University Planning and Accountability Framework

What is this?

In 2009, the TEC worked with representatives from the university subsector to develop planning and accountability frameworks. These frameworks include:
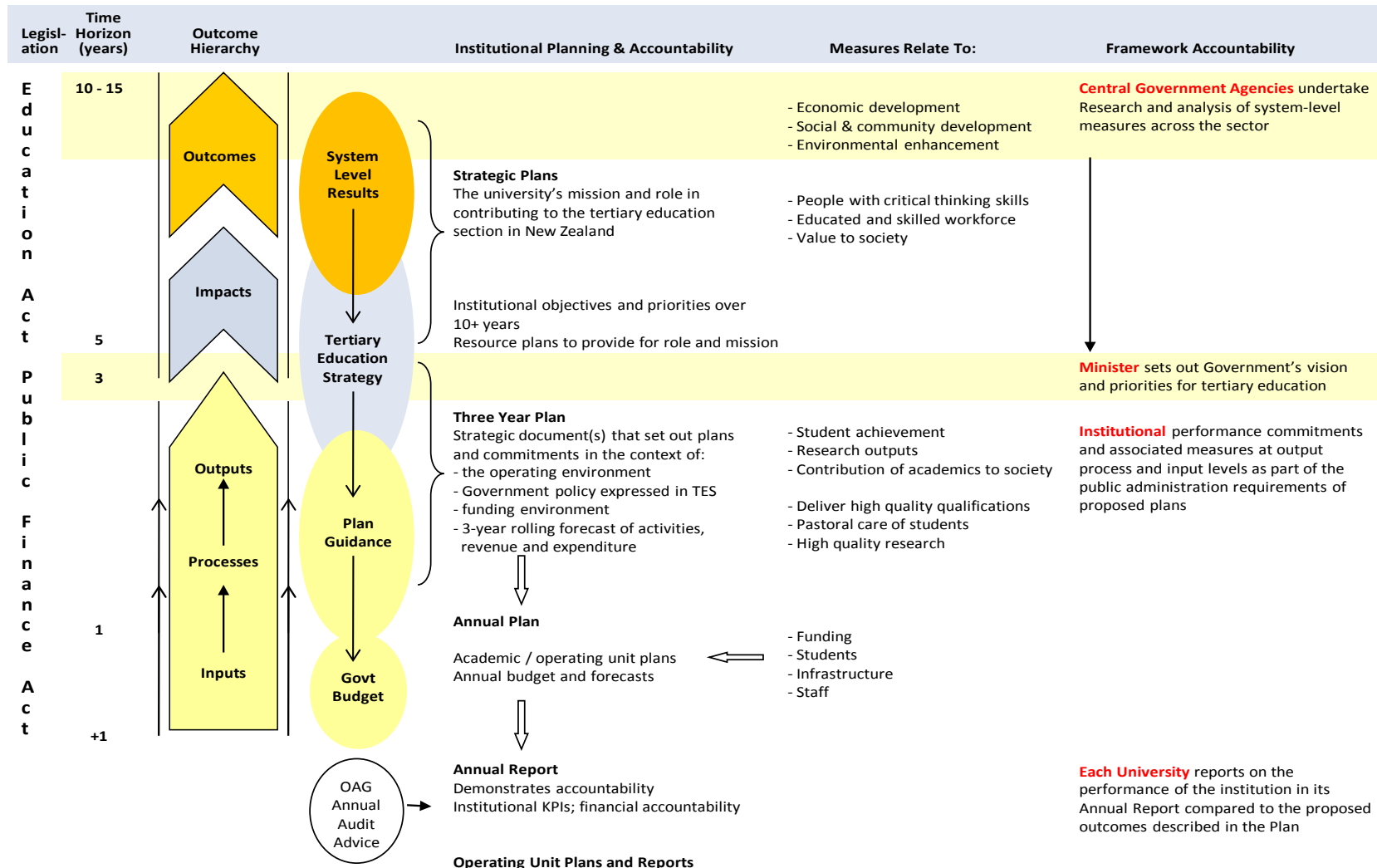
> an outcomes hierarchy that identifies key inputs, processes and outputs and how these contribute to intended outcomes

> where possible, agreed performance indicators for each part of the framework.

This framework should help each university 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 TEC's work on an investment approach.

University Planning & Accountability Framework

Legisl-ation	Time Horizon (years)	Outcome Hierarchy		Institutional Planning & Accountability	Measures Relate To:	Framework Accountability
Education Act Public Finance Act	10 - 15	Outcomes	System Level Results		- Economic development - Social & community development - Environmental enhancement	**Central Government Agencies** undertake Research and analysis of system-level measures across the sector
				Strategic Plans The university's mission and role in contributing to the tertiary education section in New Zealand	- People with critical thinking skills - Educated and skilled workforce - Value to society	
		Impacts				
	5		Tertiary Education Strategy	Institutional objectives and priorities over 10+ years Resource plans to provide for role and mission		
	3					**Minister** sets out Government's vision and priorities for tertiary education
		Outputs	Plan Guidance	**Three Year Plan** Strategic document(s) that set out plans and commitments in the context of: - the operating environment - Government policy expressed in TES - funding environment - 3-year rolling forecast of activities, revenue and expenditure	- Student achievement - Research outputs - Contribution of academics to society - Deliver high quality qualifications - Pastoral care of students - High quality research	**Institutional** performance commitments and associated measures at output process and input levels as part of the public administration requirements of proposed plans
		Processes				
	1	Inputs	Govt Budget	**Annual Plan** Academic / operating unit plans Annual budget and forecasts	- Funding - Students - Infrastructure - Staff	
	+1					
			OAG Annual Audit Advice	**Annual Report** Demonstrates accountability Institutional KPIs; financial accountability **Operating Unit Plans and Reports**		**Each University** reports on the performance of the institution in its Annual Report compared to the proposed outcomes described in the Plan

Level	Components	Outcome framework will be populated by:	Current Indicators	Further indicators to be developed
Outcomes	Economic Development	Narrative-based connections, based on evidence that supports stated contribution i.e. intervention logic	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)
	Social and Community Development			
	Environmental Enhancement			
Impacts	People with critical thinking skills	Narrative as above, supplemented by qualitative and quantitative indictors as these become available.	Each institution will make the connection between outputs, impacts and outcomes outputs through evidence-based (where appropriate) narrative	Indicators of students' cognitive learning outcomes include graduate attributes
	Skilled and more productive workforce			Indicators of students' employment outcomes i.e. graduate employment destinations Indicators for research -informed knowledge transfer
	Value added to industry & society			
	Improved communities			Indicators for community engagement
Outputs	Student achievement	Common set of indicators	TEC educational performance indicators ie the indicators from the set of common educational performance indicators	

Level	Components	Outcome framework will be populated by:	Current Indicators	Further indicators to be developed
			that align to each University's Strategic Plan.	
	Research outputs	RDCs and ERI	Research degree completion and external research income indicators	Selected indicators from the PBRF[1] Indicators that show the proportion of students that progress to postgraduate level in subject areas that reflect the institution's mission & role
	Contribution of academics and students to society	Institution-specific indicators used within framework	Individual institutions demonstrate contribution using own indicators and/or narrative	**To be specified**
Processes	High quality, relevant courses & qualifications	Narrative as above, supplemented by qualitative and quantitative indicators as these become available	Each institution to provide narrative with evidence from its institutional research that demonstrates impact and improvement. Effectiveness of processes validated through reference to the latest external academic audit	Indicators of process quality in relation to teaching and research
	Student support			Indicators of student engagement & satisfaction
	High quality research			Indicators of stakeholder engagement & satisfaction
	Meaningful engagement with students, business and communities		Individual institutions demonstrate contribution using own indicators and/or narrative	Indicators for this aspect of community engagement (also see impacts)
Inputs	Funding	Common set of indicators	Financial performance utilising aspects of the TEC financial monitoring framework	

---

[1] Noting that indicators for research-informed knowledge transfer are included as an *impact*

Level	Components	Outcome framework will be populated by:	Current Indicators	Further indicators to be developed
	Students	Student demographics especially in relation to the University's community	The composition of the student body reflects institution's regional communities e.g. the regions in which its campuses are based	An indicator that is more reflective of distance education and universities national role i.e. that institutions enrol a student body that reflects their mission and role Indicators that show the participation of under-represented groups
	Infrastructure	Common set of indicators	Capital asset management plan	
	Staff	Institution-specific indicators used within framework	Individual institutions demonstrate contribution using own indicators and/or narrative	Indicators of staff teaching performance

Key		
Common	A set of indicators common to all institutions	
Develop	Further indicators to be developed to fully populate the framework	