

Qualification Title: New Zealand Diploma in Health and Wellbeing (Practice/Applied Practice) (Level 5)

Qualification number: 3244

Date of review: 2 July 2021

This report refers to graduates awarded this qualification prior to 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 who work or are able to work independently or under the supervision of professional or qualified clinician.

Graduates of this qualification will be able to:

- integrate theory and knowledge of health and wellbeing to identify the health and wellbeing aspirations of people from diverse contexts.
- critically select and apply a range of evidence-based practices to support people to meet their health and wellbeing aspirations.
- maintain awareness of the socio-cultural, economic, and political factors impacting the wider health and wellbeing environment to provide responsive support practices.
- critically select and apply a range of evidence-based practices informed by knowledge of te Ao Maori to respond to the health and wellbeing aspirations of Maori.
- apply advanced analysis to provide strategies and practices that respond with sensitivity to people from diverse cultures.
- critically reflect on and evaluate own support practice to achieve continuous improvement.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
7682	AGI Education Ltd	Sufficient
8144	Community Support Services ITO Ltd trading as Careerforce	Sufficient

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7127	Kauri Academy (NZ) International Ltd	Sufficient
9597	Maata Waka Enterprises	Sufficient
6007	Eastern Institute of Technology Ltd	Sufficient

Introduction

This level 5 qualification of 120 credits is intended for either experienced people working in the health and wellbeing sector or for people wanting to enter the sector and for those professionals seeking development opportunities within a health and wellbeing setting.

This qualification builds on the New Zealand Certificate in Health and Wellbeing (Advanced Support) (Level 4) [Ref: 2779]; New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) [Ref: 2989]; New Zealand Certificate in Health and Wellbeing (Primary Care Practice Assistance) (Level 4) [Ref: 2990]; New Zealand Certificate in Health and Wellbeing (Rehabilitation Support) (Level 4) with strands in Brain Injury, Spinal Cord Impairment, and Chronic Illness [Ref: 2991]; New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Facilitation, Community Health Work, Mental Health and Addiction Support, and Social Services [Ref: 2992].

Graduates of this qualification will have the skills and knowledge required to work in vocational roles, disciplines or contexts such as: Consumer Advocacy, Disability Practice, Navigation/ Navigator, Social Services, Counselling, Iwi Services, Mental Health Support, Youth Work in a range of settings such as non-governmental organisations, justice/corrections, social services, residential and community.

This review covers Version 1 of this qualification.

Community Support Services ITO Limited (Careerforce) is the qualification developer and a representative attended the zoom session. As they also reported graduates, they also had a separate presenter attend the review.

Five education organisations gave presentations during the review. Graduate numbers per organisation for this qualification ranged from four to 110.

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:

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- Confirmation that the education organisation had a coherent, approved programme of study, which ensured that programme components led to the graduate profile outcomes. This included how the programme included more than 200 hours of relevant applied practice to meet the requirements of the Applied Practice context.
- Graduate and next-level tutor surveys which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile. Some organisations had included workplace practicum notes as evidence of competency against the relevant GPO's. This was considered programme evidence.
- Confirmation that graduates were progressing to, and being successful in, further study or employment requiring the application of skills and knowledge described by 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 support confidence that their graduates have achieved the graduate outcomes at the appropriate threshold of the qualification. This included programme information, assessment and moderation evidence, programme matrices, graduate, next-level tutor and employer feedback, and destination data.

Most organisations provided clear and convincing evidence that aligned their programme of study with the GPOs. This included evidence of how the applied practice in the form of practical experience or workplace training aligned to a sub-field of study within the Health and Wellbeing sector. Contexts of the sector were made clear in supporting documentation.

Evidence relating to moderation was mostly good, with evidence of strong quality assurance processes in place. It was less evident what the outcome of this quality assurance process was and how it led to programme improvements and better graduate outcomes.

Feedback from graduates, next-level tutors and employers was mostly aligned to the GPOs. A range of survey methodology was used, gathering both quantitative and qualitative evidence. Analysis of the feedback needed development. Some good opportunities to gather and evaluate information had not been followed up.

Developing and maintaining strong relationships with both graduates and employers also needs improvement. Some survey sample sizes were barely representative, weakening the quality of the information provided. Those organisations that did not have strong links had more problems eliciting a response. Surveys need to be executed after the completion of the programme, not upon exiting the programme.

Generally, most organisations had not developed information that pertained to their graduate cohort, either already employed, or those people wanting to enter the sector as is outlined in the strategic purpose statement. Feedback and surveying should be tailored towards each cohort and subsequently analysed. One provider was a notable exception and had done this well and thought carefully about what questions to ask and why.

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.

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

None

Issues and concerns

None

Recommendations to Qualification Developer

There was discussion around the qualification information available to those graduates wishing to progress to higher level qualifications in the sector.

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