

**Qualification Title:** New Zealand Certificate in Education Support (Level 4)

**Qualification number:** 2761

**Date of review:** 24 February 2021

This report refers to graduates awarded this qualification between: **1 January 2016 – 31 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, working under broad guidance, graduates of this qualification will be able to:

- apply the ethical, legal and professional responsibilities related to education support contexts in order to maintain health, safety and wellbeing of children
- establish and maintain reciprocal and responsive professional relationships with all stakeholders to encourage learning, within an education support context
- apply principles of inclusive practice to achieve positive and equitable opportunities for diverse learners
- apply key theories of learning and human development, within specified education and community contexts
- assist teachers with the planning, implementation and evaluation of teaching and learning, using resources, technologies and systems to meet specific outcomes.

#### Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
8360	Taranaki Educare Training Trust	Sufficient
6022	The Open Polytechnic of New Zealand Ltd	Sufficient
6025	Toi Ohomai Institute of Technology Ltd	Sufficient
9918	Training for You Ltd	Sufficient

#### Introduction

This Level 4, 40 credit qualification is designed for individuals who are existing teacher aides or seeking an education support position to provide them with the skills, knowledge, and capability to work under broad guidance to effectively support learning, from early childhood to tertiary and community education.

This qualification may also lead to further study towards qualifications in teacher education or human services at Level 5 or above. While there were no strands, there are general conditions which shape the content and delivery of the programme.

## Final Consistency Review Report

Four education organisations have graduates for this qualification with a total of 298 graduates over the reporting period.

### 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.

Overall, the evidence provided covered most areas under consideration, but analysis and self-assessment was weak. This evidence was strengthened post review, with education organisations providing further 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?

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes. This included evidence related to the alignment of the programme, graduate feedback, destination data and stakeholder feedback.

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 (includes special focus on a strand or outcome)

None

### Issues and concerns

In some cases, it would appear that surveys had been sent out only recently but covered graduates from all four years. Response rates overall were low.

Self-assessment of the evidence submitted is weak, and where it is provided, tends to focus on stating what is rather than why and 'so what'.

Some education organisations failed to take the opportunity to seek industry feedback from practicum partners on its ability to prepare graduates to meet the GPOs. Little was made of the practical real-world nature of the programme, which could have provided strong evidence of the efficacy of the programmes in enabling graduates to achieve the GPOs.

### Recommendations to Qualification Developer

None