

Āta-kōrero

2021 Interim PEP

Mā te Rangatiratanga
Te Whakaritenga
Te Kaitiakitanga
Te Kotahitanga
Me Te Ngākau Māhaki
Ka tau i raro i te whakaaro kotahi
Hei oranga mō tātou katoa.
Haumi ē! Hui ē! Tāiki ē!

Karakia tīmatanga

Through embracing our
rightful responsibilities (*Rangatiratanga*)
in accepting the rights of each other (*Whakaritenga*)
through the duty we have to care for those things that
we hold as precious (*Kaitiākitanga*)
in the spirit of co-operation (*Kōtahitanga*)
with respect and good-heartedness (*Te ngākau māhaki*)
in being united in these goals,
we will be sustained.
Let us work together
to achieve this!

Whakaritenga
Āta-Haere:
Preparation



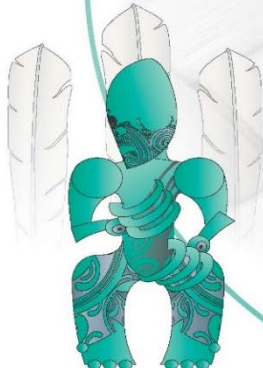
Mahi Kotahitanga
Āta-Tuhi
Reporting on



Ngākau Māhaki
Āta-Titiro:
Reading your evidence



Rangatiratanga
Āta-Tohutohu
Setting SMART Goals



Kaitiakitanga
Āta-Whakaaro:
Interpreting your evidence



ĀTA-KŌRERO

EVALUATIVE CONVERSATIONS



Take pū Guiding principles

Kia tōtika aspire to standards of quality

Kia tika tonu act respectfully and responsibly

Kia pai be considerate and deliberate

Kia rangatira te mahi be mindful of the uniqueness of actions and people

Kia tūpato careful of the consequences

1. The next five slides provide background for the
Āta-kōrero

Scope of the 2021 Interim PEP

1. KEQ 1 How well do students achieve?
2. Update on SMART goal progress (optional)
3. Checklist before submission to PAQC
4. Capability in self-assessment demonstrated in this report. Determined by the Programme Academic Quality Committee (PAQC)

Gather evidence

Live Data Dashboard (TKK)	Course Evaluation Reports
Student Course Survey Dashboard	CEP Online Dashboard Sem1 2021
Course Survey Reports	Assessment data * Where SCC is less relevant
Student EPI TEC Dashboard	External Benchmarks From current TEC, ITP Ngā Kete
Previous SMART goals	Te Noho Kotahitanga
Previous PEPs	Note DEFs or incomplete grades that will be resolved over the next 2/3 months

Interpret evidence and contributing processes

Informative conversations can be enriched by reflecting and considering the following processes:

- Student transition including orientation, pōwhiri, whanau fanau evenings, tuākana mentoring, etc.
- Low stakes assessments
- Learner Outreach Project
- Embedding of Māori & Pacific pedagogies in courses
- Changes to course delivery/assessments
- Strategies to support priority learners
- Strategies to ensure quality of learning and teaching & rigour in assessments
- Impact of previous SMART goals

Consider gaps and challenges

- Are there gaps in evidence?
- Can improvements be made to evidence collection?
- What are the gaps/challenges in achieving what we want to achieve?
- What can be done to “plug” gap or address the challenge?
- Change existing SMART Goals or create new SMART Goals

Make a judgement

Making a judgement is supported by rubrics that provide criteria. Not all criteria need to be met and consideration needs to be made weighting, range and sufficiency of evidence.

Excellent

Good

Marginal

Poor

1.1 How well did all students achieve in 2021 Semester 1 (SCC overall)?

Consider:

- What is the data telling us? What is going up? Down? Staying the same? By how much? Are we above, on, near or far from targets and TEC benchmarks?
- Why do we think this is?
- What did we say we were going to do about overall SCC? Did we do it and did it work? (SMART and other actions)
- What are our gaps/challenges to achieve overall SCC targets?
- What are we planning to do about it? (SMART Goals)

1.2 How well did Māori students achieve in 2021 Semester 1?

Consider:

- What is the data telling us? Is Māori SCC going up or down or staying the same? By how much? Are we above, on, near or far from targets and TEC benchmarks?
- Why do we think this is?
- What did we say we were going to do about Māori SCC? Did we do it and did it work? (SMART and other actions)
- What are our gaps/challenges to achieve Māori SCC targets?
- What are we planning to do about it? (SMART Goals)

1.3 How well did Pacific students achieve in 2021 Semester 1?

Consider:

- What is the data telling us? Is Pacific SCC going up or down or staying the same? By how much? Are we above, on, near or far from targets and TEC benchmarks?
- Why do we think this is?
- What did we say we were going to do about Pacific SCC? Did we do it and did it work? (SMART and other actions)
- What are our gaps/challenges to achieve Pacific SCC targets?
- What are we planning to do about it? (SMART Goals)

1.4 How well did Under 25 students achieve in 2021 Semester 1?

Consider:

- What is the data telling us? Is Under 25s SCC going up or down or staying the same? By how much? Are we above, on, near or far from targets and TEC benchmarks
- Why do we think this is?
- What did we say we were going to do about Under 25 SCC? Did we do it and did it work? (SMART and other actions)
- What are our gaps/challenges to achieve Under 25 SCC targets?
- What are we planning to do about it? (SMART Goals)

1.5 How well did international students achieve in 2021 Semester 1?

Consider:

- What is the data telling us? Is international SCC going up or down or staying the same? By how much? Are we above, on, near or far from targets and TEC benchmarks?
- Why do we think this is?
- What did we say we were going to do about International SCC? Did we do it and did it work? (SMART and other actions)
- What are our gaps/challenges to achieve International SCC targets?
- What are we planning to do about it? (SMART Goals)

1.6 How well did all students achieve in courses in 2021 Semester 1?

Consider:

- What is the data telling us (trends for courses over time, which courses are successful, which courses have challenges)?
- Why do we think this is? (team actions, factors inside and outside of the team)?
- What did we say we were going to do about course SCC? Did we do it and did it work? (SMART and other actions)
- What are our gaps in course SCC? If appropriate, can we use our learnings of what is happening in successful courses and apply these to other courses?
- What are we planning to do about it? (SMART Goals)

Te Noho Kotahitanga

Are there any examples of the values of Te Noho Kotahitanga in action?






- Mahi Kotahitanga – co-operation
- Ngākau Māhaki – Respect
- Wakaritenga – Legitimacy
- Kaitiakitanga – Guardianship
- Rangatiratanga - Responsibility

PEP SMART goal template

Table 1: SMART goals current and new (improved for SMART goal workshop)

The table below is to be pre-populated with your programme PAQC SMART goal summary (PAQC workplan) in collaboration with your PAQC secretary. If a new SMART goal is required add the new SMART goal using the numbering format EqY 2020 - 1, EqY 2020 - 2 etc
Resources for writing SMART goals: <https://www.atlassian.com/blog/productivity/how-to-write-smart-goals>.
Process versus outcome goals: <https://www.developgoodhabits.com/process-goals/>



PEP Year - Action number	A goal should be linked to one issue or gap and the relevant KEQ/s.  What problem/issue needs addressing? <i>TIP – Suggest three to five highest priority issues/</i>	There should be clear tasks or actions you can take to make progress toward a goal.  What specific actions and specific steps need to be accomplished in order to achieve goal resolution? Is each step achievable and relevant? <i>TIP – consider using process goals rather than outcome goals</i>	A goal should be something you can track and measure progress toward.  The action will be considered successful when... What measurable outcomes are you expecting to result from your proposed actions at each step?	A goal should be clearly assigned to a person and role.  Who specifically will be the role and current individual responsible for actioning, monitoring and reporting progress? Who will also be working on these actions?	A goal should have an end date.  When will steps in progress be reported? <i>TIPs - ongoing is not an end-date Consider 6-month completion dates</i>	What specific actions and steps have been achieved against the goal at the reporting date?
<u>EqY</u> 2020 - 1	KEQ 1 Low SCC% for some courses. KEQ 3 Student (course surveys) and lecturers have recurring issues with difficult assessments late in some courses.	Implement low-stakes assessment for AB1002, 1009 and AB 1110 • Add to moderation plan • Write assessments • Pre-moderate assessments • Implement assessments	Moderation plan updated Pre-moderation approved New assessments Implemented Post-moderation approved Moderation plan updated	Lead A Jones – APM Designer M Smith –Lecturer Moderator J Ducati -ASM	Design complete 20/03/21 Moderation complete 20/04/21 Implemented Semester 2 Post moderation 20/08/21	

How well have previous PEP SMART goals progressed, to support educational achievement?

Consider:

2020 EoY PEP SMART goals:

- Are they on target for completion?
- Rethink. Are they SMART? If not change them.
- If they have changed, has this been documented?
- Has the impact of the goals been addressed KEQ 1 sections 1.1 – 1.6?

New 2021 Interim PEP goals

- Have actions from the 2021 Interim PEP evaluative conversations been written as SMART goals?

Next steps

Who will be writing the Interim PEP?

16 Aug – 1 Oct
4 Oct

PAQC evaluation of interim PEP reports
Deadline for submission of PEP reports
to qab@unitec.ac.nz

4 Oct – 15 Nov

Evaluation of process and outcomes of
Interim PEP cycle

Ka wehe atu tātou
I raro i te rangimārie
te harikoa, me te manawanui
Haumi ē! Hui ē! Tāiki ē!

Karakia whakamutunga