AKO AOTEAROA
NATIONAL CENTRE FOR
TERTIARY TEACHING
EXCELLENCE

Foundation Graduate Profile Project

Discussion Document

Drafted 26 August 2013
For Consultation

Please email your submissions to
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Monday, the 9th of September 2013.

*If you have any questions about this project, please contact the Project Lead
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More information is available at:
https://akoaotearoa.ac.nz/communities/foundation-graduate-profiles

Foundation Graduate Profile Project

Contents

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Introduction

The purpose of this discussion document is to generate insight into what constitutes appropriate graduate profiles for learners studying at Level 1 and 2 on the New Zealand Qualifications Framework (NZQF). It provides background information for the project, and illustrates our process, working assumptions and approach. Discussion questions are included throughout the discussion paper to help you frame your input.

Ako Aotearoa has been contracted by the Tertiary Education Commission (TEC) to undertake a consultative piece of work on the development of general graduate profiles for (NZQF) Level 1 and 2 Foundation qualifications. This will inform TEC's future and NZQA's current qualifications review work. It will also provide input into the Ministry of Education's policy development, including its review of foundation provision.

Many educational stakeholders are interested in gaining a clearer national picture of optimum outcomes for learners studying at Levels 1 and 2. To achieve this, and to aid programme developers and learner choice, it is important to develop:

i.   a consensus view on the range of attributes and outcomes the sector/industry values for learners enrolled in these programmes

ii.   a set of graduate profiles for offered qualifications.

> **What is a Graduate Profile?** NZQA (2010)
> "The **graduate profile** outlines the capabilities of the graduate as a result of achieving the specified programme of study or training pathway leading to the award of a qualification. It defines the minimum level of skills, knowledge, understanding and attributes a graduate awarded the qualification can demonstrate. The graduate profile should:
> - specify the key capabilities the graduate will have as a result of the programme of study or training pathway (i.e. what the graduate will 'do and know and be')
> - specify requirements for eligibility for licensing or professional registration and any critical practice or employment elements
> - use descriptors that reflect the level of the qualification − this assists in demonstrating progression and the level of performance expected of the graduate
> - appropriately reflect the range of skills, knowledge and attributes applicable to the particular programme of study or training pathway."

Background

For the purpose of this project the term *foundation education* refers to recognised learning that enables learners to demonstrate readiness to progress into various work, study or community contexts at Levels 1 and 2 on the NZQF. However, the definition of foundation education may vary in specific contexts.

In the tertiary context, the key value of foundation level programmes is not the qualifications gained *per se*, rather it is the opportunities they open up for learners that have been unsuccessful in their previous education experiences=. Foundation level learning provides the opportunity to gain the knowledge, skills, and dispositions to participate in specific occupational, community, or educational pathways. Foundation qualifications may also enable learners to explore their personal and socio-cultural constructs while they are learning. It is important that any graduate profile encourages Māori to succeed as Māori and respects the diversity of foundation learners. Although foundation education has transformative potential for leaners, this is not easily measured in graduate profiles. For example, many foundation-level learners also benefit from developing their confidence to

participate in a new context, particularly if they had not previously experienced educational success, or have been out of study for a while.

Ako Aotearoa's recent work on foundational provision for priority learners, *Lifting Our Game* recommended that foundation programmes must be purposeful from the perspective of the learner, *i.e.* they are directed to explicit academic or employment outcomes that have real meaning for the learners who participate in them (Ako Aotearoa, 2012). For many learners, one of the most important dimensions of this purposefulness is the opportunity to explore what their career aspirations and expectations might be and to provide the skills for them to plan and progress their pathways towards these aspirations. In this respect the CareersNZ's Career Management Competencies (2012) and the related Career Development Benchmarks for providers (2012) provide an important input and reference point for these programmes.

The key purpose of foundation qualifications is to enable readiness to progress to higher study, training or employment. Currently there are 556 foundation qualifications (101 at Level 1 and 455 at Level 2) registered by NZQA[1] (see Appendix A for qualifications summaries). Of these 41 and 42 are 'mixed field' qualifications at Level 1 and 2 respectively. However, from such listings it is often difficult to fully distinguish generic foundation qualifications from more tightly prescribed pre-vocational programmes.

The attainment of Level 1 and 2 qualifications is essential for many learners to progress to further study, training or employment. Learners engage in foundation level study for diverse reasons to meet diverse needs, and the different qualifications have different goals (e.g. to provide basic skills, pre-employment training, or engagement with tikanga Māori and language).

According to the latest figures available there are 11,560 students enrolled in formal tertiary qualifications at Level 1 and 46,080 at Level 2[2]. These students fall into these broad groups:
- Disengaged school leavers (16-17 years old)
- Individuals who until enrolment have not been in either education or employment (NEETS)
- Adults who have not demonstrated adequate foundation skills, or without foundation qualifications
- Workplace learners.

Many learners with special needs are also undertaking foundation-level study. Each group is likely to include students with a wide range of educational disadvantage and diverse learning needs. Many of these learners will have experienced interrupted study and/or have limited experience in tertiary education. Establishing common and consistent graduate profiles will enable educational stakeholders to understand and reference what learners gain from participating in a foundation qualification. These graduate profiles could also be valuable for learners' own self-assessment and their awareness of their readiness to progress.

This work is critical to achieving the Better Public Services Results Targets 5 and, in particular, 6[3] (State Services Commission, 2012). While increasing numbers of under 18 year olds are expected to continue studying National Certificate of Educational Achievement (NCEA) through vocational pathways via youth guarantee schemes or trades academy

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[1] www.nzqa.govt.nz *Qualifications.* Accessed 15 May 2013.
[2] http://www.educationcounts.govt.nz/statistics/tertiary_education/participation. *Students enrolled in qualifications by field of study and type of qualification, 2012.* Accessed 21 August 2013.
[3] Result 5: "Increase the proportion of 18-year-olds with NCEA Level 2 or equivalent qualification"; Result 6: "Increase the proportion of 25 to 34-year-olds with advanced trade qualifications, diplomas and degrees (at Level 4 or above)".

initiatives, many of these learners will also be undertaking Level 1 or 2 tertiary qualifications. For over 18 year-olds without NCEA or equivalent qualifications, undertaking foundation study will be a pre-requisite to progressing to qualifications at Levels 4 and above. The comparable goals in the *Tertiary Education Strategy (TES) 2010-15* (Tertiary Education Commission, 2010) likewise position this work as a contributor to successfully fulfilling the government's strategic vision for tertiary education.

According to NZQA (2011b), "Graduate profiles identify the expected learning outcomes of a qualification. This is captured in notions of what a learner will know and understand and be able to do when they achieve the qualification". We'd like to establish consensus around what might be the most appropriate graduate profiles to describe and distinguish each qualification type. These graduate profiles ideally need to inclusively meet learners' needs and enable readiness to progress to higher level study or meaningful employment opportunities.

Process

A preliminary desk review of all existing Level 1 and 2 qualifications on the NZQF has been completed, and a summary of these can be found in Appendix A. These have been organised by Subject Area, according to the New Zealand Standard Classification of Education (NZSCED).

This discussion document will provide a basis for consultation with various providers and other relevant stakeholders – such as government agencies, career-services, and various employment and industry organisations. This work is also supported by an Advisory Group with particular expertise in foundation education. The consultation element of this project is vital to ensure that the graduate profiles are reflective of good practice and realistic for the learners.

The objective of this process is to gain some consensus through consultation on what might be the most appropriate graduate profiles to describe and distinguish each qualification type. Accordingly, the consultations will help to ensure that all learners requiring study at this level are well served by the available qualifications. Ultimately, a report will be generated as a result of this project, including a set of Level 1 and 2 graduate profiles and model profiles.

It is also hoped that a clearer definition, purpose, and utility of foundation education for learners will emerge or be clarified through this process. The Advisory Group will provide guidance and input into this process in order to ensure that the final report is reflective of learner needs and good practice.

Working assumptions

Our starting assumption is that good quality programmes nationally are already fit for purpose and we should seek to learn from and share existing good practice. We also assume there are good reasons to maintain different categories of foundation qualifications, ranging from those designed to accredit generic foundation skills to ones which are highly specific pre-apprenticeship qualifications.

Our third premise is that a critical goal of any foundation programme is to encourage learners to learn how to learn and be better equipped to make life choices in terms of future personal, educational and career goals. As a starting point, core attributes required for this are likely to relate to the following:
- Appropriate language, literacies, and numeracy skills and practices
- Employment attributes and dispositions
- Applied Study Skills (academic)
- Community Participation

- Progression Goals - the ability to make informed choices about future study and/or employment paths

Note that we do not expect graduates from Level 2 foundation programmes to be fully autonomous learners, but we do expect that they will gain appropriate language, literacy and numeracy skills, plus the academic literacy to be able to make informed, confident choices to progress to higher levels of study as and when they wish. Learners who graduate from a qualification at these levels should demonstrate readiness to transition to the next level of their study, work, or community participation.

Following the principles of the qualifications review, we will make no prior assumptions about the structure of programmes leading to qualifications and, in particular, whether or not they are assessed against unit standards.

Foundation programmes that are based on te reo Māori are included in this project with consideration given to TEC's and NZQA's Māori implementation frameworks, and the distinct purpose that these qualifications serve.

Q1: What is the purpose of foundation education?

Q2: What are the common skills, knowledge, capabilities, or dispositions expected from foundation-level graduates?

Our Approach: Aligning learner need and qualification purpose

Our approach to this project is to align learner needs with the purposes of qualifications, by creating a matrix of profiles. Figure 1 below shows an example of what this might look like in practice, with a set of common core competencies supported by a specific profile for that 'category' of qualification. It is important that the graduate profiles:

- Clearly articulate (to multiple audiences) what learners should be expected to know and be able to do
- Identify core competencies that enable transferability of skills and practices, yet allow for content and programme variability
- Ensure programmes can be tailored to learner needs
- Enable flexible delivery to meet outcomes.

The key considerations of this project are to ensure that the needs of all foundation learners are met and to draw from examples of current good practice.

Learners who would like to:	Qualification Purpose:			
	General preparation	Contextualised (occupational, vocational)	Te reo Māori and tikanga Māori	Other?
Experience educational success (second chance learners without prior educational success)	*Core Competencies & Proposed Graduate Profile A*	*Core Competencies & Proposed Graduate Profile B*	*Core Competencies & Proposed Graduate Profile C*	*…*
Re-engage with formal learning (mature, re-entry learners)	*Core Competencies & Proposed Graduate Profile E*	*Core Competencies & Proposed Graduate Profile F*	*Core Competencies & Proposed Graduate Profile G*	*…*
Prepare for specific industry or educational pathway (work, community, study, gaining entry criteria)	*…*	*…*	*…*	*…*
Develop language, literacies and cultural competencies (requiring LLN skills, or language development)	*…*	*…*	*…*	*…*
Other?				

Figure1. Example Matrix of Graduate Profiles

Q3: How well does this matrix capture the breadth of learners and purposes of foundation qualifications? What is missing?

Q4: How well do the graduate profiles recognise the position of tikanga Māori and enabling Māori to succeed as Māori?

Q5: How could developed graduate profiles be used in your area?

Our Approach: Level 1 and 2 Qualifications

As noted earlier, all qualifications at NZQF Levels 1 and 2 were reviewed by Subject Area to determine existing graduate outcomes (see Appendix A for summaries). The available qualifications mainly serve learners who require foundational skills to progress to higher level study or vocational-type training, learners who are developing basic language competencies, or learners with special needs who are developing community and work-based skills. Notably, learners studying at foundation levels also may have limited participation in education, or an interrupted study experience, and have yet to experience educational success. For many, these qualifications provide new opportunities for re-entry into study or career pathways.

On the whole, Level 1 and 2 qualifications aim to develop graduates with a variety of skills, knowledge, and dispositions, which are not mutually exclusive:

- *Applied Skills*– literacies, language and numeracy (LLN); workplace and study
- *Employment Attributes* – problem solving, communication, teamwork, self-management
- *Community Participation*– community development; personal identity; tikanga Māori
- *Contextualised skills* – vocational, occupational; operational procedures and tools; health and safety

Common graduate outcome elements across Level 1 and 2 qualifications are presented on page 15, with the exception of the Contextualised Skills.

Literacy, Language, and Numeracy
While some qualifications specifically mention the development of LLN skills (Tertiary Education Commission, 2012), there is little reference to the specific TEC learning progression steps (Tertiary Education Commission, 2008a, b, c).

Q6: How could the LLN learning progressions be incorporated into the Graduate Profiles?

Although the distinction between the study levels may not always be clear in the respective learning outcome statements, the variation between the two NZQF levels mainly includes whether students require supervision or an element of self-management (although this may vary by discipline). The qualifications' steps also represent moving from basic skills at Level 1 to content-specific knowledge at Level 2. For the most part, learners at Level 1 are only required to demonstrate basic communication, health and safety, and operational skills. Level 2 qualifications include the development of more specific work and study skills, such as customer service, teamwork, using specific technology, and/or applying theory and concepts to practices. These distinctions are further highlighted by NZQA (2011b) below:

LEVEL	KNOWLEDGE	SKILLS	APPLICATION
1	Basic general and/or foundation knowledge	Apply basic solutions to simple problems	Highly structured contexts
		Apply basic skills required to carry out simple tasks	Requiring some responsibility for own learning
			Interacting with others
2	Basic factual and/or operational knowledge of a field of work or study	Apply known solutions to familiar problems	General supervision
		Apply standard processes relevant to the field of work or study	Requiring some responsibility for own learning and performance
			Collaborating with others

Certificate level 1

Purpose: A certificate at level 1 qualifies individuals with basic knowledge and skills for work, further learning and/or community involvement.

Outcomes: A graduate of a level 1 certificate is able to:
- *demonstrate basic general and/or foundation knowledge*
- *apply basic skills required to carry out simple tasks*
- *apply basic solutions to simple problems*
- *apply literacy and numeracy skills for participation in everyday life*
- *work in a highly structured context*
- *require some responsibility for own learning*
- *interact with others.*

Credit requirements: This certificate is listed at level 1 and must comprise of a minimum of 40 credits.

Certificate level 2

Purpose: A certificate at level 2 qualifies individuals with introductory knowledge and skills for a field(s)/areas of work or study.

Outcomes: A graduate of a level 2 certificate is able to:
- *demonstrate basic factual and/or operational knowledge of a field of work or study*
- *apply known solutions to familiar problems*
- *apply standard processes relevant to the field of work or study*
- *apply literacy and numeracy skills relevant to the role in the field of work or study*
- *work under general supervision*
- *require some responsibility for own learning and performance*
- *collaborate with others.*

Credit requirements: This certificate is listed at level 2 and must comprise of a minimum of 40 credits.

The Australian Competency Skills Framework (2012) further explains the difference between Levels 1 and 2 by the amount of support required, typical contexts, and the text and task complexities:

ACSF Performance Variables Grid			
SUPPORT	CONTEXT	TEXT COMPLEXITY	TASK COMPLEXITY
1 Works alongside an expert/mentor where prompting and advice can be provided	Highly familiar contexts Concrete and immediate Very restricted range of contexts	Short and simple Highly explicit purpose Limited, highly familiar vocabulary	Concrete tasks of 1 or 2 steps Processes include locating, recognising
2 May work with an expert/mentor where support is available if requested	Familiar and predictable contexts Limited range of contexts	Simple familiar texts with clear purpose Familiar vocabulary	Explicit tasks involving a limited number of familiar steps Processes include identifying, simple interpreting, simple sequencing

Ultimately, the NZQF (and NZQA) have provided the primary basis for the development of proposed national common graduate profiles (see Table 1 for more details). However, the other key resources along with appropriate consultation and advice from experts and practitioners are immensely valuable to ensure the graduate profiles reflect what foundation learners will realistically be able to know, understand, and do when they graduate with a Level 1 or 2 qualification.

Q7: What are the differences between Level 1 and Level 2 graduates?

Other Resources and Frameworks

The *Student Career Management Competencies* (CareersNZ, 2012) provide guidance for developing aspirational student graduate profiles. In summary, in order to develop the capability to make career decisions and study choices, learners would benefit from developing self-awareness, and connecting and evaluating possible opportunities with this self-knowledge. It is helpful if they understand the value of learning, and can balance their lives with work and learning. Developing resilience strategies, adaptability and motivation to achieve an appropriate plan also has direct utility. The objective is for learners to be able communicate their skills, knowledge and competencies to pursue their identified opportunities.

The *Vocational Pathways* (Ministry of Education, 2013) provide relevant and meaningful NCEA pathways into study or employment by grouping the credits into five broad industry sectors:

- Manufacturing and Technology;
- Construction and Infrastructure;
- Primary Industries;
- Social and Community Services; and
- Service Industries.

Grouping credits into these Vocational Pathways enables clearer articulation of learners' transition options, their achievement, and their competencies. The vocational-based or pre-trades qualifications may be grouped by these Vocational Pathways to establish further clarity.

Another influential piece of work is the *Key Competencies* from the NZ Curriculum (Ministry of Education, 2010), which identified the following competencies as "key to learning in every learning area": *Thinking; Using language, symbols, and texts; Managing self; Relating to others; and Participating and contributing.* Learners who are studying at the foundation levels may be more adept with the basic skills in each competency:

- *Thinking* - making sense of information, problem-solving
- *Using language, symbols, and texts* – interpreting texts, using ICT to access and provide information and communicate with others
- *Managing self* – establishing personal goals, making plans
- *Relating to others* – interacting effectively with a diverse range of people in a variety of contexts
- *Participating and contributing* – being actively involved with communities, contributing appropriately as a group member, and having a sense of belonging and the confidence to participate within new contexts.

These resources and frameworks provide a reference for the development of Level 1 and 2 graduate attributes in Aotearoa New Zealand.

Q8: How do these resources relate to foundation graduate profiles?

Key Resources for Foundation Graduate Profile development:
- Qualifications Framework and Guidelines (NZQA)
- *Key Competencies* (Ministry of Education)
- TEC *Learning Progressions (Tertiary Education Commission)*
- *Student Career Management Competencies* (CareersNZ)
- *Vocational Pathways* (Ministry of Education)
- *Australian Competency Skills Framework*
- *National Foundation Skills Strategy for Adults* (Australia)

Further Discussion

General consultation and contributions are fundamental in order to create national graduate profile statements for NZQF Levels 1 and 2. It is important that the final profiles ensure that all learners are well served by the qualification purposes, and that the graduate profiles are reflective of good practice and realistic for foundation learners. For learners studying at foundation levels, it is also important that the graduate profiles encompass readiness to progress to their next study, work, or community objective. With this in mind, we would appreciate your response to any or all of the following discussion questions:

a) *What are the common skills, knowledge, capabilities, or dispositions expected from foundation-level graduates? How do these differ at Levels 1 and 2?*

b) *How well does the matrix on page 8 capture the breadth of learners and purposes of foundation qualifications? What is missing?*

c) *How well do the graduate profiles recognise the position of tikanga Māori and enabling Māori to succeed as Māori?*

> Please email your submissions to
> E.Chinlund@massey.ac.nz by 9am on
> Monday, the 9th of September 2013.

Table 1. Common Graduate Outcome Statements for Level 1 and 2 Learners

Focus	Level 1 Graduate	Level 2 Graduate
Literacies	Locates and uses written information Applies multiple literacies (listening, speaking, reading, writing, digital technology) to practical contexts	Explains and evaluates written information Uses multiple literacies (listening, speaking, reading, writing, digital technology) to communicate and participate in further work, study, or community activities
Language	Makes simple inferences and connections from texts Follows instructions Communicates with individuals, and interacts with a group	Matches, compares and contrasts at least two points of view Communicates within teams, and collaborates with others Interacts with a variety of people in a few contexts, using intercultural communication
Numeracy	Provides evidence of accurate simple calculations and arithmetic operations	Identifies and understands basic mathematical concepts. Interprets graphs and performs simple measurements.
Applied Study Skills (academic)	Seeks assistance and accomplished tasks with guidance Demonstrates some awareness of self as a learner, and takes some responsibility for own learning	Takes responsibility for own learning and performance Uses learning strategies, such as time-management
Employment Attributes	Applies work and study skills to participate in next step (learning, work, or community involvement) Applies basic solutions to simple problems	Demonstrates adaptability to novel situations and changing circumstances Demonstrates effective customer service, teamwork, and specific technology use Applies known solutions to familiar problems
Community participation	Identifies own cultural identity, and begins to identify cultural similarities and differences in individuals' perspectives Identifies appropriate tikanga Māori	Describes own cultural background and other diverse positions in Aotearoa NZ Uses appropriate tikanga Māori, and demonstrates basic knowledge of NZ culture, including general Tiriti o Waitangi principles
Progression Goals	Demonstrates readiness to progress to level 2 study or entry-level employment, selected from basic self-knowledge Locates and begins to identify relevant study and career choices Develops self-knowledge to identify, assess, and select career/study/community opportunities that align with relevant and realistic goals	Demonstrates readiness to progress to level 3 study or relevant employment, based on self-awareness Sets and works towards evaluated personal, work, or study goal Demonstrates a sense of belonging and the confidence to participate within new contexts

The Contextualised focal area also has common graduate outcome statements, as illustrated below:

Focus	Level 1 Graduate	Level 2 Graduate
Contextualised Skills	Attempts new tasks to accomplish a set purpose Demonstrates basic occupational health and safety, and operational skills Works in highly structured context	Demonstrates fluency in basic use of tools, terminology, technology, and methods common to field Demonstrates occupational health and safety practices Identifies and describes relevant industry terms and issues Demonstrates relevant content knowledge Applies theory and concepts to practices

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APPENDIX A. Summary of NZQF Level 1 and 2 Qualifications by Subject Area

Total Number of Qualifications

There are 556 Level 1 and 2 qualifications currently available for learners (retrieved from NZQA website on 7/15/2013) divided into the following categories:

Category (Subject Area)	Level 1	Level 2
Agriculture, Environmental and Related Studies	3	65
Architecture and Building	1	25
Creative Arts	4	13
Education	2	4
Engineering and Related Technologies	11	158
Food, Hospitality and Personal Services	3	48
Health	1	8
Information Technology	0	9
Management and Commerce	2	29
Mixed Field Programmes	41	42
Natural and Physical Sciences	1	2
Society and Culture	33	53
Total	101	455

Mixed Field Qualifications

NZQF Level 1:

These qualifications mainly serve open entry learners (e.g. over 16 with demonstrated literacy competence, such as IELTS 5), special needs learners, learners in secondary schools, and English as a second language (ESOL) learners. The main objective of Mixed-Field qualifications at this level is to assist learners with integrating into their community, vocational, or study-related goals. Graduates are expected to:

- Develop knowledge, skills, and attitudes to undertake further study, employment or community-integrated goals.
- Apply literacy, language and numeracy (LLN) competencies to practical contexts
- Develop self-knowledge to identify, assess, and select career/study/community opportunities that align with relevant and realistic goals
- Demonstrate written, oral, interpersonal, and intercultural communication skills
- Demonstrate problem-solving and adaptability to novel situations and changing circumstances
- Complete work independently and in teams
- Demonstrate basic digital literacy, technical or computing skills

NZQF Level 2:

These qualifications are predominately open entry, with some provision for secondary school learners the Youth Guarantee scheme and learners from non-English speaking backgrounds. One qualification is tailored for Māori learners. The qualifications have mixed content including Business and Commerce, Sciences, Services, Trades, Technology or the Social area. Learners who graduate from this level are expected to demonstrate:

- Knowledge, skills, capabilities and attitudes to progress to meaningful employment or a higher level of study

- Literacy, Language, and Numeracy proficiency at Progression Step 3 including: reading, writing, editing, measurement, problem solving, and basic statistical data analysis
- Information processing and technical skills
- Interpersonal and intercultural communication, including an understanding of tikanga Maori and Tiriti o Waitangi
- Vocational/Employment Skills: including career awareness that corresponds with self-awareness of strengths; setting and working towards evaluated personal educational and career goals; CV creation; health and safety in the workplace; and employment rights and responsibilities
- Work-life balance through the development of academic study skills, such as time-management and adaptability

Agriculture, Environmental and Related Studies Qualifications:

NZQF Level 1:

Level 1 qualifications from this domain include a National Certificate in Primary Sector (for secondary school learners), as well as horticulture and equine knowledge. Graduate capabilities include the demonstration of basic content knowledge, and the ability 'to carry out repetitive and familiar practical tasks under direct supervision'. There is mention of developing LLN, communication and work and study skills in the National Certificate in Primary Sector.

NZQF Level 2:

The main areas covered in Agriculture, Environmental and Related Studies at Level 2 include Agriculture (31), Arboriculture (20), Aquaculture (4) and Wool (4). Most learning outcome statements are focussed on the development of health and safety skills paired with operating necessary equipment. There is some mention of graduates developing workplace and communication skills, but not LLN (except the one Youth Guarantee qualification). Problem solving and performing calculations are seldom mentioned.

Architecture and Building Qualifications:

NZQF Level 1:

A National Certificate in Building, Construction and Allied Trades is available for secondary school and tertiary learners at Level 1 in Architecture and Building. It includes the development of numeracy and literacy, and problem solving skills.

NZQF Level 2:

All qualifications offered at Level 2 in Architecture and Building are trades-based. Learners are required to apply theoretical and practical knowledge and skills to their studies or further employment, including literacy, language and numeracy (with an emphasis on numeracy), and Health and Safety. Learners need to demonstrate an understanding of industry skills, processes, theory, tools and technical language. Some of these qualifications have work-based learning components, and learners are required to demonstrate workplace skills.

Creative Arts Qualifications

NZQF Level 1:

Level 1 Creative Arts qualifications are focused on developing skills in language, literacy and numeracy, academic style and studying whilst learning content such as performing arts, music and design (including fashion, floristry, weaving, and textiles).

NZQF Level 2:

Level 2 Creative Arts qualifications are similar to level 1, however they aim for learners to develop an integrated set of content knowledge and skills, such as independent study skills, interpersonal communications, technology, and knowledge of NZ culture. The Music qualifications also mention the development of theory, analysis and literature.

Education Qualifications

NZQF Level 1:

All level 1 qualifications in the Education domain serve ESOL learners, with the objective of developing simple and routine communications in listening, speaking, reading and writing.

NZQF Level 2:

Level 2 qualifications in the Education domain include two teacher support, one Kohanga reo, and one ESOL-based certificate. The ESOL qualification builds from level 1 and includes producing simple connected texts, describing events and giving reasons for individual goals, as well as understanding main points of texts. The other three qualifications are focused on developing computing, employment and personal skills, and te reo Māori.

Engineering and Related Technologies Qualifications:

NZQF Level 1:

Level 1 Engineering and Related Technologies qualifications solely focus on building skills for entry-level trades' occupations or further training (e.g. manufacturing, laundry, Mechanical Engineering, road transport, or waste management). Learners who graduate from the qualifications learn occupational health and safety, relevant operational procedures, as well as LLN skills. There is a focus on developing learners' work skills, such as interpersonal communication and teamwork. While two qualifications ensure learners will be able to work under supervision, one promotes the development of self-management skills.

NZQF Level 2:

Level 2 qualifications from the Engineering and Related Technologies subject area predominately focus on industry specific competencies, or applying occupational concepts to safe operational practices. These trades – by order of qualification frequency – included manufacturing, motor, electrical, engineering, operations, repairs and road works. Some qualifications were designed specifically for emergency response, infrastructure, aviation, processing, cleaning, drilling, or waste-management employment. A couple qualifications teach motorsport, printing, and distribution respectively, whereas there is one separate qualification for various specialised areas: telecommunications, maritime, demolition, driving, and fellmongering.

As for learning outcomes, most qualifications mention learners' demonstration of occupational health and safety, communications, and using the tools of the trade. Many specify that learners will learn to calculate measurements (along with more specific mathematical operations), as well as exhibit customer service and teamwork skills. Only nine of the 158 qualifications from this domain specifically mention the development of LLN skills. Other common competencies include problem solving, computing, and time-management. While some qualifications prepare learners to work under supervision, others prepare learners to self-manage.

Food, Hospitality and Personal Services Qualifications:

NZQF Level 1:

Qualifications at Level 1 in Food, Hospitality and Personal Services are rather content specific (i.e. beauty, meat processing, and kitchen hospitality), however most learners are expected to demonstrate health and safety, communications, and workplace skills.

NZQF Level 2:

Level 2 Qualifications in Food, Hospitality and Personal Services include areas such as basic hospitality, meat processing, food preparation, and services in beauty and hair or café and bar work. Learners are predominately expected to demonstrate skills and knowledge in customer service, health and safety, and communications. Personal presentation and food preparation are also featured in learning outcome statements. LLN skills are rarely referred to, however work and study skills are sought in four of the 48 qualifications at this level.

Health Qualifications:

NZQF Level 1:

One Level 1 Health qualification is offered in Occupational Health and Safety, which requires learners to demonstrate workplace health and safety knowledge and basic communication skills.

NZQF Level 2:

Level 2 Health qualifications are focussed on animal care, health care assistance, basic applied health science and fitness. Common graduate expectations include demonstrating and applying knowledge in health and safety, customer service, ethical practice and the identification of content-specific terms. Two of these qualifications include demonstrating skills in LLN, computing, and studying.

Information Technology Qualifications

NZQF Level 1:

None available.

NZQF Level 2:

All of the Information Technology qualifications at Level 2 are based in computing, and require learners to demonstrate basic knowledge and applied skills to undertake employment in the computing industry or further employment. These include knowledge and skills in hardware, software, operating systems, internet applications, basic websites or desktop publishing, research techniques and using online databases.

Management and Commerce Qualifications

NZQF Level 1:

Level 1 qualifications in Management and Commerce develop learners' work and study skills, basic generic computing, interpersonal communication, personal financial literacy, and health and safety knowledge.

NZQF Level 2:

Management and Commerce qualifications at Level 2 are dominated by Computing, Administration, and Retail-based certificates. Learners are expected to identify and describe relevant industry terms and issues, and demonstrate content knowledge in various relevant areas (e.g. Marine, Snowsport, Barista, Security, Motor Industry, Tourism or Primary

Industry: Distribution, Relocation Operations or Road Transport). Regardless of the content area, learners are expected to demonstrate knowledge of workplace health and safety, and skills in customer service; computing technology; literacy, language (interpersonal and business communications), and numeracy (e.g. measurement and accounts). The Retail qualifications also include the demonstration of personal presentation and self-management, whereas the primary industry-based qualifications include first aid, and forklift operation.

Natural and Physical Sciences Qualifications

NZQF Level 1:

Learners have the option of completing one Level 1 National Certificate in Mathematics, which involves performing *simple* mathematical operations, using mathematical skills and a problem solving approach. Although the certificate enables flexibility, Level 1 learners are encouraged to perform income related calculations, and interpret and verify accuracy of personal financial documents.

NZQF Level 2:

Mathematics is the only subject represented in the Natural and Physical Sciences domain. In addition to the Level 1 requirements, the National Certificate in Mathematics at Level 2 encompasses learners using a *range* of mathematical skills, and (depending on the learner) they may also carry out a mathematical investigation, and interpret mathematical situations and results.

Society and Culture Qualifications

NZQF Level 1:

These qualifications are dominated by ESOL courses for non-English speaking background learners (91%, or 30 out of 33 available qualifications), with a focus on communications, including reading, writing, speaking and listening; grammar and vocabulary; basic conversation skills, and some New Zealand culture (such as tikanga Māori and workplace customs). One qualification is offered in learning te Reo Māori as a second language, another is focussed on learning Golf, while another develops communication skills in learners with special needs.

NZQF Level 2:

Qualifications from this domain are much more varied, and are dominated by ESOL courses that build on level 1 knowledge and vocationally-focussed content - such as army, primary industries (e.g. pest control), and service industries (e.g., security, sports and recreation). Seven of these qualifications focus on Māori content and te reo Māori. Learners are expected to demonstrate specific content knowledge as well as general academic study – including basic analysis and research - and self-management – taking responsibility for own learning – and a basic understanding of both tikanga and kaupapa Māori.