

Qualification Title: New Zealand Diploma in Fashion (Level 5)

Qualification number: 2641

Date of review: 9 November 2020

This report refers to graduates awarded this qualification prior to: **1 January 2016 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 that in assistant roles in the fashion industry or next level programmes, graduates will be able to:

- Self-manage design projects to completion by applying technical, conceptual and practical skills and processes that reflect current fashion design industry practices; and
- Demonstrate safe and ethical practices.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6007	Eastern Institute of Technology Ltd	Sufficient
6015	Southern Institute of Technology Ltd	Sufficient
9324	Yoobee Colleges Ltd	Sufficient

Introduction

This 120 credit Diploma is designed for those interested in a career in the fashion design industry. The skills, knowledge and capabilities gained will enable them to work at an operational level in assistant roles in fashion design and construction. Graduates of this qualification may also undertake further study at diploma or degree level in the field of creative arts, including the New Zealand Diploma in Fashion (Level 6) [Ref: 2640].

Three tertiary organisations offer this qualification with a total of 58 graduates between 1 January 2016 and 31 December 2019. NZQA is the qualification developer and a representative attended the consistency review. Two of the three providers are not planning to deliver this qualification in the near future.

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.

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?

Evidence relating to the programme design and delivery was presented, indicating a match between the qualification requirements and the programme of study. The practical nature of the programmes was emphasised and evidenced by the assessments and photographs of finished products. While internal moderation was occurring, in some cases informally, only one education organisation provided evidence of external moderation. Two organisations had experienced difficulties in establishing a moderation partnership with another education organisation offering the same programme.

In the case of two education organisations, graduate feedback evidence of ability to apply the skills, knowledge and capabilities learned was weakened by the fact that only between 20 per cent and 35 per cent of graduates were either in relevant employment or related further study. However, evidence provided indicated that a number of students were applying their skills in different contexts. In the case of one education organisation, six of the 10 graduates surveyed indicated that they were applying at least some of the skills, knowledge and capabilities learned during the programme.

Employer and next user feedback was weak however further evidence was provided post review to confirm graduates are meeting the graduate outcomes.

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

None

Issues and concerns

Establishing external moderation partnerships has proven difficult as so few education organisations offer this programme. Providers are encouraged to seek partnerships with other education organisations offering programmes in similar but not identical creative fields.

As the majority of graduates do not progress into related employment or programmes of study, and, a number of graduates are applying their skills in information and voluntary contexts, the focus of the questions relating to destination outcomes could be adapted to reflect this. It is suggested that the standard categories of related/unrelated employment; related/unrelated further study; neither; unknown, be expanded to include a section where graduates can add details of how and where they are now applying their knowledge, skills and capabilities.

Recommendations to Qualification Developer

None