



# ITP Planning and Accountability Framework

## What is this?

In 2009, the TEC worked with representatives from the ITP subsector to develop a common planning and accountability framework for the ITP sector. This framework includes:

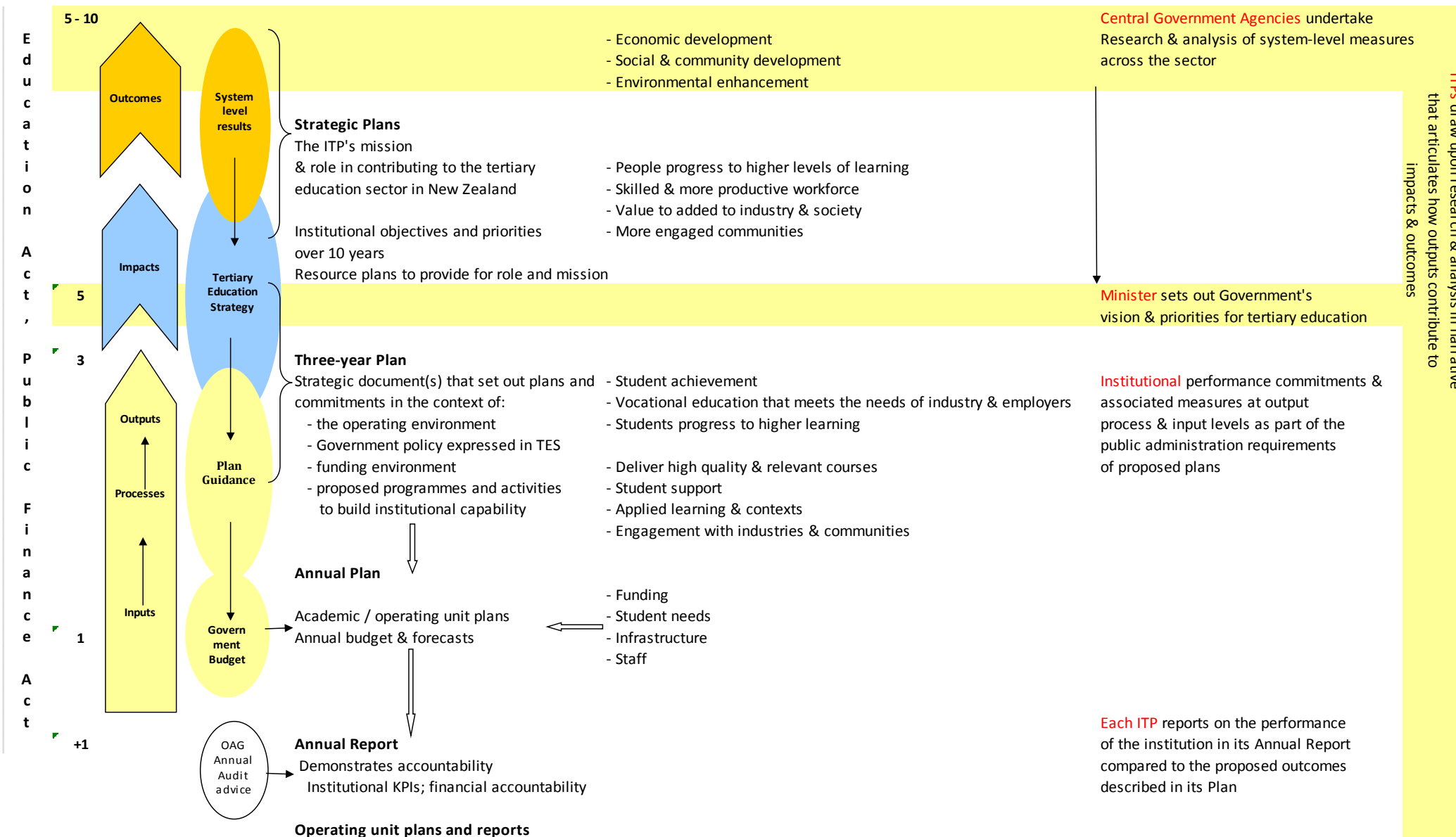
- an outcomes hierarchy that identifies key inputs, processes and outputs and how these contribute to intended outcomes
- where possible, agreed performance indicators for each part of the framework.

This subsector frameworks should help each ITP to develop a performance story in their Investment Plan, capturing the distinctive characteristics of its mission and role.

## What else do you need to know?

There is an opportunity to further develop this framework given the current work on developing a VET framework and the TEC's work on an investment approach.

Legislation	Horizon (years)	Outcome Hierarchy	Guidance & Analysis	Institutional Planning and Accountability	Measures relate to:	Framework accountability
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Key	
Common	A set of indicators common to all institutions
Develop	Further indicators to be developed to fully populate the framework

Level	Components	Current Indicators	Further indicators to be developed	Outcome framework will be populated by:
<b>Outcomes</b>	Economic Development	Contribution of outputs explained by each institution through evidence-based (where appropriate) narrative	Sector-wide measures to be developed by central agencies and peak bodies as data becomes available e.g. the Employment Outcomes of Tertiary Education (EOTE)	Narrative-based connections, based on evidence that supports stated contribution i.e. intervention logic
	Social and Community Development			
	Environmental Management			
<b>Impacts</b>	People progress to higher levels of learning	Each institution will make the connection between outputs, impacts and outcomes outputs through evidence-based (where appropriate) narrative	Indicators of students' cognitive learning outcomes including graduate attributes	Narrative as above, supplemented by qualitative and quantitative indicators as these become available
	People progress to (self) employment		Indicators of students' employment outcomes ie, graduate employment destinations	
	Value added to industry & society		Indicators for research -informed knowledge transfer	
	More engaged communities		Indicators for community engagement	
	Enhanced environmental sustainability		Indicators for environmental sustainability	
<b>Outputs</b>	Student achievement	TEC educational performance indicators		Common set of indicators
	Vocational education that meets the needs of students, industry & employers	Individual institutions use own indicators to demonstrate relevance of vocational education	Indicators for programme relevance	Institution-specific indicators used within framework
	Applied research & knowledge transfer	Individual institutions use own indicators to demonstrate	Indicators for knowledge transfer from applied research	Institution-specific indicators used within framework

		knowledge transfer from applied research (also see impacts)		
<b>Processes</b>	Deliver high quality and relevant courses	Each institution to provide narrative with evidence from its institutional self-assessment that demonstrates impact and improvement. The quality of educational outcomes and the effectiveness of processes that contribute to these validated through reference to the latest external evaluation and review	Indicators of process quality in relation to teaching and research	Narrative based on externally-validated self assessment, supplemented by qualitative and quantitative indicators as these become available.
	Student support		Indicators of student engagement & satisfaction	
	Work and practice-based learning		Indicators of stakeholder engagement & satisfaction	
	Engagement with industry and communities			
<b>Inputs</b>	Funding	Risk status based on the basket of measures in the TEC financial monitoring framework		Common set of indicators
	Students	The student body reflects the institution's mission and role	Indicators that show the participation of under-represented groups	The composition of the student body is reflected in Investment Plan commitments
	Infrastructure	Capital asset management plan		Common set of indicators
	Staff	Individual institutions demonstrate contribution using own indicators	Staff skill development links to organisational teaching performance	Institution-specific indicators used within framework