Template 4: Plan for Demonstrating Impact

Purpose of this template

This template is designed to fulfil the requirements for a plan for demonstrating impact (the plan) under Program Standard 6.2. The template requires initial teacher education (ITE) providers to describe the pre-service teacher performance and graduate outcomes measures that will be collected, reported, and relied upon to demonstrate the impact of a program during and at the end of an accreditation period.

The plan provides an important function in ensuring providers will be collecting appropriate and relevant evidence, including the requirements of Program Standard 6.3, in preparation for Stage 2 accreditation. When completing this template, the mandatory evidence listed in Program Standard 6.3 must be incorporated.

In addition, providers will be expected to report annually (Program Standard 6.4) to their teacher regulatory authority, including the data elements and processes set out in their plan. This will contribute to the collection of evidence required at the end of an accreditation period.

Completion and use of this template

The completed template must be included for all program applications for accreditation.

The template is to be used by both initial teacher education providers and accreditation panels in conjunction with the *Guidelines for accreditation of initial teacher education in Australia* (Guidelines), in particular, Standard 6.2 on page 42 of the Guidelines.

 This template comprises four components as identified in the table below.

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| **Component** | **Purpose** |
| 1. **Introduction to context**
 | A description of the provider and program context and the specific targeted outcomes of interest to be addressed through the plan for demonstrating impact. |
| 1. **Impact statements**
 | Provider developed, measurable statements which are drawn from the targeted outcome(s) of interest, minimum reporting requirements, and mandatory evidence requirements.  |
| 1. **Data framework**

**(Table 1 & 2)** | Table 1 captures the range of data sources that will be collected and reported against each of the impact statements. It also identifies how each data source will be aggregated to allow measurement of each impact statement.Table 2 shows each identified data source and provides a summary outlining how each source will be reported, aggregated and whether or not it relates to annual reporting. |
| 1. **Operational plan**

**(Table 3)** | Provides information on the nature of each data source and outlines the methods that will be used to collect, analyse, and incorporate the data into quality assurance and program improvement processes. |

Program Standard 6.2

At the beginning of each accreditation period, providers develop and then implement a plan for demonstrating program outcomes in relation to pre-service teacher performance and graduate outcomes, including program impact. The plan will identify how providers will select, use and analyse evidence that is relevant to assessing the delivery of the program including the mandatory evidence required by Program Standard 6.3.

Program Standard 6.3

Evidence of outcomes, including impact, is provided, evaluated and interpreted for the program at the end of each accreditation period. The interpretation of evidence encompasses identified strengths, program changes and planned improvements. The evidence requirements include at a minimum:

1. aggregated assessment data from the teaching performance assessment for all pre-service teachers (Program Standards 1.2 and 1.3)
2. aggregated assessment data from any other assessments identified in a plan for impact as contributing to evidence in relation to pre-service teacher performance and impact (Program Standards 1.1 and 1.3)
3. aggregated assessment and outcomes data linked to individuals and/or cohorts of interest, including selection cohorts (Program Standard 3.3)
4. data and evidence from participation in national and jurisdictional data collections (Program Standard 6.1)
5. evidence of the outcomes of graduates and/or graduate cohorts (Program Standard 1.4).
6. Introduction to context

The *Introduction to context* section outlines the contextual factors that will frame the remainder of the Plan. It should identify areas of interest specific to the provider and/or this program that will be considered in the assessment of the program’s impact.

Instructions

Identify the factors relating to the context of your institution and this program which will be significant to evaluating program outcomes and impact. These factors should relate to the development of the program and selection of entrants. They should be identified in, and may be extracted from:

* Program Standard 2.1 – the rationale for the program
* Program Standard 2.2 – stakeholder needs and workforce demands
* Program Standard 3.4 – learning needs of program entrants
* Program Standard 5 – professional experience.

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| [Introduction to context: include a short description (approximately one to two pages) of context/areas of interest specific to your program. Your context/area(s) of interest might be cross referenced with, but not limited to, the Standards as outlined in the instructions above. Where appropriate, use evidence referenced in other Program Standards rather than creating evidence specifically for this section. Refer to the worked sample for further guidance.]  |

1. Impact statements

Instructions

Develop impact statements that will be used to evaluate the outcomes of the program. The impact statements form the basis of the Plan and should be explicit and measurable statements about your program. The impact statements in the Plan must take into consideration the:

* minimum reporting requirements listed under Program Standard 6.2 of the Guidelines
* mandatory evidence required by Program Standard 6.3
* areas of interest outlined in the *Introduction to context*.

Impact statements must relate to the:

* **performance of pre-service teachers in relation to:**
	+ the Graduate Teacher Standards (1.1)
* the Teaching Performance Assessment (1.2)
* their impact on student learning (1.3)
* cohorts of interest, including selection cohorts (3.3)
* **performance of the program in relation to:**
	+ graduate outcomes – post-graduation data relating to graduates (1.4)
	+ cohorts of interest, including selection cohorts (3.3)
* **performance of the program in relation to:**
	+ other program data for improvement (6.1)
	+ cohorts of interest, including selection cohorts (3.3).

|  |
| --- |
| [Insert your impact statements in this box that, at the very least, must cover the minimum reporting requirements, mandatory evidence, and area(s) of interest, as noted above.Insert these impact statements into Table 1 under the following headings:* Performance of pre-service teachers
* Performance of the program – graduate outcomes
* Performance of the program – other program improvements.]

See worked sample. |

1. Data framework

The purpose of the data framework is to outline the data sources in relation to your impact statements and then to identify the data that will be collected and reported against each data source.

Instructions

Complete Tables 1 and 2 taking into consideration the:

* minimum reporting requirements listed under Program Standard 6.2 of the Guidelines
* mandatory evidence required by Program Standard 6.3
* areas of interest outlined in the *Introduction to context*.

Please note that all data sources listed for impact statements in Table 1 must be included in Table 2.

Each data source should appear only once in Table 2. In addition, only populate cells in Table 2 where relevant. See worked sample.

Table 1 – Impact statement mapping

|  |
| --- |
| **Performance of pre-service teacher** |
| **Impact statements****Insert impact statements from your list above. See worked sample.** | **Data sources****Insert the data sources you have identified and selected as relevant to evidencing your impact statements, noting the minimum and mandatory requirements.**  | **Data aggregation** **Describe how your data sources will be reported (aggregated) linked back to your impact statement(s).** |
| *[Insert impact statement]* | *[Insert your data sources here]*  |  |
| *[Insert impact statement]* |  |  |
| **Performance of the program – graduate outcomes** |
| **Impact statement** | **Data sources** | **Data aggregation** |
| *[Insert impact statement]* |  |  |
| *[Insert impact statement]* |  |  |
| **Performance of the program – other program improvements** |
| **Impact statement** | **Data source** | **Data aggregation** |
| *[Insert impact statement here]* |  |  |
| *[Insert impact statement here]* |  |   |

*Add rows as required. See worked sample.*

Table 2 – Framework of data sources

|  |  | **Data will be reported by:**  | **Reporting timeline** |
| --- | --- | --- | --- |
|  **Data source** **(insert from table 1)** | **Reportable****data** | **Minimum and/or mandatory requirements** | **Target** | **Impact on student learning** | **Selection cohorts** | **Areas of interest(s)** | **Annually****(Program Standard 6.4)** | **Stage 2** |
| ***Indicate (tick) whether your data source (related back to your impact statement) will be reported by: Impact on student learning, selection cohorts, and your areas of interest. As identified in table 1.*** |
| *[Insert your data source here and connection to your impact statements**(s)].*  | *[Insert how your aggregated data will be reported.]* | *[Indicate that you acknowledge when your reportable data has minimum (PS 6.2 Guidelines) and mandatory requirements (PS 6.3).]* | *[If relevant, insert target.]*  | *[Indicate (tick) if your data will measure any impact on student learning.]*  | *[Provide detail of cohorts.]* | *[For more than one area of interest/selection cohort, you may need to insert an additional column(s).]* | *[Indicate (tick) if your data will be reported annually.]* | *[Some data may only be reported at Stage 2 – e.g. detailed qualitative analysis.]* |

*Add rows as required. See worked sample.*

1. Operational plan

The purpose of the operational plan is to outline the methods that will be used to collect, analyse, and incorporate the data into your quality assurance and program improvement processes.

Instructions

Drawn from Table 2, list your data sources and associated methods. The final step is to then identify how these processes will be aligned with your quality assurance processes and practices for program evaluation and improvement (Program Standard 6.1 and 6.3). Please note that all data sources in Table 2 must be replicated in Table 3. See worked sample.

Table 3 – Operational plan

|  |  |  |
| --- | --- | --- |
| **Data source** | **Methods** | **Quality assurance mechanisms** |
| [Insert your chosen data sources here related to your impact statements.] | [Insert your chosen method(s) here related to your impact statements.] | [Describe quality assurance mechanisms here.] |

*Add rows as required. See worked sample.*