

**Qualification Title:** New Zealand Certificate in Business (Administration and Technology) (Level 3)

**Qualification number:** 2452

**Date of review:** 20, 21 and 22 August 2018

This report refers to graduates awarded this qualification prior to: **31 December 2017**

**Final decision on consistency of the qualification:** National consistency is confirmed

**Threshold:**

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates being able to work professionally, under supervision, in a range of administration roles, using a range of technical, administration and people skills to contribute to the business entity in a diverse environment.

Note: Programme evidence should show a context of a real or realistic business entity

**Education Organisations with sufficient evidence**

<b>Education Organisation</b>	<b>Final rating</b>
Waikato Institute of Technology (Wintec)	Sufficient
People Potential Ltd	Sufficient
New Zealand Management Academies Ltd (NZMA) (includes Intueri Education NZ Ltd)	Sufficient
New Zealand School of Education Limited	Sufficient
Manukau Institute of Technology	Sufficient
ATC New Zealand	Sufficient
Northland Polytechnic (NorthTec)	Sufficient
Whitireia Community Polytechnic	Sufficient
Universal College of Learning (UCOL)	Sufficient
Eastern Institute of Technology (EIT)	Sufficient
Community Support Services ITO Limited (Careerforce)	Sufficient
Wellington Institute of Technology (WelTec)	Sufficient
Training for You Ltd	Sufficient
Nelson Marlborough Institute of Technology (NMIT)	Sufficient
Ara Institute of Technology	Sufficient
Tai Poutini Polytechnic	Sufficient
Te Wananga o Aotearoa	Sufficient
Toi Ohomai Institute of Technology	Sufficient

Advance Training Centres Limited	Sufficient
Capital Training Limited	Sufficient
Otago Polytechnic	Sufficient
Southern Institute of Technology	Sufficient
Western Institute of Technology at Taranaki	Sufficient

## Introduction

This 60-credit, level 3 qualification's purpose is to provide New Zealand business entities with people who have introductory business administration and technology skills to work in a range of supervised general office administration roles.

Graduates of this qualification will benefit New Zealand business entities by having general technical and administrative skills that can contribute to improving performance and productivity. They will be able to operate business technologies and perform a range of administrative tasks in a bi- and multi-cultural environment.

At the end of the timeframe selected for this review, there were 23 education organisations who had awarded 1,344 graduates the qualification, from 2014 through to the end of 2017.

Consistency review meetings were held in Auckland, Wellington and Christchurch on consecutive days.

NZQA is the qualification developer and a representative attended the consistency meeting. The representative was involved in the development of the qualification and is actively engaging with business stakeholders planning for an upcoming review of the business qualifications. The representative brought a specific focus to this consistency review, reflecting the views of business stakeholders; that education organisations needed to ensure their programmes met the "conditions for programme context" that the: *"Programme design and delivery, and all assessment, will be conducted in the context of a real or realistic business entity, and in light of the requirements of that context. Programmes leading to award of this qualification must identify the context and must justify the allocation of credits to graduate profile outcomes within the programme, in light of the requirements of the context."*

## Evidence

Education organisations provided a range of evidence to demonstrate that their graduates met the graduate outcomes.

The criteria used to judge the evaluation question were:

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

### **Programme Related Evidence**

All organisations provided evidence of having mapped learning outcomes and course content to the graduate profile and relevant assessments and evidence of quality processes that ensure effective programme delivery.

Nearly all organisations provided some evidence of the context in which the programme was delivered and assessed. There was however variability in the extent to which that this activity took place in 'real or realistic business contexts'.

Evidence of 'real world' validity of skill attainment was showed by practical, authentic learning and application of tasks in a real or realistic business context. Most organisations were able to evidence that the graduate had clearly demonstrated their capability in a real business operating environment by showing that parts of the training occurred in a simulated real-world environment with some attestations from industry around student participation and work experience feedback. Some provided opportunities for carrying out assessed projects that took place in a real business environment. Most graduates had been trained and assessed in the workplace or in a 'real world' office environment. In many cases some workplace work was completed within the education organisation itself or during a work placement or basic internship.

Other education organisations had used case studies of real businesses or hypothetical cases and these education organisations explained how they would manage the scenarios. These latter cases were noted as requiring some changes to meet the conditions of the qualification.

### **Moderation**

Internal moderation was well evidenced in most cases, however, not all of the education organisations had external moderation processes to evidence valid assessment practice. This was a gap for some organisations.

### **Feedback**

Many organisations gained positive feedback from Industry on the quality of graduates who do enter the workplace. Their qualification outcomes give them an overall knowledge of some of the latest technology. Once in employment, they are often asked to share their knowledge and help present to other staff to enhance their technical skills.

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

Many 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 three areas: the programme, graduate destinations and feedback from stakeholders.

The combination of effective programme quality assurance including mapping to the graduate profile outcomes, assessment moderation, graduate feedback and feedback from pathway education organisations, employers and industry makes a convincing case to demonstrate that the education organisations' graduates match the graduate outcomes at the appropriate threshold.

For some education organisations it was not possible to establish sufficiency of evidence due to there being no or low number of graduate responses to surveys, very little employer or pathway feedback and/or no external moderation in place.

### **Special Focus**

As previously noted, the qualification developer brought a particular focus to this consistency review that; “*Programme design and delivery, and all assessment, will be conducted in the context of a real or realistic business entity, and in light of the requirements of that context*”.

### **Examples of good practice**

Several education organisations had worked to develop a new graduate survey that carefully aligned the questions to the graduate profile, making the questions easily understood by the survey candidates.

Many of the Institute of Technology and Polytechnics (ITP’s) attending the consistency review noted the initiative to re-establish connection with National Business Administrators Forum (NBAF) and through the forum, engage in cluster moderation activities with other ITPs delivering this, and other level 1-6, Business qualifications.

Some organisations have made the decision to identify those graduates who have chosen to pathway to higher level education upon enrolment into those programmes and to collect feedback from their next-level tutors at the end of each semester.

Using an outside research company, for surveys, was seen to be advantageous as a great deal of useful information was collected.

Providers found that using LinkedIn to contact graduates was working well.

### **Issues and concerns**

It was noted during the discussion about feedback from employers that graduates were not giving their consent to have their employer contacted.

### **Recommendations to Qualification Developer**

There were two areas noted as needing some clarification:

- Problem solving – “*Cognitive skills: Apply effective problem-solving and decision-making for business purposes.*” Questions were asked whether this was across the business or with the person. It was recommended that the order of the sentence be considered in the review and update of the qualification.
- ‘Financial’ – “*Technical knowledge and skills: Perform financial calculations, process data and produce information for business purposes*”. The intention was that financial applies to calculations only and does not apply to all those areas covered in the sentence. This was noted as being unrealistic at level 3. It was recommended that the order of the sentence be considered in the review and update of the qualification.