

Qualification Title: New Zealand Diploma in Interior Design (Residential) (Level 5)

Qualification number: 3665

Date of review: 15 February 2022

This report refers to graduates awarded this qualification prior to: 31 December 2021

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 being able to:

- Utilise construction theory to inform and ensure interior material specifications comply with the regulatory environment.
- Apply knowledge of design principles, design history, products and materials in residential interior design to fulfil a client brief.
- Communicate solutions for residential interior design projects effectively.
- Investigate and evaluate information to conceptualise, develop, plan and coordinate residential interior design solutions.
- Coordinate aspects of residential interior design processes.
- Employ appropriate business practices and procedures within residential interior design contexts.

For the purposes of this Consistency Review it was agreed that the threshold would be the same as the qualifications' graduate profile outcomes. There were some suggestions for the Qualification Developer (in attendance at the review) to consider at the next qualification review.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6006	Ara Institute of Canterbury Limited	Sufficient
6011	Nelson Marlborough Institute of Technology Limited (NMIT)	Sufficient
6004	Unitec New Zealand Limited (UNITEC)	Sufficient

Introduction

The purpose of this level 5, 120 credit diploma qualification is to provide the interior design industry with qualified people who have the knowledge and skills required to analyse and conceptualise design and implement solutions for residential spaces.

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The qualification is for people wanting a career as a professional residential interior designer, and for those already working in the interior design industry to further their knowledge and skills.

Graduates will be able to work in the residential interior design industry in a variety of roles, as an employee or in their own business, including interior designer (residential), interior design product specifier, colour consultant, design stylist, or a design project coordinator.

There is no prerequisite qualification required to study this Diploma. Graduates will be able to pursue further study in the field through the New Zealand Diploma in Interior Design (Commercial) (Level 6) [Ref: 3666] or study in a relevant field at degree level.

The qualification was developed in 2017 by Ara Institute of Canterbury (the qualification developer) in collaboration with the sector. A review is due to be conducted in December 2022.

There were four education organisations with graduates from programmes of study leading to the award of this qualification. These organisations had a total of 178 graduates over the reporting period. One of these organisations had a group of 25 students whose completion of the requirements for an internship had been delayed due to lockdowns and were not included in the graduate numbers. It was confirmed at the consistency review meeting that these students had completed and were eligible for graduation. Another organisation, with two graduates, did not submit a self-assessment report for this review and as a result has been given a Not Sufficient rating.

The consistency review was held via videoconference meeting and was attended by representatives of three education organisations (one being the qualification developer).

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 evidence included:

- Confirmation that each education organisation had a coherent programme of study which ensured that programme components led to the graduate profile.
- Evidence that practical work experience, or project-based design briefs, was included in the programme, allowing learners to demonstrate their competency in a workplace environment, or with practical skills-based assessments.
- Internal and external moderation evidence that assured the programme was assessed at an appropriate level, and assessment was valid and consistent.

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- Feedback from graduates, employers, and next-level tutors confirming that the programme had provided graduates with a range of skills and knowledge aligned to the graduate profile.
- Destination data – both employment and education that aligned with the employment and education pathways in the qualification document.

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?

The education organisations submitted a range of evidence that in most cases could be triangulated to demonstrate that their graduates match the graduate outcomes at the appropriate threshold.

The education organisations provided good evidence related to their approved programmes of study how the course learning outcomes, and assessments were mapped against the qualification graduate profile outcomes, and of the quality and suitability of assessments.

Evidence relating to moderation was strong, demonstrating good internal and external moderation processes and positive results. This was persuasive evidence of strong assessment practices supporting graduate's consistency with graduate outcomes.

Graduate and employer survey results and feedback generally confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile. One of the organisations had low response rates to surveys from graduates and employers and this impacted on the validity of results and the value of this evidence to support consistency of graduate outcomes.

Destination data was generally strong, showing graduates were employed, or self-employed in roles that required the application of skills and knowledge required by the graduate profile or studying in the next level qualification, or in a related field.

The stronger submissions demonstrated robust interpretation and triangulation of evidence and made clear and convincing arguments for how well each evidence source and the evidence overall, had shown the graduates were demonstrating the graduate profile outcomes.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrate that their graduates meet the graduate outcomes at the determined threshold.

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

N/A

Examples of Good Practice

One education organisation had adapted their programme's learning outcomes, while ensuring the qualification's outcomes were met.

Issues and concerns

N/A

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Recommendations to Qualification Developer

The Qualification Developer participated in the review meetings. It was suggested that recommendations for changes to the qualification be taken into consideration when it is reviewed later this year. It was also noted there are opportunities to strengthen the outcomes relating to communication strategies and tools to effectively communicate interior design solutions, and to ensuring the outcomes are preparing graduates for being an employee, as well as for moving into self-employment.

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