

## Qualification details

<b>Title</b>	New Zealand Certificate in Learning Design (Advanced Practitioner) (Level 6)		
<b>Version</b>	1	<b>Qualification type</b>	Certificate
<b>Level</b>	6	<b>Credits</b>	60
<b>NZSCED</b>	070130 Education > Teacher Education > Teacher Professional Development		
<b>Qualification developer</b>	Ako Aotearoa, National Centre for Tertiary Teaching Excellence		
<b>Next review</b>	31 December 2020		
<b>Approval date</b>	January 2016		
<b>Strategic purpose statement</b>	This qualification is for educators and trainers in the adult and tertiary education sector who want to lead and/or specialise in embedding best practice in learning design to ensure the quality of the learning process.		
<b>Outcome Statement</b>	<b>Graduate profile</b>	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> <li>- analyse the learning design requirements of dynamic situations for application in an education or training context</li> <li>- design flexible learning solutions to meet a specified brief</li> <li>- apply critical evaluation processes to review and improve learning design</li> <li>- negotiate and collaborate with interested parties to facilitate the learning design process</li> <li>- mentor or coach other practitioners to enhance their knowledge and use of learning design in their practice.</li> </ul>	
	<b>Education pathway</b>	Achievement of this qualification may lead to other Level 6 Adult and Tertiary Teaching and Mātauranga Māori qualifications, and graduate and postgraduate study.	
	<b>Employment pathway</b>	Graduates of this qualification will have the skills and knowledge to design learning solutions for educational, training, and community contexts. They could be employed in a variety of roles in areas such as instructional design or programme/curriculum development in education organisations, businesses, voluntary or community organisations, or industry.	

## Qualification specifications

<b>Qualification award</b>	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.
<b>Evidence requirements for assuring consistency</b>	Standard evidence for programme providers may include: <ul style="list-style-type: none"> <li>- assessment information leading to the achievement of the graduate outcomes</li> <li>- a portfolio of candidate work relating to the qualification and the annual review focus requirements</li> <li>- graduate and/or stakeholder/end-user feedback on outcome achievement</li> <li>- tertiary education organisation moderation outcomes which may include moderation/benchmarks across common programmes.</li> </ul>
<b>Minimum standard of achievement and standards for grade endorsements</b>	Achieved.
<b>Other requirements for the qualification (including regulatory body or legislative requirements)</b>	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.

## General conditions for the programme leading to the qualification

<b>General conditions for programme</b>	<ul style="list-style-type: none"> <li>- Outcomes should be integrated across programme design in a way that makes it clear outcomes are mutually supportive and not entirely discrete.</li> <li>- 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.</li> <li>- Practicum must be authentic. <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.</li> <li>- 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 <a href="http://childrensactionplan.govt.nz">http://childrensactionplan.govt.nz</a>.</li> <li>- Programme must provide opportunities for candidates to engage in reflective practice throughout the course of study.</li> </ul>
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	<ul style="list-style-type: none"> <li>- 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.</li> </ul> <p><b>Glossary</b></p> <ul style="list-style-type: none"> <li>- <i>Candidate</i> is the person who is enrolled in a programme leading to this qualification.</li> <li>- <i>Learner</i> is the person who, in turn, is taught by the candidate.</li> </ul>
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Conditions relating to the Graduate profile

Qualification outcomes		Conditions
1	Analyse the learning design requirements of dynamic situations for application in an education or training context. Credits 15	<i>Analysing the learning design requirements</i> must include the use of a range of current and emerging theoretical models and examples of learning and design theory.
2	Design flexible learning solutions to meet a specified brief. Credits 15	<i>Solutions</i> must include: <ul style="list-style-type: none"> <li><input type="checkbox"/> use of relevant technologies</li> <li><input type="checkbox"/> meeting the needs of a diverse range of learners and abilities.</li> </ul>
3	Apply critical evaluation processes to review and improve learning design. Credits 10	<i>Reviewing and improving</i> must include: <ul style="list-style-type: none"> <li>- considering learning objectives and outcomes</li> <li>- meeting quality assurance requirements</li> </ul> <i>Critical evaluation processes</i> may include quality assurance.
4	Negotiate and collaborate with interested parties to facilitate the learning design process. Credits 10	
5	Mentor or coach other practitioners to enhance their knowledge and use of learning design in their practice. Credits 10	<i>Learning design</i> must include: <ul style="list-style-type: none"> <li>- design options</li> <li>- design choice and critiques.</li> </ul>

## Republishing 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.