

Qualification details

Title	New Zealand Certificate in Adult and Tertiary Education and Training (Quality Assurance) (Level 6)		
Version	1	Qualification type	Certificate
Level	6	Credits	60
NZSCED	070130 Education > Teacher Education > Teacher Professional Development		
Qualification developer	Ako Aotearoa, National Centre for Tertiary Teaching Excellence		
Next review	31 December 2020		
Approval date	January 2016		
Strategic purpose statement	This qualification is for people in the Aotearoa New Zealand adult and tertiary education sector who want to lead and/or specialise in quality assurance, organisational improvement, and learner achievement through consistency.		
Outcome Statement	Graduate profile	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> - critically evaluate current and emerging quality assurance education frameworks for application in an education or training context - apply quality assurance processes in an education or training context for organisational improvement and learner achievement - critically evaluate an existing quality assurance process in an education or training context to improve quality assurance practice - provide organisational guidance in quality assurance. 	
	Education pathway	Achievement of this qualification may lead to other level 6 Adult and Tertiary Teaching and Mātauranga Māori qualifications, and graduate and postgraduate study.	
	Employment pathway	Graduates of this qualification will have the skills and knowledge to critique, apply, and promote quality assurance in adult and tertiary education and/or training for roles where quality assurance is required, such as leaders or specialists in educational quality assurance of education organisations, businesses, voluntary or community groups or wider industry.	

Qualification specifications

Qualification award	<p>Awarding bodies for this qualification will be any education organisation accredited under section 250 of the Education Act 1989 to deliver a programme leading to the qualification. The certificate will display the NZQF logo and the name and logo of the awarding body.</p>
Evidence requirements for assuring consistency	<p>Standard evidence for programme providers may include:</p> <ul style="list-style-type: none"> - assessment information leading to the achievement of the graduate outcomes - a portfolio of candidate work relating to the qualification and the annual review focus requirements - graduate and/or stakeholder/end-user feedback on outcome achievement - tertiary education organisation moderation outcomes which may include moderation/benchmarks across common programmes.
Minimum standard of achievement and standards for grade endorsements	<p>Achieved.</p>
Other requirements for the qualification (including regulatory body or legislative requirements)	<p>There are no mandatory prerequisites for entry. However, it is highly recommended that the candidate has a relevant qualification at Level 5 or above, or equivalent knowledge and skills.</p>

General conditions for the programme leading to the qualification

General conditions for programme	<ul style="list-style-type: none"> - 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. - Practicum must be carried out in an authentic context. <i>Authentic</i> refers to a wide variety of possible cultural and educational contexts. It involves instructional techniques that connect what candidates learn to the world beyond the classroom and enables the application of the learning in that world. - During practicum, 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
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	<p>and guidelines see http://childrensactionplan.govt.nz.</p> <ul style="list-style-type: none"> - Programme must provide opportunities for candidates to engage in reflective practice throughout the course of study. - Programmes must include a range of pedagogical principles. These principles include those informed by Te Tiriti o Waitangi, to ensure that the indigenous status of Tangata Whenua and the role of Tangata Tiriti are understood. The principles also include those informed by Aotearoa New Zealand's Pacific location and multicultural environment. Programmes delivered outside Aotearoa New Zealand must include cultural practices in relation to the given contexts in which graduates will practice. <p>Glossary</p> <ul style="list-style-type: none"> - <i>Candidate</i> is the person who is enrolled in a programme leading to this qualification. - <i>Learner</i> is the person who, in turn, is taught by the candidate.
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Conditions relating to the Graduate profile

Qualification outcomes		Conditions
1	<p>Critically evaluate current and emerging quality assurance frameworks for application in an education or training context.</p> <p>Credits 15</p>	<p><i>Frameworks</i> may be:</p> <ul style="list-style-type: none"> - internal or external - national or international - audit (corporate) or evaluative.
2	<p>Apply quality assurance processes in an education or training context for organisational improvement and learner achievement.</p> <p>Credits 15</p>	<p><i>Quality assurance processes</i> include both learner and organisational-focused quality assurance processes. These should include:</p> <ul style="list-style-type: none"> - consistency processes (could include moderation) - stakeholder evaluation - periodic documentation and system review for audit - internal and external processes.
3	<p>Critically evaluate an existing quality assurance process in an education and training context to improve quality assurance practice.</p> <p>Credits 10</p>	<p><i>Improving quality assurance practice</i> includes making recommendations.</p>
4	<p>Provide organisational guidance in quality assurance.</p> <p>Credits 20</p>	<p><i>Providing organisational guidance</i> may include helping others to establish a plan for ongoing professional development in quality assurance.</p>

Republication information

Version 1 of this qualification was republished in June 2016 to add Ako Aotearoa, National Centre for Tertiary Teaching Excellence as the qualification developer.