New Zealand Certificate in Adult and Tertiary Teaching
Level 5

Qualification Review Guidelines

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Contents

Overview

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

- **New Zealand Certificate in Adult and Tertiary Teaching (Level 5).**

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

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

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

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

These guidelines cover:

- Key qualification requirements
- Matching the identified needs of your target learner groups
- General Conditions
- Graduate Profile Outcomes and associated recommendations
- Work-based Learning
- Assessment Guidelines

Glossary

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

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

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

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

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

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

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

Moderation is a quality assurance process to ensure that assessment decisions are fair, valid and consistent.

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

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

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

1. Key Qualification Requirements

Strategic Purpose

The strategic purpose statement for this qualification states:

This qualification is intended for individuals aspiring to or engaged in a career in adult, tertiary or vocational teaching or training who have a qualification or equivalent experience in their trade, vocation or other primary discipline. It represents the expected sector baseline qualification for a professional adult and tertiary teaching practitioner.

Graduates of this qualification have the skills and capabilities to provide high quality, contemporary and culturally appropriate teaching and learning in a range of teaching or training contexts.

Qualification type definition

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

Credits and notional hours of learning

Programmes leading to the award of this qualification should be:

- **60** credits at Level **5**
- Equivalent to approximately **600** notional hours of learning according to NZQA rules.

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

Matches NZQA descriptors

Your programme must align with the NZQA descriptors which provide guidance on the learning requirements of a **Level 5 certificate** qualification. In summary, these are:

Knowledge	● Demonstrate broad operational or technical and theoretical knowledge within a specific field of work or study.
Skills and Application	● Select and apply a range of solutions to familiar and sometimes unfamiliar problems ● Select and apply a range of standard and non-standard processes relevant to the field of work or study ● Complete self-management of learning and performance within defined contexts

	• Some responsibility for the management of learning and performance of others.

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

Modes of delivery

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

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

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

Entry or other qualification requirements

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

Progression to other qualifications

Educational pathways for this qualification indicate that graduates will be able to pathway to other qualifications at Level 5 and above in adult and tertiary teaching.

While the logical progression is to the Adult and Tertiary Teaching Level 6 qualification, graduates may, depending on interest or need, also progress to the:

- New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace), Level 5 [Ref: 2754]
- New Zealand Certificate in Learning Design (Advanced Practitioner), Level 6 [Ref: 2749]
- New Zealand Certificate in Education Technology, Level 6 [Ref: 2748]
- New Zealand Certificate in Pasifika Teaching (Advanced Practitioner), Level 6 [Ref: 2750].

Diagram 1 shows logical pathways across the suite of teacher education qualifications to and from the NZCATT Level 5.

Diagram 1: Progression to and from NZCATT Level 5
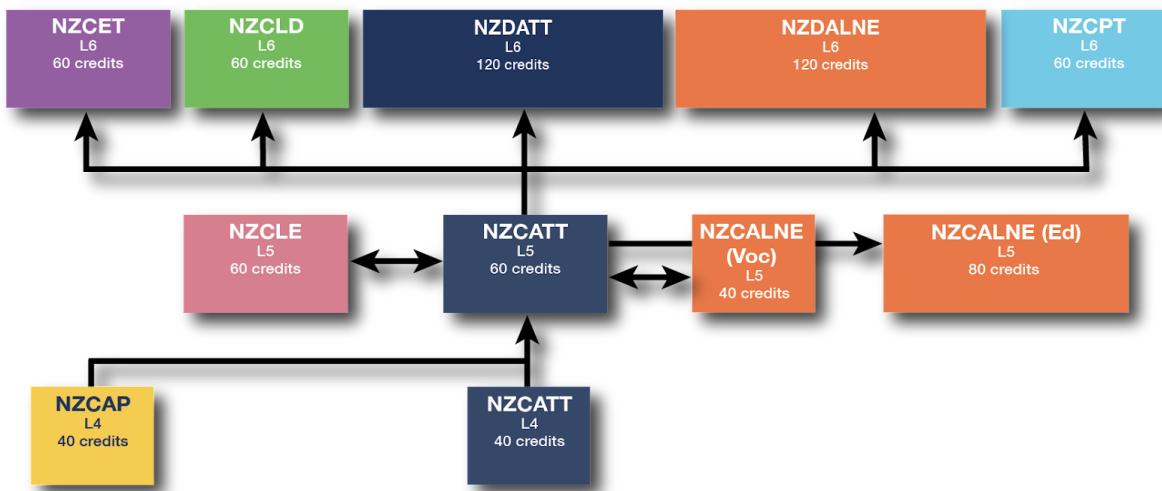
Other qualification requirements

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

Questions to consider

- What is your programme aim?
- How does your programme and its components meet the strategic purpose of the qualification?
- Why is your programme acceptable to relevant communities and key stakeholders?
- How does your programme create opportunities that cover 60 credits of learning in relation to adult and tertiary teaching?
- What will be the balance and coherence between class-based, web-based, work-based and independent learning?
- What is your learner profile and how will learners be assisted to manage independent learning at this level?

2. Matching the Identified Needs of Your Target Learner Groups

Due diligence

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

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

Questions to consider

With regards to your target learner groups:

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

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

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

How have the following informed the development of your programme?

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

3. Components

Articulating the units of learning in your programme

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

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

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

Matrix showing GPOs mapped to programme learning outcomes

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

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

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

Components or Unit Standards	Learning Outcome	GPO 1	GPO 2	GPO 3	GPO 4
Component 1	Outcome 1	✔	✔		
Component 2	Outcome 1	✔	✔		
	Outcome 2	✔	✔		
	Outcome 3	✔	✔		
	Outcome 4	✔	✔		
	Outcome 5	✔	✔		

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

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

Integration

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

The following considerations apply:

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

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

Practical Experience

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

Reflective and Evidence-based Practice

Programmes must provide opportunities for candidates to engage in reflective practice throughout the course of study.

Reflective practice is a key competency for teachers and should be woven into the course of study. At level 5, this will progress the process of teacher reflection and encourage candidates to focus on their own practice and self-management and begin the process of overseeing the performance of others.

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

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

4. General Conditions

The following conditions apply to this qualification. Relevant definitions can be found on the qualification document.

Work-based Learning

> - Programmes must include 60 hours of work-based learning in an adult or tertiary teaching setting and include a minimum of four separate learning sessions. Each learning session should show evidence of design, facilitation of learning, and assessment and evaluation processes. Each learning session must be assessed by a suitably qualified assessor.
> - Programmes leading to this qualification must ensure that candidates have access to a minimum of six individual adult learners across the duration of the programme.
> - During work-based learning, candidates may be working with learners 18 years and under. In this case, practical experience will require a safety check to comply with the requirements of the Vulnerable Children Act 2014. For more information on the Vulnerable Children Act 2014, safety checking regulations and guidelines see https://www.justice.govt.nz/justice-sector-policy/key-initiatives/cross-government/childrens-action-plan.

Considerations

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

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

Providers must ensure that candidates are able to complete at least 60 hours of work-based learning with a focus on teaching and learning. This could include, for example:

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

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

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

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

Te Tiriti o Waitangi and Cultural Competencies

- Programmes must include a range of pedagogical principles and cultural practices. These principles and practices are reflective of Te Tiriti o Waitangi, to ensure that the indigenous status of Tangata Whenua and the role of Tangata Tiriti are understood.
  Accordingly, programmes delivered within Aotearoa New Zealand must contribute to the development of Māori cultural competencies. These principles, practices and cultural competencies also include those reflecting Aotearoa New Zealand's Pacific location and diverse population.

Considerations

Definitions for the following are included in this guidance document in the glossary:

- Tangata Whenua
- Tangata Tiriti
- Cultural competencies
- Māori cultural competencies
- Work-based learning
- Mana

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

5. Graduate Profile Outcomes and Associated Quality Recommendations

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

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

This will include:

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

Some relevant resources for programme development are also included.

Graduate Profile Outcome 1

> Design learning that is pedagogically and culturally appropriate to meet specified learning outcomes in diverse contexts.
>
> 12 credits

Recommended Quality Components and Resources

Design learning includes planning and reviewing a sequence of learning sessions that prepares learners to meet assessment outcomes and literacy and numeracy demands of a course.

Planning should include creating new session plans and resources to meet learner needs. Diverse contexts may be different physical settings, approaches to facilitation, or learner profile, as is consistent with a Level 5 learning demand.

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

- Signposts
- Goalposts
- ePosts

Graduate Profile Outcome 2

Facilitate quality learner-centred teaching that respects the mana and diverse cultural backgrounds of adult learners, and the wider educational and societal context.

10 credits

Conditions

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

Recommended Quality Components and Resources

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

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

Other frameworks or models for consideration include:

- Te Whare Tapa Whā
- Te Tauāki Ako
- Te Kaupapa Māori
- Te Ranga
- Fonofale
- Kakala
- Founga Ako
- Learning Progressions for Adult Literacy and Numeracy

This GPO lends itself to integration with other GPO statements across the programme.

Graduate Profile Outcome 3

Use a range of facilitation and teaching strategies, including technology-enhanced teaching and learning.

12 credits

Recommended Quality Components and Resources

Facilitation and teaching strategies should include:

- digital educational technologies to support learning

- exploration of a range of theoretical facilitation models, through which candidates will develop their own theory in practice
- attending to the diversity of learners including those with disabilities and youth.

Graduate Profile Outcome 4

Embed literacy and numeracy skills appropriate to the demands of the course and needs of the learners.

10 credits

Recommended Quality Components and Resources

Embed literacy and numeracy skills may include

- consideration and use of frameworks and established literacy and numeracy definitions.
- mapping literacy and numeracy training demands using the Learning Progressions for Adult Literacy and Learning Progressions for Adult Numeracy.
- consideration of factors associated with low levels of adult literacy and numeracy.
- identifying the literacy and numeracy strengths and needs of adult learners in relation to the demands.
- explicitly weaving in and teaching identified literacy and numeracy skills while teaching content.

Appropriate to the demands of the course includes, where appropriate, analysis of and response to:

- the level of the course
- discipline and specific subject matter
- high-level academic literacy and numeracy demands and needs.

Resources to support integration of key frameworks for adult literacy and numeracy include the following on the Ako Aotearoa website:

- Te Whare Tapa Whā
- The Learning Progressions for Adult Literacy
- The Learning Progressions for Adult Numeracy
- Tapatoru Foundation Learning Professional Standards

Graduate Profile Outcome 5

Enhance learning through the application of a range of assessment, feedback, and moderation practices.

10 credits

Recommended Quality Components and Resources

Assessment involves designing an assessment aligned to the learning outcomes of the learning sessions. For this programme, candidates will be developing at least one assessment. Assessment may include diagnostic, formative, and summative assessment.

Feedback is an ongoing process designed to provide information to learners on the status of their learning and therefore both formative and summative assessment should be included. Diagnostic assessment can be used at the beginning of a course to determine where students are at and should be used to guide feedback.

Moderation involves moderating a third-party assessment and having an assessment of the candidate's own design moderated.

Graduate Profile Outcome 6

Evaluate own professional practice and develop and implement plans to improve it.

6 credits

Recommended Quality Components and Resources

Evaluate involves review and improvement of own practice in the light of evaluation of data and feedback on the candidate's teaching with reference to theoretical models, learner factors and educational purposes.

Practice includes the teaching and learning process, professional awareness and responsibility, and collegiality.

Opportunities to receive feedback should be written into programme development and include feedback in WBL settings.

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

6. Work-based Learning

Guidelines

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

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

For this qualification, the following are required:

- Programmes must include candidates completing 60 hours of work-based learning in an adult or tertiary teaching setting. There are a range of ways in which this can be done which could include planning, teaching, carrying out assessments, reflection on teaching; but the key is that the 60 hours are in, preparing for or reflecting on actual practice.
- Work-based learning evidence must be provided for candidates carrying out a minimum of four separate learning sessions. Each learning session should show evidence of design, facilitation of learning, and assessment and evaluation processes. Each learning session must be assessed by a suitably qualified assessor.
- Programmes leading to this qualification must ensure that candidates have access to a minimum of six individual adult learners across the duration of the programme.

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

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

Any health and safety requirements must be attended to.

Provider scenarios

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

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

Toi Ohomai

Toi Ohomai delivers NZCATT L5 as an applied professional study for all new industry teachers entering tertiary education.

Each course starts with participants immersed in three days of intensive workshops to: experience a wide range of active adult learning strategies modelled using theory content; evaluate their achievement and feelings as an adult learner; and review how they could adapt effective strategies into their own curriculum delivery.

Many blended delivery approaches such as using eCampus, asynchronous lessons, resources and interactive forums, are integrated to support teachers to become familiar with educational technologies; and to adapt and support their own student learners.

Teachers participate in formative in-class observations of their teaching during each course as well as going into experienced colleagues' classrooms to expand their experience evaluating other teaching approaches to meet the diversity of tertiary learners.

Regular feedback from students, Kaiako Success Advisors, and self-assessment is sought to reflect on practices for further development. All assessments are evaluated through evidence-based practice and culminate in building a professional teaching portfolio for the graduate to use in appraisal activity and application for promotion.

LearnPlus

Candidates begin by developing the contents for four different sessions to meet the needs of diverse learners and incorporate a variety of teaching methodologies and theoretical facilitation models.

The four sessions incorporate a wide variety of learner-centred activities and tools, while also addressing any literacy challenges. The planning includes lesson plans and all resources, evaluation tools and methods. Respect for the mana of learners and the Treaty of Waitangi must also be incorporated.

Summative assessments must be designed to assess the participants in the sessions, while also meeting quality assurance requirements prior to use. The summative assessments may align with NZQA outcomes or workplace or industry requirements.

The four 30+minute observed sessions are delivered at times that suit the context and meet the unique characteristics of the learners. Learner engagement will be noted by the observer.

Post-assessment quality assurance will be conducted and include the students' assessments marked by the candidate, who will also quality assure assessments conducted by other tutors/trainers.

Once delivered, and stakeholder feedback is reviewed, a critical process will be undertaken to allow the candidate to evaluate their areas of strength and future development. Opportunities to meet those developmental needs must be identified and completed as part of the final review.

Questions to consider

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

7. Assessment Guidelines

Guidelines

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

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

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

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

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

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

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

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

- Signposts
- Goalposts
- ePosts

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

Provider scenarios

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

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

ARA Institute of Canterbury

ARA Learning Outcome: Respond to the needs of diverse learner groups using appropriate teaching and learning strategies.

This is a portfolio assessment, using One Note Class, of your investigations into a range of perspectives that influence decisions related to teaching and learning.

From the investigation you will:

- *Identify a learning need within a current learner group with respect to diverse learners becoming skilled workers in your industry/ profession.*
- *Plan, implement and evaluate a learning sequence to meet that need.*
- *Reflect on the influences that inform teaching and learning decisions related to industry outcomes.*

There are FOUR topics to explore and gather evidence from your teaching situation to complete the assessment.

Topic 1 focuses on Industry perspectives by identifying the knowledge, skills and attitudes needed for a skilled graduate. (An example of a prompt for this topic: Describe how the Ara Graduate Attribute "Act Sustainably" is developed in your context.)

Topic 2 explores you getting to know your learners' current skills and attitudes. (An example of a prompt for this topic: Explore cultural competence(ies) to meet the needs of diverse learners in your context so that they graduate with work ready competencies for Aotearoa New Zealand.)

Topic 3 reviews the current teaching and learning approaches and considers vocational pedagogies that enables work ready graduates.

Topic 4 you draw on the work from Topics 1 to 3 to teach diverse learners to be skilled and able.

In this example ARA integrates GPO outcomes 1, 2, 3 and 5.

Scenario 2

This provider delivers this programme in four 15-credit courses with a blended approach. Each course has a maximum of three assessment events and includes a digital component. All assessments integrate outcome statements.

*Course 1 focuses on Designing Learning (GPO 1) but also covers components of other outcome statements. It assists candidates to understand what good design looks like. One assessment requires that candidates develop a sequence of three lesson outlines for their own teaching context (or WBL experience). These lessons must **collectively** include:*

- *reflection of current learning theories and/or methodologies*
- *embedded literacy and numeracy*
- *consideration of the diverse needs of learners*
- *a digital component that enhances the learning and solves an educational problem*
- *Te Tiriti and/or cultural competencies.*

The submitted assessment also includes a brief personal reflection on how the lessons show development of the candidates own understanding of practice in designing for learning (GPO 5).

Questions to consider

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

8. Get in touch with us

Amendments or further guidance

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

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

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

- info@ako.ac.nz

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

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