

Mandatory Review of Teacher Education Qualifications

Education Support and Care (Level 3)

Consultation Document

23 April 2015

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Background

The New Zealand Qualifications Authority (NZQA) is currently overseeing the Mandatory Reviews of Qualifications, which are reviews of all Level 1 to 6 qualifications on the New Zealand Qualifications Framework (NZQF). The reviews aim to reduce the duplication and proliferation of qualifications, and to ensure all qualifications meet the overall needs of their particular sector and are useful, relevant and fit for purpose.

This consultation covers the **Education Support and Care (Level 3)** qualification, which is part of the Teacher Education (TED) mandatory review. The TED review contains 88 qualifications that focus on a number of different roles within the education sector. These have been categorised into two sub-groups of qualifications:

- Adult and Tertiary Teaching (ATT)
- Education Specialisation and Support (ESS).

The Education Support and Care qualifications are categorised under ESS:

NZ Certificate in Education Support and Care (Level 3)
NZ Certificate in Education Support (Level 4)
NZ Certificate in Out of School Care (Level 4)

The review of Teacher Education qualifications is governed by a group drawn from across stakeholders. The review process began in late 2013 with the development of a preliminary needs analysis and sector meetings, resulting in a draft qualification landscape. Following consultation on the qualifications landscape, working groups met during April and May 2014 and prepared initial drafts of the qualifications for a second round of consultation in July.

After the second consultation round, the first quality assurance submission (application for *Approval to Develop* the qualifications) was made to NZQA's Quality Assurance Division.

In this submission, Education Support (Level 4) and NZ Certificate in Out of School Care (Level 4) qualifications were approved. The specifications and conditions required for these two qualifications have been developed and was submitted for *Approval to List* December 2014.

In February 2015, the Education Support and Care (Level 3) qualification received *Approval to Develop* and work then begun to progress Stage Two of the review, *Approval to List*.

Purpose of the Consultation

The purpose of this consultation is to seek stakeholder feedback on the detail of, and support for, the final draft of Education Support and Care (Level 3) to replace current qualifications. This feedback and support will be used to inform an application for *Approval to List* the qualification. **The key focus is on the detailed specifications and conditions**, which are designed to help programme developers.

The Governance Group would like to invite feedback on the final draft qualifications via the survey accessible from the Teacher Education review page on the NZQA website (<http://www.nzqa.govt.nz>). Alternatively, feedback can be submitted by email to teachereducationreview@nzqa.govt.nz.

The consultation lasts for 3 weeks, beginning on 6 May 2015 and closing at **9am on Wednesday 27 May 2015**.

Qualification Specifications and Conditions

New Zealand Qualifications contain four distinct sections – the strategic purpose statement, the graduate profile, specifications, and conditions (both overarching and related to specific outcomes). This consultation and the *Approval to List* process focuses on the specifications and conditions of each qualification and how well they inform programme development.

The table below summarises the NZQA requirements for the different sections of New Zealand qualifications. Please consider this when providing feedback.

What to consider and feedback on

Qualification section	Criteria
Specifications	The specifications are intended to provide guidance to educators and trainers in their interpretation of the qualification and development of programmes of study or training.
Conditions	<p>Conditions, which can be either mandatory or optional, can apply to the whole qualification or to specific outcomes. They should provide clarity and lead to consistency across a range of programmes.</p> <p>The conditions are intended to 'unpack' the intent of the outcomes, which are generally quite broadly written to allow delivery in a range of contexts. They ensure there is enough information to assist programme developers with interpretation when designing programmes towards the new qualifications.</p>

Consultation Questions

New Zealand Certificate in Education Support and Care (Level 3)

This is a foundation qualification for people who are seeking an education support and care position. Graduates will be equipped with basic skills and knowledge to assist with learning and care at all levels of education, and community settings. Graduates will work under supervision, and will be able to provide additional educational support for teachers, learners, and families and whanau.

1. In your view, does this qualification meet the need identified in the original needs analysis?
2. Do you support the generic qualification conditions, including the evidence requirements for assuring consistency?
3. Is there sufficient detail and flexibility in the qualification's conditions to develop consistent programmes in a range of contexts?
4. Do you support the credit allocations against each outcome or cluster of outcomes? If not, which qualification(s) and why?
5. Do you support the entry requirements? If not, which qualification(s) and why?
6. Please provide any overall comments about the specifications and conditions for this qualification.

7. Please provide any overall comments about this qualification.

Key Documents

Background information and reference documents on the mandatory review of qualifications can be accessed at: <http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/quick-links-to-nzqf-documents/>

Background information and documents related to this Teacher Education review can be accessed at: <http://www.nzqa.govt.nz/qualifications-standards/qualifications/teacher-education-qualifications/>

Next steps

All feedback received by the deadline (both via the website and email) will be collated and analysed. A summary of this analysis will be published on the Teacher Education review page on the NZQA website. The feedback will then be used to inform the application for *Approval to List* this qualification on the New Zealand Qualifications Framework.

Appendix: Updated Qualifications Landscape

Adult & Tertiary Teaching Qualifications - Draft Landscape April 2015

Level 4	NZ Certificate in Adult & Tertiary Teaching (40 credits)		NZ Certificate in Assessment (40 credits)		
Level 5	NZ Certificate in Adult & Tertiary Teaching (60 credits)	Te Taumata Tuatoru O Te Ako Me Te Whakangunu Pākeke (60 credits)	NZ Certificate in Adult Literacy & Numeracy Education (Vocational/Workplace) (40 credits)		
			NZ Certificate in Adult Literacy & Numeracy Education (Educator) (80 credits)		
Level 6	NZ Diploma in Adult & Tertiary Teaching (120 credits)	Te Taumata Tuatoru O Te Ako Me Te Whakangunu Pakeke (120 Credits)	NZ Diploma in Adult Literacy & Numeracy Education (120 credits)		
Level 6 Specialist Quals	NZ Certificate in Pasifika Teaching (Adult Education) (60 credits)	NZ Certificate in Adult and Tertiary Education & Training (Quality Assurance) (60 credits)	NZ Certificate in Education Technology (Advanced Practitioner) (60 credits)	NZ Certificate in Learning Design (Advanced Practitioner) (60 credits)	NZ Certificate in Assessment (Advanced Practitioner) (60 credits)

Education Specialisation and Support Qualification - Draft Landscape April 2015

