

Qualification Title: New Zealand Certificate in Adult and Tertiary Teaching (Level 5)

Qualification number: 2993

Date of review: 25 September 2019

This report refers to graduates awarded this qualification prior to: 31 December 2018

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 being able to:

- design for learning to meet specified learning outcomes in a variety of contexts
- create and sustain a learner-centred teaching environment that respects learners' mana and diverse backgrounds, and the wider educational and societal context, in order to facilitate quality learning
- select and apply facilitation and teaching strategies appropriate to diverse learners
- enhance learning through the application of assessment and moderation practices
- critically evaluate and reflect on own professional practice and explore options to improve it.

Education Organisations with sufficient evidence

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

| Education Organisation | Final rating |
|--|--------------|
| Ara Institute of Canterbury | Sufficient |
| Open Polytechnic | Sufficient |
| Te Wānanga o Aotearoa | Sufficient |
| New Zealand Management Academies (Intueri Education New Zealand Limited) | Sufficient |
| People Potential Limited | Sufficient |
| Toi Ohomai Institute of Technology TANZ E-campus | Sufficient |
| Manukau Institute of Technology | Sufficient |
| Southern Institute of Technology | Sufficient |

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Introduction

This 60 credit, Level 5 qualification is for individuals aspiring to or in a career in adult and tertiary teaching or training, including vocational education and training. It is intended for those who already have a qualification or equivalent experience in their primary discipline e.g. a trade. It represents the base level qualification for a professional adult and tertiary teaching practitioner.

Graduates of this qualification may undertake further study towards Level 6 and above qualifications in adult and tertiary teaching.

Graduates of this qualification will have the skills and knowledge for roles such as vocational or workplace educator and trainer, or academic staff member/tutor of an education organisation.

The qualification developer is Ako Aotearoa, National Centre for Tertiary Teaching Excellence. They developed this qualification in consultation with stakeholders, and it was listed on the New Zealand Qualifications Framework in January 2016. A representative from Ako Aotearoa attended the Consistency Review.

During the graduate reporting period (up to 31 December 2018), 8 education organisations awarded the qualification to 509 graduates. Representatives from these organisations participated in the review. Four observers from organisations with approved programmes of study, but no graduates, also attended the review meeting.

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.

This qualification includes a range of general programme conditions relating to the integration of outcomes and assessment across the programme design, the inclusion of good practice in adult education and training, including current adult learning research and theory, addressing needs of diverse learners, and the provision of practicum carried out in authentic teaching or training contexts. The inclusion of a range of pedagogical principles, including those informed by Te Tiriti o Waitangi and by New Zealand's Pacific location and multicultural environment are critical conditions and must be included in programme design and delivery contexts.

The education organisations provided information of how these conditions were continuing to be met through their delivery contexts, programme design, and evidence of practicum components.

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Evidence provided for the review included how programmes were designed and delivered to develop the graduate profile outcomes in the students, and that assessment was appropriate and at the correct level.

External evidence provided included graduate destination data, with the majority of graduates continuing their employment as adult teachers and trainers in tertiary education organisations. Some graduates had chosen to undertake further study towards higher level qualifications in adult and tertiary teaching, or in specific strategy areas such as literacy and numeracy, e-learning and assessment.

Feedback from graduate surveys was provided with some education organisations supporting this with evidence with follow-up conversations, and personal interviews.

Feedback from employers/line managers in the education organisations, or next-level tutors, was gathered through surveys and conversations.

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

The education organisations presented a good range of qualitative and quantitative evidence, from both internal and external sources. This evidence was generally well analysed, interpreted and validated through their self-assessment processes and used to justify claims that graduates meet the graduate profile outcomes.

Programme evidence showed that the graduate outcomes were mapped to learning outcomes and assessment activities, providing assurance that the delivery led to the development of the graduate outcomes in learners.

Moderation results, both internal and external generally supported the validity of assessment practices. Several education organisations were in the process of arranging external moderation processes and partners or had not yet had their material included on the NZQA moderation schedule. These organisations recognised the importance of this external assurance process for attesting to the validity of assessment and were able to demonstrate their plans.

Destination evidence was strong, with all education organisations evidencing the destinations of all graduates or the majority of their graduates. As many of the learners, who became the graduates, were employees of the organisation they were training with, continued employment was the expected outcome. Those organisations who offered the programme on-line, and had a range of learners, and were able to evidence their graduates' destinations, some in adult trainer roles outside of the education sector.

As most vocational education organisations require completion of this qualification as the base level qualification for new staff, within a timeframe of commencing employment, and for existing teaching staff to progress on salary scales, evidence of graduate progression, new roles and responsibilities gained, or acknowledgment of application of skills via teaching awards, could have been included as evidence to support positive outcomes, and would have augmented the destination information.

Feedback from graduates was generally collected via surveys administered on-line, and in a few cases these did not have high response rates and were followed up with individual conversations with graduates to elicit qualitative feedback. Results showed that graduates were confident they had met the graduate profile outcomes and were applying the skills and

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knowledge they had acquired. The qualitative feedback was valuable, as it illustrated how the learners were applying their newly acquired, or refreshed skills and knowledge in their teaching roles, to enhance the learning experiences of their students. There were a couple of organisations whose survey design (using closed questions and no provision for comments), had limited the quality of feedback received, and they were advised to re-design their surveys to elicit better information from their graduates.

Feedback from employers was provided, however in some cases this was the weaker evidence in some submissions and those organisations need to review their strategies for collecting this evidence. Where feedback was provided, this clearly supported the claims that graduates match the graduate profile outcomes, and that teaching practices had been enhanced by the study, and that this was benefitting students. Tutors of higher level programmes provided positive feedback on graduates preparation for this further study.

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

Special Focus

None

Issues and Concerns

None

Recommendations to Qualification Developer

The Qualification Developer participated in the review and gathered feedback from the education organisations.