

Qualification Title: New Zealand Certificate of Steiner Education (Level 3)

Qualification number: 2939

Date of review: 2 February 2021

This report refers to graduates awarded this qualification prior to: **31 December 2020**

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 were able to:

- be independent life-long learners who are able to self-reflect and take initiative, when required and applying well-developed moral, ethical and personal standards to a range of life situations, informed by a Waldorf/Steiner context and approach
- apply comprehensive knowledge, skills and understandings from a range of compulsory core disciplines in a wide range of educational contexts
- apply comprehensive knowledge, skills and understandings from a range of self-chosen elective subjects across a broad range of educational contexts
- apply public presentation and display skills in a wide range of contexts
- research and analyse new and/or abstract data and situations with minimal guidance, using a range of techniques appropriate to a subject area.

These graduate profile outcomes should be consistent with the Level 3 qualification descriptors on the New Zealand Qualification Framework.

Education Organisations with sufficient evidence

The following education organisation was found to have sufficient evidence.

MOE Number	Education Organisation	Final rating
7985	Federation of Rudolf Steiner Waldorf Schools in New Zealand	Sufficient

Introduction

The purpose of this Level 3, 80-credit qualification is to certify students who have, with self-direction, developed skills, knowledge, capabilities and attitudes required to take command of their future direction to typically progress onto further education or alternatively into paid employment. A key factor in this context is the Steiner/Waldorf curriculum for Year 13 which meets the requirements of the New Zealand Curriculum.

One education organisation reported 138 graduates for the review period from 1 January 2017 to 31 December 2020. The Federation of Rudolf Steiner Waldorf Schools in New Zealand was also the qualification developer and a separate representative attended the review.

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Evidence

The education organisation 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.

Programme evidence

- A table was provided that clearly mapped the graduate outcome statements to relating learning outcomes.
- The moderation related evidence was typically high-quality. There was a clear moderation schedule showing full coverage of the schools across the four-year review period. Experience independent moderators were used. Annual school level moderation reports were evaluative and analytical. The agreement rates were sound though varied, giving general confidence in the assessment being undertaken. Recommendations were being made for improvement.

Graduate evidence

- The graduate feedback evidence was not representative and of modest quality despite a credible attempt. This was a challenging task that requires further attention.

Destination evidence

- Detailed destination data was provided across all the schools concerned over the four-year review period. It showed where most graduates had enrolled in further study and sometimes, whether this study was completed.
- There was compelling evidence from three universities showing that the graduates concerned were achieving well, which inferred their GPO capability was being well demonstrated.
- The evidence collected warranted some further analysis.

Other

- The submission analysed most but not all key evidence. The submission rationale presented was limited. However, these gaps were not significant and are areas for future improvement.

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?

There was high-quality programme related evidence, mostly high-quality destination related evidence, and otherwise modest quality graduate related evidence provided. Any gaps were not significant. Some areas were identified for improvement. Overall, the self-assessment and supporting evidence supplied clearly demonstrated that their graduates meet the graduate outcomes consistent with the qualification conditions.

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Special Focus

No special focus.

Examples of good practice

The moderation practice undertaken was systematic and comprehensive, addressing any gaps and focused on improvement.

Issues and concerns

The education organisation noted there were insights gained through this review that would have informed the qualification review. However, that review had been conducted prior to this consistency review.

Recommendations to Qualification Developer

The threshold reflects that the graduate outcomes were informed by a clear Waldorf/Steiner context and approach. This emphasis warrants attention.