Tertiary Practitioner
Education Training and Support

Taking Stock

Research Report

AKŌ AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE

Foreword

Ako Aotearoa's core business is to support tertiary education organisations and their staff to provide the best possible outcomes for all learners engaged in post-compulsory education.

A key driver of high quality tertiary education is the capability of staff in the sector and the way they are supported to develop their practice as educators. It seemed to us that the way in which this is achieved in New Zealand is singularly complex (which may or may not be problematic) and – to say the least – somewhat confused: for instance an initial scan of qualifications listings indicated there were over 100 different qualifications available for tertiary educators in New Zealand. We were also concerned to hear anecdotally of professional development capacity being lost in some parts of the sector.

We therefore commissioned *Projects International* to undertake this stock-take of qualifications and formal and informal support available to new tertiary teachers in New Zealand. I would like to thank Martin Eadie, Chris Knol and Brigid Thorns from *Projects International* for their enthusiasm and professional approach to this work as the various complexities unravelled. I believe they have done an excellent job and provided a comprehensive landscape of what is happening in the sector.

Particular thanks to all those organisations and people that freely gave their time to provide data and share their views for this study. I would especially like to acknowledge Roger Smyth and his team at the Ministry of Education for collating the enrolment and completion data for this project.

Projects International's brief was to present the data as objectively as possible, but it is hard to avoid the conclusion from this report that a renewed debate on effective preparation of new tertiary teachers and ongoing professional development for established practitioners is overdue in this country.

We see this publication as one of two pieces of work that will provide the platform for this debate. The other is Alison Viskovic's updated *Survey of Literature Relating to Tertiary Teacher Development and Qualifications* which is also published on our web-site: www.akoaotearoa.ac.nz.

We look forward to discussing these findings with the sector in the coming months.

Dr Peter Coolbear
Director, Ako Aotearoa

Contents

Figures

Tables

1. Executive Summary

Tertiary Teaching Qualifications

There are currently 62 qualifications available in New Zealand that are intended for the education and training of tertiary teachers. Eight of the qualifications are national qualifications. Just over 8,000 people gained a tertiary teaching qualification between 2004 and 2008. Sixty-one per cent of qualifications completed during this period were in five national qualifications at level 4 and 5. Seventy five per cent of all qualifications awarded during this period were for completions in eight qualifications (3 national qualifications and 5 local qualifications).
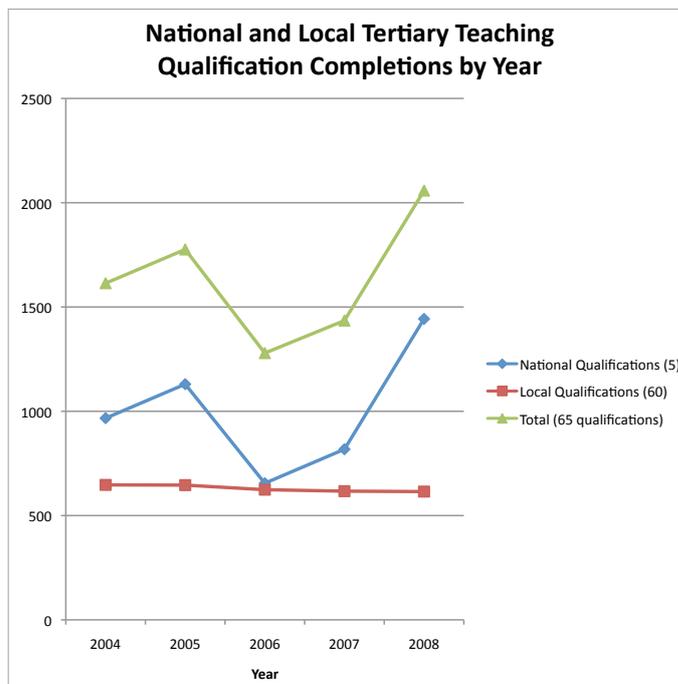
National and Local Tertiary Teaching Qualification Completions by Year

Annual enrolments in tertiary teaching programmes leading to local qualifications over the 2004 to 2008 period ranged from around 800 to 1200 EFTS per annum and the total completions were also constant at approximately 600 per annum. During this period the number of enrolments by level changed significantly in some years. For example enrolments in level 6 local qualifications dropped from 186 EFTS in 2004 to 32 EFTS in 2009.

Thirty-eight of the currently available qualifications are focused on education and training of generic tertiary teachers, with the remainder having a specific focus on one of: Māori learners, literacy and numeracy, e-Learning, curriculum/programme design, clinical teaching, or language teaching.

Over the last 6 years the total stock of tertiary teaching qualifications has remained stable at around 60 qualifications with 25 new qualifications being registered on the New Zealand Register of Quality Assured Qualifications and 18 qualifications closing during this period. The majority of the changes in qualifications (new registrations and closures) have occurred in the ITP sector in level 4 to 7 certificates and diplomas, with eleven new qualifications registered and fifteen closed by ITPs during this period.

Selection of New Tertiary Teachers

"Tertiary teachers are usually appointed on the basis of their knowledge, qualifications and experience in their subject areas, and lack pre-service teacher education." (Beaty, 1998)[1]

This statement remains largely true across the university, ITP and PTE sectors, especially in respect of the importance of an applicant's subject qualification. There are though, differences between the sectors at the time of selecting new tertiary teachers on the importance placed on:

•   Work experience in the subject area

•   A teaching qualification and previous teaching experience

Both the ITP and PTE sectors place greater value on an applicant's previous work experience in their subject area than the university sector. Forty percent of PTEs responding to the project survey specify a teaching qualification as a requirement for appointment to a fulltime tertiary teaching position while no university or ITP has this requirement.

Fifty percent of PTEs and 80% of ITPs responding to the project survey require a teaching qualification to be gained within 2 or 3 years of a fulltime appointment. No university has an organisational requirement for a teaching qualification to be gained by a new tertiary teacher after appointment.

Support for New Tertiary Teachers

Comprehensive induction and support programmes for new staff appear to be in place across tertiary education organisations, including industry training organisations. The induction programme content and the support available to staff new to tertiary positions are largely similar across the sectors.

There are differences between the university sector and the ITP and PTE sectors in the area of required support to be in place for new staff. A significant number of both ITPs and PTEs have an organisational requirement that staff new to tertiary teaching are assigned a buddy/mentor and are enrolled in a programme leading to a tertiary teaching qualification.

Both buddy/mentoring support and tertiary teaching programmes are available in the university sector but the decision for engagement in these support mechanisms is made as part of the performance development agreement between the new staff member and their line manager within the Faculty/Department/School rather than as an organisation-wide mandatory requirement.

A wide variety of structural arrangements were found across universities and ITPs for the management of the teacher support and development services offered by the organisation. These structural arrangements included:

•   Staff development, e-learning support, literacy and numeracy teaching support combined into a single business unit with a direct report to a member of the senior management team of the organisation

•   Staff development co-ordination under HR or Academic Services and a separate staff services unit (for example with e-learning support, and sometimes in conjunction with a range of student support services)

•   Staff development co-ordination in a central administration business unit with some teacher support (e-learning and programme development support) spread across faculties/departments

---

1   *Survey of Literature Relating to Tertiary Teacher Development and Qualification*s: *Short Summary*, Alison R Viskovic, 2009.

It was noted during the stock-take that a number of institutions had recently or were in the process of reviewing the organisational arrangements for delivering teacher development and support. The following drivers for the reviews of organisational structural were identified:

- Review designed to identify if the existing structures were the most appropriate to deliver to a new strategic focus on improving organisational staff capacity and capability

- An increased or new focus on a whole of institution approach to implementation rather than a faculty or department implemented approach

- Implementation of a new Teaching and Learning (or Learning and Teaching) Plan or Framework

- New senior manager (Chief Executive, DCE, Director, or Unit Manager) with a new focus on teacher development and support

- Desire for improved teaching and learning outcomes based on an evaluation of institutional performance

- Wider review of Senior Management structure – not specific to teacher support and development

Observations

Rate of Qualification Change at Levels 5 and 6

Over the last six years the total stock of tertiary teaching qualifications has remained stable at approximately 60 qualifications, with 25 new qualifications being registered and 18 qualifications closing during this period.

The majority of changes in qualifications have occurred in certificates and diplomas, at levels 4 to 6 (11 new registrations and 17 closures), in the ITP sector.

Also from the data supplied by qualification owners, 30% of the 62 active qualifications will have their next reviews during 2010, 2011 and 2012.

There may be both an opportunity and a desire for a collaborative approach to further qualification reviews and developments in this area. A useful start could be collaborative work on developing (or adapting a hierarchy of outcome statements) across the typical graduate profile for tertiary teaching qualifications at different levels.

Finding and Comparing Tertiary Teaching Qualifications

The content of graduate profiles and outcome statements for tertiary teaching qualifications varies widely across tertiary teaching qualifications. In some cases the content is one or two sentences and in other cases these statements provide a comprehensive overview of the qualification. As well as a wide variation in the volume of the statement there is also a wide variation in the type of information being conveyed in these qualification statements.

The 62 active tertiary teaching qualifications are also categorised under 14 different subject classifications. In a large number of cases the rationale for using the assigned classification is not obvious from the qualification title or the qualification's outcome statement or graduate profile.

All 19 closed qualifications are also listed on the New Zealand Register of Quality Assured Qualifications, www.kiwiquals.govt.nz. The qualification search function of the Ministry of Education's database, www.whichcoursewhere.co.nz, has only 39 of the active qualifications listed and 18 of the 19 closed qualifications listed.

The inclusion of closed qualifications (with no indication of their status) on the two government agencies' public databases combined with inconsistent use of the subject classification field and the wide variations in the content of qualification outcome statements and graduate profiles, limits the value of the databases as efficient and effective search tools for learners and other interested parties.

Providing information on the status, active, inactive or closed (or agreed terminology) of a qualification on KiwiQuals and Whichcoursewhere would be very helpful for all users of these public information websites.

2. Introduction

In October 2009 Ako Aotearoa contracted Projects International to conduct a stock-take of the provision of education, training and support for new tertiary teachers.

The stock-take covered:

- Which tertiary teaching qualifications are being offered
- Enrolments and completions in the tertiary teaching qualifications
- The underlying philosophy of each qualification and the graduate profile it seeks to achieve
- Organisational policies and practices in place for supporting new tertiary teaching staff
- Other, more informal forms of support for tertiary teaching staff

Ako Aotearoa's aim was to complete a review of the current situation that might provide the basis for discussion on how tertiary teacher support and education might best be achieved in the future.

The scope of the stock-take covered Adult and Community Education, ITPs, OTEPs, PTEs, Universities, Wānanga and ITOs.

The project brief included the following statements:

"Ako Aotearoa has an interest in the preparation and support for new tertiary teachers and wish to develop a comprehensive overview of current provision across the tertiary sector. This not only includes a survey of formal programmes offered, but also mechanisms of informal support and tertiary education organisations' (TEOs') policies around requiring and/or incentivising new staff to undertake formal and/or informal programmes.

It seems inevitable that the pace of change in the nature of tertiary education will continue to increase and it is important that Ako Aotearoa facilitates the debate about how the tertiary teaching profession might develop in the future. We see this stock-take as an important starting point.

Over the past two years, informal discussion with various parts of the tertiary sector has raised concern about both the sustainability of many qualifications in tertiary teaching offered in New Zealand and their relevance to tertiary teaching in the future. Other programmes appear to be flourishing.

A perusal of KiwiQuals and other qualifications listings identifies around 100 different qualifications in tertiary teaching and learning from Certificate (Level 4) to Masters Level.

Similarly, there seems to be a wide variation of institutional approaches to the support and education of tertiary teachers. While some organisations have clearly articulated philosophies around this, practice in others seems to be based largely on historical norms.

Ako Aotearoa has no pre-conceptions of what might be best practice: on the contrary, our starting assumption is that there is no one-size-fits-all model. We expect to surface several alternative models of good practice and look forward to collating these. We also make no assumptions that requiring staff to undertake a teaching qualification is an absolute prerequisite to ensuring that an organisation offers effective teaching and learning: we are aware of other models of induction and ongoing support for new staff that are equally effective."

3. Methodology

Collection of Tertiary Teaching Qualifications Data

Tertiary teaching qualifications[2] were initially identified by key word searches on the New Zealand Register of Quality Assured Qualifications, www.kiwiquals.govt.nz and through the qualification search function of the Ministry of Education database "Which Course Where", www.whichcourseswhere.co.nz.

Key words used included:

- Tertiary Teaching
- Adult Education
- Tertiary Education
- Adult Training
- Teacher Education
- Kaiako
- Whakangungu kaiako
- Kaiwhakāko
- Te Mātauranga Māori me te Whakangungu

The web search identified potential tertiary teaching qualifications and provided the following information on each qualification:

- Qualification name
- Level
- Credit value
- Outcome statement
- Owner

---

2   For the purposes of this project a 'qualification' was defined as meeting the qualification requirements of the New Zealand Register of Quality Assured Qualifications.

Key word searches of the public databases identified 106 qualifications as potentially being focused on tertiary teacher education and training. These qualifications were owned by 32 different organisations. The identified qualification owners were contacted by email and phone and requested to supply the following for each of their qualifications:

• Verification of the details identified from the web search

• The status of the qualification, active[3] or closed[4]

• The graduate profile

• The underlying philosophy

• Enrolments and completions for the period 2004 to 2009 (including staff enrolments and completions)

Thirty-one of the qualification owners responded to the requests by providing some or all of the information requested. Graduate profile and underlying philosophy statements were provided for approximately a third of the qualifications and 11 institutions[5] were able to provide enrolment and completion data that included staff enrolments for 18 qualifications.

Twenty-seven of the initial 106 potential qualifications were removed from the project based on feedback from the qualifications' owners.

Reasons for removing initially identified qualifications from the project scope included the qualification owner identifying that their qualification:

• Was a short course award, below the 40 credits required to be approved as a qualification on the New Zealand Register of Qualifications. (These potential qualifications had been identified from the 'qualification' search function of www.whichcoursewhere.co.nz.)

• Was intended for the education and training of primary or secondary teachers

• Had an adult education/training component but was not intended as a tertiary teaching qualification

Two further tertiary teacher qualifications were identified during the consultation process with qualification owners. These are in the final approval step with their relevant quality assurance body and no information had been loaded onto KiwiQuals, the public website for the Register of Quality Assured Qualifications.

---

3   There is a programme offered that leads to the qualification and/or the qualification can be awarded as an exit qualification from another qualification programme. Some qualification owners have approved qualifications designed to be available as exit qualifications, with no enrolments being taken for a programme leading to the exit qualification. Learners can be awarded the qualification if exiting from a programme leading to a higher level qualification that covers the requirements of the exit qualification.

4   There is no longer a programme offered that leads to the qualification and/or the qualification is no longer awarded as an exit qualification.

5   8 ITPs, 2 universities and 1 Wānanga

Table 1. Initial identification of tertiary teaching qualifications

Category of qualification	Number of Qualifications
Potential tertiary teaching qualifications that were initially identified on KiwiQuals and WhichCourseWhere using a key word search	106
Qualification identified by qualification owners as not intended for the education and training of tertiary teaching staff	27
Qualifications included in the scope of the project because they were identified by qualification owner as intended for the education and training of tertiary teaching staff. (This includes both active and closed qualifications and two qualifications identified by qualification owners as being in the final stage of approval by the qualification developers quality assurance body)	81[6]
Tertiary teaching qualifications that are currently being delivered (active).	62

2004 to 2009 Enrolment and Completions Data

A request was made to the Tertiary Sector Performance Analysis and Reporting unit of the Ministry of Education for enrolment and completion data for the 81 identified tertiary teaching qualifications. The Ministry of Education was able to provide data for 58 local qualifications. Completions data for the eight national qualifications (within the 81 tertiary teaching qualifications) was provided by NZQA.

Table 2. Sources of enrolment and completions data on qualifications

Data Source	Data type	Number of qualifications
Ministry of Education	Enrolment (persons and EFTS) and completions for local qualifications	58
NZQA	Certificated learners for national certificates	8
Qualifications not offered during the period 2004 to 2009 (Closed prior to 2004 or registered 2009)	NA	7
No data available from Ministry of Education	NA	8
Total		81

---

6   Two language teaching qualifications are included in the eighty-one qualifications. These qualifications have a subject classification of 'Teacher Education: Tertiary'. There are twenty nine language teaching qualifications registered on KiwiQuals that have no reference to the intended level of the learners that the trained educator will teach. There are further language teaching qualifications that specify the qualifications as intended for primary and/or secondary educators. The language teaching qualifications without specific reference to tertiary education in their public outcome statement or in the subject classification were not included in the project scope.

Analysis of Outcome Statements and Graduate Profiles

The graduate profiles and underlying philosophy statements are not typically available in the public domain so these were requested from qualification owners. The return rate was low for the provision of graduate profile and underlying philosophy statements by qualification owners. Graduate profiles were supplied for 24 of the 62 active qualifications (38%) and underlying philosophy statements were supplied for 21 of the active qualifications (34%).

The outcome statement for each qualification is available on KiwiQuals. A number of qualification developers use their graduate profile statement as the outcome statement on KiwiQuals and in this stock-take it was noted that 15 of the 24 graduate profiles submitted to the project matched (or with minor changes) the wording of the KiwiQuals outcome statement.

The content (volume and substance) of the graduate profile and underlying philosophy statements was variable. The following statements provide an example of the variation in content for the statements provided.

Underlying Philosophy Statement Example 1

"The Certificate in Adult Teaching is about preparing people to become skilled educators of adults, who understand how adults learn best in a wide range of settings, from classroom to the community."

Underlying Philosophy Statement Example 2

"This programme has been designed to meet the needs of those working in the field of tertiary education to develop and extend their skills and knowledge. It acknowledges the need for continuous growth and improvement in teaching practice.

It is designed and intended that the programme be completed within two years with four modules delivered in blocks over a semester. During this time the student will continue to reflect on their practice and receive support through programme tutorial staff and the wider polytechnic throughout the programme. The student is required to be observed teaching, and to observe others teach and receive help and advice on all areas of their teaching. Students are required to keep a journal of the process and the effect that it has had on their teaching. This reflective process is seen to be an important and integral strategy of supporting the student and therefore contributing to the success and retention of the programme. The specific needs of Māori and the implementation to Te Waka Hourua will be interwoven throughout the programme to support learning and students are able to identify appropriate staff or hapu/iwi for this support."

Given the low level of provision and the variable content of statements provided, the stock-take project did not attempt to make a comparison between qualifications based on underlying philosophy statements.

An attempt to compare the graduate profiles/outcome statements of active qualifications was conducted by categorising the graduate profiles and/or Kiwiquals outcome statements against a set of classification areas (appendix 3). These were developed, trialled and refined with an Ako Aotearoa focus group before use.

Selection, Development and Support for New Tertiary Teachers

Two sampling tools were used to identify organisational policies and practices required or offered for new tertiary teachers:

- An invitation to complete an on-line survey (appendix 1) was emailed to contacts (identified from an Ako Aotearoa contacts database) at Adult and Community Education providers, ITPs, OTEPs, PTEs, Universities, and Wānanga

- Interviews with staff from tertiary education institutions (5 universities, and 12 ITPs)

The interview included questions aimed at identifying:

- Structural arrangements within the organisations for delivering tertiary teaching staff development and support

- Mechanisms used to implement and monitor formal and informal development and support opportunities and requirements

- Processes used to evaluate the impact of tertiary teacher development and support on learning outcomes

Table 3. On-line survey respondents by organisational type

Organisation Type	Number
Private Training Establishment (PTE)	149
Institute of Technology/Polytechnic (ITP)	14
University	8
Other Tertiary Education Provider (OTEP)	7
Adult and Community Education (ACE)	3
Wānanga	2
Total Respondents	183

Table 4. FTE staff numbers at PTEs responding to on-line survey

Number of FTE[7] Teaching Staff	Number of PTEs
Under 10	95
10 to 50	42
51 to 100	11
More than 100	1

Selection, Development and Support for New ITO Workplace Assessors

An invitation to complete an on-line survey (appendix 2) on the selection, induction and support provided by industry training organisations (ITOs) was emailed to the Chief Executive of the 39 ITOs recognised by the Tertiary Education Commission. Twenty-two ITOs responded to the survey.

Table 5. On-line survey ITO respondents by number of registered workplace assessors

Number of ITO Registered Workplace Assessors	Number of ITOs
Under 50	7
50 to 100	5
101 to 200	2
201 to 300	0
More than 300	8
Total	22

The ITO respondents collectively are responsible for the assessment activities of over 3,000 workplace assessors.

---

7   Full time equivalent

4. Tertiary Teacher Qualifications

There are currently 62 active[8] qualifications registered in New Zealand that are intended for the education and training of tertiary teachers.

Thirty-eight of the qualifications are focused on education and training of generic tertiary teachers, with the remainder having a specific focus on one of: Māori learners, literacy and numeracy, e-Learning, curriculum/programme design, clinical teaching, or language teaching.

Over the last six years the total stock of tertiary teaching qualifications has remained stable with 25 new qualifications being registered and 18 qualifications closing.

The majority of the changes in qualifications (new registrations and closures) have occurred in the ITP sector in level 4 to 7 certificates and diplomas, with 11 new qualifications registered and 15 closed by ITPs.

From the data supplied by qualification owners 30% of the active qualifications will be reviewed during in the 2010 to 2012 period.

The 62 active tertiary teaching qualifications are categorised under 14 different subject classifications[9]. In some cases these differences in subject classification appear justified, for example the classification of qualifications relating to Clinical Education being classified under *Medical Studies not elsewhere classified*. In other cases the reason a qualification is in one category rather than another is not obvious, for example, qualifications with 'Tertiary Teaching' in the title being classified under *Tertiary Education* or *Tertiary Education not elsewhere classified* rather than under *Teacher Education: Tertiary*.

Sixty[10] of the 62 active qualifications are listed on KiwiQuals and all 18 closed qualifications are also listed on KiwiQuals. The qualification search function of WhichCourseWhere lists 39 of the active qualifications and 17 of the 18 closed qualifications.

The value of the databases as efficient and effective search tools for learners and other interested parties is limited by the inclusion of closed qualifications (with no indication of their status) on the two government agencies' public databases combined with inconsistent use of the subject classification field.

---

8   There is a programme currently available that leads to the qualification and/or the qualification can be awarded as an exit qualification from another qualification programme.

9   Proposed subject classifications are assigned by qualification developers and reviewed and approved by the relevant Qualifications Approval Body (NZQA, Institutes of Technology and Polytechnics Quality (ITPQ), Committee on University Academic Programmes (CUAP))

10 Final Quality Assurance Body approval is required before the two qualifications in the approval process will be listed on KiwiQuals.

Active and Closed Qualifications

Eighty-one tertiary teaching qualifications were identified that have been approved (two in the final approval step) by a New Zealand quality assurance body. Qualification owners notified the project that 18 of these qualifications were no longer offered and there were no plans for them to be re-offered in the future.

From the qualifications data supplied by qualification owners, 25 new qualifications have been registered on the New Zealand Register of Quality Assured Qualifications between 2005 and 2009.

The New Zealand Register of Quality Assured Qualifications, www.kiwiquals.govt.nz, was implemented in 2005 with providers generally updating their qualification data for KiwiQuals during 2004 and 2005. From the data supplied by qualification owners there appears to have been 18 qualifications closed over a similar period to the registration of the 25 new qualifications, i.e. the stock of active tertiary education qualifications appears to have remained relatively stable over the last five to six years.

Table 6. Year qualification first approved

Year	Year first Approved
2005	11
2006	7
2007	2
2008	2
2009	3
Total	25

A list of the closed qualifications (title, level, credit) and their qualification owners is provided in appendix 6.

A list of the active qualifications (title, level, credit) and their qualification owners is provided in appendix 5.

Table 7. New and closed qualification numbers since 2005 by TEO type

Qualification Owner Type	Number of Qualification Owners registering new qualifications	Number of new qualifications registered	Number of Qualification Owners closing qualifications	Number of Closed Qualifications since 2004[11]
Universities	2	4	1	2
Wānanga	1	2	0	0
ITPs	9	11	12	15
PTEs	0	0	1	1
NZQA	1	5	0	0
Registered Course Owner	1	3	0	0
TOTAL	14	25	14	18

Table 8. New and closed qualification numbers at ITPs since 2005

Level	Number of new qualifications registered since 2005	Number of Closed Qualifications since 2005
4	–	4 certificates
5	5 certificates 1 diploma	7 certificates
6	3 diplomas	4 diplomas
7	1 certificate 1 graduate certificate	
TOTAL	11	15

---

11 In some instances this is an assumption because a specific closure date was not supplied by the provider. The assumption is based on the work on correcting qualification data completed by TEOs in conjunction with the Ministry of Education and NZQA in 2004 and 2005 before the KiwiQuals site went live for the first time in July 2005.

Table 9. New and closed qualification types since 2005 by level

Level	New Qualifications Registered since 1 January 2005	Total Number of New Qualifications	Qualification Types Closed Since 1 January 2005	Total Number of Closed Qualifications
4	1 national certificate	1	5 certificates	5
5	5 certificates 3 national certificates 1 diploma 1 national diploma	10	7 certificates	7
6	1 certificate 5 diplomas	6	1 certificate 4 diplomas	5
7	1 certificate 2 diplomas 1 graduate certificate	4	1 graduate certificates	1
8	2 postgraduate certificate 1 postgraduate diploma	3		
9	1 Masters	1		
		25		18

Table 10. Primary focus of active tertiary teaching qualifications

Primary Focus of Qualification	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Total
Generic tertiary teaching knowledge and skills	1	10	6	6	12	3	38
Māori learners	1	3	1	2	1	1	9
E-learning/E-teaching		1		3			4
Curriculum/programme design			1	2			3
Literacy and numeracy		3				1	4
Clinical teaching					2	1	3
English language teaching		1					1
Total	2	18	8	13	15	6	62

Table 11. Qualification entry requirements by level

Level of Qualifications	Number of qualifications	Number of open entry[12]	Previous qualification or equivalent required	Previous teaching experience required	Concurrent access to teaching opportunities required
4 and 5	20	12	0	3	5
6 and 7	21	3	17	7	6
8 and 9	21	0	21	5	6
All levels	62	15	38	15	17

Table 12. Number of active qualifications by TEO type

Qualification Owner Type	Number of Qualification Owners	Number of Active Qualifications
Universities	7	26
Wānanga	3	7
ITPs	14	17
PTEs	1	1
Registered Course Owner	1	3
NZQA	1	8
TOTAL	27	62

---

12   Includes qualifications with a requirement for university entrance if applicant is below 20 years of age or a requirement for the learner to be capable of tertiary study.

Table 13. Number of active qualifications by TEO type and level

Organisation Type	Number of qualifications at each level					
	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9
Universities		1	1	5	14	5
Wānanga		1	2	2	1	1
ITPs		9	4	4		
PTEs		1				
Registered Course Owner			1	2		
NZQA	2	6				
Total number of qualifications at each level	2	18	8	13	15	6

Table 14. Active qualification types by level

Level	Active Qualification Types	Total Number of Active Qualifications
4	2 national certificate	2
5	11 certificates[13] 4 national certificates 1 diploma 2 national diplomas	18
6	2 certificates 6 diplomas	8
7	4 diplomas 3 Graduate Certificates 3 Graduate Diplomas 3 Degrees	13
8	9 Postgraduate Certificates 6 Postgraduate Diplomas	15
9	6 Masters Degrees	6
Total		62

---

13   Three of the local certificates offered at level 5 have one of the national certificates embedded inside the qualification.

Table 15. Credit value ranges by qualification type

Qualification Type	Up to 60 credits	61 to 120 credits	121 to 180 credits	Greater than 181 credits	Total Number
Level 4 National Certificate	2				2
Level 5 Certificate	8	3			11
Level 5 National Certificate	3	1			4
Level 5 Diploma		1			1
Level 5 National Diploma		2			2
Level 6 Certificate	2				2
Level 6 Diploma		5		1	6
Level 7 Diploma		2	2		4
Level 7 Graduate Certificate	3				3
Level 7 Graduate Diploma		3			3
Level 7 Bachelor Degree				3	3
Level 8 Postgraduate Certificate	9				9
Level 8 Postgraduate Diploma		5	1		6
Level 9 Masters Degree		3		3	6
Total	27	25	3	7	62

Table 16. Subject classifications for active qualifications

Classification	Number of Qualifications
Adult Education and Training Teacher Education	2
Adult Literacy and Numeracy Education	3
Curriculum Studies	1
Education	2
Education Studies	6
Medical Studies not elsewhere classified	2
Mixed Field Programmes not elsewhere classified	1
Te Matauranga Māori me te Whakangungu (Māori Education)	4
Teacher Education	6
Teacher Education not elsewhere classified	9
Teacher Education: General (Pre-Service)	1
Teacher Education: Tertiary	18
Teacher Professional Development	3
Tikanga - Māori Customs	2
Unclassified (new qualifications)	2
Total	62

5. Enrolments and Completions

Just over 8,000 people gained a tertiary teaching qualification between 2004 and 2008. Sixty-one per cent of qualifications completed during this period were national qualifications at level 4 and 5 and seventy five per cent of all qualifications awarded during this period were for completions in 3 national qualifications and 5 local qualifications.

Annual enrolments in local tertiary teaching qualifications over the 2004 to 2008 period ranged from around 800 to 1200 EFTS per annum and the completions were approximately 600 per annum. During the period the number of enrolments by level changed significantly in some years. For example, enrolments in the level 6 local qualifications dropped from 186 EFTS in 2004 to 32 EFTS in 2009.

Table 17. Number of completions between 2004 and 2008 in national and local qualifications

Year	Number of national qualifications (5) Issued	% of total qualifications	Number of local qualifications (60) completions	% of total qualifications	Total qualifications (65) completed
2004	967	60%	647	40%	1,614
2005	1,130	64%	646	36%	1,776
2006	655	51%	624	49%	1,279
2007	818	57%	617	43%	1,435
2008	1,443	70%	615	30%	2,058
Total	5,013	61%	3,149	39%	8,162[14]

Table 18. Number tertiary education qualification completions by level between 2004 and 2008

Year	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	All levels
2004	553	552	243	122	93	51	1,614
2005	678	704	134	102	112	46	1,776
2006	292	637	84	93	123	50	1,279
2007	282	829	81	104	110	29	1,435
2008	707	943	11	60	238	99	2,058
Total	2,512	3,665	553	481	676	275	8,162

14   Some local qualifications have national qualifications embedded in the local qualification. i.e. The programme may be designed so that a learner completing the requirements of the local qualification may also achieve the requirements of a national certificate. Three of the local qualifications in this list have a national tertiary qualification embedded in the local qualification. It is estimated that up to 50 graduates may have been counted under both local and national completions data.

Figure 1. All tertiary teaching qualification completions by level for 2004 to 2008
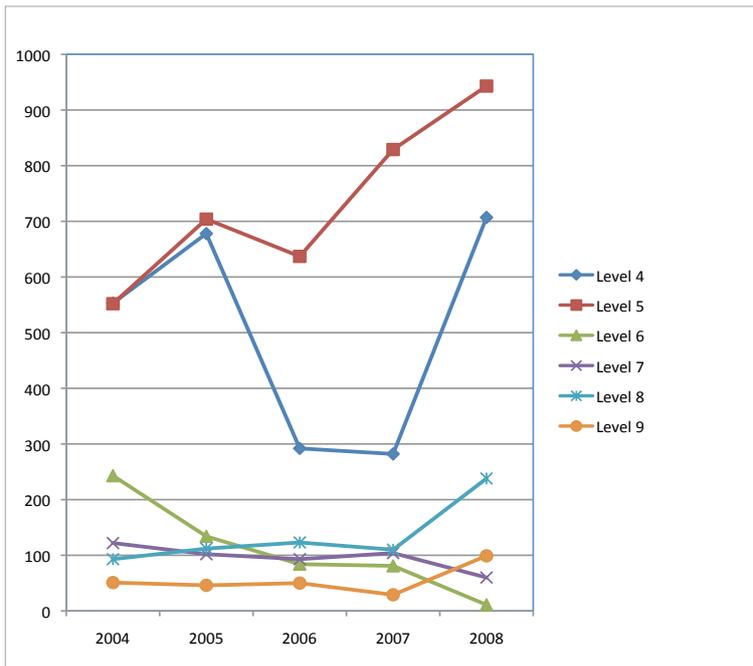
Figure 2. National and local tertiary teaching qualification completions by year
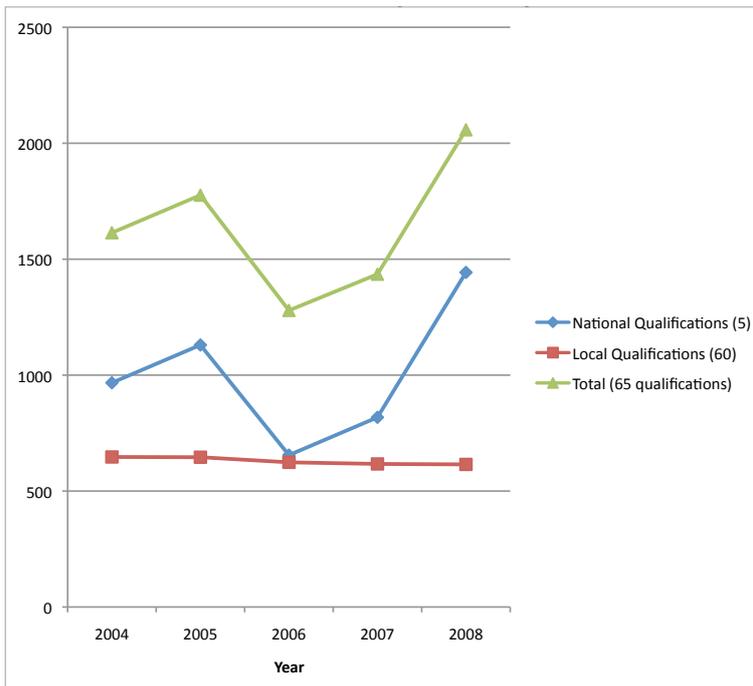
Seventy five percent of all qualification completions between 2004 and 2008 were achieved in 8 of the qualifications available during this period (three national qualifications and five local qualifications.)

Table 19. Completions in top eight qualifications by graduate numbers

Qualification	Qualification Type	Level	Total completions between 2004 and 2008	% of all completions between 2004 and 2008
1	National Certificate	4	2,396	29%
2	National Certificate	5	2,169	27%
3	Local certificate	5	380	5%
4	Postgraduate Diploma	8	329	4%
5	National Diploma	5	245	3%
6	Master of Education	9	233	3%
7	Degree	7	203	2%
8	Local certificate	6	200	2%
Total			6,155	75%

Graduates of National Tertiary Teaching Qualifications

All achievements against unit standards assessed by NQF accredited TEOs are reported to NZQA and held on the Record of Achievement database. NZQA issues certificates to learners when they (or their TEO on their behalf) apply to NZQA for certification.

NZQA does not:

- hold information on enrolments or unsuccessful assessments carried out against the unit standards for tertiary learners
- hold a record of completion against a national qualification unless the learner has successfully applied for certification for the qualification

Table 20. Number of certificates issued against national tertiary teaching qualifications

Qualification name	2004	2005	2006	2007	2008	Total
National Certificate in Adult Education and Training (Level 4)	549	649	278	265	655	2,396
National Certificate in Adult Education and Training (Level 5)	398	452	337	452	530	2,169
National Certificate in Adult Literacy and Numeracy Education (Educator) (Level 5)	0	0	0	0	104	104
National Certificate in Adult Literacy and Numeracy Education (Vocational / Workplace) (Level 5)	0	0	0	14	85	99
National Diploma in Adult Education and Training (Level 5)	20	29	40	87	69	245
Totals	967	1130	655	818	1443	5013

Source NZQA

Programmes leading to national qualifications are available at TEOs with the appropriate NQF accreditation for the unit standards in the national qualifications. The KiwiQuals website provides information on the TEOs that can assist with gaining national qualifications. A list of accredited providers for national tertiary teaching qualifications is attached as Appendix 6.

Table 21. 2004 to 2009 enrolments and completions for 60 local qualifications

Year	Enrolments (EFTS)	Completions
2004	1,231	647
2005	930	646
2006	836	624
2007	1,093	617
2008	1,004	615
2009	912	NA
Total	6,006	3,149[15]

Source: Ministry of Education

Figure 3. Local qualifications total enrolments and completions by year

---
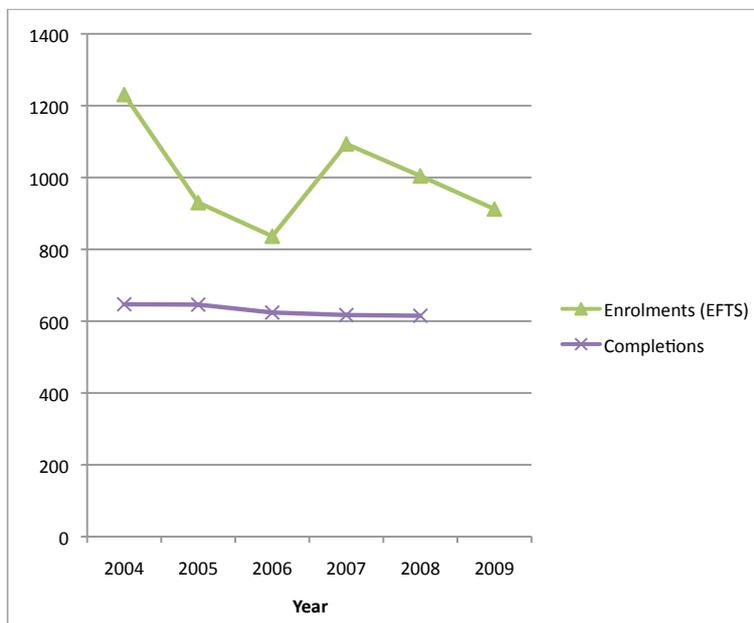
15   Does not include graduates for 2009

Table 22. 2004 to 2008 local qualifications enrolments and completions by qualification level

		Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Totals
Year	Number of qualifications	4	15	9	11	15	6	60
2004	Enrolments (EFTS)	39	179	186	487	219	121	1,231
	Completions	4	134	243	122	93	51	647
2005	Enrolments (EFTS)	20	212	113	264	218	103	930
	Completions	29	223	134	102	112	46	646
2006	Enrolments (EFTS)	46	167	116	217	207	83	836
	Completions	14	260	84	93	123	50	624
2007	Enrolments (EFTS)	75	217	103	349	255	95	1,093
	Completions	17	276	81	104	110	29	617
2008	Enrolments (EFTS)	69	189	43	326	271	106	1,004
	Completions	52	155	11	60	238	99	615
2004 to 2008	Total enrolments (EFTS)	249	964	561	1,643	1,170	508	5,094
2004 to 2008	Total completions	116	1048	553	481	676	275	3,149

Source: Ministry of Education

It should be noted that the credit values of the qualifications (and their associated programmes) vary significantly at the same and different levels. This makes the comparison of EFTS volumes between levels problematic.

6. Graduate Profiles and Underlying Philosophies

An aim of the stock-take project was to review the underlying philosophy of each active qualification and its graduate profile to assist in the comparison of qualifications.

The ability for the stock-take to review and compare qualifications at the same and different levels was hampered by a number of factors, including:

- Limited provision of graduate profile and underlying philosophy statements by qualification owners. Graduate profiles were supplied for 24 of the 62 active qualifications (38%) and underlying philosophy statements were supplied for 21 of the active qualifications (34%)

- The variable nature of the content (volume and substance) of the graduate profile and underlying philosophy statements

- The variable nature of the content (volume and substance) of the outcome statement published for each registered qualification on KiwiQuals

Register Outcome Statement Requirements

The New Zealand Register of Quality Assured Qualifications states that outcome statements:

" …can provide clarity and focus for qualification development. The development of outcomes for a qualification informs and guides the development of course content, and processes for teaching, learning and assessment. Providing a qualification outcome statement also gives students and prospective employers an idea of what the qualification holder will have achieved by the end of the qualification."

And

"To be meaningful, outcome statements should:

- Reflect the purpose of the qualification without restating it

- State expected learner achievement in terms of application of knowledge, understanding, skills and attitudes (graduate profile)

- Identify what the qualification might lead on to

- Suggest possible employment opportunities for a holder of the qualification (if applicable)

For each qualification on the Register there must be a statement of learning outcomes.

This includes statements about:

- what the whole qualification represents in terms of the application of knowledge, understanding, skills and attitudes; and

- the components of the qualification which, in their combination, make up the wholeness of the qualification." [16]

---

16   The New Zealand Register of Quality Assured Qualifications www.kiwiquals.govt.nz/about/outcomestatements.html

A number of graduate profiles/outcome statements, as demonstrated in the examples below, did not appear to be consistent with the Quality Assurance Body criteria and provided little useful information for comparing qualification.

Outcome Statement example 1

"The Certificate is about preparing people to become skilled educators of adults, who understand how adults learn best in a wide range of settings, from classroom to the community."

Outcome Statement example 2

"Graduates of this programme will gain the knowledge, skills and competencies required to teach adult learners."

Outcome Statement example 3

"To meet a particular need of the educational environment for ICT skilled practitioners"

Other Outcome Statements provide information, consistent with the Register criteria, that *"gives students and prospective employers an idea of what the qualification holder will have achieved by the end of the qualification."*

Outcome Statement example 4

"Graduates will be able to function effectively in the tertiary education sector, particularly in their delivery of programmes and creation of a receptive learning environment for students. They will have the necessary knowledge, skills and attitudes to responsibly oversee the teaching, pastoral, collegial and administrative issues they confront. Their approach to the workplace challenges will involve critical thinking, analysis of issues and the determination of relevance consistent with the values of the workplace.

Graduates will be able to:

- *Reflect on and improve their own teaching practice,*
- *Apply adult learning theory and educational models to inform practice*
- *Create and maintain an environment that responds appropriately to the diverse learning needs of students*
- *Recognise and provide an environment that enhances Te Ao Māori and be responsive to the unique learning needs of Māori students and*
- *Use a range of assessment tools and strategies.*

The target market is: Community providers who work with adults, and tertiary teaching staff who do not have teaching qualifications. Many staff working with adults in supervisory or teaching contexts have no formal qualification and often lack knowledge about adult learning theory."

Similarities and Differences Between Levels

Where graduate profiles and outcome statements were available that were consistent with the New Zealand Register quality assurance requirement for outcome statements it was possible to identify differences between qualifications at clusters of levels. A clear hierarchy was able to be observed when comparing qualifications within levels 4, 5 and 6, with qualifications at level 7, and with qualifications within levels 8 and 9. For the selected qualifications it was difficult to distinguish a clear hierarchy of outcomes within levels 4, 5 and 6 and within levels 8 and 9.

The following table sets out the hierarchy of typical statements found for qualifications (with outcome statements consistent with Register criteria) under the categories of 'Theoretical Knowledge' and 'Professional Practice'.

Table 23. Example of theoretical knowledge hierarchy found in outcome statements

Level	Typical Outcome Statements – Theoretical Knowledge
Level 4, 5 & 6	Graduates will: • Have developed a sound knowledge of current practice in adult learning and teaching • Understand and apply basic principles of adult learning and teaching • Be able to apply adult learning theory and educational models to inform practice
Level 7	Graduates will: • Be able to apply learner centred learning theories, principles and practices in a tertiary education context • Have an understanding of theoretical educational perspectives which focus on learning by making informed decisions about their pedagogy • Have developed a theoretical framework for understanding adult learning
Level 8 & 9	Graduates will: • Have an advanced research-based understanding and knowledge of contemporary educational theory and professional practice • Combine pedagogical content knowledge with specialist knowledge of their disciplinary area • Construct personal knowledge about tertiary teaching • Adopt multi-disciplinary and international perspectives in relation to their teaching.

Table 24. Example of professional practice hierarchy found in outcome statements

Level	Typical Outcome Statements – Professional Practice
Level 4, 5 & 6	Graduates will: • Be reflective practitioners • Be able to pursue further personal and educational development
Level 7	Graduates will: • Apply understandings of learning and teaching in a deliberate / conscious manner • Practice according to a personal philosophy of teaching and learning • Value the educator role and acts in ways which demonstrate ethical and responsible practice • View teaching as a scholarly activity and critique own practice in relation to current literature

Level 8 & 9	Graduates will:
	• Have a collaborative, collegial approach to teaching, research and service
	• Devise and implement strategies for fostering their own continuing professional development as teachers
	• Provide a professional model for students that emphasises, in particular, academic rigor, ethical practice, professional responsibility, and the attributes of lifelong learning
	• Obtain and be able to draw on a variety of sources of data (self, peer/expert, student, profession, community) to evaluate their own educational practices
	• Be able to negotiate and mediate in different academic contexts

Categorisation of Graduate Profiles/Outcome Statements

The project team completed a categorisation of all available graduate profiles/outcome statements for the 81 qualifications against the set of classification categories developed by the project team in conjunction with a Ako Aotearoa Project Reference Group.

Table 25. Categories for classifying content of graduate profile statements

Category Title	Capabity Statement[17]
Delivery Skills	Graduates can implement good practice skills and knowledge in a learning environment
Theoretical Teaching Framework	Graduates have a knowledge of theories of adult learning
Professional Practice	Graduates can manage own professional practice
Assessment	Graduates can design, apply and evaluate assessment activities
Programme Design	Graduates can design an educational programme
Māori Teaching Pedagogy	Graduates can teach using Māori Kaupapa Framework
New Zealand Context	Graduates have a knowledge and understanding of the New Zealand tertiary education system
Research Skills	Graduates can critically evaluate and undertake educational research
Māori Learners	Graduates can teach Māori learners in a mainstream education environment
Quality Enhancement	Graduates can participate in quality enhancement processes associated with education
Diverse Learners	Graduates can teach students from a diversity of learner groups
Advanced Professional Skills	Graduates demonstrate advanced professional skills
E-learning	Graduates can utilise e-learning technologies to teach and support learning
Ethics	Graduates understand ethics in an educational context
Literacy and Numeracy	Graduates can recognise and teach students with literacy and numeracy needs

17   Appendix 3 provides the full description of the categories used by the project team

Table 26. Categorisation of graduate profiles/outcome statements by level of qualifications

	Levels 4, 5 and 6	Level 7	Level 8 and 9	All Levels
Number of qualifications	48	14	21	81
Graduate Profile Categories	% of qualifications that identify qualification graduates as meeting graduate profile category			
Delivery skills	91%	64%	71%	84%
Theoretical Framework	57%	71%	76%	66%
Professional Practice	41%	71%	67%	54%
Assessment	48%	36%	48%	47%
Programme Design	37%	64%	33%	42%
Māori Teaching Pedagogy	20%	64%	57%	38%
NZ Context	43%	21%	33%	38%
Research	11%	50%	62%	32%
Māori Learners	26%	36%	33%	30%
Quality Enhancement	22%	36%	24%	25%
Diverse Learners	13%	36%	33%	23%
Advanced Professional Development	0%	21%	71%	23%
e-learning	9%	43%	24%	19%
Ethics	13%	7%	29%	16%
Literacy & Numeracy	13%	7%	5%	10%

Figure 4. Categorisation of graduate profiles/outcome statements by level of qualifications
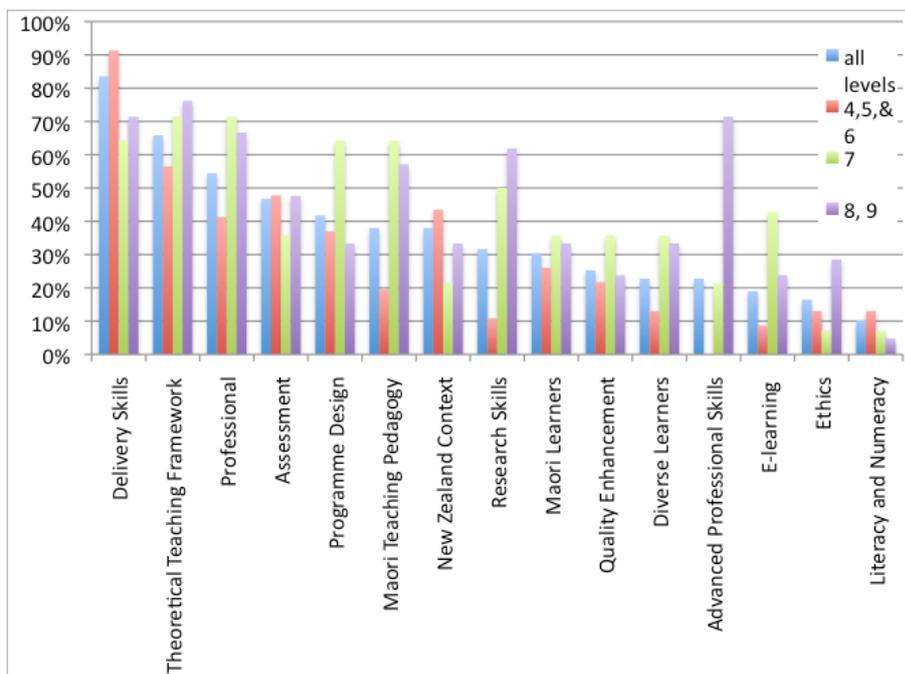
7. Selection of New Tertiary Teachers

"Tertiary teachers are usually appointed on the basis of their knowledge, qualifications and experience in their subject areas, and lack pre-service teacher education (Beaty, 1998)" [18]

Based on the responses to the on-line survey this statement remains largely true across the university, ITP and PTE sectors, especially in respect of the importance of an applicant's subject qualification. There are, though, differences between the sectors at the time of selecting new tertiary teachers on the importance of:

- Work experience in the subject area

- A teaching qualification and previous teaching experience

Both the ITP and PTE sector place greater value on an applicant's previous work experience in their subject area than the university sector.

Fifty-eight PTEs respondents stated that a teaching qualification is a requirement for appointment to a fulltime tertiary teaching position. None of the university or ITP respondents identified a teaching qualification as a requirement for appointment to a tertiary teaching position.

The importance placed on teaching qualifications in ongoing employment by ITPs and PTEs is evident with:

- 10 of the responding ITPs require a teaching qualification to be gained within 2 or 3 years of a fulltime appointment

- 65 of the responding PTEs require a teaching qualification to be gained within 2 or 3 years of a fulltime appointment

None of the universities have an organisational requirement for a teaching qualification to be gained after appointment.

Figure 5. Importance of subject qualification in selection process

When your organisation is selecting a staff member for a teaching position, in general, how important is a qualification in the subject area to be taught in the selection process?
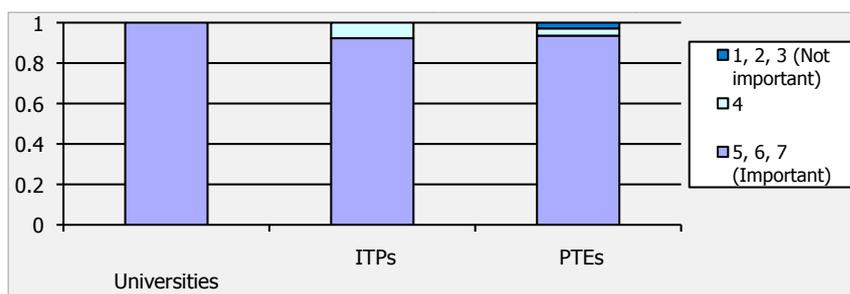
(Respondents: 7 universities, 13 ITPs, 140 PTEs)

---

18   *Survey of Literature Relating to Tertiary Teacher Development and Qualifications: Short Summary*, Alison R Viskovic, 2009.

Figure 6. Importance of work experience in subject area in selection process

When your organisation is selecting a staff member for a teaching position, in general, how important is previous work experience, in the subject to be taught, in the selection process?
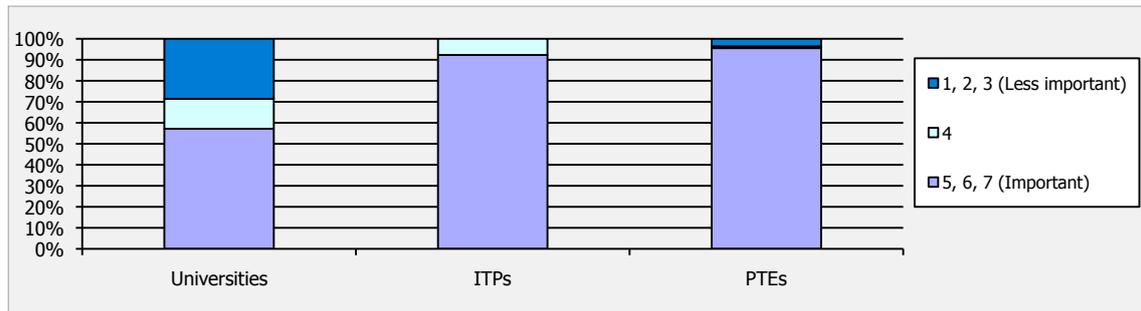
(Respondents: 7 universities, 13 ITPs, 140 PTEs)

Figure 7. Importance of teaching qualification in selection process

When your organisation is selecting a staff member for a teaching position, in general, how important is a teaching qualification in the selection process?

(Respondents: 7 universities, 13 ITPs, 140 PTEs)

Figure 8. Importance of teaching experience in selection process

When your organisation is selecting a staff member for a teaching position, in general, how important is previous teaching experience in the selection process?

(Respondents: 7 universities, 13 ITPs, 140 PTEs)

Comments on the importance of qualifications and experience at appointment from University survey participants included:

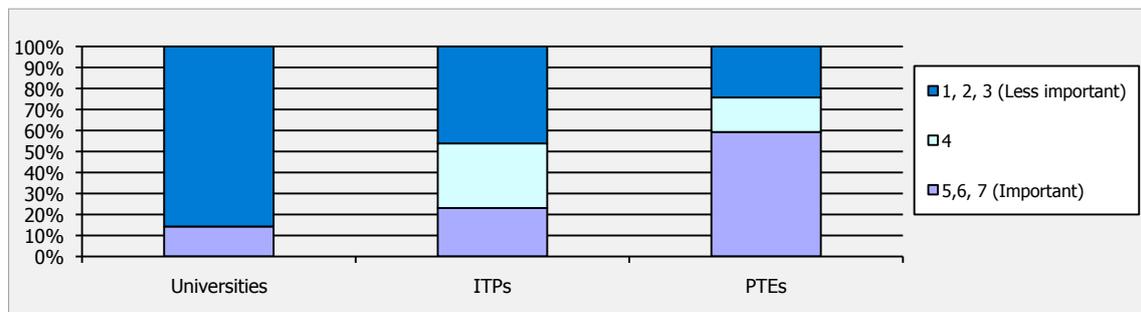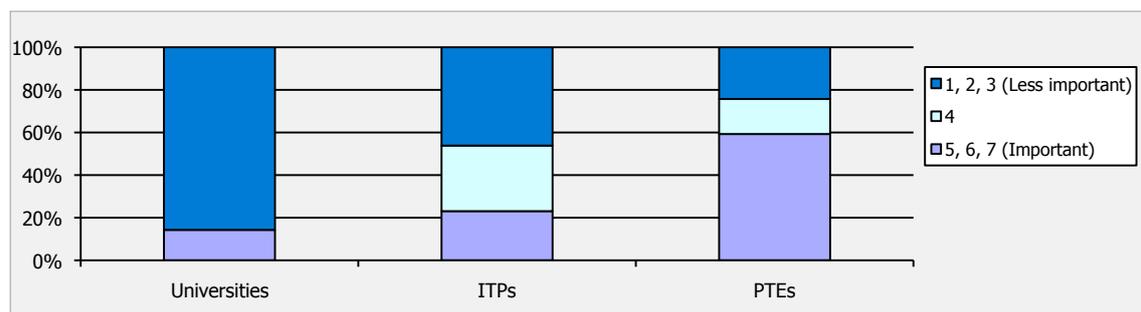> "These are generalisations. We are a very large organisation; there is no standardised selection process. However, in most cases the emphasis is definitely on research qualifications first, not teaching ability."
>
> "Different sections of the university would give different priorities. Where a person does not have a tertiary teaching qualification the collective agreement for academic staff strongly points them to completing a baseline qualification, and provides resources to do so."
>
> "Appointments still seem to be made primarily on the basis of a person's research expertise in their academic discipline. Teaching experience is starting to be more important than previously. According to the university's new teaching and learning plan (at final draft stage), teaching capability will become far more important in the appointment process."

Comments on the importance of qualifications and experience at appointment from ITP survey participants included:

> "Teaching qualifications and experience are less important as we have pathways to develop these areas."
>
> "We put people through our teaching qualification, but a considerable number of our staff, especially in Trades, have had industry experience but little or no teaching, so it cannot be a requirement in the beginning."

PTE survey participant comments on the importance of qualifications and experience at appointment included:

> "Most new staff come with industry experience and being a charitable trust we cannot compete with wages of larger organisations like polytechnics so we have to work with people gaining teaching qualifications as part of staff development - mostly towards NZQA adult teaching certificates."
>
> "Our content is clinical, and very specific to sexual and reproductive health. We have never been able to find a registered nurse or doctor with a teaching qualification as well. This would be ideal but the people just don't seem to be out there."
>
> "Experience and ongoing practical involvement in the area involved is crucial, we find they are often natural teachers."
>
> "In my experience, it is better for tutorial staff to have industry and technical knowledge and an ability to communicate with people rather than having specific teaching qualifications and experience."
>
> "In a small community such as ours, we are often limited in the pool we are able to choose from. Generally experience is very high but not necessarily supported by qualifications."

Requirement for a Tertiary Teaching Qualification

Figure 9. Minimum teaching qualification required at appointment

Does your organisation require applicants for a FULL-TIME teaching position to have a minimum teaching qualification as a pre-requisite to employment?
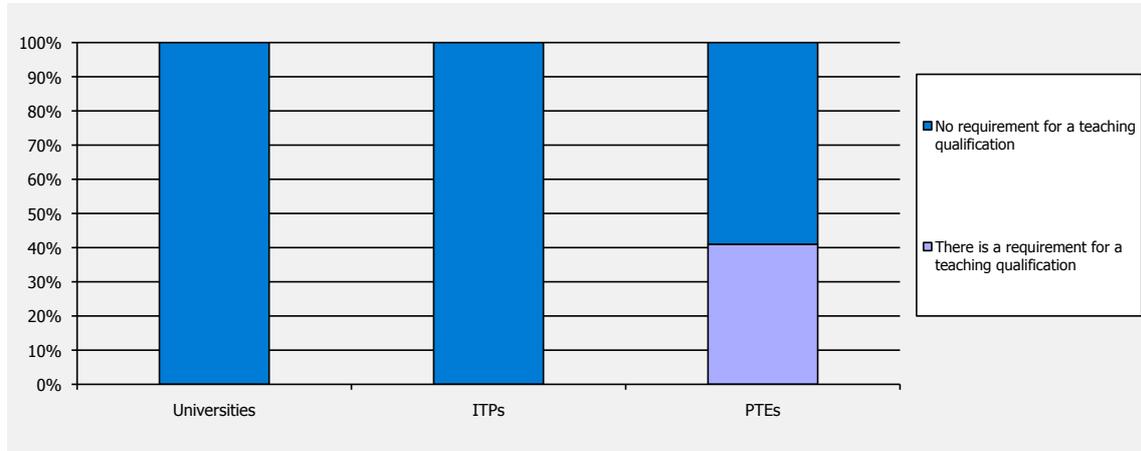
(Respondents: 7 universities, 13 ITPs, 140 PTEs)

Figure 10. Requirement for fulltime staff to gain a teaching qualification

Does your organisation require new FULL-TIME teaching staff to obtain a minimum teaching qualification within a set time after starting employment?
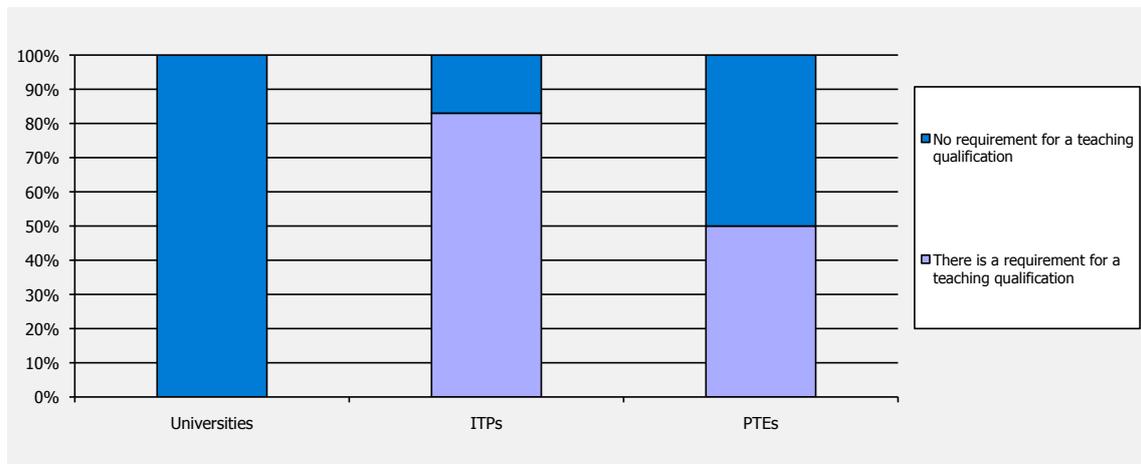
(Respondents: 7 universities, 12 ITPs, 131 PTEs)

Figure 11. Requirement for fulltime and part-time staff to gain a teaching qualification

Does your organisation require new teaching staff to obtain a minimum teaching qualification within a set time after starting employment?
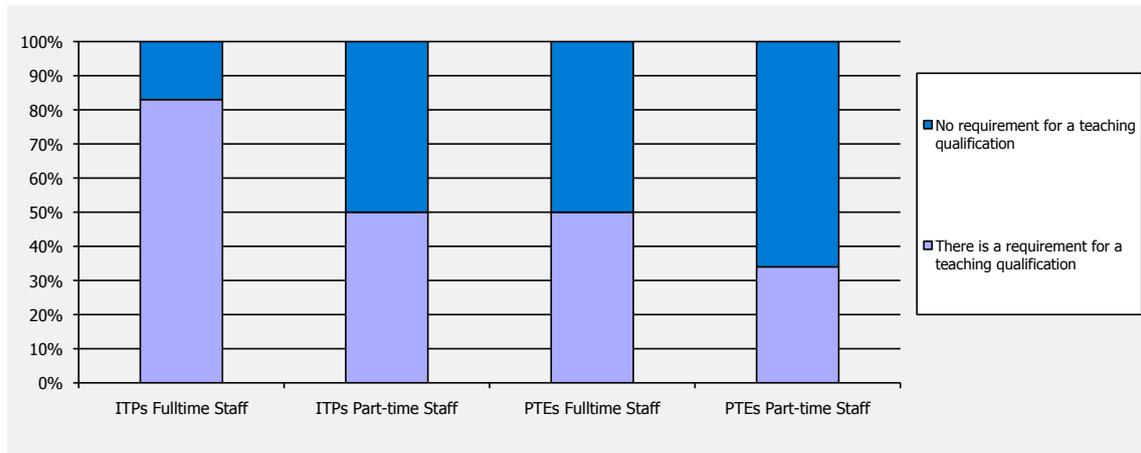
(Respondents: 12 ITPs, 131 PTEs)

PTE respondents typically noted requirements to attain one or more National Certificates in tertiary teaching over periods of 1 to 3 years.

For example:

"Unit Standard 4098 within 3 months, National Certificate in Adult Education and Training Level 4 within 9 months, National Certificate in Adult Education and Training Level 5 (or Diploma L6) within 2 years, National Certificate in Adult Literacy Educator (Vocational) within 2.5 years"

ITP survey respondent comments included:

"First course in first six month and completed 60 credit level 5 qualification within 2 years"

"Progression from T1/09 is dependant upon the staff member attaining a Certificate in Tertiary Teaching - Level 5, 60 credits"

"Graduate Certificate in Tertiary Learning and Teaching (Level 7) or equivalent commenced within first 6 months of employment and completed within 3 years of employment"

"Two years in policy, but may be a bit longer if necessary"

"Certificate in Adult Teaching within 2 years"

8. Induction and Support of New Tertiary Teachers

The Tertiary Teaching Stock-take Project on-line survey indicated there are comprehensive induction programmes in place across a wide range of the respondent TEOs and a wide range of staff support mechanisms are also being utilised within and across TEOs.

The responses point to a variety of mechanisms being used to deliver induction programmes, including:

- Workshop or a series of workshops
- On-line materials and guidance
- Induction manual
- Tours and visits
- One-on-one programmes
- Central induction followed up by individual Schools/Departments/Faculties

The induction programme content and the support available to staff new to tertiary teaching are similar across the university, ITP and PTE sector. The major difference in induction content and available support between the university sector and the ITP and PTE sector appears to be in the area of moderation (internal and external). ITPs and PTEs included moderation information in their induction programmes and provided moderation support for new tertiary teachers. This is likely to reflect the widespread use of the National Qualifications Framework by the ITP and PTE sectors and the very limited use of the NQF by the university sector.

There are more marked differences between the university sector and the ITP and PTE sectors when the mandatory support requirements for staff new to tertiary teaching are considered.

Sixty-five percent of ITPs respondents also have an organisational requirement for a reduced teaching load for staff new to tertiary teaching, and a significant number of both ITPs and PTEs require the following support mechanisms to be in place for the new staff:

- Enrolment in a programme leading to a tertiary teaching qualification
- Assignment of a buddy/mentor

Neither of these support mechanisms are a mandatory requirement for staff new to tertiary teaching in the university sector. Both buddy/mentoring support and tertiary teaching programmes are available in the university sector. However, the decision to engage in these support mechanisms is made as part of the performance development agreement between the new staff member and their line manager within the Faculty/Department rather than as an organisational wide mandatory requirement.

Figure 12. Mandatory support requirements for new staff (new to tertiary teaching) across university, ITP and PTE sectors
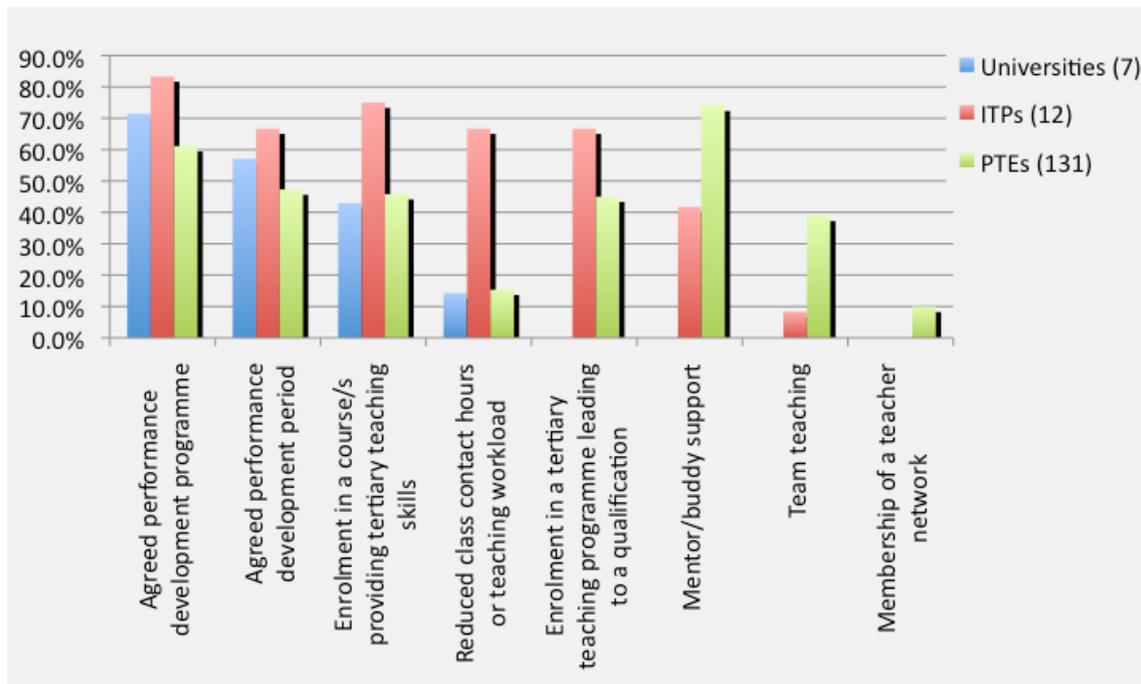
University survey participant comments on "other" requirements included:

"3 day intensive course is mandatory for all staff who are new to University teaching"

"3 year review/continuation period applies to all new staff and includes a review of performance

in the areas of teaching, research and service"

"As yet, there are no compulsory requirements"

"Level of support required is determined by Faculty"

PTE survey participant comments on "other" requirements included:

"Scheduled meetings with designated staff member"

"An industry visit with experienced industry representative"

"Class room monitoring and critique"

"Attendance at team meetings"

"Peer review of assessment"

"Assignment of peer moderator (internal) to review assessment design and implementation"

"Completion of self-paced Workbook"

Figure 13. Induction programme content across all TEOs

Please indicate which of the following areas are covered in your organisation's induction programme for newly appointed teaching staff. (Please tick as many options as applicable.)
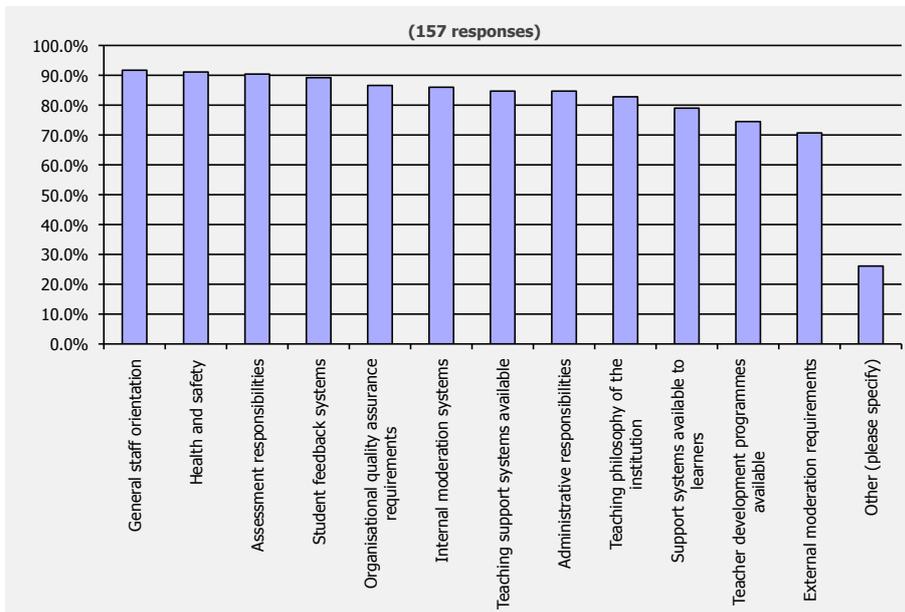
"Other" areas covered in Induction Programmes included:

• Overview of the organisation's quality management system

• Kaupapa and Tikanga Frameworks, and/or organisation expectations in regard to the Treaty of Waitangi

• Introduction to the organisation's Strategic Plan

• Codes of Practice

• Environmental responsibilities

• Industry visits

• IT systems and expectations in regard to the use of IT

• Peer review processes

Figure 14. Induction programme content in university sector

Which of the following areas are covered in your organisation's induction programme for newly appointed teaching staff?

(7 respondents)
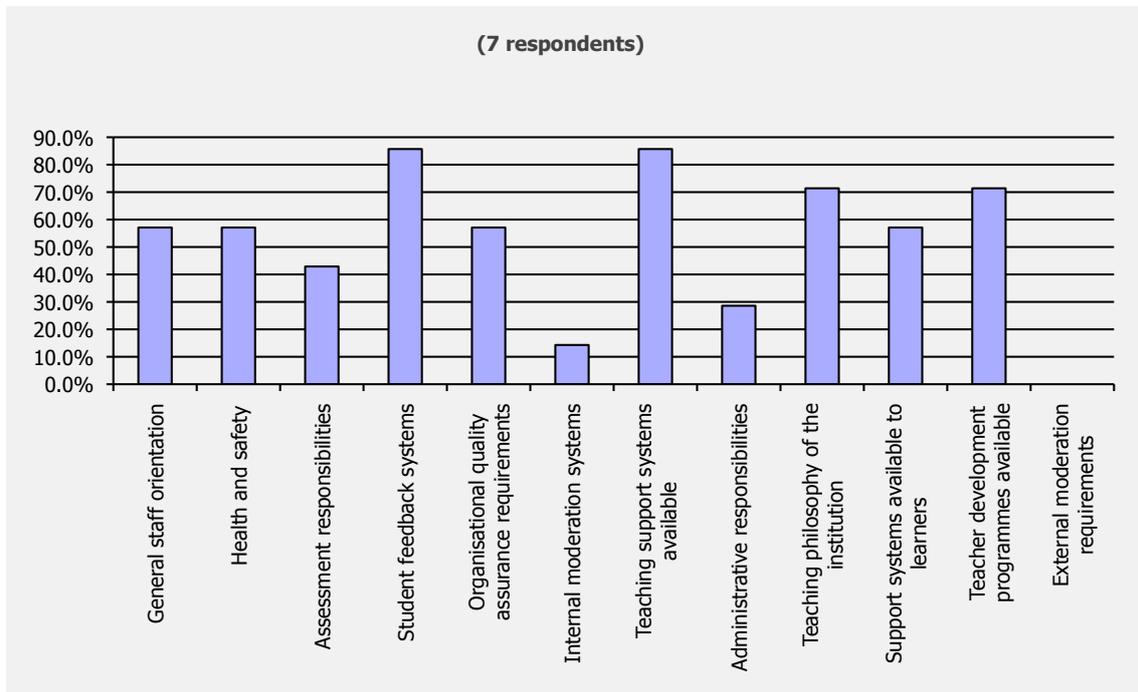
University survey participant comments on other support available included:

- Regular meetings with assigned person/supervisor
- Assignment of peer moderator (internal) to review assessment design and implementation
- Individual support, teacher observations and/or assisted reflection from teacher development/ support unit
- Starter strategies for new teachers
- Teaching staff procedures manual
- Regular on-line resource/newsletters

Figure 15. Support mechanisms available across TEOs

Which of the following support mechanisms are available at your organisation for newly appointed teaching staff? (Please tick as many options as applicable.)

(175 respondents)
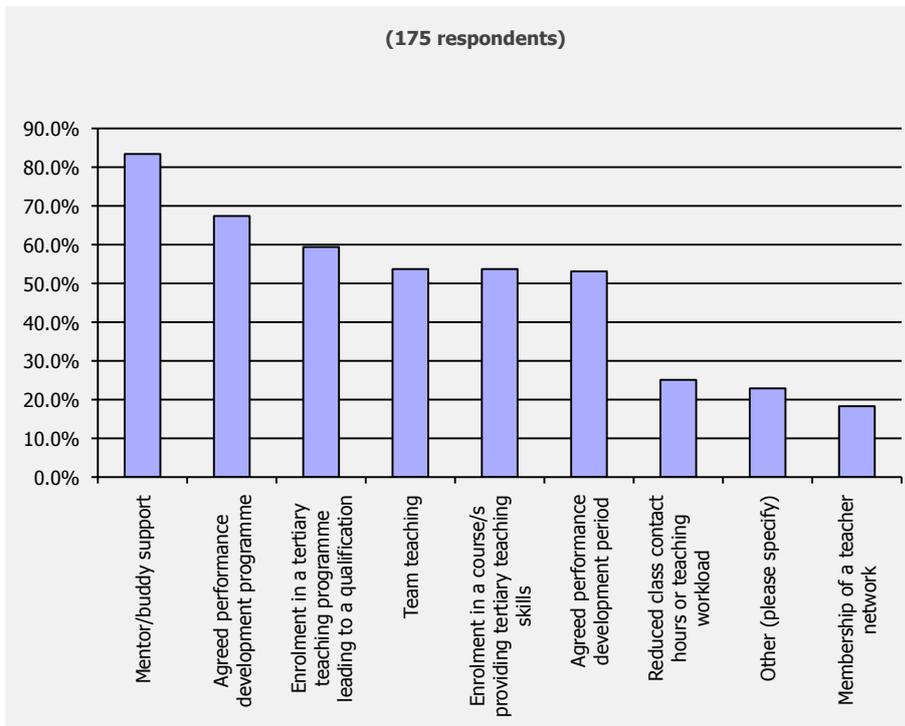
9. Organisational, Monitoring and Evaluation Arrangements

"…the review showed that educational development functions have been established in most tertiary education institutions, generally associated with some sort of central unit, and that those units are likely to provide a range of commonly accepted activities and services." [19]

As part of the Tertiary Teaching Stock-take Project interviews were conducted with staff from 17 tertiary education institutions[20].

The interview included questions aimed at identifying:

- Structural arrangements within the organisations for delivering tertiary teaching staff development and support

- Mechanisms used to implement and monitor formal and informal development and support opportunities and requirements

- Processes used to evaluate the impact of tertiary development and support on learning outcomes

Organisational Arrangements

In the interviewed institution the delivery of tertiary teaching qualifications was carried out by a faculty or department, or purchased from an external provider.

A wide variety of structural arrangements were found across the interviewed organisations for the management of the teacher support and development services offered by the organisation. These structural arrangements included:

- Staff development, e-learning support, literacy and numeracy combined into a single business unit with a direct report to a member of the senior management team of the organisation

- Staff development co-ordination under HR or Academic Services and a separate staff services unit (for example with e-learning support, and sometimes in conjunction with a range of student support services)

- Staff development co-ordination in a central administration business unit with some teacher support (e-learning and programme development support) spread across faculties/departments

- Staff development co-ordination and teacher support services under Academic Services

- Teaching staff and allied staff development in a combined unit

- Teaching staff development unit explicitly separate from allied staff development support

- No single unit with full and part-time positions distributed across a variety of organisational areas in the central unit and faculties/departments

---

19   Page 6, *Survey of Literature Relating to Tertiary Teacher Development and Qualifications: Short Summary*, Alison R Viskovic, 2009. Five universities, twelve ITPs, and one PTE

20   Five universities, twelve ITPs

Interviewees noted that regardless of how the services were located in the organisation there would always be lines of accountability and responsibility for staff development and support that would go beyond the lines of their direct reports. For example, if the staff development and support unit was separate from HR then there would be a need for co-ordination and reporting between the unit and HR, and if the staff development and support unit was placed in HR, there would be need for co-ordination and reporting between the unit and areas of the academic services business unit.

Interviewees noted 'dotted lines[21]' were commonly used in their organisational charts to capture these cross business unit responsibilities and accountabilities. It was noted that these 'dotted lines' were supported by formal mechanisms such as committees, regular reporting schedule, weekly meetings and/or virtual teams.

Interviewees noted that while the formal arrangements for managing these shared accountabilities and responsibilities were important, from their experience these arrangements worked better when they were often supported by robust informal networks between staff in the various business units.

The majority of interviewees indicated that they had delivered the services under a different structural arrangement in their current organisation or in a previous organisation.

Eight of the interviewed organisations noted that the structural arrangements for supporting the professional development of new teaching staff had changed recently (2009) or were currently under review.

The following drivers for the review of organisational structures in relation to teacher support were identified in interviews:

- Review designed to identify if the existing structures were the most appropriate to deliver to a new strategic focus on improving organisational staff capacity and capability
- An increased or new focus on a whole of institution approach to implementation rather than a faculty or department implemented approach
- Implementation of a new Teaching and Learning (or Learning and Teaching) Plan or Framework
- New senior manager (Chief Executive, DCE, Director, or Unit Manager) with a new focus on teacher development
- Desire for improved teaching and learning outcomes based on an evaluation of institutional performance
- Wider review of Senior Management structure – not specific to teacher support and development

Typically a combination of these drivers was identified as leading to the review.

---

21   Interviewees commonly reported that "dotted-lines" were drawn on the organisational chart to indicate lines of shared accountability and/or responsibility when these were outside of their direct line of management and reporting

The outcomes of these reviews varied from organisation to organisation. It was evident in the interviews that a number of factors specific to the individual institution were influencing the outcomes of the review. These included existing arrangements for other services, what had been tried before, organisational culture, and size and staff numbers of the organisation.

Another factor that appeared to impact on arrangements for staff development and support services (as well as informal and formal programme content) was the typical requirements of each new organisation's staff.

A question asked in the interview was:

"Is there a typical pathway to employment for tertiary teachers appointed to your organisation?"

For some institutions there were a wide range of pathways, but others had only a limited number of typical pathways that have been stable for a number of years. Some institutions noted typical pathways as:

- Through an academic study route with comprehensive experience of tutoring (e.g. tutorial assistance and undergraduate tutor/lecturer while completing postgraduate studies)
- From another TEO of a similar type with teaching experience
- From the workplace, with a trade or occupation qualification and no previous teaching experience
- From an existing relationship with the institution (guest industry lecturer, industry advisory group member) or part time teaching staff member
- As volunteers

Those institutions with stable staff pathways appear to have shaped the staff development and support mechanisms that are currently in place to meet their specific institutional needs.

For example, one institution noted that it had a very stable workforce of experience staff and that it was able to attract new teaching staff with extensive teaching experience. The institution's staff development and support systems reflected this stable and experienced workforce.

Another institution noted that the majority of their new staff were recruited directly from industry with little education background and often new to teaching. Their support systems were strongly focused on developing tertiary teaching practice.

Arrangements for Monitoring Implementation of Teaching Development and Support Processes

A number of the interviewed organisations had mandatory requirements associated with teacher development and support, including:

- Participation in an induction programme
- Requirements to undertake professional development towards the completion of a qualification (within a set period after appointment)
- Requirements to undertake development initiatives as agreed with their line manager

In other institutions these requirements were voluntary (for either the staff member or more typically the staff member in conjunction with their line manager to decide on participation).

Two approaches were being taken in the interviewed institutions to the monitoring of both the mandatory and voluntary requirements:

- Centralised monitoring and recording of activities against mandatory or voluntary requirements or
- Faculty/department monitoring and recording of activities against mandatory or voluntary requirements

Where the monitoring and recording of the activities was by a faculty/department, it was noted that the compliance by the faculty/department of its role could be (but not necessarily was) checked by faculty/department reporting or scheduled quality assurance activities, e.g. audit checks. These institutions noted though that a "whole of organisation" view of activities was not typically gained via these quality assurance processes, i.e. they ensured the monitoring and recording was occurring but did not in themselves gather information on the activities undertaken.

Four institutions noted that they had no, or limited, business processes in place to ensure that mandatory requirements were being met.

Some institutions noted that their current IT systems did not support central record keeping re teacher support/development, or that they would maintain information on activities undertaken (whether voluntary or mandatory) but that this was not practical with current business processes and systems. Three institutions noted that they would soon have the IT capability with new HR IT systems currently being implemented.

Six organisations noted that while there were a number of mandatory and voluntary (and centrally monitored and tracked) aspects to their teacher development and support initiatives they believed the success of their systems was because there was a whole of organisation approach to teacher development and support.

Typically the interviewees from these institutions:

- Commented that the professional development of new tertiary staff was an expectation of the organisation as a whole (senior management, teaching staff and other organisational staff)
- Induction and support of new tertiary staff had status in the organisation (e.g. presence of senior staff, facilities used)
- That it was part of the institution's culture (and had been for a number of years)
- That there were champions for staff support and development at all levels throughout the institution
- Noted that there were ongoing strong working relationships between several areas of the organisation to ensure that support and development services were effectively delivered, monitored and improved
- That they believed the organisation's expectations were supported by many small and sometimes intangible actions of the organisation

Strategic Planning

Ten of the eighteen institutions interviewed stated that goals and strategies for staff development were, or were about to be, explicitly set out in their organisation's strategic plan.

Four institutions[22] also noted that they had just, or were about to implement a whole of organisation 'Teaching and Learning Plan'. These institutions noted that this was either the first attempt at documenting a co-ordinated action plan or that it was a progression from an earlier Teaching and Learning Framework. Where there had been a Teaching and Learning Framework, interviewees noted that it had not been an overly effective mechanism for creating the desired change, and that they were moving to a more targeted plan with agreed actions, responsibilites and performance targets.

Evaluating Development and Support Mechanisms

As part of the institution interviews participants were asked:

"Do you evaluate professional development completed against the quality of the teaching and learning in any way at your organisation?"

In most cases the interview participants noted:

- The inherent difficulty of identifying the impact of professional development activities and the quality of teaching and learning

- That the formal evaluation mechanism they used was participant (staff) feedback on the professional development programme

- That they had good anecdotal evidence of perceptions by staff of improvements in their teaching and learning after professional development activities

- That participant feedback (end of workshop, module or programme) was the key mechanism for identifying changes to programme content and delivery mechanisms

- They would be interested in gaining information on proven evaluation methodology and processes

The participants' comment on the difficulty of identifying the direct relationships between academic staff development and student outcomes is supported[23] by the 2004 Ministry of Education report:

"The researchers found very few published studies that were able to draw a strong evidential link between such programmes and students' study outcomes. Instead, the relationship appears to be an indirect one: academic development programmes contribute to teachers' beliefs about teaching and their teaching practices; 'good teaching' contributes to successful study outcomes for students." [24]

Despite this difficulty of drawing a strong evidential link the 2004 Ministry of Education report noted that:

"Student assessment of teaching schemes has been a feature of most institutional quality assurance systems for several years, and institutions are beginning to make better use of the data from these instruments to help their teaching staff improve their practice."

---

22   Two universities and two ITPs

23   Some interviewees quoted the 2004 Ministry of Education report findings

24   Prebble, T., Hargreaves, H., Leach, L., Naidoo, K., Suddaby, G. and Zepke, N. (2004) Impact of student support services and academic development programmes on student outcomes in undergraduate tertiary study: a best evidence synthesis. Wellington. Report to the Ministry of Education.

The 2004 Ministry of Education report provided research based suggestions for New Zealand providers, including:

"The return from the investment we are already making in obtaining structured feedback from students on our teaching would be multiplied if we helped teachers learn from that feedback; and

Fundamental changes in teachers' beliefs about teaching and learning tend to come through extensive reflection on practice and exposure to more appropriate models." (Page 48)

The responses from four of the institutions interviewed indicated that they were:

- Explicitly endeavouring to model best practice teaching in their delivery of their teacher development programmes and support, and/or
- Endeavouring to model better practice use of their institution's student evaluation tools to staff participating in development programmes. That is, they used the organisation's normal student evaluation methodology to model how student evaluation tools within the organisation could be tailored by teaching staff to gain useful feedback on their teaching practice. These interviewees noted that there was increased use of the student evaluation system by staff that had been exposed to this evaluation process.

Interviewees' responses indicated that where reviews of their staff development or support mechanisms were undertaken they surveyed both participants and non-participants (other staff in the organisation).

There were no indications from the interviews that evaluations were undertaken with relevant managers on the impact of interventions with their staff members. For example, no institutions stated that they conducted evaluations with line managers on the impact of development and/or support mechanism on a staff member, even when the development was agreed as part of a performance plan.

One institution stated that they were initiating a project to establish an ongoing process for collating and analysing institutional data and information to monitor and measure the impact of their development and support initiatives on learning. The initial phase of the project currently underway is a research phase to identify current best practice methodology for the project.

The majority of interviewees noted that there was frequent anecdotal evidence of the impact of their staff development and support mechanisms on their teachers, with comments such as:

"Staff members tell me they are using a wider range of teaching strategies after the workshops."

"We see more risk taking by staff after the training. They are prepared to try out new techniques and evaluate their performance using our student evaluation processes"

"The Trade tutors were debating pedagogy in the lunchroom after the workshop"

"It's very rare as HR to have a performance issue with a qualified staff member"

"After the sessions staff often tell me they feel happier and more confident in their job"

10. Selection, Induction and Support of New ITO Assessors

There are 39 organisations recognised by the Tertiary Education Commission (as of 23 October 2009) as industry training organisations for industries in New Zealand.

ITOs:

• Set national skill standards for their industry

• Provide information and advice to trainees and their employers

• Develop appropriate education and training arrangements for their industry

• Monitor education and training quality

• Provide leadership on behalf of industry on skill and training needs

• Arrange for the assessment of trainees against National Qualification Framework (NQF) unit standards

ITOs can arrange for the unit standards assessment of their trainees[25] by:

• Arranging for tutors/trainers from appropriately NQF accredited providers to carry out the assessment and/or

• Registering workplace assessors under the ITO's NQF accreditation to manage NQF assessment

The NZQA *Quality Assurance Standard for ITOs* sets out the following requirements to be met by an ITO that is accredited to register workplace assessors:

The ITO demonstrates this by

i.   *maintaining a register of assessors*

ii. *requiring that the registered assessors meet, and continue to meet, the national standard setter's stated qualification and training requirements*

iii. *requiring that the registered assessors' assessment:*

    – processes and decisions are open, systematic and consistent

    – methods are appropriate, fair, manageable, and integrated with work or learning

    – evidence is valid, authentic and sufficient

iv. *internally moderating its assessment materials and registered assessor judgements*

v.   *complying with national external moderation requirements of national standard setters within the scope of the ITO's accreditation*

vi. *ensuring trainee assessments are managed to meet relevant moderation requirements, assessments and trainee appeals*

vii. *ensuring that the ITO has NZQA approval before carrying out assessment against unit standards outside of New Zealand.*

---

25   The 39 ITOs are collectively responsible for arranging the assessment of approximately 150,000 industry trainees a year

Twenty-two ITOs completed the on-line survey (appendix 2) on their policies and processes associated with the selection, induction and support of new ITO assessors.

Sixteen of the responding ITOs require their assessors to have at least unit standard 4098 *Use standards to assess candidate performance*[26] before they can be registered with the ITO.

This finding is consistent with the finding in the ITO Workplace Assessment Structures project:

"For example, a number of New Zealand ITOs describe the minimum qualifications and experience needed to become assessor as a qualification at or above the level to be assessed, and participation in a short course (e.g., to gain NZQA Unit Standard 4098)." [27]

Nineteen of the responding ITOs have an induction programme specifically designed for their workplace assessors. The content of the induction programmes across the ITOs reflect key aspects of the QA Standard for ITOs.

Table 27. Content of ITO workplace assessor induction programmes

Induction Content	Number of ITOs
Internal moderation systems	18
Assessment responsibilities	17
Assessment appeal systems available to trainees	17
Assessment philosophy of the ITO	15
Administrative responsibilities	15
Assessor support systems available	14
External moderation requirements	14
Organisational quality assurance requirements	14
Trainee feedback systems	13
Support systems available to trainees	11

The two major mechanisms used by ITOs to support their new ITO workplace assessors were mentor/buddy systems and membership of an assessor network.

---

26   Level 4, 6 credit unit standard

27   Page 15, *Assessment of Learning in the Workplace: A background Paper,* September 2009, Karen Vaughan and Marie Cameron (Prepared for the Industry Training Federation Research Network)

Table 28. ITO workplace assessor available support mechanisms

Support Mechanism	Number of ITOs
Mentor/buddy support	16
Membership of an assessor network	10
Enrolment in a course/s providing tertiary assessment skills	7
Agreed performance development programme	5

ITO responses also indicated that a range of support mechanisms are available across ITOs including:

• Regular assessor workshops and forums

• One-on-one phone support

• Infield visits by ITO staff and moderators

Just over 50% of the respondents have a policy requirement that new workplace assessors complete additional moderation requirements.

Table 29. ITO workplace assessor required support mechanisms

When registering a new workplace assessor who is new to workplace assessment are any of the following support mechanisms REQUIRED, by your ITO policies, to be put in place?	Number
Additional moderation requirements	12
Mentor/buddy support	9
Membership of an assessor network	7
Enrolment in a course/s providing tertiary assessment skills	7
Agreed performance development programme	6
Agreed performance development period	6
Enrolment in an assessor training programme leading to a qualification	4

ITO survey participant comments included:

"We previously ran a series of assessor workshops but feedback and results show that we get most value from one-on-one visits, and targeted subject matter specific workshops (the need for these is determined by changes to unit standards, materials, or issues from moderation)."

"All new assessors are moderated following the submission of their first set of results. This allows the ITO to monitor the standard of assessment and if there are assessment concerns they can be remedied early rather than later when they have become a habit."

"Assessors are encouraged to achieve standards 11551 - Moderate Assessment and 11552 - Design Assessment. We feel this gives them a better all round understanding of the assessment process"

"Assessors also sign up to a set of Terms and Conditions that set the standard of performance required."

Appendices

Appendix 1

Tertiary Providers On-line Survey Questionnaire

1. Survey participant information

1. Can you please provide the following details

Organisation   Position Title

2. Type of organisation

Adult and Community Education (ACE)

Industry Training Organisation (ITO)

Institute of Technology/Polytechnic (ITP)

Private Training Establishment (PTE)

Government Training Establishment (GTE)

Other Tertiary Education Provider (OTEP)

Wānanga

University

Other (please specify)

3. Can you please indicate the number of full time equivalent teaching staff in your organisation

Under 10

10 to 50

51 to 100

More than 100

2. Selection of teaching staff

The following questions are about the selection processes your organisation follows when appointing tertiary teaching staff

4. When your organisation is selecting a staff member for a teaching position, in general, how important are the following factors in the selection process?

	1 (Not very important)	2	3	4	5	6	7 (Very important)
Qualification in the subject area to be taught							
Work experience in the subject area to be taught							
Teaching qualification							
Teaching experience							
Comment							

5. Does your organisation require applicants for a FULL-TIME teaching position to have a minimum teaching qualification as a pre-requisite to employment?

Yes   No

If yes please state the minimum teaching qualification requirement:

6.   Does your organisation require applicants for a PART TIME teaching position to have a minimum teaching qualification as a pre-requisite to employment?

Yes   No

If yes please state the minimum teaching qualification requirement:

7.   Where an applicant has NO previous tertiary teaching experience, please indicate which ofthe following you use to assess their teaching capability?
(Please tick as many options as applicable.)

Role play

Interview exercise

Demonstration

Referees/references

Previous work experience

Qualifications

Other (please specify)

8.   Where the applicant has previous teaching experience, please indicate which of the following you use to assess their teaching skills? (Please tick as many options as applicable.)

Role play

Interview exercise

Demonstration

Referees/references

Previous work experience

Qualifications

Other (please specify)

3. Induction of teaching staff

The following questions are about the induction processes your organisation follows for new tertiary teaching staff.

9.   In addition to a general induction programme, does your organization have a specific induction programme designed for newly appointed teaching staff?

Yes   No

10. If you answered 'yes' to question 9, please indicate which of the following areas are covered in your organisation's induction programme for newly appointed teaching staff.(Please tick as many options as applicable.)

Yes   No

Teaching philosophy of the institution

Teaching support systems available

Teacher development programmes available

Assessment responsibilities

Administrative responsibilities

Student feedback systems

Internal moderation systems

External moderation requirements

Organisational quality assurance requirements

Health and safety

General staff orientation

Support systems available to learners

Other (please specify)

11. If you answered 'yes' to question 9, please describe how your induction programme is delivered? (e.g. on-line, workshop, induction manual etc):

4. Professional development of teaching staff

The following questions are about the professional development processes your organisation followsfor newly appointed tertiary teaching staff.

12. Which of the following support mechanisms are available at your organisation for newly appointed teaching staff? (Please tick as many options as applicable.)

Mentor/buddy support

Team teaching

Membership of a teacher network

Enrolment in a tertiary teaching programme leading to a qualification

Enrolment in a course/s providing tertiary teaching skills

Agreed performance development programme

Agreed performance development period

Reduced class contact hours or teaching workload

Other (please specify)

13. When appointing a new staff member who is NEW to tertiary teaching are any of the following support mechanisms REQUIRED, by your organisational policies, to be put in place? (Please tick as many options as applicable.

Mentor/buddy support

Team teaching

Membership of a teacher network

Enrolment in a tertiary teaching programme leading to a qualification

Enrolment in a course/s providing tertiary teaching skills

Agreed performance development programme

Agreed performance development period

Reduced class contact hours or teaching workload

Other (please specify)

14. When appointing a new staff member WITH PREVIOUS teaching experience are any of the following support mechanisms REQUIRED, by your organisational policies, to be put in place? (Please tick as many options as applicable.)

Mentor/buddy support

Team teaching

Membership of a teacher network

Enrolment in a tertiary teaching programme leading to a qualification

Enrolment in a course/s providing tertiary teaching skills

Agreed performance development programme

Agreed performance development period

Reduced contact hours or teaching workload

Other (please specify)

15. Does your organisation require new FULL-TIME teaching staff to obtain a minimum teaching qualification within a set time after starting employment?

Yes   No

If 'yes' can you please state the minimum teaching qualification and set time requirement:

16. Does your organisation require new PART-TIME teaching staff to obtain a minimum teaching qualification within a set time after starting employment?

Yes

If 'yes' can you please state the minimum teaching qualification and set time requirement:

17. Does your organisation have a preferred tertiary teaching qualification that it uses for the education and training of teaching staff where needed?

Yes   No

18. If you answered 'yes' to question 17 above, please provide the following details of your organisation's preferred qualification:

Title

Level

Qualification code number

19. Is your organisation prepared to provide to Projects International a copy of your policies and procedures that relate to the selection, induction and professional development of teaching staff? If you answer 'yes' a Projects International staff member will contact you by email.

Yes   No

20. If you answered 'yes' to the question above, please can you provide the following details.

Name

Email

Phone

Appendix 2

Industry Training Organisation On-line Survey Questionnaire

1. Survey participant information
1. Can you please provide the following details
ITO   Position Title
2. Can you please indicate the number of workplace assessors registered under your ITO's accreditation
Under 50
50 to 100
101 to 200
201 to 300
More than 300

2.Registration and induction of workplace assessors
The following questions are about the registration and induction processes your ITOs follows for new workplace assessors.
3. Does your ITO require applicants for registration as a workplace assessor to have a minimum assessor qualification or specific unit standards as a pre-requisite to registration?
Yes   No
If yes please state the minimum assessor qualification or unit standards requirements:
4. Does your ITO have a specific induction programme designed for newly registered workplace assessors?
Yes   No
5. If you answered 'yes' to question 4, please indicate which of the following areas are covered in your ITO's induction programme for newly registered assessors. (Please tick as many options as applicable.)
Assessment philosophy of the ITO
Assessor support systems available
Assessor development programmes available
Assessment responsibilities
Administrative responsibilities
Trainee feedback systems
Internal moderation systems
External moderation requirements
Organisational quality assurance requirements
Health and safety
Assessment appeal systems available to trainees
Other (please specify)

6. **Please describe how your induction programme is delivered? (e.g. online, workshop, induction manual etc):**

3. Professional development of registered workplace assessors

The following questions are about the professional development processes your ITO has for newly appointed workplace assessors.

7. **Which of the following support mechanisms are available at your ITO for newly appointed workplace assessors? (Please tick as many options as applicable.)**

Mentor/buddy support

Membership of an assessor network

Enrolment in an assessor training programme leading to a qualification

Enrolment in a course/s providing tertiary assessment skills

Agreed performance development programme

Agreed performance development period

Other (please specify)

8. **When registering a new workplace assessor who is NEW to workplace assessment are any of the following support mechanisms REQUIRED, by your ITO policies, to be put in place? (Please tick as many options as applicable.)**

Mentor/buddy support

Membership of an assessor network

Enrolment in an assessor training programme leading to a qualification

Enrolment in a course/s providing tertiary assessment skills

Agreed performance development programme

Agreed performance development period

Additional moderation requirements

Other (please specify)

9. **When registering a new workplace assessment WITH PREVIOUS assessment experience are any of the following support mechanisms REQUIRED, by your ITO policies, to be put in place? (Please tick as many options as applicable.)**

Mentor/buddy support

Membership of an assessor network

Enrolment in an assessor training programme leading to a qualification

Enrolment in a course/s providing tertiary assessment skills

Agreed performance development programme

Agreed performance development period

Additional moderation requirements

Other (please specify)

10. Does your ITO require newly appointed workplace assessors to obtain a minimum assessor qualification within a set time after registration?

Yes   No

If 'yes' can you please state the minimum assessor qualification and set time requirement:

11. Does your ITO have a preferred assessor qualification that it uses for the education and training of workplace assessors where needed?

Yes   No

12. If you answered 'yes' to question 11 above, please provide the following details of your ITO's preferred assessor qualification:

Title

Level

Qualification code

Number

4. Your ITO's policies and procedures

13. Is your ITO prepared to provide Projects International with a copy of your policies and procedures that relate to the registration, induction and professional development of workplace assessors?

If you answer 'yes' a Projects International staff member will contact you by email.

Yes   No

14. If you answered 'yes' to the question above, please can you provide the following details.

Name

Email

Phone

Appendix 3

Classification Areas Utilised to Categorise Graduate Profiles/Outcome Statements

Title	Statement	Description
Delivery Skills	Graduates can implement good practice skills and knowledge in a learning environment	This will typically include: • Presentation skills • Skills on how to communicate ideas and information • Knowledge of learning environments • Teaching strategies • Lesson planning • Resource development • Classroom management
Theoretical Teaching Framework	Graduates have a knowledge of theories of adult learning	This may include: • Understanding of the academic theory of adult learning • Academic understanding of specific skills, knowledge and strategies for teaching adult learners
Professional Practice	Graduates can manage own professional practice	This may typically involve: • Critical enquiry and analytical skills • Reflective practice • Understanding of ethical approaches to teaching • Networking with colleagues • Current research knowledge • Knowledge of performance management systems
Assessment	Graduates can design, apply and evaluate assessment activities	This will involve ability to: • Understand the theory of assessment including assessment for learning and assessment of learning • Design assessments • Apply assessments within lesson plans • Evaluate assessment methods and criteria • Evaluate and apply moderation processes
Programme Design	Graduates can design an educational programme	This may typically involve: • Curriculum development • Programme resources • Programme structure and content • Programme approval
Māori Teaching Pedagogy	Graduates can teach using Māori Kaupapa Framework	Typically this will include: • Understanding of the conceptualisation of Māori knowledge • Te Reo/bilingual teaching
New Zealand Context	Graduates have a knowledge and understanding of the New Zealand tertiary education system	This may include knowledge and understanding of: • Educational policy • Administrative policy • Governance • The National Qualification Framework (NQF) • The Treaty of Waitangi • Tertiary education strategy • Tertiary Education Commission (TEC) • Government Agencies • New Zealand cultural environment • History of tertiary education in New Zealand • Understanding that institutions and subsectors have their own contexts

Research Skills	Graduates can critically evaluate and undertake educational research	Students are specifically taught research skills. This may include the following: • Ability to critically evaluate research • Ability to undertake research to add to the body of knowledge • Demonstration of research skills
Māori Learners	Graduates can teach Māori learners in a mainstream education environment	Typically will include: • Understanding of the Treaty of Waitangi • Understanding of the Māori concept of knowledge • Māori cultural awareness • Awareness of customs and values
Quality Enhancement	Graduates can participate in quality enhancement processes associated with education	This will typically include: • Understanding of course approval processes • Understanding and participation in moderation activities • Understanding of quality enhancement process • Understanding of organisational quality assurance • Understanding of peer review processes and use of learner feedback
Diverse Learners	Graduates can teach students from a diversity of learner groups	Diverse learner groups may be based on: • Culture • English as a second language (ESOL) learners • Age • Level of previous skills/qualifications
Advanced Professional Skills	Graduates demonstrate advanced professional skills	This will typically involve qualifications at Level 7 and above and may cover the following: • Leadership policy • Institutional procedural knowledge • Administration knowledge • Public policy development • Finance • Managing quality assurance • Performance management • Human resource management
E-learning	Graduates can utilise e-learning technologies to teach and support learning	This will typically include: • Design content for e-learning environments • Using the internet as a learning resource • Use of multimedia • Hardware skills • Ability to use e-learning technology to teach and support learning • The term 'e-learning' includes mixed mode learning, blended learning and technologies enhanced
Ethics	Graduates understand ethics in an educational context	This may typically involve: • Theoretical understanding of ethical principles of teaching
Literacy and Numeracy	Graduates can recognise and teach students with literacy and numeracy needs	This will involve a specific focus on literacy and numeracy and will typically include: • Recognition of literacy and numeracy needs • Theoretical understanding of literacy and numeracy issues • Ability to design and implement literacy and numeracy programmes to meet the needs of specific learners • Critique and/or develop materials for literacy and numeracy programmes • Developing targeted assessments and evaluation for adult literacy and numeracy learners • Critical evaluation and application of methodologies appropriate to particular levels of adult literacy and numeracy learners

Appendix 4

List of Active Qualifications by Level

Level 4 Active Qualifications

Qualification Title	Qualification level	Credit value	Qualification developer	Qualification number	Subject classification
National Certificate in Adult Education and Training (Level 4)	4	40	NZQA	378	Adult Education and Training Teacher Education
National Certificate in Te Mātauranga Māori me te Whakangungu (Māori Human Development Theory) (Level 4)	4	40	NZQA	1139	Te Mātauranga Māori me te Whakangungu (Māori Education)

Level 5 Active Qualifications

Qualification Title	Qualification level	Credit value	Qualification developer	Qualification number	Subject classification
Poutiriako, Certificate in Tertiary Teaching	5	60	Bay of Plenty Polytechnic	BP3408	Teacher Education: Tertiary
Certificate in Adult Teaching (Advanced)	5	60	Universal College of Learning (UCOL)	MA4151	Teacher Education
Certificate in Adult Education	5	120	Massey University	MY6042	Teacher Education not elsewhere classified
Certificate in Designing and Facilitating E-Learning	5	60	The Open Polytechnic of New Zealand	OP5440	Curriculum Studies
Certificate in Adult and Tertiary Education	5	45	Waikato Institute of Technology	WK2517	Teacher Education: Tertiary
Certificate in Tertiary Teaching (Level 5)	5	60	Waiariki Institute of Technology	WR2862	Education Studies
Certificate in Language Teaching (Level 5)	5	42	Unitec New Zealand	109503	Teacher Education: Tertiary
National Certificate in Adult Education and Training (Level 5)	5	60	NZQA	379	Adult Education and Training Teacher Education
National Certificate in Adult Literacy and Numeracy Education (Educator)	5	83	NZQA	1212	Adult Literacy and Numeracy Education

National Certificate in Adult Literacy Education (Vocational Tutor/Lecturer or Workplace Trainer) (Vocational / Workplace)	5	40	NZQA	1253	Adult Literacy and Numeracy Education
National Diploma in Adult Education and Training (Level 5)	5	120	NZQA	380	Adult Literacy Education Teacher Education not elsewhere classified
Te Tohu Kaiako - Certificate in Tertiary Teaching	5	120	Te Wānanga o Aotearoa	AI1034	Teacher Education: Tertiary
Certificate in Adult Literacy Training	5	40	Literacy Aotearoa Training	102968	Teacher Education not elsewhere classified
Certificate in Adult Learning and Teaching (Level 5)	5	60	Aoraki Polytechnic	AO3297	Teacher Education not elsewhere classified
Certificate in Adult Teaching	5	68	Nelson Marlborough Institute of Technology	NE4403	Teacher Education
Diploma in Adult Education and Training (Level 5)	5	120	Southern Institute of Technology	ST5143	
National Diploma in Te Mātauranga Māori me te Whakangungu (Level 5)	5	120	NZQA	1141	Te Mātauranga Māori me te Whakangungu (Māori Education)
National Certificate in Te Mātauranga Māori me te Whakangungu (Te Tiriti o Waitangi in Education) (Level 5)	5	55	NZQA	1140	Te Mātauranga Māori me te Whakangungu (Māori Education)

Level 6 Active Qualifications

Qualification Title	Qualification level	Credit value	Qualification developer	Qualification number	Subject classification
Certificate in Higher Education	6	40	Unitec New Zealand	CA2188a	Teacher Education: Tertiary
Diploma of Adult Education	6	120	Eastern Institute of Technology	HB3913	Teacher Education: Tertiary
Diploma in Adult Education	6	240	Massey University	MY6026	Teacher Education not elsewhere classified
Diploma in Adult Learning and Teaching	6	120	Waikato Institute of Technology	WK2334	Teacher Education: Tertiary
Diploma in Adult Education	6	120	Te Wānanga o Aotearoa	111001	Teacher Education: Tertiary
Diploma in Tertiary Teaching	6	120	Te Wānanga o Aotearoa	AI1052	Teacher Education: Tertiary
House of Montrose Institute Certificate in Curriculum Design and Academic Management (Level 6)	6	60	House of Montrose Ltd	112071	Education Studies
Diploma in Tertiary Learning & Teaching	6	120	Christchurch Polytechnic Institute of Technology	CH4019	

Level 7 Active Qualifications

Qualification Title	Qualification level	Credit value	Qualification developer	Qualification number	Subject classification
Graduate Diploma in Tertiary Teaching	7	120	AUT (Auckland University of Technology)	AK3491	Teacher Education: Tertiary
Graduate Diploma in Higher Education	7	120	Unitec New Zealand	CA2188	Teacher Education: Tertiary
Diploma in Adult Teaching and Learning	7	120	University of Canterbury	CE1021	Teacher Education
Graduate Certificate in Applied e-Teaching and Support	7	60	University of Canterbury	CE1067	Teacher Professional Development
MIT Graduate Certificate in Applied e-learning (Level 7)	7	60	Manukau Institute of Technology	MN0517	Teacher Education: Tertiary
Graduate Diploma in Applied e-Teaching and Support	7	120	University of Canterbury	CE1068	Teacher Professional Development
Diploma of Teaching (Tertiary)	7	160	Christchurch Polytechnic Institute of Technology	CH3699	Teacher Education
Bachelor of Education (Adult Education)	7	360	Massey University	MY0114	Teacher Education not elsewhere classified
Graduate Certificate in Tertiary Learning and Teaching	7	60	Otago Polytechnic	OT5011	Teacher Education: Tertiary
Te Tohu Paetahi Whakāko Rumaki: Taipakeke	7	360	Te Whare Wānanga o Awanuiarangi	AW1308	Tikanga - Māori Customs
House of Montrose Institute Diploma in Advanced Curriculum Design and Academic Leadership (Level 7)	7	180	House of Montrose Ltd	112073	Education Studies
House of Montrose Institute Diploma in Curriculum Design and Academic Management (Level 7)	7	120	House of Montrose Ltd	112072	Education Studies
Poutuārongo Mātauranga Māori	7	360	Te Wānanga o Raukawa	RK0007	Tikanga - Māori Customs

Level 8 Active Qualifications

Qualification Title	Qualification level	Credit value	Qualification developer	Qualification number	Subject_ classification
Postgraduate Certificate in Education [Specialty]	8	60	AUT (Auckland University of Technology)	AK3744	Education
Postgraduate Certificate in Academic Practice	8	60	University of Auckland	AU5162	Teacher Education: Tertiary
Postgraduate Diploma in Clinical Education	8	120	University of Auckland	AU5164	Medical Studies not elsewhere classified
Postgraduate Certificate in Clinical Teaching	8	60	University of Canterbury	CE1060	Teacher Education: Tertiary
Postgraduate Certificate in Tertiary Teaching	8	60	University of Canterbury	CN0024	Teacher Education: Tertiary
Postgraduate Diploma in Tertiary Teaching	8	120	University of Canterbury	CN0025	Teacher Education: Tertiary
Postgraduate Diploma in Education	8	120	University of Canterbury	CN0914	Teacher Education: General (Pre-Service)
Postgraduate Diploma in Education (Adult Education)	8	120	Massey University	MY0162	Teacher Education not elsewhere classified
Postgraduate Certificate in Education (Adult Education)	8	60	Massey University	MY1050	Teacher Education not elsewhere classified
Postgraduate Certificate Tertiary Teaching	8	60	Massey University	MY1051	Teacher Education not elsewhere classified
Postgraduate Diploma in Tertiary Teaching	8	120	University of Otago	OO0236	Teacher Education
Postgraduate Certificate in Tertiary Teaching	8	60	University of Otago	OO0292	Teacher Education
Postgraduate Certificate in Higher Education Learning & Teaching	8	60	Victoria University of Wellington	VI00R8	Teacher Education: Tertiary
Postgraduate Certificate in Tertiary Teaching	8	60	University of Waikato	WI0824	Mixed Field Programmes not elsewhere classified
Poutāhu Whakākoranga	8	160	Te Wānanga o Raukawa	RK0048	Te Matauranga Māori me te Whakangungu (Māori Education)

Level 9 Active Qualifications

Qualification Title	Qualification level	Credit value	Qualification developer	Qualification number	Subject classification
Master of Adult Literacy and Numeracy Education	9	120	AUT (Auckland University of Technology)	AK1286	Teacher Professional Development
Master of Education	9	240	AUT (Auckland University of Technology)	AK3649	Education Studies
Master of Clinical Education	9	120	University of Auckland	AU5163	Medical Studies not elsewhere classified
Master of Education (Adult Education)	9	240	Massey University	MY0394	Education Studies
Master of Educational Leadership	9	120	AUT (Auckland University of Technology)	AK1280	Education
Tāhuhu Whakākoranga	9	276	Te Wānanga o Raukawa	RK0047	Teacher Education not elsewhere classified

Appendix 5

List of Closed Qualifications by Level

Level 4 Closed Qualifications

Qualification Title	Qualification level	Credit value	Qualification developer	Qualification number	Subject classification
Certificate in Adult Learning and Teaching	4	81	Bay of Plenty Polytechnic	BP3214	Teacher Education
Certificate in Adult and Tertiary Teaching	4	40	Western Institute of Technology at Taranaki	TK0306	Teacher Education: Tertiary
Certificate in Adult Teaching and Learning	4	104	Tai Poutini Polytechnic	WC2901	Education
Certificate in Adult Learning & Teaching	4	61	Waiariki Institute of Technology	WR2774	Teacher Education: Tertiary
Certificate in Adult Education and Training	4	60	Academy New Zealand	PC3427	Teacher Education: Tertiary

Level 5 Closed Qualifications

Qualification Title	Qualification level	Credit value	Qualification developer	Qualification number	Subject classification
Certificate in Adult Teaching	5	47	Aoraki Polytechnic	AO3225	Teacher Education: Tertiary
Certificate in Adult Teaching	5	65	Christchurch Polytechnic Institute of Technology	CH3739	Teacher Education: Tertiary
Certificate in Workplace Training (Level 4)	5	40	Wellington Institute of Technology	HV4241	Human Resource Management
MIT Certificate in Tertiary Teaching	5	40	Manukau Institute of Technology	MN0462	Teacher Education: Tertiary
Certificate in Adult Learning and Teaching	5	60	Whitireia Community Polytechnic	PR4825	Teacher Education not elsewhere classified
Certificate in Adult Education and Training (Level 5)	5	63	Southern Institute of Technology	ST5069	Teacher Education
MIT Certificate in Adult Education and Training (Foundation Educators)	5	40	Manukau Institute of Technology	MN4480	Teacher Education: Tertiary

Level 6 Closed Qualifications

Qualification Title	Qualification level	Credit value	Qualification developer	Qualification number	Subject classification
Certificate in Adult Teaching	6	60	University of Canterbury	CE1003	Education not elsewhere classified
Diploma in Adult Education	6	120	Christchurch Polytechnic Institute of Technology	CH3950	Teacher Education: Tertiary
Diploma in Teaching for Tertiary Learning (Level 6)	6	120	Wellington Institute of Technology	HV4239	Teacher Education: Tertiary
Diploma in Tertiary Teaching	6	150	Northland Polytechnic	NT5003	Teacher Education
Diploma in Language Teaching (Level 6)	6	120	Unitec New Zealand	109504	Teacher Education: Tertiary

Level 7 Closed Qualifications

Qualification Title	Qualification level	Credit value	Qualification developer	Qualification number	Subject classification
Graduate Certificate in Clinical Teaching	7	60	University of Canterbury	CE1008	Teacher Education

Appendix 6

List of Accredited Providers for National Tertiary Teaching Qualifications

Qualification name	Accredited TEOs listed on KiwiQuals
National Certificate in Adult Education and Training (Level 4)	• Aoraki Polytechnic • Apparel and Textile Industry Training Organisation • Aviation, Tourism and Travel Training Organisation • Community Colleges New Zealand Limited • Community Support Services ITO Limited • Competenz • Eastern Institute of Technology • Electricity Supply Industry Training Organisation • Forest Industries Training and Education Council (FITEC) • Framework Solutions Limited • InfraTrain New Zealand • InfraTrain New Zealand - Design and Construction Consultants • Naval Training - HMNZS Philomel • New Zealand Fire Service, National Training • New Zealand Horticulture Industry Training Organisation • New Zealand Institute of Learning and Development • NZ Extractive Industries Training Organisation • Practical Education Institute Limited • Prison Services GTE • Tairawhiti Polytechnic • The Open Polytechnic of New Zealand (Distance learning available) • Tranzqual ITO • Universal College of Learning (UCOL) • University of Canterbury College of Education • Upskill NZ • Waikato Institute of Technology • Wellington Institute of Technology-
National Certificate in Adult Education and Training (Level 5)	• Aoraki Polytechnic • Aviation, Tourism and Travel Training Organisation • Eastern Institute of Technology • Framework Solutions Limited • Te Wānanga o Aotearoa • The Open Polytechnic of New Zealand (Distance learning available) • University of Canterbury College of Education • Upskill NZ

National Certificate in Adult Literacy and Numeracy Education (Educator)	• Christchurch Polytechnic Institute of Technology • Literacy Aotearoa Training • NZQA National Qualifications Services • Southern Institute of Technology • Unitec New Zealand
National Certificate in Adult Literacy and Numeracy Education (Vocational / Workplace)	• Adult Literacy Education & Consulting Limited • Apostolic Training Centres Limited • Christchurch Polytechnic Institute of Technology • Cornell Institute of Business and Technology • Framework Solutions Limited • Literacy Aotearoa Training • Manukau Institute of Technology • Otago Polytechnic • Southern Institute of Technology • Training For You Limited • Waikato Institute of Technology
National Diploma in Adult Education and Training (Level 5)	• Aoraki Polytechnic • Aviation, Tourism and Travel Training Organisation • Christchurch Polytechnic Institute of Technology • InfraTrain New Zealand - Design and Construction Consultants • Otago Polytechnic • Southern Institute of Technology • The Open Polytechnic of New Zealand (Distance learning available) • Universal College of Learning (UCOL)
National Certificate in Te Mātauranga Māori me te Whakangungu (Māori Human Development Theory) (Level 4)	• No accredited organisations listed
National Certificate in Te Mātauranga Māori me te Whakangungu (Te Tiriti o Waitangi in Education) (Level 5)	• No accredited organisations listed
National Diploma in Te Matauranga Māori me te Whakangungu (Level 5)	• No accredited organisations listed

PROJECTS international.

www.projectsinternational.org