

Qualification Title: New Zealand Certificate in English Language (General) (Level 4)

Qualification number: 3669

Date of review: 23 and 24 February, 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 have the language skills required to communicate independently and effectively in familiar and some less familiar situations with fluency and flexibility in community settings and who are able to:

- Understand main ideas and supporting details of moderately complex oral texts for social and transactional purposes
- Participate effectively in sustained spoken discourse for social and transactional purposes
- Understand main ideas and supporting details of moderately complex written texts of a general nature
- Write detailed, developed, moderately complex texts of a general nature.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
9290	Education and Training Consultants New Zealand Limited	Sufficient
6006	Ara Institute of Canterbury Ltd	Sufficient
6007	Eastern Institute of Technology Ltd	Sufficient
6013	Otago Polytechnic Ltd	Sufficient
6025	Toi Ohomai Institute of Technology Ltd	Sufficient
7850	New Zealand Institute of Education 2007 Limited	Sufficient
8252	MSL Training Limited	Sufficient
6004	Unitec New Zealand Limited	Sufficient
8630	Te Wānanga o Aotearoa	Sufficient

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Introduction

This level 4 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.

Graduates will have the language skills required to communicate independently and effectively in familiar and some less familiar situations with fluency and flexibility in community/societal settings.

The qualification is at a level comparable to the Common European Framework of Reference (CEFR) mid B2. It can lead to the New Zealand Certificate in English language (Academic) (Level 5) [Ref:1884]

Graduates of this qualification will have the English language skills to work in positions that require interpersonal communication skills, understanding of context-specific texts of a more general nature, the ability to write transactional exchanges, records, reports and letters, and the ability to interact in a team setting.

The qualification is up for review in 2022, and a representative of the qualification developer (NZQA) attended the Zoom sessions for this review.

Seven education organisations gave presentations during the review. Two organisations with a small number of graduates (< 5) submitted self-assessment reports and supporting evidence but did not make a presentation. Graduate numbers per organisation ranged from under five to over seven hundred.

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 for this review included:

- 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.
- Internal and external moderation to validate assessment design and assessment outcomes.

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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.

Overall, programme evidence was strong. Moderation processes showed improvement from earlier consistency reviews, external moderation partnerships had been established, internal processes were well managed and there was evidence of the moderation being planned, executed well and improvements made to assessments. Moderation and the process of programme self-review was more clearly evidenced as encompassing all staff. There was still little evidence of the graduate outcomes being discussed in programme review documents. References on how assessment conditions were in line with the NZCEL guiding document provided good evidence.

Most organisations had endeavoured to seek graduate and next user feedback using surveys linked to the GPOs. There was variability in uptake. Discussions during the review centred around developing a variety of methodologies that were fit for purpose and elicited quality information that was representative of the graduate cohort.

Graduates and next users were generally positive of their capability to fulfil the GPOs at the appropriate threshold.

Confirmation that graduates were continuing to successfully study in higher level English language programmes, or in mainstream programmes was viewed as good evidence. Similarly, graduates who had gained and retained employment was good evidence of graduate outcomes being successfully met.

The use of qualitative evidence was well matched to the context of this qualification.

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

- Well-timed surveys undertaken post-graduation for each cohort leading to higher survey response rates. A few surveys provided an example or narrative for the graduate or other stakeholder to use as an indicator / proxy for each GPO, to authentically benchmark and then rate the skill at Level 4. Some organisations used focus groups to good effect.
- Tracking of graduates' success in next step programmes.
- Survey information aggregated meaningfully – that is, it provides the organisation with information that either confirms programme delivery decisions or leads to further improvements. Self-assessment that provided clear and reflective evaluation of how

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the process of tracking graduates, gathering information from them and other stakeholders has influenced and improved programme design and delivery.

- Evidence of continuing to improve moderation, including upskilling assessors and improvements to assessments and assessment practice as a result of the moderation process.

Issues and concerns

None

Recommendations to Qualification Developer

Organisations provided clear and sound feedback to aid the impending review of this qualification. Discussions included:

- the potential for fewer assessments, allowing more scope for teaching and learning
- the challenges in having a qualification that spans both the secondary and tertiary sectors
- a reassessment of education pathways and their appropriacy