

# CEP Report 2024 for FSTU 3921

## Bioscience

**Date submitted :**

### Section- Course Information & Coordinator

Date report was run: **Friday, July 19, 2024**

Semester: **1242**

Course ID: **12303**

Course OfferingNumber: **1**

Course Title: **Bioscience**

Course Code: **FSTU 3921**

Prospectus Code:

Programme: **NZCSC**

School: **Bridgepoint and Community Studies**

APM: **Sue Tulett**

Course Coordinator: **Karen Petana-Ioka**

Course Coordinator's email: **kpetanaioika@unitec.ac.nz**

## Questions

## RESULTS

**1. As the Kaiako of this course, you are in the best position to provide the narrative behind the numbers. Click the link to the Filtered Dashboard or Live Dashboard.**

(a) 1242 SCC = 76.2% (compared with last Semester, 1234 SCC = 71.4%). (b) Overall SCC rate increased by 4.8%. (c) SCC rates are slowly picking up post-Covid. (d) Trends are

dependent on a number of factors. e.g. increasing student numbers utilizing the last year for 'Fees free'; new government's economic policies etc.

## **2. Answer the following questions about priority group results.**

- SCC for Maori learners this Semester was 80% compared to 66.7% last semester. Students who DNC'd were due to personal/family issues. - SCC for Pacific learners this Semester was 50% compared to 55.6% last semester. Students who DNC'd were due to having to work to support their families financially. - SCC for U25s this Semester was 68% compared to 57% last semester. Students who DNC'd were mostly due to financial, personal and mental health issues. - There was 1 international learner this semester who completed and passed the Course. - There were no disabled learners this semester.

# **LITERACY & NUMERACY**

## **3. What support was provided for ākonga who presented with literacy and numeracy issues. (This may have been identified via the Literacy & Numeracy Assessment Tool (LNAAT.) Tick all that apply:**

Refer student to Learning Advisors ,Refer student to Priority Group Advisors or Champions ,Literacy & numeracy resources on Moodle ,Tutorials ,Lecturer support ,Literacy & Numeracy scaffolded throughout the course ,

**If you select Others, please explain further:**

# **ASSESSMENTS**

## **4. Were there any changes made to the assessments before the course began?**

**Note: Improvements to assessments must always be within the boundaries of the approved Course Descriptor.**

No

### **4.a Please explain why**

**5. Reflect on individual assessment results. Consider the impact of AI on each individual assessment.**

Assessment 1 (Cells Theory Test - 20%) - At Waitakere, marks ranged from 19.77/20 - 6/20. All students passed this test except for one student; with a 95% pass rate. Assessment 2 (Lab Practical test - 20%) - students enjoy the practical lab experiments. Marks ranged from 19/20 - 10/20. Assessment 3 (Biochemistry theory test - 15%) - students were nervous about this test as there was a lot of material for them to learn in this Module. Marks ranged from 14.25/15 - 7/15. Assessment 4 (Group project 35%) - students gained the most marks from this assessment. Students got to learn about an organ system and then teach their peers about it. Marks ranged from 34/35 - 27/35. Assessment 5 (Moodle Quizzes - 10%) - students enjoyed working collaboratively to complete these quizzes. Students also used the quizzes for revision purposes when preparing for tests.

**6. This question is only for courses that are taught distance vs. on campus (e.g., EAS) OR courses adapted for different pathways (e.g., Bridging). Move to the next question if this does not apply to your course. Reflect on the assessment results and/or final Successful Course Completion (SCC) of different pathways/disciplines/cohorts (e.g., courses which are taught distance vs. on campus (EAS) OR courses adapted for different pathways (Bridging).**

N/A

## IMPROVEMENTS

**7.a Describe up to three changes implemented (other than any assessment changes outlined in Q4). Explain why these changes were made.**

- Moodle page layout is always improved prior to the start of the semester. Pages are also designed in consideration of Neurodiverse students. - All Student Support Services are easily accessed by students via Moodle links. - One-hour tutorial sessions are used for interactive, collaborative teaching and learning activities, and opportunities for Q&A sessions about topics covered in class that week are provided. - Group presentations were recorded on Echo360 so that students could watch their presentations and for marking purposes.

**7.b What was the impact of these changes on ākonga/learners?**

- Learners can navigate their way around the Moodle page easily. Student engagement with the Moodle page is extremely high. - Students utilize the one-hour tutorial sessions very well. - Students enjoyed watching their group presentations on Echo360. They could also see where they gained or lost marks and areas where they could improve on this type of assessment in the future.

# ĀKONGA FEEDBACK

**8. What was the most positive theme from ākonga/learner feedback? Refer to:**

**• emails from ākonga/learners • informal class evaluations • course surveys Use the Course Survey Dashboard link to access quantitative survey feedback or ask your APM for your qualitative course survey results**

- Student ratings for Course content, Assessments, Teaching and Practical components were high (Range from 8/10 - 10/10). - Feedback from student course surveys include the following:- Because the teacher is really good, and the course is really interesting; Because this course helps me learn about cells and there organelles; Everything is clear, the course book and the teacher knows what she is teaching very well; Excellent teaching; From a person that hasn't studied for over 20yrs, I found the lessons interesting and informative. Our tutor is passionate which makes it easy to learn the subject and develop a deep interest in learning more; Great lecturer that's very good at teaching, very good content and organisation; She is really good at teaching and she is a teacher that will make you want to come to class to learn more; The lab practices were very interesting and the theory class was also very informative; It's a course easy to learn and follow. Currently fully enjoying bioscience course. - Students with English as a second language often needed more time to process information in class and often requested that the teacher slows down a bit.

**9. Were any issues raised in ākonga/learner feedback that could lead to any course improvements in future?**

No

**9.a Outline the issues**

**9.b How will ākonga be informed of the results of their feedback? Tick all that apply.**

**If you select Others, please explain further:**

## PRIORITY GROUPS

**10. How were Maori beliefs, language and practice used in the course? Discuss with your Maori champion and/or kaihautu if you need help answering this question.**

Matauranga Maori concepts are introduced at the beginning of the Course when students learn and find out about Unitec's TNK values. Three of these values are embedded in the last assessment for the course which is a group project. In this assessment, students need to use and display the values of Kaitiakitanga (Guardianship), Mahi Kotahitanga (Co-operation) and Ngakau Mahaki (Respect) as they work to complete their Group project. Students get marks for displaying and practicing these values throughout the assessment.

**11. It is recommended that teaching staff discuss this question with the Pacific champion and/or Pacific Navigator. Refer to course survey results, Pacific student results, and any observations or feedback.**

**How well has this course catered for Pacific Learner Success? For example, the Pacific Navigator and/or LOP join the programme team for orientation and are invited into the course lectures from time to time. This has created good relationships and made Pacific ākonga know about available support.**

As this is a Bioscience Course, there is no specific Pacific content embedded in the course. However, Pacific learner progress and success is monitored throughout the whole semester by using the pastoral care tracker. Students who need extra support can get extra tutoring during the 1-hour tutorial classes every week and may also be connected to the Science Learning Advisors for extra support and guidance. In addition, the teacher in this course is of Pacific descent, this is very helpful for students because they immediately have someone that they can connect and relate to.

## PROFESSIONAL DEVELOPMENT

**12. What professional development have Kaiako undertaken in the last six months? Select all that apply:**

Continuing professional development in the discipline , Continuing professional development in teaching and learning (such as badging) , Teaching and Learning Symposium , Research Symposium ,

**If you select Others, please explain further:**

**13. In what way did the above professional development improve the delivery of this course?**

- upskilling of teaching and learning pedagogies and assessments; - building networking relationships with other colleagues teaching in similar disciplines; - allowed for peer-teaching and collaboration to occur; - professional development workshops on the use of AI informed teachers on how to use/not use AI in student assessments.

## FUTURE PLANS

**14. What plans are there to change or improve this course before it is delivered again? Select all that apply:**

improve layout of Moodle course ,improve assessment instructions ,

**If you select Others, please explain further:**

**14.b Was a type change submitted via the PAQC for any changes?**

**14. c What is the timeframe for the type change?**

## EVALUATION

**15. Note: any changes to topic/s and/or assessments should be checked to ensure the Learning Outcomes are still met and that there are no changes to the Course Descriptor. Always discuss with your APM if changes will affect the: • Learning Outcomes • Assessment weightings • • Type of assessment**

**I confirm I have read above note**

true

**16. Please provide some feedback on how well this CEP helped you to evaluate the course:**

As a self-evaluative tool, it allowed me to evaluate not only the Course and student feedback but also my role as a teacher. It also gave me the opportunity to reflect on my teaching and learning strategies and on how the Semester went, so that I can prepare and make any needed changes for the next Semester.

**This is the end of the CEP**