

New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) Level 5

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 Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5).**

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

Kaitiakitanga refers 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 who want to develop the literacy and numeracy skills of adult learners by embedding those skills into community, vocational or workplace programmes. It is a non-specialist introduction to embedding literacy and numeracy into adult and tertiary education and training.

Graduates of this qualification will have skills and knowledge related to the basics of embedded literacy and numeracy design, facilitation, assessment and evaluation.

Qualification type definition

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

Credits and notional hours of learning

Programmes leading to the award of this qualification should be:

- **40** credits at **Level 5**
- Equivalent to approximately **400** 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 5 certificate** qualification. In summary, these are:

Knowledge	<ul style="list-style-type: none">● Demonstrate broad operational or technical and theoretical knowledge within an aspect(s) of a specific field of work or study.

Skills and Application	<ul style="list-style-type: none"> ● Select and apply a range of solutions to familiar and sometimes unfamiliar problems ● Select and apply a range of standard and non-standard processes relevant to the field of work or study ● Demonstrate complete self-management of learning and performance within defined contexts ● Demonstrate some responsibility for the management of learning and performance of others.
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It is important to ensure that the programme learning demands do not exceed or 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 adult tertiary teaching qualification at Level 4 or above, or equivalent knowledge and skills.

Progression to other qualifications

Educational pathways for this qualification indicate that graduates will be able to pathway to other qualifications at Level 5 and above in adult literacy and numeracy education and tertiary teaching.

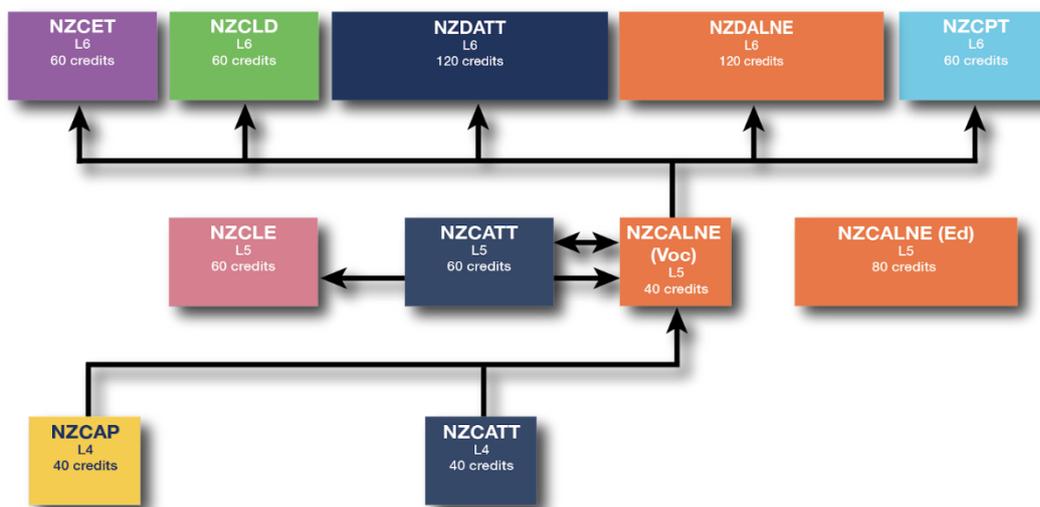
For example, graduates may, depending on interest, need or capability, progress to the:

- New Zealand Certificate in Adult and Tertiary Teaching, (Level 5) [Ref: 2993]

- New Zealand Diploma in Adult Literacy and Numeracy Education, (Level 6) [Ref: 2756]
- New Zealand Diploma in Adult and Tertiary Teaching, (Level 6) [Ref: 2747]
- New Zealand Certificate in Learning Design, (Level 6) [Ref: 2749]
- New Zealand Certificate in Education Technology, (Level 6) [Ref: 2748].

Diagram 1 below shows logical pathways across the suite of teacher education qualifications to and from the NZCALNE (Voc).

Diagram 1: Progression to and from the NZCALNE (Voc), Level 5



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.

Evidence-based practice

Programmes should 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 at the beginning of this document.

Work-based learning

- Programmes must include 40 hours of work-based learning in an adult or tertiary teaching setting and include a minimum of three separate learning sessions with a minimum of two adult learners. Each learning session must show evidence of design, facilitation of learning, and as appropriate, assessment and evaluation processes. Each learning session must be assessed by a suitably qualified assessor.
- 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.

Providers must ensure that candidates are able to complete the assessment requirements in real contexts as much as possible. This is likely, but not necessarily, the candidate's place of work or voluntary contribution.

Assessment methods may include, but are not limited to, written, practical, web-based, observation or similar methods. Where possible, more than one learner will be included in assessment events.

Suitably qualified assessors must be responsible for assessing the candidates. These 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 Version 1 of the qualification as *conditions* so providers are urged to consider these in programme development and delivery.

This includes:

- 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 embedded literacy and numeracy learning to enhance learner outcomes in a training or education programme, using a range of pedagogical and cultural practices.

10 credits

Conditions

Design embedded literacy and numeracy learning includes:

- consideration and use of frameworks and established literacy and numeracy definitions.
- mapping literacy and numeracy training demands using the Learning Progressions for Adult Literacy and Learning Progressions for Adult Numeracy.

Recommended Quality Components and Resources

Enhance learner outcomes includes:

- consideration of factors associated with low levels of adult literacy and numeracy

- identifying the literacy and numeracy strengths and needs of adult learners in relation to the demands.

Resources

Resources to support integration of key frameworks for adult literacy and numeracy include the following on the [Ako Aotearoa website](#):

- [Te Whare Tapa Whā](#)
- [The Learning Progressions for Adult Literacy](#)
- [The Learning Progressions for Adult Numeracy](#)
- [Tapatoru Foundation Learning Professional Standards](#)

Graduate Profile Outcome 2

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

10 credits

Conditions

Learner-centred includes a values-based framework based on respect for professional relationships with learners.

Recommended Quality Components and Resources

Resources to support cultural responsiveness and professional practices 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 Māori
- Te Ranga
- Fonofale
- Kakala
- Founga Ako

This outcome lends itself to integration with other GPO statements across the programme.

Graduate Profile Outcome 3

Plan and use embedded literacy and numeracy strategies, including technology-enhanced teaching and learning, in a training or education programme.

10 credits

Recommended Quality Components and Resources

Embedded literacy and numeracy may include considering Māori and Pasifika worldviews and concepts.

Graduate Profile Outcome 4

Use assessment, including literacy and numeracy diagnostic, and evaluation as tools to enhance student learning and own teaching practice.

10 credits

Recommended Quality Components and Resources

Assessment may include literacy and numeracy diagnostic, formative, and summative assessment.

Assessment and evaluation may also include considering Māori and Pasifika worldviews and concepts.

Evaluation may include feedback from learners and other stakeholders as appropriate, including peer and self-review.

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 other learning and teaching environment, but practice is central to the successful completion of this qualification.

For this qualification, the following are required:

- Programmes must include candidates completing **40 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 **three separate learning sessions with a minimum of two adult learners** across the duration of the programme.

Each learning session should show evidence of design, facilitation of learning, and as appropriate, assessment and evaluation processes. Each learning session must be assessed by a suitably qualified assessor.

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.

Any health and safety requirements must be attended to.

Provider scenarios

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 scenario is offered as an example of how work-based learning can integrate some qualification components in a specific provider context:

Scenario 1 – Wintec/NZIST

NZIST managers who nominate vocational educators for the New Zealand Certificate in Adult Literacy and Numeracy (Vocational) met to review how the qualification could be integrated into professional development (PD) plans.

The PD team responsible for the programme participated in these discussions. Stakeholders agreed that the programme had to be integrated into instructional settings to meet the minimum programme requirements for practical training. The PD team would submit a prototype programme design with the following minimum features:

- *Verified work-based learning, confirming candidates' mastery of LN assessment tool use, mapping and strategy selection.*
- *Four cycles of lesson design, implementation, observation and reflection, yielding 80% of the evidence of candidates' mastery of graduate profile outcomes.*
- *A work-readiness framework, describing how activities and assessments promote skills such as the 4Cs (Communication, Collaboration, Critical thinking and Creativity) or those specified in any current framework.*
- *A success measure based on candidates' and learners' module completions.*

Assumptions

- *The programme is offered within a whole-of-organisation perspective, drawing on input from all stakeholders.*
- *Work-based learning requires that the NZCALNE (Voc) deal with live programmes, with candidates having sustained exposure to the same learners for the duration of the programme.*
- *On-site verification of competence and evidence collection are responsibilities to be performed by third parties such as the PD team.*

- *Practical implementation of the LN-embedding triangle occurs consistently in context.*
- *Experience cycle methodology is at the heart of the approach.*
- *Work-readiness is addressed as “the hidden curriculum-made-explicit” in candidates’ and learners’ activities and assessments in NZCALNE (Voc) and the candidates’ and learners’ vocational programmes.*
- *Compare student completions by module for candidates and the institute’s educators teaching at the same level.*

Scenario 2

Another provider delivers the NZCALNE (Voc) as professional development for educators who need to upskill in order to embed literacy and numeracy into their TEC-funded introduction-to-trades training.

All candidates are required to be working either full or part-time in a vocational teaching role with learners who have foundation learning needs.

The programme includes components at the start which set the scene for embedding LN. These cover the New Zealand context and relevant teaching and learning approaches from Te Ao Māori and Pacific perspectives.

Beyond this, all assessed work requires candidates to integrate what they are learning into their teaching and delivery over the duration of the programme including:

- *Analysing the LN demands of their own teaching, both in terms of a high-level programme analysis as well as with specific reading, writing, and numeracy teaching resources.*
- *Using contextualised LN diagnostic assessments as well as the TEC’s Literacy and Numeracy for Adults Assessment Tool (LNAAT) with their learners.*
- *Planning and facilitating embedded LN teaching sessions with their learners.*
- *Measuring learner LN progress using formative assessment.*
- *Evaluating the effectiveness of their approaches over the duration of the programme.*

In this way, the organisation closely integrates course learning and existing workplace practice.

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:

- 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.

Attending to these conditions will ensure an integrated approach to learning and assessment and will also reduce assessment load.

As indicated in the information above, this programme of study should be based on the realities of practice in adult and tertiary teaching assessment 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 assessments could be structured to integrate components of the qualification in a specific provider context:

Scenario 1

One organisation designed a series of assessments for NZCALNE (Voc) that integrates graduate profile outcomes across programme delivery.

The Teaching Practice assessment outlined below has GPO 3 as the major focus, but also integrates aspects of GPO 1 and 2.

Part 1: Planning

Plan embedded LN learning across three facilitated sessions with at least two learners. These should be the same learners you tested previously.

Ensure that planning addresses general LN programme demands as well as more specific learner LN needs already identified.

Describe your planned embedded LN teaching sessions in terms of:

- *Learner-centred teaching approaches*
- *Learning outcomes*
- *Teaching strategies*
- *Activities*
- *Resources*
- *Progress assessment*
- *Evaluation.*

Part 2: Facilitation in review

Facilitate embedded LN learning for at least two learners across at least three separate sessions.

Provide details and commentary as follows:

- *Verification details including delivery times and dates*
- *What you thought went well*
- *How you managed the delivery*
- *LN activities used*
- *Whether the learning outcomes you designed were on target*
- *How you responded to the needs you identified*
- *Whether your strategies worked out as planned*
- *Feedback you received from your learners*
- *What worked best in terms of making your teaching more learner-centred*
- *What you could do to improve for the next session.*

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

Further information may be obtained from our [website](#) or via the following link:

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