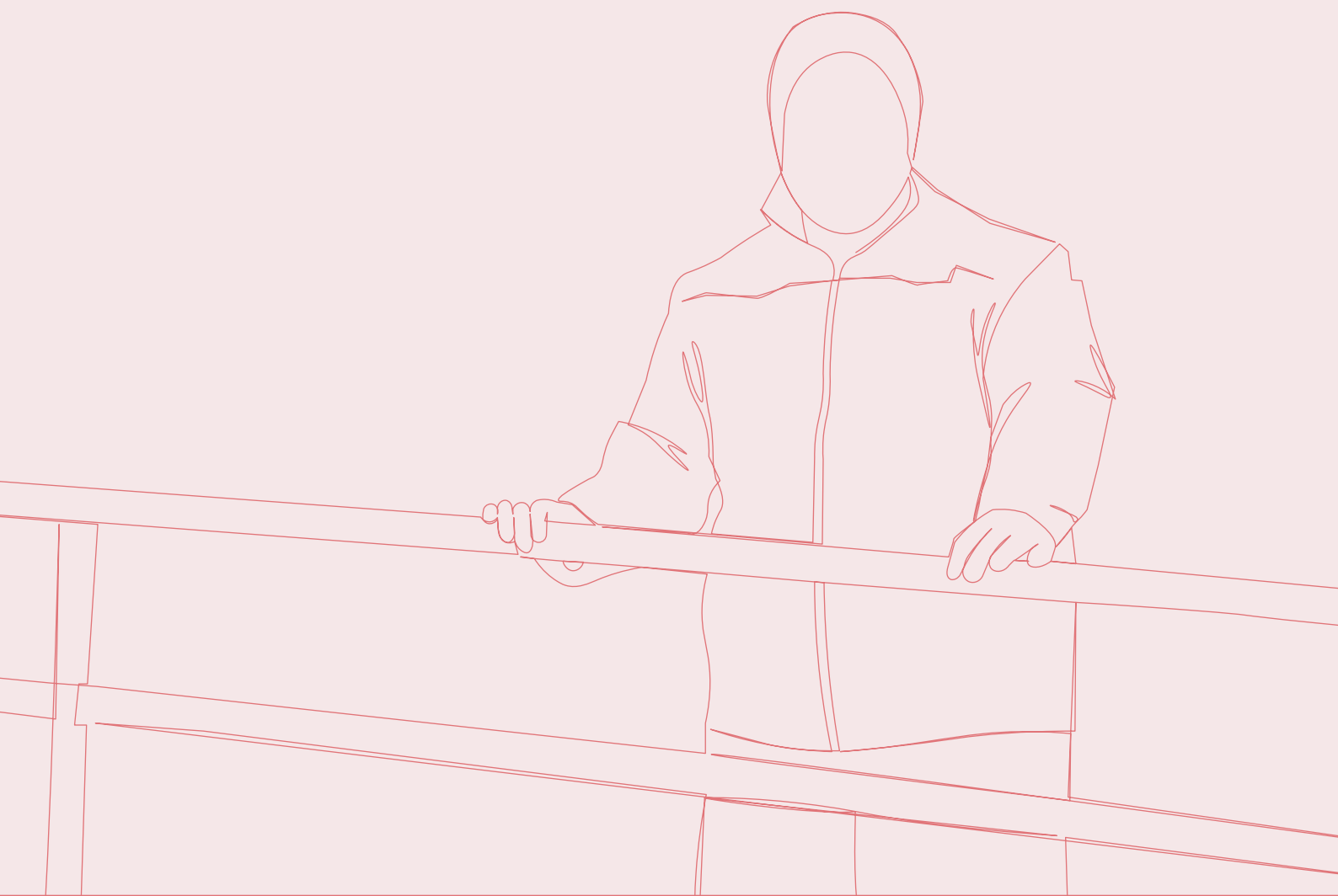




**MUKA TANGATA**

**People, Food and Fibre**

Workforce Development Council



**Guidelines for providers:**

# **Programme development, delivery, and assessment**

Key guidelines for developing, delivering, and assessing programmes

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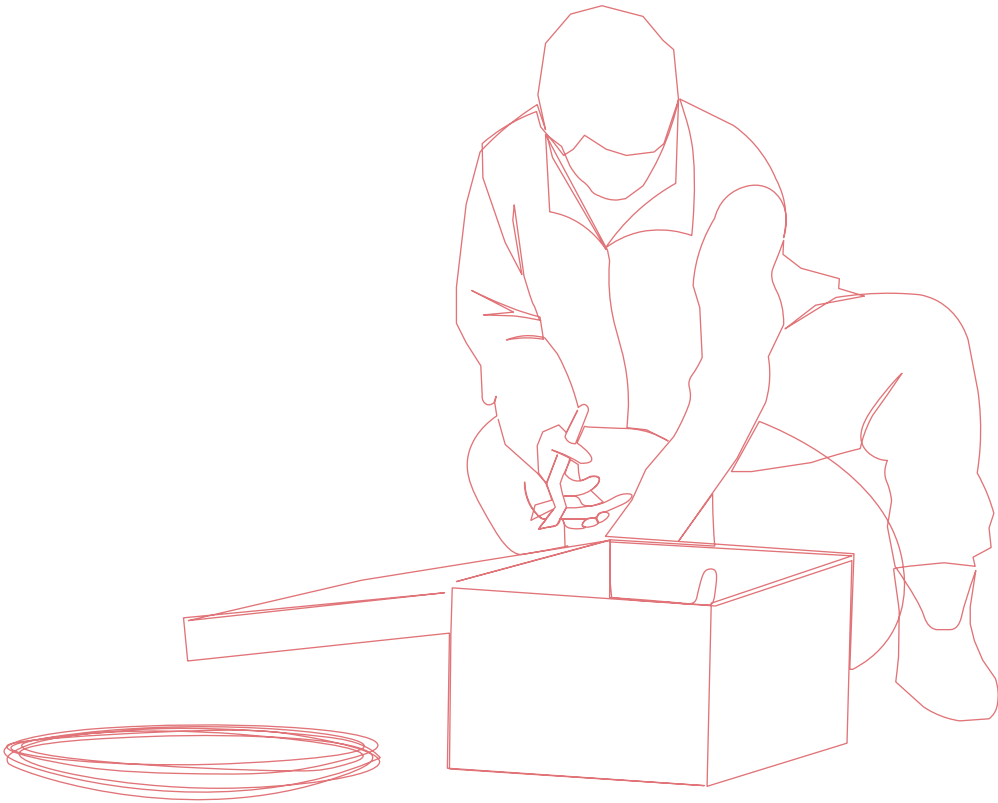
## Introduction

Developing and delivering programmes in the food and fibre sector has some unique demands. Good and well thought through programmes will support great outcomes for ākonga (learners) and employers in the food and fibre sector.

These guidelines provide programme developers with food and fibre sector-specific challenges and opportunities when developing, delivering and assessing programmes. We focus on six distinct themes with recommendations on good practice for programme development.

**Here are the key areas to consider in programme development, delivery, and assessment**

- 1) Flexibility ..... page 4
- 2) Acknowledging existing skills and prior learning ..... page 5
- 3) Industry connection and collaboration ..... page 5
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- 5) Inclusivity ..... page 7
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## 1) Flexibility

**Training programmes should be adaptable to meet the diverse needs of ākonga (learners) and industry requirements**

Industries such as Dairy, Forestry, Fruit Production, Grapes and Wine, Vegetable Production and Arable require flexible delivery and assessment methods to align with seasonal work.

Programmes should be flexible enough to meet the changing circumstances of ākonga and provide equitable access to learning. They should be easily updated to respond to changes in technology, feedback, market demands and regulatory requirements. Refer to **2) Industry connection and collaboration** for guidance on how to work with industry to ensure programmes are up to date.

### Recommendations

- Programmes that offer various scheduling options (evening classes, weekend workshops, self-paced etc.) allow ākonga to study and learn when it best fits with their life - around work and family commitments.
- Offering multiple delivery methods – online, face to face, blended learning – provides flexible access to content. For rural ākonga with limited access to learning facilities, providing in-class and out-of-class mentoring and support will support their success.



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## 2) Acknowledging existing skills and prior learning

**People bring skills and knowledge from their life to work and learning.**

RPL is considered a process where people can have learning they have previously done formally evaluated to gain credit towards a qualification they do not already hold.

Our Workforce Development Plans identified that the sheep, beef cattle, deer and wool industries all favour recognition of prior learning (RPL) as many of their workforce has been in the industry for several years before taking up formal learning. Employers don't want to have to send their employees on courses for what they already know and can do. They want the programmes to be flexible enough to cater for this.

Provider focus groups have indicated there are barriers for providers around recognition of prior learning, including lack of funding and the time it takes to analyse. Providers also raised concerns about moderation by standard setting bodies which can lead to assessors applying an overly conservative approach to RPL assessments.

By undertaking RPL pre-enrolment, and acknowledging and crediting the skills ākonga already possess, they will have a better learning experience and accelerated progression. Flexibility includes offering various learning pathways and better recognising prior learning within the programme – this can be done at the programme development stage, hardwiring RPL into the programme requirements.

### Recommendations:

Describing RPL requirements for each programme should be detailed in the programme documents.

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## 3) Industry connection and collaboration

**A strong connection with industry is crucial**

Employer feedback indicates that they want to be more involved in programme development, delivery and assessment. Providers must have sound and effective connections with industry when they develop programmes and micro-credentials.

Industry connection ensures programmes are relevant and will meet the current and future needs of industry and will equip ākonga with the skills and knowledge required to excel in their sector.

### Recommendations

Industry needs to be involved in developing programmes and should be part of any programme review.

- When you are submitting programmes for endorsement, we will need to see evidence of industry engagement. See **4) Programme design**.

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## 4) Programme design

### Training programmes should be designed in a way that improves learner outcomes

Food and fibre industries value programmes that provide real-world (work-based, work-integrated or work experience) opportunities to demonstrate skills. The appropriate use of technology in delivery and assessment – gamification, augmented reality and videos – provides a modern, engaging approach for today's learners.

### Future skills and emerging technology

The food and fibre sector of the future will look inherently different to now and will require new skills and the adoption of emerging technologies.

- New approaches and techniques will require different skill sets and should be considered when designing training and delivery.
- Changes to the technologies are fast-moving and training providers will need to move equally as quickly to ensure ākonga are getting the skills they need for work.

### Recommendations

Recommendations were to incorporate more technology and encourage creative and holistic assessments, and for continued conversations with graduates and employers to confirm the benefits of their programme and identify gaps (Page 4, [External Moderation Review](#)).

If you are developing a programme that leads to a qualification listed on the New Zealand Qualifications and Credentials Framework (NZQCF), the Education and Training Act requires you to get the programme approved by the New Zealand Qualifications Authority (NZQA). Prior to submitting your finalised programme to NZQA, a WDC's endorsement is required for qualifications under our coverage. You can find detail on WDC endorsement considerations, meeting considerations around te ao Māori and requesting endorsement for programmes on our website: [Requesting endorsement for programmes](#)

Our [Skill Standards - Guidelines for Providers](#) document provides detail about skill standards, including the definition, components, differences to unit standards, guidance on assessment design and the moderation process.

### Quality delivery

Employers value kaimahi who have received practical, hands-on training as part of their programme delivery.

- Programmes that are not delivered in the workplace should incorporate hands-on training and real-world activities to provide learners with practical skills and experience e.g. animal care and veterinary services. This could include work placements and/or internships.
- When designing course delivery models, programme designers and trainers should be clear on how the use of technology will improve teaching and learning and enable the learner to effectively gain the appropriate knowledge and skills.

### Quality assessment

When developing and reviewing programmes, consider that assessment should be flexible and be when learners are ready, rather than when it suits the assessor and must meet the needs of both the learners and the sector.

Assessing staff should have annual contact with industry partners and be up-to-date with the latest industry practice, technology and legislation. Workplace verifiers (if used) must have sufficient knowledge of the subject matter they are verifying.

Our [Designing Online Assessments - Guidelines for Providers](#) supports providers to provide a quality experience for the learner and meet moderation requirements.

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## 5) Inclusivity

### Ensuring programmes are accessible to all is a key component of quality programme delivery

The [21st Century Delivery and Assessment of Training in the Food and Fibre Sector in New Zealand](#) report told us that trainers and assessors need to be better supported in both provider-based and work-based education organisations.

- Offering multiple methods of delivery and assessment provides equity for all learners, including those with complex needs – tangata whaikaha, neurodiversity, and English as a second language.

Learners are not meeting employer expectations around literacy and numeracy and often start training with low levels.

- Core literacy and numeracy has been declining over the last five years and is expected to continue to decline, requiring a rethink of how training is delivered and assessed in the future. (Page 27, [21st Century Delivery and Assessment of Training in the Food and Fibre Sector in New Zealand](#)).
- Many learners need extra support when completing assessments which can impact on the demands of the tutor or trainer including the need to spend extra time with learners.

### Recommendations:

Embedding literacy and numeracy into programmes should be a key consideration.

- When developing programmes, think about how the programme will support learner, tutor and trainer needs.
- Extra support for tutors and trainers such as professional development on best practice delivery, using multi-sensory tuition, assessments being dyslexia-friendly and using plain English, technology (such as translator apps), reader/writer support and training in verbal assessment are all beneficial.

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## 6) Incorporating Māori models

### **Incorporating Māori centric learning models into programme design will improve outcomes for all learners**

We have developed guidance to give programme developers, tutors and assessors further clarity round what te ao Māori principles mean in respect of delivery in the food and fibre sector which includes examples of how they can, and are being applied within programmes: [Embedding Tirohanga Māori - Guidelines for Providers](#).

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## 7) Pastoral care

### **Good pastoral care supports learners both in their training and overall wellbeing**

Almost all of our industries identify pastoral care as a key component for learner success – something that should be in the fabric of an organisation rather than a standalone service.

- Most learners need additional pastoral care and support to enable them to learn and perform well in the classroom and workplace.

#### **Recommendations:**

Mentors can provide support for ākonga while training and as they enter the workforce. Mentors can come from within the training establishment, workplace or wider community.

A network of supportive mentors – both internal and external - can enhance the pastoral care service for learners.

