Qualification Title: New Zealand Certificate in English Language (Level 2)

Qualification number: 1881

Date of review: 7- 9 October 2019

This report refers to graduates awarded this qualification prior to: **31 December 2018**

Final decision on consistency of the qualification:National consistency is confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of:

Graduates, who are themselves learners of English as an additional language, have the English language skills required to functionally communicate in familiar situations with some independence.

Graduates will be able to:

- Understand the gist and key points in straightforward oral texts and exchanges on familiar and routine topics.
- Participate in straightforward spoken interactions on familiar and routine topics.
- Understand the gist and key points in straightforward written texts on familiar and routine topics.
- Write simple, connected texts on familiar topics.

Education Organisations with sufficient evidence.

The following education organisations have been found to have sufficient evidence.

Education Organisation	Final rating
Unitec New Zealand	Sufficient
Northland Polytechnic	Sufficient
Waikato Institute of Technology	Sufficient
International College of Auckland Limited	Sufficient
MSL Training Limited	Sufficient
International Education Group t/a Waikato Institute of Education	Sufficient
Eastern Institute of Technology	Sufficient
Universal College of Learning	Sufficient
Whitireia Community Polytechnic	Sufficient
Western Institute of Technology Taranaki	Sufficient
Soshi Gakuen New Zealand Incorporated t/a IPU New Zealand	Sufficient
English Teaching College	Sufficient

Wellington Institute of Technology	Sufficient
Ara Institute of Canterbury	Sufficient
Nelson Marlborough Institute of Technology	Sufficient
Otago Polytechnic	Sufficient
Abacus Institute of Studies	Sufficient
Manukau Institute of Technology	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Target Training Centre Limited	Sufficient
English Language Partners New Zealand Trust	Sufficient
Te Wānanga o Aotearoa	Sufficient
Polyethnic Institute of Studies	Sufficient

Introduction

This Level 2 qualification of 60 credits is intended for learners of English as an additional language who wish to increase their English language proficiency for general communication. This qualification is at a level comparable to the Common European Framework of Reference (CEFR) B1.

Typically, students may either be new migrants learning English for employment or community participation; or international students enrolled as preparation for further study. Age and background of new migrant students is diverse.

Graduates of this qualification may decide to undertake further tertiary study towards the New Zealand Certificate in English Language (Level 3) [Ref: 1882]. In the community or workplace, graduates will have the English language skills to work in positions that require participation in simple face to face interpersonal communication; response to simple spoken and written instructions and informational texts; and production of simple written texts relevant to the workplace.

NZQA is the qualification developer and a representative attended the consistency review meetings. The qualification was reviewed in 2016 and version 2 approved for delivery from 2017 onwards. Education organisations predominantly reported graduates for version 1 with a small number of providers with version 2 graduates for 2018. A number of education organisations no longer offer the Level 2 qualification.

The consistency review was held over three days with meetings in Auckland, Wellington and Christchurch.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisation
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency

- The extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Evidence provided for this review included:

- Confirmation that each of the education organisations had a coherent programme of study or programme of industry training which ensured that programme components led to the graduate profile.

- Graduate, employer, and next-level tutor surveys, which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.

- Destination data supporting that graduates were working in roles that required the application of skills and knowledge required by the graduate profile or had progressed to further study, as described in the qualification's education pathway.

How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Education organisations submitted a range of evidence that could be triangulated to demonstrate that their graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate, next-level tutor and employer feedback, and destination data.

Most education organisations provided strong evidence related to the alignment of their approved programme of study with the GPOs, and of the quality and suitability of the programmes in terms of supporting graduate consistency with the graduate outcomes.

Generally, evidence relating to assessment and moderation was strong with all education organisations demonstrating good internal moderation processes. Most education organisations provided evidence of external moderation.

Some education organisations also presented useful feedback from graduates that was directly aligned to the GPOs. Most were able to provide positive evidence from next-level tutors that graduates were using valuable skills and knowledge consistent with the GPOs, although the quality of this evidence was variable. Confirmation that graduates were working or had progressed to, and achieved in, related further study, was viewed as good evidence.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus

None

Examples of good practice

Some education organisations presented well-organised, relevant, and clearly analysed evidence that was triangulated between programme information, graduate destination and feedback data, and data from end-users (employers or next-level tutors). Clear and focussed evidence presented in this way provides a concise and convincing case for consistency.

Some education organisations undertake well-timed surveys post-graduation for each cohort (e.g. three months after programme completion). This generally results in good engagement,

a high survey response rate and valuable information to inform improvements to programme design and teaching.

Several organisations, which also offered New Zealand Certificate in English Language at higher levels included next-level tutors in the design and moderation of Level 2 assessments which helps to ensure a seamless progression from one level to the next.

Several organisations provided thoughtful interpretations of anecdotes and conversations with graduates and aligned them to the GPOs. This was especially important when engaging with graduates whose level of English language can restrict their ability to provide specific and detailed feedback.

Issues and concerns

Several organisations are undertaking surveys for all graduate cohorts and next-level tutors/employers as a compliance exercise just before Consistency Review, which tends to result in difficulty engaging with graduates and end users. Of more concern, is that this practice negates the opportunity to have important conversations with graduates and end-users to inform improvements to teaching and programme design. Many of these organisations were unable to produce sufficient evidence to confirm consistency.

Recommendations to Qualification Developer

The change in English language level (or the increase in CEFR level) within version 2 of the qualification is recognised as reducing the gap for graduates moving from New Zealand Certificate in English Language Level 2 to Level 3, and the May 2019 version of the 'NZCEL Guiding Document' is identified as very useful by education organisations.