

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

**Qualification number:** 2639

**Date of review:** 19 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 of:

Graduates who demonstrate a range of complex professional practices, practical and theoretical problem-solving methods through the use of specialised skills relevant to creative and digital media in both further education or employment.

This threshold incorporates the graduate profile outcomes as identified below:

- Apply problem-solving skills to complex digital media and design challenges.
- Apply and manage a design process to meet requirements of complex project briefs independently.
- Use specialised skills in the creation of complex design solutions.
- Synthesise theory and practical applications to produce a body of work.
- Demonstrate professional, ethical and business practices in digital media and design environments.

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

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

<b>Education Organisation</b>	<b>Final rating</b>
Southern Institute of Technology	Sufficient
Yoobee Colleges Limited	Sufficient

#### **Introduction**

The purpose of this 120-credit, Level 6 qualification is for people to gain the specialised skills and knowledge required to work as a junior Digital Media and Design practitioner.

The digital media and design industry and creative and cultural sector in Aotearoa New Zealand will benefit by having people trained in specialised areas of digital media and design.

Graduates will be capable of applying skills and knowledge to complex projects in specialised areas of the digital media and design industry.

## **Evidence**

The education organisations provided a range of evidence to demonstrate that their graduates had 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.

The following types of data were provided:

- Graduate destination data
- Moderation – internal and external results
- Programme related evidence

### **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?**

Graduate destination data was provided by both education organisations and shows that graduates progress to either further study or employment of some form. The pathways are directly influenced by the next level offerings provided by each institute. Little analysis of the data collected has occurred.

Graduate, next tutor/lecturer feedback was not sought by the education providers. In both education organisations, graduates are now students and the opportunity to capitalise on the ready access to graduates and next level tutors was not utilised.

Programme mapping of courses to learning outcomes and to the graduate outcomes was provided by the education organisations and clearly evident.

Evidence of internal and external moderation and programme review was provided and generally convincing.

There was a strong focus on student outcomes including assessment and programme activities which were aligned to the graduate outcomes.

### **Issues and concerns**

There was a significant focus on the programme and student assessment opportunities and activities in relation to each graduate outcome. Although this is useful information it does not validate what graduates can, be, know and do in relation to the qualification, and to convincingly demonstrate graduates have met the graduate profile outcomes.

No graduate or next user feedback was available for review or analysis at the time of the consistency review meeting, however next user feedback was available post review.

Generally, evidence gathering of graduate profile outcomes is not occurring as an ongoing quality assurance activity.

### **Recommendations to Qualification Developer**

Discussion was focused on when and how the review of the qualification may occur next year. The qualification developer suggested the inclusion of intellectual property and copyright, specifically cultural aspects, within the qualification needs to be strengthened and will be discussed fully at the qualification review.