

**Qualification Title: New Zealand Diploma in Tourism and Travel (Level 5)**

**Qualification number: 2206**

**Date of review: 15 September 2016**

**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 being able to:

- actively participate, reflect upon and communicate with stakeholders in the tourism and travel industry to support and enhance the visitor experience
- understand and comply with relevant workplace policies and legislation in order to be proficient employees/managers
- undertake analysis and evaluations that support and contribute to the business effectiveness of local, national and international travel and tourism environments and industries

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

**Tertiary Education Organisations with sufficient evidence**

Final decision on sufficiency of Tertiary Education Organisations evidence

<b>Tertiary Education Organisation</b>	<b>Final rating</b>
Wellington Institute of Technology (Weltec)	Sufficient
New Zealand School of Tourism	Sufficient

**Introduction**

This level 5, 120 credit qualification provides the tourism and travel industries with individuals who can contribute to the effective implementation of processes in the tourism industry and proactively support and enhance the visitor experience and uphold the importance of tourism to the New Zealand economy. The qualification will benefit the community by enhancing New Zealand's tourism visitor experiences and bringing economic benefits to the country.

Holders of this qualification will have the skills and knowledge to work in senior positions in the tourism and travel industry and will be able to take full responsibility for the nature, quantity and quality of outcomes, and may also have some responsibility for the management of learning and performance of others.

Indigenous values of manaakitanga and whanaungatanga in relation to travel and tourism may be encompassed in the holistic outcomes of this qualification.

At the time of this review the two organisations presenting had 183 graduates from their programmes. These organisations attended the review meeting along with three other providers who had programmes approved with no graduates as yet. The meeting was also attended by the qualification developer/provider.

### **Evidence:**

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

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

An appropriately aligned range of diverse and distinctive 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:

### **Successful employment and/or pathways:**

Both providers produced reliable evidence to show that over 86% of their respective graduates are either employed in notably relevant employment or have stair-cased to higher education with at least two students having already established their own tourism businesses. The evidence also identified learners being regarded by employers and stakeholders as highly suitable for employment in the travel and tourism industry.

### **Experiential learning and familiarisation trips:**

Comprehensive evidence was heard of experiential learning field/study trips where learners are required to engage with local industry stakeholders. Students research, analyse and evaluate strategies to increase growth of the tourism business. Evidence is collected. The local, national and international contexts in which these stakeholders operate are analysed and evaluated. Students outline how the evidence and analysis could support the decision making process for the stakeholders.

### **Real world work and learning activities linking to industry and graduate outcomes:**

Evidence was heard of the emphasis on creating an environment that is realistic and authentic in relation to what graduates would expect to manage in industry.

Both education organisations provided significant and strong evidence linking learning activities with industry and to the graduate profile outcomes. These included:

- event management proceedings
- study tours
- part time work in the industry
- industry engagement evenings which were supported strongly by different industry stakeholders with many industry guests attending
- internships

At these events industry level expectations are placed upon students around presentation, timeliness, and workplace practices around self-management and compliance with legislation.

Strong links with industry was evidenced clearly from both providers.

#### **Moderation – internal and external and peer review:**

Evidence presented noted that graduates meet the graduate outcomes through robust assessment methodology, a national provider forum, industry engagement, robust internal pre and post moderation and also one provider undertaking external post moderation.

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 and will be addressed by the second provider.

#### **Graduate Industry and trainer feedback (surveys):**

Recent graduates had responded to surveys indicating their confidence in attaining the graduate profile outcomes.

There were 15 graduates with one provider and 93.3% of these graduates responded to questions about their employment or educational status and evidence was seen of graduate confidence in meeting the graduate profile outcomes.

The other provider surveyed 14 (8%) of the 168 graduates across each component part of the graduate profile independently and evidence was provided of the graduates agreeing or strongly agreeing to meeting the graduate profile outcomes.

This evidence is more convincing when it specifically addresses the component parts of the graduate profile. For both providers all future reviews will be strengthened by stronger graduate surveys extended beyond surveying employment outcomes to specifically survey graduate and employer confidence in graduates attaining 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 range of evidence from the two providers, which was often quite distinctive from each other but valid, included feedback from graduates, industry, their employers and their pathway trainers provides strong evidence to demonstrate that their graduates match the graduate outcomes at the appropriate threshold. Although much of the evidence presented strongly supported consistency, the quality and validity of evidence was a little variable in some cases and is being addressed as noted in the Issues section.

## **Issues**

One provider had undertaken no external moderation of assessments leading to this qualification although the internal pre and post moderation processes were evidenced as being rigorous. The lack of external moderation was acknowledged by the provider as a gap and is being addressed to ensure future reviews will be strengthened by the addition of external post-assessment moderation reports.

Although evidence was supplied of graduates' preparedness to move on to higher level study, one provider identified a gap in not gaining specific feedback from higher level study sources. This is being addressed to ensure future reviews will be strengthened by the addition of this evidence.

Both providers agreed that aligning the graduate and employer surveys to the outcome statements in the graduate profile would make it easy to establish consistency on how well graduates met the graduate profile outcomes and either have begun to address or would address this in future surveys.

Future reviews would be strengthened by the addition of external post-moderation assessment reports or external benchmarking.

## **Examples of good practice**

One education organisation was able to provide good evidence of the graduates having the indigenous values of manaakitanga and whanaungatanga in relation to travel and tourism advocated in the holistic outcomes of the qualification.

Benchmarking data outlining the strength of graduate outcomes was supplied by one education organisation and it was acknowledged that good benchmarking data strengthens and supports that graduates meet graduate outcomes.

It was discussed that good practice for the future would be to ensure moderation spans the assessments across the entire graduate profile suite within the qualification.

## **Recommendations to Qualification Developer**

None.