

Qualification Title: New Zealand Certificate in Outdoor Experiences (Level 3)

Qualification number: 2570

Date of review: 4 August 2020

This report refers to graduates awarded this qualification prior to: **31 December 2019**

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 safely and effectively participate in outdoor experiences in familiar environments which are low risk, and low technical. Graduates safely manage their own participation and acknowledge the importance of kaitiakitanga.

Education Organisations with sufficient evidence

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

| MOE Number | Education Organisation | Final rating |
|------------|---------------------------------------------------|--------------|
| 6025 | Toi Ohomai Institute of Technology Ltd | Sufficient |
| 8091 | Taranaki Outdoor Pursuits and Educational Centre | Sufficient |
| 8129 | Skills Active Aotearoa Ltd | Sufficient |
| 9646 | Te Runanga-o-Turanganui-a-Kiwa T/A Turanga Ararau | Sufficient |

Introduction

The New Zealand Certificate in Outdoor Experiences (Level 3) is a 40-credit qualification designed to provide New Zealand with individuals who can safely and effectively participate in outdoor experiences and who hold the essential technical skills needed to maintain own personal safety while undertaking outdoor experiences in familiar environments which are low risk, low technical. Graduates safely manage their own participation and may pathway into leading group experiences in the outdoors.

The qualification was approved in 2015 and was previously subject to consistency review in 2016. The qualification was reviewed in 2019 and Version 2 came into effect in 2020. Skills Active Aotearoa is the qualification developer and a representative participated as part of this review.

There were four education organisations with a total of 1996 graduates, and representatives from each participated in a virtual consistency review meeting. Only two of the four education providers continue to deliver a programme leading to this qualification.

Each education organisation has graduates with unique graduate and/or stakeholder profile, for example, Iwi, New Zealand Defence Force, secondary school students, and disenfranchised community members. Most education organisations are using their

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programme of study as an opportunity to draw learners into tertiary education through outdoor experiences, which many learners and communities identify with and enjoy. The intangible personal outcomes and gained attributes of graduates are very important, however the consistency review process does not provide the forum to fully celebrate these significant outcomes.

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.

Evidence provided included:

- Confirmation that the education organisations had a coherent programme of study or programme of industry training which ensured that programme components led to the graduate profile.
- Evidence of internal and external moderation that assured that the programmes were assessed at an appropriate level.
- Records of feedback from graduates, employers, next-level tutor and community stakeholders confirming that the programme had provided students with a range of skills aligned to the graduate profile.
- Destination data, both employment and education. This evidence is most convincing when it specifically addresses the component parts of the graduate profile.

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

All education organisations struggled to submit a wide range of evidence that could be triangulated to demonstrate that their graduates matched the graduate outcomes at the appropriate threshold.

Programme information varied. Two education organisations provided evidence to demonstrate a coherent programme of study and matched the GPOs to the course and learning outcomes. Internal moderation was mostly occurring reliably across years and education organisations, only two education organisations engaged in external moderation. All education organisations, bar one, has delivered their programme of study for only a couple of years and of those two have ceased delivery. As a result, there was little evidence of programme review having occurred by most education organisations.

As stated previously, education organisations delivered programmes specifically designed to meet the needs of learners, communities and stakeholders unique to the institute. There is a wide range of graduates, and in some circumstances, it was not always feasible or relevant to

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collect feedback information directly. Overall feedback from graduates, employers and stakeholders was generally weak. Mostly a survey tool was sent to graduates or used as an interview guide. Survey and interview feedback that was collected confirmed that graduates had gained, the skills and knowledge outlined in the graduate profile.

There was a broad understanding about the destination of graduates and little analysis or discussion to explain the qualifications use as a vehicle to pathway to employment or education, rather than a destination in itself.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

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

None.

Issues and concerns

Most education organisations are seeking feedback and information in a condensed time frame from graduates and stakeholders immediately prior to participation in the consistency review. This compounds the already existing challenges to gather evidence and is not producing compelling evidence that reflects the education organisations own perspective as to the extent graduates are meeting the GPOs. There is a need for education organisations to revise systemic and systematic methods of evidence gathering as a quality assurance activity.

Graduate, employer and stakeholder survey tools and questions replicated the GPOs and are too high level to illicit useful information for review and analyses.

Recommendations to Qualification Developer

None. Version 2 of this qualification has been available since 2020.