

Qualification Title: New Zealand Certificate in English Language (Foundation)
(Level 1)

Qualification number: 1879

Date of review: 1 September 2020

This report refers to graduates awarded this qualification between: **31 December 2015 and 31 December 2019**

Final decision on consistency of the qualification: National consistency is confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates who demonstrate the language skills required to understand and communicate, with support, in very basic, familiar, everyday situations in order to begin to participate in an English language environment.

Education Organisations with sufficient evidence

The following education organisations have been found to have sufficient evidence.

MOE Number	Education Organisation	Final rating
6006	Ara Institute of Canterbury Limited	Sufficient
6007	Eastern Institute of Technology Limited	Sufficient
6011	Nelson Marlborough Institute of Technology Limited	Sufficient
6017	Western Institute of Technology at Taranaki Limited	Sufficient
6019	Waikato Institute of Technology Limited	Sufficient
6025	Toi Ohomai Institute of Technology Limited	Sufficient
8252	MSL Training Limited	Sufficient
8297	Waikato Institute of Education	Sufficient
8630	Te Wananga o Aotearoa	Sufficient
9290	Education & Training Consultants New Zealand Limited T/A English Teaching College	Sufficient
9471	Skill New Zealand Limited	Sufficient
9515	Target Education Limited	Sufficient

Introduction

This foundation Level 1 qualification of 60 credits is intended for learners of English as an additional language who have no command, or very minimal command of English. It is expected that candidates for this qualification will have literacy skills in another language.

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Graduates will have the language skills required to communicate, with support, in very basic, familiar, everyday situations in order to begin to participate in an English Language environment.

Holders of this qualification will have the English language skills to work in positions in which minimal communication is required, and instructions and commands may be accompanied by supporting visual aids, such as gestures and graphics.

This qualification can lead to the New Zealand Certificate in English Language (Level 1) [Ref: 1880].

Version 2 of this qualification was published in 2017. The last date for assessment of version 1 of this qualification was 31 December 2019.

Version 2 of this qualification is at a level comparable to the Common European Framework of Reference (CEFR) A1. Version 1 was at a level comparable to CEFR low A1.

NZQA is the qualification developer, and representatives attended the Zoom sessions.

11 education organisations gave presentations during the review. One organisation with a small number of graduates (less than five) submitted a self-assessment report and supporting evidence but did not make a presentation.

Graduate numbers per education organisation for this qualification ranged from one to over a thousand. There was a total of 2220 graduates across all providers and all years (2015 – 2019).

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisation
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Evidence provided for this review included:

- Confirmation of which qualification version graduates completed.
- Confirmation that the education organisation had a coherent, approved programme of study which ensured that programme components led to the graduate profile outcomes.
- Graduate and next-level tutor surveys which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.
- Confirmation that graduates were progressing to, and being successful in, further study requiring the application of skills and knowledge described by the graduate profile.

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How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Education organisations submitted a range of evidence that could be triangulated to demonstrate that graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate, next-level tutor feedback, and destination data. Several education organisations provided details of the course textbooks used, and how these align with the CEFR levels of the two versions of the qualifications.

Most education organisations provided good evidence related to the alignment of their approved programme of study with the GPOs, and of the quality and suitability of the programmes in terms of supporting graduate consistency with the graduate outcome. It was not always clear to the reviewers which qualification version the supplied programme matrices supported.

Evidence relating to moderation was mixed, with some education organisations demonstrating good internal and external moderation processes. Some provided strong and clear evidence relating to the implementation of and transition to version 2 programmes and assessments. Others had acknowledged weaknesses in this area but were able to describe and evidence improved processes being implemented.

Most education organisations also presented feedback from graduates that was directly aligned to the GPOs. Most were able to provide positive evidence from next-level tutors that graduates were using language skills consistent with the GPOs, although the quality of this evidence was variable.

The use of qualitative evidence was well matched to the context of this qualification.

Many education organisations provided evidence of recently improved processes for gathering timely feedback from graduates and next-level tutors aligned to the language skills in the GPOs, often implemented as a result of participation in recent consistency reviews for other English Language qualifications.

Confirmation that graduates were continuing to successfully study in higher-level English language programmes, was viewed as strong evidence. While most education organisations presented evidence that graduates have progressed to further study, not many supported this further with data about graduate retention or success rates at the next level of study.

Overall, the self-assessment and supporting evidence supplied by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus (includes special focus on a strand or outcome)

None.

Examples of good practice

Some education organisations undertake well-timed surveys post-graduation for each cohort (e.g. one month after programme completion). This generally results in good engagement and a higher survey response rate. Conversely, other organisations are undertaking surveys

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for all graduate cohorts at one time as a compliance exercise before Consistency Review. This tends to result in less valuable information and more difficulty engaging with graduates.

Some education organisations had designed GPO survey questions to suit the level of graduates, rather than copying the GPO wording directly from the qualification document. This was considered good practice given the challenges in designing surveys suitable for the linguistic ability of these graduates.

Many education organisations tried a variety of methods to engage graduates and have them complete graduate surveys, for example Survey Monkey, phone calls, use of social media, use of messaging applications such as WeChat.

Issues and concerns

Some education organisations presented too much focus on programme evidence (e.g. programme delivery by GPO), without balance from graduate, destination, or next-level tutor evidence.

Recommendations to Qualification Developer

None.