New Zealand Certificate in Adult and Tertiary Teaching
Level 4

Qualification Review Guidelines

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Contents

Overview

This guide outlines what tertiary education organisations could consider when developing a programme of study leading to the following qualification:

- **New Zealand Certificate in Adult and Tertiary Teaching (Level 4).**

This guide will help those who apply to NZQA for programme approval. It will also help as part of an internal self-review. The self-review may focus on ensuring that an existing programme meets current requirements, such as in the case of a recently updated or new version of a qualification.

Providers working towards programme approval should consult all relevant NZQA documentation including the following:

- NZQF Programme Approval and Accreditation Rules
- Guidelines for approval and accreditation of Level 1-6 programmes
- Resources for unit standards-based pathways, including landscapes

Providers are encouraged to attend to the recommendations in these NZQA documents when developing, delivering and self-assessing programme(s) for this qualification.

These guidelines cover:

1. Key qualification requirements
2. Matching the identified needs of your target learner groups
3. Components
4. General Conditions
5. Graduate Profile Outcomes and associated recommendations
6. Work-based Learning
7. Assessment Guidelines

Glossary

For the purpose of this suite of qualifications, the following definitions are provided.

Candidate is the person who is enrolled in a programme leading to this qualification.

Cultural competencies refer to the knowledge, skills, and values required to achieve a better understanding of, and enhance relationships with learners of different cultures.

Kaitiakitanga refers to concepts of mentoring, coaching, care, guidance, nurturing, sharing, responsibilities, external stakeholder consultation.

Learner is the person who the candidate is providing learning opportunities for.

Mana refers to the unique characteristics of adult learners as individuals and what they bring to their learning, including literacy and numeracy skills.

Māori cultural competencies refer to the practical steps for providing education and relating to Māori and other learners in a manner that recognises and respects Māori values and beliefs in order to achieve better teaching and learning outcomes.

Tangata whenua literally means 'people of the land' and is used to describe Māori as the indigenous people of Aotearoa New Zealand.

Tangata tiriti literally means 'people of the treaty' and is used to describe people of non-Māori origin who have a right to live in Aotearoa New Zealand under the Treaty of Waitangi.

Work-based learning refers to opportunities for learning that are achieved through authentic activity in adult or tertiary teaching settings and which includes a specified element of supervised practice

1. Key Qualification Requirements

Strategic Purpose

The strategic purpose statement for this qualification states:

> *This is an introductory qualification intended for individuals engaged in adult and/or tertiary teaching or in vocational training contexts with no prior teaching qualifications.*
>
> *Candidates may be delivering education or training in a workplace as part of their role, in a tertiary education organisation, or in the community as a volunteer.*
>
> *Graduates of this qualification will have a basic understanding of contemporary and culturally appropriate pedagogy including the use of education technologies to enhance learning.*

There is a change from Version 1 with the addition of a tertiary education organisation educator in the target audience. Please see the 'Entry or other requirements' section below.

Qualification type definition

Your programme must meet the NZQA's qualification type definition including the requirements outlined below:

Credits and notional hours of learning

Programmes leading to the award of this qualification should be:

- **40** credits at Level **4**
- Equivalent to approximately **400** notional hours of learning according to NZQA rules.

This time allocation is inclusive of class-based, work-based, web-based and independent learning hours.

Matches NZQA descriptors

Your programme must align with the NZQA descriptors which provide guidance on the learning requirements of a **Level 4 certificate** qualification. In summary, these are:

Knowledge	● Demonstrate broad operational and theoretical knowledge in a field of work or study.

Skills and Application	• Select and apply solutions to familiar and sometimes unfamiliar problems • Select and apply a range of standard and non-standard processes relevant to the field of work or study • Apply a range of communication skills relevant to the field of work or study • Demonstrate the self-management of learning and performance under broad guidance • Demonstrate some responsibility for performance of others.

It is important to ensure that the programme learning demands do not exceed nor fall below those outlined on the previous page.

Modes of delivery

Providers have a range of choices for programme delivery which may include face-to-face, online, or blended teaching and learning.

Decisions will be made based on available resources and the target audience. The qualification requires that all programmes must include an underpinning base of evidence-based practice in digital educational technologies.

All programmes should integrate technology-enhanced learning and teaching beyond the immediate requirements of individual Graduate Profile Outcome statements.

Entry or other qualification requirements

While the NZCATT Level 5 remains the base level qualification for a professional tertiary teacher, it is highly recommended that those without previous teaching experience begin with this Level 4 qualification.

Progression to other qualifications

Educational pathways for this qualification indicate that graduates will be able to pathway to other qualifications at Level 5 and above in adult and tertiary teaching, though there is also the option to move to other Level 4 qualifications.

While the logical progression is to the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2993], graduates may, depending on interest or need, also progress to the:

- New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace), Level 5 [Ref: 2754]
- New Zealand Certificate in Adult Literacy and Numeracy Education (Educator), Level 5 [Ref: 2755]

- New Zealand Certificate in Assessment Practice, Level 4 [Ref: 2752]

Diagram 1 shows the logical pathways across the suite of teacher education qualifications from the NZCATT Level 4 to other qualifications.

Progression from the NZCATT Level 4 to the New Zealand Certificate in Language Education (NZCLE) (Level 5) is included here as an option, but it is recognised that many educators specialising in language teaching may start directly with the NZCLE or other industry standard such as the Cambridge Certificate in Teaching English to Speakers of Other Languages (CELTA) as appropriate.

Diagram 1: Progression from NZCATT Level 4
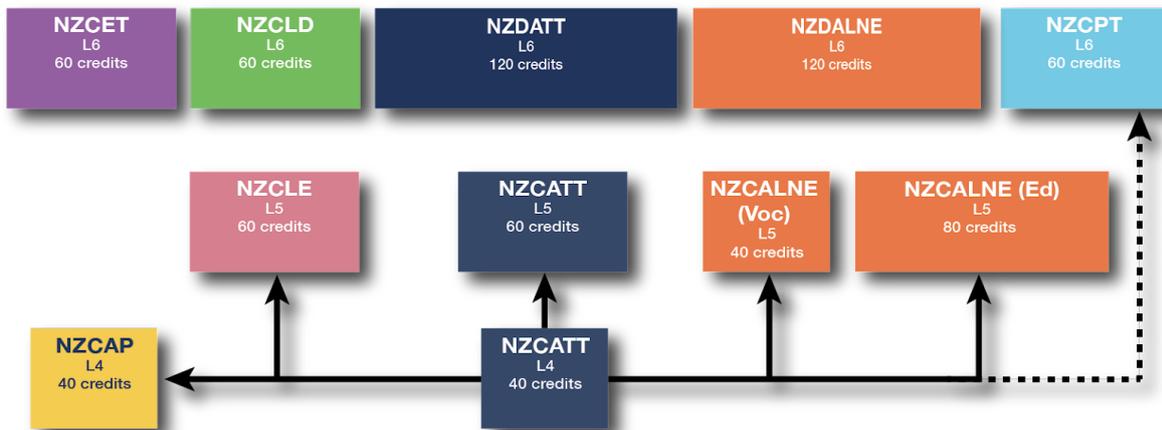
Other qualification requirements

Requirements specific to the general conditions or graduate profile outcomes are discussed below in Sections 4 and 5.

Questions to consider

- What is your programme aim?
- How does your programme and its components meet the strategic purpose of the qualification?
- Why is your programme acceptable to relevant communities and key stakeholders?
- How does your programme create opportunities that cover 40 credits of learning in relation to adult tertiary teaching?
- What will be the balance and coherence between class-based, web-based, work-based and independent learning?
- What is your learner profile and how will learners be assisted to manage independent learning at this level?

2. Matching the Identified Needs of Your Target Learner Groups

Due diligence

Any NZQA approved programme for this qualification will need to provide sufficient evidence with regards to target learner groups.

Gathering information to inform your answers to questions like the ones below should be part of your due diligence process in the early stages of developing your programme and approval documentation.

Questions to consider

With regards to your target learner groups:

- Who are they and how did you identify them?
- What are their needs and how did you identify these?

With regards to your programme, how can you show that:

- You have designed your programme to match the identified needs of your target learner groups?
- Your programme enables your target learner groups to achieve the qualification outcomes?

How have the following informed the development of your programme?

- Sector consultation undertaken by your own or other organisations.
- Relevant Tertiary Education Commission (TEC) policies, strategic directions, implementation, planning or funding conditions.
- The needs of key stakeholders or partner organisations that you work with.
- The subject area expertise or domain knowledge of your organisation and delivery team.

3. Components

Articulating the units of learning in your programme

As noted in the NZQA's Programme Approval Guidelines you will need to clearly articulate the units of learning that make up your programme.

These units of learning are the components, and you may need to reference the following:

- The structure and progression of your programme
- The modes of learning
- Self-directed learning including what kind and how this is broken down over time
- Your learning outcomes and how these relate to or compare with the Graduate Profile Outcomes
- Your learning outcomes for different modules and related assessments
- NZQA unit standards and assessment schedules, if relevant
- Your approach to assessment including how each assessment contributes to the credit value of the qualification.

Matrix showing GPOs mapped to programme learning outcomes

You may wish to use a matrix or chart to give a visual representation of how each of these relate to one another:

- How self-directed learning is allocated across different components
- How Graduate Profile Outcomes map to your programme learning outcomes and unit standards or components, if relevant.

Here's a generic example of what this might look like for showing alignment between components, programme learning outcomes, and qualification graduate profile outcomes (GPOs).

Components or Unit Standards	Learning Outcome	GPO 1	GPO 2	GPO 3	GPO 4
Component 1	Outcome 1	✔	✔		
Component 2	Outcome 1	✔	✔		
	Outcome 2	✔	✔		

	Outcome 3	✔	✔		
	Outcome 4	✔	✔		
	Outcome 5	✔	✔		
Component 3	Outcome 1	✔	✔	✔	
	Outcome 2	✔	✔	✔	
Component 4	Outcome 1	✔	✔	✔	✔
	Outcome 2	✔	✔	✔	✔
	Outcome 3		✔	✔	✔
	Outcome 4	✔	✔	✔	✔

Many of the recommendations below appeared in earlier versions of the qualification as conditions, so providers are urged to consider these in programme development and delivery.

Integration

Integration is a core principle for programme development. It ensures candidates experience an integrated, holistic and meaningful programme of study where connections between outcomes are explicit and reflect real-world contexts.

The following considerations apply:

- Outcomes should be integrated across programme design in a way that makes it clear outcomes are mutually supportive and not entirely discrete.
- In a programme, assessment of all outcomes should be integrated so each assessment task provides evidence of at least two outcomes in ways that demonstrate their interdependence.

Examples are given below in the Graduate Profile Outcome statements as to how this integration might happen.

Practical Experience

Practical experience is an essential component of programmes leading to the award of this qualification. This is expanded further in Section 6 below.

Evidence-based practice

Programmes should include an underpinning base of evidence-based practice in:

- Adult education and training including current validated adult learning research and theory. Evidence-based practice will be that which is informed by research or other projects that focus on enhancing outcomes for learners.
- The use of digital educational technologies. Digital technologies that solve educational problems and enhance learner engagement and success will be woven throughout the programme. These should be evident in both the teaching and learning and in the assessments in the programme to assist candidates in understanding the value of digital assessment.

4. General Conditions

The following conditions apply to this qualification. Relevant definitions can be found in the glossary at the beginning of this document.

Work-based learning

> - Programmes must include candidates completing 40 hours of work-based learning in an adult or tertiary teaching setting.
> - Work-based learning evidence must be provided for candidates carrying out a minimum of three separate learning sessions during the programme. These sessions must be assessed by a suitably qualified assessor.
> - During work-based learning, candidates may be working with learners 18 years and under. In this case, practical experience will require a safety check to comply with the requirements of the Vulnerable Children Act 2014. For more information on the Vulnerable Children Act 2014, safety checking regulations and guidelines see https://www.justice.govt.nz/justice-sector-policy/key-initiatives/cross-government/childrens-action-plan.

Considerations

This is a basic teaching qualification and, as such, actual teaching and experiencing the realities of adult and tertiary teaching contexts are critical to the candidate's learning experience.

Providers must ensure that candidates are able to complete at least 40 hours of work-based learning with a focus on teaching and learning. This could include, for example:

- their own teaching
- formal practicum placements
- assisting colleagues in community settings.

This could be covered in a single week in a practice context but is more likely to be woven through the programme. During this time candidates will complete their required learning sessions.

Suitably qualified assessors could include the programme teaching staff or others in the practice setting who have the required qualifications or experience to make accurate and valid assessments.

Further detail about work-based learning is included in Section 6.

Te Tiriti o Waitangi and Cultural Competencies

> - Programmes must include a range of pedagogical principles and cultural practices. These principles and practices must be reflective of Te Tiriti o

Waitangi, to ensure that the indigenous status of Tangata Whenua and the role of Tangata Tiriti are understood.

Accordingly, programmes must contribute to the development of Māori cultural competencies. These principles, practices and cultural competencies also include those reflecting Aotearoa New Zealand's Pacific location and diverse population.

Considerations

Definitions for the following are included in this guidance document in the glossary:
- Tangata Whenua
- Tangata Tiriti
- Cultural competencies
- Māori cultural competencies
- Work-based learning
- Mana

These concepts and competencies must be woven throughout the programme and be evident to candidates in learning, teaching and assessment.

5. Graduate Profile Outcomes and Quality Recommendations

The information below lists the Graduate Profile Outcomes from the qualification and recommended related conditions, quality components and resources.

Many of these components appeared in Version 1 of the qualification as *conditions* so providers are urged to consider these in programme development and delivery.

This includes:

- integration of outcomes and assessments
- a base of relevant evidence-based practice and learning theory
- integration of digital educational technologies to enhance learner outcomes
- integration of Te Tiriti and cultural competencies.

Some relevant resources for programme development are also included.

Graduate Profile Outcome 1

> Design learning to meet specified learning outcomes, using a range of pedagogical principles and cultural practices.
>
> 10 Credits

Recommended Quality Components and Resources

Design learning includes planning learning sessions. This does not need to be a sequence. Planning can include creating new or adapting existing plans and resources for learner diversity.

As is consistent with a level 4 qualification, candidates may not have to create their own learning outcomes, but the contexts in which they teach will be familiar to them.

Resources that support design, student-centredness, facilitation, assessment and feedback can be found in the following resources for tertiary teachers available on the Ako Aotearoa website:

- Signposts
- Goalposts
- ePosts

Graduate Profile Outcome 2

Use learner-centred teaching strategies that respect the mana and diverse backgrounds of adult learners.

10 Credits

Conditions

Learner-centred includes a values-based framework based on respect for professional relationships with learners.

Recommended Quality Components and Resources

Resources to support learner-centredness include the following which can be found on the Ako Aotearoa website:

- Māori Cultural Capability Pathway
- Pacific Cultural Centredness Pathway
- Tapatoru Professional Standards Framework

Other frameworks or models for consideration include:

- Te Whare Tapa Whā
- Te Tauāki Ako
- Te Kaupapa Māori
- Te Ranga
- Fonofale
- Kakala
- Founga Ako

This outcome lends itself to integration across the programme.

Graduate Profile Outcome 3

Select and use facilitation and learning strategies, using resources and technologies to meet specific outcomes.

10 Credits

Recommended Quality Components and Resources

Providers are encouraged to expose candidates to a range of contexts, resources, technologies, and strategies to equip candidates with a strong toolkit on which to progress their teaching.

Selection of strategies may also include considering Māori and Pasifika worldviews and concepts.

Graduate Profile Outcome 4

Use assessment, feedback and moderation processes.

5 credits

Recommended Quality Components and Resources

Assessment processes to be formative and summative. Processes include pre- and post-assessment feedback to learners. This must include more than just a grade; and should provide development feedback to enhance learner achievement. Candidates to use moderation processes such as a colleague to review a sample of feedback on summative assessment.

Graduate Profile Outcome 5

Seek, reflect on, and respond to feedback from learners and other stakeholders in own context to improve learner outcomes.

5 credits

Recommended Quality Components and Resources

To achieve this outcome candidates will be engaging in reflective practice based on feedback received from a range of stakeholders. This will include learner and assessor feedback but can also include peer observation and feedback, or feedback from the candidate's workplace.

Opportunities to receive this feedback should be written into programme development.

Questions to consider

- Which outcomes will be integrated to ensure connections are maximised and assessment events are minimised?
- What are the natural alignments between outcome statements?
- How will you embed a values-based framework into your programme to underpin the learning?

6. Work-based Learning

Guidelines

The programme of study must include specific work-based learning and assessment opportunities as stated on the New Zealand Qualification document and outlined in the General Conditions in Section 4.

Some of the learning may occur in a classroom or in other learning and teaching environments; but practice is central to the successful completion of this qualification.

For this qualification, the following are required:

- Programmes must include candidates completing **40 hours** of work-based learning in an adult or tertiary teaching setting. There are a range of ways in which this can be done, which could include planning, teaching, carrying out assessments, reflection on teaching; but the key is that the 40 hours are in, preparing for, or reflecting on actual practice.
- Work-based learning evidence must be provided for candidates carrying out a minimum of **three separate learning sessions** during the programme. These will include the candidate teaching or facilitating learning or assessment, and these sessions must be assessed by a suitably qualified assessor.

The provider will need to discuss the programme expectations with the candidate and their management to ensure the practice-based nature of the programme is fully understood.

The provider may also need to ensure that the candidate is given the opportunity in their learning to carry out any of the practice-based requirements.

Any health and safety requirements must be attended to.

Provider scenarios

It is up to the provider to interpret the qualification document and make decisions about the requirements that suit their programme and target learner groups.

With that in mind, the following scenarios are offered as examples of how work-based learning integrates some qualification components in specific provider contexts:

QED Associates

This provider offers a range of training modules in adult education and training. Each of the modules comprises short duration, face-to-face workshops where candidates learn about the principles behind adult learning.

They also identify strategies to effectively deliver high quality education and training to students from different backgrounds and cultures. They complete a range of activities that help them develop their own skills and knowledge in these key aspects of education and training.

The candidates are in teaching/training roles in a range of providers delivering many subjects to students from differing backgrounds and cultures.

Back in their own teaching/learning environment they put into practice what they learned in the workshops. They complete linked assignments in planning, facilitating, assessing, and reviewing a minimum of three sessions within their own workplace.

A qualified and experienced peer provides feedback on the candidate's performance.

Students provide feedback on the training they received, and the candidate compares his/her own self-assessment to the other feedback, developing a reflective log over the equivalent of 40 hours of planning, facilitating, assessing and reviewing her/his provision and the improvements made over that time.

Southern Institute of Technology

This is part of the final course which includes reflection on practice as per GPO statement 5 but also integrates other GPO statements.

Part A – Reflective Journal (750 words)

To be completed over a period of at least 3 weeks (minimum 4 entries), which takes into account your context, background, and experience in adult education. Include a critical incident analysis of one challenge you have faced as a teaching professional.

Part B – Report (750 words)

Evaluate your own teaching/training practice, identifying and gathering feedback from at least three (3) stakeholder groups. Discuss this feedback and its use in developing your professional practice.

Include feedback (e.g., meeting minutes, student surveys, manager emails, or observer reports) with the report.

Questions to consider

- How does the work-based assessment requirement provide opportunities that connect the candidate to their learning in the programme of study?
- How does the provider ensure that work-based learning environments provide high-quality experiences for candidates?
- In what ways does the provider maintain and nurture relationships with work-based learning settings?

7. Assessment Guidelines

Guidelines

Assessments, as far as is practicable, should be in the context of the candidate's own work and practice as a student in an adult and tertiary teaching environment.

Assessment of all outcomes should be integrated, so each assessment task provides evidence of at least two outcomes in ways that demonstrate their interdependence.

This will ensure an integrated approach to learning and assessment and will also reduce assessment load. There should be no more than 2-3 assessment events for each 15 credits of learning.

As indicated in the information above, this programme of study should be based on the realities of practice in adult and tertiary teaching contexts. Therefore, assessments should generally be based on the candidate's own teaching and learning practice to ensure the course learning is applied in practice.

Work-based assessments may be carried out by teaching staff or assessments may be structured so that a supervisor or assessor in the candidate's place of work can observe practice and provide feedback.

The provider must weigh up the relative merits of these options based on the availability of suitably qualified assessors in the workplace who either hold appropriate qualifications or have been identified by the provider as having the relevant expertise or experience to be able to assess or observe accurately.

Most assessments will contain opportunities for the candidates to engage in reflective practice based on self-assessment of their own performance and practice.

Resources that support student-centredness, facilitation, assessment and feedback, including valid and diverse methods of digital assessments, can be found in the following resources for tertiary teachers available on the Ako Aotearoa website:

- Signposts
- Goalposts
- ePosts

Valuable information about assessment tools and approaches can be found at this NZQA site.

Provider scenarios

As with work-based learning, it is up to the provider to make decisions about the requirements that suit their programme and target learner groups.

The following scenarios are offered as examples of how assessments could be structured to reflect some qualification components in specific provider contexts:

People Potential

Assessment will take place during the practicum to ensure that it reflects the teaching context of the candidate and to provide valid and integrated evidence for the Graduate Profile Outcomes.

There will be a minimum of three assessment occasions, where the candidate will be observed applying the skills required by GPOs 2 & 3. For these deliveries, the candidate will also provide evidence for GPOs 1, 4 & 5.

At least one of these delivery events will be observed by the assessor, and the other two may be observed by a suitably experienced observer who has been approved by the assessor.

Key aspects of the qualification general conditions will need to be demonstrated including cultural competency, use of appropriate technology and reflective practice.

This evidence will be compiled into a portfolio which supports the award of the qualification once the candidate has demonstrated all the GPOs to the required standard.

Wintec

Aim

- *Make connections between teaching theory and own practice by planning, facilitating and evaluating learning, and reflecting on practice.*

Task

- *Plan, facilitate and evaluate two learner-centred sessions.*

Guidelines

1. *Create original lesson plans and teaching resources for two teaching sessions that reflect learner-centred approaches. At least one lesson will involve educational technologies.*

2. *Invite your observing kaiako (tutor) to attend and give feedback.*

3. *Facilitate the sessions and collect feedback from your tauira (students).*

4. *Reflect on the session, noting your thoughts in the self-review section of your lesson plan.*

5. *Meet with your observing kaiako to reflect on your practice. Bring your initial reflections to the meeting.*

Questions to consider

- How are assessments mapped across the curriculum to ensure coherence, avoid over-assessment or assessment overload, and link assessments to both course learning and work-based learning?
- To what extent do assessments attend to the realities of practice?
- How will the existing assessment practices of the workplace impact the opportunities for the candidate to engage in good assessment practice?
- How does the provider ensure that assessors are suitably qualified?

8. Get in touch with us

Amendments or further guidance

The guidelines for this qualification were prepared by Ako Aotearoa following extensive sector consultation and review by NZQA and other experts.

Where possible, information from previous versions of the qualification including conditions as well as recommendations from stakeholders have been incorporated.

If you would like to suggest an amendment or request further guidance about some aspect of the qualification or resulting programme development, please contact us at Ako Aotearoa by email or phone.

- info@ako.ac.nz

Further information may be obtained from our website or via the following link:

- https://ako.ac.nz/programme-guidance