**ELN Self-Assessment Tool: Questionnaire TEO-O-4 – Programme Design and Development – *Organisational/Unit level***

**Judgement scales for each ‘good practice’ indicator**: N/A = Not applicable; D/K = We don’t know; 1 = We are not doing this yet; 2 = We have started on this but there are still

significant improvements to be made; 3 = We are doing this well; there are minor improvements to be made; 4 = We are doing this very well.

**L&N = Literacy and Numeracy**

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| **Topic** | **Good practice indicators** | | **Prompting questions** | **Judgement** | | | | | |
| **N/A** | **D/K** | **1** | **2** | **3** | **4** |
| **L&N Programme objectives**  **and structure** | Each programme has explicit, measurable and documented L&N objectives which have been mapped against the Learning Progressions. | | How does the organisation ensure that each programme has explicit, measurable and documented L&N objectives that have been mapped against the Learning Progressions?  How does the organisation ensure that L&N programme objectives are aligned with the organisation’s L&N aim and objectives? |  |  |  |  |  |  |
| The structure of each programme (selection and sequence of components) allows learners to achieve the programme’s L&N objectives without barriers. | | How does the organisation ensure that the structure of its programmes allows learners to achieve the programme’s L&N objectives without barriers? |  |  |  |  |  |  |
| The embedding of L&N throughout each programme and for each component is documented, accessible and known to all educators. | | How does the organisation ensure that the embedding of L&N throughout its programmes and for each component is documented, accessible and known to all educators? |  |  |  |  |  |  |
| There is sufficient time available in each programme for learners to achieve the programme’s L&N objectives. | | How does the organisation ensure that there is sufficient time available in each programme for learners to achieve the programme’s L&N objectives? |  |  |  |  |  |  |
| ***Strengths of the organisation in regard to L&N Programme Objectives and Structure, and evidence for these:***  Click here to enter text. | | | | | | | | | |
| ***Critical Actions to be taken in the organisation in regard to L&N Programme Objectives and Structure:***  Click here to enter text. | | | | | | | | | |
| **Topic** | **Good practice indicators** | **Prompting questions** | | **Judgement** | | | | | |
| **N/A** | **D/K** | **1** | **2** | **3** | **4** |
| **Entry criteria and expectations** | L&N expectations at the start of each programme have been made explicit in terms of the Learning Progressions and are aligned with the L&N proficiencies of the target group of learners for the programme. | How does the organisation ensure that L&N expectations at the start of each programme have been made explicit?  How does the organisation ensure that these expectations align with the L&N proficiencies of the programme’s target groups of learners? | |  |  |  |  |  |  |
| Formal entry criteria for each programme align with the L&N proficiencies of the target group of learners for the programme. | How does the organisation ensure that formal entry criteria for each programme align with the L&N proficiencies of the programme’s target group of learners? | |  |  |  |  |  |  |
| All learners who are accepted onto each programme are respected for what their L&N proficiencies are, and are given the opportunity to develop their L&N proficiencies and practices as an integral part of the programme. | How well does the organisation cater for the diversity of learners’ L&N proficiencies in its programmes? | |  |  |  |  |  |  |
| ***Strengths of the organisation in regard to Entry criteria and Expectations, and evidence for these:***  Click here to enter text. | | | | | | | | | |
| ***Critical Actions to be taken in the organisation in regard to Entry criteria and Expectations:***  Click here to enter text. | | | | | | | | | |
| **Topic** | **Good practice indicators** | **Prompting questions** | | **Judgement** | | | | | |
| **N/A** | **D/K** | **1** | **2** | **3** | **4** |
| **Teaching and learning design and resources** | Embedded L&N teaching and learning design includes active participation of educators and embedding L&N specialists. | | How does the organisation ensure that educators and embedding L&N specialists are actively involved in the embedded L&N teaching and learning design for each programme? |  |  |  |  |  |  |
| Embedded L&N teaching and learning design for each programme includes opportunities for learners to practise L&N in a variety of contexts. | | How does the organisation ensure that embedded L&N teaching and learning design for each programme includes opportunities for learners to practise L&N in a variety of contexts? |  |  |  |  |  |  |
| Teaching and learning design for each programme enables achievement of the L&N objectives of the programme. | | How does the organisation ensure that teaching and learning design for each programme enables achievement of the L&N objectives of the programme? |  |  |  |  |  |  |
| Teaching and learning resources and facilities for each programme are adequate and appropriate for the target group of learners, the context in which the programme is delivered, and the L&N programme objectives. | | How does the organisation ensure and demonstrate that the resources and facilities needed to embed L&N effectively are available?  How does the organisation determine that resources and facilities are fit for the purpose of effective embedded L&N?  How does the organisation ensure that resources and facilities deliberately address learners’ L&N needs? |  |  |  |  |  |  |
| ***Strengths of the organisation in regard to Teaching and Learning Design and Resources, and evidence for these:***  Click here to enter text. | | | | | | | | | |
| ***Critical Actions to be taken in the organisation in regard to Teaching and Learning Design and Resources:***  Click here to enter text. | | | | | | | | | |
| **Topic** | **Good practice indicators** | **Prompting questions** | | **Judgement** | | | | | |
| **N/A** | **D/K** | **1** | **2** | **3** | **4** |
| **Staff capability** | Educators and support staff assigned to each programme are suitably qualified, experienced and motivated to embed L&N into the programme. | | How does the organisation ensure that educators and support staff assigned to each programme are suitably qualified, experienced and motivated to embed L&N into the programme? |  |  |  |  |  |  |
| **Embedding L&N developments** | The organisation is aware of research and developments in embedding L&N and adopts these into its practices where relevant. | | How well does the organisation inform itself of research and developments in embedding L&N?  How well does the organisation adopt embedding L&N research and developments into its practices? |  |  |  |  |  |  |
| Educators and other relevant staff have sufficient time and resources to develop high quality embedded L&N programmes and activities. | | How does the organisation ensure that educators and other relevant staff have sufficient time and resources to develop high quality embedded L&N programmes and activities? |  |  |  |  |  |  |
| ***Strengths of the organisation in regard to Staff Capability and Embedding L&N Developments, and evidence for these:***  Click here to enter text. | | | | | | | | | |
| ***Critical Actions to be taken in the organisation in regard to Staff Capability and Embedding L&N Developments:***  Click here to enter text. | | | | | | | | | |

**Name organisational unit (if applicable):** Click here to enter text.

**Date completed:** Click here to enter a date.