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For Information

To	Te Poari Mātauranga | Academic Board	**From**	Maura Kempin, Manager Te Puna Ako
Title	Teacher Capability Development Reporting - Accuracy	**Date**	2020 / 01 / 28

Recommendation/s

That the Te Poari Mātauranga | Academic Board receive the paper Teacher Capability Development (TCD) Reporting – Accuracy

Purpose

To report to the Committee concerning questions raised about the accuracy of badging statistics in monthly reports at Academic Board Meeting of 11/12/19 (item 4.2.5.1) and Ako Ahimura meeting of 17/10/19 (action item 4.1)

Background

- Teacher Capability Development badges (digital-credentials) were introduced in July 2018, with associated mandatory requirements: *That all permanent or fixed term > 12 months teaching staff complete self-evaluation against teaching competencies and one badge (2018), two badges (2019)*
- A master list of those required to participate is prepared by L&D & HR at the beginning of each cycle and circulated to Heads of School for validation.
- Monthly reports on progress against requirements are prepared by TPA and L&D, circulated to all Heads of School, copied to ELT. These reports are also tabled monthly at Academic Board and Ako Ahimura Learning & Teaching Committee meetings. Refer to appendix 1 for format and content of 2019 reports.
- Reporting is a joint responsibility shared by L&D/HR and TPA as follows:
- master list creation, validation and maintenance (new hires, resignations, EFT changes): HR/L&D
- ADEP completion: HR/L&D
- self-evaluation data: L&D initially, now TPA
- enrolment and completion of badges: TPA Administrator
- report creation: L&D initially, now TPA
- report distribution: TPA Manager

There are three main sources of data accuracy queries:

1. Master list maintenance:

Intermittently staff circumstances change, e.g. resignations, role changes, FTE adjustments. These changes are now up-dated on a monthly basis by HR/L&D and, where appropriate, matched to Moodle records by TPA.

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2. *Accuracy of Data*

Throughout 2019, TPA received a small number of queries related to the accuracy of the reporting data. A summary of selected challenges to the data and outcomes are outlined below:

- A number of staff claimed to have completed the TCD self-evaluation. For all such claims, the self-evaluation had been completed in 2018, not 2019.
- On a number of occasions, there was confusion between workshop attendance and enrolment: some teachers who had attended a workshop had not enrolled in the associated Moodle course and were not included in 'enrolled' statistics. As this issue has been problematic, the practice of reporting on enrolments will be discontinued for 2020.
- At the 17/10/2019 meeting of Ako Ahimura Learning & Teaching Committee, a committee member questioned the accuracy of data for Early Childhood Education staff. The details were investigated by TPA and the data, as originally reported, was found to be correct.
- In October 2019, three awarded badges were not included in the regular monthly report. This is the only error the TPA team is aware of, in badge completion statistics.
- At the December meeting of Academic Board, concerns were raised about the accuracy of badging data. No further details were provided for investigation.

3. *Managing exceptions to badging requirements:*

During 2019, a small number of line managers contact the TPA Manager requesting reduction or exemption to badging requirements on the basis of maternity leave, extended sick leave, enrolment in teaching qualifications. All exceptions agreed were reflected immediately in reporting data.

Next Steps

In light of the above, reporting of TCD will be simplified. The final TCD report for 2019 will report against mandatory requirements only:

School	No. Required Staff (Perm and FT > 12mo)	Self-Evaluation Completed	Awarded Badge 1	Awarded Badge 2 Or Badge 2 Not Required

For 2020, TPA intends to automate the reporting process by extracting data directly from Moodle and support this by manual validation against Acclaim records.

Attachments

School	No. Required Staff (Perm and FT > 12mo)	2019 ADEP Plan Submitted	Self-Evaluation Completed	Enrolled in Badge 1	Awarded Badge 1	Enrolled in Badge 2	Awarded Badge 2	Badging Requirements Met	All Requirement Met
Applied Business	30	89.7%	10.3%	96.6%	93.1%	84.2%	63.2%	72.4%	10.3%
Architecture	27	92.6%	48.1%	85.2%	70.4%	70.0%	60.0%	59.3%	33.3%
Bridgepoint	53	96.2%	64.2%	92.5%	67.9%	82.4%	41.2%	41.5%	32.1%
Building Construction	24	100.0%	62.5%	87.5%	70.8%	68.4%	36.8%	45.8%	29.2%
Community Studies	39	97.4%	56.4%	97.4%	76.9%	90.9%	54.5%	61.5%	43.6%
Computer Science	18	76.5%	76.5%	100.0%	88.2%	100.0%	71.4%	64.7%	47.1%
Creative Industries	26	96.2%	96.2%	100.0%	65.4%	89.5%	42.1%	50.0%	50.0%
Engineering & Applied Tech	40	95.0%	30.0%	95.0%	62.5%	94.3%	45.7%	40.0%	17.5%
Environment & Animal Sciences	26	92.0%	84.0%	100.0%	96.0%	81.8%	81.8%	84.0%	76.0%
Healthcare & Social Practice	38	92.1%	60.5%	94.7%	86.8%	90.9%	46.7%	47.4%	34.2%
Trades & Services	47	95.6%	37.8%	82.2%	48.9%	74.4%	27.9%	26.7%	15.6%
TOTAL	**368**	**93.0%**	**57.0%**	**93.7%**	**75.2%**	**84.3%**	**51.9%**	**53.9%**	**35.4%**

Contributors / Co-Authors

People Consulted

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