

Qualification Title: New Zealand Certificate in Skills for Living for Supported Learners (Level 1) with an optional strand in Skills for Working

Qualification number: 2853

Date of review: 08/04/2019

This report refers to graduates awarded this qualification prior to: **31 December 2018:**

Final decision on consistency of the qualification: National consistency is not yet confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence that graduates, with support, will be more confident and independent in:

- Making choices, decisions and planning,
- Managing day to day living,
- Implementing strategies for their health and well-being,
- Participating in diverse cultural communities,

and graduates are encouraged to seek further skills and knowledge to improve their educational and employment pathway.

Education Organisations with sufficient evidence

The final decision on the sufficiency of an education organisation evidence, will be updated as other organisations show sufficient evidence.

Education Organisation	Final rating
Wellington Institute of Technology	Sufficient
Southern Institute of Technology	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Western Institute of Technology at Taranaki (WITT)	Sufficient
Bethlehem College	Sufficient
Ara Institute of Canterbury	Sufficient

Introduction

This is an entry level qualification intended for people who require specialised support with their learning. They are people with learning disabilities, including those with an intellectual disability. The qualification recognises the aspirations and cultural identities of the disabled communities, as well as that of Māori and Pasifika, and allows the Aotearoa New Zealand community, employers and educational institutions to recognise the graduate's potential to enhance their participation in the community, as a contributing citizen. There is an optional

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strand for those candidates who wish to gain specific skills and knowledge required for the workplace but only a few education organisations were offering this.

The participating educational organisations had 207 graduates overall. The mix of education organisations included Institutes of Technology and Polytechnics (ITPs) Private Training Establishments (PTEs) and secondary schools. Most of the graduates discussed at the review were transitioning from learning support programmes.

Four observers from additional educational organisations, that offer the qualification, also attended the meeting.

There were different approaches used to deliver the programmes of study, significantly diverse tutor/student ratios and lengths of programmes. Further discussion on this will occur in the recommendations to the qualification developer section of this report.

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

The evidence provided by those with sufficient evidence shows there is a good match between the qualifications' graduate profile outcomes and the skills, attributes, confidence and independence exhibited by graduates.

Programme strength:

In most cases, the programme learning outcomes, assessments and teaching activities were carefully aligned to the graduate outcomes.

Graduate, employer, parent/caregiver, and next user feedback

Evidence was provided from most educational organisations of graduate, employer, parent/caregiver and next user information being gathered and analysed to determine to what extent the graduate outcomes were being met. Most evidence was in the form of responses to survey questions on a numbered scale. However, a couple of organisations had innovative surveys designed to gather graduate feedback that provided relevant and meaningful responses.

Written comments of support and commentary from surveys confirmed that graduates had met the qualification outcomes and that the confidence and ability in making choices had helped with managing day to day living and strategies for their health and wellbeing.

Evidence was also heard of most graduates moving within their work or volunteer situations after completing the qualification. Many graduates also went on to enrol on other courses at level 1 and 2 – often in the vocational, foundation skills and/ or hospitality areas.

Moderation – Internal and External

This was an area where there was some lack of evidence noted and variations in the amount of internal and external moderation completed by the organisations. Many were unable to find an external moderation partner.

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For some education organisations the lack of evidence around internal and, especially, external moderation has been a concern and as a result of coming together for the consistency review, those present were working through gaining a partner, or partners, to carry out external moderation.

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

The evidence presented above clearly demonstrates how graduates consistently over time met the graduate outcomes of the qualification.

The programmes are aligned to ensure the learning outcomes and assessments match the graduate outcomes. However, moderation activity is varied and, to a degree, requires additional processes.

Graduate, support worker, parent and employer feedback attests to graduate outcomes being met. These stakeholders clearly articulated an increase in self-confidence and an improvement in graduates' managing their day to day living situations. Also, it evidences that many graduates are themselves seeking further skills and knowledge to improve their education or employment pathways.

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 (includes special focus on a strand or outcome)

It was commented that, for this qualification and its graduates, it would be pertinent for the consistency review evaluation to specifically focus on collected qualitative data (from feedback) and the analysis.

There was discussion around whether graduate profile outcome 4 needed to be rewritten as it was consistently rated lower (in surveys) than other graduate outcomes by graduates. This may be a survey design matter rather than the graduate outcome itself being a problem.

Examples of good practice

Many of those providing evidence took care to ensure that the questions within the questionnaires and surveys were re-written to ask the questions at the right level of understanding for the graduate and other stakeholders.

The acknowledged diversity of the graduate group was good to hear about as many have the idea that this particular qualification's graduates are of a specific age or 'type' which is incorrect.

Some excellent self-reviews were sighted relating to the programme, the graduate questions and surveys with the areas for improvement or 'what now' explained well.

Issues and concerns

Many of the providers were unable to find an external moderation partner and WITT have put out an invite for those ITPs interested to meet at WITT to do a 2019 external moderation.

There was considerable inconsistency, between education organisations, with their staff to student ratios and this was noted by the group. Many are taking this information back to

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their education organisation to consider a change in ratio. Having a nationally consistent staff/student ratio may be a discussion point at the next qualification review.

Recommendations to Qualification Developer

Pathways in to and out of qualification: The group discussed whether there is/or should be another qualification the graduates can pathway to. There does not appear to be a specific pathway qualification for these graduates, and what does exist is too big a leap for supported learners. This was noted as a gap in the qualification framework. A thought was to maybe use the Vocational Skills Level 1 and 2 pathways.

Along with the lack of pathway the group noted the disparity of the Literacy and Numeracy qualifications and the level one pathway.

The group noted the need for some information to be available to learners and schools for the Secondary to Tertiary pathway.

Consider outlining a preferred consistent staff to student ratio– see note above.

Give consideration to the language/terminology of graduate outcome 4 as noted above.