

Qualification details

Title	New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5)		
Version	1	Qualification type	Certificate
Level	5	Credits	40
NZSCED	070199 Education > Teacher Education > Teacher Education not elsewhere classified		
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 existing education practitioners who want to develop the literacy and numeracy skills of adult learners by embedding those skills into vocational or workplace programmes.		
Outcome Statement	Graduate profile	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> - design embedded literacy and numeracy strategies to enhance learner outcomes in a vocational or workplace programme - 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 - embed literacy and numeracy teaching and learning in a vocational or workplace programme with consideration of Aotearoa New Zealand's unique context - use assessment and evaluation as tools to enhance student learning and own teaching practice in embedded literacy and numeracy teaching. 	
	Education pathway	Graduates of this qualification may undertake further study towards other qualifications in adult and tertiary teaching at Level 5 and above.	
	Employment pathway	Graduates of this qualification will have the skills and knowledge for roles such as vocational, workplace or other specific content educator, with the ability to embed literacy and numeracy within their programme.	

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 organisations (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 Literacy and Numeracy Education and Adult and Tertiary Teaching qualifications. There are opportunities for credit transfer between the New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5) [Ref: 2754] and the New Zealand Certificate in Adult and Tertiary Teaching (Level 5) [Ref: 2993] 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. For the purposes of credit transfer the embedding of literacy and numeracy must be included in the programmes.</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
--	---

	<p>learning in that world.</p> <ul style="list-style-type: none"> - Practicum evidence must be provided for candidates carrying out a minimum of three separate learning sessions. - 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. - Providers must ensure that candidates have access to a minimum of two adult learners across the duration of the programme. - 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.
--	--

Conditions relating to the Graduate profile

Qualification outcomes		Conditions
1	<p>Design embedded literacy and numeracy strategies to enhance learner outcomes in a vocational or workplace programme.</p> <p>Credits 10</p>	<p><i>Enhance learner outcomes</i> includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use of frameworks, including Māori and Pasifika frameworks, such as NZ Adult Literacy and Numeracy Progressions <input type="checkbox"/> addressing the needs of diverse learners, including Māori, Pasifika, and youth. <p><i>Design of embedded literacy and numeracy strategies</i> includes consideration of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> established literacy and numeracy definitions <input type="checkbox"/> national adult literacy and numeracy issues and their relevance <input type="checkbox"/> historical, political and organisational contexts <input type="checkbox"/> the literacy and numeracy demands of an education programme, a course or a specified context <input type="checkbox"/> the literacy and numeracy strengths and needs of the adult learner in relation to the demands.

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"> <input type="checkbox"/> the mana and diverse cultural backgrounds of adult learners <input type="checkbox"/> valuing Aotearoa New Zealand's cultural context, which includes Te Tiriti o Waitangi <input type="checkbox"/> professional relationships with colleagues and learners. <p><i>Mana</i> refers to the unique characteristics of adult learners as individuals and what they bring to their learning.</p>
3	<p>Embed literacy and numeracy teaching and learning in a vocational or workplace programme with consideration of Aotearoa New Zealand's unique context.</p> <p>Credits 10</p>	<p><i>Embedding literacy and numeracy</i> includes considering Māori and Pasifika worldviews and concepts.</p>
4	<p>Use assessment and evaluation as tools to enhance student learning and own teaching practice in embedded literacy and numeracy teaching.</p> <p>Credits 10</p>	<p><i>Assessment and evaluation</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> can include literacy and numeracy diagnostic, formative, summative and any other relevant processes <input type="checkbox"/> consider Māori and Pasifika worldviews and concepts. <p><i>Evaluation</i> includes feedback from learners and other stakeholders as appropriate, including peer and self-review.</p>

Transition information

<p>Replacement information</p>	<p>This qualification replaced the National Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5) [Ref: 1253].</p>
<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: 1253] 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@akoaotearoa.ac.nz Website http://www.akoaotearoa.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.