NZQA
NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
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Qualification Title: New Zealand Diploma in Animation (Level 5)

Qualification number: 2634

Date of review: 25 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 who are capable of self-managing within defined guidelines to produce animated content. The graduates will be able to:

- Apply problem solving skills to a range of creative and/or technical challenges in an animation production environment.
- Create animated works integrating animation principles and using a range of current tools, techniques and processes to meet project briefs.
- Analyse and evaluate own animation work and the work of others.
- Self-manage animation project briefs within defined guidelines.
- Demonstrate and apply professional and ethical practices in an animation production work environment.
- Work collaboratively within a multi-disciplined team.

Education Organisations with sufficient evidence.

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

Education Organisation	Final rating
Animation College of New Zealand Limited (Yoobee Colleges) (Southseas Film and Television School)	Sufficient
Southern Institute of Technology	Sufficient

Introduction

This level 5 qualification of 120 credits is intended for people wanting to gain general animation skills and knowledge required to work as an assistant animator in a studio environment.

Graduates of this qualification may decide to progress to the New Zealand Diploma in Animation (Level 6) [Ref: 2635] or further tertiary study at diploma or degree level in the field of creative arts.

NZQA is the qualification developer and a representative attended the consistency review meeting.

Two education organisations had 56 graduates between them in 2018. There were no graduates prior to 2018.

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 for this review included:

- Confirmation that each of the education organisations had a coherent programme of study or programme of industry training which ensured that programme components led to the graduate outcomes.

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?

Both education organisations provided good evidence related to the alignment of their approved programme of study with the graduate outcomes, and of the quality and suitability of the programmes in terms of supporting graduate consistency with these outcomes. Both organisations provided evidence that their programme provided opportunities for assessment within realistic contexts aligned to the conditions specified in the qualification.

Generally, evidence relating to moderation was strong with both education organisations demonstrating good internal and external moderation processes.

Both education organisations provided further evidence that supports plans to collect information from employers, graduates or teachers in higher level programmes to corroborate that graduates have the skills attributes and knowledge to meet the graduate outcomes.

Special Focus

None

Issues and concerns

None

Recommendations to Qualification Developer

None