

**Qualification Title:** New Zealand Diploma in Arts and Design (Level 6)

**Qualification number:** 2637

**Date of review:** 12 August 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 that the graduates will be able to:

- think critically and
- independently select and apply a range of processes in specialised area of arts and craft design context and
- synthesise ideas to present resolved work in a real-world context.

#### **Education Organisations with sufficient evidence**

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

<b>Education Organisation</b>	<b>Final rating</b>
Toi Ohomai Institute of Technology	Sufficient

#### **Introduction**

This 120-credit Level 6 qualification is designed for learners with broad knowledge and skills in arts, crafts and/or design who wish to specialise in a selected area. Graduates will have sound foundation in which to undertake further tertiary study at diploma or degree level in the field of arts, design or business.

Two educational organisations had graduates during the review period. A NZQA representative participated in the consistency review meetings as the qualification developer. The level 6 diploma was the second year of a level 7 bachelors programmes for both tertiary education organisations.

The threshold developed reflects that a high proportion of the level 6 graduates progressed onto related higher-level study.

#### **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

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- 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**

Learning outcomes were mapped to the five qualification graduate profile outcomes (GPOs).

Good evidence was provided that the programme was delivered in a professional practice related environment.

Information was provided about the reflective culture and ongoing improvements being made in assessment practice.

There was evidence of pre and post-assessment moderation (both internal and external) being undertaken. The coverage of the assessment activity, the robustness of the moderation process, the extent to which assessment judgments were validated; each of these aspects varied between the submissions.

### **Graduate evidence**

Survey feedback was collected by one education organisation, although the graduate response rate was modest for demonstrating the views of the overall graduate cohort. The survey questions posed was somewhat relevant.

### **Destination evidence**

Both education organisations provided convincing evidence that most of the graduates had continued onto related higher learning and a few had work related to the expected employment pathway.

### **Other evidence**

There was considerable variation in the analysis of the evidence and the extent to which the evidence was used to justify that the graduates had demonstrated the graduate profile outcomes at the expected threshold.

### **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?**

One education organisation provided rich programme-related evidence that was convincing evidence that the assessment of graduate capability was robust. Both organisations provided clear and relevant evidence that most graduates progressed onto related higher-level study. The graduate feedback was in one case was of variable quality, and in the other case no feedback was collected. The analysis justification was particularly strong for one of the organisations. Overall, the self-assessment and supporting evidence supplied by one organisation was rated as 'sufficient', demonstrating that its graduates met the graduate profile outcomes at the determined threshold.

### **Special Focus**

None

### **Examples of good practice**

One education organisation revised its assessment rubrics over time as issues identified from usage, as shown in one graphic. The education organisation tracked improvements

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between different versions of the rubric. The external moderation sample provided was detailed, coherent and reflective and informed improved assessment practice. These are two illustrations of robust self-assessment that was convincing evidence for a consistency review.

### **Issues and concerns**

None

### **Recommendations to Qualification Developer**

The threshold for this qualification (and in that developed for the Level 5 Arts and Design Diploma) clarified the differences in the capability of the Level 5 and Level 6 Arts and Design graduates, informed by the experience of delivering this qualification and assessing the capability of actual graduates.