

# SHARING GOOD PRACTICE

20/09/2012

Building capacity in self-evaluation in small tertiary  
education organisations

# KEQ5

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- How well are learners guided and supported?

# Project Aims

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1. To share good practice amongst PTEs in the Western Bay of Plenty
2. To gather information from learners about the usefulness of the guidance and supports they receive

And also...

3. To improve PTE Managers' understanding of the NZQA evaluative approach to quality assurance

# The Project

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- 16 PTEs wrote case studies of how their organisations provided guidance and support to learners
  - ▣ Some attended a one-day writing hui
  - ▣ Others wrote the case study themselves in their own time
  - ▣ Some wrote their case studies with assistance from the project group
- 209 students from these PTEs participated in 21 focus groups

# Writing the Case Studies

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- Each PTE wrote a case study of their organisation that included:
  - a) A brief description of the organisation
  - b) The guidance and support they offer to students
  - c) How they know the support and guidance offered to students is effective (including some examples of the evidence they collect)

# The Focus Group findings

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- Focus groups with learners were conducted by two external facilitators.
- Learners were asked about the support and guidance they received from their organisation and what value they placed on that support
- A summary of each organisation's focus group/s was written up and given to the organization
- The focus group information was incorporated into the case studies as examples of “evidence”

# Outcomes from the Project

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- Case studies containing examples of good practice
- Analysis of the data across the focus groups and case studies led to the identification of six principles for good practice relevant to PTEs
- Participating staff reported they learned about their own organisations and got good ideas from one another

# Value to the PTEs

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- Learning about their own organisation
- Sharing good practice amongst themselves
- Increased understanding of what “evidence” might look like (this was arguably the most challenging aspect of the project since in many cases, staff took it for granted that they were offering what their learners needed)
- Learning how to use the information they collected more systematically for improving services
- Contributed to their ongoing self-assessment (and in a couple of cases fed directly into their EER)



# Acknowledgements

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- Western Bay of Plenty Tertiary Providers Forum for undertaking and supporting the project
- The 16 PTEs for being willing to share their good practice with others