

Qualification Title: New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5)

Qualification number: 2754

Date of review: 13 August 2019

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

Final decision on consistency of the qualification: National consistency is not yet confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence that the graduates will be able to:

- Design embedded literacy and numeracy strategies to enhance learner outcomes in a vocational, community based or workplace programme
- 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 teaching
- Embed literacy and numeracy teaching and learning in a vocational or workplace programme with consideration of Aotearoa New Zealand's unique context.
- Use assessment and evaluation as tools to enhance student learning and own teaching practice in embedded literacy and numeracy teaching.

Education Organisations with sufficient evidence

The final decision on the sufficiency of an education organisation evidence, will be updated as other organisations show sufficient evidence.

Education Organisation	Final rating
Ara institute of Canterbury	Sufficient
Waikato Institute of Technology	Sufficient
Training for You	Sufficient
Universal College of Learning	Sufficient
New Zealand Management Academies	Sufficient

Introduction

The purpose of this Level 5 qualification is to provide, for existing education practitioners, the opportunity to develop the literacy and numeracy skills of adult learners by embedding those skills into vocational, community or workplace programmes. Graduates require 40 credits to be awarded this qualification.

Graduates of the programme may undertake further study towards other qualifications in adult and tertiary teaching at level 5 and above.

Modes of delivery were varied; full or part -time option, blended, face to face and on-line.

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Across all the providers there were 254 graduates during the review reporting period.

Ako Aotearoa is the qualification developer for this qualification and will be leading a qualification review in 2020. A representative from Ako Aotearoa participated in the Consistency Review meeting, along with representatives of the organisations who have had graduates from their programmes of study. A member of NZQA's Consistency Review team attended the meeting, along with organisations who have not yet had graduates. These people attended as observers.

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.

The following evidence was provided from the education organisations:

- Programme matrixes demonstrating how the graduate outcomes were aligned to the learning outcomes and assessment activities.
- Information detailing work-integrated assessments with opportunities for gains in reflective practice.
- Student evaluations of their programmes. There was some validity in presenting this as evidence as assessments were in some cases directly related to current teaching practice, and therefore some graduate outcomes.
- Internal moderation processes and results.
- External pre and post moderation schedules, examples, and some organisations provided aggregated results linked to programme review.
- Graduate surveys using some quantitative and qualitative methods of reporting
- Employer or next-level tutor feedback, again using a range of quantitative and qualitative surveys.
- Stakeholder input to the qualification and programme review.
- Self-assessment, including post review reflection, that evaluated and supported good performance, recognised gaps and presented potential solutions.

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?

Providers were able to provide evidence of integrated learning outcomes for learners and how practicum was supported by theory. Some of the organisations deliver solely on-line programmes, which adds an extra layer of complexity in delivery. Overall, there was sufficient evidence of improvements being made to ensure learners applied knowledge to teaching practice.

Programmes included a range of pedagogical principles, informed by Te Tiriti o Waitangi. Less evident were Pasifika concepts or those reflecting the diverse multicultural environment of Aotearoa New Zealand. Few organisations tracked the performance of priority learner outcomes as distinct cohorts.

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Assessments supported the learning outcomes for most organisations. In some instances, moderation had uncovered gaps in matching assessments to the learning outcomes and this had been rectified. There were good examples which outlined assessments and evidence requirements; these were evidenced through lesson plans, teacher trainer observations and reflective journals. Strong submissions evidenced assessment and evaluation practices related to using evaluation frameworks successfully as a teaching and learning tool. Of concern were graduates showing less confidence in using diagnostic tools – programme review is required to support this graduate outcome.

Internal moderation, overall, was not well presented. Some organisations could show ongoing, robust internal moderation practice that informed the programme leaders and tutors. Other organisations relied on the evidence from their national moderation results.

Evidence of internal moderation was often limited to providing copies of moderation schedules, with little supporting evidence of the feedback loop. Organisations did provide examples of feedback into assessments, but in general, there was little evidence of how internal moderation was supporting the delivery of the programme.

External moderation was also variable in quality. Good examples provided evidence of partnerships with external moderators that led to reflection and in some cases, changes in practice. Effective external moderation was not evident in some submissions.

Graduate and employer feedback were mostly positive and supported the confidence the organisations had in their graduates. Application and confidence in outcomes were positive, however, the use of diagnostic evaluative tools and in a couple of cases, applied teaching was still of concern. More rigorous evaluation of the entry criteria and capability of applicants to the programme was offered as the solution in these cases.

Survey data was presented in a variety of ways (quantitative, qualitative and case studies) and this provided a good range of information. Responses were analysed for similar themes or expressions of confidence in applying the learning outcomes. How this information was aggregated and presented was not always clear. For some organisations, how the surveys contributed to programme improvement was missing. Providing representative data was also a challenge, with some organisations getting low response rates. This impacted on the validity of results and has ongoing repercussions for organisations to build networks to gain valued information. Some organisations adapted their surveys and made direct contact, achieving better results.

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

- Evidence of evaluative discussions at management level from surveys and feedback influencing the programme.
- Evidence of ongoing reflective programme review, seeking continuous improvement. This is aided by robust internal and external moderation practices.
- Provision of ethnicity and graduate profiles.
- Evidence of practical, work-integrated assessment and evaluation strategies that support the graduate outcomes.

Issues and concerns

- Self-assessment was in some cases limited to providing supporting evidence. More useful would be more analysis and demonstration of the links between the evidence

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and the learning outcomes achieved by the graduates. Constructive evaluation of areas for improvement that is supported by programme review evidence would also strengthen their cases.

- Building confidence in the effective use of assessment and evaluation as tools to aid teaching and learning in embedded literacy and numeracy education is a priority.

Recommendations to Qualification Developer

Clarify and better define the noun phrase in GPO 2 "...the wider educational and societal context" to be more inclusive of the broad demographic span of Aotearoa New Zealand and the contexts that education occurs for these communities.