



NEW ZEALAND CERTIFICATE IN ADULT AND TERTIARY TEACHING

LEVEL 4 | 40 WEEKS (+6 WEEKS HOLIDAY) | PART-TIME

WHAT QUALIFICATION WILL I GAIN?

New Zealand Certificate in Adult and Tertiary Teaching (Level 4) **40 Credits**

PROGRAMME IS FEES FREE

TELL ME ABOUT THIS PROGRAMME

This specialised programme is designed for aspiring adult and tertiary educators like you. Acquire the essential knowledge, skills, and attributes needed to excel in the world of education, all while enjoying the process.

This programme places a strong emphasis on creating inclusive and engaging learning environments. The programme is run through Microsoft Teams, with all materials made available to you to access online, making it easier for you to integrate your studies into your work schedule and other commitments.

The programme requires a total study time of up to 400 hours, with an average of approximately nine hours per week. You will be asked to participate in several, key workshops throughout the programme. These are also run online and will be recorded for you to watch in your own time.

To thrive in this programme and meet assessment requirements, you will need to show that you can facilitate training sessions for groups of at least three adult learners. A computer with reliable Internet access is crucial for completing course activities and engaging in directed study.

We encourage you to seek the full support of your managers throughout the programme. Their guidance will enhance your ability to apply your newly acquired skills and knowledge effectively in your own role and workplace.

Enrol now and embark on a rewarding journey to become an exceptional educator in adult and tertiary teaching or training.

ENTRY CRITERIA

You must be in employment and consistently involved in adult training as part of your role, with access to 3-6 adult learners in your workplace or in a community based organisation.

ON COMPLETION OF THIS QUALIFICATION YOU WILL BE ABLE TO

- Craft learning experiences that align with specified learning outcomes within familiar contexts.
- Utilise learner-centered teaching strategies that honour learners' mana and diverse backgrounds.
- Implement facilitation, teaching, and learning strategies relevant to familiar contexts, leveraging resources and technologies to achieve desired outcomes.
- Employ effective assessment and moderation processes.
- Actively seek and respond to feedback from learners and other stakeholders to continuously enhance learner outcomes.

APPLY TODAY!



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yoobee.ac.nz/short-course

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THE PROGRAMME DETAILS

01. INDUCTION AND GETTING STARTED | 11 CREDITS

This course aims to introduce students to their roles as teachers in the context of adult learning. It will cover key processes and strategies while familiarising them with the identities and dispositions of teachers who work with adults.

Please note that the learning outcomes (LOs) have significant overlap and will be taught as integrated activities.

02. DELIVERY AND ASSESSMENT | 11 CREDITS

This course focuses on the strategies and techniques that support excellent facilitation of learning, and assessment of that learning. Teachers will engage with current effective practice and research in building their repertoire of practices including the notions that underpin adult learning.

03. PRACTICUM | 12 CREDITS

This course provides a framework for the practicum work new teachers will engage in. Practicum includes, design, delivery and assessment as well as receiving and responding to feedback in their own classes. Practicum sessions will be scheduled in accord with the organisation's timetable within the weeks assigned to the practicum course. Further, participants practice will be mindful of the adult learning context.

04. THE REFLECTIVE PROCESS | 6 CREDITS

This course centers on developing the capability to reflect effectively on all aspects of the teaching process, including the teacher's role in adult education. The main focus lies in the integrated process of gathering authentic and comprehensive information to support self-assessment and improvement plans, both individually and as part of work teams. It also emphasises maintaining a clear focus on enhancing student learning. Additionally, participants will explore different models of reflection to guide their work.