

Qualification Title: New Zealand Certificate in Language Education (Level 5)

Qualification number: 2758

Date of review: 30 November 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 of graduates of this qualification, as starting professionals, being able to:

- design a sequence of lessons to respond to the language needs of learners within a specific learning context.
- analyse language for teaching purposes and apply analysis to lesson design.
- create and sustain a learner-centred teaching environment that respects learners' mana and diverse backgrounds, and the wider educational and social context, in order to facilitate quality learning.
- deliver a planned sequence of lessons to facilitate language learning and respond to learner needs during the lessons.
- use a range of methods to assess learners and inform own ongoing teaching practice.
- critically reflect on own teaching practice and explore options to improve own practice.

The agreed threshold statement replicates the graduate profile as set out in Version 1 of the qualification.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6004	Unitec New Zealand Ltd.	Sufficient
8297	International Education Group (NZ) Ltd, trading as Waikato Institute of Education	Sufficient

Introduction

This 60 credit qualification is designed as a base level qualification for those who are or want to be a language educator in Aotearoa New Zealand or overseas. Graduates will be capable of operating independently and may work in a range of settings, such as classroom language teachers, online language tutors or language trainers.

The qualification is for both teachers of English as a second language and teachers of other languages, particularly community languages (languages spoken by members of minority

Final Consistency Review Report

groups or communities within a majority language context). It is a requirement that learners on these programmes are fluent in the target language (i.e. the language they plan to teach).

The programme conditions for the qualification require that outcomes should be integrated across programme design to emphasise that they are mutually supportive and not discrete.

To date, two providers have had graduates, with a total of 73 graduates between 2017 and 2020. Learners have had the opportunity to learn full-time or part-time over a year. Provision is made for distance delivery.

This is the first consistency review for this qualification.

As a result of the Covid-19 crisis, opportunities for those graduates seeking to use this qualification as an entry into ESOL teaching in New Zealand or overseas have been severely curtailed. However, there is continuing demand from learners wishing to be community language educators.

Some graduates progress to higher levels of study in language teaching, including to postgraduate level.

The qualification was reviewed in 2020/2021 with Version 2 being published in May 2021. The Graduate Profile of the revised version is refined and updated, with the title of the qualification being amended from the New Zealand Certificate in Language Teaching.

All graduates represented by this consistency review have completed Version 1 of the qualification.

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 considered included details of programme design, effective and systematic moderation practice, feedback from graduates about their achievement of the graduate profile and similar feedback from 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?

Those organisations found sufficient were able to demonstrate good understanding of how their evidence contributed to a sound case for consistency. Evidence from different sources was well triangulated and analysed. While there were some gaps in the evidence, the reasons for this were understood (some being unavoidable due to Covid-19's impact on the

Final Consistency Review Report

employment market for recent graduates). In other cases, remedial actions are already underway.

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

Programmes have been carefully designed to meet the conditions of the qualification and moderation practice is exemplary.

Evidence presented was particularly well summarised and has clearly been used to inform improvements in subsequent iterations of the programme.

Issues and concerns

There are no issues or concerns.

Recommendations to Qualification Developer

There are no recommendations.

The qualification has already been reviewed. It was noted that both providers have been actively involved in the development of Version 2 of the qualification and have an excellent working relationship with the qualification developer.

Final Consistency Review Report