

**Qualification Title:** New Zealand Certificate in English Language (Professional/Academic) (Level 5)

**Qualification number:** 1884

**Date of review:** 22 March 2016

**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 having the language skills required to communicate independently and effectively in a wide range of familiar and unfamiliar situations
- Graduates having fluency and flexibility in academic and/or professional and/or English language contexts to understand and use core texts and complete assessments to Common European Framework Reference (CEFR) C1 level and other useful points of reference
- Graduates being able to use English relevant to an academic or professional context with good alignment to Common European Framework Reference (CEFR) C1
- Graduates being able to enter and complete programmes/courses that are linguistically demanding and/or a specialised field of study

The threshold is closely aligned to the strategic purpose and key graduate profile outcome of the qualification including the qualifiers and pathways noted.

**Tertiary Education Organisations with sufficient evidence**

Tertiary Education Organisation	Final rating
Waikato Institute of Technology	Sufficient
Unitec Institute of Technology	Sufficient
Ara Institute of Canterbury	Sufficient

**Introduction**

This level 5 qualification is intended for candidates of English as an additional language attending NZQA approved programmes and is at a level comparable to the Common European Framework of Reference (CEFR) C1. It is designed to equip students with the English language proficiency to enable them to seek professional registration with regulatory standard bodies.

Graduates will have the language skills required to communicate independently and effectively in a wide range of familiar and unfamiliar situations with fluency and flexibility in professional and/or academic English language contexts.

## **Final Consistency Review Report**

There are two qualifiers in this qualification:

- Academic qualifier: where graduates must be able to use English relevant to an academic context to meet the outcomes.
- Professional qualifier: where graduates must be able to use English relevant to a professional context to meet the outcomes

To date, almost all graduates have achieved the qualification in the academic strand, with demand for the professional qualifier being very low with one graduate represented at this consistency review.

Four Tertiary Education Organisations (TEOs), representing polytechnics and private training providers met in Auckland where three ITPs provided evidence. The PTE attended as an observer as they were yet to graduate students from their programmes.

### **Evidence**

The TEOs provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes. The extent and validity of evidence presented did vary slightly with the scope of external moderation, although this was noted and discussed with common themes emerging.

The criteria used to judge the above evaluation question were (p10 NZQA consistency guidelines):

- The nature, quality and integrity of the evidence presented by TEO
- 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 TEO 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

### ***Programme design***

All ITPs submitted considerable evidence to demonstrate how their programme had been designed and developed with care and significant consultation to align with the graduate outcomes comparable to the Common European Framework of Reference (CEFR) C1.

### ***Stakeholders or 'next user' surveys and feedback and graduate destination data***

ITPs strengthened their evidence with testimony from key next users as to the value of the qualification meeting its intended outcomes, stating how well graduate outcomes matched the graduate profile. Evidence included feedback from destination programmes with pass rates noted, feedback from teaching staff as well as feedback from learners, graduates and programme evaluations. This evidence showed that graduates were able to enter and complete specific pathway programmes that were linguistically demanding and/or in a specialised field of study.

Evidence from study in a mainstream academic discipline or other directed study at NZQF level 5 also included the positive outcomes for the one graduate in the professional qualifier.

### ***Stakeholder engagement***

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Examples of engagement with graduates and next users showed that graduates had acquired the skills and knowledge consistent with the graduate profile at the appropriate level. Evidence from the graduates and the next users was provided of graduates using the skills and knowledge learned to gain qualifications in further study.

### ***Bench-marking and quality assurance system activities***

- Extensive evidence of benchmarking of the C1 and IELTS criteria used in the development of the level 5 programme was presented to show careful alignment
- Robust moderation of programmes' activities and assessments with other NZCEL Level 5 programme provider's internal and external pre and post assessment moderation practices showed compelling evidence of graduates being assessed in tasks which may include real or simulated situations, relevant to the context of the candidate and the processes used was discussed and considered when reviewing this evidence.
- The reviewer noted strong practice occurring when external moderation was happening particularly between two of the providers offering the qualification. This cross programme moderation gives assurance that providers are assessing at a consistent level. The third ITP was involved in external moderation to a lesser extent and was in the process of widening the scope of practice in this area.

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

As noted above strong evidence was provided by the ITPs of input for the development of the programme with thorough programme development consultation processes and careful alignment with CEFR C1 and IELTS requirements. This was followed up with benchmarking and alignment through cross TEO meetings where texts and assessments were shared to judge consistency of levels. Similar texts were used by all and were noted as being a substantial recommended resource.

Excellent triangulation of evidence from next user programmes of study and their graduates was provided by all three and explained well to illustrate the effectiveness of the outcomes. Internal and external moderation showed strong validation and reliability to justify real world next user validity. This range of evidence of development, benchmarking, moderation and confirmation from graduates and next user shows knowledge and skills gained and the value that the training provides. Convincing evidence of graduates meeting the graduate outcomes at the appropriate threshold was evident in all three TEOs.

### **Special Focus**

There was no special focus for this review

### **Examples of good practice**

- Tracking graduates into study at level 5 and above to determine success using other in house faculty links and the triangulation of evidence from graduate, next user and final post graduate outcomes
- Graduates attending 'next user' lectures to help them gain insight into future learning expectations along with formative assessment of this

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- External moderation being extended from ITP to ITP to groups of TEOs where texts and assessments were shared to judge consistency of levels
- Benchmarking and alignment through cross TEO meetings
- Referencing core texts and assessments to CEFR C1 level and other useful points of reference
- Attendance of staff at professional body conferences to ensure up to date practices are researched

### **Issues and concerns**

There were no issues or concerns noted

### **Recommendations to Qualification Developer**

There were no recommendations to the Qualification developer