

New Zealand Diploma in Adult Literacy and Numeracy Education Level 6

Qualification Review Guidelines

Prepared by Ako Aotearoa, September 2021

Contents

Overview	3
Glossary	4
1. Key Qualification Requirements	5
Strategic Purpose	5
Qualification type definition	5
Modes of delivery	6
Entry or other qualification requirements	6
Progression to other qualifications	6
Other qualification requirements	7
Questions to consider	7
2. Matching the Identified Needs of Your Target Learner Groups	8
Due diligence	8
Questions to consider	8
3. Components	8
Articulating the units of learning in your programme	9
Matrix showing GPOs mapped to programme learning outcomes	9
Integration	10
Practical Experience	10
Evidence-based practice	10
4. General Conditions	11
Work-based learning	11
Te Tiriti o Waitangi and Cultural Competencies	12
5. Graduate Profile Outcomes and Associated Quality Recommendations	13
Graduate Profile Outcome 1	13
Graduate Profile Outcome 2	13
Graduate Profile Outcome 3	14
Graduate Profile Outcome 4	15
Graduate Profile Outcome 5	16

Graduate Profile Outcome 6	16
Questions to consider	17
6. Work-based Learning	18
Guidelines	18
Provider scenarios	18
Questions to consider	19
7. Assessment Guidelines	20
Guidelines	20
Provider scenarios	21
Questions to consider	22
8. Get in touch with us	23
Amendments or further guidance	23

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 Literacy and Numeracy Education, (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 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 aspiring to or engaged in a leadership role in adult literacy and numeracy education.

Graduates of this qualification will have the skills and knowledge to engage in in-depth investigation of their own practice; improve their own adult literacy and numeracy education teaching; and undertake kaitiakitanga and provide leadership and professional support to others working with similar learners.

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:

- **120** credits at Level **6**
- Equivalent to approximately **1,200** 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">● Demonstrate specialised technical or theoretical knowledge with depth in a field of work or study.
Skills and Application	<ul style="list-style-type: none">● Analyse and generate solutions to familiar and 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 dynamic contexts● Demonstrate responsibility for leadership within dynamic contexts.

It is important to ensure that the programme learning demands do not 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 adult and tertiary teaching qualification at Level 5 or above, or equivalent knowledge and skills.

Progression to other qualifications

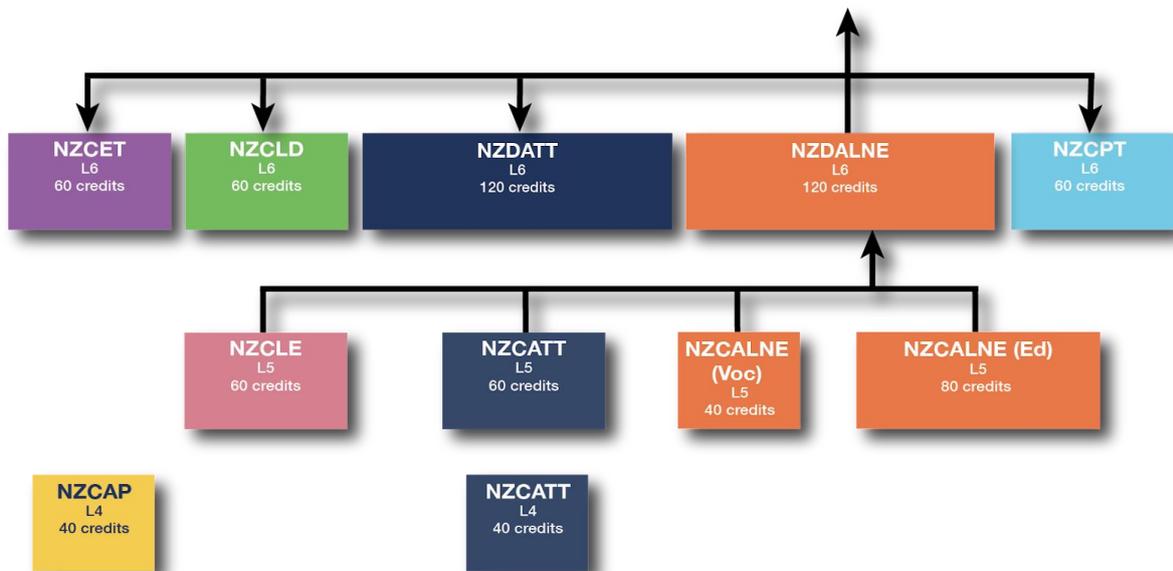
Educational pathways for this qualification indicate that graduates may choose to undertake further study towards a Level 7 qualification in adult and tertiary teaching.

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 and Tertiary Teaching, (Level 6) [2747]
- New Zealand Certificate in Learning Design, (Level 6) [2749]
- New Zealand Certificate in Education Technology, (Level 6) [2748]
- New Zealand Certificate in Pasifika Teaching, (Level 6) [2750]

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

Diagram 1: Progression from NZDALNE (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 120 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 on the qualification document.

Work-based learning

- Programmes must include candidates completing 120 hours of work-based learning in an adult or tertiary teaching setting.
- 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

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 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 is likely to be woven through the programme, particularly given most candidates will be in work.

As per GPO 6, candidates are also required to:

- Undertake kaitiakitanga and provide leadership and professional support to other practitioners working in an adult literacy and numeracy education teaching environment.

These should be woven into the practice components and be evident in the assessment requirements. It is likely these 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 recommended related quality components.

Many of these components appeared in an earlier version 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

Conduct needs analyses in order to implement and review adult literacy and numeracy interventions.

15 credits

Recommended Quality Components and Resources

A *needs analysis* may look at learner, industry, sector, organisational, and personnel needs and should:

- describe demands and needs in terms of relevant target groups, structures and/or wider context
- identify literacy and numeracy demands and requirements
- prepare and undertake assessment of the literacy and numeracy strengths and needs of the relevant group
- prepare and present a report on the needs analysis.

Graduate Profile Outcome 2

Design learning using culturally and pedagogically appropriate evidence-based practice to meet specified adult literacy and numeracy learning outcomes

30 credits

Recommended Quality Components and Resources

Design learning includes conceptualising and designing a programme of learning to respond to identified adult literacy and numeracy needs and requirements.

Design may also take into account dynamic contexts and responses to changes in learning environments e.g., learner profile, technology, pedagogical approaches, client requests, legislation, and can also include industry, organisational, whānau, marae, community, iwi, or hapū.

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.

In the context of adult literacy and numeracy education, design may also give reference to:

- Issues, interventions, research, programmes and trends.
- Historical and theoretical issues underpinning adult literacy and numeracy education in Aotearoa New Zealand.
- Use of frameworks and established literacy and numeracy definitions
- Māori and Pasifika teaching practice and literacy and numeracy concepts
- Programme design, recommended resources, assessment of literacy and numeracy need and learning gain, and moderation and quality assurance requirements.

A significant component of the design, environment, facilitation, assessment and evaluation outcomes will be assessed as part of the work-based learning 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 3

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

20 credits

Recommended Quality Components and Resources

Learner-centred includes a values-based framework based on respect for professional relationships with 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 Māori
- Te Ranga
- Fonofale
- Kakala
- Founa Ako

This GPO statement lends itself to integration across the programme.

Graduate Profile Outcome 4

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

20 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 5

Use and evaluate adult literacy and numeracy education diagnostic, formative and summative assessment tools to identify specific learner needs and strengths.

20 credits

Recommended Quality Components and Resources

Use and evaluate involve investigating, implementing and evaluating a range of literacy and numeracy education assessment tools.

Identify specific learner needs and strengths includes:

- mapping literacy and numeracy training demands using the Learning Progressions for Adult Literacy and Learning Progressions for Adult Numeracy
- identifying the literacy and numeracy strengths and needs of adult learners in relation to the demands.

This may, as relevant, also include consideration of:

- Education theories, approaches and frameworks, and current trends and research
- Māori and Pasifika teaching practice and literacy and numeracy concepts
- National and international adult literacy and numeracy issues and trends and their relevance.

Graduate Profile Outcome 6

Undertake kaitiakitanga and provide leadership and professional support to other practitioners working in an adult literacy and numeracy education teaching environment.

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.

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

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, 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.

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 work-based learning in a specific provider context:

Scenario

One provider delivers the NZDALNE as an advanced professional development programme for practitioners in, or aspiring to, leadership roles in adult literacy and numeracy education.

All components and assessed work require candidates to integrate what they are learning into teaching and other aspects of their regular work over the duration of the programme including:

- *Carrying out an in-depth needs analysis and assessment of a group of adult learners in order to implement adult literacy and numeracy interventions.*
- *Designing, delivering and evaluating a programme of learning that responds to identified adult literacy needs and requirements.*
- *Incorporating a values-based framework for teaching and learning that draws from Māori, Pacific and other frameworks as appropriate.*

- *Sharing lessons learned with others including providing guidance, support and expertise with regards to adult literacy and numeracy education.*

In this way, the TEO 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.

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 assessments could be structured in a specific provider context:

Scenario

One organisation designed a series of assessments for the NZDALNE that integrate graduate profile outcomes across programme delivery components.

The Needs Analysis assessment outlined below has GPO 1 as the major focus, but also integrates aspects of GPO 2, 3 and 5.

Part 1: Describe

- *Narrow your focus to a specific learner group, industry, sector, organisation, or other work-appropriate niche.*
- *With reference to literacy and numeracy requirements, describe the wider context within which these learners operate, organisational or other structures, as well as any relevant processes, systems, tasks and documentation.*

Part 2: Identify

- *Identify literacy and numeracy demands through analysis of documentation, tasks, processes and systems as well as via observations and interviews.*
- *Identify factors, including organisational, which may impact on the target learners' ability to use or develop adult literacy and numeracy skills.*

Part 3: Carry out

- *Prepare literacy and numeracy assessment tasks that address identified demands and requirements and that are contextualised to the needs of the project.*
- *Undertake assessments with the target group of adult learners.*

Part 4: Report

- *Prepare and present a report, including recommendations, on the results of the literacy and numeracy needs analysis.*

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>