may be made by varying criteria in such as one excellent, five good and two marginal criteria. It is all in the narrative