Guidelines for Pre-Workshop Preparation Phase

Overview

This guide is designed for the Head of School (or delegate) to use with staff to prepare for engaging in the Design for Learner Success (D4LS) process.

Capability building

Maori Knowledge Inclusion

- Where teams need to build their understanding of the Sustainability Strategic Framework and the Maori Strategic Framework and how to integrate these understandings into the programmes, we recommend that you request a workshop with the sustainability advisor or with the KTO.

Curriculum Design

- All teaching staff should complete the 'Basic Learning Design Assessment' (expected to be available through Staff Capability by end March 2016) and identify any areas for development that may be necessary. HOS (or delegates) can access the course design capability profile of their teams once all staff have participated. Individuals and teams are expected to participate in any capability building activities before entering D4LS if possible, or concurrently with D4LS if entering the process in late 2015 or the first semester of 2016. Programme teams whose programmes will enter D4LS after July 2016 are expected to complete any necessary capability building activities beforehand. Staff Capability will be rolling out a series of short workshops (delivered online and face to face) during 2016. These were designed collaboratively with the learning and teaching team in 2015 and will focus on some core areas of course design (course alignment, course outcomes, assessments, experiential learning etc.).

Gathering Information

Purpose

The following information should be gathered and discussed by teams. Teams have reported back that when they come fully prepared, the curriculum design process runs smoother and produces better quality curriculum. The process provides an opportunity to reach an agreed understanding about the curriculum and its future development or to identify any issues that may still need to be discussed within the team.

We suggest that you read through the following list carefully and allocate sections to various staff.

How the information will be used

The information you collect about each of the categories listed below will be used in the first programme design workshop. Different categories should be addressed by different team members. We recommend that you collate the information for distribution prior to the first workshop. Your written summary and Capability Building Checklist (page 4) should be submitted to the lead D4LS facilitator at least 1 week before the scheduled programme workshop. This provides an opportunity for the facilitators to understand the context of the programme and any emerging design considerations.

The Programme Teaching Teams should come to the first workshop having had the opportunity to explore all available information about their programme and their learners and with ideas about how identified issues might be addressed in the redesign process.
If you require any clarification or assistance regarding the preparation phase, please contact the D4LS team.

Information Categories

1. Qualification details for sub-degrees
Identify and analyse the qualification and indicate what qualification it is replacing (if any). The credit value, graduate profile outcomes and programme strategic purpose as per the NZQA registered qualification. Identify any specific issue(s) that need to be addressed and why you think it needs addressing.

2. Qualification details for degrees
For existing degrees, indicate credit value, programme aims/strategic purpose statement and graduate profile. Identify any specific issue(s) that need to be addressed and why you think it needs addressing.

3. New qualifications
Note that the scope document for any new qualifications will need to be approved by Leadership Team prior to commencing the programme redesign process. Identify any specific issue(s) that need to be addressed and why you think it needs addressing.

4. Academic year
Provide information about what release time you have provided for staff to undertake this curriculum design and development work and please attach any revised academic year timetable.

5. Learner profile/graduate profile
Collect information about the learner to create a learner profile.
Contact some/all of the following people for input on creating the learner profile: staff, learners, industry representatives (i.e. PEAC), Qualification graduate profile, feedback from previous learners, contextual issues identified by staff etc. You may choose to draw on information from surveys, student documents, PEAC minutes etc. Include an observation of the learners (programme staff and at least one objective (e.g. other staff, industry) observation).

Consider these guiding questions:
Learners at the beginning stage
- Who are the learners? What age? Gender? Education level(s)? Language? Ethnicity? Etc.
- What do prospective students want to know?
- What learning characteristics do the learners have?
- What occupations are they interested in entering?
- What challenges may they have that will affect their performance in the program/course?

Learners during the programme
- Are there differences for Māori or Pasifika learners?
- Do students report finding some courses more difficult than others?
- Are there courses where many students struggle currently?
- Are there certain concepts that seem difficult for learners?
- What are staff perceptions of learners' strengths and weaknesses concerning skill acquisition?

Learners at the end stage
- Where did recent graduates find employment?
- What knowledge and skills do students need to have upon completion to succeed?

6. **Industry feedback/needs**
- What feedback has industry provided about the existing programme?
- Have they identified gaps?
- What skills are they looking for in employees?
- Are there untapped opportunities for student workplace experience?
- What feedback do employers have about graduates and how well they meet employer needs?
- Can you identify any industry representatives who may be able to participate in the D4LS process? If so, please feel free to invite them to the programme design workshop.

7. **Issues with current curriculum**
- Are there gaps in the current curriculum?
- Does the current curriculum meet the learner profile for new qualification?
- Does the current curriculum develop learner capability (OP capability framework)?
- Are there overlaps between courses?
- Does what is written in the programme document actually get taught in the programme?
- What ideas do staff have for redesigning courses and/or programme?
- What ideas do staff have for more authentic learning activities?
- If you have a high number of withdrawals do you know why?
- Is there a certain time of the year that students struggle?

8. **Sustainable practitioner definition**
- Do you have an agreed definition of sustainable practice in the context of this programme? If not, please develop one before you come into D4LS. Please send a copy of this definition to Jen Rodgers (Sustainability Advisor).

Capability Building Checklist

Please complete the form below and submit this to the lead D4LS facilitator with your preparation summary 1 week before your first workshop.

Please identify what capability building this team has engaged with prior to D4LS		
Activity	**Name(s)**	**Completed**
Online toolkit		○
Sustainability Workshop		○
Māori Strategic Framework Workshop		○
Basic Learning Design Assessment		○
Staff Capability workshop (please provide details)		○
Ako Aotearoa workshop (please provide details)		○
Any other capability building activities? (please provide details)		○
Additional Questions		
Who is your EdTech Champion?		○
Do you use moodle extensively?		○

Pre-workshop Preparation Checklist

Please allocate a team member to obtain information on the following areas in preparation for the first workshop

Completed	Preparation Information	Person Responsible
	Capability Building	
◯	Complete the Basic Learning Design self-assessment and identify any areas for development that may be necessary	All teaching staff
◯	Complete the Capability Building Checklist on page 4 of this document	Head of School (or delegate)
	Qualification details for <mark>sub-degrees</mark>	
◯	What qualification it is replacing (if any)	
◯	What is the credit value	
◯	What is the graduate profile outcomes and programme strategic purpose as per the NZQA registered qualification	
◯	What are any specific issues that need to be addressed and why you think they need addressing.	
	Qualification details for <mark>degrees</mark>	
◯	What is the credit value	
◯	programme aims/strategic purpose statement and graduate profile	
◯	What are any specific issues that need to be addressed and why you think they need addressing.	
	<mark>New</mark> qualifications	
◯	Scope document has been approved by Leadership Team prior to commencing the programme redesign process.	Head of School (or delegate)
◯	What are any specific issues that need to be addressed and why you think they need addressing.	
	Academic year	
◯	Provide information about what release time you have provided for staff to undertake this curriculum design and development work and please attach any revised academic year timetable.	Head of School (or delegate)

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Completed	Preparation Information	Person Responsible
	Learner profile/graduate profile Collect information about the learner to create a learner profile.	
○	Contact some/all of the following people for input on creating the learner profile: • staff, • learners, • industry representatives (i.e. PEAC), • Qualification graduate profile, • feedback from previous learners, • contextual issues identified by staff etc. Circulate feedback forms attached as appendix a and b on pages 7 and 8.	
○	Review information from: • surveys, • student documents, • PEAC minutes etc.	
	Industry feedback/needs – What feedback has industry provided about the existing programme?	
○	Review the feedback from industry (Guiding questions on page 3)	
	Issues with current curriculum	
○	Review the current curriculum (Guiding questions on page 3)	
	Sustainable practitioner definition	
○	Is there an agreed definition of sustainable practice in the context of this programme?	
○	If not, develop one before entering D4LS and send a copy of this definition to Jen Rodgers (Sustainability Advisor)	

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Appendix a: Internal OP feedback

We would greatly appreciate your feedback in the following areas to help us build a clearer picture of the learner profile of our programme.

Learner Profile	
Learners at the beginning stage	**Feedback**
• Who are the learners? What age? Gender? Education level(s)? Language? Ethnicity? Etc. • What do prospective students want to know? • What learning characteristics do the learners have? • What occupations are they interested in entering? • What challenges may they have that will affect their performance in the program/course?	
Learners during the programme	**Feedback**
• Are there differences for Māori or Pasifika learners? • Do students report finding some courses more difficult than others? • Are there courses where many students struggle currently? • Are there certain concepts that seem difficult for learners? • What are staff perceptions of learners' strengths and weaknesses concerning skill acquisition?	
Learners at the end stage	**Feedback**
• Where did recent graduates find employment? • What knowledge and skills do students need to have upon completion to succeed?	

Appendix b: Industry Feedback

We would greatly appreciate your feedback in the following areas to help us build a clearer picture of the learner/graduate profile of our programme.

Learner profile/graduate profile	
Learners in the workplace	**Feedback**
What skills do learners require to succeed in the workplace?	
What skills do they lack or appear weak?	
Where will students most likely find employment?	
Where in the labour force will they be heading?	
Which companies and industries will be hiring? Where are the job opportunities? What skills are required in these jobs?	
Where did recent graduates find employment?	
What knowledge and skills do students need to have upon completion to succeed?	