Qualification Title: New Zealand Certificate in Tourism (Level 4) (Operations, and Visitor Information)

Qualification number: 2202

Date of review: 21/05/2018

Final decision on consistency of the qualification: National Consistency Confirmed

Threshold:
The threshold to determine sufficiency with the graduate profile was determined as evidence of Graduates under broad guidance being able to:

- Use relevant skills and knowledge to deliver and assist in supporting the delivery of quality visitor experiences across a range of organisations in the tourism industry

Or will be:

- prepared for further study in the Tourism or other relevant industry

Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
New Zealand School of Tourism Limited	Sufficient
Waikato Institute of Technology	Sufficient
Manukau Institute of Technology	Sufficient
Intueri Education New Zealand	Sufficient
Nelson Marlborough Institute of Technology	Sufficient
Otago Polytechnic	Sufficient
Wellington Institute of Technology	Sufficient
Eastern Institute of Technology	Sufficient
Service IQ	Sufficient

Introduction
This 60-credit qualification is intended to provide the tourism industry with individuals who can support and enhance the visitor experience, through their skills and knowledge and uphold the importance of tourism to the New Zealand economy.   Graduates will have the skills and knowledge to work in a wide variety of positions in the tourism industry. There were nine tertiary education organisations who had 2273 graduates from 2014 through to the end of 2017. The highest proportion of graduates were reported by New Zealand School of Tourism.

The consistency review meeting was held in Wellington at the office of the qualification developer – Service IQ. One observer from the NZQA Quality Assurance division was also present.

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 key evidence provided included:

Programme related evidence: Evidence was provided of coherent programmes of study or programme of industry training, which outlined the mapping of the graduate profile outcomes to the learning outcomes of the programme that was delivered. Some programmes differed slightly from others due to context. All provided evidence that parts of the training occurred in a real-world environment with some attestations from industry around student participation and work experience feedback.

Moderation processes outlined were mainly around internal pre and post moderation. External moderation of unit standards required by the Industry Training Organisation (ITO) has not been asked for over the last two years and this will be addressed in the issues section of this report. Those that wanted to ensure comprehensive quality assessment had worked with other providers to ensure external moderation took place. This initiative was commended during the review. Those providers without evidence of moderation took on board the need to ensure quality outcomes for learners and were looking to ensure annual post external moderation occurred.

Graduate feedback and destination evidence: Most organisations provided lists or tables of where graduates were now employed (some with the roles noted) and lists of where graduates had enrolled to undertake further training or study. All present showed evidence of their graduates gaining work related to their study or relative aspects of their study. For those that had graduates who had moved to higher study, many had sought feedback on their graduates from the tutors they were now working with, some of this evidence was informal and anecdotal and will need to be more clearly collected in future.

Graduate interviews and surveys: In most cases graduates were interviewed or surveyed with the survey questions couched around the graduate profile outcomes. Those education organisations who did not relate questions closely to the graduate profile noted their move to aligning their questions in the next iterations.

Employer interviews and surveys: Employer feedback was mostly presented through survey data and email responses. 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. It was noted that those that used phone contact or focus groups gained useful feedback.

Real World Validity: Evidence of 'real world' validity of skill attainment was showed by practical authentic learning and application of tasks. This included evidence of a work experience component, role plays, simulated work place environments and the use of industry standard software.

How well does the evidence provided by the education organisations demonstrate that its graduates match the graduate outcomes at the appropriate threshold?
Those education organisations at the consistency review demonstrated effectively that their graduates matched the graduate profile outcomes at the appropriate threshold. The evidence presented came from the three areas around the programme, graduate destinations and feedback from stakeholders. Internal moderation practices were well organised and assessment judgements confirmed. As noted above external moderation of unit standards by the ITO was not carried out and this is being addressed by the ITO.

Overall a convincing case was made that the graduates matched the graduate profile outcomes at the appropriate threshold.

Examples of good practice
Good practice was noted with those education organisations that ensured good quality processes were in place around external moderation to ensure valid and consistency of assessment of their learners to ensure graduates met the profile outcomes at the right level.

Issues and concerns
External moderation has been identified as an area requiring attention, as no units were externally moderated by the ITO (ServiceIQ). The ITO had not requested unit standard external moderation over the last two years. This was noted by the ITO and was being reported back to be corrected for future years.

Recommendations to Qualification Developer
No recommendations to the Qualification developer