

CEP Report 2021 Completed

Date submitted : 7/19/2021

Block: A. Course Information & Contributors

Date report was run: **Monday, July 19, 2021**

Semester: **1212**

Course ID: **010120**

Course Offering Number: **1**

Course Title: **Business Statistics**

Course Code: **ACTY-5401**

Prospectus Code: **CA2109**

Programme: **BBS**

School: **Applied Business**

APM: **Malama Saifoloi**

Coordinator: **Wajira Dassanayake** (wdassanayake@unitec.ac.nz)

Contributor(s): , ;

Block B. Before the course begins

Section B addresses kaitiakitanga (guardianship) for the course and needs to be completed prior to delivery to students. Refer to the Course Descriptor when completing this section.

B1. Does the planned delivery of this course meet the requirements of the current Course Descriptor?

Yes

B1a. Explain any differences between the Course Descriptor and the planned delivery of this course.

B2. This question is designed to ensure ten notional hours of learning per credit is planned for the average student. If this course is taught in different ways/modes (eg, distance learning/on campus), provide the information for the mode with the most students. Do not duplicate any hours (if an assessment occurs during timetabled hours, count it in either the “Teaching” or “Assessment, but not both). Over the duration of this course, students spend:

Type of Commitment	Number of Hours
Hours: timetabled teaching	65
Hours in work experience (internships or similar (if applicable))	
Hours: preparing for, and reflecting on, classes/work experience (eg, readings, Moodle activities, asynchronous learning)	50

For each assessment or portfolio component, show the number of hours the average student would be expected to spend:

Name of assessment from Course Descriptor OR Major component/sub-assessment of portfolio	Number of hours estimated to complete assessment
Mini Test	5
Assignment	10
Exam	20

B3. Have the assessments been pre-moderated?

Yes

If no, please tick the reasons why (Tick all that apply):

The assessments have not been altered at all since the last delivery of this course.: false

This course has been delivered before.: false

The teacher is experienced at teaching this particular course.: false

This course and assessments are performing at a similar level to other courses in this Programme.: false

The assessments were pre-moderated prior to last delivery of this course.: false

B4. Do students in the Programme complete the Literacy & Numeracy Tool or similar?

Yes

B4a. What support will be provided to students with literacy and numeracy issues in this course?

Students are directed to ADLs and PASS leader. However, this semester we did not have a PASS leader which created undue pressure to the course lecturer.

B5. Describe any changes made to the delivery of the course. Explain why these changes have been made (eg, as a result of student evaluations/external moderation/post moderation/previous CEP/etc) and the expected outcome. If no changes have been made, go to B6. If you have made any changes, please also remember to complete E3 and E4 in the Final section.

I have not made any changes specific changes to this semester. However, I created asynchronous instructional videos targeting complex topics in 2020-S1 (during COVID-19 emergency remote teaching). We have been using these resources and students have highly appreciated the value of these resources.

B6. How will students be informed about the opportunity to submit assessments in Te Reo? (Tick all that apply)

Course handbook on Moodle: true

Course Moodle page information: false

Assessment information: false

Orientation: false

Other: false

Verbally in week 1 of course during lecturer time: true

Block C. As the course runs: Student Achievement

This section is underpinned by Unitec's guiding principles: kaitiakitanga, whakaritenga & rangatiritanga.

C1. After each assessment, complete the following. For all weightings, enter a number and %; e.g. 60%

Assessment Name	Assessment Weighting (%)	Date of Internal Post Moderation	Provide a brief reflection on results, eg performance of priority students/difficulty of a specific assessment/implementation of low stakes assessment,
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			etc or respond here to post-moderation comments.
Mini Test	10%	3/19/2021	The mini tests (in weeks 3, 4, 6, 8, 10, 11, 13) are designed as early low stake assessments. Except 1530983 (who failed), 1494303 (withdrawn) and 1520950 (who passed the course), all others got marks greater than 40%.
Assignment	35%	4/16/2021	Except 1494303 (withdrawn) all others got marks greater than 40%.
Exam	55%	6/29/2021	Out of the students who did the exam (worth 55%), 4 students failed (marks below 28/70). They are 1530983 (9.5/70); 1534251 (18.5/70); 1513353 (7/70) and 1337414 (13.5/70)
	0%		
	0%		
	0%		

C2. Tick if internal post-moderation has NOT been conducted for any assessment.

false

C2a. If internal post-moderation has NOT been conducted for any assessment, please explain why.

C3. Was post-moderation completed prior to grade ratification? If no, please enter the reasons in the text box below.

Yes

C4. Comment on the assessment results of different pathways/disciplines/cohorts if applicable.

Reflection & Evaluation The following Unitec values underpin this section: rangatiratanga, kaitiakitanga, mahi kotahitanga.

D1. Reflect on how well the intended changes listed in Question B5, were implemented and whether they achieved the desired outcomes.

I created asynchronous instructional videos targeting complex topics in 2020-S1 (during COVID-19 emergency remote teaching). We have been using these resources and students have highly appreciated the value of these resources.

D2. Comment on how input from the Learner Outreach Project has contributed to the support of students.

Lecturer has developed Pre Recorded Instructional Videos (uploaded to Course Moodle). Zoom recordings were made available to the students. Lecturer has also provided the mobile number for the students to contact for any issues. This became very handy to them specially during the lock down period

D3. What was the most positive theme from student feedback (eg, course surveys, emails, informal class evaluations, etc)?

Some direct positive comments are extracted from 2021-S1 Course Survey Report: "I think that it is very well structured and have found it easy to learn everything within this paper" "The content is given especially the videos provided in detail of topics . A lot of resources on moodle for us and exercises to do. Teaching is structure i like how it presented." "I believe that everything is very good for me personally as I have found it easy to understand and to learn"

D4. What did students consider to be the most important issue/s to address?

[Link to student course survey report](#)

Computer lab issues- desktop was running extremely slow in week 4 onwards (this issue was reported to IMS and towards week 10 or so, this issue was sorted.). Lecture recordings could not be done due to technological constraints (lecturer laptop was not running effectively). We plan to resolve in second semester delivery.

D5. Outline what the plan is to address the issue/s identified OR why no action will be taken.

Computer lab issues- This issue was reported to IMS and towards week 10 or so, this issue was sorted. Lecture recordings could not be done- This issue can be sorted as the course coordinator received a new laptop. Further, a PASS was not made available in S1-2021. This was discussed with APM and Mary Lim and requested to appoint a PASS leader at the earliest opportunity. I have proposed the details of two excellent students (one international student and one Maori student)

D6. How will these students or future students be debriefed on any changes made as a result of feedback?

Computer lab issues- The lab tutorial is structured in the same lab. I will inform the new group the issues we had during semester 1 delivery. Lecture recordings could not be done- The lectures will be recorded and made available to the students. PASS- Once the second semester students get the PASS leader support, I will debrief them.

D7. Using the Course Results Dashboard, how do these results compare with previous semesters?

[Link to live dashboard](#)

2020-both semesters SCC 67.2%; 2019-both semesters SCC 56.7%; 2018 SCC-both semesters

56.7%;

D8. Reflect on priority group achievement. How do these results compare with previous semesters?

24 were originally in the gradebook, 14 passed, 6 failed, 4 withdrew. 17 are domestic (12 passed 5 failed) 3 are international (2 passed 1 failed)

D9_1. What specific mātauranga Māori course content was embedded into this course?

A section is introduced on ACTY 5401 Moodle page for Mātauranga Māori wisdom. At the beginning of the semester, a Pepeha session is held to allow students to introduce themselves. Rangatiratanga and Mātauranga Māori Wisdom are applied in the data analysis process of the downloaded database from the Statistics NZ website. A database downloaded from the Statistics NZ website has the ethnic characteristics and features related to Maori, Pacific, European and other communities in NZ. Students are given tasks to analyze compare and contrast data related to Maori and Pacific values/beliefs.

D9_2. What teaching activities & learning approaches/strategies were used which were culturally familiar to Māori students ?

Rangatiratanga and Mātauranga Māori Wisdom are applied in the data analysis process of the downloaded database from the Statistics NZ website. Through the assessment tasks, students are required to analyze compare and contrast data related to Maori and Pacific values/beliefs.

D9_3. How do you think these practices might have an impact on learner engagement and success?

The analyzed data related to Māori and Pacific reveal salient characteristics belong to these communities

D10_1. What specific Pacific course content was embedded into this course?

A section is introduced on ACTY 5401 Moodle page for Pacific research wisdom A database downloaded from the Statistics NZ website has the ethnic characteristics and features related to Maori, Pacific, European and other communities in NZ. Students are given tasks to analyze compare and contrast data related to Maori and Pacific values/beliefs.

D10_2. What teaching activities & learning approaches/strategies were used which were culturally familiar to Pacific students ?

Through the assessment tasks, students are required to analyze compare and contrast data related to Maori and Pacific values/beliefs.

D10_3. How do you think these practices might have an impact on learner engagement and success?

The analyzed data related to Pacific reveal salient characteristics belong to these communities

D11. List any recent professional development activities undertaken by the teachers of this course.

Moodle Standards - Mauri Ora/Modelling Te Tīpare - Embedding Mātauranga Māori - Mauri Ora/Modelling Working with international Learners - Mauri Ora / Modelling

In what way did the professional development improve the delivery of this course? (eg, Moodle Standards badge led to a revamp of the Moodle page for this course)

Moodle Standards - Mauri Ora/Modelling Te Tīpare - Embedding Mātauranga Māori - Mauri Ora/Modelling Working with international Learners - Mauri Ora / Modelling

D12. List any changes to the course which are recommended for future delivery

Describe the change

Increase Mini Test weight to 20% Reduce Exam weight to 45%

What is the rationale for the change? (eg, course results, student feedback, post moderation, external moderation)

External moderator recommendation

When will it be implemented?

Planning to be implemented in 2022-S1

How will it be evaluated? (eg, assessment results, attendance, engagement on Moodle page, course surveys, priority group achievement)

Through assessments and course surveys

D13. Have copies of all complete summative assessments been retained? (All summative assessments must be retained for at least 12 months)

Yes

D13a. If no, please explain why.

D14. Reflect on any noticeable differences between different pathways/discipline/cohort if applicable (eg, student feedback, pastoral care, embedding of Māori and Pacific teaching strategies and content, assessment performance, overall results, priority group achievement).

Section E: Submit

E1. Does this course need significant development before it is delivered again?

No

E1a. If yes, please explain why.

E2. Please provide some feedback on how well this CEP helped you to evaluate the course:

CEP 2021-S1 had a few additional questions, these enabled us to reflect on the delivery. It is also good to have a section to reflect on students' commitments to the study. This will enable to easily gauge reasons for their grades.

E3. Did you make any changes to the delivery of the course due to Covid-19? i.e. Distribution of learnings hours or assessment changes.

No

E3a. If yes, describe in detail what changes you have had to make.

E4. Were the changes approved by the appropriate person/committee prior to implementation?

E4a. Please comment on your answer to E4.