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|  | TEMPLATE 4 |
|  | **Plan for demonstrating impact** |

## Purpose of the template

This template is designed to fulfil the requirements for a *Plan for demonstrating impact* (Template 4) under Program Standard 6.2.

The template requires initial teacher education (ITE) providers to identify how evidence will be selected, used and analysed to demonstrate the following program outcomes during and at the end of an accreditation period:

* pre-service teacher performance
* graduate outcomes
* program impact.

**The *Plan for demonstrating impact* is designed to assist initial teacher education (ITE) providers to:**



identify how evidence will be selected, used and analysed to demonstrate program outcomes during and at the end of an accreditation period.

**The *Plan for demonstrating impact* is designed to assist accreditation panels to:**



make professional judgements as to whether the evidence provided will adequately demonstrate program outcomes.

## Completion and use of the template

The completed template must be included for all program applications for accreditation at stages one and two. The template is to be used in conjunction with the *Guidelines for the accreditation of initial teacher education programs in Australia* (Accreditation Guidelines), in particular Program Standard 6.2.

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| **Stage one accreditation** | **Stage two accreditation** |
| The *Plan for demonstrating impact* requires providers to describe the impacts related  to pre-service teacher performance and graduate outcomes measures that will be used to demonstrate the impact of a program over the next accreditation period. Panellists review the *Plan for demonstrating impact* using the elements requiring verification  and professional judgement for Program Standard 6.2. | ***Future Plan for demonstrating impact***  Providers are required to submit a new or modified *Future Plan for demonstrating impact* for the next accreditation period. Panellists review the *Future Plan for demonstrating impact* using the elements requiring verification and professional judgement for Program Standard 6.2. |

***Previous Plan for demonstrating impact***

Providers are required to submit the *Previous Plan for demonstrating impact* from the previous accreditation period. Panellists use the *Previous Plan for demonstrating impact* to support their assessment of the *Stage two report* (Template 5).

### Alignment with Program Standard 6

The *Plan for demonstrating impact* (Template 4) helps ensure that providers collect data and evidence that will, in alignment with Program Standard 6:

* inform program improvements and periodic formal evaluation of the program
* prepare for stage two accreditation.

The mandatory evidence listed in Program Standard 6.3 must be incorporated into this template.

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| **6 Program evaluation, reporting and improvement** | |
| **6.1** | Providers have processes in place for the ongoing collection, analysis and evaluation of data to inform program improvements and periodic formal evaluation of the program, including participation in national and jurisdictional data collections23 to support local and national teacher workforce supply reporting, program and provider benchmarking and to build a cumulative database of evidence relating to the quality of teacher education in Australia. |
| **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. |
| **6.3** | Evidence of outcomes, including impact, is provided,24 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). |
| **6.4** | Providers report annually to the Authority including reporting on:   1. data as identified in the plan for impact (Program Standard 6.2) 2. changes to the program 3. nationally required data to contribute to national and/or jurisdictional collections and for compliance and accountability purposes 4. additional data/information requested by the Authority. |

1. Such as the Quality Indicators for Learning and Teaching survey (QILT).
2. Evidence will be reported annually as part of the annual reporting requirements in Program Standard 6.4.

**The template contains three sections:**

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|  | Introduction to context |
|  | Impact statements |
|  | Data framework table. |

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|  | **Introduction to context** |

The *Introduction to context* describes the provider’s approach to the collection, analysis and use of data within the broader framework of the program rationale (as outlined in Program Standard 2.1).

The *Introduction to context* should provide the following:

* a brief description of the provider and program context, including any areas of interest specific to the provider and/or the program that will be considered in the assessment of the program’s impact
* any specific cohorts of interest and a justification for the selection of these
* an overview of the program outcomes to be demonstrated
* an explanation of the approach to measuring program outcomes, impact and improvement, including how the data to be collected will be used and analysed to demonstrate those outcomes
* an explanation of how the conclusions drawn from the data analysis will be used to inform program improvements and periodic formal evaluation of the program.

In outlining the contextual factors that will frame the remainder of Template 4, the *Introduction to context* will reference and need not be a repetition of other Program Standards, for example:

* **Program Standard 2.1** – Program development, design and delivery, including the program rationale
* **Program Standard 2.2** – Program development, design and delivery, including stakeholder perspectives and workforce demands
* **Program Standard 3.4** – Support provided to any cohort or individual at risk of not achieving the expected program outcomes
* **Program Standard 5** – Professional experience.

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| **Introduction to context** |
| *Provide a short description* |
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|  | **Impact statements** |

Each *Impact statement* is a provider-developed, measurable statement drawn from the program outcomes in relation to:

* pre-service teacher performance
* graduate outcomes
* program impact.

*Impact statements* will be used to evaluate the outcomes of the program and should be explicit and measurable.

**The *Impact statements* must relate to the performance of:**

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

**The *Impact statements* must take into consideration the:**

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

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| **Impact statements** |
| *Insert your* Impact statements *in this box and the* Data framework table *under the following headings:*   * *Performance of the program – pre-service teachers* * *Performance of the program – graduate outcomes* * *Performance of the program – other program improvements.* |
| **Performance of the program – pre-service teachers** |
| **Performance of the program – graduate outcomes** |
| **Performance of the program – other program improvements** |

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|  | **Data framework table** |

**The *Data framework table* captures the data sources that will be:**

* collected, analysed and reported on, against each of the *Impact statements*
* aggregated to allow the making of judgements about whether the intended impacts were achieved.

**The data included must take into consideration the:**

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

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| **Data framework table** | | | | | |
| Impact statements  *Insert* Impact statements *from the list above.* | Data sources  *Insert the data sources relevant to evidencing the* Impact statements*, noting the minimum and mandatory requirements.* | Data aggregation  *Describe how the data will be aggregated.* | Data analysis  *Describe how the data will be analysed to support continuous program improvement.* | Quality assurance  *Identify measures in place to monitor the quality of either the data source or data analysis process.* | Reporting timeline  *Identify whether the data will inform annual reporting, stage two accreditation, or both.* |
| **Performance of the program – pre-service teachers** | | | | | |
| Impact statements | Data sources | Data aggregation | Data analysis | Quality assurance | Reporting timeline |
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| **Performance of the program – graduate outcomes** | | | | | |
| Impact statements | Data sources | Data aggregation | Data analysis | Quality assurance | Reporting timeline |
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| **Performance of the program – other program improvements** | | | | | |
| Impact statements | Data sources | Data aggregation | Data analysis | Quality assurance | Reporting timeline |
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