ITE guidelines to Annual Reporting

Introduction

The annual reporting guidelines have been developed to guide ITE providers to utilise information already held by ITE providers, and information for the purpose of periodic review, to be made available to the Teaching Council.

Purpose

The purpose of annual reporting is for information already held by ITE providers to be made available to the Teaching Council to permit a low-burden approach for providers towards demonstrating the strength of their programmes' operation.

Guidelines

Annual reporting processes will align to existing reporting schedules (internal institutional schedules of NZQA and CUAP) to reduce the administrative burden and to focus on targeting action to where it is most needed.

The information for annual reporting will be broken into **two** separate lists:

a. Information that may be requested as part of annual reporting (which would include information that is easy to source and report).

b. Information collected for the purpose of periodic review (which would include information collection that may take more time and resource to report against).

List a)

List a) may include, but not limited to:

Information available from NZQA through monitoring report (APER reports)

- If the programme is being managed, planned, and implemented as it was approved.
- If consideration has been given to any recommendations made during the programme approval and accreditation process.
- Whether any minor modifications and enhancements made by the institution are consistent with the intent of the approved programme and the ongoing development of a quality programme.
- If there is independent, external academic input during reviews and consideration of significant programme enhancements.
- Issues affecting the satisfactory provision of the programme.
- If quantity/quality of staff research outputs are consistent with the development and maintenance of an ongoing research culture in support of the programme.

Information contained in the APER report

- Enrolment information.
- Learner retention and achievement.
- Graduate destination information.
- Internal and external moderation activities.
- Feedback from learners, teaching staff, and external stakeholders.
- Consultation with external stakeholders.
- How the institution has addressed any recommendations from: the initial evaluation report and/or the most recent monitor's report.
- Changes to the programme and/or its delivery since the last report.
- Staffing changes since the last report.
- Current resources to maintain delivery of the programme.
- Staff professional development activities.
- Research activities of staff.
- Significant issues and challenges.
- Collaborative and/or subcontracting arrangements.

CUAP reporting requirements

- Description of the programme structure and how it has been introduced and consolidated.
- Statement on the extent to which the stated goals in the original proposal have been achieved.
- Any significant changes that have been made to the programme since approval, including specification of any changes to regulations.
- Overview of university's GYR processes.
- Outcomes of the review process.
- A statement of the ongoing adequacy and appropriateness of the:
    i.   Title, aims, graduate outcomes and coherence of the whole programme.
    ii. Regulations for admission, credit for previous study, recognition.
- A statement of the ongoing acceptability of the programme to the relevant academic, student, industrial, and professional communities. Provide evidence that the graduate profile of the programme is being achieved. If applicable comment on how any concerns raised by CUAP at the point of approval have been addressed.
- A statement on the ongoing appropriateness of methods of assessment, including (if relevant) any procedures for external assessment and/or moderation.
- Information on student numbers enrolling and completing. This should be provided in an easily interpreted format with a commentary.
- Information on programme evaluations.
- External reviews: If the programme has been subject to any external reviews (e.g., by professional or accreditation bodies, a statement of intention, or revisions, to address any recommendations identified in an external review). A summary evaluation of the outcomes of the GYR review panel and a summary of actions that are being put in place to address any recommendations identified by the GYR panel and that support the continuation of the programme.
- Date when the programme will next be reviewed.
- Overview of university's GYR processes.
- Outcomes of the review process.

List b)

List b) information is for the purpose of periodic review. For 2024, Annual Reporting seeks to collect information in **two** areas:

Senior leaders' participation in Culminating Integrative Assessment

The ITE Interim Monitoring Evaluation 2022 discovered in the early stages of interim monitoring, that for a variety of reasons, few partners have fulfilled the intention of attending the Culminating Integrative Assessment presentations at the conclusion of the programme. The Teaching Council is seeking information on how many ECE, kura, and school senior leaders have participated in the Culminating Integrative Assessment events, and data on how this has worked in practice.

Teaching structured literacy

The Teaching Council seeks information on how student teachers have been given up-to-date knowledge surrounding the national initiative of structured approaches to the teaching of literacy and numeracy. Including the currency of research you provide.