



Learning for Living
Te Ako mo Te Ora

FOUNDATION LEARNING QUALITY ASSURANCE

Requirements



Provider Self-review Guide



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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Foundation learning providers are encouraged to copy and use this booklet. An electronic version of this resource is available at <http://www.nzqa.govt.nz/for-providers/foundation/index.html>

Introduction

Foundation learning is an important part of New Zealand's tertiary education sector and is central to achieving New Zealand's social and economic goals. Improving literacy, numeracy and language skills is a priority objective for the government's Tertiary Education Strategy and depends on developing the capability and quality of literacy, numeracy and language tutors and providers.

Definition of foundation learning

Foundation learning refers to literacy, numeracy and language learning. Foundation learning can be in English, Te Reo Māori and sign language.

A detailed definition for literacy is in the Adult Literacy Strategy *More than Words* (Ministry of Education, 2001a). This definition may be usefully adopted for all foundation learning:

Foundation learning is ...

'the application of a complex web of reading, writing, speaking, listening, critical thinking, problem solving, numeracy skills and communication technology so that people can achieve their own goals in meaningful social, cultural, vocational and/or learning contexts.'

Foundation learning is often in the context of other learning.

Foundation learning programmes

The Foundation Learning Quality Assurance (FLQA) requirements apply to foundation learning programmes delivered by institutes of technology and polytechnics (ITPs), private training establishments (PTEs), government training establishments (GTEs) and Wānanga and some adult and community education (ACE) foundation learning providers.

Foundation learning programmes are those with an identifiable focus on literacy, numeracy and language. In practice, this means providers will apply the FLQA requirements to those programmes that deliberately address literacy, numeracy and language needs through the inclusion of learning outcomes and programme content in such areas as: literacy, reading, writing, communication, numeracy, mathematics and English for Speakers of Other Languages (ESOL).

Some examples of foundation learning programmes are:

- introductory, 'bridging' vocational programmes (for example horticulture, computing or trades), with specific literacy, numeracy and language learning integrated into the context of other learning
- holistic programmes that develop learners' confidence, work readiness or study skills, which include deliberately planned literacy, numeracy and language learning
- focussed or 'stand-alone' literacy, numeracy and language programmes
- programmes that target migrant and refugee communities' resettlement needs and have specific ESOL learning.

Foundation Learning Quality Assurance

The New Zealand Qualifications Authority and the Institutes of Technology and Polytechnics Quality (ITP Quality) are implementing the Foundation Learning Quality Assurance (FLQA) requirements from the beginning of 2007. The FLQA requirements expand on established quality assurance processes and standards and are specific to foundation learning programmes.

Tertiary education organisations are increasingly emphasising quality teaching to achieve educational success for learners and the FLQA requirements contribute to the quality learning environment. The requirements cover practices in six areas: planning and delivery, resources, staff, learner access and entry, delivery and review and development. Each of the practices has a set of requirements that providers need to meet. The full FLQA requirements are overleaf and on the Qualifications Authority's website at: www.nzqa.govt.nz/providers/foundation/index.html.

Foundation Learning Quality Assurance Requirements

PRACTICE ONE: Planning and design

The provider has a planned approach to the overall design of its foundation learning programmes that is consistent with the social, cultural, vocational and learning context of the learner.

REQUIREMENTS

- 1.1 The provider has, and applies, an explicit foundation learning definition, strategy, goals and objectives, relevant to the provider's context.
The provider's definition is consistent with the definition in the FLQA requirements.
- 1.2 The provider has identified target groups, their potential foundation learning needs and goals and how the design of the programmes will meet their needs.

PRACTICE TWO: Resources

The provider has adequate and appropriate resources to support its foundation learning programmes.

Resources may include: teaching and administrative staff, budgets, premises, texts and other learning resources, administration and time.

REQUIREMENTS

- 2.1 Foundation learning resources are appropriate to the social, cultural, vocational and learning context and programme goals, and they meet adult learners' needs.
- 2.2 Foundation learning resources are regularly reviewed to remain appropriate to the social, cultural, vocational and learning context, the goals of the programme, and adult learners' needs.

PRACTICE THREE: Staff

All staff involved with foundation learning programmes and learners, including voluntary staff, are suitably qualified, experienced and supported by the provider.

REQUIREMENTS

- 3.1 Staff are inducted into the provider's foundation learning definition, philosophy, strategy, objectives and quality systems.
- 3.2 Staff undertake continuing professional development or training to improve the quality of foundation learning delivery.
- 3.3 Tutors delivering foundation learning programmes have, or are working towards, a New Zealand recognised qualification in adult literacy, numeracy or language teaching; or have relevant experience, that is appropriate to their role. Recruitment and selection criteria are applied to ensure this.
- 3.4 Tutors have continuing professional and mutual support, based on provider, tutor and learner needs.

PRACTICE FOUR: Learner access and entry

Learner access and entry to foundation learning programmes is facilitated effectively.

REQUIREMENTS

- 4.1 The provider identifies barriers to access, including information, language and mode of delivery, and ensures foundation learning programme recruitment and enrolment processes are adjusted in response to foundation learners' needs.
- 4.2 Placement within the organisation, or referral to suitable alternative programmes, meets learners' foundation learning needs.

PRACTICE FIVE: Delivery

Programme delivery supports learners to achieve their foundation learning goals.

REQUIREMENTS

- 5.1 An initial assessment is undertaken of the foundation learners' needs, strengths and prior learning experiences.
- 5.2 A learning plan, which incorporates initial assessment results, goals, strategies, and clear responsibilities for achievement, is negotiated between the learners and the tutor.
- 5.3 Tutoring methods are sufficiently flexible, varied and appropriate to meet the specific needs of individual foundation learners, are consistent with good adult education practice, and foster lifelong learning.
- 5.4 A range of formative foundation learning assessment tools and processes are used that are suitable for, and integrated with, the adult learners' experiences, culture and learning contexts.
- 5.5 Formative assessment of the learners' progress is reported to the learner and leads to revisions of the learning plan, as appropriate.
- 5.6 On completion of the programme the learner receives a record of their achievements and progress.

PRACTICE SIX: Review and development

The foundation learning programme is systematically reviewed and improved.

REQUIREMENTS

- 6.1 The foundation learning programme is developed, evaluated, and improved against the provider's foundation learning definition, philosophy, strategy, and objectives.
- 6.2 Review processes include feedback from learners and other key stakeholders, and findings from learners' foundation learning progress.

FOUNDATION LEARNING Provider Self-review Guide

Foundation Learning Provider Self-review Guide

Introduction

This Self-review Guide helps tertiary providers integrate quality assurance requirements for foundation learning into their usual self-review and internal audit. The guide will be useful to foundation learning programme managers and tutors, academic quality managers and internal auditors of tertiary education organisations.

Self-review is an already established part of many providers' strategic planning and is increasingly emphasised as a critical part of quality assurance and monitoring by Government agencies. Tertiary providers are increasingly being expected to set their own strategies and targets and review their own progress. Self-review helps providers to honestly identify their own strengths and weaknesses and ways to improve their performance.

The Foundation Learning Quality Assurance (FLQA) requirements enhance established self-review by clearly identifying good practice in the specific context of foundation learning programmes.

Foundation learning programme self-review

Understanding the FLQA requirements is a good starting point for self-review of foundation learning programmes. Staff involved in these programmes will need to understand the importance of the self-review and how it will help them do a better job.

Providers will need to identify indicators of good quality performance for their foundation learning programmes and systematically collect information or evidence about their own performance. They should examine a range of evidence that demonstrates to what degree their performance meets the FLQA requirements. Documents, records, observations and analysis of performance results are good sources of evidence. Interviews with learners and staff can also provide evidence. Providers should not simply 'tick off' that they have a quality system. The evidence should relate directly to the FLQA requirements, showing how providers' delivery and quality system addresses each of the six practices and their requirements.

The self-review will identify what needs to be done to improve performance. Therefore, self-review should be linked to action plans. Actions should be SMART: specific, measurable, achievable, realistic and have timeframes. The planned actions should include an indicator or measure of how providers will know if their actions are effective, with details about who carries out the action, when and how. A suggested template for an action plan is in Appendix One.

The self-review documentation should be made available to external quality assurance body auditors. When quality assurance bodies conduct an audit of a provider they usually sample different types of programmes for evidence that the established quality assurance standards are being met. For foundation learning programmes, auditors will seek evidence that the FLQA requirements are integrated into the quality assurance of those programmes.

Using the Provider Self-review Guide

This Guide covers each of the six FLQA practices and their requirements. It explains what each practice means and how it helps learners to achieve their goals, including references to New Zealand research evidence. Examples of good quality and possible sources of evidence are given for each practice. Following each of the requirements, the guide lists some key, reflective questions that providers should ask themselves to facilitate the self-review.

PRACTICE ONE: Planning and Design

The provider has a planned approach to the overall design of its foundation learning programmes that is consistent with the social, cultural, vocational and learning context of the learners.

What this means

The provider should be able to show how an explicit focus on literacy, numeracy or language is achieved in their programme planning and design. The provider should identify its target learners and the context for its foundation learning programmes.

How does this help foundation learners?

Research evidence indicates that a curriculum that is linked to authentic experience of the learners improves outcomes for literacy, numeracy and language learners (Benseman, J., Sutton, A. and Lander, 2005). Understanding the learners' context and reflecting this in programme design is a hallmark of successful foundation learning programmes.

Learners' contexts can be:

SOCIAL: for example the context varies for youth, women, and rural or urban learners

CULTURAL: examples are kaupapa Māori programmes, Pasifika communities or refugee and migrant contexts

VOCATIONAL: the learners may be in the workplace, people returning to the workforce or preparing for work

LEARNING: the learners may be preparing for further study or bridging to other vocational learning

Possible sources of evidence

Providers may demonstrate they have a planned approach to their overall foundation learning programme design by:

- Programme or curriculum statements
- Learner and community needs analysis
- Plans developed for funding bodies
- Interviews with staff (to demonstrate awareness of the learners' context)
- Strategic and business plans.

REQUIREMENT 1.1

The provider has and applies an explicit foundation learning definition, philosophy and strategy and objectives relevant to the provider's context.

The provider's definition is consistent with the definition in the FLQA requirements.

Key questions

- What are the provider's contexts?
- How well are the provider's foundation learning definition, philosophy, strategy and objectives reflected in its documentation?
- Is the provider's definition consistent with the Adult Literacy Strategy definition below?
- How well do staff (tutors, administrative staff and managers) understand their contribution to meeting the provider's objectives?

The definition from the Adult Literacy Strategy (MoE, 2001) can be usefully adopted for foundation learning:¹

'the application of a complex web of reading, writing, speaking, listening, critical thinking, problem solving, numeracy skills and communication technology so that people can achieve their own goals in meaningful social, cultural, vocational and/or learning contexts.'

REQUIREMENT 1.2

The provider has identified target groups, their potential foundation learning needs and goals, and how the design of the programme meets their needs.

Key questions

- How well does the documented system identify target groups and their potential needs and goals?
- How does the design of the programme meet learners' needs and goals?
- How does the provider identify and analyse current trends and variations in target learner groups?

Examples of target learner groups could include:

Youth looking for work in a rural community. In this case, the documentation of the programme's design should demonstrate how it suits the potential learning needs and goals of young people. It should also show how it is appropriate for their particular local rural community.

New migrant communities preparing for further study by completing a special ESOL programme. The programme's design documentation should demonstrate how it suits the potential needs and goals of the migrant communities.

¹ adapted from Workbase NZ Centre for Workplace Literacy and Language.

PRACTICE TWO: Resources

The provider has adequate and appropriate resources to support its foundation learning programmes.

Resources may include: teaching and administrative staff, budgets, premises, texts and other learning resources, administration and time.

What this means

Resources should be adequate to enable the provider to deliver quality programmes. They should be appropriate to foundation learners' needs as adults, as well as their particular contexts.

How does this help foundation learners?

Programmes that target literacy, numeracy and language skills require resources that deliberately address learners' literacy, numeracy or language needs. Evidence shows that learners respond positively to learning texts and resources that are relevant to their contexts and needs. Research findings suggest the importance of literacy teachers having adequate non-teaching time for planning and professional development (Benseman et al, 2005).

Possible sources of evidence

Providers may demonstrate they have adequate and appropriate resources through:

- documentation about financial resources
- resources outlined in course descriptors
- teaching texts and materials
- staff development plans
- staffing policies
- learning resources and facilities
- management planning documents
- annual programme reports
- learner evaluations
- effective learner to tutor ratios
- resources policies and procedures
- lists of resources and records of their maintenance
- records of tutor discussions.

REQUIREMENT 2.1

Foundation learning resources are adequate and appropriate to the social, cultural, vocational and learning context and programme goals, and they meet adult learners' needs.

Key questions

- What resources do staff need to deliver the programme effectively for the learners?
- How does the provider ensure and demonstrate that the resources needed to deliver effective foundation learning programmes are available?
- How does the provider determine the resources are fit for the purpose of delivering effective programmes to learners?
- How well do the resources deliberately address learners' literacy, numeracy and language needs?
- Are financial resources adequately allocated within the budget for the programme?

An example of an appropriate resource is one that affirms Māori knowledge and values for Māori learners.

An example of an inappropriate resource is the use of publications designed for children or young people in a wholly adult context (although this may be appropriate when a learner has a specific goal of learning to read books with children).

REQUIREMENT 2.2

Foundation learning resources are regularly reviewed to remain adequate and appropriate to the social, cultural, vocational and learning context, the goals of the programme, and adult learner needs.

Key question

- How does the provider review the adequacy and appropriateness of the resources in its foundation learning programmes, for the benefit of all the learners and staff?

Provider example

At the end of each programme, a provider's foundation learning tutors hold a meeting to review resources used in the programme. At the meeting they identify which resources are to be adapted or culled and which new resources are required.

PRACTICE THREE: Staff

All staff involved with foundation learning programmes and learners, including voluntary staff, are suitably qualified, experienced and supported by the provider.

What this means

The level of staff qualifications, experience and support, including access to professional development, is appropriate to their role and level of involvement.

How does this help foundation learners?

Research suggests that tutors (teachers) who are well trained in literacy, numeracy and language teaching (for example reading) are better able to use appropriate teaching strategies with learners, who are then more likely to make gains in their skill levels (Benseman et al, 2005). Professional development for tutors develops their experience, skills, knowledge, reflective practice, creativity and innovation. It exposes them to current foundation teaching best practice and develops their ability to recognise and work within their learners' contexts. Staff training and support ensures that all staff develop their skills and knowledge of foundation learning issues and focus on meeting the needs of learners. Support and administrative staff are critical to a supportive institutional environment and positively linked to student learning outcomes for foundation, and other undergraduate, programmes (Prebble, T., Hargreaves, H., Leach, L., Naidoo, L., Suddaby, G., and Zepke, N., 2005).

Possible sources of evidence

Providers may demonstrate their staff are qualified, experienced and supported through

- staff selection, recruitment, appraisal and development policies and records
- induction programmes, timetables and evaluations
- staff training and development plans
- feedback from staff and managers
- learner evaluations of tutors
- personnel policies, procedures and records (for example mentoring systems)
- evaluations of professional development activities
- personnel management plans
- records of peer observations of teaching practice
- tutors' job descriptions and curriculum vitae

REQUIREMENT 3.1

Staff are inducted into the providers' foundation learning definition, philosophy, strategy, objectives and quality systems.

Key questions

- How well is the induction programme for new staff tailored to the provision of foundation learning programmes?
- How do existing staff maintain currency with changes to the provider's foundation learning definition, philosophy, strategy and objectives?

REQUIREMENT 3.2

Staff take part in continuing professional development or training to improve the quality of foundation learning delivery.

Key questions

- How well do the staff development plans take into consideration the professional development needed to develop and maintain a deliberate focus on literacy, numeracy and language within the programmes?
- Is the diversity of the learner group addressed in staff development practices?
- Does professional development enable the staff to contribute effectively to, and inform, the providers' foundation learning definition, philosophy, strategies and objectives?

Examples

To help ensure tutors are kept up-to-date with current good practice and research, one provider regularly selects a range of articles from international adult literacy and language journals and circulates these to tutors. Tutors are required to read the articles and to provide written comment before passing them on to the next tutor.

Another provider encourages membership of New Zealand based literacy resources e.g. The New Zealand Literacy Portal, and has informal monthly sessions where staff give presentations on their own professional development activities.

REQUIREMENT 3.3

Tutors delivering foundation learning programmes have, or are working towards, a New Zealand recognised qualification in adult literacy, numeracy or language teaching; or have relevant experience, that is appropriate to their role. Recruitment and selection criteria are applied to ensure this.

Key questions

- Do tutors hold qualifications in literacy, numeracy and language teaching?
- How well do tutors' experience and qualifications match the context of the programme, their teaching role and the needs of the target learner group?
- What are the selection criteria for tutors of foundation learning programmes? Are the criteria different for different positions?

Examples of qualifications for tutors delivering foundation learning

National Certificate in Adult Literacy Education (Educator) (Level Five)	literacy specialist tutors
A NZ recognised 'local certificate' in adult literacy tuition	
National Certificate in Adult Literacy Education (Workplace or Vocational Trainer) (Level Five)	vocational/trades tutors
A Certificate or Diploma in Teaching English for Speakers of English as an Other Language (TESOL) or an equivalent overseas literacy, numeracy and language teaching qualification for TESOL	ESOL tutors
A NZ recognised 'local certificate' in ESOL tuition	

Example of relevant experience for tutors delivering foundation learning

Unit standard 21204: <i>Develop adult learners' literacy and numeracy skills within a training or education programme</i> , and demonstrated, successful teaching experience in integrating vocational and literacy, numeracy and language learning outcomes	vocational/trades tutors
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REQUIREMENT 3.4

Tutors have continuing professional and mutual support, based on provider, tutor and learner needs.

Key questions

- How are tutors supported in the teaching and administrative aspects of their role?
- What evidence is there that tutors are working in supportive environments and are active team members?
- What review and development is undertaken to ensure that tutors are supported and are not working in isolation?

Example

A large tertiary provider has a number of initiatives in place to support foundation learning tutor professional development. Managers set timelines and allocate resources for the attainment of the necessary courses and qualifications for its tutors. The staff development unit is provided with specific training, as a priority, to support foundation tutors. At the same time, a coordinating committee for foundation learning allows for discussion and dissemination of views and best practice.

PRACTICE FOUR: Learner access and entry

Learner access and entry to foundation learning programmes is facilitated effectively.

What this means

Learner access and entry to foundation learning programmes is facilitated effectively when programme information and recruitment materials are presented in ways that are clear and easy to understand for the target learners. The recruitment and enrolment process results in learners being placed in a programme that best suits their needs.

How does it help learners?

Learners are better able to meet their literacy, numeracy and language needs in programmes that are specifically designed and structured to address those needs. Learners who enrol in programmes that proactively manage barriers to access are more likely to persist in their literacy, numeracy and language learning (Benseman et al, 2005; MSD, 2006).

Possible sources of evidence

Providers may demonstrate that they effectively facilitate access and entry to their foundation learning programmes through:

- recruitment and enrolment procedures, strategies and forms
- targeted recruitment material, such as newspaper advertisements, radio advertisements and course brochures
- enrolment criteria
- marketing and communications plans and strategies
- stakeholder, including learner, feedback
- interviews with staff
- pre-entry or screening assessments
- records of placement interviews and discussions with interviewers
- correspondence with other providers
- information for learners identifying local and regional learning pathways

REQUIREMENT 4.1

The provider identifies barriers to access, including information, language and mode, and ensures foundation learning programme recruitment and enrolment processes are adjusted in response to foundation learners' needs.

Key questions

- How aware are all the relevant staff of the potential barriers and issues that foundation learners may experience in recruitment and enrolment?
- How do the recruitment and enrolment processes take account of the literacy, numeracy and language level, confidence and skill level of targeted learner groups?
- How does the provider evaluate the recruitment and enrolment activities and processes to ensure they are effective for the targeted learner groups?
- How has the provider analysed and recorded the potential barriers and issues that learners may experience in recruitment and enrolment?

Example

A large provider delivering specialist literacy programmes has front-line staff members who are able to refer potential students quickly and sensitively to the appropriate administrator or section in the institution. Administrative staff have been trained to address the literacy and interpersonal needs that learners may present in the enrolment process, which may otherwise require a significant degree of literacy to complete forms.

REQUIREMENT 4.2

Placement within the organisation, or referral to suitable alternative programmes, meets learners' foundation learning needs.

Key questions

- How does the provider analyse who will benefit from their programmes and how is this analysis incorporated into their recruitment and enrolment procedures?
- Does the provider have appropriate procedures to ensure correct placement or referral of the full range of learners who apply to the programme?
- How does the provider use networks to assist learners' access?

Examples*A workplace literacy programme*

Employees who participate in a provider's workplace literacy programmes all volunteer for the programme. They are selected based on some evidence of need. Either the employee took part in a literacy needs analysis and was identified as having literacy needs, or they were identified by networks within the company e.g. management, union personnel, team leaders or supervisors, kaumātua or matai. All employees are approached on a one-to-one confidential basis and offered the opportunity to participate in the programme. If they decide not to participate, this is not reported to the company.

An ESOL programme

A large specialist ESOL provider offers programmes ranging from beginner ESOL to advanced preparation for further study. The ESOL tutors have developed a pre-entry placement assessment that determines the prospective learners' language level and which ESOL programme they should enrol in. The placement assessment tasks cover specific ESOL skills and are graded according to level of difficulty. Placement identifies groups of learners who have common learning needs as well as identifying the needs of individual learners. The assessment helps tutors and learners judge whether learners will benefit from enrolling in an ESOL programme, as well as the level they should enrol in.

PRACTICE FIVE: Delivery

Programme delivery supports learners to achieve their foundation learning goals.

What this means

The learning programme is centred on the learners and takes into account their strengths and needs. Programme delivery has a deliberate focus on building literacy, numeracy or language skills, which may be integrated into the context of other learning.

How does this help foundation learners?

Research shows that foundation learners' progress is best when the programmes include 'deliberate and sustained acts of teaching' (Benseman et al, 2005), clearly focussed on learners' diagnosed strengths, needs, prior learning experiences and goals. Teaching or tutoring should be clearly structured and use a range of methods relevant to learners' contexts. Learners' progress is best when learning plans incorporate their individual goals, and regular, formative assessment is used to inform the teaching and learning activities. Learners actively participate in the development of learning plans and assessment and are assisted to take responsibility for their own learning.

Possible sources of evidence

Providers may demonstrate that they support learners to achieve their foundation learning goals through:

- assessment (and moderation) policies, procedures, records and tools
- learner profiles and individual learning plans
- learning agreements or contracts
- teaching plans and resources
- learner feedback on delivery
- delivery, teaching and learning policies and procedures
- records of peer observations of teaching practice
- learner evaluations of tutors
- tutor peer and self appraisals
- staff development plans
- records of learner achievement e.g. portfolios, progress reports
- tutor and learner interviews
- reporting and confidentiality policies and procedures
- records of graduations.

Differences between ESOL and literacy learners

Delivery should take into account differences between 'first language' literacy learners and ESOL learners. For example, some literacy learners have had negative prior educational experiences, so assessment and teaching may need to be adjusted in response to this. Some ESOL learners have had positive prior educational experiences and will feel well disposed to assessment and formal teaching.

While each learner group benefits from deliberate teaching, the approach is usually quite different. For example, beginning ESOL learners require structured teaching of vocabulary, phonology and meaning to understand everyday conversation. On the other hand, first language speakers can use everyday conversation to unpack the meaning and form of written language.

Online resources

The New Zealand Literacy Portal at www.nzliteracyportal.org.nz/Literacy/ and the Workbase e-newsletter *Literacy Works* at www.workbase.org.nz provide useful information and resources for tutors and programme managers.

REQUIREMENT 5.1

An initial assessment is undertaken of the foundation learners' needs, strengths and prior learning experiences.

Key questions

- Are learners' literacy, numeracy or language needs assessed in the early phase of the programme, and referred to?
- Is the initial foundation learning assessment designed within the context of the programme and targeted learner groups?
- How effective is the initial assessment process and how are judgements about its effectiveness made?
- Does the information gathered create a profile of individual learners' foundation learning strengths, needs, prior learning experience and goals?

Examples of initial assessments include an appropriate combination of tools such as:

- a proficiency test for ESOL students measuring skills in various areas
- '15 minute' writing tasks, which provide a record of fluency and accuracy
- reading comprehension passages at varying levels of difficulty, combined with oral or written questions, or learners re-telling the story
- discussion with a tutor about prior learning experiences.

Note: Sometimes assessment that profiles learners' needs is referred to as 'diagnostic' assessment.

For further guidance on foundation learning assessment, search for *Assessment for Foundation Learning*:

The importance of purposeful assessment in adult literacy, numeracy and language courses (NZCER/MoE, 2006) at www.minedu.govt.nz

REQUIREMENT 5.2

A learning plan, which incorporates initial assessment results, goals, strategies, and clear responsibilities for achievement, is negotiated between the learners and the tutor.

Key questions

- How are results of the initial assessment analysed and used to develop learners' goals and strategies?
- What methods do tutors use to negotiate the learning plans with learners and to establish mutual expectations?
- How do learning plans reflect learners' needs?
- Do learning plans include learners' goals that are attainable and measurable?
- What is the evidence that learners and tutors refer to and review the learning plan?

Good practice

A learning plan is based on individual learners' current and/or future foundation learning needs and goals (for example a pre-employment programme goal could be the vocational or job goal learners wish to achieve, as an outcome of the programme). The goals should be realistic and attainable. A good learning plan indicates strategies and activities that are appropriate to the learners' contexts and cover a specified timeframe. The plan is implemented for all learners.

Example of the use of individual learning plans

On a workplace literacy programme, learners' goals relate to their employer's business requirements e.g. learn to read standard operating procedures for their job, as well as incorporating learners' individual goals, such as to 'be able to read to my children'.

Example of individual learning plans used with a group

An ESOL provider assesses students and places them into groups with similar levels of language proficiency, which match the distinct learning outcomes of different programmes. The tutor and the group discuss the general results of the initial assessments and negotiate a learning plan template for the group. The tutor discusses with the group how each student will adapt their own version of the template to take account of their individual needs, within the limitations of the group context and the learning outcomes of the programme.

Useful guidance and tips for developing individual learning plans can be adapted from *Planning Learning and Recording Progress and Achievement*, from the UK Department for Education and Skills web site at: www.dfes.gov.uk/readwriteplus/bank/ACF9FC7.doc

REQUIREMENT 5.3

Tutoring methods are sufficiently flexible, varied and appropriate to meet the specific needs of individual foundation learners, are consistent with good adult education practice, and foster life-long learning.

Key questions

- How do tutoring methods meet learners' needs? How are learning sessions planned to clearly link learners' goals and assessed needs, content, teaching and learning activities and tutoring methods?
- How do tutors focus on learners' literacy, numeracy or language progress and achievement, relevant to their contexts and needs?
- What is the range of foundation learning tutoring strategies and activities used to assist learners to improve their overall foundation skills?
- In what ways do tutors respect learners' cultures, interests and past experiences and use these as a basis for learning?

- What do tutors understand to be good practice in adult education and literacy, numeracy and language teaching?
- How do tutoring methods assist learners to be lifelong learners e.g. self-directed and reflective, critical thinkers?
- How do tutors evaluate and improve their teaching, including seeking feedback from all stakeholders?

Note: The following examples of tutoring methods address requirement 5.3. Specific tutoring methods vary according to the learners and providers.

Example from a vocational bridging programme

A foundation learning specialist working on a vocational bridging programme uses specific reading techniques rather than simplification to help students understand quite complex written texts. The tutor recognises that students will need to decode texts such as written job procedures and instruction manuals in the workplace and they will need improved independent reading skills after they graduate.

For example, the tutor asks students to take two minutes to ‘skim’ a relevant, written job procedure to identify its main subject and purpose. After some feedback, the tutor then asks students to ‘scan’ for specific information to answer four key questions about the text. The tutor regularly uses this method and students are able to see an improvement in their accuracy and speed as they learn how to identify text markers and search for key information, rather than struggling to read text without a particular purpose.

This, and other tutoring methods have been used by tutors doing professional development in the Ministry of Education Learning for Living exploratory projects, for information go to: www.minedu.govt.nz/index.cfm?layout=document&documentid=10446&indexid=11194&indexparentid=102

Example from a community-based literacy provider

Six to eight students attend a three-hour weekly session with a literacy tutor who is assisted by a support tutor. The literacy tutor has found that a topic-based approach helps develop a cooperative learning environment and ensures that the individual needs and preferences of students can be met.

In one learning session the group agreed to explore the topic of immigration after reading and discussing two newspaper articles about the topic. A range of literacy and language activities then took place.

Two students who were keen to improve their research skills worked together to access the Department of Labour’s website to see whether the articles reported accurate information. The second support tutor worked with a student, who had very limited reading skills, to put her opinion of the government’s immigration policies onto paper. The support tutor acted as a scribe and then created follow up activities associated with the topic, using the ‘language experience’ approach.

After the literacy tutor revised the writing process, one student started to write a personal account of his experience of immigrating to New Zealand. Another student, who had identified letter writing as a goal, drafted a letter to the editor.

REQUIREMENT 5.4

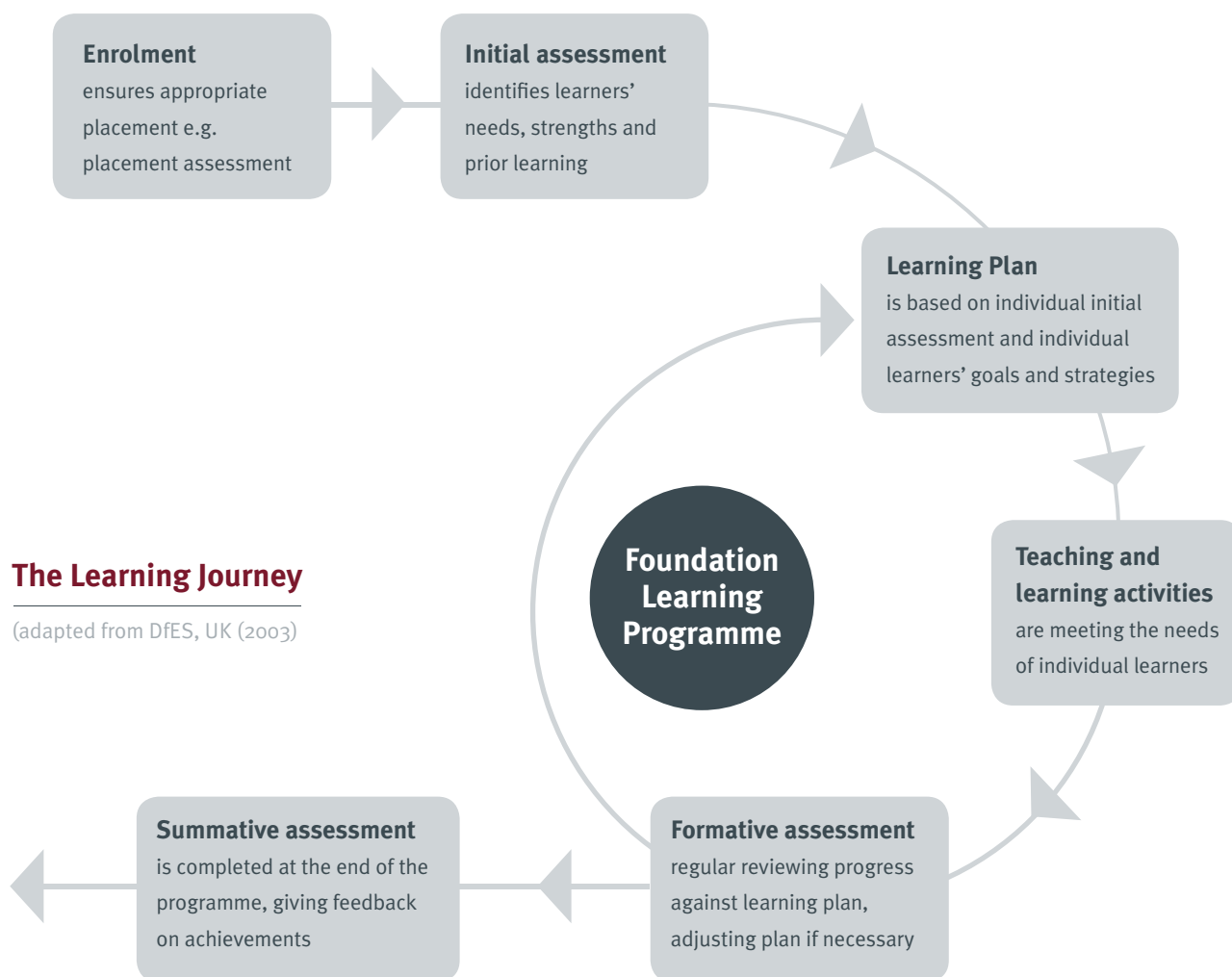
A range of formative foundation learning assessment tools and processes are used that are suitable for, and integrated with, the adult learners’ experiences, culture and learning contexts.

Key questions:

- How do tutors assess ongoing learner progress? How are those assessments appropriate to the learners and the programme?
- How clearly are the assessments recorded?
- How do formative assessments cover all the relevant skill components?

Research evidence indicates...

... that formative assessment of reading needs to measure all six components of reading: alphabets, phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**REQUIREMENT 5.5**

Formative assessment of the learners' progress is reported to the learners and leads to review of the learning plan, as appropriate.

Key questions

- How are plans regularly reviewed and updated in relation to formative assessment activities?
- How can changes be made to the learning plan as a result of negotiations with learners?
- How appropriate is the method of reporting progress and achievement to individual learners' needs?
- Is learner confidentiality respected?

Example

An ESOL provider has been running a planned 'student conferencing' slot in the weekly timetable for tutors and individual learners to talk about their progress against their own goals. Students have given positive feedback about the value of this one-on-one time.

REQUIREMENT 5.6

On completion of the programme the learner receives a record of their achievements and progress.

Key question

- How are learners' achievements acknowledged and celebrated?

Example

For one provider, formal recognition of learning includes an official Record of Learning, which indicates the achievement of unit standards, and a programme certificate, which records the programme components. Celebrating learners' success and achievement includes in-house awards and a graduation ceremony with family and friends invited, as well as the formal record.

PRACTICE SIX: Review and development

The foundation learning programme is systematically reviewed and improved.

What does this mean?

The provider has a systematic method for developing and evaluating all aspects of its planning and delivery to improve the foundation learning programme. The provider tracks and evaluates its own progress against indicators that were established to measure achievement of its foundation learning programme objectives (see Requirement 1.1).

How does this help learners?

The provider uses findings from evaluations of learners' progress to contribute to programme review and evaluation and improvement processes. The provider seeks feedback from learners and other key stakeholders to improve the foundation learning programme.

Possible sources of evidence

Providers may demonstrate systematic review and improvement of foundation learning programmes through:

- programme planning and evaluation policies and procedures
- business and strategic plans
- programme reviews or evaluations
- funding agency requirements
- annual programme reports
- planning day documentation
- learner evaluations
- end-of-programme or course reports
- tutor evaluations
- minutes of programme meetings
- records of stakeholder consultation and evaluations
- consolidated learner assessment results
- evidence of analysis of programme reviews
- annual programme reports

Review is the process by which the provider 'closes the loop' and revisits the definition, philosophy, strategies and objectives that underpin its foundation learning programme.

REQUIREMENT 6.1

The foundation learning programme is developed, evaluated, and improved against the provider's foundation learning definition, philosophy, strategy and objectives.

Key questions

- How does the provider conduct final and overall evaluations of its foundation learning programmes? What systems are in place for this?
- Who is involved and in what ways?
- How are evaluations used to improve foundation learning programmes?
- What system is in place to develop new foundation learning programmes?
- What system is in place to track progress and achievement of strategies and objectives for foundation learning?
- How does the provider review and evaluate its foundation learning definition and philosophy?

REQUIREMENT 6.2

Review processes include feedback from learners and other key stakeholders, and findings from learners' foundation learning progress.

Key questions

- Are the needs and goals of the learners the central focus for the foundation learning programme?
- What does the provider know about learners who unexpectedly withdraw from programmes?
- What does the provider know about those who were very successful in the programme?
- How does the provider ensure that there are effective processes used to seek feedback from learners, staff and other key stakeholders?
- How are learner evaluations analysed and used to improve the programme?
- How are learning plans and outcomes of learning sessions evaluated?
- How does programme review, development and improvement address learners' literacy, numeracy and language progress?

Key stakeholders to include in review and evaluations may include funding bodies, managers and supervisors/team leaders and union representatives in a workplace setting, work experience employers in pre-employment programmes and members of the learners' family or whānau.

Example

In a workplace literacy programme, supervisors, team leaders and union representatives are specifically asked to comment on the new skills, knowledge and behaviours learners have acquired since starting the programmes and to give specific examples of these.

FOUNDATION LEARNING QUALITY ASSURANCE REQUIREMENTS

Self-review Action Plan Template

Provider:

Foundation learning programme/s reviewed:

Practice One: Planning and design

The provider has a planned approach to the overall design of its foundation learning programmes that is consistent with the social, cultural, vocational and learning context of the learners.

REQUIREMENT 1.1

The provider has and applies an explicit foundation learning definition, philosophy and strategy and objectives relevant to the provider's context.

The provider's definition is consistent with the definition in the FLQA requirements.

Key questions

- What is the providers' context?
- How well are the provider' foundation learning definition philosophy, strategy and objectives reflected in its documentation?
- How well do staff (tutors, administrative staff and managers) understand their contribution to meeting the providers' goals and objectives?

1. Good practice (with cited evidence)	2. Development needs and planned actions
3. Success indicators	4. Who is responsible and by when

Signed

Date

Comments on actual completion:

REQUIREMENT 1.2

The provider has identified target groups, their potential foundation learning needs and goals, and how the design of the programme meets their needs.

Key questions

- How well does the documented system identify target groups and their potential needs and goals?
- How does the design of the programme meet learners' needs and goals?
- How does the provider identify and analyse current trends and variations in target learner groups?

1. Good practice (with cited evidence)	2. Development needs and planned actions
3. Success indicators	4. Who is responsible and by when

Signed

Date

Comments on actual completion:

Glossary

Cultural context

The shared values, beliefs, customs, practices, protocols and world views of a specific people or ethnic group.

Foundation learning

Literacy, numeracy and/or language learning

Foundation learning goals

The foundation learning skills that the learner wants to achieve within the programme. These goals are specific, attainable, relevant, measurable, and time bound. The foundation learning goals are expressed within the learner's social, cultural, and/or vocational context/s.

Foundation learning programme

A programme with an identifiable focus on literacy, numeracy and language.

Initial foundation learning assessment

The first assessment of literacy, numeracy or language skills, strengths and weaknesses of individual learners.

Formative assessment

Formative assessment informs teaching and helps both learner and tutor to review progress and is a central part of the learning process. It will take place during a programme or course on a regular basis. It helps learners and their tutors to identify progress in relation to the learning plan and to amend any teaching strategies and activities that may not be achieving their intended purpose.

Learning context

The environment that encompasses the specific skills, protocols, culture, values, teaching and learning practices of adult and tertiary education providers and institutions.

Learning plan

An evolving record incorporating individual learners' goals that are specific, relevant, attainable, measurable and time bound. It also identifies the learning strategies and resources required. It may be integrated into a learning plan for a group of learners.

Quality assurance standards

In the context of the FLQA, the established quality assurance standards are: the New Zealand Qualifications Authority's Quality Assurance Standard One for PTEs, GTEs and Wānanga, the New Zealand Qualifications Authority's adult and community education (ACE) quality assurance arrangements and the ITP New Zealand academic quality standards.

Quality assurance requirements

In the context of FLQA, the requirements are the combination of quality processes and systems that allow a provider to demonstrate that its delivery meets agreed quality standards.

Quality assurance body

The relevant quality assurance bodies for the FLQA are the New Zealand Qualifications Authority and the Institutes of Technology and Polytechnics Quality (ITPQ).

Provider

In this document the term 'provider' may refer to the organisation as a whole, or in larger education organisations it may best be interpreted as the department, school, centre or faculty providing the foundation learning programme.

Provider objectives

Objectives are the key actions that a provider will take to achieve its goals. Performance indicators are used to measure achievement of objectives.

Social context

The shared values, perspectives and protocols that pertain to a particular social grouping in the community. Examples of social groupings include youth/rangatahi, older people, people in certain regional locations, rural or urban social groupings or men/women.

Stakeholders

Stakeholders may include iwi/Māori organisations, learners, staff, standard setting bodies, professional bodies, employers, employer groups, community groups, cultural organisations, government agencies and funding bodies, that have an identifiable interest in, or potential benefit from, the goals and objectives of the provider's programmes.

Target learner group

The identified group of people who the foundation learning programme is designed for. The learner group may be identified on a social, cultural, learning and/or vocational basis.

Vocational context

The environment that express and encompass the values, protocols, skills, and perspectives within specific workplaces, careers, occupations, jobs, employment, trades, and professions.

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