

Qualification Title: New Zealand Certificate in Assessment Practice (Level 4)

Qualification number: 2752

Date of review: 1st July 2021

This report refers to graduates awarded this qualification prior to: **31st December 2020**

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 graduates working with existing assessment materials are able to:

- Apply assessment principles and processes to make sound assessment judgements on assessment evidence produced by learners.
- Manage the pre- and post-assessment processes in accordance with recognised good practice.
- Act professionally, ethically, and with cultural sensitivity as an assessor.
- Communicate with a diverse range of people including providing effective feedback to learners and providing feedback on assessment design and process.
- Participate in the quality assurance of assessment-related activities to comply with organisational requirements.

The agreed threshold statement is the Graduate Profile Outcome (GPOs) statement for the qualification. These five GPOs accurately describe the skills, knowledge and attributes of graduates with this qualification.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
8144	Community Support Services ITO Limited (trading as Career Force)	Sufficient
8661	NZ Management Academies Ltd.	Sufficient
9964	People Potential Limited	Sufficient
8129	Skills Active Aotearoa Ltd	Sufficient
6022	The Open Polytechnic of New Zealand Limited	Sufficient

Introduction

This Level 4, 40 credit qualification is for individuals who, working with existing assessment materials, undertake the assessment of learners that leads to an award in the adult and

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tertiary education sector. It is particularly relevant to assessors working within the workplace, but may be of equal value in other contexts.

Between 2018 and 2020, there were 357 graduates. Enrolments continue to be high. At present five providers have had graduates. The qualification was originally designed as potentially meeting the professional requirements for registration as a workplace assessor and some Transitional ITOs are now using it for this purpose.

Some providers use their own programmes and others use a programme framed and assessed against unit standards 30421, 30422 and 30423. Both approaches are demonstrably successful in enabling learners to achieve the graduate profile outcomes of this qualification. While some graduates were relatively new to assessment practice, others were experienced assessors. Where this was the case, providers had successfully offered Recognition of Prior Learning and Recognition of Current Competency options.

Version 2 of the qualification was published in May 2021, following a review process that reaffirmed the value of the qualification and added a further graduate outcome. The additional GPO acknowledges the need for assessors to reflect on their own practice with a view to continuing improvement. Credit values for existing GPOs were adjusted so that this new GPO could be accommodated without increasing the overall credit value.

Some graduates are successfully using this qualification as a stepping-stone to further study towards other qualifications in educational practice.

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 included purposeful qualification design and moderation, in addition to graduate, employer and next-level tutor feedback.

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?

The self-assessment provided by all providers was comprehensive and thorough, with good triangulation and analysis of evidence. Where, occasionally, evidence could be stronger, this was recognised by the provider and actions identified to remedy this.

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.

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Special Focus (includes special focus on a strand or outcome)

There was no special focus in this review.

Examples of good practice

All providers supplied strong evidence about how their programmes mapped to the Graduate Profile Outcomes of the Qualification. Some providers also provided explicit analysis of how the conditions for this qualification were met.

Response rates to graduate surveys were generally high. Insightful feedback from both graduates and employers showed that both valued the insights gained as a result of gaining this qualification.

There was good evidence from some providers that this feedback had informed programme improvement for subsequent cohorts.

One provider had begun to explore how the subsequent learners of graduates of this qualification viewed assessment. This is an area which could be usefully explored in future, given that the strategic purpose of qualifications for tertiary educators is ultimately to improve the experience of their learners.

Issues and concerns

None.

Recommendations to Qualification Developer

None. Unfortunately, this consistency review, originally scheduled for 2019, had to be delayed until after the qualification review was complete. However, the consistency review reinforced the value of this qualification and participants in the review meeting verbally endorsed the changes that have been made to version 2 of the qualification.

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