

Qualification Title: New Zealand Certificate in Tourism (Level 3) with strands in Visitor Experience, Tourism and Travel, and Aviation

Qualification number: 2199

Date of review: 24 August 2016

Final decision on consistency of the qualification: National Consistency Confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was evidence of graduates being able to:

- demonstrate basic tourism related customer service skills and,
- apply relevant tourism related, entry level, standard workplace practices:

Either

- working under supervision in entry level employment or,
- to demonstrate their competency to support their learning at a higher level.

Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
International Travel College of New Zealand	Sufficient
Service IQ	Sufficient
Te Tai Poutini Polytechnic	Sufficient
Wellington Institute of Technology	Sufficient
Manukau Institute of Technology	Sufficient
Toi Ohomai Institute of Technology	Sufficient

Introduction

This level 3, 40 – 60 credit qualification aims to provide an entry level qualification for those who are wanting to enter the tourism industry. This qualification was developed in 2013 and 2014 by Service IQ, the industry training organisation for a range of service industry qualifications.

At the time of this review six tertiary education organisations (TEOs) had graduates from this qualification. Service IQ graduates had all completed the Visitor Experience strand while the other graduates had qualified in the Tourism and Travel strand. These providers attended

the review meeting along with two other providers who had programmes approved. The review was also attended by two representatives from Service IQ.

Evidence

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

The TEO's provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

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

- The nature, quality and integrity of the evidence presented by TEO
- 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 TEO 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 review meeting held discussions with respect to what evidence would be needed to sufficiently demonstrate that graduates had met the separate graduate outcomes within the different strands. An interesting challenge for providers was the fact that the vast majority of graduates moved to the New Zealand Certificate in Tourism (Level 4), rather than to employment. This creates a challenge to demonstrate that the graduates met the outcomes without the employment experience.

Evidence of 'real world' validity of skill attainment for those studying fulltime was strengthened by evidence of the practical authentic learning and application of tasks. This included evidence of a work experience component, simulated work place environments, authentic projects and tasks, role plays and the use of industry standard software. Good practice identified was the systematically collected feedback from the work experience supervisors that attested to the learners' skill development over time.

A number of TEO detailed arrangements and provided evidence of both internal and external moderation and this was most convincing when both were done robustly for quality improvement and consistency purposes. Four providers used pre-moderated common assessment tasks that supported consistency. Some organisations presented action plans that were generated in response to moderation feedback and this helped to demonstrate a quality improvement approach to assuring consistency.

A number of providers discussed the challenges faced when trying to seek authentic employer feedback and most are seeking to strengthen these links and feedback systems. Employer feedback was presented through survey data and emailed responses. One employer contacted by a TEO commented against each graduate outcome, noting for example, 'knowledge of NZ Tourism scene far ahead of other younger staff who are similar age but have not undertaken Tourism related studies'. Another TEO discovered through their employer survey that employers were not as well satisfied with graduates' selling skills. Changes to content and delivery were made in response to this. Employer feedback was more convincing when it detailed graduates skills in relation to the graduate profile.

Information about graduate destinations was also provided, and while useful, by itself was not enough to demonstrate the graduate outcomes had been met.

For those TEO that had graduates who had moved to higher study, most had sought feedback on their graduates from the tutors they were now working with. For some TEOs this evidence was informal and anecdotal although it did indicate that graduates were coping at the higher levels. This evidence is most convincing when it specifically addressed the component parts of the graduate profile. For example, feedback from one pathway tutor noted "I have always found these students to be engaged, having had previous knowledge of the importance of the New Zealand tourism industry and this is also shown in the quality of their assessments. I found the students who have come from the Level 3 Certificate able to adapt in group situations easily and have the ability to manage their time effectively to complete assessment tasks." TEO presented data from both destination programme tutors and employers and this strengthened their evidence. One provider sought feedback from graduates in higher level study. This evidence supported the evidence from their tutors - these students were well prepared for the higher level of study. Discussions focused on how formative assessment tasks at the beginning of the level four programme could be used to demonstrate competency and identify strengths and gaps in learning.

After the different TEO had presented their submissions it was determined that for sufficiency TEOs would need to present evidence that included:

- Evidence of moderation: this would include both internal and external assessment moderation, pre and post assessment moderation with evidence of moderation outcomes and responses.
- Evidence that mapped the different assessment processes and tasks to the Graduate Profile to demonstrate how the different graduate outcome components were assessed, formatively and summatively.

And;

- Employer feedback on graduates that spoke to whether the graduate had met the different outcomes as specified in the profile
- Feedback from graduate's in employment that reflected upon their different skills and competencies in relation to the graduate profile
- Work experience feedback (if applicable) that sought supervisor feedback on student's abilities against the skills being learned

Or if applicable:

- Feedback from graduates who move to higher study to determine their preparedness and skills levels in relation to the graduate profile
- Feedback on graduates in higher level study that demonstrated their skills, knowledge and understanding in relation to the graduate profile

Examples of good practice

As noted above one TEO was able to provide good evidence of real world judgements in the form of systematically collected feedback from work experience placements.

Another example of good practice was an employer survey that asked for feedback that related to component parts of the graduate profile. This feedback was useful for determining where parts of the programme delivery needed strengthening to ensure graduate outcomes were met.

Recommendations to Qualification Developer

When the qualification is reviewed it may be useful to explicitly note that this programme may be a pathway to higher level study.