

Qualification Title New Zealand Certificate in English Language (Applied) (Level 3)

Qualification number 3667

Date of review 11 – 13 April 2022

This report refers to graduates awarded this qualification prior to **31 December 2021**

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 demonstrate the general language skills required to participate with increasing independence and fluency in academic, community and/or employment English language contexts.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6004	Unitec New Zealand Limited	Sufficient
8297	International Education Group (NZ) Ltd	Sufficient
7488	International College of Auckland Ltd	Sufficient
8748	Kiwidotcom Education Group Ltd	Sufficient
6013	Otago Polytechnic	Sufficient
6006	Ara Institute of Canterbury Ltd	Sufficient
9290	Education and Training Consultants New Zealand	Sufficient
6025	Toi Ohomai Institute of Technology Limited	Sufficient
6009	UCOL Limited	Sufficient
8550	Soshi Gakuen New Zealand Incorporated Trading as IPU	Sufficient
6010	Manukau Institute of Technology Limited	Sufficient
6012	Northland Polytechnic Limited	Sufficient
8325	Eastwest College of Intercultural Studies	Sufficient
8630	Te Wananga o Aotearoa	Sufficient

Final Consistency Review Report

6014	Whitireia Community Polytechnic Limited	Sufficient
6008	Wellington Institute of Technology Limited	Sufficient
6019	Waikato Institute of Technology Limited	Sufficient
6017	Western Institute of Technology at Taranaki Limited	Sufficient
6007	Eastern Institute of Technology Limited	Sufficient
6011	Nelson Marlborough Institute of Technology	Sufficient

Introduction

This Level 3 qualification is intended for learners of English as an additional language, who wish to apply their English language proficiency to further English language or other study or in employment.

Graduates have the language skills required to participate with increasing independence and fluency in academic, community and / or employment English language contexts.

This qualification is at a level comparable to the Common European Framework of reference (CEFR) low B2.

This qualification can lead to several Level 4 English Language programmes and a good proportion of graduates had done so and been successful in attaining this qualification. Another good proportion of graduates had entered mainstream undergraduate programmes, or had gone onto employment, illustrating the diverse range of graduates within the scope of this qualification review. Education organisations that were able to track their graduates beyond their organisation into further tertiary programmes, and comment on their success rates, provided strong submissions.

NZQA is the qualification developer, and a representative attended the review sessions. Twenty education organisations have graduates and 17 participated in the virtual consistency review meeting. Three education organisations had their information considered in a desktop review and there were an additional four observers in attendance. Graduate numbers totalled 1,414 across the four-year reporting range for this 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.

Evidence provided for this review included:

Final Consistency Review Report

- Confirmation that the education organisation had a coherent, approved programme of study which ensured that programme components led to the graduate profile outcomes.
- Graduate and next-level tutor surveys 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 or employment requiring the application of skills and knowledge described by the graduate profile outcomes.

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 support confidence that their graduates have achieved the graduate outcomes at the appropriate threshold of the qualification. This included programme information including assessment and moderation evidence, programme matrices, graduate, next-level tutor and employer feedback, and destination data.

Programme evidence was mostly strong. There was good evidence of quality assurance processes to ensure that assessments and programmes were fit for purpose and met the graduate profile outcomes. There was evidence of thorough and robust moderation that provided constructive critical evaluation of assessment. Strong submissions provided information of how this quality assurance process had led to improvements in programme delivery. Some organisations demonstrated effective tracking of moderation events through to annual programme and assessment review.

The presentation of data was generally good. Many organisations were able to define data and clarify information that related to different delivery sites, cohorts, years of delivery and numbers of respondents in real numbers and percentages. This led to a convincing picture of graduate achievement and how well the graduate profile outcomes had been mastered.

Evidence from stakeholders, graduates, next level tutors and employers varied in quality and quantity. Some education organisations had carefully considered their methodologies for gathering stakeholder feedback, and this often resulted in more representative response rates. During the presentation, there were discussions around the role of surveys to gather useful information to inform the programme. Those organisations who had used a range of methodologies and were able to respond to both qualitative and quantitative information, were generally better informed.

Destination evidence was generally sound. Most education organisations provided clear and convincing destination data, well defined by cohort and delivery site that showed representative numbers of graduates being successful in higher level programmes, employment or social settings.

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

Special Focus

None

Issues and concerns

None

Recommendations to Qualification Developer

The review of the New Zealand Certificate in English Language (NZCEL) suite of programmes has been delayed until 2023. Following the Consistency Review, the intention is that existing information and analysis of this and other NZCEL qualifications is gathered in readiness for the qualification review.

All the organisations represented in this review agreed that the assessment load for this qualification is too heavy and this has an impact on programme delivery. There was some discussion around appropriate and desired qualification pathways. This reflected the need for a more coherent suite of qualifications. In addition, the wide-ranging demographic that this and other NZCEL qualification serves, poses challenges to delivery and requires clarity in guidance.