

Qualification Title: New Zealand Certificate in Business (Introduction to Small Business) (Level 3)

Qualification number: 2454

Date of review: 19 June 2019

This report refers to graduates awarded this qualification prior to: **31 December 2018**

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 who can apply technical knowledge and skills, cognitive and affective skills to identify and assess small business opportunities in a bi- and multi-cultural environment.

Note: This threshold applies within the context of level 3 qualification outcomes

Education Organisations with sufficient evidence

The following education organisations have been found to have sufficient evidence. The following education organisations have been found to have sufficient evidence. The following education organisations have been found to have sufficient evidence.

Education Organisation	Final rating
Cornerstone Education	Sufficient
Northland Polytechnic	Sufficient
TANZ eCampus	Sufficient
Front-Line Training Consultancy Ltd	Sufficient
Te Wananga O Aotearoa	Sufficient

Introduction

The purpose of this Level 3, 60 credit, qualification is to provide New Zealand with people who can prepare for a small business, including identifying and assessing the opportunities and requirements for small business, in a bi and multi-cultural environment.

Graduates of this qualification may progress to further study at Level 4 in the business area, or they may apply their skills and knowledge to identifying business opportunities and planning for a small business.

NZQA is the qualification developer (on behalf of and in collaboration with the sector) and a representative attended the consistency meeting. The representative was involved in the development of the qualification and is actively engaged with business stakeholders in the review of this qualification and other business qualification. The representative brought a

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specific focus to this review, reflecting the views of key business stakeholders: 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 and for the context of a real or realistic business entity, and in light of the requirements of that context.”

Five tertiary education organisations, including two institutes of technology and polytechnics (ITPs), two private training establishments (PTEs) and one wānanga had a total of 938 students graduate during the review period. Their representatives participated in the meeting, along with an observer from an ITP who had the programme approved but had no graduates.

A range of approaches were used to deliver the programmes in a variety of contexts: some graduates had learnt through full-time face-to-face delivery, whilst others were offered fully online and/or blended delivery with block courses. The learners were also varied, including cohorts of Youth Guarantee students, inmates from a Corrections facility, and learners involved in ‘whanau transformation through education’ with Te Wananga o Aotearoa.

Some graduates had progressed to higher level study, or were applying their skills in the workplace, whilst others had used the qualification as a starting point on their journey towards establishing a small business.

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 evidence the education organisations provided has been broken down into three categories: programme related evidence, stakeholder feedback and graduate destinations and feedback.

Programme evidence

All of the education organisations demonstrated how they had met the condition of the qualification by providing descriptions of the contexts in which their programmes were delivered and assessed, and how this aligned to a ‘real or realistic business context’. Many of the learners were in full or part time work or were able to apply their learning to real business situations.

Most of the education organisations included programme matrices, showing how the graduate profile outcomes were mapped to learning outcomes and assessment activities, as well as describing how the programmes were structured and delivered.

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One provider, having gained approval and accreditation through the Te Hono o Te Kahurangi framework, showed how the guiding kaupapa are the basis on which their programme and concurrent and subsequent activity (for both tauira and kaimahi) is rooted.

Moderation evidence was presented in all submissions, with results of internal and external moderation activities showing how consistent and reliable assessment practices were. Internal programme review process also evidenced how feedback was used to improve delivery of the programmes.

Stakeholder/next user feedback

A range of stakeholder/next user feedback was provided in the submissions by the education organisations. This included results of surveys from employers, community-based organisations and next-level tutors where graduates had progressed to higher level or further study. Results were presented and analysed as part of the organisation's self-assessment, and in some cases were supported by commentary from the respondents.

Graduate feedback and destinations

Feedback was collected from the graduates by all the educational organisations. This was mainly done through post-graduation surveys, administered on-line. Survey questions were aligned to the GPOs, included some general questions about skills and knowledge gained, and in one case sought pre-and post-qualification confidence ratings of graduates' knowledge of business. Several organisations had engaged external consulting companies to collect and analyse the results.

Formal feedback was supported by commentary from the graduates. Graduate destination data was provided and showed that some graduates had moved into relevant employment, others had gained useful skills and knowledge which they were using in other employment or were on their journey to self-employment through planning and establishing a small business operation. Some organisations provided evidence of graduates progressing to further or higher levels of study, mostly in the business field.

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

Overall, the self-assessment and supporting evidence supplied by the five education organisations with graduates from this qualification was sufficient to demonstrate consistency of graduate outcomes, and that their graduates had met the graduate outcomes at the determined threshold.

The reviewer and the Qualification Developer were satisfied that the conditions for programme context: "Programme design and delivery, and all assessment will be conducted in and for the context of a real or realistic business entity, and in light of the requirements of that context", were well evidenced and had been met by the five education organisations.

There was a good range of quantitative and qualitative internal and external evidence provided in the submissions, from the three key sources. This evidence had been well analysed, triangulated and presented by the organisations to support their conclusions that graduates met the graduate profile outcomes.

Programme evidence demonstrated that the programmes were well designed and delivered to develop the graduate outcomes in the learners. Moderation processes and results

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generally attested to the validity of assessment. Several organisations had recognised that their external moderation activities needed to be strengthened and presented plans on how this was to be achieved for the next cohort.

Good information on the destination of graduates was provided with some graduates gaining relevant employment, applying their learnings in other unrelated employment, or successfully engaging with further study. This was well supported by feedback from the graduates about the valued skills and knowledge they had gained from the qualification and how this aligned to the graduate profile outcomes. In some cases, survey response rates were not necessarily representative of the graduate cohort, however other evidence provided outweighed this weakness, and strategies were presented on improving these response rates.

Feedback from employers and next-level tutors supported claims that graduates had met the outcomes of the qualification.

Special Focus (includes special focus on a strand or outcome)

As has been noted, the Qualification Developer brought a particular focus to this consistency review that: *Programme design and delivery, and all assessment will be conducted in and for the context of a real or realistic business entity, and in light of the requirements of that context.*

Examples of good practice

The reviewer commends the education organisations on their preparation for this Consistency Review. Effective self-assessment practices were demonstrated in the submissions and associated evidence. Conclusions were reached and well supported by the range of evidence presented.

The presentations provided at the review meeting summarised the evidence well, demonstrated how conclusions had been reached, and provided a useful vehicle for sharing practice and outcomes with colleagues. Post-review reflections were thoughtful and presented strategies to manage areas that needed strengthening e.g. external moderation.

Issues and concerns

None

Recommendations to Qualification Developer

The Qualification Developer participated in the review and gathered feedback from the educational organisations. The reviewer has no further recommendations.