



EVALUATIONCONSULT

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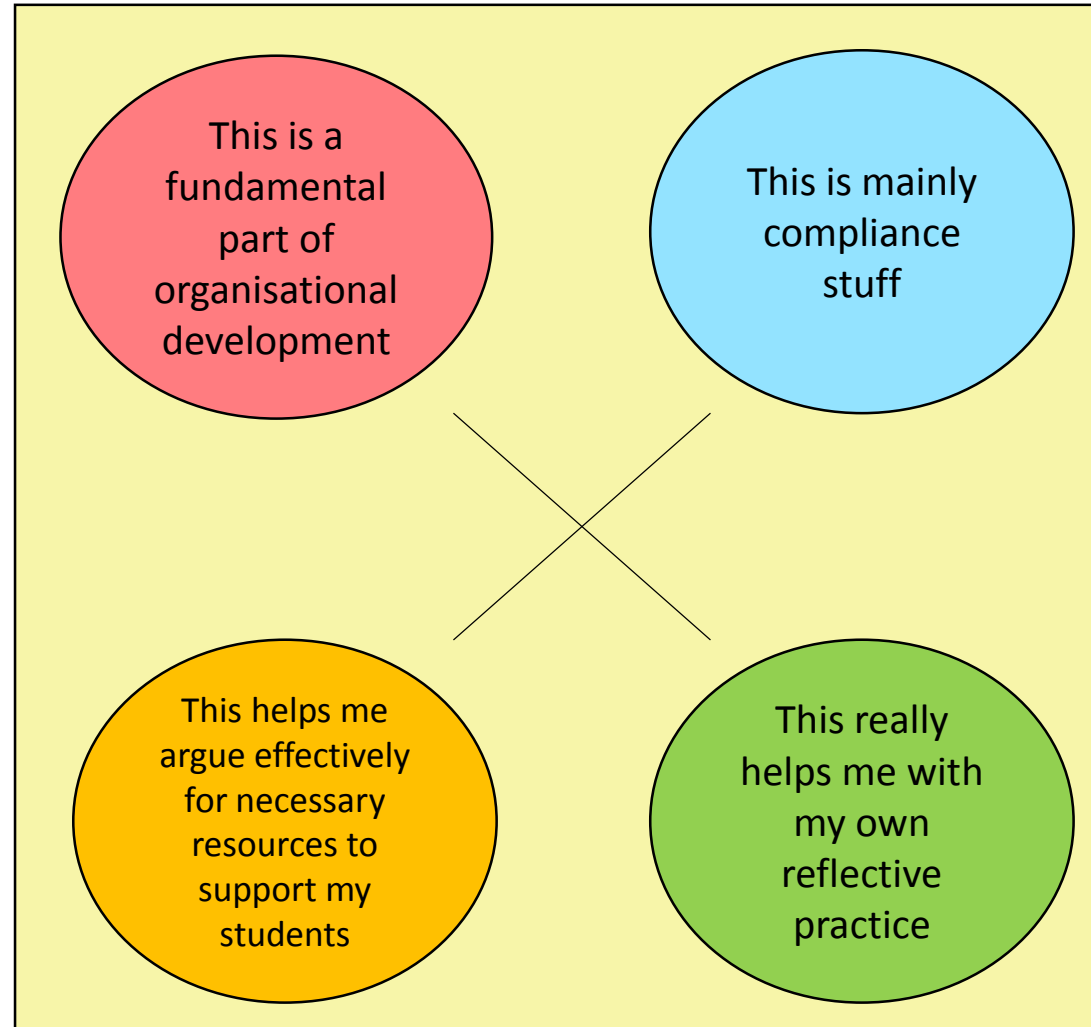
Line of Sight Reporting – via effective self-assessment/quality assurance

Dr Kara Scally-Irvine

Lets get warmed up!

How do you see 'self-assessment' or 'quality assurance/self-review' processes in the context of your job?

- What does the term 'self-assessment' or 'quality assurance/self-review' mean **to you**?
- What does it mean **to your organisation**?



Why?

Quality assurance/self-assessment is an ongoing process a [provider] uses to gain evidence of its own effectiveness in providing quality education.



“Quality assurance aims to help providers enhance the quality of the ACE they deliver and to seek continuous improvement. It will also give learners, community and government confidence that the ACE provided is of good quality”

“Self-assessment is a key component of NZQA’s evaluative quality assurance framework. Evaluative self-assessment requires a TEO to evaluate itself, by focusing on how well it is identifying, responding to and meeting learner and stakeholder needs, and taking appropriate action in light of the understanding gained.”

What this means in practice

The key to “a successful EER” is effective self-assessment that drives educational and organisational performance effectively and produces clearly evidenced beneficial results for students and stakeholders

ACE	EQAF
Attestation	External Evaluation and Review
Quality Assurance / self-review <u>ongoing</u>	Evaluative self-assessment <u>ongoing</u>

Why do it?

- If you track results, you can tell success from failure
- If you see success, you can reward it
- If you see success (and failure), you can learn from it
- If you recognise failure, you can correct it
- If you demonstrate results you can win public support

(adapted from Osborne and Gaebler 1992)



Success is knowing and understanding

<i>Outcomes</i>	Knowing what is being achieved and the value for learners and other stakeholders
<i>Needs assessment</i>	The extent to which [providers] systematically determine and address the needs of learners and other stakeholders
<i>Process and practices</i>	That help to achieve outcomes, e.g. good teaching, effective learner support services
<i>Learner achievement</i>	The impact of educational provision on learner progress and achievement
<i>Using what is learned</i>	Evidence-based conclusions and decision-making used to inform strategic and business planning – leads to positive change
<i>Actual improvement</i>	The extent to which improvements made are relevant and worthwhile

<i>Priorities and outcomes</i>	The ACE provider has priorities and outcomes specifically for ACE and systems for their review
<i>Learner outcomes, needs and information</i>	The ACE provider identifies learners' outcomes, needs and supplies adequate and appropriate information to ACE learners
<i>Systems to achieve outcomes and priorities</i>	The ACE provider has a documented quality management system and uses it to achieve its ACE outcomes and priorities
<i>Personnel</i>	The ACE provider recruits, manages and develops its paid and unpaid personnel to achieve its ACE priorities and outcome
<i>Physical and learning resources</i>	The ACE provider has adequate and appropriate physical and learning resources to achieve its ACE priorities and outcomes
<i>Development, delivery and review of ACE activities</i>	The ACE provider adequately and appropriately designs, develops, delivers and review its ACE activities consistent with its ACE priorities and outcomes and in response to identified community learning needs

What does effective evaluative self-assessment look like?

- It looks like....



Key Success Factors

- Leadership from management, but that focuses on *supporting* – not directing – staff.
- Clarity of vision at all levels.
- Developing structures and processes that reflect and are driven by the organisation’s context.
- Creating an ‘information-friendly’ environment.

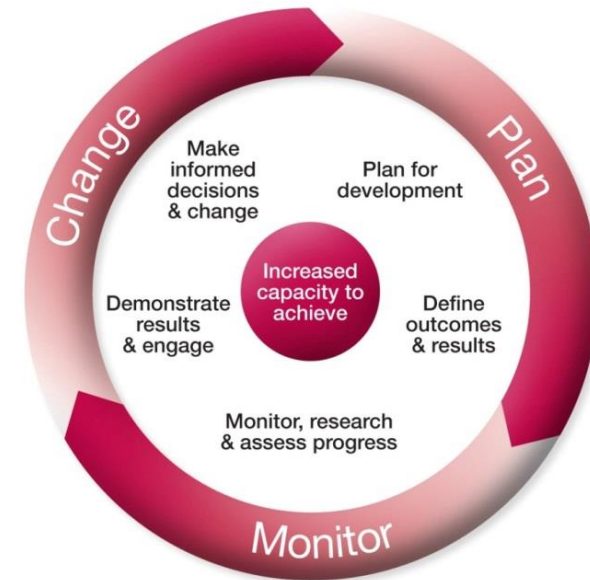
www.nzqa.govt.nz/providers-partners/self-assessment/make-self-assessment-happen/tools-and-resources/case-studies-in-self-assessment/



What does all this actually mean?

Systematic collection of evidence to support continuous learning and improvement

- Linking evaluative thinking and practice throughout cycle
- Enables informed decision-making
- Systematic collection of evidence at multiple levels/layers of the organisation
- Part of everyone's everyday business
- Emphasises learning and improvement, as well as accountability and risk mitigation.



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And..... Be able to tell your story better!





The facts are coming! The facts are coming!

How do we do it?

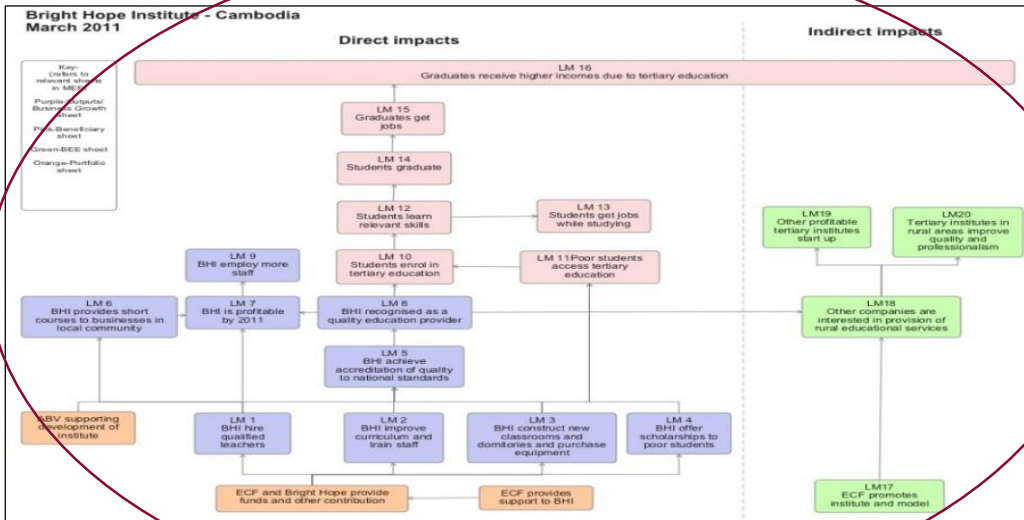
Systematically, using a framework that assists us to:

- Identify and then track the 'right' performance information
- Ask the right questions



Integrated/systematic way of working

Performance Measurement system



Measurement Framework

Model	Sex	Indicator	Measure/Unit	Projection/Target	How to estimate projection	How to measure	Interview questions	When	Who	Assumptions	2009	2010	2011
LM10	Students enrol in tertiary education	# of students currently studying with BHI	# Students enrolled	700	From baseline agreed with grantee Sept 2010	A) Company feedback and stakeholder interview with BHI Director	How many students enrolled at BHI, talk to students	Oct 2010, Feb 2011, May 2011, Sept 2011, Feb 2012, June 2012	A) Report from school during field visit		103 (107 female students)	478 (232 female)	865 M
				250							0	122	152
				450	Total over 3 years						300	358	471
LM11	Poor students access tertiary education	Number of dormitory and scholarship students Qual - students feel BHI is accessible to poor students	# scholarship students, # dorm students	100 per year	From baseline agreed with grantee Sept 2010	A) Quarterly reporting BHI B) Six monthly stakeholder interview with students and community	Qual - How accessible is BHI to poor students, how many scholarships students are attending BHI, how many dorm students attending BHI	A) June 10, Sept 10, Feb 11, May 12 B) Oct 2010, Feb 2011, May 2011, Sept 2011, Feb 2012, June 2012	A) BHI presentation by country manager during field visit B) Country manager interviews		0 students	83 student scholarships in dorms	129 student scholarships provided with 29 students living in dormitories
	Male											62	62
	Female											36.54	36.54
		Qualitative information on poverty status of scholarship students	100% of students are poor / disadvantaged		Based on application	A) Six monthly stakeholder interviews with students / graduates	a. Family and income b. Why did you choose to study in BHI? c. Where else could you have studied? d. What were key factors contributing (choosing BHI)? e. How crucial was the scholarship for you? If you did not receive the scholarship what would have been your other alternatives? Would be still be studying if so when? How much would cost you to study else where? f. If you were not studying, what would you be doing? If you would work, where would it be? And how much could you possibly earn? g. What are you study at BHI? Although you have received scholarships are there in additional cost of studying BHI? If yes, what are they? How much does it cost?	Oct 2010, Feb 2011, May 2011, Sept 2011, Feb 2012, June 2012	A) Country manager interviews	Scholarship criteria based on poverty status of student / student's family		Priority from farming families, all are first children to attend BHI	80% students study from 3.5 hours away, have 4-6 family members, earning around 1500 per month
LM12	Students learn relevant skills	Satisfaction of students with BHI course content and selection of courses	Qualitative - students / graduates indicate courses and skills are relevant to employment and will support job seeking in local area	Students feel courses are relevant and gain employment	Based on application	A) Six monthly stakeholder interviews with BHI graduates and students receiving jobs B) Discussion with community members and BHI	a. What are you study at BHI? b. What is your expectation from the course you are studying? What skills you expect to obtain? How do you see this course can help you get an employment? c. Do you have any idea of what type of jobs you can get into, where, and how much you can earn on a monthly basis?	Oct 2010, Feb 2011, May 2011, Sept 2011, Feb 2012, June 2012	A) Country manager interviews	There is industry in rural areas to employ graduates. This will be a boost of knowledge and short skills training by BHI.	No survey	No survey	100% survey of students and graduates found subjects were relevant. Asked for English training

PROJECT SUMMARY

BRIGHT HOPE INSTITUTE - CAMBODIA

Project Start Date: 1st Oct 2009
ECE Grant: AS 199 300

The Bright Hope Institute is a registered for profit company providing tertiary education to rural Cambodians in Kampong Chhnang.

Bright Hope has been awarded an ECE grant to expand existing facilities building new classrooms and dormitories that will satisfy Accreditation Committee of Cambodia standards. Bright Hope will establish a community development program to support job seekers in the district and provide part scholarships 200 disadvantaged students.

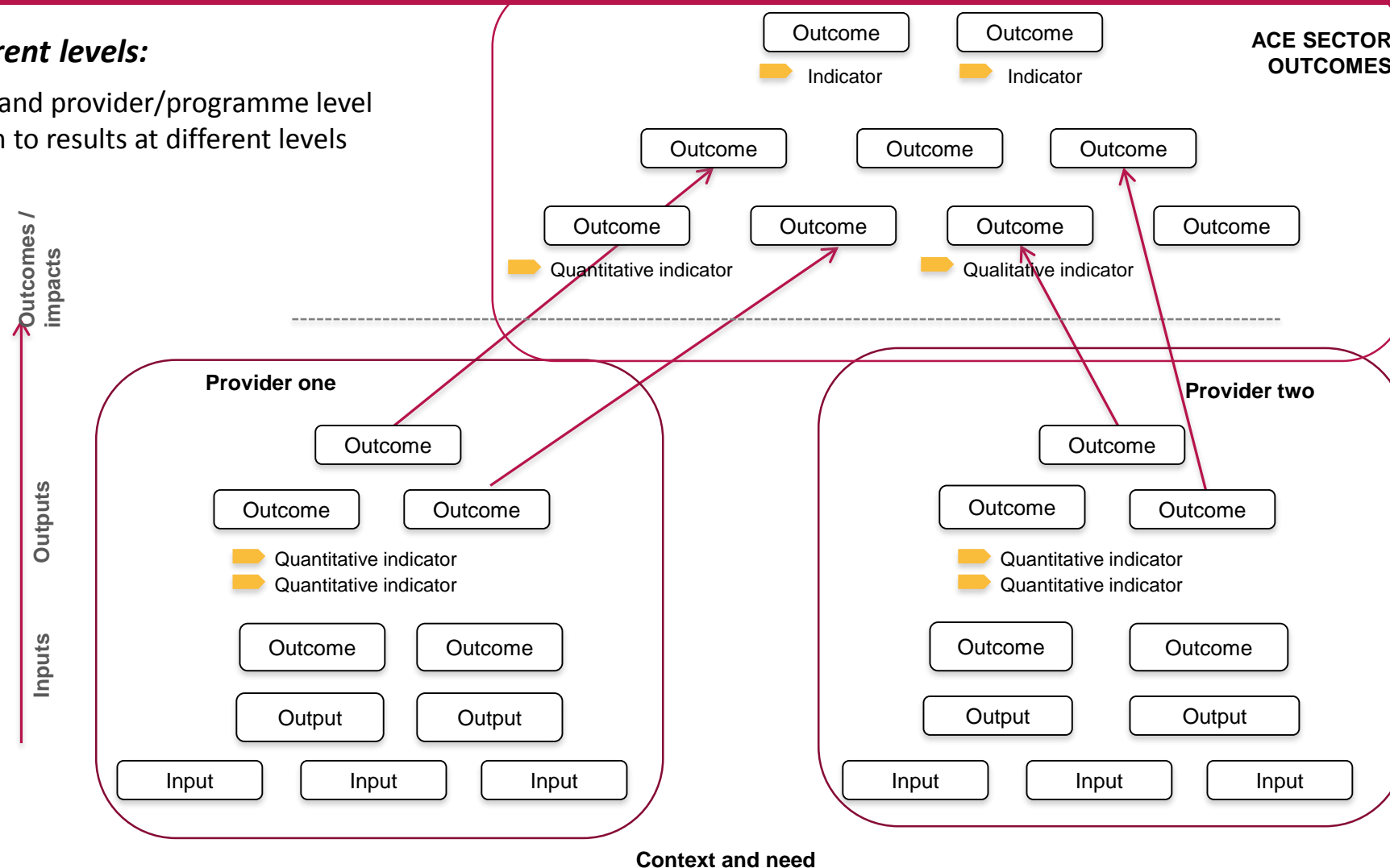
Area	Summary of progress-Quarter 5
Key project outputs	<p>Bright Hope has been in progress for over one year and has constructed 12 new classrooms and four dormitories as well as upgrading of existing infrastructure such as computers and curriculum materials. This upgrade has contributed to Bright Hope receiving official accreditation from the Accreditation Committee of Cambodia for the Foundation Year. This will enable Bright Hope to accept up to 800 students by 2012 and provide part scholarships for up to 200 students per year to those who would not have the opportunity to receive higher education.</p> <ul style="list-style-type: none"> The official inauguration of the new facilities has been planned for 7th February and will be attended by Australian Ambassador and Provincial Governor. Bright Hope is partnering with other organisations to enhance learning of students. This quarter New Horizontal Society Organisation provided training to students in computing skills and Provincial Department of Transportation provided training on trafficking laws to 118 students. Bright Hope was successful in applying for an Australian Business Volunteer to support with developing a community development and resource mobilisation program to commence in mid-July 2010. <p>Financial progress - Bright Hope have drawn down AS 199 454 of ECE funding (95%) for completion of school buildings and materials.</p>
Key outcomes	<ul style="list-style-type: none"> Business growth <ul style="list-style-type: none"> 209 Bright Hope students have successfully passed 2010-2011 academic year exams for diploma level and will continue study into the second year. Bright Hope conducted the first state exam for Bachelor degree in two subjects with 53 students passing in General Management (47) and Rural Development (6). Students will continue study towards degrees in 2011-12. Social development <ul style="list-style-type: none"> 24 students are now living on campus in dormitory accommodation. Students provided with subsidised accommodation come from rural and disadvantaged areas. In next academic year, Bright Hope committee has awarded scholarships to 71 first year students (58% female) and will continue to fund 37 second year students. Bright Hope has also developed a community development training program every Thursday with Peace Corps volunteer from the United States. Twenty students are participating and are providing positive feedback on the community development and time to practice their English.
Project self-score (1-6)	<p>Progress: 1. Likely to be completely achieved</p> <p>Commercial sustainability: 1. Very Likely</p> <p>Development benefits: 2. Likely to be largely achieved</p>
Fund manager evaluation of progress (1-4)	<p>1) Will fully meet its objectives</p> <p>Comment: This is a good project with positive impacts across the local community.</p>
Next steps	<ul style="list-style-type: none"> Bright Hope is continuing efforts to establish short course training session in 2011 for local government and non-government organisations in the district as a secondary income stream.

Reporting

Systematic tool to get 'line of sight'

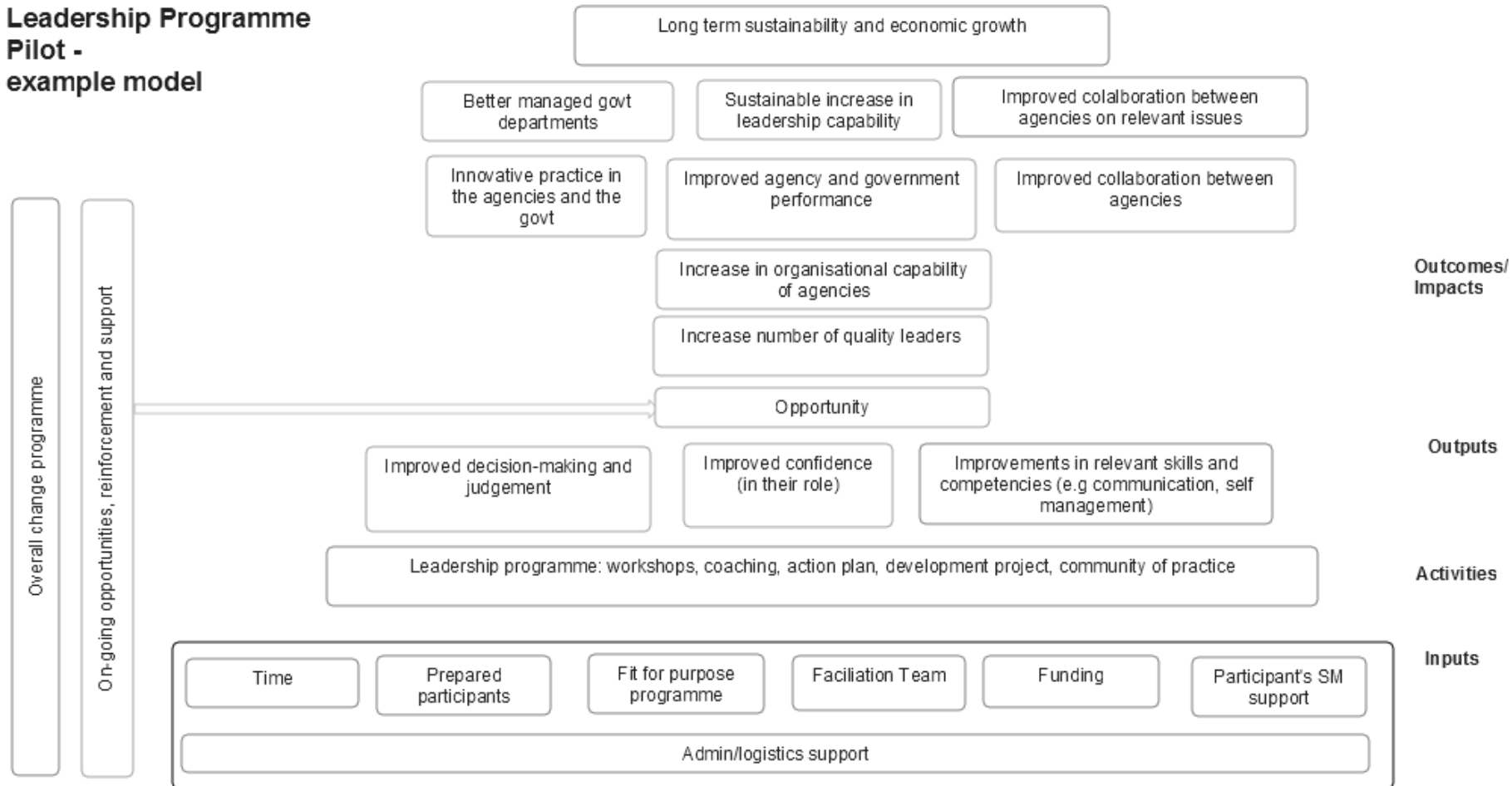
Aligning results at different levels:

Using sector/strategic level and provider/programme level models to align contribution to results at different levels



An example

Leadership Programme Pilot - example model



From model to measure

Performance Measurement system

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Area Summary of progress-Quarter 5

Key project outputs

- Bright Hope has been in progress for over one year and has constructed 12 new classrooms and four dormitories as well as upgrading of existing infrastructure such as computers and curriculum materials. This upgrade has contributed to Bright Hope receiving official accreditation from the Accreditation Committee of Cambodia for the Foundation Year. This will enable Bright Hope to accept up to 800 students by 2012 and provide part scholarships for up to 200 students per year to those who would not have the opportunity to receive higher education.
- The official inauguration of the new facilities has been planned for 7th February and will be attended by Australian Ambassador and Provincial Governor.
- Bright Hope is partnering with other organisations to enhance learning of students. This quarter New Horizons Society Organisation provided training to students in computing skills and Provincial Department of Transportation provided training on trafficking laws to 118 students.
- Bright Hope was successful in applying for an Australian Business Volunteer to support with developing a community development and resource mobilisation program to commence in July 2010.

Financial progress - Bright Hope have drawn down AS 199 454 of ECE funding (95%) for completion of school buildings and materials.

Key outcomes

- Business growth
 - 209 Bright Hope students have successfully passed 2010-2011 academic year exams for diploma level and will continue study into the second year.
 - Bright Hope conducted the first state exam for Bachelor degree in two subjects with 53 students passing in General Management (47) and Rural Development (6). Students will continue study towards degrees in 2011-12.
- Social development
 - 24 students are now living on campus in dormitory accommodation. Students provided with subsidised accommodation come from rural and disadvantaged areas.
 - In next academic year, Bright Hope committee has awarded scholarships to 71 first year students (55% female) and will continue to fund 37 second year students.
 - Bright Hope has also developed a community development training program every Thursday with Peace Corps volunteer from the United States. Twenty students are participating and are providing positive feedback on the community development and time to practice their English.

Project self score (1-6)

Progress Commercial sustainability Development benefits

1. Likely to be completely achieved
2. Very Likely
3. Likely to be largely achieved

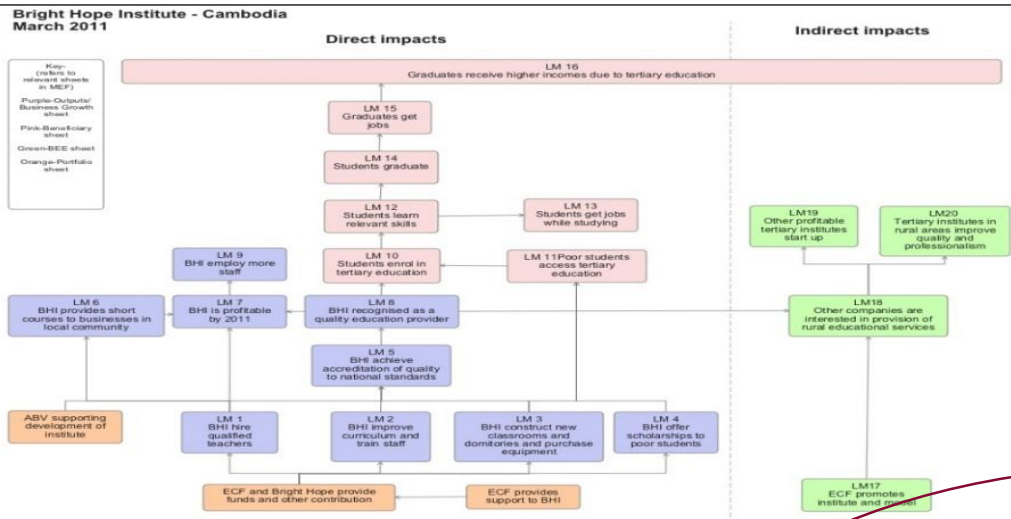
Fund manager evaluation of progress (1-4)

1) Will fully meet its objectives

Comment: This is a good project with positive impacts across the local community.

Next steps

- Bright Hope is continuing efforts to establish short course training session in 2011 for local government and non-government organisations in the district as a secondary income stream.



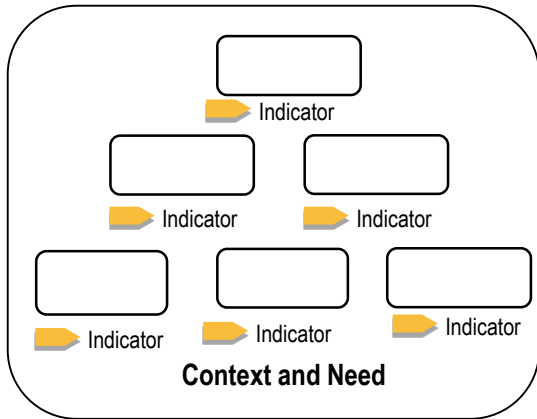
Measurement Framework

Model	Area	Indicator	Measure/Unit	Projection/Target 2012	How to estimate projection	How to measure	Mid-review questions	When	Who	Assumptions	2009	2010	2011
LM16	Students get tertiary education	Number of students currently studying with BHI	# Students enrolled	700	From baseline agreed with grantee Sept 2010	A) Company feedback and stakeholder interview with BHI Director	How many students enrolled at BHI, talk to students	Oct 2010, Feb 2011, May 2011, Sept 2011, Feb 2012, June 2012	A) Report from school during field visit		103 (107 female students)	478 (237 F, 241 M)	152
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											62 male	62 female	62
											62.4	36.54	62
LM12	Students learn relevant skills	Satisfaction of students with BHI course content and selection of courses	Qualitative - students / graduates indicate courses and skills are relevant to employment and gain employment	Students feel courses are relevant and gain employment	Based on application	A) Six monthly stakeholder interview with BHI graduates and students receiving jobs B) Discussion with community members and BHI	a. Family and income b. Why did you choose to study in BHI? c. Where else could you have studied? d. What were key factors contributing (choosing BHI)? e. How crucial was the scholarship for you? If you did not receive the scholarship what would have been your other alternatives? Would be still be studying if so when? How much would cost you to study else where? f. If you were not studying, what would you be doing? If you would work, where would it be? And how much could you possibly earn? g. What are you study at BHI? Although you have received scholarships are there in additional cost of studying BHI? If yes, what are they? How much does it cost?	At Oct 2010, Feb 2011, May 2011, Sept 2011, Feb 2012, June 2012	A) Country manager interviews	Scholarship criteria based on poverty status of student / student's family		80% survey of students from 3.5 hours away, have 4-6 family members, earning around 1500 per month	100% survey of students and graduates found subjects were relevant. Asked for english training

Reporting

The core components

Identifying the 'Right' performance information

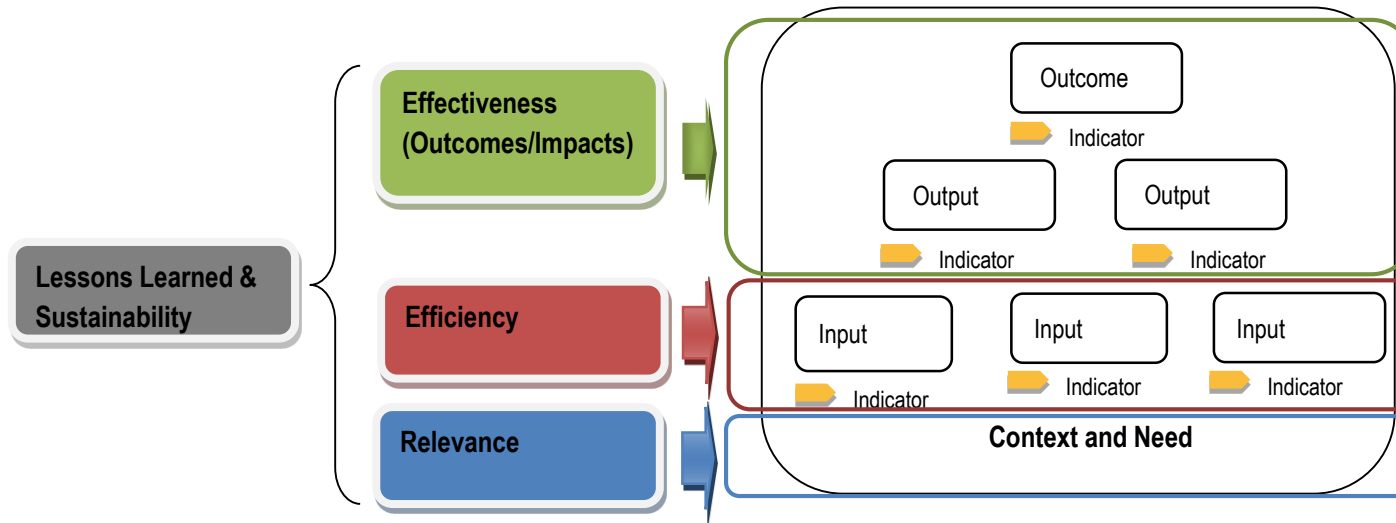


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Evaluation Objectives	Associated Evaluation Questions
Relevance: focuses on the <u>reason/need</u>	Q1. Q2.
Efficiency: focus on <u>implementation</u>	Q3. Q4.
Effectiveness (Outcomes/ Impacts): Focuses on the immediate and also longer term <u>changes</u> occurring	Q5. Q6. Q7.
Lessons Learned & Sustainability: Focuses on lessons to <u>inform</u> on-going & future <u>decision making</u>	Q8. Q9.

Asking the 'Right' Questions

=



A robust framework

What counts as good evidence?

- Collecting the 'right' information
- Systematically *recorded or documented*
- Diverse sources (observation, documents, images, quotes etc)
- Information inside people's heads doesn't count as evidence



Data : Qualitative & Quantitative



(usually) Quantitative

- Can be measured specifically
- Shows progress towards or achievement of targets

Qualitative

- Descriptive, observed but not measured
- Richer understanding of the why
- Coding interviews
- Emerging findings – themes against questions – triangulation
- Progress against the model
- Unintended outcomes/impacts

Informed decision-making and change

- Is the program relevant?
- Efficient?
- Effective?
- Sustainable?
- Having an impact?
- Is this positive? Negative? Intended? Unintended?
- So what does this mean?
 - Do we need to make adjustments?
 - What are the implications?

WHAT + WHY – useful resources

Tertiary Evaluation Indicators

Outcome Indicators	Process Indicators Learning and Teaching		Process Indicators Brokering Needs and Expectations	Process Indicators Organisational Learning
Outcome indicators	Facilitating learning pathways	Minimising barriers to learning	Engaging with communities	Organisational learning
Graduates gain employment, engage with further study and/or contribute positively to their local and wider communities.	Comprehensive and timely study information and advice is provided.	The learning environment is inclusive.	There is active engagement with communities.	Purpose and direction is clear.
Learners complete courses and gain formal qualifications.	Continued support is provided to assist learners pursue their chosen pathways.	Policies and procedures minimise barriers to learning	Stakeholders are clearly identified and engagement is appropriate and ongoing.	Leadership is effective.
Learners acquire useful/meaningful skills and knowledge and develop their cognitive abilities (including learning to learn and self management).	Fostering effective environments	Assessment supports learning	Stakeholders are informed of developments, barriers and possibilities.	Resources are allocated to support learning, teaching and research.
Learners improve their well-being and enhance their abilities and attributes.	Learning environments are planned and structures for the benefit and needs of learners.	Assessment is valid, sufficient, fair and transparent.	Effective stakeholder and community engagement is encouraged at all levels in the TEO.	Policies and practices are legal and ethical.
Knowledge is created and disseminated.	Responses to the well-being needs of learners are appropriate.	Assessment provides learners and teachers with useful feedback on progress.	Providing relevant programmes	Recruitment and development of staff is effective.
Community/iwi development is supported.	Teachers and learners relate effectively to one another.		Programmes maintain relevance to stakeholders and communities.	Staff are valued.
	Learning activities and resources are effective in engaging learners.		Programme planning is informed by ongoing needs analysis.	Anticipating and responding to change.
	Learners have opportunities to apply knowledge and skills in a variety of contexts.		Programmes reflect changes in subject content, resources, teaching practice and technologies.	Self-assessment is ongoing, comprehensive, authentic, transparent, and robust - and leads to worthwhile improvement.
				Balancing innovation and continuity

Key Evaluation Questions

- How well do learners achieve?
- What is the value of the outcomes for key stakeholders, including learners?
- How well do programmes and activities match the needs of learners and other stakeholders?
- How effective is the teaching?
- How well are learners guided and supported?
- How effective are governance and management in supporting educational achievement?

SO WHAT? Key questions for assessing and reporting

Progress

1. What is or has happened so far?
2. What progress is being made (inputs, outputs, changes, outcomes and impacts)
3. Did performance improve at multiple levels?
4. Are the changes emerging in the way we hoped?

Reflections & Implications

1. What were the causes of progress?
2. What did we get that we were not expecting?
3. What are lessons learned?
4. Can we sustain the pace?
5. Do adjustments need to occur?

Demonstrate, report and use results


Performance Measurement system

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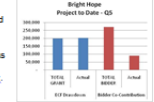


Area Summary of progress-Quarter 5

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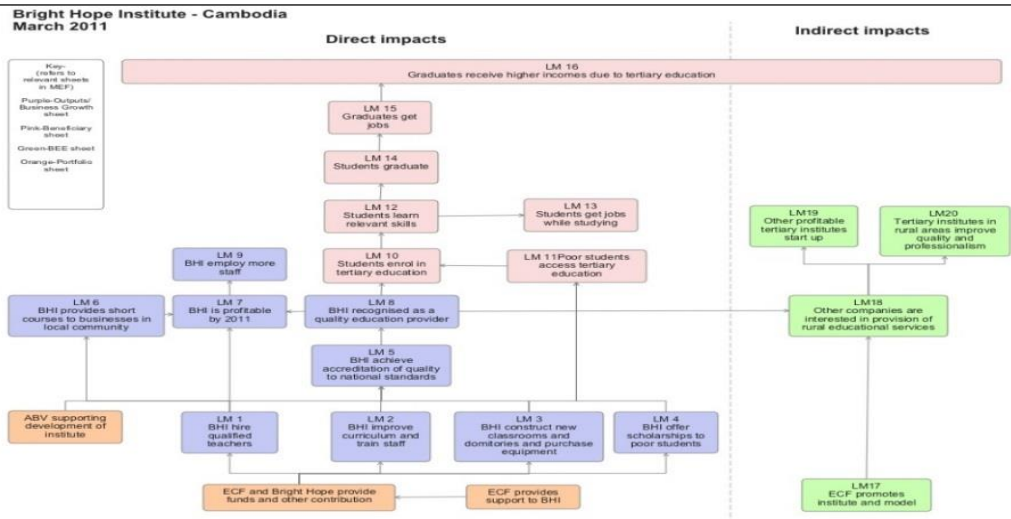
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Reporting

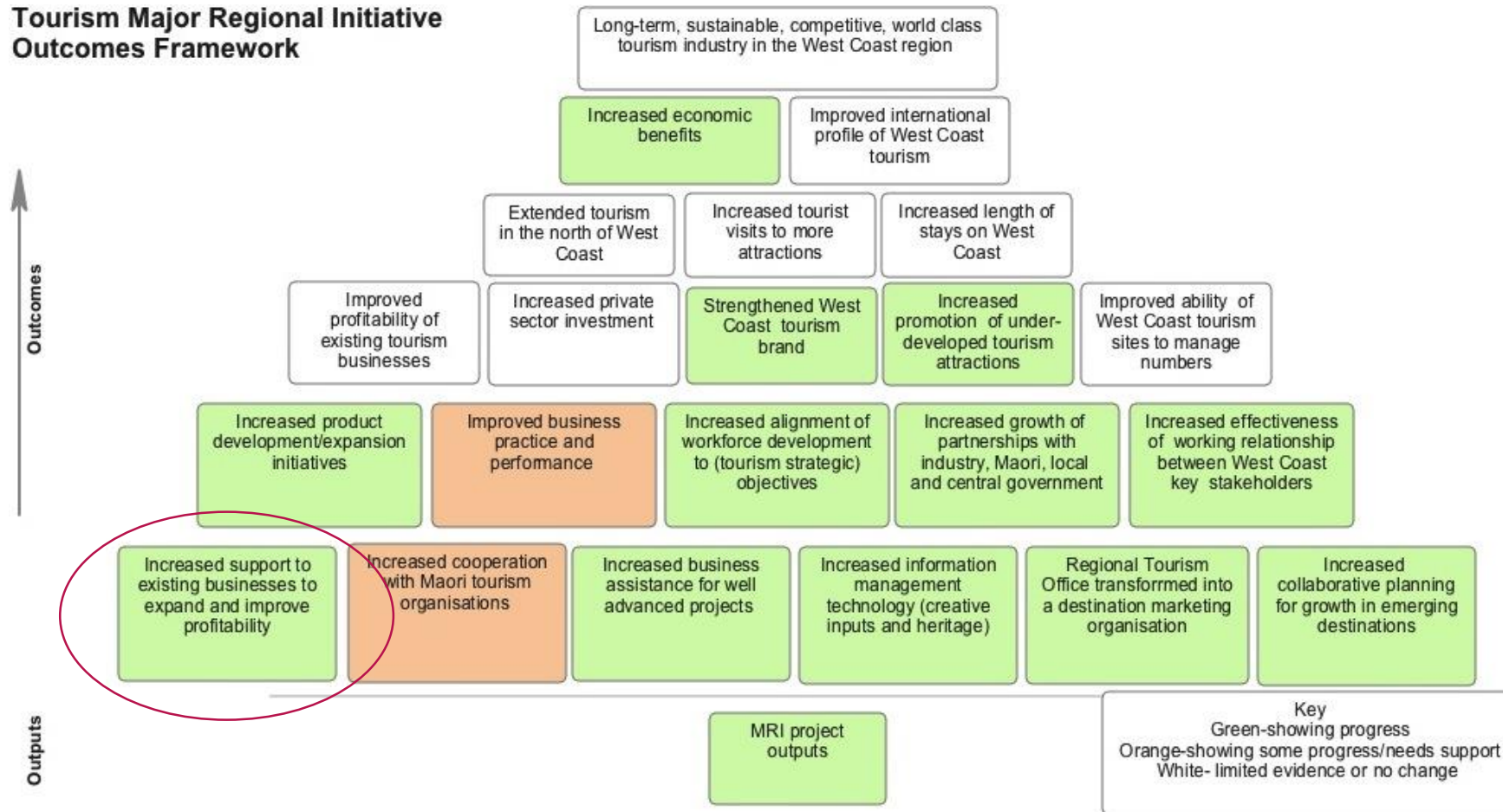


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Linking the model to the evidence

Tourism Major Regional Initiative Outcomes Framework



Simple, clear, linked

Outcomes (from outcomes model)	Evidence
Increased support to existing businesses to expand and improve profitability	<ul style="list-style-type: none">Most participants (75%) reported the MRI has provided an increase in the support to existing businesses, or there had been some progress towards this, e.g. Ross Goldfields, while one in five (19%) reported this was not the case.Some participants commented on how the support received provided direction/ catalyst for going forward, e.g. Denniston. Conversely, some stakeholders raised concerns regarding the business advice and support received from DWC.Others reported using the documents/reports as a platform for further development.
Increased cooperation with Māori tourism organisations	<ul style="list-style-type: none">Only one in five participants (21%) reported the MRI has increased cooperation with Māori tourism organisations, while the remainder (79%) reported this was not the case or were unsure.
Increased business assistance for well-advanced projects	<ul style="list-style-type: none">Two out of three participants (65%) reported the MRI has increased business assistance for well-advanced projects, e.g. Oparara, while the remainder (35%) reported this was not the case or were unsure.Some participants commented on how the business assistance enabled some projects to “get across the line”. Others commented on the value of the overall support provided to tourism operators.
Increased information management technology (creative inputs and heritage)	<ul style="list-style-type: none">Three out of five participants (61%) reported the MRI has increased investment in, and use of, information management technology while the remainder (41%) reported this was not the case or were unsure.Increased investment in IT was clearly evident in the regional visitor strategy i-SITEsproject.

Reporting - project level

Oparara Walkway

A huge community drive by key personnel, along with support from DOC and a dedicated technical team of contractors, has produced a unique visitor experience.

The tracks have also given the competitive and leisure cyclist another venue for excitement.

An increase in visitor numbers, both young and old, is evident.

The site is easily accessible.



Area	Progress
Inputs	<ul style="list-style-type: none"> DWC \$600,000; NZTE \$199,999.95; DOC \$200,000; Buller District Council \$200,000; Significant Community Based Project Fund (SCBPF) \$1,683,226 : Final. The Oparara Valley Project Trust has been involved. There was prior community participation, and the project was underway. A project manager was seconded from DOC, which also provided technical advice and a track construction team.
Key outputs	<ul style="list-style-type: none"> Tracks, interpretation signage, shelter and toilet facilities are completed. Cameras are installed in the car park to monitor use. There is now a bus service to and from the track.
Key outcomes	<ul style="list-style-type: none"> The ability to attract tourists has improved and this is supported by the website. Training sessions have developed new skills for track workers. Cycling and triathlete events now use the track. Usage of car parking area and loop track has exceeded expectations.
Next steps	<ul style="list-style-type: none"> It is important that the community drive is sustained to maintain existing tracks and to develop the next phase.

BRIGHT HOPE INSTITUTE - CAMBODIA

<p>Project Start Date: 1st Oct 2009 ECE Grant: A\$ 199 300</p> <p>The Bright Hope Institute is a registered for profit company providing tertiary education to rural Cambodians in Kampong Chhnang. Bright Hope has been awarded an ECE grant to expand existing facilities building new classrooms and dormitories that will satisfy Accreditation Committee of Cambodia standards. Bright Hope will establish a community development program to support job seekers in the district and provide part scholarships 200 disadvantaged students.</p>		
Area	Summary of progress– Quarter 5	
Key project outputs	<p>Bright Hope has been in progress for over one year and has constructed 12 new classrooms and four dormitories as well as upgrading of existing infrastructure such as computers and curriculum materials. This upgrade has contributed to Bright Hope receiving official accreditation from the Accreditation Committee of Cambodia for the Foundation Year. This will enable Bright Hope to accept up to 800 students by 2012 and provide part scholarships for up to 200 students per year to those who would not have the opportunity to receive higher education.</p> <p>This quarter -</p> <ul style="list-style-type: none"> The official inauguration of the new facilities has been planned for 7th February and will be attended by Australian Ambassador and Provincial Governor. Bright Hope is partnering with other organisations to enhance learning of students. This quarter New Horizontal Society Organisation provided training to students in computing skills and Provincial Department of Transportation provided training on trafficking laws to 118 students. Bright Hope was successful in applying for an Australian Business Volunteer to support with developing a community development and resource mobilisation program to commence in mid January. <p>Financial progress – Bright Hope have drawn down A\$ 189 484 of ECE funding (95%) for completion of school buildings and materials.</p>	
Key outcomes	<ul style="list-style-type: none"> Business growth <ul style="list-style-type: none"> 209 Bright Hope students have successfully passed 2010-2011 academic year exams for diploma level and will continue study into the second year. Bright Hope conducted the first state exam for Bachelor degree in two subjects with 53 students passing in General Management (47) and Rural Development (6). Students will continue study towards degrees in 2011-12. Social development <ul style="list-style-type: none"> 24 students are now living on campus in dormitory accommodation. Students provided with subsidised accommodation come from rural and disadvantaged areas. In next academic year, Bright Hope committee has awarded scholarships to 71 first year students (58% female) and will continue to fund 37 second year students. Bright Hope has also developed a community development training program every Thursday with Peace Corps volunteer from the United States. Twenty students are participating and are providing positive feedback on the community development and time to practice their English. 	
Project self score (1-6)	<p>Progress 1. Likely to be completely achieved</p> <p>Commercial sustainability 1. Very Likely</p> <p>Development benefits 2. Likely to be largely achieved</p>	
Fund manager evaluation of progress (1-4)	<p>1) Will fully meet its objectives</p> <p>Comment: This is a good project with positive impacts across the local community.</p>	
Next steps	<ul style="list-style-type: none"> Bright Hope is continuing efforts to establish short course training session in 2011 for local government and non-government organisations in the district as a secondary income stream. 	

What does success look like?

This approach represents a ‘way of working’

Collaborative

- working with stakeholders, managing expectations

Fit for purpose

- relevant, strengths-based, ‘good enough’

Context focused

- Context (e.g. culture) informs the approach

- **Helps make it part of business as usual**



Critical success factors – our experience

- Having internal champions in senior management
- Understanding context/need – including cultural elements
- Using working groups across organisation (cross-functional teams)
- Being included during the planning/development phase wherever possible
- Documenting the approach (in an implementation or ‘way of working’ plan)
- Be explicit about accountabilities and responsibilities to ensure it ‘goes round the cycle’



Discussion.....

- What are you doing well?
- What areas can be improve on?
- What changes, if any, might you go back to work and implement?



Further information and support

- Public workshop programme on evaluative self-assessment (via Ako PD programme)
 - Evaluative self-assessment for better learning and better outcomes (practitioner – full day)
 - Using evaluative self-assessment to manage organisational success (managers – half-day)
- In-house workshops (arranged via Ako Regional Hub Manager)
- Tailored follow-up support

<https://akoaotearoa.ac.nz/pd-programme/evaluative-self-assessment-practitioners>

<https://akoaotearoa.ac.nz/pd-programme/evaluative-self-assessment-organisations>

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Thank you!