

Qualification Title: New Zealand Certificate in Study and Career Preparation (Level 4)

Qualification number: 2860

Date of review: 7 September 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 can:

- locate, select and analyse relevant information from a variety of sources and apply to context-relevant tasks and problems
- work independently and collaboratively on context-relevant academic tasks and problems
- construct a reasoned and researched argument, communicated using a range of appropriate media
- develop and evaluate a study and career plan that identifies specific long-term career goals.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6004	Unitec Institute of Technology Ltd	Sufficient
6006	Ara Institute of Canterbury Ltd	Sufficient
6008	Wellington Institute of Technology Ltd	Sufficient
6009	Universal College of Learning Ltd	Sufficient
6010	Manukau Institute of Technology Ltd	Sufficient
6011	Nelson Marlborough Institute of Technology Ltd	Sufficient
6012	Northland Polytechnic Ltd	Sufficient
6013	Otago Polytechnic Ltd	Sufficient
6014	Whitireia Community Polytechnic Ltd	Sufficient
6015	Southern Institute of Technology Ltd	Sufficient
6017	Western Institute of Technology at Taranaki Ltd	Sufficient
6019	Waikato Institute of Technology Ltd	Sufficient
6022	The Open Polytechnic Ltd	Sufficient

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MOE Number	Education Organisation	Final rating
6025	Toi Ohomai Institute of Technology Ltd	Sufficient
7647	New Zealand School of Education Ltd	Sufficient
8167	Naturopathic College of New Zealand Ltd	Sufficient
8270	BOP School of Welding Ltd	Sufficient
8360	Taranaki Educare Training Trust	Sufficient
8630	Te Wananga o Aotearoa	Sufficient
8642	South Pacific College of Natural Medicine	Sufficient
8661	New Zealand Management Academies Ltd	Sufficient
8563	Laidlaw College Incorporated	Sufficient
8694	Bethlehem Tertiary Institute	Sufficient
6007	Eastern Institute of Technology Ltd	Sufficient

Introduction

This level 4 qualification of 60 credits is for people intending to pursue focused development in the skills, capabilities, knowledge and attributes needed to succeed at higher levels including at degree level, within the context of a field of study or career pathway.

Graduates of this qualification may have enhanced employment opportunities in industries and professions associated with the context of their programme.

This qualification builds on qualifications at New Zealand Qualification Framework Levels 2 and/or 3, including National Certificate in Educational Achievement (Levels 2 and 3) [Ref: 0973 and 1039].

Holders of this qualification will be able to progress to further study or training at NZQF Level 5 and above (degree, diploma or certificate) related to the context of their programme.

NZQA is the qualification developer, and representatives attended the virtual consistency review meetings via Zoom.

The general conditions for programmes leading to the New Zealand Certificate in Study and Career Preparation (Level 4) include a requirement that programmes specify one or more contexts. 24 education organisations presented a range of programme contexts, delivered in a range of settings.

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

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- 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 provided for this review included:

- Confirmation that each of the education organisations had a coherent programme of study or programme of industry training which ensured that programme components led to the graduate profile.
- 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 assessment and moderation evidence; programme alignment; graduate, next-level tutor and employer feedback and destination data.

Most 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 profile outcome. Education organisations were able to clearly articulate the programme context or pathways that graduates completed.

Education organisations used a variety of approaches to evidence that the general conditions for the programme stipulated in the qualification were being met.

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 provide evidence of improved processes being implemented. A relatively high number of organisations had only recently taken steps to establish partnerships for external moderation.

Most education organisations also presented feedback from graduates that was directly aligned to the GPOs. Most were able to provide positive evidence from next-level tutors and employers that graduates were applying skills and knowledge consistent with the GPOs, although the quality of this evidence was variable.

Many education organisations provided evidence of recently improved processes for gathering timely feedback from graduates and next-level tutors aligned to the skills and knowledge in the GPOs.

Confirmation that graduates were continuing to successfully study in higher-level programmes related to the context of study or career pathway, was viewed as strong evidence.

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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

A small proportion of education organisations undertake well-timed surveys post-graduation for each cohort (for example, three to six months after programme completion). This generally results in good engagement and a higher survey response rate. Conversely, other organisations are undertaking surveys for all graduate cohorts at one time as a compliance exercise before the Consistency Review. This tends to result in less valuable information and more difficulty engaging with graduates.

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

Many education organisations tried a variety of methods to engage graduates and have them complete graduate surveys, for example Survey Monkey, phone calls, use of social media.

Issues and concerns

None.

Recommendations to Qualification Developer

None.