

Qualification Title: New Zealand Certificate in Arts and Design (Level 3)

Qualification number: 2626

Date of review: 10 July 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 are able to:

- Apply introductory skills and conventions in arts, craft and/or design to investigate and produce work
- Apply creative processes and techniques to solve problems in response to a brief
- Demonstrate introductory work practices in arts, craft and/or design, and explore potential education and employment pathways, and
- Collaborate with others and reflect on select and present work.

Education Organisations with sufficient evidence

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

Education Organisation	Final rating
Eastern Institute of Technology (EIT)	Sufficient
Universal College of Learning (UCOL)	Sufficient
Tai Poutini Polytechnic (TPP)	Sufficient
The Design School (Palmerston North School of Design)	Sufficient
New Zealand Skills and Education Ltd	Sufficient

Introduction

The purpose of this Level 3, 60 credit qualification is to provide an introduction to a range of skills and knowledge in arts, crafts and/or design. This qualification is intended for both school leavers and adult learners, who will be able to apply routine processes with limited supervision in arts, craft and/or design contexts upon graduation. Graduates will generally pathway to higher education rather than employment; however, they may gain experience in voluntary community projects and small businesses in arts, crafts and/or design.

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The qualification developer is NZQA on behalf of the arts, crafts and design industries and a representative attended the consistency review.

During the graduate reporting period, 1 January 2014 - 31 December 2018, five tertiary organisations gained approval and delivered a programme of study leading to the award of this qualification. Between them, the tertiary organisations had 177 graduates during this period. Representatives of the tertiary organisations attended the consistency review and presented the self-assessment of their evidence.

The programmes had been delivered through a range of mediums and contexts: including graphic design, fashion, music film, and carving. All learners had studied full-time and the majority of graduates had taken the expected pathway to a higher level of learning in the arts/crafts and design field.

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.

Programme evidence

The qualification includes a range of general conditions relating to the graduate profile e.g. programme design, including assessment, must reflect the interconnectedness of graduate outcomes and the norms of art, craft and or design practice. Several organisations provided clear evidence of how they were meeting these conditions through their course content, delivery approaches and assessment practices.

Evidence of graduate outcome mapping was provided by most of the organisations, showing how the graduate profile outcomes mapped to the courses, learning outcomes and assessments. This demonstrated coherent programmes of study that were designed and delivered to develop the graduate outcomes in learners.

Moderation evidence was presented in most submissions, with results of internal and external moderation activities showing consistent and reliable assessment practices. One organisation presented evidence of external benchmarking with NCEA portfolio (assessed at 'achieved').

Internal programme review process presented by several organisations evidenced how feedback was used to improve the delivery of the programmes.

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Graduate destination evidence

The tertiary organisations presented evidence showing that the majority of graduates had progressed to further study in level four or five programmes, where education pathways were available within their organisation. Several organisations had graduates who had progressed to degree study. One organisation, that didn't have further study pathways available, provided evidence of a third of their graduates going into employment in related to arts/crafts or design work.

Graduate surveys had been conducted by most of the organisations with results confirming graduates had gained, and were using, the skills and knowledge outlined in the graduate profile. Some survey results were supported by qualitative feedback from graduates and illustrated the personal development, improved well-being and value they had gained through the qualification. One organisation had collected feedback from students before they had graduated.

Stakeholders/Next users

Evidence from tutors of the higher-level study was presented, some collected via surveys and some more informally gathered. Several organisations had triangulated this evidence with that of their graduates, and this showed that there was a close alignment of views and confidence level of the skills, knowledge and capabilities of the graduates against the graduate profile outcomes.

Other stakeholder evidence included feedback from community exhibitions and events, student award, and from programme advisory groups.

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

Good evidence relating to the programme was presented by most of the organisations. This demonstrated that their programmes were designed to develop the graduate outcomes in learners. Moderation results were variable. Several organisations had strong internal moderation processes and results, however, had not yet conducted external moderation as they had not established connections with appropriate moderators. The Consistency Review provided the opportunity for connections to be made and progress on moderation agreements was reported in the post-meeting reflections. The organisations with good moderation results were able to attest to the validity of their assessment outcomes, giving confidence that the graduate outcomes were appropriately assessed and met the graduate profile.

Good information on graduate destinations, mostly to further study, had informed the organisations' self-assessment. In most cases, this was supported by feedback from graduates. Evidence from next-level tutors was supplied. Whilst the quality and extensiveness of this feedback was variable, it was important to demonstrating consistency.

A small number of graduates from one organisation had moved into related employment and a survey had been conducted, however, the results could not be validated as there was no supporting evidence in relation to methodology, response rate and analysis of results.

Other evidence from stakeholders, including feedback from public exhibitions and student awards, supported the organisations' conclusions that their graduates meet the outcomes of

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the qualifications. The organisations were exploring ways to collect and present this evidence more formally.

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

Recommendations to Qualification Developer

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