

**Qualification Title:** New Zealand Certificate in Creativity Level 4

**Qualification number:** 2869

**Date of review:** 24 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:**

The threshold to determine sufficiency with the graduate profile was determined as evidence of the graduate, with some guidance, being able to:

- Investigate media and creative processes when producing own work.
- Present work for review that shows evidence of the application of creative processes.
- Examine the role of creativity in practical contexts to change or improve outcomes.
- Explore own creative practice in relation to wider contexts.

**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
Whitireia Community Polytechnic	Sufficient
Universal College of Learning	Sufficient
The Learning Connexions	Sufficient
Ara Institute of Technology	Sufficient

**Introduction**

The New Zealand Certificate in Creativity is a level four, 60 credit qualification. The level 4 qualification is a pathway programme for students wanting to gain foundation skills in creativity, including the ability to explore ideas in a range of conventions and media. The majority of students pathway into a level 5 programme related to the creative industry.

The consistency review was held over one day. Six providers had graduates. Wellington Institute of Technology and Whitireia Community Polytechnic gave one presentation pertaining to graduates of both organisations. One provider participated in the consistency review by video conference.

Across all providers, there were 206 graduates during the review reporting period. Programme content varied across providers including furniture design, digital media and visual/fine art. One provider had a Memorandum of Understanding with the Department of Corrections to deliver the Certificate and Diploma in Creativity to prisoners in correctional facilities.

## Final Consistency Review Report

### 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.

Examples of the evidence provided included:

- Mapping of qualification outcomes to the programme learning outcomes, and in some cases, assessments.
- Internal and external pre- and post-assessment moderation reports and/or action plans. Some providers had no external moderation evidence.
- Graduate feedback against the GPOs, and where relevant, employer and next-level tutor feedback.
- Programme review documentation including photo evidence of student creative work.
- Post review reflections.

### **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?**

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.

The majority of graduates (75%) went on to further study, which is a key outcome of the qualification. As a result, employer feedback was limited with only one organisation providing employer feedback, which was not specific to the GPO's.

Providers used mostly quantitative surveys to gather feedback from graduates and stakeholders. However, two providers supplemented their quantitative data with qualitative interviews. In general, graduates were confident that they met the outcomes intended in the qualification and this was often corroborated by next-level tutor feedback. One provider submitted no evidence of graduate feedback.

GPO's are integrated across programme modules, learning outcomes and assessments. Four providers had external moderation partners that were effective in identifying areas to improve assessment practice. Three providers had not completed any external moderation of their assessments.

Providers discussed gathering feedback from graduates who were self-employed or contributing to community or whānau projects as valuable real-world evidence of GPO's being demonstrated in future reviews. No providers submitted such evidence.

## **Final Consistency Review Report**

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

There were no areas of special focus.

### **Examples of good practice**

Gathering qualitative feedback from graduates through discussion groups/forums and individual interviews to supplement quantitative data through surveys.

### **Issues and concerns**

None

### **Recommendations to Qualification Developer**

There were no recommendations for the qualification developer.