ELN Self-Assessment Tool: Questionnaire TEO-P-3 – Programme Design and Development - *Programme 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**

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.	Does the programme have explicit, measurable and documented L&N objectives that have been mapped against the Learning Progressions?	☐	☐	☐	☐	☐	☐
	The structure of each programme (selection and sequence of components) allows learners to achieve the programme's L&N objectives without barriers.	How well does the programme structure allow 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 well do you know how L&N are embedded throughout the programme and in each component?	☐	☐	☐	☐	☐	☐
	There is sufficient time available in each programme for learners to achieve the programme's L&N objectives.	How do you ensure that there is sufficient time available in the programme for learners to achieve the programme's L&N objectives?	☐	☐	☐	☐	☐	☐

Strengths of the programme in regard to L&N Programme Objectives and Structure, and evidence for these:

Critical Actions to be taken in the programme in regard to L&N Programme Objectives and Structure:

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.	Which L&N proficiencies do you expect learners to have at the beginning of the programme? How explicit are these expectations? How well are these expectations aligned with the actual L&N proficiencies of the target group of learners?	☐	☐	☐	☐	☐	☐
	Formal entry criteria for each programme align with the L&N proficiencies of the target group of learners for the programme.	How well do the formal entry criteria for the programme align with the L&N proficiencies of the 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 do you cater for the diversity of learners' L&N proficiencies in the programme?	☐	☐	☐	☐	☐	☐

Strengths of the programme in regard to Entry criteria and Expectations, and evidence for these:

Critical Actions to be taken in the programme in regard to Entry criteria and Expectations:

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.	To what extent are you actively involved with the embedded L&N teaching and learning design for the programme? How well is the expertise of embedding L&N specialists used in the teaching and learning design?	☐	☐	☐	☐	☐	☐
	Embedded L&N teaching and learning design across each programme includes providing opportunities for learners to practise L&N in a variety of contexts.	How well does teaching and learning design across the programme provide opportunities for learners to practise L&N in a variety of contexts?	☐	☐	☐	☐	☐	☐
	Teaching and learning design across each programme enables achievement of the L&N objectives of the programme.	To what extent does teaching and learning design across the programme enable 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.	What resources and facilities do you need to effectively embed L&N into the programme? How adequate and appropriate are the resources and facilities available for effective embedding of L&N across the programme? How well do the resources deliberately address learners' L&N needs?	☐	☐	☐	☐	☐	☐

Strengths of the programme in regard to Teaching and Learning Design and Resources, and evidence for these:

Critical Actions to be taken in the programme in regard to Teaching and Learning Design and Resources:

Topic	Good practice indicators	Prompting questions	Judgement					
			N/A	D/K	1	2	3	4
Staff capability	Educators and support staff assigned to the programme are suitably qualified, experienced and motivated to embed L&N into the programme.	How do you ensure that you are and remain suitably qualified, experienced and motivated to embed L&N into your 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 do you inform yourself of research and developments in embedding L&N? How well do you adopt embedding L&N research and developments into your own practices?	☐	☐	☐	☐	☐	☐

Strengths of the programme in regard to Staff Capability and Embedding L&N Developments, and evidence for these:

Critical Actions to be taken in the programme in regard to Staff Capability and Embedding L&N Developments:

Name of programme:

Date completed: