

**Qualification Title:** New Zealand Diploma in Creativity (Level 6)

**Qualification number:** 2868

**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 contexts where creativity and innovation are needed, graduates will be able to:

- independently produce innovative, research-based solutions in a chosen field
- initiate, analyse and present original projects that show the development of a creative theme(s), and
- recognise the ways that different communities, cultures and disciplines view their creative practices.

**Education Organisations with sufficient evidence**

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

Education Organisation	Final rating
The Learning Connexion	Sufficient

**Introduction**

This qualification is suitable for people seeking to enter or enhance careers within the creative arts and other industries where creativity and innovation are needed. Graduates will be able to independently produce innovative research-based solutions in a chosen field as an employee, contractor or self-employed.

The holders of this qualification may choose to continue their studies at diploma or degree level in the field of creative arts, or the field of business if pursuing self-employment.

One education organisation offered a programme of study leading to the award of this qualification in 2018, and they had 26 graduates.

**Evidence**

The education organisation provided 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.

The education organisation provided evidence on the quality and robustness of the programme and assessment and alignment with the qualification's graduate profile outcomes, to demonstrate that their graduates met the graduate profile outcomes. Evidence of internal and external moderation was also provided, and information about graduate destinations 6 to 12 months post-graduation.

### **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?**

The evidence of the quality of the programme and assessment was generally strong. Visual presentations of student performance and achievement of the learning outcomes via 'The Workroom' presented at the review provided strong evidence of how student achievement of the learning outcomes and GPOs was monitored throughout the programme

However, evidence gained from employers and graduates was weak, and in some instances, combined with other qualification data. Additionally, where data was submitted it was difficult to evaluate the robustness of the evidence as response-rates were not included. The education organisation was able to submit, post review, further evidence and improvements of gathering stakeholder feedback to make a convincing case that their evidence demonstrated their graduates had met the graduate outcomes at the appropriate threshold.

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

None

### **Examples of good practice**

Monitoring of student performance and achievement of the learning outcomes via 'The Workroom' illustrates good practice for monitoring student achievement of outcomes, at both GPO and learning outcome level, throughout the programme.

### **Issues and concerns**

None

### **Recommendations to Qualification Developer**

None offered during the review process.