

# New Zealand Diploma in Adult and Tertiary Teaching Level 6

## Qualification Review Guidelines

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# Overview

This guide outlines what tertiary education organisations could consider when developing a programme of study leading to the following qualification:

- **New Zealand Diploma in Adult and Tertiary Teaching (Level 6).**

This guide will help those who apply to NZQA for programme approval. It will also help as part of an internal self-review. The self-review may focus on ensuring that an existing programme meets current requirements, such as in the case of a recently updated or new version of a qualification.

Providers working towards programme approval should consult all relevant NZQA documentation including the following:

- [NZQF Programme Approval and Accreditation Rules](#)
- [Guidelines for approval and accreditation of Level 1-6 programmes](#)
- [Resources for unit standards-based pathways, including landscapes](#)

Providers are encouraged to attend to the recommendations in these NZQA documents when developing, delivering and self-assessing programme(s) for this qualification.

These guidelines cover:

1. Key qualification requirements
2. Matching the identified needs of your target learner groups
3. Components
4. General Conditions
5. Graduate Profile Outcomes and associated recommendations
6. Work-based Learning
7. Assessment Guidelines

## Glossary

For the purpose of this suite of qualifications, the following definitions are provided.

**Candidate** is the person who is enrolled in a programme leading to this qualification.

**Cultural competencies** refers to the knowledge, skills, and values required to achieve a better understanding of, and enhance relationships with learners of different cultures.

**Kaitiakitanga** refer to concepts of mentoring, coaching, care, guidance, nurturing, sharing, responsibilities, external stakeholder consultation.

**Learner** is the person who the candidate is providing learning opportunities for.

**Mana** refers to the unique characteristics of adult learners as individuals and what they bring to their learning, including literacy and numeracy skills.

**Māori cultural competencies** refer to the practical steps for providing education and relating to Māori and other learners in a manner that recognises and respects Māori values and beliefs in order to achieve better teaching and learning outcomes.

**Tangata whenua** literally means 'people of the land' and is used to describe Māori as the indigenous people of Aotearoa New Zealand.

**Tangata tiriti** literally means 'people of the treaty' and is used to describe people of non-Māori origin who have a right to live in Aotearoa New Zealand under the Treaty of Waitangi.

**Work-based learning** refers to opportunities for learning that are achieved through authentic activity in adult or tertiary teaching settings and which includes a specified element of supervised practice.

# 1. Key Qualification Requirements

## Strategic Purpose

The strategic purpose statement for this qualification states:

*This qualification is intended for education practitioners aspiring to be in, or who are in, a leadership role in adult and tertiary teaching or training.*

*Graduates of this qualification will have the skills and knowledge to engage in in-depth investigation into own practice and: improve their own teaching; undertake leadership and kaitiakitanga; and recommend innovation and change in tertiary teaching environments.*

## Qualification type definition

Your programme must meet the NZQA's qualification type definition for a diploma including the requirements outlined below:

## Credits and notional hours of learning

Programmes leading to the award of this qualification should be:

- **120** credits at Level **6**
- Equivalent to approximately **1200** notional hours of learning according to NZQA rules.

This time allocation is inclusive of class-based, work-based, web-based and independent learning hours.

## Matches NZQA descriptors

Your programme must align with the [NZQA descriptors](#) which provide guidance on the learning requirements of a **Level 6 diploma** qualification. In summary, these are:

Knowledge	<ul style="list-style-type: none"><li>● Demonstrate specialised technical or theoretical knowledge with depth in a field of work or study.</li></ul>
Skills and Application	<ul style="list-style-type: none"><li>● Analyse and generate solutions to familiar and unfamiliar problems</li><li>● Select and apply a range of standard and non-standard processes relevant to the field of work or study</li><li>● Complete self-management of learning and performance within dynamic contexts</li><li>● Responsibility for leadership within dynamic contexts.</li></ul>

It is important to ensure that the programme learning demands neither exceed nor fall below those outlined above.

## Modes of delivery

Providers have a range of choices for programme delivery which may include face-to-face, online or blended teaching and learning.

Decisions will be made based on available resources and the target audience. The qualification requires that all programmes must include an underpinning base of evidence-based practice in digital educational technologies.

All programmes should integrate technology-enhanced learning and teaching beyond the immediate requirements of individual Graduate Profile Outcome statements.

## Entry or other qualification requirements

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.

Experience from providers suggests that a strong foundational understanding of adult and tertiary learning and teaching is required for candidates to be successful in this qualification.

## Progression to and from other qualifications

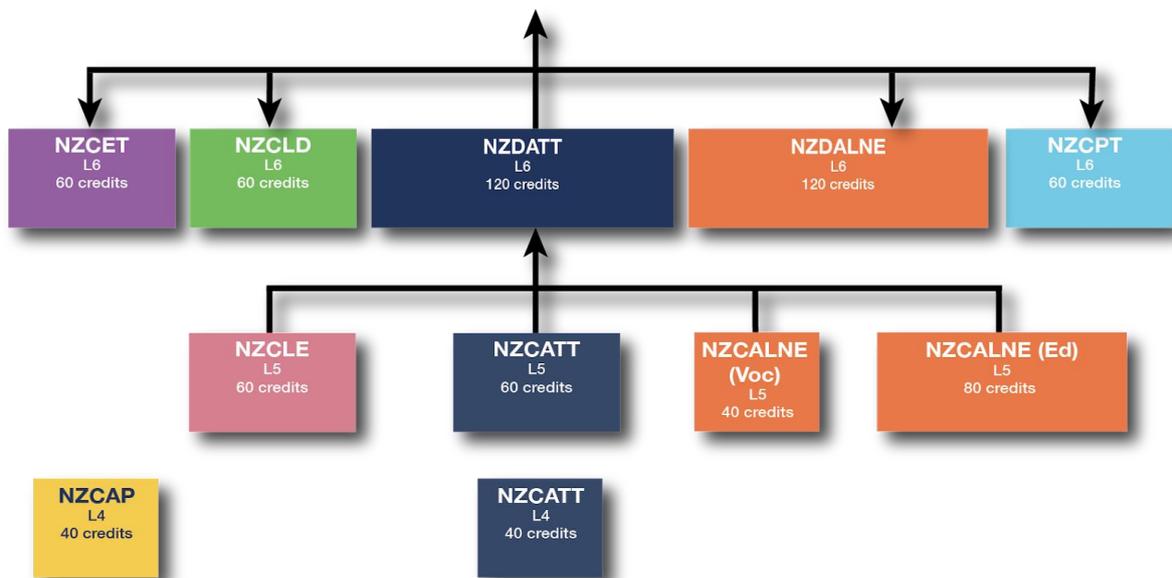
Educational pathways for this qualification indicate that graduates may choose to undertake further study towards a Level 7 qualification in adult and tertiary teaching.

However, there are other qualifications in this suite that are also at Level 6 which may be valuable progressions for graduates of this qualification. These include:

- New Zealand Diploma in Adult Literacy and Numeracy Education, (Level 6) [Ref: 2756]
- New Zealand Certificate in Learning Design, (Level 6) [Ref: 2749]
- New Zealand Certificate in Education Technology, (Level 6) [Ref: 2748]
- New Zealand Certificate in Pasifika Teaching, (Level 6) [2750]

Diagram 1 (next page) shows logical pathways across the suite of teacher education qualifications to and from the NZDATT Level 6.

Diagram 1: Progression to and from NZDATT Level 6



## Other qualification requirements

Requirements specific to the general conditions or graduate profile outcomes are discussed below in Sections 4 and 5.

### Questions to consider

- What is your programme aim?
- How does your programme and its components meet the strategic purpose of the qualification?
- Why is your programme acceptable to relevant communities and key stakeholders?
- How does your programme create opportunities that cover 40 credits of learning in relation to literacy and numeracy?
- What will be the balance and coherence between class-based, web-based, work-based and independent learning?
- What is your learner profile and how will learners be assisted to manage independent learning at this level?

## 2. Matching the Identified Needs of Your Target Learner Groups

### Due diligence

Any NZQA approved programme for this qualification will need to provide sufficient evidence with regards to target learner groups.

Gathering information to inform your answers to questions like the ones below should be part of your due diligence process in the early stages of developing your programme and approval documentation.

#### Questions to consider

With regards to your target learner groups:

- Who are they and how did you identify them?
- What are their needs and how did you identify these?

With regards to your programme, how can you show that:

- You have designed your programme to match the identified needs of your target learner groups?
- Your programme enables your target learner groups to achieve the qualification outcomes?

How have the following informed the development of your programme?

- Sector consultation undertaken by your own or other organisations.
- Relevant Tertiary Education Commission (TEC) policies, strategic directions, implementation, planning or funding conditions.
- The needs of key stakeholders or partner organisations that you work with.
- The subject area expertise or domain knowledge of your organisation and delivery team.

### 3. Components

#### Articulating the units of learning in your programme

As noted in the NZQA’s Programme Approval Guidelines you will need to clearly articulate the units of learning that make up your programme.

These units of learning are the components, and you may need to reference the following:

- The structure and progression of your programme
- The modes of learning
- Self-directed learning including what kind and how this is broken down over time
- Your learning outcomes and how these relate to or compare with the Graduate Profile Outcomes
- Your learning outcomes for different modules and related assessments
- NZQA unit standards and assessment schedules, if relevant
- Your approach to assessment including how each assessment contributes to the credit value of the qualification.

#### Matrix showing GPOs mapped to programme learning outcomes

You may wish to use a matrix or chart to give a visual representation of how each of these relate to one another:

- How self-directed learning is allocated across different components
- How Graduate Profile Outcomes map to your programme learning outcomes and unit standards or components, if relevant.

Here’s a generic example of what this might look like for showing alignment between components, programme learning outcomes, and qualification graduate profile outcomes (GPOs).

Components or Unit Standards	Learning Outcome	GPO 1	GPO 2	GPO 3	GPO 4
Component 1	Outcome 1	✓	✓		
Component 2	Outcome 1	✓	✓		
	Outcome 2	✓	✓		
	Outcome 3	✓	✓		
	Outcome 4	✓	✓		

	Outcome 5	✓	✓		
Component 3	Outcome 1	✓	✓	✓	
	Outcome 2	✓	✓	✓	
Component 4	Outcome 1	✓	✓	✓	✓
	Outcome 2	✓	✓	✓	✓
	Outcome 3		✓	✓	✓
	Outcome 4	✓	✓	✓	✓

Many of the recommendations below appeared in earlier versions of the qualification as conditions so providers are urged to consider these in programme development and delivery.

## Integration

Integration is a core principle for programme development. It ensures candidates experience an integrated, holistic and meaningful programme of study where connections between outcomes are explicit and reflect real-world contexts.

The following considerations apply:

- 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.

Examples are given below in the Graduate Profile Outcome statements as to how this integration might happen.

## Practical Experience

Practical experience is an essential component of programmes leading to the award of this qualification. This is expanded further in Section 6 below.

## Reflective and Evidence-based Practice

Reflective practice is a key competency for teachers and should be woven into the course of study. At Level 6, this will be a significant degree of critical reflection that includes reflection on their performance in dynamic and complex contexts. It will also require reflection on the candidate's leadership behaviours and outcomes.

Programmes must include an underpinning base of evidence-based practice in:

- Adult education and training including current validated adult learning research and theory. Evidence-based practice will be that which is informed by research or other projects that focus on enhancing outcomes for learners.
- The use of digital educational technologies. Digital technologies that solve educational problems and enhance learner engagement and success will be woven throughout the programme. These should be evident in both the teaching and learning and in the assessments in the programme to assist candidates in understanding the value of digital assessment.

## 4. General Conditions

The following conditions apply to this qualification. Relevant definitions can be found in the glossary in this guidance document.

### Work-based Learning

- Programmes must include candidates completing 120 hours of work-based learning in an adult or tertiary teaching setting.
- Work-based learning 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. These sessions must be assessed by a suitably qualified assessor.
- Work-based learning evidence must also include candidates demonstrating leadership and professional support to other practitioners.
- During work-based learning, 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 <https://www.justice.govt.nz/justice-sector-policy/key-initiatives/cross-government/childrens-action-plan>.

### Considerations

Work-based learning refers to opportunities for learning that are achieved through authentic activity in adult or tertiary teaching settings, and which includes a specified element of supervised practice.

This is an advanced teaching qualification and, as such, actual teaching and experiencing the realities of adult and tertiary teaching contexts are critical to the candidate's learning experience.

Providers must ensure that candidates are able to complete at least 120 hours of work-based learning with a focus on teaching and learning. This could include, for example:

- their own teaching
- formal practicum placements
- assisting colleagues in community settings.

This could be covered in several weeks in a practice context but is more likely to be woven through the programme, particularly given most candidates will be in work. During this time candidates will complete their required learning sessions.

Candidates are also required to demonstrate leadership and professional support with other practitioners. This should be woven into the practice component and should

also be evident in the assessment requirements. It is likely this will be completed in the candidate's place of work.

Suitably qualified assessors could include the programme teaching staff or others in the practice setting who have the required qualifications or experience to make accurate and valid assessments.

Further detail about work-based learning is included in Section 6.

## Te Tiriti o Waitangi and Cultural Competencies

- Programmes must include a range of pedagogical principles and cultural practices. These principles and practices are reflective of Te Tiriti o Waitangi, to ensure that the indigenous status of Tangata Whenua and the role of Tangata Tiriti are understood. Accordingly, programmes must contribute to the development of Māori cultural competencies. These principles, practices and cultural competencies also include those reflecting Aotearoa New Zealand's Pacific location and diverse population.

### Considerations

Definitions for the following are included in this guidance document in the glossary:

- Tangata Whenua
- Tangata Tiriti
- Cultural competencies
- Māori cultural competencies
- Work-based learning
- Mana

These concepts and competencies must be woven throughout the programme and be evident to candidates in learning, teaching and assessment.

## 5. Graduate Profile Outcomes and Associated Quality Recommendations

The information below lists the Graduate Profile Outcomes from the qualification and related conditions and recommended related quality components.

Many of these components appeared in the previous version of the qualification as *conditions* so providers are urged to consider these in programme development and delivery.

This will include:

- integration of outcomes and assessments
- a base of relevant evidence-based practice and learning theory
- integration of digital educational technologies to enhance learner outcomes
- integration of Te Tiriti and cultural competencies.

Some relevant resources for programme development are also included.

### Graduate Profile Outcome 1

Design learning using culturally and pedagogically appropriate evidence-based practice to meet specified outcomes in diverse, dynamic contexts.

30 credits

### Recommended Quality Components and Resources

*Design learning* includes conceptualising and designing a programme of learning to respond to learner diversity and requirements.

*Dynamic contexts* include response to changes in learning environments, e.g., learner profile, technology, pedagogical approaches, client requests, legislation.

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.

A significant component of the design, environment, facilitation, assessment, and evaluation outcomes will be assessed as part of the WBL component.

Resources that support design, student-centredness, facilitation, assessment and feedback can be found in the following resources for tertiary teachers available on the Ako Aotearoa [website](#):

- [Signposts](#)
- [Goalposts](#)

- [ePosts](#)

## Graduate Profile Outcome 2

Facilitate and evaluate quality learner-centred teaching that respects the mana and diverse cultural backgrounds of adult learners, and the wider educational and societal context.

15 credits

### Recommended Quality Components and Resources

*Learner-centred teaching* includes a values-based framework based on respect for:

- the mana and diverse cultural backgrounds of learners
- Te Tiriti o Waitangi
- professional relationships with colleagues and learners.

Mana refers to the unique characteristics of adult learners as individuals and what they bring to their learning, including literacy and numeracy skills.

Diverse learners and contexts refer to:

- Māori, Pasifika, youth, disabled and other communities
- cultural competence (knowledge of tikanga, te reo Māori)
- subject or discipline
- organisational context.

Resources to support learner-centredness include the following which can be found on the Ako Aotearoa [website](#):

- [Māori Cultural Capability Pathway](#)
- [Pacific Cultural Centredness Pathway](#)
- [Tapatoru Professional Standards Framework](#)

Other frameworks or models for consideration include:

- Te Whare Tapa Whā
- Te Tauāki Ako
- Te Kaupapa Maori
- Te Ranga
- Fonofale
- Kakala
- Founga Ako

This GPO statement lends itself to integration across the programme.

## Graduate Profile Outcome 3

Use and evaluate a broad range of facilitation and teaching strategies, including technology-enhanced teaching and learning, to enhance learner engagement and outcomes.

15 credits

### Recommended Quality Components and Resources

*Use and evaluate* involve investigating, implementing and evaluating 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.

Facilitation and teaching strategies include:

- blended learning or use of educational technologies
- alternative approaches to learning
- using evaluation outcomes to improve teaching and student learning.

## Graduate Profile Outcome 4

Select, implement and evaluate assessment and quality assurance processes.

30 credits

### Recommended Quality Components and Resources

*Select, implement, and evaluate* involves managing quality assurance processes. It is expected that the candidate will be involved in this to some degree as part of their leadership component.

*Quality assurance* includes application of continuous improvement strategies to ensure that assessment tools meet stakeholder and organisational requirements.

## Graduate Profile Outcome 5

Undertake kaitiakitanga and provide leadership and professional support to other practitioners.

15 credits

## Recommended Quality Components and Resources

*Kaitiakitanga* refers to concepts of mentoring, coaching, care, guidance, nurturing, sharing, responsibilities, external stakeholder consultation.

Opportunities to practise *kaitiakitanga* and receive feedback should be written into programme development and be evidenced through WBL.

This outcome should be integrated with others across the programme of study.

## Graduate Profile Outcome 6

Undertake environmental analyses and make recommendations for innovation and change.

15 credits

## Recommended Quality Components and Resources

*Environmental analysis* can be undertaken across a range of contexts and, potentially, teaching levels and disciplines.

This will include bringing a range of contexts, theories and environments into the learning process and assessment demands. It may include such aspects as:

- political, social, historical and future contexts
- educational theories
- critical theory
- professional organisations.

When analysing the environment, candidates should consider this in relation to all other Graduate Profile Outcomes given this underpins teaching, *kaitiakitanga* and leadership.

This is likely to occur within the candidate's own teaching, learning and leadership settings and will be included in the WBL component and in the requirements for reflective practice.

## Questions to consider

- Which outcomes will be integrated to ensure connections are maximised and assessment events are minimised?
- What are the natural alignments between outcome statements?
- How will you embed a values-based framework into your programme to underpin the learning?

## 6. Work-based Learning

### Guidelines

The programme of study must include specific work-based learning and assessment opportunities as stated on the New Zealand Qualification document and outlined in the General Conditions in Section 4.

Some of the learning may occur in a classroom or in other learning and teaching environments; but practice is central to the successful completion of this qualification, particularly because there is a significant demand for leadership, kaitiakitanga, change and innovation.

For this qualification, the following are required:

- Programmes must include candidates completing 120 hours of work-based learning in an adult or tertiary teaching setting.
- Work-based learning 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. These sessions must be assessed by a suitably qualified assessor.
- Work-based learning evidence must also include candidates demonstrating leadership and professional support to other practitioners.

The provider will need to discuss the programme expectations with the candidate and their management to ensure the practice-based nature of the programme is fully understood.

The provider may also need to ensure that the candidate is given the opportunity in their learning to carry out any of the practice-based requirements, which are considerable in this qualification.

Any health and safety requirements must be attended to.

### Provider scenario

It is up to the provider to interpret the qualification document and make decisions about the requirements that suit their programme and target learner groups.

With that in mind, the following scenarios are offered as examples of how work-based learning integrates some qualification components in specific provider contexts:

#### Scenario

One tertiary education organisation (TEO) offers this programme to education professionals who are in or aspiring to be in an adult or tertiary leadership position

with a focus on learning and teaching. The programme requires 120 hours of work-based learning which is carried out in the candidate's own context and practice.

The provider has a Work-Based Learning (WBL) package that is given to the candidate and their employer at the beginning of their study explaining the practice requirements and ensuring the candidate has support in their context. The triadic relationship between the provider, the candidate and their manager is a key success component of the programme.

A digital portfolio of related practice, which includes a log of hours, sits at the heart of the programme and includes most assessment activities, with a focus on the four learning and teaching sessions and leadership and kaitiakitanga activities.

The portfolio that attests to the work-based learning component acts as a vehicle for critical reflection. It provides a body of work, elements of which may be used subsequently as the basis for performance management, application for career progression, or nominations for awards.

## Questions to consider

- How does the work-based assessment requirement provide opportunities that connect the candidate to their learning in the programme of study?
- How does the provider ensure that work-based learning environments provide high-quality experiences for candidates?
- In what ways does the provider maintain and nurture relationships with work-based learning settings?

# 7. Assessment Guidelines

## Guidelines

Assessments, as far as is practicable, should be in the context of the candidate's own work and practice as a student in an adult and tertiary teaching environment.

As indicated earlier, assessment of all outcomes should be integrated, so each assessment task provides evidence of at least two outcomes in ways that demonstrate their interdependence.

This will ensure an integrated approach to learning and assessment and will also reduce assessment load. There should be no more than 2-3 assessment events for each 15 credits of learning.

As indicated in the information above, this programme of study should be based on the realities of practice in adult and tertiary teaching contexts. Therefore, assessments should generally be based on the candidate's own teaching and learning practice to ensure the course learning is applied in practice.

Work-based assessments may be carried out by teaching staff or assessments may be structured so that a supervisor or assessor in the candidate's place of work can observe practice and provide feedback.

The provider must weigh up the relative merits of these options based on the availability of suitably qualified assessors in the workplace who either hold appropriate qualifications or have been identified by the provider as having the relevant expertise or experience to be able to assess or observe accurately.

Most assessments will contain opportunities for the candidates to engage in reflective practice based on self-assessment of their own performance and practice.

Resources that support student-centredness, facilitation, assessment and feedback, including valid and diverse methods of digital assessments, can be found in the following resources for tertiary teachers available on the Ako Aotearoa [website](#):

- [Signposts](#)
- [Goalposts](#)
- [ePosts](#)

Valuable information about assessment tools and approaches can be found at this [NZQA site](#).

## Provider scenarios

As with work-based learning, it is up to the provider to make decisions about the requirements that suit their programme and target learner groups.

The following scenario is offered as an example of how an assessment could be structured to address some qualification components in a specific provider context:

### Southern Institute of Technology

At SIT candidates in the NZ Diploma in Adult and Tertiary Teaching (L6) study online. Most candidates are educational professionals either in or working towards academic leadership or managerial positions.

One 10 credit course focuses on decision-making, innovation and change in adult learning environments. This paper enables learners to undertake critical reflection and analysis of their own practice, evaluating a range of learning methodologies and their potential implementation.

One assessment integrates several GPO statements and requires candidates to write an analytical short essay (approximately 1,200 words) discussing the impact of learning space design in their own educational environment and how this reflects the ability of learners to make progress with their education.

Candidates consider their own context and make meta-cognitive connections with the theories of educational environment design which can feed into their teaching practice.

This focuses on a contemporary issue – space – and locates the assessment in the practice environment.

### Questions to consider

- How are assessments mapped across the curriculum to ensure coherence, avoid over-assessment or assessment overload, and link assessments to both course learning and work-based learning?
- To what extent do assessments attend to the realities of practice?
- How will the existing assessment practices of the workplace impact the opportunities for the candidate to engage in good assessment practice?
- How does the provider ensure that assessors are suitably qualified?

## 8. Get in touch with us

### Amendments or further guidance

The guidelines for this qualification were prepared by Ako Aotearoa following extensive sector consultation and review by NZQA and other experts.

Where possible, information from previous versions of the qualification including conditions as well as recommendations from stakeholders have been incorporated.

If you would like to suggest an amendment or request further guidance with regard to some aspect of the qualification or resulting programme development, please contact us at Ako Aotearoa by email or phone.

- [info@ako.ac.nz](mailto:info@ako.ac.nz)

Further information may be obtained from our website or via the following link:

- <https://ako.ac.nz/programme-guidance>