

<b>Qualification title:</b>	New Zealand Diploma in Business (Level 5) with strands in Accounting, Administration and Technology, Human Resource Management, Leadership and Management, Marketing and Sales, and Project Management (Level 5)
<b>Qualification number:</b>	2459
<b>Date of review:</b>	5,6,7 November 2018
<b>Graduate range:</b>	Graduates awarded prior to 31 December 2017
<b>Final decision on consistency of the qualification:</b>	<b>National Consistency Not Confirmed</b>

## Executive summary

Consistency of graduate outcomes is the NZQA quality assurance process used to assure that graduates of New Zealand qualifications meet the qualification outcomes. This means graduates are able to apply their knowledge and skills in employment or higher-level study, to an equivalent, nationally acceptable standard.

The process requires education organisations to submit evidence that their graduates are meeting the qualification outcomes. National consistency is confirmed when the majority of education organisations with graduates of the qualification under review are able to provide self-assessment and supporting evidence that confirm graduate outcomes are being achieved to a consistent and appropriate threshold.

In the review of the above qualification, the reviewers found that a large number of graduates had been awarded the qualification by education organisations that had not been able to present sufficient evidence to support their self-assessment claims.

In addition to consistency reviews, NZQA also quality assures other aspects of an education organisation's activities. Six of the 19 education organisations included in this consistency review have been subject to historical or ongoing monitoring actions by NZQA. These actions include loss of registration, withdrawal of or conditions imposed on their programme accreditation, and working through remedial action plans.

An additional four education organisations have chosen to voluntarily stop enrolments or to withdraw from delivering and awarding the qualification.

The NZQA quality assurance framework integrates quality assurance of entry processes with the ongoing self-assessment activities an education organisation undertakes to assure itself of the quality of graduate outcomes.

As a result of NZQA not confirming national consistency for this qualification, and to assure trust and confidence in the graduates, the qualification will be scheduled for a further consistency review in late 2020 or early 2021.

## Final consistency review report

### Consistency Review Graduate Threshold

The threshold to determine sufficiency with the graduate profile was determined as evidence of the graduate, in an ethical manner and in a bi- and multi-cultural New Zealand environment, being able to:

- Contribute to business entities by having general business knowledge and skills that can be applied in a range of operational roles.

and:

- Apply specialised business knowledge and skills in accounting, administration and technology, human resource management, leadership and management, marketing and sales or project management.

or:

- Be able to pathway to level 6 or higher qualifications in business-related areas.

### Education organisations with sufficient evidence to support their self-assessment

Education organisation	Final rating
Eastern Institute of Technology	Sufficient
Waikato Institute of Technology	Sufficient
Activate Training Centres New Zealand <sup>1</sup>	Sufficient
Otago Polytechnic	Sufficient
ServicelQ	Sufficient
Southern Institute of Technology	Sufficient
Nelson Marlborough Inst of Technology	Sufficient
Canterbury College Limited	Sufficient
Manukau Institute of Technology	Sufficient

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<sup>1</sup> This education organisation is no longer delivering or awarding the qualification.

## **Final consistency review report**

This consistency review report records the results of the assuring consistency review of graduates who were awarded this qualification prior to 31 December 2017. The education organisations noted above are those whose self-assessment and supporting evidence were found to be sufficient to ensure these graduates had met the graduate outcomes at the required threshold. NZQA has no other concerns related to this qualification as delivered by these organisations for graduates prior to 31 December 2017.

### **Introduction**

The purpose of this qualification is to provide New Zealand business entities with people who have general and specialised business knowledge and skills that can be applied in a range of operational roles.

Graduates will benefit New Zealand business entities by contributing to the achievement of the entities' operational objectives, through the application of knowledge and skills, in an ethical manner, in bi- and multi-cultural environments.

In addition, graduates will have specialised knowledge and skills for application in operational roles in New Zealand business entities, depending on which strand is achieved.

Graduates of this qualification can progress to the New Zealand Diploma in Business (Level 6), business qualifications at degree level such as the Bachelor of Business Studies (BBS), or targeted industry or professional qualifications.

NZQA is the qualification developer (on behalf of and in collaboration with the sector); an NZQA representative attended the consistency meeting. The representative was involved in the development of the qualification and is actively engaged with business stakeholders, planning for an upcoming review of this business qualification. The representative, reflecting the views of key business stakeholders, noted that the education organisations needed to ensure their programmes met the 'Conditions for programme context' in 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'.

The New Zealand Diploma in Business education organisation programmes generally consist of core modules and additional modules that are specific to the strands delivered within each education organisation.

Nineteen education organisations had students who graduated during the review period and nearly all had representatives who participated in the meeting, including one industry training organisation (ITO) and several institutes of technology and polytechnics (ITPs) and private training establishments (PTEs). Some education organisations that deliver an approved programme but did not have graduates in 2016 or 2017 sent observers to the review meeting. Over the two-year period there were approximately 400 graduates of this qualification.

### **Evidence**

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes. The nine education organisations listed above presented self-assessment reports or post-review reports supported by convincing, relevant and valid evidence.

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The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by each 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 came from five sources:

- programme-related evidence
- feedback from graduates and their employers
- feedback from other key stakeholders, including about pathways to further learning
- internal and external moderation evidence
- evidence of contextualising a real or realistic business entity.

For the above listed education organisations, the evidence provided was a sufficient representation of graduates' achievement, but in all other cases the evidence was incomplete or did not represent sufficient numbers of graduates to be a viable evidenced sample.

### Programme-related evidence

An issue for some education organisations involved in this review related to a lack of a detailed description on how they had responded to and met the programme conditions set out in the qualification: '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'.

### Pre- and post-moderation

The level of pre- and post-moderation evidence supplied varied. Several providers noted internal pre- and post- assessment moderation being completed by both subject and assessment experts. However, external moderation was problematic. Most education organisations cited issues around staffing, restructuring and the lack of availability of good moderators. Many organisations outlined the future actions they were going to take to provide more robust programme-related evidence.

### Feedback and destination data evidence

A few education organisations provided relevant sufficient evidence of graduate, employer and next-user feedback and thorough destination evidence. Some organisations had feedback from the supervisors/managers of the graduates. A smaller number asked questions that were similar to those posed to the graduates. The outcomes for those that were surveyed were beneficial, and as a result identified useful programmes changes.

### Overall

Organisations that clearly identified any gaps in their evidence or processes developed clear and specific plans to effectively address these gaps. In some cases, the action planned augmented the path to justifying that the standard for sufficiency had been met.

## **Final consistency review report**

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

Many submissions were able to outline the design of the programme incorporating the context and the justification of credits for each assessment. However, not all were mapped to the graduate outcomes and assessed accordingly.

The quality of the survey questionnaires and results varied. The strongest surveys asked to what extent the graduates had demonstrated the graduate outcomes in a real-world context. Open questions and questions that rated the graduate's capability provided strong data. Many surveys asked closed questions (e.g. yes/no) which produced weaker data. Often the analysis of these results was limited.

Stakeholders, including employers and higher-level study providers, were surveyed by some of the education organisations, but not by many. A few triangulated the results of the graduates and supervisors/managers to reach a judgement about how convincing the evidence was that the graduates had demonstrated the graduate outcomes.

Overall, those organisations with a sufficient rating provided evidence that made an adequately convincing case to demonstrate that the graduates match the graduate outcomes at the appropriate threshold.

### **Special focus**

#### **TANZ eCampus**

Graduates from TANZ eCampus were represented by the education organisation they enrolled with. The programme delivered by TANZ eCampus is a collaborative development, between the consortium ITPs, of the learning outcomes and modules that make up this qualification and its multiple strands. However, the mapping aligning graduate profile outcomes with learning outcomes, as submitted by the different graduates' 'parent' ITPs, varied in how much of the qualification was covered.

#### **Programme conditions**

The review focussed on the condition for programme context requiring realism in the context of the programme's delivery. The governance group that developed these business qualifications was determined that the qualifications should be based in real life rather than solely in an academic classroom.

The condition in focus was:

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.

A business entity can be an organisation, or a commercial or other enterprise, not necessarily for profit, and can be a discretely managed business unit within a larger organisation.

Many education organisations seem to have difficulty providing such a programme context. Assessment of candidates outside a real or genuinely realistic context is questionable in terms of meeting the programme design requirements. Where this is applicable it has been noted in each education organisation's individual report.

## **Final consistency review report**

### **Examples of good practice**

Good practice was noted from some education organisations where stakeholders, including employers and higher-level study providers, were surveyed using the same online tool as the graduates. The results of the survey were then compared and analysed to gain explicit information around the employer/pathway stakeholder having the same view of the graduate outcomes as the graduates.

One education organisation had a fully functioning business entity within their organisation and the learning and assessment occurred there.

### **Recommendations to qualification developer**

There were some issues noted, and ongoing discussion, around the programme condition of basing the programme design, delivery and all assessment in the context of a real or realistic business entity. This condition has affected education organisations' ability to deliver and assess the qualification. The review meeting recommended that the qualification developer consider amending this condition when the qualification is reviewed in 2019. The reviewed qualification incorporating changes will be subject to NZQA Approval and Accreditation quality assurance at the time the application to re-list is made.