

Qualification Title: New Zealand Certificate in Adult and Tertiary Teaching (Level 4)

Qualification number: 2746

Date of review: 10 August 2021

This report refers to graduates awarded this qualification prior to: **31 December 2020**

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 that graduates starting out on their teaching careers, are able to:

- design for learning to meet specified learning outcomes in a familiar context.
- use learner-centred teaching strategies that respect learners' mana and diverse backgrounds.
- select and apply facilitation, teaching and learning strategies in familiar contexts, using resources and technologies to meet specific outcomes.
- use assessment and understand the purpose and benefits of moderation / quality assurance processes.
- seek and respond to feedback from learners and other stakeholders to improve learner outcomes in candidate's own context.

Note on the threshold statement

There was extensive and constructive debate by providers about bullet point four of the above threshold.

Two issues were raised here that relate to the differing operational contexts of work-place training versus teaching within an ITP or PTE. Firstly, it was noted that it is common in many on-job training contexts that graduates are in training roles where they are not required to undertake summative assessment.

Secondly, in many contexts, graduates at this introductory level will not actively participate in moderation other than to have their own assessments moderated or quality assured (the term 'moderation' may not always be used in these contexts). The agreed threshold statement therefore defines the minimum evidence required to meet Graduate Profile Outcome (GPO 4) of this qualification. The way in which GPO 4 is addressed then becomes a matter of programme design. For instance, programmes designed for tutors at ITPs or PTEs will address summative as well as formative assessment and engage in moderation as required by their employing organisation.

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Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
7911	Learn Plus Limited	Sufficient
6658	Literacy Aotearoa Charitable Trust	Sufficient
8640	New Zealand School of Tourism Limited	Sufficient
9964	People Potential Limited	Sufficient
8395	QED Associates Limited	Sufficient
8129	Skills Active Aotearoa Limited	Sufficient
6015	Southern Institute of Technology Limited	Sufficient
8103	The Skills Organisation	Sufficient
6019	Waikato Institute of Technology Limited (delivered by LearningWorks Limited)	Sufficient

Introduction

This Level 4, 40 credit qualification is designed as an introductory qualification for those engaged in adult and tertiary teaching or training. It demonstrates the achievement of the foundation skills and knowledge required for an adult or tertiary educator starting out on their career.

It is offered mainly to practising trainers / educators and is mainly studied part-time. Some providers offer practicums where training is not part of a learner's employment. Some Tertiary Education Organisations (TEOs) have arrangements with other organisations to support their internal training programmes.

The qualification has a level of inbuilt flexibility and is designed to accommodate the needs of workplace trainers, tutors working in various settings for tertiary providers and those working as employed staff or volunteers in a community setting. Many organisations deliver programmes based on unit standards. Modules leading to unit standards 7093, 29690, 29692 and 29693 are normally the core offering, although other unit standards or components may be included where there is an emphasis on assessment, or literacy and numeracy, or educational technology.

In some contexts, this qualification provides an immediate pathway to undertaking higher level qualifications. Some providers actively work to facilitate this transition. In other cases, there is evidence that graduates choose to consolidate what they have learned in their present practice, with the option of exploring further study options later.

Version 1 of the qualification was approved in 2016 and the first learners graduated in 2018. By the end of December, 2020 there were 788 graduates with 10 providers having offered the qualification over the period under review. Version 2 of the qualification was published in May 2021. Programme guidelines for the new version have been developed by Ako Aotearoa. This is, however, the first consistency review for the qualification.

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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.

Types of evidence include how the programme aligns to the Graduate Profile Outcomes and meets the conditions of the qualification, evidence of systematic and effective moderation, destination data and feedback from graduates and their employers.

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?

In general, organisations were able to provide well triangulated evidence of consistency of achievement of GPOs by graduates. There was a clear sense that organisations are enthusiastic about this qualification and are careful to ensure it is relevant to the employment contexts of their learners. There is a demonstrated understanding of the value-add the qualification provides.

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

Most organisations had clear maps of how their programme and assessments related to the GPOs of this qualification. Some also provided very clear summaries about how they had addressed the conditions set out in the qualification documentation.

Many TEOs offered well-structured self-assessments that reflected on strong, triangulated evidence. Some were particularly effective at getting good levels of employer feedback.

Several organisations had collected insightful comments from graduates about how undertaking the qualification had impacted on their training / teaching practice. One provider in particular was able to provide some in-depth graduate profiles which were highly affirming of the value of the qualification.

Some organisations explicitly compared graduate and employer feedback in their self-assessments.

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Some organisations were beginning to explore the benefits being gained by learners being trained or taught by these graduates.

Issues and concerns

It is noted that the Consistency Review occurred some months after the review of the qualification was completed. The threshold discussion noted above raised issues of context that could have usefully informed that review.

Recommendations to Qualification Developer

That the points raised about the different contexts for delivery of this qualification, as summarised in the discussion about bullet point four of the threshold are reflected in subsequent updates of the qualification guidelines.

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