

Qualification Title: New Zealand Certificate in Foundation Skills (Level 1)

Qualification number: 2861

Date of review: 24-28 September 2018

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

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence, in a range of simple and structured contexts, of the graduate being able to:

- Engage in society in day to day contexts, including further learning, employment and/or community involvement
- Recognise and begin to apply core capabilities in:
 - understanding self-management strategies to organise personal life, maintain well-being and continue learning
 - interacting positively with people from their own and other cultures, both individually and in group environments including work and community
 - reflecting on progress towards achieving personal and career goals
 - organising, interpreting, and communicating information using basic literacy and numeracy skills in relevant contexts.

Education Organisations with sufficient evidence

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

Education Organisation	Final rating
Future Skills Academy	Sufficient
People Potential Limited (includes Education Action)	Sufficient
EmployNZ Limited	Sufficient
Lakeland Learning Company Limited	Sufficient
Manukau Institute of Technology (MIT)	Sufficient
ATC New Zealand	Sufficient
Valley Education and Training Enterprises Limited	Sufficient
Whitireia Community Polytechnic	Sufficient
Open Polytechnic	Sufficient
National Council of YMCA's of New Zealand	Sufficient
Capital Training Limited	Sufficient
Karamu High School	Sufficient
Horizon Education Limited	Sufficient
Horowhenua Learning Centre Trust	Sufficient

Methodist Mission Southern	Sufficient
Tai Poutini Polytechnic	Sufficient
Salvation Army New Zealand Trust (trading as The Salvation Army Education & Employment)	Sufficient

Introduction

This qualification is intended to assist people engaging or re-engaging with learning to prepare them for further learning and employment. It recognises the importance of core capabilities such as confidence, basic knowledge and skills, and literacy and numeracy, in a range of simple and structured contexts. With this purpose in mind, the graduate profile outcomes should be integrated within and across a programme and not taught as individual components.

Graduates of this qualification will be able to progress to study or training in industry or sector-focused qualifications at NZQF Level 2, and/or the NCEA (Level 2) and/or the New Zealand Certificate in Foundation Skills (Level 2). Some graduates may be able to progress directly to study or training at NZQF Level 3. Graduates could also or alternatively participate effectively in their whānau and wider community, and work in structured entry-level roles.

The consistency review for this qualification was held over five days in Auckland, Wellington and Christchurch. Twenty-eight education organisations had students who graduated during the review period and 26 of those had representatives who participated at one of the meetings. There was a broad mix of educational organisations including institutes of technology and polytechnics (ITPs), private training establishments (PTEs) and one secondary school. Some education organisations, who deliver an approved programme but did not have graduates in 2017, had observers who participated in the review meetings on each of the five days. Over half of the education organisations presented sufficient evidence to show consistency with the graduate outcomes whilst other education organisations were unable to provide sufficient convincing evidence showing their graduates met the graduate outcomes.

Evidence

The 26 education organisations who attended the review meetings provided a range of evidence to demonstrate that their graduates met the graduate outcomes. Two organisations, who had graduates in the review period, did not attend.

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 the education organisations provided has been summarised into three categories.

Programme related evidence

- Some education organisations provided a matrix showing how the learning outcomes, modules or unit standards of the programme mapped against the required graduate profile outcomes.
- Variable levels of activity in processes of internal and external moderation were presented. The variability raised some concern for the reviewer as it led to doubt about the validity of assessments and therefore the consistency with graduate outcomes.
- Some education organisations outlined the actions they were going to take to provide more robust programme related evidence in the future.

Stakeholder/Graduate feedback

The stakeholders for this qualification were the graduates themselves, the supervisors/managers of the organisations that engaged the graduates and the tutors of higher-level programmes in which they enrolled.

- Many of the education organisations had surveyed their graduates. The quality of the survey questionnaire/questions and results varied. The strongest surveys asked the question as to what extent the graduates had demonstrated the graduate profile outcomes. Questions that rated the graduate's capability provided the best evidence of meeting the GPOs. A few organisations had conducted structured interviews or focus groups which gave more in-depth descriptions of the graduate's capability. However, in many cases the analysis of the survey results and any subsequent actions taken or planned was limited.
- Some education organisations had feedback from the employers of the graduates and asked relevant questions like those posed to the graduates.
- Of those graduates who progressed onto higher level training, most education organisations had collected feedback on how well the graduates were achieving in their study from the tutors of the new programmes.

Pathway destinations

- Education organisations were able to outline their graduates' pathway to higher education and/or entry level employment which was consistent with the range of employment and education pathways identified in the qualification.
- Many organisations provided lists or tables of where graduates had enrolled to undertake further training or study and were continuing their learning.

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

Overall those education organisations with sufficient evidence made a convincing case to demonstrate that their graduates match the graduate outcomes at the appropriate threshold.

Examples of good practice

Many providers were able to note the impact of the qualification on the education organisations community, illustrating the value of this qualification at community level.

Interim consistency review report

To ensure an independent view of the assessments, marking and their consistency to the qualification's graduate outcomes, some education organisations had assessments moderated at by an independent person with appropriate experience and expertise.

Issues and concerns

There was some discussion in each session over the five days relating to the literacy and numeracy requirement and whether the 'basic literacy and numeracy' noted in the general conditions expects graduates to be at the level of the unit standard. This aspect was noted by the qualification developer.

Recommendations to Qualification Developer

As above.

Note:

- U-Turn Community Training Services Limited who participated in the review, voluntarily deregistered in December 2018.
- During 2018, Education Action merged with People Potential and this review has included the information for Education Action with that of People Potential Limited.