

Qualification Title: New Zealand Diploma in Early Childhood Education and Care (Level 5)

Qualification number:2851

Date of review: 23 & 24 September 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:

This threshold incorporates the graduate profile outcomes as identified below:

- apply knowledge of key early childhood teaching, learning, and development theories and approaches to inform and guide practice in Aotearoa New Zealand;
- promote learning by implementing the philosophy, principles, and practices embodied in the bicultural New Zealand early childhood curriculum framework, Te Whāriki;
- provide a healthy, safe, and inclusive environment for the protection, care, and education of diverse learners;
- communicate effectively to develop and maintain collaborative relationships with a wide range of people in an early childhood education and care community;
- engage in reflective practice in an early childhood setting;
- apply professional standards, legal requirements, and ethical principles in a socially and culturally responsive manner to guide and support practice in an early childhood setting;
- engage in bicultural ECE practice which reflects an understanding of
- the principles inherent in te Tiriti o Waitangi/Treaty of Waitangi and
- the place of Māori as tangata whenua;
- use knowledge of the history of early childhood education in Aotearoa New Zealand to inform a developing personal philosophy of early childhood
- education practice;
- practice in a culturally responsive manner that is informed by children’s language, culture and identity.

Education Organisations with sufficient evidence

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

Education Organisation	Final rating
Manukau Institute of Technology	Sufficient
ICL Business School	Sufficient
Ashton Warner Nanny Academy	Sufficient
New Zealand Tertiary College	Sufficient
Toi Ohomai Institute of Technology	Sufficient

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ATC New Zealand	Sufficient
Bodhi Limited	Sufficient
New Zealand School of Education Limited	Sufficient
New Zealand Management Academies Limited	Sufficient
Open Polytechnic	Sufficient
Whitireia Community Polytechnic	Sufficient
Universal College of Learning	Sufficient

Introduction

The purpose of this qualification is to provide Aotearoa New Zealand with proficient educators who, in a range of early childhood contexts, can provide and/or support the education and care of infants, toddlers, and young children. It is also intended to enhance community outcomes.

Graduates may provide supervision and/or guidance of volunteers or other staff, depending on the early childhood setting and associated regulatory framework and criteria.

This qualification does not lead to teacher registration, but it may provide opportunities for graduates, under specified criteria, to progress to a Level 7 ECE initial teacher education qualification.

A consistency review meeting was held in Auckland and Wellington. Twelve providers presented: five ITPs and seven PTEs.

In addition to the Education Organisations, the consistency review was attended by an observer from Te Rito Maioha Early Childhood New Zealand Incorporated which has a programme leading to the qualification but no graduates.

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

The following types of data were provided:

- Graduate destination data
- Graduate feedback
- Next level tutor/lecturer feedback
- Employer feedback
- Moderation – internal and external results
- Programme related evidence

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How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Graduate destinations were discussed by all education organisations. Most graduates have progressed to further study or employment just as the qualification intended. The majority that progressed in study have continued onto the second year of level 7 ECE related Bachelor programme.

Graduate feedback provided an opportunity for all education institutes to provide evidence that their graduates matched the graduate profile outcomes at the appropriate threshold. Feedback was mostly gathered via survey and the quality of the survey tools and questions, and resulting information gathered, varied significantly. Most feedback was limited to a rating and did not provide any detailed information for analysis to validate or improve consistency. Generally, the response rate for some education organisations was low, bringing into question the validity of conclusions and findings, as being representative of the institute's graduates.

Next level tutor/lecturer feedback was an opportunity almost every education organisation could utilise as a source of evidence, although few capitalised on this well. Generally, the quality of this feedback was perfunctory. Improving the quality and type of information collected would benefit education organisations at annual programme review.

Employer feedback although relevant for most education organisations, was challenging to gather. Where feedback was available the quality and sufficiency of the evidence to validate graduates meet the GPOs was varied.

Programme related evidence, most submissions included the mapped learning outcomes and course content to the graduate profile outcomes. Some also mapped the GPO's to relevant assessments and evidence of quality processes that ensure effective programme delivery. The qualification conditions in relation to programme structure and context, was broadly discussed by education providers. Annual programme review was not discussed by many education providers, which is reasonable as most are in the second year of delivery of this qualification at the time of the consistency review. Moderation, in particular external moderation, was a weakness identified in several education organisation. The evidence of systematic and robust internal moderation was variable across education organisations.

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.

Examples of good practice

Mapping learning outcomes and courses to the GPOs was clearly evident and for the vast majority of education organisations the supporting evidence was comprehensive and transparent.

A few education organisations effectively used more than one method to gather graduate feedback. Although in some cases this was a necessity to validate graduate's outcomes were met, for one education organisation this was a planned and comprehensive process which provided quality data and information for analysis and use.

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Issues and concerns

There are two specific requirements within the qualification; completion of approximately 120 hours supervised practice in an ECE setting and how the safety of children is assured and addressed in relation to the Children's Act 2014. Although there is no concern or evidence that these conditions were not met, not all education organisations provided succinct and specific evidence to identify how the conditions within the qualification are met within the programme.

A small number of graduates are self-employed and although this in itself is a good outcome, education organisations were challenged in their attempts to gather and validate evidence as to what the graduate can, do, know and be. Some useful discussions were held how this might be addressed going forward. Equally seeking feedback from employers has potential difficulties, including questions around privacy which were discussed.

Although education organisations had only two years of graduates, evidence gathering is not occurring as an ongoing quality assurance activity, impacting the extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes.

Almost all education organisations are seeking feedback and information in a condensed time frame, from graduates and stakeholders, immediately prior to participation in consistency review. This is not producing the compelling evidence that reflects the education organisations own perspective as to the extent graduates are meeting the GPOs.

The partial data and information collected by most education organisations constrained analysis and limited the use and understanding to achieve actual or improved consistency going forward.

Recommendations to Qualification Developer

Overall there was positive feedback about the qualification, and a range of different programmes have been developed within scope.

In response to some concern regarding off-shore delivery the suggestion to develop an international/global version of the qualification that enables delivery off shore was discussed.

General discussion included ECE Level 4 and Level 5 focus, two GPOs that could be improved, and the change from the Vulnerable Children's Act 2014 (VCA) to Children's Act 2014 (reprint 21 December 2018).