

**Qualification Title: New Zealand Certificate in Retail (Level 3)**

**Qualification number: 2235**

**Date of review:** 19 October 2016

**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 being able to:

- Understand and apply their knowledge of health, safety and security work practices to ensure their own and others safety to workplace expectations
- Understand and apply their skills and knowledge of relevant standard operation procedures in a retail environment under limited supervision
- Use communication skills and techniques and relevant organisational practices to influence customers and meet business needs in a retail environment
- Apply correct knowledge of products and inventory to retail interactions

This threshold is closely aligned to parts of the strategic purpose statement for the qualification.

**Tertiary Education Organisations with sufficient evidence**

<b>Tertiary Education Organisation</b>	<b>Final rating</b>
Service IQ	Sufficient
MSL Training	Sufficient
Academy of Diving Trust	Sufficient
Wellington Institute of Technology	Sufficient
NZ Management Academies	Sufficient

**Introduction**

This level 3, 60 credit qualification provides competent employees who are able to work in entry level positions in the retail sector with a credential that will support their career opportunities in a range of organisations in the retail sector. It is also for those who wish to use standards of professional practice in retail and customer service skills to provide confidence for customers receiving their service.

At the time of this review the five organisations presenting had 1,005 graduates from their programmes. These organisations attended the review meeting along with three other providers who were there to observe the process and who had programmes approved with no graduates as yet. The meeting was also attended by the qualification developer – Service IQ and a NZQA observer.

## **Evidence**

The Education Organisations provided a diverse range of evidence to demonstrate that their graduates met the graduate profile outcomes.

### **How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?**

The criteria used to judge the evaluation question were (p10 NZQA consistency guidelines):

- The nature, quality and integrity of the evidence presented by 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:**

An appropriately aligned range of diverse evidence was submitted to demonstrate that each provider's graduates had skills and knowledge consistent with those specified in the graduate profile of the qualification and met the required threshold.

#### **Evidence included:**

#### **Alignment of the programme to the Qualification**

Evidence of thorough alignment or mapping of the programme to the qualification either via unit standards or using modules was presented by all Education Organisations.

#### **Relevant 'real world' learning experiences**

An overview of employment, work experience or engagement with either real or simulated 'real world' experiences in the retail industry was provided by all Education Organisations.

#### **Evidence of relevant 'real world' learning experiences includes:**

- Work experience
- Training
- Work placements
- Work engagement with 'Pop Up' stores
- Mentorships
- Work engagement via community events
- Work engagement via school retail outlets
- Work (employment) via retail stores

### **Graduate employment, destination and progression**

Evidence was supplied by all five Education Organisations that graduates are being employed and often retained in retail positions and some (not all) are progressing to further study. Four of the five Education Organisations provided good evidence of progression/destination data where students were employed in the field (the majority of students) or had moved to further study or looking for work. The one Education Organisation with school students outlined the use of the outcomes for further training or with the use of the skills in other related areas.

### **Graduate feedback**

Good quality evidence of graduate feedback of their abilities to enter employment or continue in training at a higher level was provided either at this consistency review or immediately following the review.

### **Industry and employer engagement and end user feedback and attestations**

Good industry feedback was given with strong attestations from industry outlining that graduates had met the expected level of employment and graduate outcomes. Feedback from employers was evidenced and demonstrated.

Industry feedback on the graduates was provided from most Education Organisations via different avenues with some including attestations from industry outlining that graduates are at the expected level of employment.

To give an improved measure that the graduate outcomes are being met all providers present will develop more relatable surveys based on the graduate outcomes of the qualification for graduates for employers and training providers to complete.

### **Internal and External Moderation**

Evidence presented noted that graduates meet the graduate outcomes through robust assessment methodology, industry engagement (most), robust internal pre and post moderation and also most providers were undertaking external post moderation.

Most Education Organisations using unit standards that had put units up for external moderation reported a positive record of external moderation with Service IQ and NZQA.

Processes for, and primary evidence of, internal moderation were supplied showing a carefully considered approach that enabled issues to be identified and resolved.

The external post moderation process is seen as an important aspect of internal quality assurance that provides an opportunity to benchmark with other providers to support evidence of consistency of the graduate outcomes. The one provider with no external moderation outcomes will formulate Memorandum of Understandings with other providers and/or Service IQ to establish collaboration activities for external moderation.

The differences between those level 3 learners in the workplace, those in training programmes at tertiary educational organisations and those students completing tertiary training at school were noted during the review. Initially the differences were thought to be at opposite ends of the spectrum of training to get a threshold or consistency but by using the consistency process it was noted that the threshold can have good quality fit with all categories of training providers.

Overall this evidence makes this a convincing case to demonstrate that the graduates match the graduate outcomes at the appropriate threshold.

### **Examples of good practice**

The coming together as a cluster of providers to moderate assessments and share was noted as good practice.

### **Issues and concerns**

With the use of modules rather than unit standards external moderation by the qualification developer (Service IQ) was not mandatory but those providers present were advised by Service IQ that moderation of modules would be considered in the future to support fair valid and consistent assessment.

### **Recommendations to Qualification Developer**

No recommendations to the qualification developer.