

# Programme design self review

The tool supports you to review current Level 2 programmes and formulate next steps



**Vocational  
Pathways**

**1 Pathways**

**2 Knowledge, skills  
and competencies**

**3 Learner  
Experiences**

**4 Coherence**

**5 Qualifications**

The review tool is made up of 5 sections and this page provides a summary of the questions to consider.

## PATHWAYS

**To what extent does your programme:****1**

1. Provide sufficient breadth and flexibility of learning, so that all learners are able to follow chosen pathways?
2. Link with the local community for on-job experience and alignment of curriculum with local employment/study options?
3. Enable learners to understand how the programme of learning can lead towards future training/employment/tertiary study?
4. Support learners to know what future courses, training and qualifications are available and open to them after completing their current programme of learning?
5. Equip learners with the knowledge, skills and competencies to meaningfully progress beyond Level 2?

## KNOWLEDGE, SKILLS &amp; COMPETENCIES

**To what extent does your programme:****2**

1. Build upon existing knowledge, skills and competencies to enable learners to be challenged further, and develop deeper and broader understanding?
2. Integrate key knowledge, skills and competencies so that the learning programme is coherent, relevant and seamless?
3. Equip all learners to develop sound values along with the foundational knowledge, skills and competencies to be active participants in the workplace and engage in life-long learning?
4. Support learners to be independent, self managing, and are able to work effectively with others?
5. Provide direct linkages between what they are learning now, and the knowledge, skills and competencies they need in the future as New Zealand citizens and members of a global society?

## LEARNER EXPERIENCES

**To what extent does your programme:****3**

1. Ensure that learning experiences are culturally appropriate and relevant to learners' own lives and future training/employment/tertiary study?
2. Engage all learners with interesting, purposeful and challenging learning experiences?
3. Identify and connect with learners' prior learning and build upon this knowledge and experience?
4. Affirm the language, culture and identity of all learners?
5. Provide flexibility for learners to choose components of their programmes that are relevant to them?
6. Provide teaching and delivery flexibility in the way learners can access knowledge, skills and understanding?
7. Provide learners, educators, whānau, workplace assessors and trainers with the opportunities to reflect on the learners' achievement and identify the steps needed to achieve their pathway goals?

## COHERENCE

**To what extent does your programme:****4**

1. Enable learners to participate in a flexible learning experience that is interconnected and meaningful to the learner when one or more providers are delivering the programme?
2. Enable learners to see the clear links between what and why they are learning and how this connects to future training/employment/tertiary study?
3. Enable all partners to engage in the review of learner achievement and progress?
4. Provide for timely recording, sharing and communicating of achievement and progress with systems to ensure accurate recording on the National Qualifications Framework, and for sharing within and between organisations?
5. Enable all partners to collectively engage in the big picture planning of the programmes, or different elements of the programme?
6. Provide the processes so learners can see and understand their achievement and progress?

## QUALIFICATIONS

**To what extent does your programme:****5**

1. Provide opportunities for learners to gain a Vocational Pathways Award in one Vocational Pathway?
2. Contribute towards learners gaining an 80 credit (at least 60 at level 2) NCEA Level 2 qualification?
3. Contribute towards learners achieving at least Level 1 literacy and numeracy?
4. Enable learner progression into training and education beyond Level 2?
5. Provide opportunities for learners to be assessed by a mix of achievement standards and unit standards, including sector related standards?
6. Enable learners to gain course endorsements, where a course within a programme is set up by an education provider and reported to NZQA, and learners gain 14 or more credits at Merit or Excellence level and at least 3 of these credits are from externally assessed standards?
7. Either independently, or through partnerships with other providers, enable learners to gain a certificate endorsement for a Level 2 programme which requires 50 or more credits attained with Merit or Excellence?

Consider the elements of programme design and mark where you currently fit on the continuum.  
A section for comments has been included for your use.

## Part 1 – Pathways

THE PROGRAMME:			COMMENTS
1. Planning does not provide for breadth and flexibility of learning, so there are minimal options to follow alternative pathways.	1 2 3 4 5	Provides sufficient breadth and flexibility of learning, so all learners are able to follow chosen pathways.	
2. Provides no linkages with the local community or any linkages with local employment/study options.	1 2 3 4 5	Provides the opportunity to link with the local community for on-job experience and alignment of curriculum with local employment/study options.	
3. Does not provide opportunities for learners to be aware of how the current programme can lead towards future training, employment and/or tertiary study.	1 2 3 4 5	Enables learners to understand how the programme of learning can lead towards future training, employment and/or tertiary study.	
4. Provides few opportunities for learners to be aware of the training and qualifications that are available to them after finishing the current programme of learning.	1 2 3 4 5	Supports learners to know what future courses, training and qualifications are available and open to them after completing their current programme of learning.	
5. Provides no opportunity to progress beyond Level 2 and meet specialist entry requirements.	1 2 3 4 5	Equips learners with the knowledge, skills and competencies to meaningfully progress beyond Level 2.	

### REFLECTIVE PRACTICE AND ACTIONS

AREAS WE ARE DOING WELL	AREAS WE NEED TO WORK ON

Consider the elements of programme design and mark where you currently fit on the continuum.  
A section for comments has been included for your use.

## Part 2 – Knowledge, skills and competencies

THE PROGRAMME:			COMMENTS
1. Planning lacks evidence of how the programme of learning develops learners' knowledge skills and competencies, and how this is communicated.	1 2 3 4 5	Supports learners to build upon their existing knowledge, skills and competencies, to be challenged further and develop deeper and broader understanding.	
2. Indicates that knowledge, skills and competencies are addressed in an ad hoc way and may be separate to the learning contexts.	1 2 3 4 5	Integrates knowledge, skills and competencies coherently and seamlessly, and is relevant to the programme and learners' needs.	
3. Planning cannot easily identify how the knowledge, skills and competencies developed lead to workplace competence or future education/training pathways.	1 2 3 4 5	Deliberately includes specific values, knowledge, skills and competencies to prepare learners to be active participants in the workforce and engage in life-long learning.	
4. Lacks opportunities for developing self management skills, and the ability to work with others is difficult to identify.	1 2 3 4 5	Supports learners to be independent and self managing, able to work effectively with others.	
5. Does not support learners to be aware of the links between what they are currently learning and what is required in the future as New Zealand citizens and members of a global society.	1 2 3 4 5	Provides direct links between what learners are learning now, and the knowledge, skills and competencies they need to make a positive contribution now and in the future as New Zealand citizens and members of a global society.	

### REFLECTIVE PRACTICE AND ACTIONS

AREAS WE ARE DOING WELL	AREAS WE NEED TO WORK ON

Consider the elements of programme design and mark where you currently fit on the continuum.  
A section for comments has been included for your use.

## Part 3 – Learner Experiences

THE PROGRAMME:			COMMENTS
1. Content does not draw upon learner cultural knowledge or experience or consider future opportunities.	1 2 3 4 5	Content is culturally appropriate and relevant to learners' own lives and future education, training and study opportunities.	
2. Is not explicitly designed with the learners' interests and abilities in mind.	1 2 3 4 5	Engages all learners with interesting, purposeful and challenging learning experiences.	
3. Is designed to fulfil the outcomes of the course without connecting with the learners' prior knowledge and experience.	1 2 3 4 5	Identifies and connects with learners' prior learning and builds upon this knowledge and experience.	
4. Is designed to fulfil the outcomes of the course which may not necessarily include affirmation of culture, language and identity.	1 2 3 4 5	Affirms the language, culture and identity of all learners.	
5. Is planned and offered as one whole package for learners.	1 2 3 4 5	Provides flexibility for learners to choose components of their programmes that are relevant to them.	
6. Sets a rigid teaching and delivery process for learners to access and develop knowledge, skills and competencies.	1 2 3 4 5	Provides teaching and delivery flexibility so learners can access knowledge, skills and competencies.	
7. Provides limited opportunity for reflection of progress, with little collaboration across partners.	1 2 3 4 5	Provides learners, educators, whānau, workplace assessors and trainers with the opportunities to reflect on the learners' achievement and identify the steps needed to achieve their Pathway goal.	

### REFLECTIVE PRACTICE AND ACTIONS

AREAS WE ARE DOING WELL	AREAS WE NEED TO WORK ON

Consider the elements of programme design and mark where you currently fit on the continuum. A section for comments has been included for your use.

## Part 4 – Coherence

THE PROGRAMME:			COMMENTS
1. Is made up of independent components that are separately delivered by one or more provider.	1 2 3 4 5	Enables learners to participate in a flexible learning experience that is interconnected, coherent and meaningful to the learner when one or more providers are delivering the programme.	
2. Does not communicate and develop an understanding with learners about what and why they are learning and how this connects to the world of work.	1 2 3 4 5	Enables learners to see clear links between what and why they are learning and how this connects to future employment, training and further study.	
3. Provides few opportunities for interested stakeholder partners to engage in the review of learner achievement and progress.	1 2 3 4 5	Enables all interested stakeholder partners to engage in the review of learner achievement and progress.	
4. Does not have systematic processes for recording, sharing and communicating of achievement and progress.	1 2 3 4 5	Provides for timely recording, sharing and communicating of achievement and progress. Has systems to ensure accurate recording on the National Qualifications Framework.	
5. Provides few opportunities for interested stakeholders individually and collectively to engage in the planning of the programme.	1 2 3 4 5	Enables all interested stakeholders to collectively engage in the big picture planning of the programmes, or different elements of the programme.	
6. Does not have systematic processes for notifying learners of their achievement and progress.	1 2 3 4 5	Provides clear processes so that learners can see and understand their achievement and progress.	

### REFLECTIVE PRACTICE AND ACTIONS

AREAS WE ARE DOING WELL	AREAS WE NEED TO WORK ON

Consider the elements of programme design and mark where you currently fit on the continuum. A section for comments has been included for your use.

## Part 5 – Qualifications

THE PROGRAMME:			COMMENTS
1. Does not provide the opportunity for a Vocational Pathways Award.	1 2 3 4 5	Provides opportunities for learners to gain a Vocational Pathways Award in one Vocational Pathway.	
2. Supports a stand-alone qualification which is not on the New Zealand Qualifications Framework.	1 2 3 4 5	Contributes towards learners gaining an 80 credit (at least 60 at Level 2) NCEA Level 2 qualification.	
3. Does not consider the literacy and numeracy requirements.	1 2 3 4 5	Contributes towards learners achieving at least Level 1 literacy and numeracy.	
4. Has not taken into consideration learner progression.	1 2 3 4 5	Enables learner progression into training and education beyond Level 2.	
5. Is assessed by the organisation's own requirements and is not on the National Qualifications Framework.	1 2 3 4 5	Provides opportunities for learners to be assessed by a mix of achievement standards and unit standards including sector related standards.	
6. Does not take into consideration learners gaining course endorsements.	1 2 3 4 5	Enables learners to gain course endorsements, where a course within a programme is set up by an education provider and reported to NZQA, and learners gain 14 or more credits at Merit or Excellence level and at least 3 of these credits are from externally assessed standards.	
7. Does not taken into consideration learners gaining certificate endorsement.	1 2 3 4 5	Either independently, or through partnerships with other providers, enables learners to gain a certificate endorsement for a Level 2 programme, which requires 50 or more credits attained with Merit or Excellence.	

### REFLECTIVE PRACTICE AND ACTIONS

AREAS WE ARE DOING WELL	AREAS WE NEED TO WORK ON

## Programme design and review action plan

Once you have completed the self review tool, and identified the areas that you are doing well and the areas that you need to work on, the next step is to take an overall look at your practice and develop an action plan.

PRIORITY AREAS	ACTIONS	TIMEFRAME	RESOURCING (INCL. PERSONNEL)	REVIEW DATE



# Notes



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