

Qualification Title: New Zealand Certificate in Collision Repair and Automotive Refinishing (Level 3)

Qualification number: 3008

Date of review: 30 October 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 graduates who have the skills and knowledge to work, under limited supervision, in collision repair and automotive refinishing industry roles. The graduates will be able to:

- Follow workplace policies, procedures and relevant regulations to work safely and effectively in the collision repair and automotive refinishing industry
- Apply fundamental collision repair knowledge to remove and replace vehicle components to assist with collision repair
- Apply fundamental automotive refinishing knowledge to repair minor damage and prepare vehicle components for refinishing work.

Note that the threshold is in fact the GPOs. It was evident from the review that graduates, and employers universally confirmed that graduates met all the GPOs and the review participants confirmed that all the GPOs should be included in the threshold.

Education Organisations with sufficient evidence

The final decision on the sufficiency of an education organisation evidence, will be updated as other organisations show sufficient evidence.

Education Organisation	Final rating
Wellington Institute of Technology	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Universal College of Learning	Sufficient
Ara Institute of Canterbury	Sufficient
MITO New Zealand	Sufficient
Manukau Institute of Technology	Sufficient

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Introduction

This Level 3 qualification of 120 credits is intended for people who are beginning a career in the collision repair and automotive refinishing industry. The qualification provides the industry with individuals who have attained the fundamental knowledge and skills required to work under limited supervision as removers/refitters of vehicle components, and/or refinishing preparer.

Graduates will be able to work as collision repair component removers and refitters, and/or automotive refinishing preparers, or similar entry level roles in the collision repair and automotive refinishing industry.

Graduates of this qualification may decide to undertake further tertiary study towards the New Zealand Certificate in Collision Repair (Non-Structural Repair) (Level 4) [Ref: 3011] or the New Zealand Certificate in Automotive Refinishing (Level 4) [Ref: 3009].

The qualification was approved in 2015 and is scheduled for review in 2020. The Motor Industry Training Organisation (MITO) is the qualification developer and a representative attended the consistency review meeting.

Seven education organisations, between them, had 31 graduates in 2017, and 66 graduates in 2018. There were no graduates prior to 2017. Five of the education organisations attended the review in person whilst 2 attended via video conference.

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.

Evidence provided for this review included:

- Confirmation that the education organisations had a coherent programme of study or programme of industry training which ensured that programme components led to the graduate profile.
- Evidence of moderation that assured that the programmes were assessed at an appropriate level.
- Destination data supporting that graduates were working in roles that required the application of skills and knowledge required by the graduate profile.
- Graduate and employer surveys which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.

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?

Education organisations submitted a range of evidence that could be triangulated to demonstrate that their graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate, next level tutor and employer feedback, and destination data.

The education organisations provided good evidence related to the alignment of their approved programmes of study with the GPOs, and of the quality and suitability of the programmes in terms of supporting graduate consistency with the graduate outcome. The education organisations provided evidence that their programme provided opportunities for assessment within realistic contexts aligned to the conditions specified in the qualification.

Generally, evidence relating to moderation was strong, demonstrating good internal moderation processes. Most education organisations provided evidence of external moderation.

Some education organisations also presented useful feedback from graduates that was directly aligned to the GPOs. Most were able to provide positive evidence from employers that graduates were using valuable skills and knowledge consistent with the GPOs, although the quality of this evidence was variable, due largely to the low response rates of surveys used. Confirmation that graduates were working or continuing to work in related roles, and/or had progressed to related further study, was viewed as good evidence.

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.

Special Focus

None

Examples of good practice

Some education organisations presented well-organised, relevant, and clearly analysed evidence that was triangulated between programme information, graduate destination and feedback data, and data from end-users (employers or next level tutors). Clear and focussed evidence presented in this way provides a concise and convincing case for consistency.

Several organisations provided thoughtful interpretations of anecdotes and conversations with graduates and aligned them to the GPOs. This was especially important when engaging with graduates whose academic ability can restrict their capacity and inclination to provide specific and detailed written feedback.

Issues and concerns

The use of graduate and employer surveys, often as part of any institution wide satisfaction survey, is tending not to provide the richness of data necessary to evidence consistency. They are characterised by low volumes of graduates and employer/next user responses, who arguably are more likely biased towards positive things to say. Education organisations who

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are getting their own staff to engage with graduates and employers are garnering much more useful information about attainment of GPOs and of the effectiveness of the training offered.

Recommendations to Qualification Developer

Although there were no recommendations as such, the MITO representative noted a number of minor matters to be addressed in the 2020 review.