# Template: Checklist Questions for a PATS variation

The checklist questions represent a distillation of collective experience with PATS and covers ten key components to consider. Questions are raised for each component that can help identify and navigate potential barriers to adopting PATS (or a variation) for your local context.

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| **Content** | **Your Answer** |
| What is your capacity to influence change? ORWhat is your capacity to exercise influence? |  |
| What kind of influence will you want to (be able to) exercise? (persuasive/authoritative) |  |
| What is your leadership role and responsibilities?  |  |
| What are the characteristics of staff employees you want to participate? (individual teacher; teaching team (including professional staff); tutors; sessional staff; PhD candidates) |  |
| What is the scope in terms of curriculum you intend to be the subject of PATS activities? (single unit; selected or all units in a degree program; all courses in a Faculty; university wide program) |  |
| What support can be offered to participants? |  |
| **Type of Quality Enhancement** | **Your Answer** |
| What is the primary outcome you intend to achieve?**QI+** quality improvement (trialling an innovation) **QI-** quality improvement (fixing a known problem) **QA** quality assurance (measuring achievement against external standards) **SOTL** Scholarly publications (applying a theoretical framework and interpreting outcomes and impact of quality activities)  |  |
| **Goal** | **Your Answer** |
| What is the goal of a PATS program for your context? |  |
| Is your goal (or goals):* **Specific** and **Strategic** to course improvements and student satisfaction.
* **Measureable** throughout, and at the end of, PATS by easily obtainable and highly valued data.
* **Attainable** and **Achievable** by the end of the PATS process.
* **Relevant** and **Results-orientated** in relation to the key focus areas of educator course, assessment, learning activities, resources administration and students.
* **Timely** and **Time-bound** allowing for clear direction of time and energy by PATS partners.
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| **Type of Peer-Relationships** | **Your Answer** |
| What peer partnership model would suit/help achieve the goals? |  |
| What level of commitment should be described for mentors and PATS participants? |  |
| What reward needs to be communicated for participation in a peer-partnership? |  |
| **Participants** | **Your Answer** |
| Who will be recruited to participate? (teaching team, tutors, sessional staff, PhD students) |  |
| How will they be recruited? (invitation; role requirement) |  |
| How will participation be recorded and reported? |  |
| **PATS Activities** | **Your Answer** |
| What is your goal? |  |
| What tasks will support achieving your goal?  |  |
| Classic PATS core tasks: briefing meetings; project plan (goal-setting, milestones, resourcing, timeline, report); professional development workshops; peer partner meetings. |  |
| PATS variation tasks: project plan, research plan with ethics application (publication outputs), publication plan, communication mechanisms (online; blended; face-to-face), professional development (online; blended; face-to-face); peer partnership plan; |  |
| **Theories** | **Your Answer** |
| What theoretical perspectives might/will inform your PATS design? |  |
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| **Infrastructure** | **Your Answer** |
| What existing infrastructure and organisational systems are available to support your PATS variation?  |  |
| What infrastructure and organisational systems need to be in place to support your PATS variation? |  |
| **Stakeholders** | **Your Answer** |
| Who will be likely staff members participating in PATS and who are likely staff members supporting a PATS program? |  |
| Who are the gate-keepers and institutional stakeholders that you need to engage to achieve a sustainable PATS program? |  |
| What information needs to be communicated?  |  |
| What are the potential challenges/barriers that you need to address?  |  |
| **Evaluation** | **Your Answer** |
| What will be the reporting requirements to stakeholders (what evidence will you need to collect? What metrics will you use to measure the effectiveness and impact of implementing PATS?) |  |
| How will I evaluate the extent to which the PATS variation is achieving its goals?  |  |
| What data would I need to collect? How? |  |