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| NZQA & Teaching CouncilDegree Monitoring Report | He Pūrongo Aroturuki Tohu Paetahi |

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| **Programme Name and number:** | **Ingoa o te Hōtaka Ako** |

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| **Name of TEO:** | **Ingoa o te whare Mātauranga** |

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| **Monitor’s name:** | **Ingoa o te Kaiaroturuki** |

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| **Date of visit:** | **Te rā** |
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# Purpose of programme monitoring | Te take (o te aroturuki hōtaka)

The purpose of monitoring programmes of study that lead to degrees and related qualifications at levels 7-10 is to provide assurance to NZQA and stakeholders that a programme and its delivery consistently meet the criteria for ongoing approval and accreditation and are being delivered in line with current best practice.

The [Guidelines for monitoring programmes leading to degrees and related qualifications at levels 7 to 10](https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/degree-approval-accreditation-and-monitoring/degree-monitoring/self-monitoring/) are available on the NZQA website.

The [Programme Approval, Recognition, and Accreditation Rules 2022](https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/nzqf-related-rules/Programme-Approval-and-Accreditation/1/) govern one of the requirements to participate in monitoring to maintain accreditation to provide an approved programme.

Please note that specific Teaching Council additions to this template for monitoring ITE programmes are marked by orange text.

The Teaching Council’s ITE Programme Approval, Monitoring and Review Requirements include details on the standards for ITE programmes and the process for monitoring. <https://teachingcouncil.nz/assets/Files/ITE/ITE-Programme-Approval-Monitoring-and-Review-Requirements.pdf>

*The report should be written with evidence-based definitive statements and provide as much information as possible under the headings prescribed below. If issues or concerns arise, please contact NZQA/Teaching Council to discuss.*

# Introduction | He Whakataki

* Give a brief introduction to the programme being monitored.
* Comment on student number growth, decline, and cohort makeup, e.g. domestic, international, etc.
* Clarify the number of times the programme has been monitored, e.g. the programme is in the fifth year of delivery/this is the first monitoring visit since the programme was approved.

**Previous recommendations**  **Ngā putanga o mua**

* List previous NZQA monitoring recommendations /Council conditions or, if this is a first visit, list requirements and recommendations made during the Degree Approval and Accreditation panel visit by NZQA and Teaching Council. Describe actions taken by the TEO to address these and the progress achieved. List any significant issues and actions taken to address these.
* For a first-time visit, ensure that the TEO has implemented NZQA requirements or Council Conditions made by the degree panel (where applicable).

**Summary of the visit He Whakarāpōpoto**

* State what documents were provided and reviewed before and at the visit and which were not provided but were expected as per the Degree Monitoring Guidelines (if applicable).
* Provide a brief summary of the monitoring visit and attach the agenda for the day to this report as Appendix One. List individuals met, sites visited, and summarise the particular ‘focus’ of the visit (e.g. the following subheadings, issues identified in the last monitoring report/the final evaluation report if it is the first monitoring visit).
* Briefly outline whether the programme is delivered at multiple sites.

# Evaluation of the programme | Te Aromātaitanga o te Hōtaka Ako

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| **Programme content and currency** | **Ngā hua me ngā whakaritenga o te Hōtaka Ako** |

This section is included to provide assurance to NZQA that the programme is being regularly reviewed (as appropriate) in accordance with the relevant Rules and Guidelines and that the TEO’s Academic Board has sanctioned reviews.

Comment on:

* any programme reviews that have taken place (formal and informal reviews).
* any changes to the programme that the TEO has made in the last 12 months or since the last monitoring visit (e.g. new components developed, changes to electives) and elaborate on any significant change applications.
* the impact the changes have had and will have on learners and other stakeholders, including staff.
* the currency of the programme or component content, where appropriate, from the position of a subject matter expert.
* how the institution’s strategies for equitable access and equity of outcomes for Māori and Pasifika learners are given effect in the programme.

**Teaching/learning strategies Ngā rautaki o ngā whakaakoranga**

Comment on:

* the teaching/learning strategies for the programme(s). How well are the teaching/learning strategies achieving the desired outcomes of the programme (from the perspectives of staff and learners)?
* the appropriateness of delivery methods in relation to programme/component content.
* the staff supervision and management of internship/practical work/project-based/work-based learning, including the operation of an MOU or work-integrated learning agreement, if applicable.
* practices in place to ensure inclusiveness and culturally appropriate delivery.

**Assessment Aromatawai**

Comment on:

* the effectiveness of assessment tools/methods in enabling students to meet component learning outcomes.
* how effectively partner and institutional roles are intersecting towards the assessment of learners’ Key Teaching Tasks
* how progress is tracking towards assessment of learners’ Culminating Integrative Assessments
* how monitoring and support of learners’ te reo Maori competency is progressing
* how any group assessments are conducted to ensure each learner meets the learning outcomes and that there is equity of learning within groups.
* the appropriateness of assessment methodologies and the effectiveness of any changes made if applicable.
* academic integrity issues, particularly the application of plagiarism policies for all assessments within this programme.

Moderation

* Outline internal and external moderation practices, state any issues and comment on how feedback was actioned (if applicable).
* the suitability/appropriateness of internal/external moderation, including moderation plans.

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| **Programme delivery/learner achievement** | **Ngā Whakaakoranga/ Ngā Whakatutukitanga** |

Comment on:

* learner support and guidance from teaching and learning support staff and how this enhances programme delivery.
* whether staff are suitably qualified and experienced.
* the support for student research projects conducted internally or with external stakeholders, particularly the supervision and management of these projects.
* where practicum, internship or work placements are involved, comment on the student support, including the management of the MoU and ongoing pastoral care.
* learner retention, withdrawals and achievement measured, recorded and used.
* employment outcome statistics, if applicable.
* enrolment numbers and achievement/success rates for Māori/Pasifika.
* feedback from learners regarding the programme and its delivery and how this feedback informs programme review.

Professional Experience Placements

* for professional experience placements, comment on the student support including the management of any MoU and ongoing pastoral care
* how the programme ensures that the purpose of placements is fully understood, negotiated and enacted by all participants.
* how professional learning opportunities will be made available to the Associate Teachers so that they are fully prepared in supporting student teachers.
* how the programme suitably prepares student teachers for their professional experience placements.
* If minimum professional experience placement periods are being met

**Resources Ngā Rauemi**

Staffing

Comment on:

* current staffing (academic and support staff), the facilities and physical resources dedicated to this programme.
* Support systems for distance learners, cultural awareness and training, accessibility to a range of learning and pastoral support services.
* the staff: student ratio.
* whether any new teaching staff are appropriately qualified (at least one NZQCF level higher than the component they deliver, assess, and/or supervise) or have demonstrable relevant and suitable professional experience.
* staff professional development activities and plans.
* professional experience placements being supported by out by Associate Teachers with full (Type 1 or Type 2) practicing certificates
* professional experience placement visits/observations being carried out by ITE staff who have full (Type 1 or Type 2) practicing certificates
* major proportion of placement visits are conducted by ITE staff who teach in the programme in which the student teachers are enrolled
* staff contracted for visits well prepared and supported to undertake the work

Multicampus

* the suitability, operation and resourcing of all delivery sites for the programme (ensuring NZQA has approved them) (including any offshore sites).
* the TEO’s systems and resources for managing and quality-assuring multi-site delivery and any approved subcontracting arrangements.

Facilities

* the operation and effectiveness of any collaborative/subcontracting arrangements with other providers, per the [Degree Listing, Approval and Accreditation Guidelines](https://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Degree-approval-and-monitoring/guidelines-degree-and-related-quals-v2.pdf).

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| **Key stakeholder feedback** | **He whakahokinga kōrero tā te Hunga Whaipānga Matua** |

The Teaching Council’s Requirement 1.3 (Design and Delivery based on Authentic Partnerships) requires at the point of programme approval that a 2-3 year plan for partnerships be described.

Comment on:

* progress of the institution against the 2-3 year partnership plan (Teaching Council)
* the TEO’s practices for seeking feedback on the programme from staff, learners, relevant communities (including iwi, hapū, hāpori Māori, whānau and Pasifika if relevant), particularly employers, work placement partners, and representatives of industry and professional bodies.
* the formal programme review processes carried out since the last monitoring event and how feedback from learners, teaching staff, and external stakeholders (as appropriate) has been effectively used to inform programme improvements. This should also include feedback from local iwi, hāpu or hāpori Māori and, where relevant, Māori as industry stakeholders.
* whether the outcome of any review has influenced the programme content and/or delivery.

**Research He Rangahau**

Section 454 of the Education and Training Act 2020 (the Act) requires that the award of a degree must recognise the completion of a programme of advanced learning that is “taught mainly by people engaged in research”.

This accords with Teaching Requirement 3.6 “Staff contributing to Knowledge of Teaching”

Comment on:

* how the programme’s teaching staff research activities inform the programme curriculum.
* the research plan presented at the last visit (or at Panel) and whether those intended research outputs have been successfully progressed.
* whether the quantity and quality of staff research outputs are consistent with developing and maintaining an ongoing research culture in support of the programme.
* the relevance of staff research activities and whether these align with the intent of section 454 of [the Act](http://www.legislation.govt.nz/act/public/1989/0080/latest/DLM3983192.html?search=sw_096be8ed8192c85a_degree+approval_25_se&p=2) *(more than fifty per cent of the teaching staff are engaged in relevant research activities).*
* the future research plans for the teaching staff.
* the level of support provided by the TEO for staff engaging in research (financial, time, collaboration, and other support structures).

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| **Recognition and award of credit for learning (RPL and CRT)** | **Te Whakaaetanga o ngā Akoranga o Mua, me Te Whakaaetanga o te Whiwhinga** |

Comment on:

* the processes involved when students have been enrolled via Recognition of Prior Learning (RPL) or Credit Recognition and Transfer (CRT). This applies to all learners whose prior learning at another TEO or programme has been recognised.
* whether arrangements are in place with other providers (domestic or international) to facilitate entry into various points on the programme.
* where RPL or CRT has been granted, how have those enrolments been analysed and documented in each case? Are there any risks/ benefits of the process provided?

**Issues and challenges Ngā here, me ngā wero**

Comment on:

* any significant risks or challenges to the programme that are likely to be encountered in the next 12 months (e.g. falling enrolments, need for major equipment or accommodation upgrades, changes to specific professional requirements etc.).
* the processes the TEO has put in place to deal with these challenges and the processes the TEO needs to implement to identify and deal with significant risks and challenges.
* based on the information gained from the visit and your expertise as an academic or practitioner in the relevant field, including observations (if any) that you wish to make on the programme content or delivery that may add value to the programme.

# Recommendation | Ngā Taunaki

List a consolidation of recommendations made earlier in this report.

**To the TEO**

* List the recommendations you wish to provide to the TEO for the sustainable delivery of the programme.
* Include recommendations for self-monitoring if appropriate (in accordance with section 8 of the [*Guidelines for monitoring programmes leading to degrees and related qualifications at levels 7 to 10*](https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/degree-approval-accreditation-and-monitoring/degree-monitoring/self-monitoring/).

This draft report is to be sent to NZQA for fact-checking. NZQA will then send the report to the TEO to confirm factual accuracy before finalisation.

Monitor’s Signature Date

[Name]

This report was confirmed as accurate by [Name of person at TEO], [position at institute] on [date]. (Any changes to be incorporated through tracked changes prior to resubmission to NZQA).

Signature: Name of person at TEO Date

[Name]

**Appendix One: Agenda/Summary of the Visit**

**Appendix Two**

**Annual Statistics Report for *[name of programme] [academic year] per delivery site***

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|  | NZ European / Pakeha | Māori | Pasifika | International | Other ethnicities | 20 and under | 21+ | Total for programme (most recently completed academic year) | Total for programme (previous academic year) |
| Number of students enrolled |  |  |  |  |  |  |  |  |  |
| EFTS enrolled |  |  |  |  |  |  |  |  |  |
| Number of course withdrawals1 |  |  |  |  |  |  |  |  |  |
| Number of course passes |  |  |  |  |  |  |  |  |  |
| Number of course fails2 |  |  |  |  |  |  |  |  |  |

Notes

1. number of withdrawals from courses (ignore withdrawals with full refunds) e.g. 1 student enrolled on 3 courses and withdrawing from 2 of these courses would be recorded as 2-course withdrawals.
2. Number of course fails. This must include all students enrolled on a course, other than those withdrawals with full refunds. Eg 1 student enrolled on 2 courses and withdraws from both, 1 in week 1 with a full refund of the student and government funding and 1 in week 7 with no refund, will be recorded as 1 fail.