

## Qualification details

<b>Title</b>	New Zealand Certificate in Adult and Tertiary Teaching (Level 5)		
<b>Version</b>	1	<b>Qualification type</b>	<b>Certificate</b>
<b>Level</b>	5	<b>Credits</b>	<b>60</b>
<b>DAS</b>	240 Education > Adult Education and Training		
<b>NZSCED</b>	070106 Education > Teacher Education > Teacher Education: Tertiary		
<b>Qualification developer</b>	To be confirmed		
<b>Next review</b>	31 December 2019		
<b>Approval date</b>	Dd Mmmm YYYY		
<b>Strategic purpose statement</b>	<p>This qualification is for individuals aspiring to or in a career in adult and tertiary teaching or training, including vocational education and training.</p> <p>It is intended for those who already have a qualification or equivalent experience in their primary discipline. It represents the base level qualification for a professional adult and tertiary teaching practitioner and provides a pathway to the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2747] and level 6 specialist Adult and Tertiary Teaching certificates.</p> <p>Graduates will have broad applied knowledge, skills and attributes required for a proficient adult and tertiary educator. They will promote equitable outcomes for adult learners in a range of educational and training contexts.</p>		
<b>Outcome Statement</b>	<b>Graduate profile</b>	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> <li>- Design for learning to meet specified learning outcomes in a variety of contexts.</li> <li>- Create and sustain learner-centred teaching environments, in order to facilitate quality learning.</li> <li>- Select and apply facilitation and teaching strategies for diverse learners.</li> <li>- Enhance learning through assessment and moderation, informed by contemporary research.</li> <li>- Evaluate to improve student learning and programme outcomes.</li> </ul>	
	<b>Education pathway</b>	<p>Graduates of this qualification may undertake further study towards:</p> <ul style="list-style-type: none"> <li>- New Zealand Diploma in Adult and Tertiary Teaching</li> </ul>	

	(Level 6)
	<ul style="list-style-type: none"> <li>- New Zealand Certificate in Adult and Tertiary Teaching (Mātauranga Māori)</li> <li>- New Zealand Certificate in Adult Literacy and Numeracy Education (Level 5) (Vocational/Workplace)</li> <li>- New Zealand Certificate in Adult Literacy and Numeracy Education (Level 5) (Educator)</li> <li>- other level 6 specialist qualifications.</li> </ul>
<b>Employment pathway</b>	<p>Graduates of this qualification will have the skills and knowledge for roles such as:</p> <ul style="list-style-type: none"> <li>- Vocational or workplace educator and trainer</li> <li>- Academic staff member/tutor.</li> </ul>

## Qualification specifications

<b>Qualification award</b>	<p>This qualification will be awarded to people who have met the requirements of the outcomes. Credit gained for an outcome may be used only once to meet the requirements of this qualification. Awarding bodies for this qualification will be any education organisation accredited under section 250 of the Education Act 1989 to deliver a programme leading to the qualification. The certificate will display the NZQF logo and the name and logo of the awarding body.</p>
<b>Evidence requirements for assuring consistency</b>	<p>All education organisations either arranging training or delivering programmes that lead to the award of the qualification are required to participate with the qualification developer in a scheduled consistency process, in accordance with published national guidelines.</p> <p>This will involve reviewing evidence associated with graduates' achievement of outcomes, establishing a periodic cycle for a review focus for external consistency review, and agreeing acceptable standards and/or benchmarks for qualification outcome achievement, and areas for improvement.</p> <p>Standard evidence for programme providers may include:</p> <ul style="list-style-type: none"> <li>- assessment information leading to the achievement of the graduate outcomes</li> <li>- a portfolio of student work relating to the qualification and the annual review focus requirements</li> <li>- graduate and/or stakeholder/end-user feedback on outcome achievement</li> <li>- tertiary education organisation (TEO) moderation outcomes which may include moderation/benchmarks across common programmes</li> <li>- relevant External Evaluation and Review (EER) data.</li> </ul>

<p><b>Minimum standard of achievement and standards for grade endorsements</b></p>	<p>The minimum standard of achievement required for the award of the qualification will be the achievement of all the graduate outcomes in the graduate profile. There are no grade endorsements for this qualification.</p>
<p><b>Other requirements for the qualification (including regulatory body or legislative requirements)</b></p>	<p>There are no mandatory prerequisites to meet regulatory body or legislative requirements for this qualification</p> <p><b>Credit transfer and recognition of prior learning arrangements</b></p> <p>Education organisations must have policies and procedures in place for managing credit transfer, and assessing recognition of prior learning and recognition of current competency. These policies and procedures, and associated fees must be available to the candidates prior to enrolment.</p> <p>Where recognition of existing skills and knowledge is requested by the candidate, this will be arranged by the education organisation delivering the programme leading to the qualification.</p> <p>To facilitate credit transfer, education organisation must clearly demonstrate the equivalency between each of the outcomes in the graduate profile, and the assessment components of their programmes</p> <p><b>Cross-crediting between the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) and the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5)</b></p> <p>Education organisations may be able to cross-credit up to 20 credits of the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) in facilitation and/or design towards the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5), and vice versa, providing their programme content meets outcomes in that qualification.</p> <p>Any credit transfer or recognition of prior learning will need to demonstrate the candidate's consistency with the graduate profile outcomes and conditions of the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5).</p>

## General conditions for the programme leading to the qualification

<p><b>General conditions for programme</b></p>	<p><b>Conditions for programme structure</b></p> <ul style="list-style-type: none"> <li>- Outcomes should be integrated across programme design.</li> <li>- Programmes should demonstrate integrated assessment of all outcomes.</li> <li>- Programmes must include a range of pedagogical principles, including those informed by Te Tiriti o Waitangi, NZ's Pacific location and multicultural environment to ensure that the indigenous status of Tangata Whenua and the role of</li> </ul>
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	<p>Tangata Tiriti are understood in relation to the given contexts in which practice is undertaken.</p> <p><b>Conditions for programme context</b></p> <ul style="list-style-type: none"> <li>- Practical experience must be in an authentic teaching or training context.</li> <li>- <i>Authentic</i> refers to a wide variety of educational and instructional techniques connecting what candidates learn to the world beyond the classroom, issues and applications.</li> </ul> <p><b>Other conditions</b></p> <ul style="list-style-type: none"> <li>- <i>Te Tiriti o Waitangi</i> denotes the document, often referred to as New Zealand's founding document, signed between a significant number of Maori chiefs and representatives of the British Crown,</li> <li>- <i>Tangata Whenua</i> refers to a Māori term for the indigenous peoples across the breadth of Aotearoa New Zealand. Tangata Whenua literally means “people of the land”, from tangata, ‘people’ and whenua ‘land’.</li> <li>- <i>Tangata Tiriti</i> refers to a generic term to describe people whose rights to live in Aotearoa New Zealand derive from Te Tiriti o Waitangi and the arrangements that the Crown has established under a common rule of law, and the equity provisions of Article 3 of Te Tiriti o Waitangi. Tangata Tiriti translates as “People of the Treaty” and refers to peoples of other ethnic origins (e.g. European, Pakeha, Samoan, Chinese), who live in New Zealand.</li> <li>- Programmes leading to this qualification must ensure that candidates have access to a minimum of six adult learners.</li> <li>- Candidates must meet organisational requirements of their own workplace.</li> <li>- Providers need to ensure candidates are aware of the legal and ethical considerations of their sector.</li> <li>- Assessment evidence must be provided for at least 4 separate learning sessions covering the design, facilitation of learning and assessment process.</li> <li>- Programmes must provide opportunities for candidates to engage in reflective practice throughout the course of study.</li> </ul>
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Conditions relating to the Graduate profile

Qualification outcomes		Conditions
1	<p>Design for learning to meet specified learning outcomes in a variety of contexts</p> <p>Credits 12</p>	<ul style="list-style-type: none"> <li>- <i>Design for learning</i> includes planning and reviewing a sequence of learning sessions that prepares learners to meet assessment outcomes and literacy and numeracy demands. Planning must include creating new session plans and resources to meet learner needs.</li> <li>- Meeting learner needs includes: <ul style="list-style-type: none"> <li>o developing literacy and numeracy skills, using a framework such as NZ Adult Literacy and Numeracy</li> </ul> </li> </ul>

		<p>Progressions</p> <ul style="list-style-type: none"> <li>o addressing the needs of diverse learners, including Māori, Pasifika, and youth</li> <li>o drawing on Māori framework for learning.</li> </ul> <p>- <i>Contexts</i> may refer to different physical settings, approaches to facilitation, or student profile.</p>
2	<p>Create and sustain learner-centred teaching environments, in order to facilitate quality learning</p> <p>Credits 12</p>	<ul style="list-style-type: none"> <li>- <i>Learner-centred</i> includes a values-based framework based on respect for: <ul style="list-style-type: none"> <li>o the mana and diverse cultural backgrounds of learners</li> <li>o Te Tiriti o Waitangi</li> <li>o the unique characteristics of adult learners as individuals (including literacy and numeracy skills) and what they bring to their learning</li> <li>o professional relationships with colleagues and learners.</li> </ul> </li> <li>- <i>Mana</i> refers to the unique characteristics of adult learners as individuals.</li> </ul>
3	<p>Select and apply facilitation and teaching strategies for diverse learners</p> <p>Credits 12</p>	<ul style="list-style-type: none"> <li>- <i>Facilitation and teaching strategies</i> include: <ul style="list-style-type: none"> <li>o the embedding of language, literacy and numeracy, appropriate to the demands of the course</li> <li>o information communication technology to support learning, where appropriate</li> <li>o an exploration of a range of theoretical facilitation models, through which candidates will develop their own theory-in practice</li> <li>o learner-centred strategies appropriate to adult learners</li> <li>o assisting learners to develop their own learning strategies.</li> </ul> </li> </ul>
4	<p>Enhance learning through assessment and moderation, informed by contemporary research</p> <p>Credits 12</p>	<ul style="list-style-type: none"> <li>- <i>Assessment</i> involves designing an assessment aligned to the learning outcomes of the programme</li> <li>- <i>Moderation</i> involves moderating a third party assessment and having an assessment of the candidate's own design moderated.</li> <li>- <i>Contemporary research</i> includes assessment theory and good practice.</li> </ul>
5	<p>Evaluate to improve student learning and programme outcomes</p> <p>Credits 12</p>	<ul style="list-style-type: none"> <li>- <i>Evaluate</i> includes evaluation of data about the effectiveness of teaching that is gathered by both the educator and their organisation.</li> </ul>

## Transition information

<b>Replacement information</b>	National Certificate in Adult Education and Training (Level 5) with strands in New Zealand Environment, and International Environment [Ref: 0379]
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No last date for entry has been specified but providers need to ensure any candidates enrolled in programmes after the listing of this qualification have sufficient time to complete by the last date for assessment.

Existing candidates may either complete programmes leading to the replaced qualification or transfer results to this qualification. The last date to meet the requirements of the replaced qualification [Ref: 0379] is 31 December 2018. At that point the qualification will be designated discontinued and from that date no results can be reported against the qualification.

It is anticipated that no existing candidates will be disadvantaged by these transition arrangements. However, anyone who feels that they have been disadvantaged may appeal to NQS at the address below. Appeals will be considered on a case-by-case basis.

NZQA National Qualifications Services  
PO Box 160  
Wellington 6140

Telephone 04 463 3353  
Email [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz)  
Website <http://www.nzqa.govt.nz/>

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