

March 2025



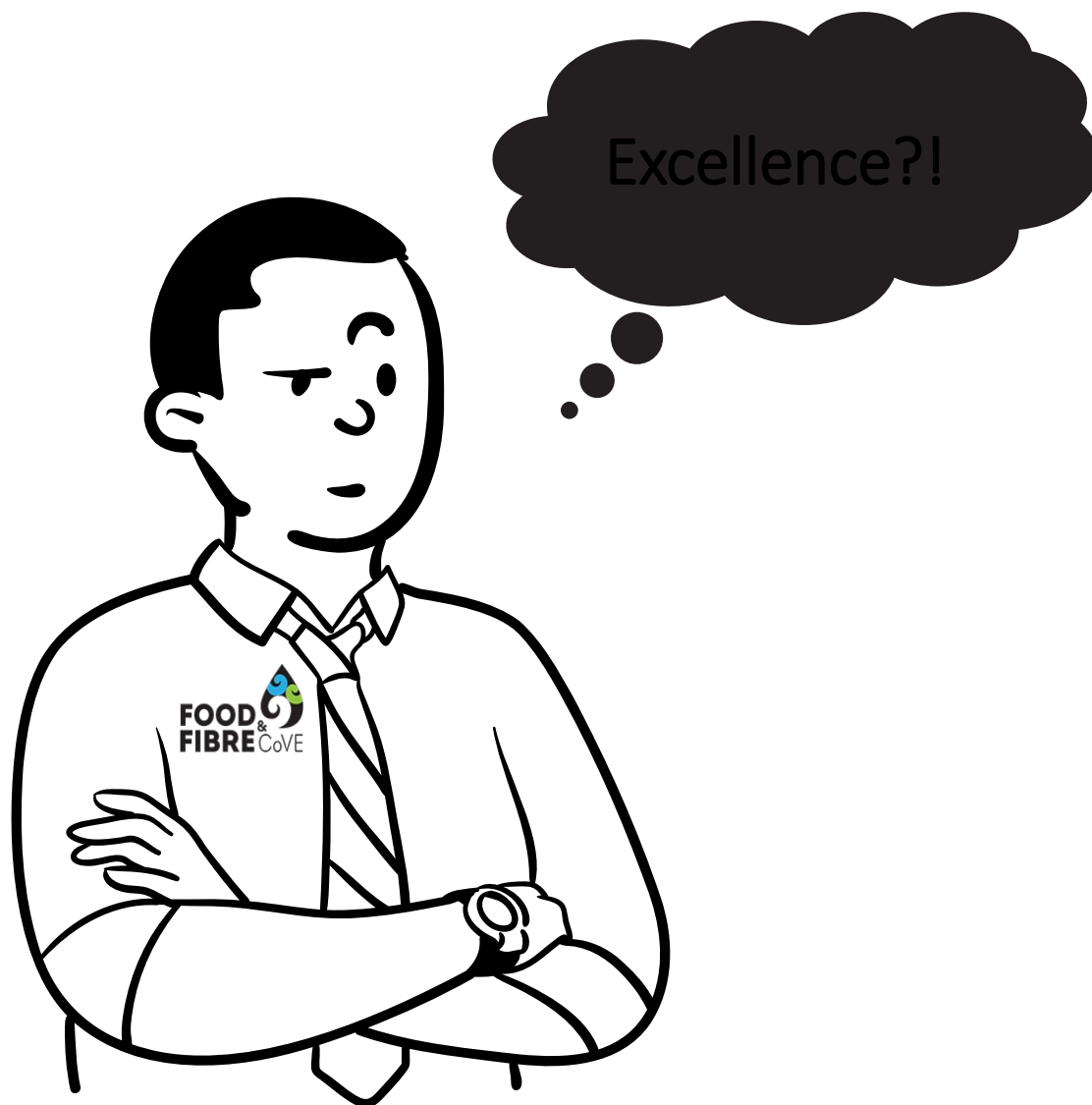
Excellence Framework

Evaluating Learning Excellence in Vocational and Applied Training Education





Origin story

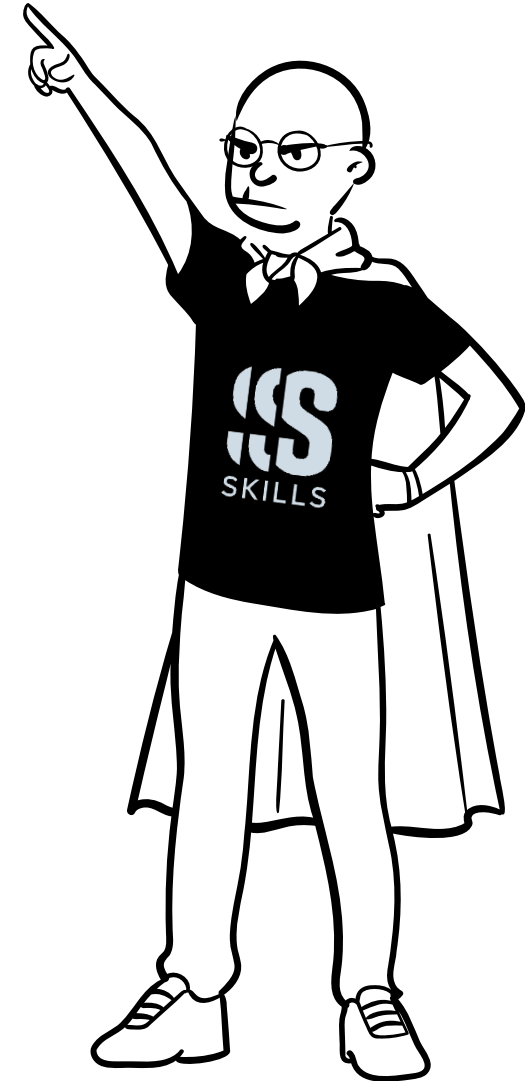
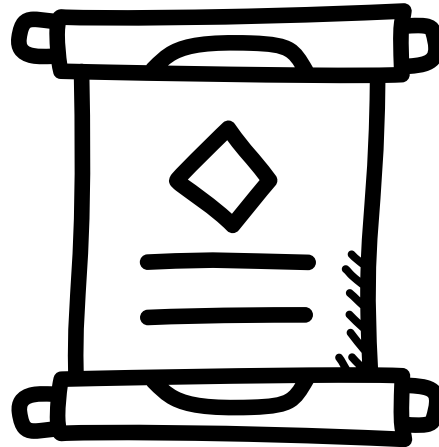




Origin story



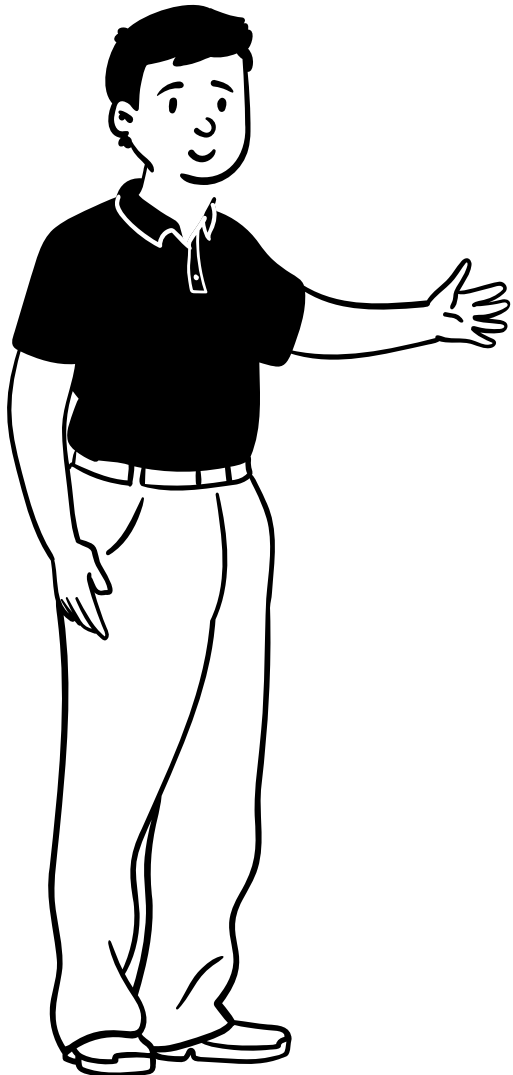
We present to you, the
Vocational Excellence
Framework!



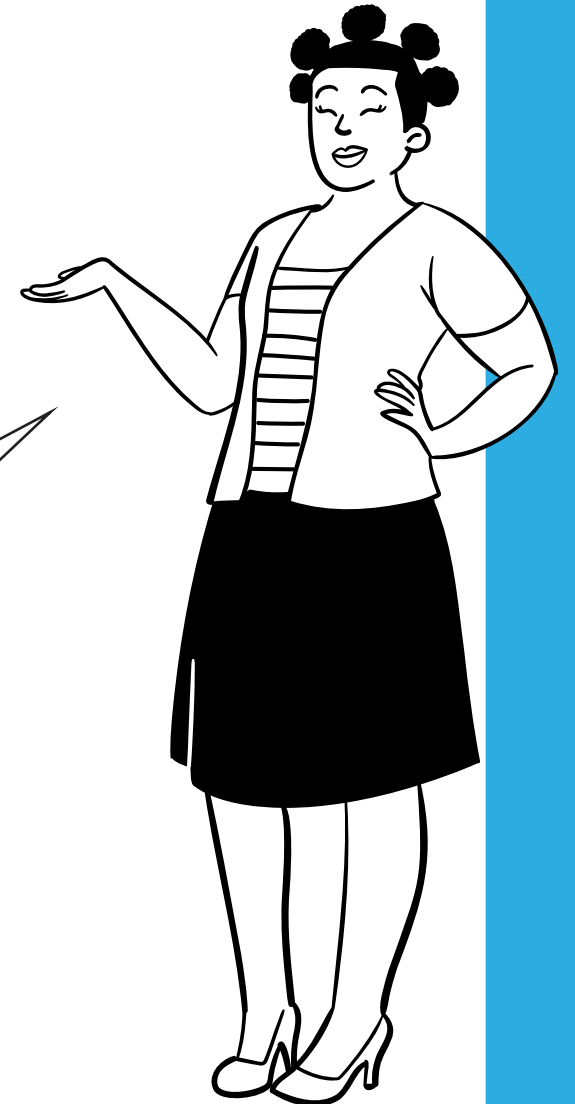


Origin story

- ▶ Internal moderation
- ▶ Conversations with providers
- ▶ Professional development
- ▶ Continuous improvement
- ▶ Strategic planning

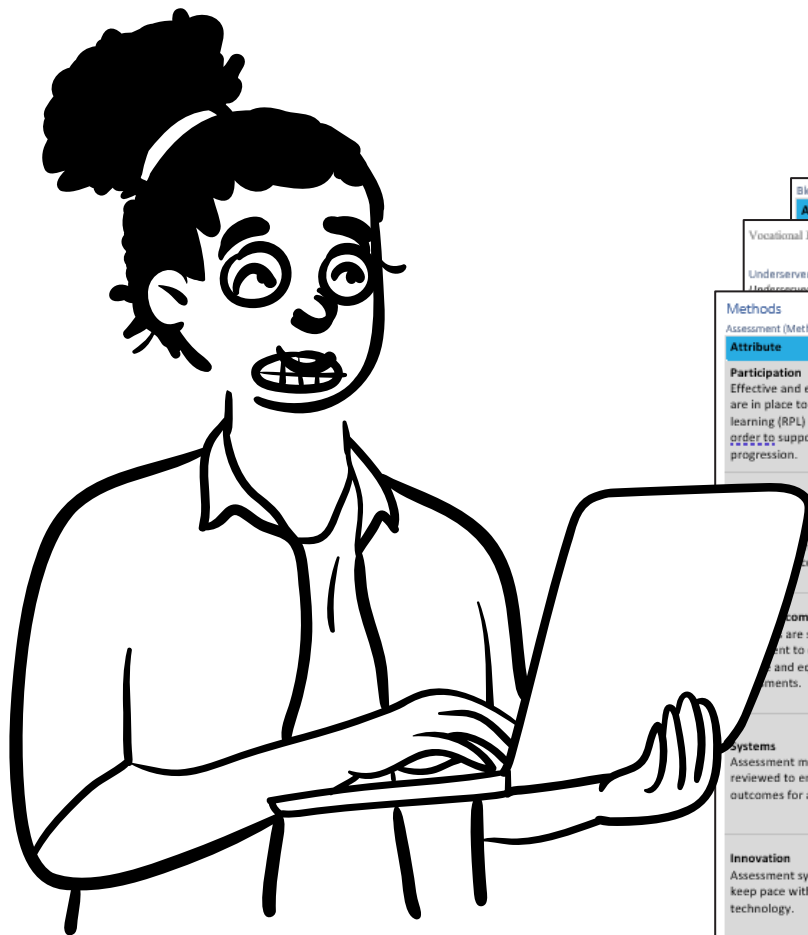


I look at that rubric myself when defining excellence. I moderate all my courses to see what I can improve.





Origin story



VET, Industry

Employers and Industry Bodies

Attribute	Acceptable	Good	Excellent
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Participation

Face-to-face Learning

Face-to-face learning is used here as a concise way to describe a 'default' mode of provision – provided mainly on-campus, delivered face-to-face and typically aimed at learners near the start of their working lives.

Work-based Learning

Attribute	Acceptable	Good	Excellent
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Digital and Distance Learning

Attribute	Acceptable	Good	Excellent
	<ul style="list-style-type: none"> Pastoral care is provided as required by learners. Learning Management Systems 	As for Acceptable, plus <ul style="list-style-type: none"> Pastoral care to support digital and distance learning is provided through offline interactions (e.g., phone calls) 	As for Good, plus <ul style="list-style-type: none"> Digital solutions enable a learning support ecosystem (e.g., network distributed learning)

Blended Modes of Delivery

Attribute	Acceptable	Good	Excellent
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Vocational Excellence Framework

Underserved Learners

Underserved learners includes all learners that currently experience inequitable outcomes including, but not exclusively, Māori, Pacific, neurodivergent, physically disabled, learners with low literacy and numeracy.

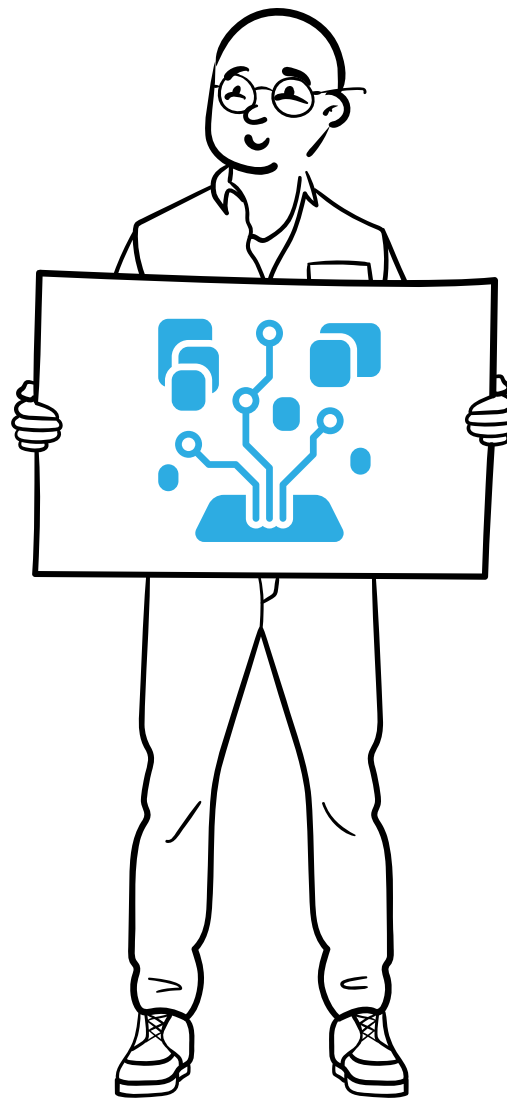
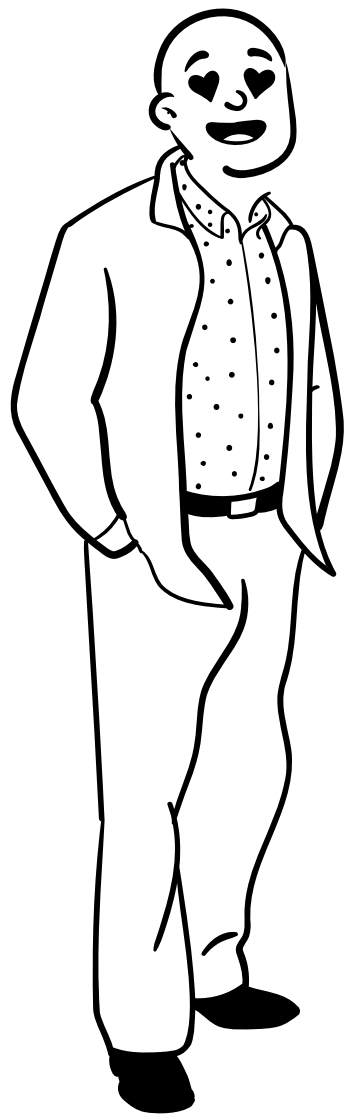
Methods

Assessment (Methods)

Attribute	Acceptable	Good	Excellent
Participation Effective and efficient systems are in place to recognise prior learning (RPL) or experience in order to support learner progression.	<ul style="list-style-type: none"> Formative and summative assessment is used to understand current competency. Support is given to learners navigating forms of assessment. 	As for Acceptable, plus <ul style="list-style-type: none"> Outcomes-based formative and summative assessment contributes to RPL or RCC. 	As for Good, plus <ul style="list-style-type: none"> Learners have on-demand access to assessment tools for transparency of accreditation processes. Formal, informal and non-formal learning has potential to be recognised.
Some equitable interventions are in place to promote equity in the assessment process for all learners (e.g., all learners receive timely feedback from assessors). Providers work with employers to identify locations for assessment.	<ul style="list-style-type: none"> Some interventions are in place to promote equity in the assessment process for all learners (e.g., all learners receive timely feedback from assessors). Providers work with employers to identify locations for assessment. 	As for Acceptable, plus <ul style="list-style-type: none"> Interventions are in place to promote equity in the assessment process for all learners. Interventions are reviewed and improved. Barriers to assessment are considered by the providers, and appropriately mitigated. 	As for Good, plus <ul style="list-style-type: none"> Fully flexible interventions are in place to promote equity in the assessment process for all learners (e.g., learners can be assessed for modular credentials without needing to be enrolled in a full programme).
Competencies Assessors are skilled and competent to carry out valid, reliable and equitable assessments.	<ul style="list-style-type: none"> Assessor has achieved occupational standards or an adult education qualification. 	As for Acceptable, plus <ul style="list-style-type: none"> Assessor actively participates in personal development, moderation and peer moderation. 	As for Good, plus <ul style="list-style-type: none"> Assessor has achieved occupational standards and an adult education qualification. Assessor actively effects personal development, moderation and peer moderation. Assessor is highly skilled at flexible assessment, pulling together different forms of evidence to inform assessment.
Systems Assessment methods are reviewed to ensure equity of outcomes for all learners.	<ul style="list-style-type: none"> Assessment methods are reliable and linked to recognisable credentials. Moderation occurs between institutions with a transparent recognition framework (e.g., NZQA). 	As for Acceptable, plus <ul style="list-style-type: none"> Methods and frameworks are transparent. Moderation occurs at a national level. Multiple methods and adaptive assessment tools support fit-for-purpose, learner-centric assessment (e.g., non-written submissions such as read-aloud or video are supported) 	As for Good, plus <ul style="list-style-type: none"> Assessment methods are fully flexible to fit learners' specific needs (e.g., support multiple forms of non-written submissions). Assessment methods are culturally responsive. Assessment processes are regularly reviewed and improved.
Innovation Assessment systems adapt to keep pace with the sector and technology.	<ul style="list-style-type: none"> Providers are aware of new technology in the assessment methodologies space. 	As for Acceptable, plus <ul style="list-style-type: none"> Assessment systems utilise technological advances to achieve automated, adaptive or integrated systems (e.g., evidence of learners' skills are directly delivered to providers and employers). 	As for Good, plus <ul style="list-style-type: none"> Assessment systems seamlessly integrate adaptive technological advances (e.g., RCC and RPL can be conducted anytime via online systems).



Origin story





Origin story

ELEVATE

Evaluating Learning Excellence in Vocational and Applied Training Education





Excellence
Framework

Interactive,
accessible,
user-friendly
tool

Awareness of
excellence in VET

Objective and
simple
assessment

Improved VET
performance

Recommendations
and resources to
inform decisions

High performing
VET in Aotearoa



Superpowers



Framing questions to target the user



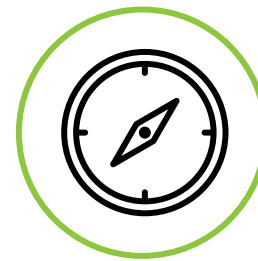
Self-service approach



Breaking down complex concepts into clear ideas



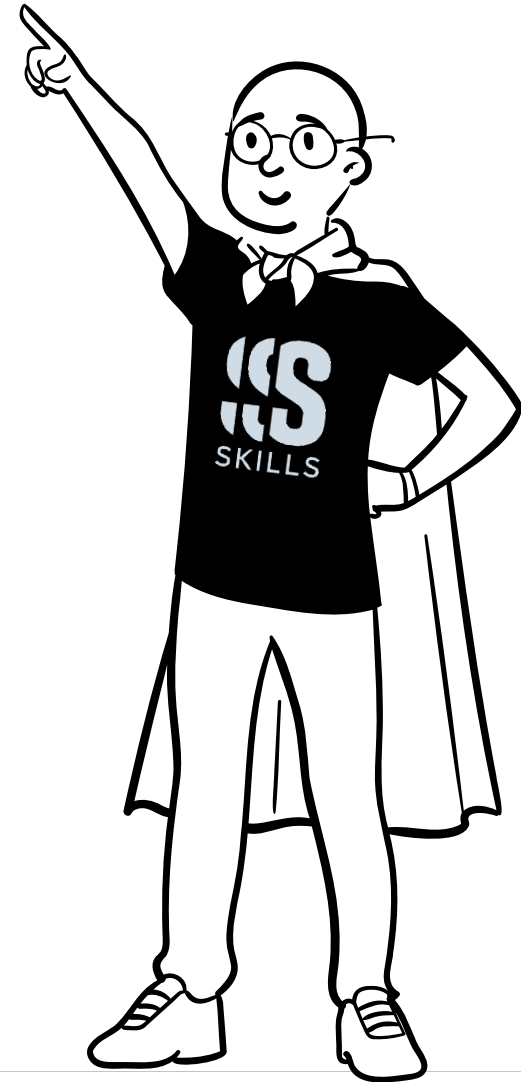
Aligning with NZQA's quality assessment framework



Educating users and recommending practical actions



tēnā koutou





Calling All Operatives: Intel required!

- What do we **KEEP**?
- What do we **CHANGE**?
- What do we **ADD**?
- What do we **REMOVE**?

