

# New Zealand Certificate in Language Teaching Level 5

## Qualification Review Guidelines

Prepared by Ako Aotearoa, September 2021

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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 Language Education (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 qualification, 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, in turn, is taught by the candidate.

**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 those who are or want to be a language educator.*

*It is intended as a base-level qualification for a language educator who is an operationally proficient user of the language taught.*

*Graduates of this qualification will have the skills and knowledge to design, facilitate and assess language teaching, as well as reflect on own practice.*

## 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:

- **60** credits at Level **5**
- Equivalent to approximately **600** 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"><li>● Demonstrate broad operational or technical and theoretical knowledge within an aspect(s) of a specific field of work or study.</li></ul>
Skills and Application	<ul style="list-style-type: none"><li>● Select and apply a range of solutions to familiar and sometimes unfamiliar problems</li><li>● Select and apply a range of standard and non-standard processes relevant to the field of work or study</li></ul>

	<ul style="list-style-type: none"> <li>• Demonstrate complete self-management of learning and performance within defined contexts</li> <li>• Demonstrate some responsibility for the management of learning and performance of others.</li> </ul>
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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

A prerequisite for this qualification is operational proficiency in the language to be taught at Common European Framework of Reference (CEFR) C1 or above.

Language to be taught may include English but only in an ESOL context, or other languages. It may not include te reo Māori.

## Progression to other qualifications

Educational pathways for this qualification indicate that graduates will be able to pathway to other qualifications at Level 6 and above in adult and tertiary teaching.

While the logical progression is to a higher-level language teaching qualification such as the Cambridge Diploma in Teaching English to Speakers of Other Languages (DELTA) or to bachelors-level study, graduates may, depending on interest, need or capability, also progress to one of the following Level 5 certificates:

- New Zealand Certificate in Adult and Tertiary Teaching, Level 5 [Ref: 2993]
- New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace), Level 5 [Ref: 2754]

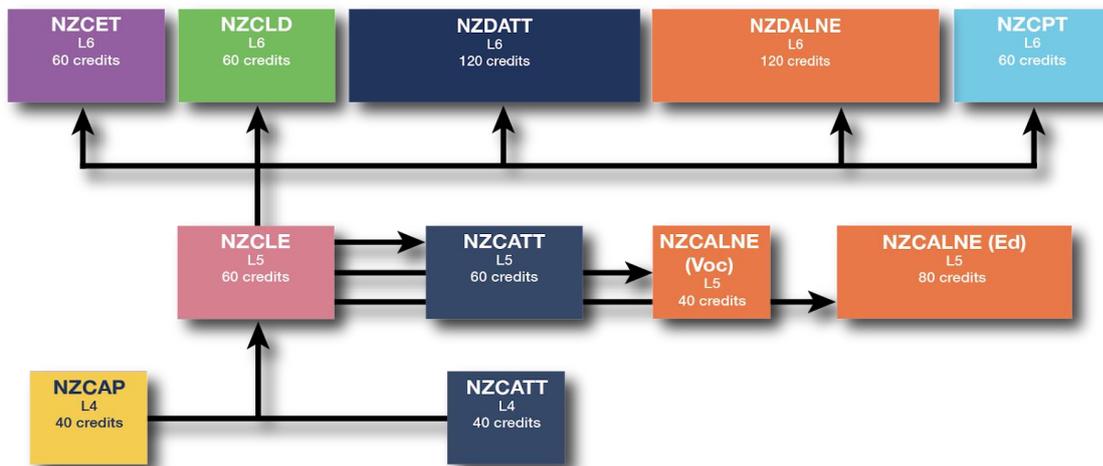
- New Zealand Certificate in Adult Literacy and Numeracy Education (Educator), Level 5 [Ref: 2755]

Alternatively, candidates may wish to progress to one of the Level 6 qualifications in the suite including:

- New Zealand Certificate in Education Technology, Level 6 [Ref: 2748]
- New Zealand Certificate in Learning Design, Level 6, [Ref: 2749]
- New Zealand Diploma in Adult and Tertiary Teaching, Level 6 [Ref: 2747]
- New Zealand Diploma in Adult Literacy and Numeracy Education, Level 6 [Ref: 2756]
- New Zealand Certificate in Pasifika Teaching, Level 6 [Ref: 2750]

Diagram 1 below shows logical pathways across the suite of teacher education qualifications to and from the NZCLE Level 5.

Diagram 1: Progression to and from NZCLE 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 60 credits of learning in relation to language teaching?
- 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 is 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.

## 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 in this guidance document.

### Work-based learning

- Work-based learning must be carried out in an authentic context. Authentic refers to a wide variety of possible cultural and educational contexts that involve learning and teaching techniques that connect learning to the world beyond the classroom and enable the application of the learning in that world.
- 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.

### 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 delivered within Aotearoa New Zealand 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 conditions, quality components and resources.

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 learning to respond to the needs of learners using culturally and pedagogically appropriate practice based on the principles of language acquisition.

15 credits

### Recommended Quality Components and Resources

*Respond to the needs of learners* includes consideration of:

- Learner background, culture, context, language, and literacy level as well as wider educational and societal factors.
- The design of a sequence of lessons which may include lessons of different types, using a range of strategies, activities, and resources.

### Graduate Profile Outcome 2

Analyse language for the purpose of teaching and apply analysis to lesson design.

10 credits

## Recommended Quality Components and Resources

*Analysis of language* includes accurate use of meta-language relating to linguistic features, language skills and sub-skills.

## Graduate Profile Outcome 3

Facilitate quality learner-centred teaching that respects the mana and diverse cultural backgrounds of 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

The delivery here should include the sequence of lessons designed or planned to facilitate language learning and respond to learner diversity during the lessons.

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 across the programme.

## Graduate Profile Outcome 4

Plan and use a range of language teaching and learning strategies, including technology-enhanced teaching and learning.

10 credits

## Recommended Quality Components and Resources

Language teaching and learning strategies may refer to:

- lessons designed or planned in Outcome 1.
- a learner-centred approach, reflecting principles of language acquisition
- purposeful learning and teaching activities to achieve lesson aims
- assisting learners to develop independent language learning strategies.

## Graduate Profile Outcome 5

Use a range of assessment methods including diagnostic, formative and summative assessment to assess language learners.

10 credits

## Recommended Quality Components and Resources

Note that in some cases candidates may not always be involved in all aspects of formal organisational diagnostic, formative and summative assessment processes. Therefore, opportunities should be provided for candidates to contextualise the assessment methods to their teaching context.

## Graduate Profile Outcome 6

Reflect on own practice and explore options to improve it.

5 credits

## Recommended Quality Components and Resources

*Reflect* may involve ongoing review of practice in the light of feedback and with reference to theoretical models, learner factors and educational purpose.

*Practice* may include the teaching and learning process, professional awareness and responsibility, and collegiality.

## 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.

For this qualification, the following is required:

- Work-based learning must be carried out in an authentic context. Authentic refers to a wide variety of possible cultural and educational contexts that involve learning and teaching techniques that connect learning to the world beyond the classroom and enable the application of the learning in that world.

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 a component of work-based learning could integrate some qualification components in a specific provider context:

## Waikato Institute of Education

*The candidate may choose to travel to the Institute during a designated time in the semester to deliver a minimum of 6 hours of practicum lessons arranged and provided by the Institute.*

*These are observed and assessed by the NZCLE course tutors as per practicum requirements and as outlined in the practicum assessment document.*

*The candidate may instead choose to arrange work placement at a school in their local area. If the candidate chooses this option, then their practicum hours are directly observed by a staff member with sufficient qualifications and experience, such as the classroom teacher, head teacher or director of studies.*

*The observer is asked to complete a Practicum Observation Feedback Form, which is provided with an AV recording to the NZCLE course tutor, who then reviews the recordings and observer feedback to determine a final assessor judgment.*

*The Institute works closely with work placement providers to ensure supervision and teaching context requirements are met, and to provide clarification and support as needed.*

### 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.

This may include:

- 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 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 approach could be structured to integrate some qualification components in a specific provider context:

### Unitec

*Unitec offers the Language Analysis and Assessment course (15-credits) divided into 3 five-week modules assessed through Moodle quizzes and portfolios.*

*Each module comprises weekly face-to-face and Moodle-based learning integrating principles behind language analysis and assessments with practical experience that provides the opportunity to compare a range of activities that help learners apply their knowledge and develop their skills in these key areas.*

**Module 1 Language Awareness** – Assessment Outcome 2: 10 Moodle quizzes, to be completed weekly; Weighting 35%

**Module 2 Micro Peer Teaching** – Assessment Outcomes 2, 4 & 6: portfolio of 4 peer teaching sessions with evidence including materials produced for each micro teaching task, peer feedback sheets, reflection and tutor feedback sheets for each task; Weighting 30%

**Module 3 Assessment** – Assessment Outcomes 5 & 6: portfolio of 3 different test types with evidence including materials produced for each test, peer feedback sheets, reflection and tutor feedback sheets for each test; Weighting 35%

*Tutor feedback and final grade awarded by CELTA-qualified lecturers.*

## 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>