

## Qualification details

<b>Title</b>	New Zealand Diploma in Adult and Tertiary Teaching (Level 6)		
<b>Version</b>	1	<b>Qualification type</b>	Diploma
<b>Level</b>	6	<b>Credits</b>	120
<b>NZSCED</b>	070106 Education > Teacher Education > Teacher Education: Tertiary		
<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 education practitioners aspiring to be or in a leadership role in adult and tertiary teaching or training. It represents an advanced qualification for a professional adult and tertiary teaching educator, and provides a pathway to graduate and post-graduate qualifications.		
<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>- design for learning to meet specified learning outcomes in dynamic contexts</li> <li>- promote teaching environments that give primacy to learners</li> <li>- explore and implement facilitation and teaching strategies to meet the needs of diverse learners and contexts</li> <li>- select and implement assessment and consistency management and processes</li> <li>- undertake kaitiakitanga in an adult and tertiary teaching environment</li> <li>- provide leadership and professional support to other practitioners working both within and across programmes</li> <li>- analyse the educational environment and apply knowledge as a basis for influencing own and others' decision-making, innovation and change.</li> </ul>	
	<b>Education pathway</b>	Graduates of this qualification may choose to undertake further study towards a Level 7 qualification in adult and tertiary teaching.	
	<b>Employment pathway</b>	<p>Graduates of this qualification will have the skills and knowledge for roles such as:</p> <ul style="list-style-type: none"> <li>- programme leader</li> <li>- lead teacher</li> <li>- learning and development department manager</li> </ul>	

		- strategic leader in education.
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## 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 (TEO) 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 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.</li> <li>- 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.</li> <li>- During practicum, candidates may be working with learners</li> </ul>
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	<p>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>.</p> <ul style="list-style-type: none"> <li>- Providers must ensure candidates have opportunity to practise leadership skills and influencing others.</li> <li>- Programmes must include an underpinning base of good practice in adult education and training as well as current validated adult learning research and theory.</li> <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	<p>Design for learning to meet specified learning outcomes in dynamic contexts.</p> <p>Credits 30</p>	<p><i>Design for learning</i> includes conceptualizing and designing a programme of learning to respond to identified needs and requirements.</p> <p><i>Programme of learning</i> may refer to an autonomous training package or a course within a qualification.</p> <p><i>Dynamic contexts</i> include response to changes in learning environments e.g. learner profile, technology, pedagogical approaches, client requests, legislation.</p> <p>Design shows innovation, creativity and leadership in its approach to learning, assessment and evaluation, and is informed by contemporary research about adult learning. It also includes Māori pedagogy as a key body of knowledge.</p>
2	<p>Promote teaching environments that give primacy to learners.</p> <p>Credits 15</p>	<p><i>Promote</i> refers to the support of other teachers through influence and leadership.</p> <p><i>Environment</i> includes a values-based framework based on respect for:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> the mana and diverse cultural backgrounds of learners</li> <li><input type="checkbox"/> Te Tiriti o Waitangi</li> <li><input type="checkbox"/> professional relationships with colleagues and learners.</li> </ul> <p><i>Mana</i> refers to the unique characteristics of adult learners as individuals and what they bring to their learning, including literacy</p>

		and numeracy skills.
3	Explore and implement facilitation and teaching strategies to meet the needs of diverse learners and contexts. Credits 15	<p><i>Explore and implement</i> involve identifying and investigating a range of theoretical facilitation models which lead candidates to develop their own theory in practice and actively influence others to broaden their range of practice.</p> <p><i>Facilitation and teaching strategies</i> include:</p> <ul style="list-style-type: none"> <li>- blended learning or use of technology</li> <li>- alternative approaches to learning</li> <li>- using evaluation outcomes to improve teaching and student learning.</li> </ul> <p><i>Diverse learners and contexts</i> refers to:</p> <ul style="list-style-type: none"> <li>- Māori, Pasifika, youth and other communities</li> <li>- cultural competence (knowledge of tikanga, te reo Māori)</li> <li>- subject or discipline</li> <li>- organisational context.</li> </ul>
4	Select and implement assessment and consistency management and processes. Credits 30	<p><i>Select and implement</i> involves managing quality assurance processes.</p> <p><i>Consistency</i> includes application of continuous improvement strategies to ensure that assessment tools meet stakeholder and organisational requirements.</p>
5	Undertake kaitiakitanga in an adult and tertiary teaching environment. Credits 10	<i>Kaitiakitanga</i> refers to concepts of leadership, mentoring, coaching, care, guidance, nurturing, sharing, responsibilities, external stakeholder consultation.
6	Provide leadership and professional support to other practitioners working both within and across programmes. Credits 10	<i>Professional support</i> refers to that provided for both academic and discipline related teaching.
7	Analyse the educational environment and apply knowledge as a basis for influencing own and others' decision-making, innovation and change. Credits 10	<p><i>Educational environment</i> may include:</p> <ul style="list-style-type: none"> <li>- political, social, historical and futures contexts</li> <li>- educational theories</li> <li>- critical theory</li> <li>- professional organisations.</li> </ul>

## Transition information

<b>Replacement information</b>	This qualification replaced the National Diploma in Adult Education and Training (Level 6) [Ref: 1549].
<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: 1549] 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@akoatearoa.ac.nz Website        <a href="http://www.akoatearoa.ac.nz">http://www.akoatearoa.ac.nz</a></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.
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