

**Qualification Title:** New Zealand Diploma in Early Childhood Education and Care (Level 6)

**Qualification number:** 2852

**Date of review:** 27 October 2020

This report refers to graduates awarded this qualification prior 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 of graduates who are proficient early childhood educators, able to work professionally and collaboratively to provide education and care of infants, toddlers, and young children in a range of early childhood contexts, including those underpinned by specific philosophies.

Graduates can, in an early childhood education context:

- critique and apply a range of pedagogies and contemporary early childhood teaching, learning, and development theories to practice
- support children's learning by applying a range of approaches to assessment for learning
- evaluate and guide the provision of a healthy, safe, and inclusive early learning environment for the protection, care, holistic wellbeing, and education of diverse children
- critically review own health, wellbeing, and professional development to refine own reflective practice
- work collaboratively with others and apply leadership capability to enhance practice
- critically review and respond to the professional, legal, regulatory, and ethical responsibilities required of early childhood education settings to inform and guide practice
- apply the principles inherent in te Tiriti o Waitangi/Treaty of Waitangi to inform bicultural early childhood education in Aotearoa New Zealand and guide practice across all aspects of an ECE service
- establish a personal and professional philosophy of practice through the critique of a range of socio-cultural influences, including Māori and Pasifika philosophies of practice and pedagogies, on contemporary early childhood education in Aotearoa New Zealand
- engage in culturally responsive early childhood practice in Aotearoa New Zealand that enhances outcomes for children and their families, including those from Pacific nations.

**Education Organisations with sufficient evidence**

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

## Final Consistency Review Report

MOE Number	Education Organisation	Final rating
7548	ICL Graduate Business School	Sufficient
8022	Bodhi Limited	Sufficient
8619	NZ Tertiary College Limited	Sufficient

### Introduction

The purpose of this Level 6 diploma of 120 credits is to provide Aotearoa New Zealand with proficient early childhood educators who can work professionally and collaboratively to provide education and care of infants, toddlers, and young children.

Graduates may work in a range of early childhood contexts, including those underpinned by specific philosophies. It is also intended to enhance community outcomes. Graduates may provide management and leadership 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 Early Childhood Education (ECE) initial teacher education qualification.

Graduates of this qualification have the depth of skills and knowledge to work as early childhood educators in a range of early childhood contexts, such as centre-based, hospital-based, home-based, parent-led, or culturally-based contexts such as Pasifika or Māori (kaiako/kaiārahi). They may also be involved in voluntary roles in early childhood settings.

NZQA is the qualification developer, and a representative attended the consistency review.

The general conditions for programmes leading to the New Zealand Diploma in Early Childhood Education and Care (Level 6) include requirements relating to regulations, te Tiriti o Waitangi, diversity of contexts and settings, programme design, and practical experience.

Thee education organisations that participated in this consistency review had a total of 130 graduates.

### Evidence

Th 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.

## Final Consistency Review Report

Evidence provided for this review included:

- Confirmation that each of the education organisations had a coherent programme of study which ensured that programme components led to the graduate profile and encompassed the general programme conditions stipulated in the qualification.
- Graduate surveys and feedback from next-level tutors and employers which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.
- Destination data supporting that graduates had progressed to further study as described in the qualification's Education Pathway, or to employment as described in the qualification's Employment Pathway.

### **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?**

Education organisations submitted a range of evidence that could be triangulated to demonstrate that graduates match the graduate outcomes at the appropriate threshold. This included moderation evidence, programme alignment, graduate, next-level tutor and employer feedback, and destination data.

All education organisations provided good evidence related to the alignment of their approved programme of study with the GPOs, and of the quality and suitability of the programmes in terms of supporting graduate consistency with the graduate outcome. To varying degrees, education organisations were able to demonstrate how the general conditions stipulated within the qualification had been met within their programmes.

Evidence relating to moderation was mixed, with some education organisations demonstrating good internal and external moderation processes. Others had acknowledged weaknesses in this area but were able to describe and evidence improved processes being implemented.

Most education organisations also presented feedback from graduates that was directly aligned to the GPOs. Most were able to provide positive evidence, albeit informal in some cases, from next-level tutors that graduates were applying skills and knowledge consistent with the GPOs.

Confirmation that graduates were continuing to successfully study in higher-level ECE programmes was viewed as strong evidence.

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.

### **Examples of good practice**

Some education organisations submitted evidence of good efforts to contact graduates who had progressed to further study at other organisations (i.e. not just evidence for those who had progressed in-house).

## **Final Consistency Review Report**

Many education organisations tried a variety of methods to engage graduates and have them provide feedback, e.g. Zoom meetings, phone calls, use of social media.

### **Issues and concerns**

None.

### **Recommendations to Qualification Developer**

None.