



Annual Programme Report¹ For the Year (2021)

Programme Code and Title:	Postgraduate Certificate in Education and Learning (PGCertEdLn); Postgraduate Diploma in Education and Learning (PGDipEdLn); and, Master of Education and Learning (MEdLn).
Department/School/Division:	College of Education, Division of Humanities
Year of Introduction:	2019

1. Description

- (a) Provide a brief description of the programme structure, levels, and papers as approved by CUAP. Include paper titles, points, and NZQF Level. Describe succinctly, but in sufficient detail so that the programme structure may be understood without reference to the original proposal, the Calendar or websites, and write for a non-specialist audience. The description should be no more than around 200 words so that it can easily form part of the GYR, and it should generally not include a schedule or table.

The postgraduate suite of qualifications (Postgraduate Certificate in Education and Learning, Postgraduate Diploma in Education and Learning, and Master of Education and Learning) was first taught (CUAP approved, 05.UO/18) provide a stepped, distance-taught approach to teachers' professional development and by students' choice can be endorsed in one of: Curriculum; Digital Technologies; Early Childhood Education; Leadership; and Studies in Teacher Education. If endorsed the programme of study must include 40 points in the endorsement and, for the MEdLn, the endorsement must be the topic of the professional inquiry or research project. The PGCertEdLn is a 60-point qualification at level 8 comprising one core paper (EDUC 402) plus elective EDUC 400-level papers. The PGDipEdLn is a 120-point qualification at level 8 comprising three core papers (EDUC 402, 403 and either 411 or 412) plus elective EDUC 400-level papers. The MEdLn is a 180-point qualification comprising four core papers (EDUC 402, 403, 411 or 412 and 495 – a capstone paper), a 40-point research dissertation (EDUC 590, 591 or 592) plus elective EDUC 400-level papers. For the MEdLn all 400-level papers are 20 points each. EDUC 590, 591 and 592 are 40 points each and are at level 9.

- (b) If any concerns were raised or changes requested by CUAP at the time of approval, indicate how they have been addressed. If the programme has had a delayed start, say so and explain why.

No concerns were raised or changes requested at time of CUAP approval.

¹ The University of Otago uses Annual Programme Reporting to track the progress of a new (conditionally approved) programme in preparation for its Graduating Year Review (GYR). A GYR is normally completed within three years of the graduation of the first cohort of students from a programme. The successful completion of a GYR is required by the Committee on University Academic Programmes (CUAP) to confirm programme approval.

2. Changes Made to the Programme since Introduction

- (a) Mention and explain any significant changes (from the original proposal) that have been made to the programme since its introduction, such as: deletion of papers; introduction of new papers; regulation changes; changes to the Graduate Profile; changes to the assessment regime.

There have been no changes made to the programme to this point.

- (b) If any changes were reported in a previous Annual Programme Report, comment on their ongoing adequacy and appropriateness.

Not applicable

3. Student Enrolment and Completion Trends

- (a) Provide information on student numbers enrolling and completing over the period the programme has been offered with respect to the following. *(Please refer to the datasets provided by the Strategy, Analytics and Reporting Office, which have been attached to the email initiating this report. You are welcome to simply copy and paste the enrolment data into this report, or you can provide your own data if you believe they offer more clarity. If you are providing your own data, explain why.)*

Table 1(a) – Postgraduate Certificate in Education and Learning (plus endorsements' breakdown)

Year	Predicted Numbers	Total Headcount	Full-time	Part-time	With-drawn	Year 1	Year 2	Year 3	Year 4	Year 5+	Completions	EFTS
2019		5	1	4	0	5	0	0	0	0	1	1.8
2020		4	0	4	0	3	1	0	0	0	3	1.8

Endorsement	Year	Total Headcount	Full Time	Part Time	Completions	EFTS
0	2019	3	1	2	1	1.3
	2020	1		1		0.3
Curriculum	2020	1		1	1	0.5
Leadership	2019	1		1		0.3
	2020	1		1	1	0.5
Studies in Teacher Education	2019	1		1		0.2
	2020	1		1	1	0.5

Table 1(b) – Postgraduate Diploma in Education and Learning (plus endorsements' breakdown)

Year	Predicted Numbers	Total Headcount	Full-time	Part-time	With-drawn	Year 1	Year 2	Year 3	Year 4	Year 5+	Completions	EFTS
2019		8	2	5	1	8	0	0	0	0	3	4.0
2020		7	0	7	0	4	3	0	0	0	3	2.7

Endorsement	Year	Total Headcount	Full Time	Part Time	Unknown	Completions	EFTs
0	2019	4	2	2		3	1.8
	2020	1		1		1	0.3
Curriculum	2019	1		1			0.7
Digital Technologies	2019	1			1		0.7
Early Childhood Education	2019	1		1			0.5
	2020	2		2		1	0.3
Leadership	2019	1		1			0.3
	2020	3		3		1	1.3
Studies in Teacher Education	2020	1		1			0.7

Table 1 (c) - Master of Education and Learning (plus endorsements' breakdown)

Year	Predicted Numbers	Total Headcount	Full-time	Part-time	With-drawn	Year 1	Year 2	Year 3	Year 4	Year 5+	Completions	EFTS
2019		16	1	14	1	16	0	0	0	0	0	8.3
2020		12	1	11	0	8	4	0	0	0	6	4.2

Endorsement	Year	Total Headcount	Full Time	Part Time	Unknown	Completions	EFTS
0	2019	6	1	5			3.5
	2020	6	1	5		4	2.7
Curriculum	2020	1		1			0.3
Early Childhood Education	2019	2		2			1.0
	2020	1		1			0.2
Leadership	2019	6		5	1		2.7
	2020	4		4		1	1.0
Studies in Teacher Education	2019	2		2			1.2
	2020	0				1	0.0

- (b) Discuss the data and comment on any anomalies such as disparity between the predicted student numbers (in the original proposal) and actual numbers. *(Please take care to ensure that no student can be identified in the Report. All information should be anonymised so that individuals are not identifiable.)*

To date the overall enrolments are deemed to be satisfactory. In the original proposal estimated numbers were undifferentiated for each of the three individual qualifications, as it made little sense to try and predict these. In the first year an estimated 2 students were predicted to begin full time and 15-20 students part-time in the first year (across all three qualifications), and in the second year an estimated 4 students full time and 30-40 students part time (CUAP application 05.UO/18, p. 13). 2020 data bear this out for the second year of the programme, with 45 part-time enrolments across all three qualifications and 5 full-time enrolments. In 2019 there was one withdrawal for each of the PGDipEdLn and MEdLn, but no withdrawals for 2020. Based on the type of qualifications that this present suite of qualifications replaced, it is not unusual for students to withdraw due to the pressures of balancing work and family. We are also satisfied with the numbers opting to complete their qualification with or without endorsement – some are clearly coming into the programme with a focus on an endorsed area (as motivation); others simply indicate that they are looking for an overall professional development experience and opportunity.

- (c) If the programme has not yet been offered, or has attracted no enrolments, explain why not and outline the intended future of the programme. *(Please note that when a programme has not been offered or has attracted no enrolments in the five years following its introduction, its approval lapses. The programme should either be resubmitted to CUAP for re-evaluation or formally deleted. This report should outline the intended course of action. If the decision is made to delete the programme, a Form 5 should be submitted.)*

Not applicable

4. Monitoring Programme Quality

- (a) What processes are in place to monitor programme quality? (These will have been identified in the original proposal.)

The original proposal [05.UO/18, p. 13] stated that the programme would 'undergo external assessment as required by the University of Otago' alongside standard HEDC-derived teaching and course evaluation instruments. Over its first two years (2019-2020) all components of the programme have been monitored in two main ways:

- Individual course level – all course coordinators are encouraged to follow the university's usual evaluation guidelines, including both Teacher Evaluation and Course Evaluation;

- External moderation – ‘external assessors are asked to comment on the course outlines and content of the papers, as well as the assessment requirements and marks and assessments’ [05.UO/18, p. 14]. In 2020, as for 2019, this was carried out by an academic staff member from the College of Education, University of Canterbury. For 2020 external moderation occurred for all Semester 2 and full-year papers (November 2020) and completed 500-level dissertations (March 2021).

Alongside this informal feedback has been solicited by both course coordinators and programme coordinator, as applicable. Please note that, in advance of the Graduating Year Review (GYR) due in 2022, systematic feedback from all completed students and employers will be sought.

(b) Summarise the evidence that has been generated by those monitoring mechanisms during the year under review by answering as many of the following questions as possible. If you can't answer a question, explain how you will gather evidence to answer it next year. Depending on the length of the programme, some of these questions may be more challenging to answer in the first year or two.

i. To what degree are the goals of the programme as stated in the original proposal being achieved?

In the original proposal [05.UO/18, p. 4] the goals for this suite of qualifications were outlined thus: ‘The programmes have been carefully designed over the period of two years, and in consultation with the sector they are designed to serve. Rather than looking at how existing programmes could be adapted, the sector and literature were surveyed and the programme developed from this. The programmes are designed to be achievable, responsive, and relevant, and to meet the needs of the sector, while also ensuring the academic integrity of the programme.’

Student voice (see next and in Section 5 (a) indicates that over the initial two years these goals are being met in terms of how students view the connections being made between their learning and professional application, oftentimes simultaneous. Planned surveying of both graduates and employers, over the next six months, will give us a clearer picture of this.

ii. How well are the Graduate Attributes being met?

In the original proposal [05.UO/18, pp. 17-19] graduate attributes were mapped to the intended curriculum. This curriculum mapping is outlined in the UOCE Graduate Profile links to the PGCertEd, PGDipEd and MEdLn papers and was developed in conjunction with the learning outcomes, content and assessments for each paper. For example EDUC 495 (Thought in Action) – the capstone paper for the MEdLn degree – provides students with the opportunity to demonstrate all of the graduate attributes through: (1) creating a portfolio that gives evidence of achieving the graduate attributes while at the same time identifying a plan of action to address those attributes that need additional focus; and (2) creating a presentation (verbal and written) that synthesizes personal learning across all elements of the degree. Over the first two years all students completing the MEdLn have successfully achieved these two major assessments.

In advance of the GYR due in 2022, we will use the standard QAU Graduate Opinion data to evaluate student satisfaction and progress with respect to the Graduate Attributes. In addition, graduates' employers will also be asked to indicate their perceptions of how well the programmes are meeting the needs of the profession as they see it and to what extent they therefore think that the Graduate Attributes are demonstrated as a result of students completing the qualification.

iii. How strongly does the evidence indicate appropriate content, delivery and assessment in the component papers?

All papers for these qualifications are offered by distance learning mode, with students contributing and interacting online through regular videoconferencing and assessment activities. Student voice indicates, to date, that this mode of delivery works for them both because of their distance from the Dunedin campus and their mostly part-time status. External moderation across both 2019 and 2020 continues to affirm that:

- Overall ‘expectations for work at the postgraduate level are consistent with expectations at my institution’;

- There are clearly observable and appropriate links between individual course learning outcomes and assessment;
- There is consistency of course outline format and observable modifications for their enhancement from earlier moderation;
- The grade bands for the assignments were ‘fair and consistent with the criteria on the marking schedules/rubrics provided’;
- By 2020 ‘there was greater consistency in the type and amount of feedback on assignments submitted for moderation’, wherein ‘comments included what was done well, where improvements could be made for future assignments and “points to ponder”’.

iv. **How confident are you that students are satisfied with the programme?**

Student voice collected through individual course evaluations (and informal questioning) indicates that students continue to be satisfied with both their individual courses and the overall programme. Course coordinators have provided the following examples from 2020:

- *EDUC 403 (Perspectives on Teaching and Learning)* – formal and informal feedback indicated high satisfaction with this paper, in particular noting that it was relevant and that they were well supported. One student wrote: ‘Thank you so much for your support throughout this paper. I have to admit I was slightly apprehensive heading back into study as it has been a long time. I really enjoyed it, and felt very supported. I have used a lot of what we have been learning through the paper in my (work). It is all very relevant.’
- *EDUC 433 (Strategies to Enhance Wellbeing in Educational Settings)* – students in this course also indicated high overall satisfaction (100% for the compulsory questions) and in particular cited the several videos (mini teaching slots etc.) posted by the course coordinator, suggesting appreciation of how a distance course was made more personable and thus accessible for students.
- *EDUC 438 (Leadership for Learning)* – again students indicated high levels of satisfaction overall, with some asking for more variety in the technologies being used, which the course coordinator is building into the next iteration of this course. Informal feedback said that they ‘liked being able to make links between the readings and their practice’. One further student explicitly stated that she ‘was finding a postgraduate qualification essential for leadership roles overseas’.
- *EDUC 461 (The construction of Curriculum in Early Childhood Education)* – this course typically has small numbers to date, and no formal evaluation was completed in 2020. At the same time the course coordinator notes that at least two of the students are continuing in postgraduate education (‘so I’d take from that they’re happy’), and one of those will be enrolling in our next cohort of Doctor of Education candidates in July 2021.

v. **What evidence do you have of industry acceptance, particularly in graduate employability?**

To date we have not yet canvassed employer comment or evaluation or surveyed graduating students with respect to impact on their professional pathways. This will be a major feature of the next few months in preparation for the GYR in 2022. However, please note that to date all students pursuing all three qualifications within the Education and Learning programme are necessarily already employed as educators. Furthermore, the current configuration of this programme is due to wide and significant input from educational leaders as a part of the consultation and programme construction phases.

vi. **If there is external moderation, what does this reveal about the quality and consistency of the assessment procedures?**

Please see again Section 4 (b) iii above.

5. Highlights and Issues

- (a) Comment on what is going well and identify any examples of good practice – such as learning and assessment activities, employer involvement or special projects –that may be helpful to other programmes or boards of studies.

The first two years' implementation of this new suite of postgraduate qualifications have been quietly encouraging. In particular participating staff note that, through these qualifications, the University of Otago College of Education continues to build on twenty years of experience in delivering meaningful and flexible postgraduate courses online, tailored to students at varying stages of their professional lives who are largely working full-time and studying part-time. Through this stepped, integrated set of qualifications what we traditionally offer is now being refreshed in response to the education community's own sense of need. In the process, that community, through course participants, indicates that these changes are being well received. One student (currently a deputy principal in a New Zealand high school) who completed his MEdLn degree in 2020 notes that:

'Being able to work and study concurrently has strengthened my knowledge by adding context to educational pedagogies and research. I have been able to reflect on my own and others' perspectives during regular online discussions while meeting the needs of family, work and personal interests' ('2021 Distance Learning Prospectus', p. 9.).

Another MEdLn student, who graduated in 2021, notes the programme's flexibility for working students and its affordances in terms of immediate application to work contexts. She says:

'I'm studying the latest educational research methods and pedagogies within this course and I can immediately apply these to my sports teaching and coaching classes. My students are benefiting from the information I have been taught in the morning later in the afternoon. [She finishes by writing that] having this level of knowledge at your fingertips, it is hard not to be constantly inspired to be a better informed educator' ('2020 Distance Learning Prospectus', p. 10).

- (b) Comment on any particular issues that have arisen and what is being done to respond to and improve upon them.

For 2019 the external moderator's reports highlighted three elements to address: (1) providing referencing guidelines for students, (2) consistency of assignment feedback, and (3) clear guidelines for consistency in examining research projects. In her two reports for 2020 (based on Semester 2 / full-year papers & research projects) she indicated that she was pleased with how each of these had been addressed. For 2020 she noted two areas to develop (and which will be implemented for 2022):

- *Marks for students' online conference contributions – course outlines need to more clearly and consistently indicate how these marks are arrived at;*
- *EDUC 592 Professional Inquiry – the moderator raised concern about the literacy standard of one dissertation submitted and identified a probable specific learning difficulty for that student; for the future, supervisors will contact the postgraduate coordinator early as to a likely writing issue and a joint plan will be conceived in conjunction with Student Learning Services.*

In addition, as noted in the 2020 APR, we have addressed two issues identified:

- *To clarify the distinctions between choosing two research paper pathways for the MEdLn (EDUC 591 Research Project compared with EDUC 592 Professional Inquiry). This distinction is now made clear to students at course entry and paper enrolment stages by the CoE postgraduate coordinator;*
- *Differentiating course outlines for EDUC 591 and 592 in terms of the difference in nature between completing a 'research project' compared with a 'professional inquiry' – through rewriting of relevant sections of the course outlines.*

6. Response to Previous Annual Programme Report (if applicable)

State how you have responded to any Divisional Board or other feedback arising from the previous year's Annual Programme Report.

Feedback on the 2020 Annual Programme Report, from the Board of Graduate Studies (15 December 2020), requested the following:

Feedback	Response
'The Board advised that description of the programme should be captured more succinctly'	The description has been written more concisely (front page of this report).
'The Board advised that it would be good to have enrolment figures teased out between the various endorsements'	Three tables of endorsement breakdowns have been added to the enrolment data on pages 3 and 4 of this report.