

**Qualification Title:** New Zealand Certificate in English Language (Employment) (Level 4)

**Qualification number:** 3668

**Date of review:** 3 November 2021

This report refers to graduates awarded this qualification between: **1 January 2016 – 31 December 2021**

**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 who have the language skills to communicate independently and effectively in a range of situations with fluency and flexibility in the workplace.

Graduates will be able to:

- Understand main ideas and supporting details of moderately complex oral employment texts;
- Participate effectively in sustained spoken employment discourse;
- Understand main ideas and supporting details of moderately complex written employment texts; and
- Write detailed, developed, moderately complex employment texts.

#### 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.

MOE Number	Education Organisation	Final rating
8630	Te Wānanga o Aotearoa	Sufficient

#### Introduction

This qualification is intended for learners who wish to gain an understanding of workplace English.

Graduates have competency at a level comparable to the Common European Framework of Reference (CEFR) mid B2 settings. This qualification allows employers to make informed judgements regarding the level at which the graduate can use English for employment purposes in Aotearoa.

Graduates of this qualification will have the English language skills to work in positions that require interpersonal communication, understanding of context-specific professional and/or technical skills, writing context-specific records and reports and are able to interact effectively in a team.

## Interim Consistency Review Report

This qualification can lead to the New Zealand Certificate in English Language (Academic) (Level 5) [Ref: 1884] and many vocational and undergraduate programmes and specialised fields of study requiring up to Level 5 on the New Zealand Qualifications Framework for entrance, depending on the focus of the programme leading to this qualification.

Version 1 of this qualification was published in 2017. The last date for assessment was 31 December 2021. This qualification is due for review in 2022 and some of the discussions around the intent and wording of this qualification were shared during the Consistency Review meeting.

NZQA is the qualification developer, and a representative attended the Zoom sessions.

Two education organisations gave presentations during the review.

Graduate numbers per education organisation for this qualification ranged from 17 to 354.

### 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;
- Confirmation that the education organisation had a coherent programme of study which ensured that programme components led to the graduate profile outcomes;
- Graduate and next-level tutor surveys which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile; and
- Confirmation that graduates were progressing to, and being successful in, further study requiring the application of skills and knowledge described by the graduate profile.

### **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?**

Education organisations submitted a range of evidence that could be triangulated to demonstrate that graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate, next-level tutor feedback, and destination data. Organisations provided details of programme content and how the content aligned with the CEFR level.

Education organisations provided good evidence related to the alignment of their approved programme of study with the GPOs, and of the quality and suitability of the programmes in terms of supporting graduate consistency with the graduate outcome described in the New Zealand Certificates in English Language (NZCEL) Guiding Document May 2019 (NZQA).

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Evidence relating to external moderation was mixed, with mainly sound internal moderation processes. There was evidence supplied of regularity and responsiveness to feedback. Evidence of attempts to benchmark through either other external examinations or through reference to the CEFR was seen as good evidence. External moderation had not been completed or had been done retrospectively. During the review, both organisations discussed establishing an external moderation partnership. Having a shared plan to develop, improve and benchmark would improve the quality assurance of both organisations.

Staff were well qualified to deliver the programme and professional development was well documented. More opportunities for upskilling in assessment would strengthen capability. Resourcing of programme material to the New Zealand context could be developed further.

Graduate information was limited. Graduate surveys had mostly been recently initiated and responses, although positive, were not representative of the total graduate cohort. There was little analysis of the value of the qualification for graduates. A relatively large number of graduates had gone onto further study but this was not always well supported with evidence and discussion around their capability by next-level tutors. Employer evidence was absent from both organisations and the reviewer recommends that providing information around access to employers and developing engagement with students during the programme could assist with better survey uptake.

Self-assessment evidence and discussions gave an indication that there had been improvements made to quality assurance processes that will better inform the programme.

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. Will need to be removed if neither is found sufficient at interim.

### **Special Focus**

None

### **Issues and concerns**

During the review meeting, the providers discussed that although the qualification is aimed towards learners of English wishing to gain and improve language skills within the workplace context, many graduates did not have employment as a primary aim. The organisations have strategies in place to inform and guide entrants to the programme to ensure that they are placed in the appropriate programme to best meet their needs.

### **Recommendations to Qualification Developer**

During the presentations and the threshold discussions, providers expressed reservation that New Zealand employers are able to make informed judgements regarding the level and capability at which the graduate can use English in the workplace as described in the strategic purpose statement. Also, the entry employment level of the graduate gives rise to some of the GPOs being better suited to those wishing to study English for academic purposes. Some of the current GPO's (i.e. GPO 4) do not necessarily develop and assess the tasks and skills that graduates would be required to apply in the workplace.

**Interim Consistency Review Report**