

**Qualification Title:** New Zealand Certificate in Introductory Snowschool Instruction (Applied) (Level 4) with strands in Ski, Snowboard, and Telemark.

**Qualification number:** 3492

**Date of review:** 18 November 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 have the applied skills and competencies to operate independently as instructors of introductory ski, or snowboard skills for all age groups. The skills are transferable internationally.

**Education Organisations with sufficient evidence**

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

Education Organisation	Final rating
Skills Active Aotearoa Limited	Sufficient
Otago Polytechnic	Sufficient

**Introduction**

This Level four qualification of 60 credits is intended to provide the snowsport industry with individuals who have applied skills and competencies to operate independently as instructors of introductory ski, snowboard or telemark skills for all age groups, in the New Zealand instructional environment.

This qualification includes embedded internationally recognised technical New Zealand snowsport instruction industry awards. Graduates contribute to the cultural, social and economic wellbeing of Aotearoa New Zealand.

Graduates may pathway to the New Zealand Certificate in Advanced Snowschool Instruction (Applied) (Level 5) with strands in Ski, Snowboard, and Telemark, and optional strand in Business Development. However, at this consistency review it was evident this is not a pathway sought by graduates. Employment as an entry level instructor or teaching assistant to beginner skiers, telemark skiers or snowboarders is the most significant pathway for this seasonal workforce.

The consistency review meeting was held in Wellington. Two organisations presented; one ITP and one ITO. In addition to the education organisations, the consistency review was attended by an observer from; New Zealand Qualifications Authority, Skills Active Aotearoa

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Limited, and New Zealand Institute of Health & Fitness which has a programme leading to the qualification but no graduates.

### 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 each of the education organisations had a coherent programme of study or programme of industry training which ensured that programme components led to 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.
- Destination data supporting that graduates were working in roles that required the application of skills and knowledge required 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 demonstrate that their graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate and employer feedback, and destination data.

Both education organisations provided strong evidence related to the alignment of their approved programme of study or programme of industry training with the GPOs. Both programmes incorporated learners and trainees working at an alpine resort providing experiential learning and opportunity for real world assessment. Evidence relating to moderation and programme review was strong with good internal quality processes. One education organisation provided evidence of external moderation.

Both education organisations also presented useful feedback from graduates and employers that was directly aligned to the GPOs, confirming graduates were using valuable skills and knowledge consistent with the GPOs.

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**

This qualification has three strands. The Ski strand was the most selected, the Snowboard was selected to a much lesser extent, and the telemark strand was not selected at all.

### **Examples of good practice**

The qualification conditions were evident in the programme structure of one education organisation, providing transparency as to how the conditions had been considered and addressed.

Gathering graduate feedback specifically on each strand yielded useful information for review.

### **Issues and concerns**

Both education organisations are undertaking surveys for graduate cohorts and employers just before consistency review which tends to result in difficulty engaging with graduates and end users. Both education providers are aware of the impact and limitation of this practice and have plans to address going forward.

### **Recommendations to Qualification Developer**

No graduates came through the telemark strand. There appears to be no interest and no uptake.

No graduates pathwayed to the Level 5 qualification. There was some discussion regarding the anticipated unlikely uptake of this pathway in the future as the most relevant and desired pathway is employment.