

**Qualification Title: New Zealand Certificate in English Language (Academic) (Level 5)**

**Qualification number:** 1884

**Date of review:** 2 February 2021

This report refers to graduates awarded this qualification between: **1 January 2016 and 31 December 2020**

**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 have the English language skills required to communicate independently and effectively in a wide range of familiar and unfamiliar situations with fluency and flexibility in academic contexts.

**Education Organisations with sufficient evidence**

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

MOE Number	Education Organisation	Final rating
6006	Ara Institute of Canterbury Ltd	Sufficient
6014	Whitireia Community Polytechnic Ltd	Sufficient
6008	Wellington Institute of Technology Ltd	Sufficient
6011	Nelson Marlborough Institute of Technology Ltd	Sufficient
6004	Unitec Institute of Technology Ltd	Sufficient
8530	Auckland Institute of Studies Ltd	Sufficient
6007	Eastern Institute of Technology Ltd	Sufficient
6012	Northland Polytechnic Ltd	Sufficient
8550	Soshi Gakuen NZ Inc TA IPU New Zealand	Sufficient
8630	Te Wānanga o Aotearoa	Sufficient
6010	Manukau Institute of Technology Ltd	Sufficient
6013	Otago Polytechnic Ltd	Sufficient
6019	Waikato Institute of Technology Ltd	Sufficient
7653	New Zealand College of Business Ltd	Sufficient
7375	Bridge International College NZ Ltd	Sufficient
6009	Universal College of Learning Ltd	Sufficient
8297	International Education Group (NZ) Ltd (T/A Waikato Institute of Education)	Sufficient
7539	UUNZ Institute of Business Ltd	Sufficient
7820	New Zealand Institute of Studies Ltd	Sufficient

## Final Consistency Review Report

### Introduction

This level 5 qualification of 60 credits is intended for learners of English as an additional language who wish to pursue academic study requiring high levels of English language competency.

Graduates will have the language skills required to communicate independently and effectively in a wide range of familiar and unfamiliar situations with fluency and flexibility in academic contexts.

This advanced certificate builds on the New Zealand Certificate in English Language (Academic) (Level 4) [Ref: 1883], the New Zealand Certificate in English Language (General) (Level 4) [Ref: 3669], and the New Zealand Certificate in English Language (Employment) (Level 4) [Ref: 3668]. It facilitates meeting the language requirements for:

- programmes/courses that are linguistically demanding and/or a specialised field of study.
- most postgraduate programmes/courses, depending on the focus of the programme leading to this qualification.

NZQA's NZCEL Guiding Document gives an English language equivalency of graduates to IELTS 6.5.

Version 2 of this qualification was published in 2017. The last date for assessment of version 1 of this qualification was 31 December 2019.

Version 2 of this qualification is at a level comparable to the Common European Framework of Reference (CEFR) high B2. Version 1 was at a level comparable to CEFR C1.

NZQA is the qualification developer, and representatives attended the Zoom sessions.

19 education organisations gave presentations during the review. One organisation with a small number of graduates (less than five) submitted a self-assessment report and supporting evidence but did not make a presentation. One organisation with graduates did not make a submission.

Graduate numbers per education organisation for this qualification ranged from one to 372. There was a total of 1676 graduates across all providers and all years (2016 – 2020). The majority of graduates completed programmes leading towards version 2 of the qualification.

### 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.

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Evidence provided for this review included:

- Confirmation of which qualification version graduates completed.
- Confirmation that the education organisation had a coherent, approved programme of study which ensured that programme components and assessments led to the graduate profile outcomes at the level of the qualification.
- Confirmation that programme content and assessments had been developed in line with NZQA's NZCEL Guiding Document and had been benchmarked to the appropriate CEFR level.
- Graduate surveys and next-level tutor feedback which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.
- Confirmation that graduates were progressing to, and being successful in, further study with English language entry criteria equivalent to IELTS 6.5 requiring the application of skills and knowledge described by the graduate profile at the appropriate level.

### **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 graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate, next-level tutor feedback, and destination data. Several education organisations provided details of the course textbooks used, and how these align with the CEFR levels of the two versions of the qualifications.

Most education organisations provided good 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 outcome.

Evidence relating to moderation was mixed, with some education organisations demonstrating good internal and external moderation processes. Some provided strong and clear evidence relating to the implementation of and transition to version 2 programmes and assessments. Others had acknowledged weaknesses in this area but were able to describe and evidence improved processes being implemented.

Most education organisations also presented feedback from graduates that was directly aligned to the GPOs. Most were able to provide some positive evidence from next-level tutors that graduates were using language skills consistent with the GPOs. Some education organisations rightfully determined that in the context of this qualification, feedback from next-level tutors about the level of language skills used by graduates was of little value. Next-level tutors were very rarely English language specialists able to accurately discern degrees of language ability. In addition, it was recognised that next-level tutors were not in a strong position to be able to determine the reading or listening skills of graduates sitting amongst a classroom of learners.

Given the low reliability of evidence from next-level tutors in the context of this qualification, confirmation that graduates were able to successfully study towards postgraduate programmes/courses as described in the qualification's education pathway, was viewed as strong evidence to support consistency.

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Very few education organisations provided feedback from employers of graduates. This was acceptable in the context of this qualification for two main reasons. Firstly, employment is not the intended pathway for the majority of graduates. This is in line with the qualification's purpose and GPOs. Secondly, employers are not English language experts and cannot be expected to comment meaningfully on the levels of graduates' English language abilities.

Many education organisations provided evidence of recently improved processes for gathering timely feedback from graduates and next-level tutors aligned to the language skills in the GPOs, often implemented as a result of participation in recent consistency reviews for other English language qualifications.

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

### **Special Focus** (includes special focus on a strand or outcome)

None.

### **Issues and concerns**

None.

### **Recommendations to Qualification Developer**

None.