

Qualification details

Title	New Zealand Certificate in Adult and Tertiary Teaching (Level 5)		
Version	1	Qualification type	Certificate
Level	5	Credits	60
NZSCED	070106 Education > Teacher Education > Teacher Education: Tertiary		
Qualification developer	Ako Aotearoa, National Centre for Tertiary Teaching Excellence		
Next review	31 December 2020		
Approval date	January 2016		
Strategic purpose statement	<p>This qualification is for individuals aspiring to or in a career in adult and tertiary teaching or training, including vocational education and training.</p> <p>It is intended for those who already have a qualification or equivalent experience in their primary discipline e.g. a trade. It represents the base level qualification for a professional adult and tertiary teaching practitioner.</p>		
Outcome Statement	Graduate profile	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> - design for learning to meet specified learning outcomes in a variety of contexts - create and sustain a learner-centred teaching environment that respects learners' mana and diverse backgrounds, and the wider educational and societal context, in order to facilitate quality learning - select and apply facilitation and teaching strategies appropriate to diverse learners - enhance learning through the application of assessment and moderation practices - critically evaluate and reflect on own professional practice and explore options to improve it. 	
	Education pathway	<p>Graduates of this qualification may undertake further study towards Level 6 and above qualifications in adult and tertiary teaching.</p>	
	Employment pathway	<p>Graduates of this qualification will have the skills and knowledge for roles such as:</p> <ul style="list-style-type: none"> - vocational or workplace educator and trainer - academic staff member/tutor. 	

Qualification specifications

<p>Qualification award</p>	<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>
<p>Evidence requirements for assuring consistency</p>	<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 (TEO) moderation outcomes which may include moderation/benchmarks across common programmes.
<p>Minimum standard of achievement and standards for grade endorsements</p>	<p>Achieved.</p>
<p>Other requirements for the qualification (including regulatory body or legislative requirements)</p>	<p>Credit transfer</p> <p>Some providers will want to design programmes that include both Adult and Tertiary Teaching and Adult Literacy and Numeracy Education qualifications. There are opportunities for credit transfer between the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2993], and the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5) [Ref: 2754] or the New Zealand Certificate in Adult Literacy and Numeracy Education (Educator) (Level 5) [Ref: 2755] as there are both a common outcome and common literacy and numeracy elements.</p>

General conditions for the programme leading to the qualification

<p>General conditions for programme</p>	<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 teaching or training 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.
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	<ul style="list-style-type: none"> - Practicum 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. - 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 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 and guidelines see http://childrensactionplan.govt.nz. - Programmes must include an underpinning base of good practice in adult education and training as well as current validated adult learning research and theory. - Programmes must include <ul style="list-style-type: none"> o addressing the needs of diverse learners, including Māori, Pasifika, and youth; o drawing on Māori pedagogies for learning; and o developing and embedding literacy and numeracy skills appropriate to the demands of the course and needs of the learners, using a framework such as the NZ Adult Literacy and Numeracy Progressions - 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	Design for learning to meet specified learning outcomes in a variety of contexts Credits 14	<p><i>Design for learning</i> 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 must include creating new session plans and resources to meet learner needs.</p> <p><i>Contexts</i> may be different physical settings, approaches to facilitation, or learner profile.</p>

2	<p>Create and sustain a learner-centred teaching environment that respects learners' mana and diverse backgrounds, and the wider educational and societal context, in order to facilitate quality learning</p> <p>Credits 10</p>	<p><i>Learner-centred</i> includes a values-based framework based on respect for:</p> <ul style="list-style-type: none"> - the mana and diverse cultural backgrounds of learners - Te Tiriti o Waitangi - professional relationships with learners. <p><i>Mana</i> refers to the unique characteristics of adult learners as individuals and what they bring to their learning, including literacy and numeracy skills.</p>
3	<p>Select and apply facilitation and teaching strategies appropriate to diverse learners</p> <p>Credits 14</p>	<p><i>Facilitation and teaching strategies</i> include:</p> <ul style="list-style-type: none"> - information communication technology to support learning, where appropriate - an exploration of a range of theoretical facilitation models, through which candidates will develop their own theory in practice.
4	<p>Enhance learning through the application of assessment and moderation practices</p> <p>Credits 12</p>	<p><i>Assessment</i> involves designing an assessment aligned to the learning outcomes of the learning sessions.</p> <p><i>Moderation</i> involves moderating a third party assessment and having an assessment of the candidate's own design moderated.</p>
5	<p>Critically evaluate and reflect on own professional practice and explore options to improve it</p> <p>Credits 10</p>	<p><i>Critically evaluate and reflect</i> 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 purpose.</p> <p><i>Practice</i> includes the teaching and learning process, professional awareness and responsibility, and collegiality.</p>

Transition information

Replacement information	National Certificate in Adult Education and Training (Level 5) with strands in New Zealand Environment, and International Environment [Ref: 0379].
<p>The last date for entry for the replaced qualification is 31 December 2017</p> <p>Existing candidates may either complete programmes leading to the replaced qualification or transfer results to this qualification. The last date to meet the requirements of the replaced qualification [Ref: 0379] is 31 December 2018. At that point the qualification will be designated discontinued and from that date no results can be reported against the qualification.</p> <p>It is anticipated that no existing candidates will be disadvantaged by these transition arrangements. However, anyone who feels that they have been disadvantaged may appeal to Ako Aotearoa at the address below. Appeals will be considered on a case-by-case basis.</p> <p>Ako Aotearoa National Office P.O. Box 756 Wellington, 6140</p> <p>Telephone 04 801 0808 Email info@akooteaoroa.ac.nz Website http://www.akooteaoroa.ac.nz</p>	

Republication information

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