



Guidelines for Providers of Teacher Education Courses and Qualifications that Lead to Teacher Registration

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FOREWORD

In late 2003 the New Zealand Qualifications Authority (NZQA), New Zealand Polytechnic Programmes Committee (NZPPC), Colleges of Education Accreditation Committee (CEAC) and the New Zealand Teachers Council (Teachers Council) agreed a Memorandum of Understanding (MOU).

The MOU covers the statutory functions of the Teachers Council and the NZQA relating to the approval and accreditation of courses leading to teacher registration. The MOU encompasses the functions and responsibilities delegated by the NZQA under s 260 of the Education Act 1989 to the Institutes of Technology and Polytechnics of New Zealand (ITP New Zealand) (formerly NZPCC) and the Association of Colleges of Education in New Zealand (ACENZ).

The MOU is a high level principle-based agreement focusing on the approval, monitoring, and review or re-approval processes adopted by each party to fulfil their statutory functions.

The NZQA, the Teachers Council, Institutes of Technology and Polytechnics Quality (ITP Quality) and CEAC have worked collectively to develop the *Guidelines for Providers of Teacher Education Courses and Qualifications that Lead to Teacher Registration*. This document aims to clarify the respective roles of each agency and to simplify the requirements for providers. The guidelines detail the processes, sequencing and timing of procedures required by all parties.

The moratorium on new teacher education programmes is still in place at the time of publication of the guidelines (June 2004). This means that for programmes that are different in scope or level, providers will need to continue following the exemption process with the Ministry of Education before seeking approval.

INTRODUCTION

This document provides information for providers of teacher education courses and qualifications leading to teacher registration. It encompasses the requirements of the New Zealand Teachers Council (Teachers Council), the New Zealand Qualifications Authority (NZQA) and other quality assurance bodies¹(QABs) acting under delegation from the Board of the NZQA.

For courses outside of universities leading to teacher registration, the Teachers Council works in conjunction with:

- the Institutes of Technology and Polytechnics Quality (ITP Quality), for courses offered by polytechnics other than Unitec New Zealand
- the Committee on University Academic Programmes (CUAP), for courses offered by universities
- the Quality Assurance Division (QAD) of NZQA, for courses offered by wānanga, Unitec New Zealand, and private training establishments.

The respective statutory functions of the Teachers Council as a professional body and NZQA as a QAB are detailed in the Education Act 1989 and subsequent amendments.

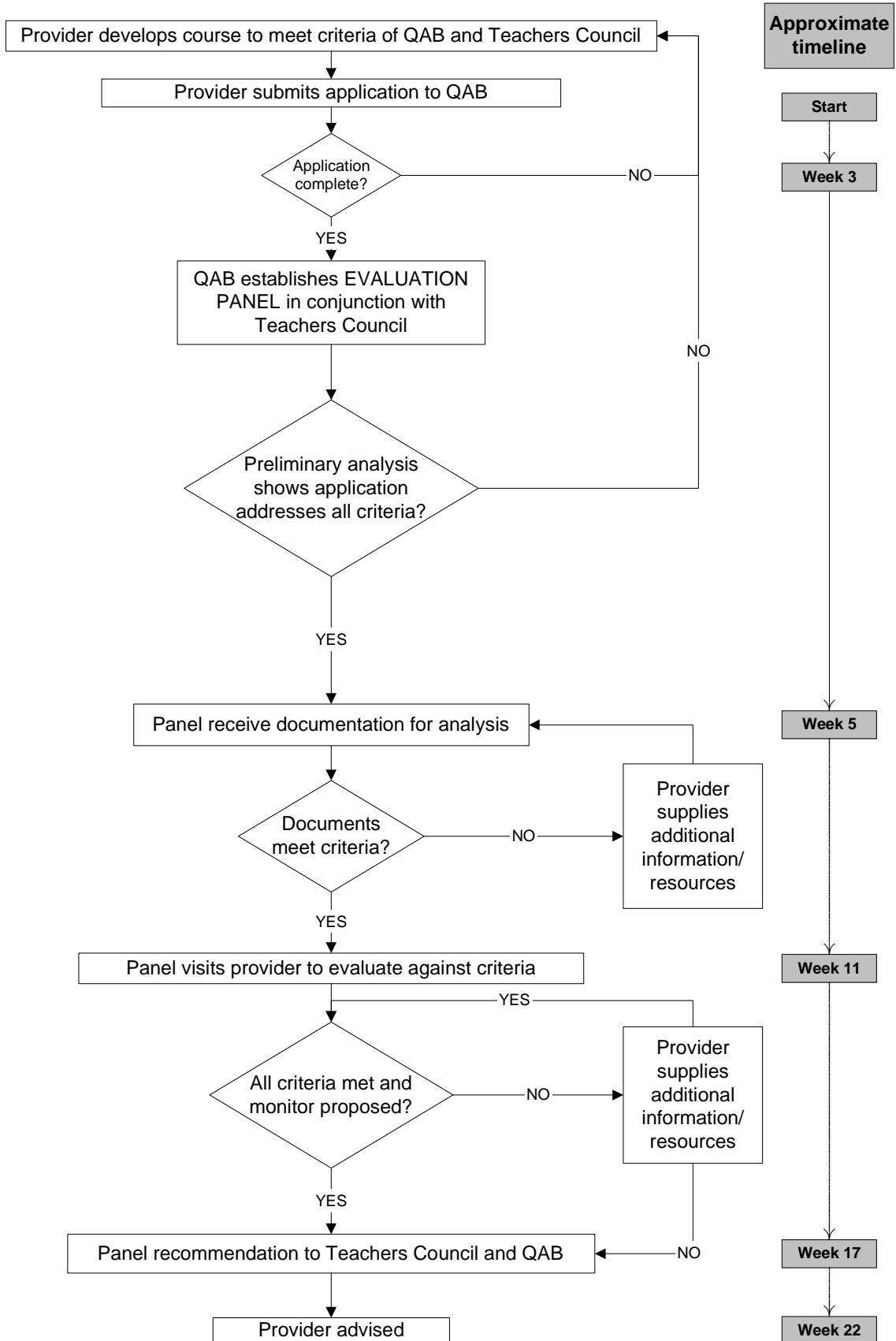
For the purposes of this document, NZQA and ITP Quality are referred to collectively as QABs.

QABs and the Teachers Council have worked together to develop these guidelines for existing providers of teacher education, and providers intending to apply for course approval and accreditation. The guidelines are applicable to degrees and diplomas in teacher education that lead to teacher registration. The focus has been on the development of common procedures and clear criteria.

Providers need to meet the gazetted criteria developed by NZQA and QABs. The Teachers Council has more specific, professional criteria, which are embedded within the gazetted criteria. These criteria must be met to gain approval to provide courses and qualifications that will enable graduates to apply for registration as teachers. This reflects the fact that NZQA (and delegated QABs) and the Teachers Council have specific legislative roles in relation to the approval of courses and qualifications for teacher education.

¹ i.e. Institutes of Technology and Polytechnics Quality (for the Institutes of Technology and Polytechnics of New Zealand)

OVERVIEW OF EVALUATION PROCESS



APPLICATION

Providers are encouraged to signal at an early stage to the appropriate QAB an intention to seek approval and accreditation. Providers are expected to continue to follow the exemption process with the Ministry of Education before seeking approval from the Teachers Council and the appropriate approval agency, for programmes that are different in scope or level.

The application (three copies) should be submitted to the QAB which will forward one copy to the Teachers Council. The application should demonstrate the capacity of the provider to meet the criteria. It is recommended that the application be made **at least nine months** prior to the intended delivery of the course.

The QAB requirements are outlined in the following documents:

- *Approval and Accreditation of Courses Leading to Degrees and Related Qualifications 2003* (NZQA and ITP Quality) [This document can be obtained from: <http://www.nzqa.govt.nz/for-providers/aaa/docs/degrees-app-acc.doc>]

All QABs require that there should be clear evidence of the establishment of a quality management system underlying the provision of the course.

The Teachers Council requirements are described in the following document:

- *Standards for Qualifications that lead to Teacher Registration: Guidelines for the Approval of Teacher Education Programmes (July 2002)*. [This document can be obtained from www.teacherscouncil.govt.nz].

The application should also contain two nominations for each of the evaluation panel members.² This process takes approximately four weeks, and providers must include the names of the NZVCC representatives with their application.

Once the application is received it will be acknowledged by the QAB and checked for completeness of documentation. A chair and/or evaluator from the QAB will then be selected by agreement with the Teachers Council. The QAB will invite panel members from the nominations received. The panel chair and/or evaluator will determine which of the nominations will be selected for the panel, in consultation with the Teachers Council.

A preliminary analysis of the application will take place against the criteria. The panel chair and/or evaluator will notify the provider of any major deficiencies that need to be rectified before the application is distributed to all other panel members.

At this stage, the QAB will arrange a provisional date for the panel visit, in consultation with all panel members.

² with the exception of the Teachers Council representative

PANEL

Selection

In addition to the chair and/or evaluator, the panel will comprise members nominated by each of the following groups:

- a tertiary provider offering a similar course
- the provider's organisation (from a different department)
- two representatives from the university sector (for courses that lead to degrees)
- Teachers Council
- an appropriate Māori representative.

The panel may also include:

- one member nominated by the Teacher Education Forum of Aotearoa New Zealand (TEFANZ)
- one representative from the applicable employer organisation.

The provider will be asked to notify their acceptance of the panel. The chair or evaluator will advise panel members of the scope and responsibilities of their role and ensure confidentiality of documentation, panelists' statements and specific processes.

Evaluation Process

Following the preliminary analysis, panel members will review the documentation against approval and accreditation criteria, and respond with any issues and concerns. A summary of the responses will then be compiled and distributed to the provider. At this point, the chair or evaluator will request any additional information and, if appropriate, the date scheduled for the panel to visit will be confirmed.

Panel Visit

A visit is likely to require two days. Panels normally hold an initial meeting prior to the visit. The panel will visit each site for which the provider seeks approval and accreditation. Visits include:

- a review of course documentation against the criteria
- discussion with management, staff, development team, existing or potential students, external stakeholders/ advisory groups and associate or supervising teachers
- visiting off-site campuses, including a tour of premises, facilities and resources, if appropriate
- consideration of the capability of the provider against the accreditation and approval criteria
- a verbal report to the provider on the findings of the panel.

Evaluation Report

The panel report is finalised as soon as possible following the visit. The report comments on the criteria, details any requirements that need to be completed (and

specifies the timeframe), and summarises the panel's findings. The report may also make recommendations to improve the effectiveness of the course.

The report will be sent to the provider for confirmation of factual accuracy.

If there are requirements, these must be met prior to any recommendation for approval and accreditation. The course will be recommended for approval only when all panel members are satisfied that all requirements are met. The panel may specify a timeframe for requirements to be met.

The final report will recommend a person to act as an external monitor to the course. The monitor is appointed in consultation with the provider. In addition, the Teachers Council consults with the provider so that an appropriate moderator is appointed.

Decision

When the panel is satisfied that the requirements are met, a recommendation will be made to the governance body of the QAB and to the Teachers Council for formal approval.

The QABs have the authority to impose special conditions on the approval and accreditation.

MONITORING

The monitoring process ensures that the agreed standards relating to approval and accreditation are being maintained and that any recommendations have been addressed. The monitor's report is a valuable indicator of course development and improvement.

Monitor

The monitor will be appointed by the QAB in conjunction with the Teachers Council, following suggestions from the panel and with the agreement of the provider.

The monitor will be a person external to the provider. S/he will be someone whose qualifications, experience and professional judgement are accepted within the teacher education community. This person may be a panel member.

The monitor is contracted to the QAB, and the provider is responsible for the full costs of all monitoring processes.

Provider Self-evaluation Report

Six months after the start of the course, the provider submits three copies of an initial self-evaluation report on the course to the QAB, which is then forwarded to the Teachers Council.

The content of this initial report should cover:

- enrolment information
- student retention and achievement
- internal and external moderation activities

- course evaluations by learners, teaching staff and external stakeholders
- how the provider has addressed any requirements and recommendations resulting from the initial panel report
- current resources to maintain delivery of the course
- staff (including associate teachers) professional development activities
- research activities of staff
- significant issues and challenges.

Monitoring Visits

The monitor, in some cases accompanied by the QAB evaluator, visits the provider approximately three-quarters of the way through the first year of delivery. At the monitoring visit, the monitor will address the full range of issues required in the self-evaluation report (above).

Providers and monitors are encouraged to engage in collegial discussion. A mentoring relationship between the monitor and a provider often develops that enhances the professional development of both parties.

After the monitoring visit, a draft report is prepared and sent to the provider to confirm accuracy. Once factual accuracy has been confirmed, the report is sent to the QAB and the provider, and the QAB forwards the report to the Teachers Council. The QAB and the Teachers Council discuss the report and respond to the provider. The report and provider's response will act as a basis for the following monitoring visit.

The monitoring programme for the following year will normally be confirmed at the visit.

Annual Self-evaluation Report on the Programme

The provider is required to submit an annual report to the QAB that covers the preceding year's delivery of the programme. The content of the report should be the same as the initial self-evaluation report, and in addition cover:

- how the provider has addressed any recommendations from the most recent monitoring visit
- how the provider has addressed any requirements or recommendations from the most recent quality audit as it relates to the programme
- examples of good practice
- changes to the course since the last report
- staffing changes since the last report with details of CVs and professional development.

Responsibility for External Monitoring

When a provider considers that the programme and its delivery are stable, and that all conditions for changing monitoring status (see below) are met, application may be made to the QAB to transfer to monitoring by annual programme evaluation report. This

application should be made following consultation with the monitor and in this case the monitor's support should be reported in the application.

The QAB will consult with the Teachers Council and the monitor before reaching a decision on such an application. At this point, the involvement of the QAB-appointed monitor will be discontinued, and monitoring by the QAB will be maintained primarily on the basis of an evaluation of the annual programme evaluation report.

Conditions for the change of monitoring will be confirmation from all parties that the provider is appropriately managing the programme and, in particular:

- i. that the programme is being implemented as planned and presented at the time of approval, subject to modifications and enhancements that have been broadly consistent with the intent of the programme and with the natural evolution of a quality programme
- ii. that recommendations made by the panel have been appropriately attended to
- iii. that alternative mechanisms are in place at an institutional level to ensure independent, external academic input during reviews and consideration of proposed programme enhancements
- iv. that the QAB will gain sufficient awareness of issues affecting the satisfactory provision of the degree from an annual report.

An application to the QAB should outline the mechanisms established in respect of condition iii.

Monitoring Schedule

The monitor and provider will agree the monitoring schedule for subsequent years. The following is an indication of usual arrangements made with providers for monitoring:

Time	Provider	QAB and Teachers Council	Monitor
6 months after start	Submit course self-evaluation report to QAB and the Teachers Council, detailing progress in meeting, recommendations and implementation of course.	Receive and note course self-evaluation report. Comment to provider. QAB and Teachers Council, respond to providers on any specific issues.	Receive copy of self-evaluation report (via QAB) and schedule first visit.
7-8 months after start	Host first monitoring visit. Comment on monitor's report (not during first year of delivery).		Conduct first monitoring visit with QAB, review progress and report to QAB, the Teachers Council and provider. (Copy to moderators).
9 months after start		Receive and review monitor's report. Discuss with the Teachers Council and write to provider.	
15 months	Full course self-evaluation report on first complete year of operation, including monitoring process to QAB and the Teachers Council. Negotiate monitoring schedule with monitor.	Receive and note self-evaluation report.	Receive self-evaluation report (via QAB). Negotiate monitoring schedule for following year with provider.
2 years and beyond	Submit annual course report for degree courses. Host annual monitoring visits.	Receive, review and respond to annual reports and monitor's reports.	Conduct visits, review progress and report to QAB, the Teachers Council and provider. (Copy to moderators).

CHANGES TO EXISTING COURSES

From time to time providers may identify the need to make modifications and enhancements to approved qualifications. Four categories of changes have been identified as requiring different levels of evaluation and approval. Examples of changes relating to each category are given below.

Category A: Updating that can be made without formal approval

- Updating of module descriptors and learning outcomes to maintain currency with changing contexts (e.g. legislative changes)
- Updating of reading lists.

Category B: Module changes requiring approval by a provider's Academic Board

- Changes to individual module descriptors
- Changes to the credit value of modules (while retaining the overall credit value of the course)
- Changes to assessment criteria within modules
- Introduction of new modules
- Deletion of modules.

Category C: Course changes requiring evaluation by the QAB (this will include consultation with the monitor and relevant stakeholders, and may include a visit to the provider).

- Change of title
- Minor changes to the structure of a course
- Introduction of mid-course exit qualifications
- Changes to regulations concerning entry requirements and cross-crediting arrangements.

Category D: Course changes requiring evaluation by an external panel and approval by the QAB

- Significant changes to the structure of a course
- Introduction of a new major
- Introduction of a new delivery mode (e.g. shift from face-to-face to distance delivery)
- Introduction of a new delivery site.

REVIEWS AND RE-APPROVALS

The purpose of the review or re-approval process is to ensure that the course or qualification continues to meet the Teachers Council requirements for courses leading to teacher registration. It is usual for re-approval of courses to occur at intervals of five years.

The process adopted for the review or re-approval process is similar to the original approval process, in that it involves a panel in either the review of course documentation and, in some but not all instances, a visit to the provider's delivery site or sites. The review procedures are also similar to those used in the original course approval.

The Teachers Council and/or the QAB will contact institutions before a re-approval is due, discuss the process with them and agree on mutually acceptable timelines.

NZQA conducts regular quality audit to provide assurance that providers are continuing to meet the needs of all stakeholders. This means that NZQA does not require a specific course re-approval process to assure on-going quality. If timeframes for Teachers Council re-approvals and QAB quality audits align, then processes may be co-ordinated.

The process is represented on the following page.

REVIEW AND RE-APPROVAL PROCESS

