

Qualification Title: New Zealand Diploma in Creativity (Level 5)

Qualification number: 2867

Date of review: 11 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:

While undertaking further study or in a broad range of vocations, disciplines and contexts, graduates will be able to:

- Work independently, taking responsibility for their own practice, to effectively apply creative thinking and/or creative processes
- Experiment, discover, apply and test the viability of new possibilities
- Implement a project, based on a creative concept.

Education Organisations with sufficient evidence

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

Education Organisation	Final rating
Wellington Institute of Technology	Sufficient
Universal College of Learning	Sufficient
The Learning Connexion	Sufficient

Introduction

This qualification is suitable for people seeking the skills and knowledge to effectively apply creative processes across a range of contexts. Graduates will be able to work in a broad range of vocations and disciplines to independently apply creative thinking and creative-making skills.

The holders of this qualification may choose to continue their education towards a higher diploma or degree-level qualification, such as the New Zealand Diploma in Creativity (Level 6) [2868].

Three organisations offered programmes of study leading to the award of this qualification, with graduate numbers ranging from 14 to 43.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

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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.

Evidence provided for the review included how programmes and the assessments were mapped to the qualification graduate profile outcomes, internal and external moderation schedules and results, feedback from graduates, destination data (further study, employment and other creative pursuits) and feedback from the next-users including tutors of higher level study and employers.

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?

While the evidence relating to the design of the programme of study and the quality of assessment was generally strong, evidence gained from employers and the graduates was weaker. Destination evidence showed that most of the graduates continued in the education pathway, moving onto study the Level 6 Diploma. Fewer graduates entered employment that focuses on creativity and involves applying the graduate profile outcomes of this qualification. Some TEOs provided evidence of graduates continued input into creative fields on an informal or ad hoc capacity, such as playing in bands.

Overall, the self-assessment and supporting evidence supplied by those organisations found sufficient demonstrates that their graduates meet the graduate profile outcomes (GPOs) at the determined threshold.

Special Focus (includes special focus on a strand or outcome)

None

Examples of good practice

There were two examples of good practice.

One provider used Facebook to maintain contact with graduates and keep abreast with their creative ventures, which provided evidence of continued application of the GPOs.

Another provider used behaviourally anchored questions in graduate surveys, i.e. 'can you tell me about a time when you?', which provided the opportunity for graduates to evidence their application of the GPOs. It also enabled the organisation to determine the graduates' understanding of the GPO. The organisation used the same style of questioning for employers which again enabled them to provide rich data for analysis.

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Issues and concerns

As there is no direct link between this qualification and a specific vocation and some graduates continue in this field on an informal, ad hoc or very part-time basis, evidence gained from employers or graduates overall was not strong. In most cases students' employment did not provide the opportunity to use the skills, knowledge and attributes learned. To strengthen this aspect and provide realistic outcome evidence, education organisations need to canvass graduates in terms of their ongoing involvement in creative endeavours, whether formal, informal or ad hoc, rather than seek data only on employment.

Recommendations to Qualification Developer

This qualification encompasses a wide range of creative endeavours/contexts and tends to align with students' strengths. This means that not all GPOs are achieved to the same extent. It was suggested that this be reflected on in the upcoming qualification review.

It was also suggested that the review and subsequent qualification take account of the informal and often ad hoc nature of graduates continued involvement in areas of creativity.