

Qualification Title: New Zealand Certificate in English Language (General/Workplace/Academic) (Level 3)

Qualification number: 1882

Date of review: 11 November 2015 (Wellington); 12 November 2015 (Auckland)

Final decision on consistency National Consistency is confirmed

Threshold

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates being able to:

- have a fluent work [or academic] related conversation with good alignment to Common European Framework Reference (CEFR) B1
- grasp the main point and understand all the important details
- express their ideas easily
- search for information in written material
- read and understand work [or academic] written material and write for work [or academic] purposes with good alignment to the Common European Framework (CEFR) B1. with appropriate accuracy.

Tertiary Education Organisations with sufficient evidence

<i>Tertiary Education Organisation</i>	<i>Final rating</i>
Christchurch Polytechnic Institute of Technology	Sufficient
Manakau Institute of Technology	Sufficient
Nelson Marlborough Institute of Technology	Sufficient
Otago Polytechnic	Sufficient
Whitireia Community Polytechnic	Sufficient
UNITEC	Sufficient
NorthTec	Sufficient
Eastern Institute of Technology	Sufficient
Wairiki Institute of Technology	Sufficient
New Zealand Institute of Education 2007 Ltd	Sufficient

Introduction

This 60 credit qualification is intended for learners of English as an additional language and its purpose is to provide graduates with the language skills to communicate in most situations with some independence and fluency in the relevant context. The qualification is at a level comparable to the Common European Framework Reference (CEFR) B1.

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The qualification pathways to the New Zealand Certificate in English Language (Level 4) and provides graduates with the English Language skills to work in positions that require face to face interpersonal communications.

In 2014 there were graduates from 10 Tertiary Education Organisations (TEOs).

Evidence

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

Graduate Destination and Progression

All TEOs provided evidence of destination data for students who pathway to further study (the majority of students). Some provided data for all students, including destinations of vocational programmes, study at other TEOs and employment.

Graduate and end user (including tutors and employers) feedback

Most TEOs provided some evidence from graduate and end-user feedback relating to meeting the graduate outcomes or the level of preparation for their destination. Most commented that some students achieving Level 3 were not able to cope well with Level 4.

External Moderation and Benchmarking

All TEOs provided evidence of external moderation with multiple providers, and evidence of actions from moderation where appropriate. All TEOs provided evidence of aligning resources and most evidence of aligning assessments to the CEFR B1 level.

Rationale

The majority of graduates' pathway to the Level 4 CEFL or to vocational programmes at a Tertiary Education Organisation. The combination of graduate destination data, progression data, and successful completion rates, provide good evidence of consistency of outcomes. This included detailed destination tracking of students to target programmes and onwards to further study or employment over 12 months or more, supporting the evidence.

Feedback from Level 4 English and target qualification tutors from most TEOs contained positive statements regarding the achievement of the graduate profile by graduates. This supporting evidence included graduate and employer surveys with specific questions on preparation for the destination and whether graduates met the graduate profile (expressed in terms employers understand).

All TEOs undertake external moderation with at least 2 TEOs, in many cases external moderation is with multiple TEOs or in clusters. This cross programme moderation gives assurance that providers are assessing at a consistent level.

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Special Focus

There was no special focus.

Examples of good practice

Detailed destination tracking of students to target programmes and onwards to further study or employment over twelve months or more.

Graduate and employer surveys with specific questions on preparation for the destination and whether graduates met the graduate profile (expressed in terms employers understand).

External moderation with multiple TEOs, with appropriate discussion and actions; and alignment/benchmarking to CEFR B1.

Issues and concerns

There has been some difficulty with students' progression from level 3 to 4 levels. This has been a common theme in the suite of qualifications.

Recommendations to Qualification Developer

That the qualification developer give consideration to the concerns regarding the progression between Levels 3 and 4.

That the qualification developer consider the usefulness of the workplace qualifier.