

Title	Design a learning programme to facilitate performing arts learners to perform at an advanced level		
Level	6	Credits	25

Purpose	People credited with this unit standard are able to: formulate rationale for, design and plan, determine content for, plan assessment for, a performing arts learning programme to facilitate learners to perform at an advanced level; and plan and evaluate the designed performing arts learning programme.
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Classification	Performing Arts General > Performing Arts Teaching
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Available grade	Achieved
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Guidance Information

- 1 All learning and assessment leading to this unit standard must be carried out in accordance with the following as relevant:
 - legislation including Health and Safety at Work Act 2015 and subsequent amendments;
 - current industry best practice and industry guidelines;
 - organisational policies and procedures.

- 2 Definitions

Industry best practice means the range of actions, methodologies and approaches currently accepted as high quality within the performing arts sector.

Learning programme is defined as a series of learning sessions which have their own internal coherence and lead to an overall learning outcome, or a set of related outcomes.

Learning session is defined as a learning or training event that can be part of a programme, but has its own internal coherence in terms of outcomes and subject matter coverage, and is sufficiently discrete to be able to stand on its own.

Organisational policies and procedures are instructions to staff that may be documented and available for reference in the form of an operations manual and/or policy and procedures manual. They include, as relevant, health and safety plan, the use of personal protective equipment (PPE), and normal company operating policy and procedures.

Stakeholders refer to the performing arts teacher, learning designer, performing arts learners, provider, client organisation(s).

- 3 Range

Evidence is required of a learning programme involving a series of different learning sessions spanning at least one teaching period (e.g. term or semester), or for a specific project.

Outcomes and performance criteria

Outcome 1

Formulate rationale for a performing arts learning programme to facilitate learners to perform at an advanced level.

Performance criteria

1.1 Use analysis of research findings to support rationale.

Range may include but is not limited to – market needs, sector support, competition, potential use, competency of target audience, funding prospects, specified stakeholder requirements.

1.2 Document rationale to meet stakeholder requirements.

Outcome 2

Design and plan a performing arts learning programme to facilitate learners to perform at an advanced level.

Performance criteria

2.1 Define programme purpose in accordance with documented programme rationale.

2.2 Determine measurable and achievable programme outcomes in accordance with programme level and purpose.

Range general outcomes, specific outcomes.

2.3 Accommodate and plan for delivery parameters in accordance with programme purpose and outcomes.

Range includes but is not limited to – timeframes, staffing, resource availability, learner entry criteria.

2.4 Include essential sequencing factors of content in the planning for programme delivery.

2.5 Reach an agreement on programme design and plan with relevant stakeholders.

Outcome 3

Determine content for a performing arts learning programme to facilitate learners to perform at an advanced level.

Performance criteria

- 3.1 Determine content to match and support the programme outcomes.
- 3.2 Determine content, structure, and format in accordance with stakeholder requirements.
- Range requirements may include but are not limited to – time allocation, weightings, prioritisation.

Outcome 4

Plan assessment for a performing arts learning programme to facilitate learners to perform at an advanced level.

Range assessment may be – formative, summative.

Performance criteria

- 4.1 Plan for programme assessment, to meet the assessment requirements of the provider and/or external assessing bodies.
- Range may include but is not limited to – examination boards, industry associations or membership bodies.
- 4.2 Include procedures for monitoring and recording assessment feedback and reassessment in the plan.

Outcome 5

Plan evaluation for a performing arts learning programme.

Performance criteria

- 5.1 Include the evaluation of design and delivery against stakeholder requirements and expectations in the plan.
- 5.2 Include the way in which feedback from the evaluation is communicated to stakeholders in the plan.

Outcome 6

Evaluate the designed performing arts learning programme.

Performance criteria

- 6.1 Evaluate the designed programme against stakeholder requirements and intended programme purpose.
- 6.2 Seek and analyse stakeholder feedback on designed programme.

- 6.3 Record stakeholder feedback on designed programme and identify any areas for future refinement.

Planned review date	31 December 2026
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Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	29 July 2021	N/A

Consent and Moderation Requirements (CMR) reference	0099
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact Skills Active Aotearoa info@skillsactive.org.nz if you wish to suggest changes to the content of this unit standard.