

Qualification Title: New Zealand Certificate in Sport, Exercise, and Leisure Operations (Level 3)

Qualification number: 3225

Date of review: 3 August 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 that within the sport, exercise and leisure industry, graduates will be able to operate safely under supervision to:

- Work professionally as a team member, using industry knowledge to guide individual practice.
- Identify risks and respond to hazards while applying safe working procedures and practices.
- Apply communication skills and customer services techniques, responding appropriately to diverse needs.
- Apply industry and role-specific knowledge and technical skills to individual specific roles.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
7703	Auckland Rugby Union Incorporated	Sufficient
8129	Skills Active Aotearoa Ltd	Sufficient

Introduction

This 40-credit level 3 qualification is designed to provide the sport, exercise and leisure industry with graduates who have the essential skills and professional industry knowledge to operate safely under supervision in a wide range of paid or voluntary service or operational roles.

This qualification can also provide a pathway to the New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) [Ref: 2453]. Graduates of this qualification will be able to work in paid or voluntary roles to assist with the delivery of sport, exercise, recreation or leisure services, programmes or operations.

In addition to the Graduate Profile Outcomes, there are general conditions which shape the content and delivery of the programme.

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Two TEOs have graduates of this qualification with numbers ranging from 42 to 622.

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.

The submissions should include evidence that the programmes are robust and will meet the requirements of the qualifications, that graduates' destinations match the intent of the programme, and that graduates are competent in applying the GPOs as substantiated by graduate, employer, and next tutor feedback.

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?

Programme evidence was generally strong with the programmes of study learning outcomes and assessments aligned with the qualification. However, there were significant gaps in graduate feedback and destination data.

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

Although listed as a single qualification without strands, each TEO had approval to offer the programme with a special focus, namely Foundation, Exercise Foundations, Rugby, or Aquatics.

Examples of good practice

To highlight the alignment of the programme, one TEO detailed how programme delivery had facilitated meeting both the GPOs and the general conditions of the qualification.

Recommendations to Qualification Developer

No qualification developer was present at the review. It was noted that through the completion of this qualification, the focus of one TEO was to provide transferable skills to graduates who would not necessarily go into the sport, exercise, or leisure industry. It is suggested that when the qualification is reviewed, this attribute of transferable skills be documented in the qualification specifications.

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