

Qualification Title: New Zealand Certificate in Study and Career Preparation (Level 3)

Qualification number: 2863

Date of review: 30 October 2018

This report refers to graduates awarded this qualification prior to: **31 December 2017**

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, within the context of a field of study or career pathway, graduates can:

- Identify and apply knowledge obtained from a variety of specialised relevant sources,
- Achieve relevant goals by:
 - i. Managing their own learning
 - ii. Working effectively as an individual
 - iii. Working effectively as a team-member;
- Use a range of appropriate media to:
 - i. Solve problems
 - ii. Communicate clearly;
- Evaluate opportunities and develop plans for study and career pathways.

Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
Ara Institute of Canterbury	Sufficient
Manukau Institute of Technology	Sufficient
New Zealand Management Academies Ltd (NZMA)	Sufficient
Tai Poutini Polytechnic (TPP)	Sufficient
Taranaki Educare Training Trust	Sufficient
The Open Polytechnic	Sufficient
Unitec New Zealand	Sufficient
Ignite Colleges	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Wellington Institute of Technology	Sufficient
Whitireia Community Polytechnic	Sufficient

Introduction

This 60-credit qualification is intended for those wishing to pursue focused development in the skills, capabilities, knowledge and attributes needed to succeed in study at NZQF Level 4 or above, within the context of study or a career pathway. It is expected that the majority of graduates will progress to study a higher qualification.

Ten education organisations participated in the review, with the number of graduates, up to 31/12/ 2017, ranging from 10 to 217.

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

For the majority of organisations, evidence included programme robustness, programme coherence with the qualification, graduate and employer or next user feedback and graduate destination data.

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

A range of evidence was provided. This included:

- Evidence of the robustness of the programmes of study leading to this qualification
- Evidence of the programmes match with the qualification's graduate profile outcomes (GPOs)
- In some cases, evidence of destination data; and graduate feedback
- Feedback from academic staff delivering higher level study programmes

Although in most cases the qualification led to further education, a number of graduates did progress into employment. However, little data was provided in terms of employer feedback. This should be considered for inclusion in the next consistency review.

Some presentations focused on programme delivery, making minimal reference to graduates meeting the graduate outcomes. Greater emphasis should also be given to the analysis and explanation of

data; how the data informed the education organisation about its graduates.

Overall, the information provided covered a range of evidence that could reasonably justify and validate claims and statements relating to the consistency of the graduate outcomes.

Special Focus

The qualification requires programmes of study to be contextually focused to enable students to gain an understanding of a particular field of study or career pathway.

Examples of good practice

There were examples of robust self-assessment and reflection, with organisations progressing their thinking from raw evidence to what the organisation had deduced from the evidence, including any actions that were planned.

One organisation had matched the programme to the qualification in three ways:

- Programme learning outcomes to the qualification graduate profile outcomes
- Credit allocations to graduate profile outcomes.
- Assessments to qualification graduate profile outcomes

This provided robust evidence that the programme was carefully designed to ensure graduates had been taught and assessed according to the requirements of the qualification.

Issues and concerns

All programmes were contextually focused, either in terms of the intended study or the career pathway. It was of concern to note that one provider offered a certificate which stated a career pathway in its title, but none of the graduates had progressed to this career path.

Recommendations to Qualification Developer

The first meeting discussed the learning of transferable skills that would be applicable in any context that the student chose to apply these to. It was suggested that the qualification review consider making this feature of the learning more explicit within the qualification document.

Note

Tai Poutini Polytechnic (TPP) presented evidence relating to their programme of study which had been offered through their MAINZ campus. MAINZ is now owned by Southland Institute of Technology (SIT), and so TPP are no longer responsible for future graduates of this programme. However, TPP indicated that feedback from the review would be provided to SIT.