

Blue Book's APR: A Useful Addition?

Christo Potgieter

Wintec

christo.potgieter@wintec.ac.nz

Garry Roberton

Wintec

garry.roberton@wintec.ac.nz

Abstract

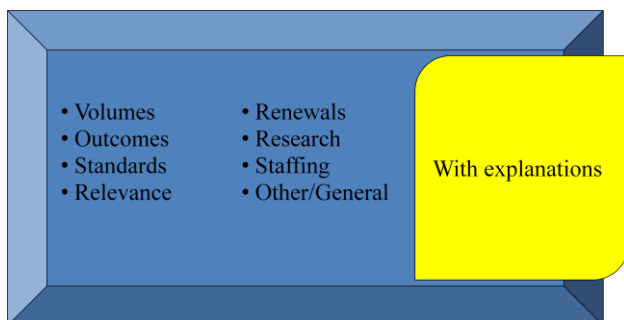
During 2008 a template for programme review was included in the Blue Book. During 2009 this was further enhanced in our ITP for our purposes. This poster summarizes the enhancement, with emphasis on the new "self-management" characteristics.

Keywords: Programme review, Annual report, Blue Book.

1 Introduction

The reports consists of three sections: Traditional core, Self-evaluation and HOS alignments

2 Traditional Core



The explanations required is new - sentences begin with "Show how...". Its purpose is to record the line of thought of the PM and creating a paper trail of evidence one how decisions were being made.

3 SEEER

In this new section the Programme Manager records thoughts on operational health. This "Self Evaluation & External Evaluation & Review" is sourced from TEC on assessing ITPs doing self-management:

- "How well" ... match needs of learners and stakeholders
- "How effective" ... is the teaching
- "How well" ...are learners guided and supported
- "How well" ...do learners achieve
- "What is" ...the value of outcomes for all stakeholders
- "How well" ...does organization support education performance

Doing at least a paragraph on each of the above items, is quite a challenge the first round, even with (or perhaps because of?) the many prompts provided!

9 How well do programmes and activities match the needs of learners and other stakeholders?	
<p>NZQA Indicators that may be used to answer the KEQ</p> <p>Programme design is reviewed regularly to:</p> <ul style="list-style-type: none"> • incorporate ongoing needs analysis • maintain relevance to stakeholders and communities • reflect changes in subject content • incorporate relevant teaching practice and technologies • ensure resources are adequate and appropriate: <p>(It may be useful to draw on information from Sections 2, 4 and 5)</p>	<p><small>Note: A possible response to this question is attached as Appendix B. It is not prescriptive, nor should it limit your response, but it may be helpful as a starting point</small></p> <p>Action Planned:</p>

4 Head of School

The HOS section focuses on alignment with the environment across role players:

- Strategic/Business Plans of Government/Wintec/School
- Priority Outcomes (Comments)
 - Level 4 & above
 - Literacy and Numeracy
 - Advanced trade, technical & professional quals for region
 - Research connections and economic opportunities
- Institutional (Comments)
 - Quality and Outcomes
 - Flexible Delivery
 - Maori & communities
 - Internationalization
- Recommendation (Comments)

This is relative new and uncharted waters.

5 Comments

Being the first time the template is used across the organization, experience will tell the tale. In the mean time, observations are mixed:

What works well

- Having a comprehensive template
- Flexible format (Word)
- Covering the range in one document
- Covering various TEC expectations
- Available in Blue Book
- Having prompts
- All in one document
- Same template for all
- Core used by NACCQ
- Evolving...

Might be improved

- Shortening it
- Time available to do it
- Combining programmes
- Improving corporate statistics
- Specific focus on IT matters?
- Learning period!
- More programme analysis

The template is however constantly evolving to meet requirements of all role players.

6 References

NACCQ Blue Book. (2008).

Programme Self Review for 2008, ITP. (2009)