

# CEP Report 2024 for BPED 4003 Maths for Nursing & Healthcare

Date submitted :

## Section- Course Information & Coordinator

Date report was run: **Wednesday August 7, 2024**

Semester: **1242**

Course ID: **13222**

Course OfferingNumber: **1**

Course Title: **Maths for Nursing & Healthcare**

Course Code: **BPED 4003**

Prospectus Code:

Programme: **NZCSP**

School: **Bridgepoint and Community Studies**

APM: **Sue Tulett**

Course Coordinator: **Sarah Hangartner**

Course Coordinator's email: **shangartner@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](#).

This semester was a particularly successful group of students with 20 out of 21 students completing and passing the course (SCC 95.2%). Previous results have been between 54 and 74% so this is a significant increase. A few factors that have helped the success of this semester's students: - we continue to work on our placement of students to ensure students are only placed in this course if they need it or are sufficiently competent to benefit from it - several students identified in the first week that maths could be challenging for them and consequently chose

to drop to part time or switched courses to improve their chances of success - many students formed close study groups early in the semester so were able to support each other to succeed - the ethos of the class as a whole was to attend regularly, complete homework and generally take their studies seriously. - for the 3-4 students that had less regular attendance, there was sufficient support offered by the student advisor, learning advisors and the lecturers to enable all but one of them to make it through the course.

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

There were three Maori students, three Pacific students, 14 students under 25, 1 international student, no students identifying with a disability. As numbers for Maori and Pacific students are generally very low, it is meaningless to compare results across semesters. For this semester, their success rates were 100%. The last two semesters, the success rate for under 25's has been around 65%. Previous semesters have fluctuated between 29% and 92%. This semester the rate is 92% as the one unsuccessful student was under 25. Clearly there is huge variation in the students that we get and their life issues that affect their success. The one unsuccessful student had extreme maths anxiety along with other mental health issues. We recommended that this student swap to a lower level maths course to improve confidence and chance of success and we also encouraged the use of the learning advisors and counselors, but these offers were not taken up.

## **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 ,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.

All assessments gave a range of results. The nature of the assignments is such that at present AI can only be used in small sections and cannot greatly affect the result. I need to be clear on expectations in this regard and watch for whether this situation changes with the advancements of AI capabilities. 75% of the course is paper test based so AI is not relevant.

#### 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)).

## IMPROVEMENTS

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

I restructured the statistics topic so it seemed to flow better. I replaced some of the less relevant examples for more useful ones. I introduced the statistics assignment earlier in the topic so students were better scaffolded through it over a longer period which then reduced pressure on them to complete it. This meant the due date could be earlier and make less impact on their final topic preparation. I made these changes as students had found the completion of the statistics assignment onerous at a pressured time of the semester.

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

I felt the changes worked well, and in general students appeared less pressured, although that may be that they were a particularly motivated group with good time management skills so it would likely have been less of an issue for them anyway.

## 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

In the course surveys, students overall felt the course was well structured and well resourced. In the end of course evaluation the workbook exercises and teacher-led examples and explanations were cited as being the most beneficial, but many of the students also said they appreciated the variety of group activities, kahoots and other more interactive activities to keep them engaged.

**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.**

Maori terminology and contexts were used where appropriate. Students are introduced to traditional Maori measurement systems in the measurement assignment. Students had to consider their practice of the Unitec values as they carried out their assignment work, supporting one another in their group, and also to the relevance of them for a practicing health professional.

**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.**

Generally a supportive environment was encouraged for all students. A lot of the classes were structured so that students worked together in pairs or groups of 4. The class formed strong peer groups from early in the course and they continued to support each other throughout the semester, which benefited all students not just Pacific learners. All pacific learners gave the course a high (8-10) rating suggesting they felt well catered for.

## **PROFESSIONAL DEVELOPMENT**

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

Continuing professional development in the discipline ,

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

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

No specific improvements

## **FUTURE PLANS**

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

Other ,

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

Minor ongoing improvements to workbooks and powerpoints.

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:

It helped confirm the value of this course for the Nursing and Healthcare students.

This is the end of the CEP