

Qualification Title: New Zealand Certificate in Tourism (Level 3) with strands in Visitor Experience, Tourism and Travel, and Aviation

Qualification number: 2199

Date of review: 28 July 2020

This report refers to graduates awarded this qualification prior to: 31 December 2019

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:

- Demonstrate basic customer service skills with a tourism orientation.
- Apply relevant workplace practices in tourism related and customer service focused workplaces,

and either:

- Work under limited supervision in entry level roles
- or
- Demonstrate their competency to support further learning.

Graduates may demonstrate the indigenous values of manaakitanga and whanaungatanga in relation to travel and tourism.

Graduates of the Visitor Experience strand will also be able to:

- Proactively engage with and support visitors to enhance their visitor experience.

Graduates of the Tourism and Travel Experience strand will also be able to:

- Apply knowledge of tourism destinations to enhance the visitor experience.
- Recognise the importance of the tourism and travel industry for the New Zealand economy.

Graduates of the Aviation strand will also be able to:

- Apply aviation related knowledge to work in an aviation sector workplace.

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
6007	Eastern Institute of Technology Limited	Sufficient
6008	Wellington Institute of Technology	Sufficient
6009	Universal College of Learning (UCOL) Limited	Sufficient

Final Consistency Review Report

MOE Number	Education Organisation	Final rating
6010	Manukau Institute of Technology Limited	Sufficient
6011	Nelson Marlborough Institute of Technology	Sufficient
6015	Southern Institute of Technology Limited	Sufficient
6024	Tai Poutini Polytechnic Limited	Sufficient
6025	Toi Ohomai Institute of Technology Limited	Sufficient
8277	The International Travel College of New Zealand Limited	Sufficient
8630	Te Wānanga o Aotearoa	Sufficient
8640	New Zealand School of Tourism Limited	Sufficient
8644	Crown Institute of Studies Limited	Sufficient
9068	ServiceIQ	Sufficient
9522	Lakeland Learning Company Limited	Sufficient

Introduction

The purpose of this Level 3, 40-60 credit qualification is to provide the tourism, travel, or aviation industry with individuals who can support and enhance the visitor experience, and through their skills and knowledge uphold the importance of tourism for the New Zealand economy. Four review sessions were conducted via video conference over two days. Sixteen education organisations reported on 5102 graduates during the review period. There were graduates reported from across all three strands. ServiceIQ is the qualification developer and a separate representative reported on its 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.

The evidence provided came from: programme related, feedback from graduate and other stakeholders as well as graduate destination data.

Programme evidence

Many but not all organisations provided evidence of the graduate profile outcomes mapped against the learning outcomes and/or unit standards or assessments tasks.

There was variable evidence of the moderation processes used and the moderation coverage of assessments, assessors and/or campuses. Most submission included key moderation reports. A few outlined the improvements that had been made. The analysis of the evidence

Final Consistency Review Report

was often modest. There was little interpretation of to what extent the moderation demonstrated the assessment underlying the GPOs was sound.

There was some strong evidence that the training included work placements and/or simulated workplace environments.

Graduate evidence

The quality of the graduate feedback evidence varied widely. Nearly all organisations used surveys. Important factors included the timing of the surveying relative to when graduation occurred, the proportion of graduates who participated in the survey, how strongly the questionnaire related to the GPO capability of the respondent and the quality of the questions and rating scale used, and whether graduates provided any qualitative commentary. The most significant weaknesses were surveys conducted in 2020 with very low survey response rates.

Destination evidence

There was a range of graduate destination related evidence presented. Progression to further and related training supported by detailed supporting evidence was the strongest evidence. Some organisations had evidence of graduates succeeding in related higher-level training and a few had correlated with higher level tutor rating the graduates, in one case with some individual analysis. This was persuasive evidence. Some had employer feedback related to the GPOs. Some organisations had little evidence.

Other

The analysis of the evidence varied widely from comprehensive and robust to very little and weak. A few submissions triangulated different evidence to strengthen their justification. Often, there was little justification of how well each evidence source and the evidence, taken as a whole, had shown the graduates were demonstrating the graduate profile outcomes at the expected threshold.

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?

Some education organisations provided sound programme related evidence. Most, but not all organisations provided documents that mapped the graduate profile outcomes against the learning outcomes and sometimes assessment activities. Those organisations rated as sufficient generally showed that internal and external moderation had good coverage of the assessments undertaken. In these cases, the moderation results generally confirmed the assessor judgements and/or any gaps were not serious and were being addressed. Some organisations demonstrated their graduates gained industry experience through their training. A few organisations had collected feedback from a high proportion of their graduates where the graduates mostly rated themselves as demonstrating the graduate profile outcomes. However, this was more the exception with many surveys having low response rates and sometimes conducted only in 2020 or some of the years. Some organisations provided detailed destination evidence showing a significant proportion of graduates progressing into related work and/or further study. A few organisations had collected clear employer feedback on the capability of the graduates provided however, these were more the exception. Some had graduates mostly progressing into further training. A few submissions clearly identified the significance of the gaps and had taken action and/or provided credible plans to address

Final Consistency Review Report

the gaps. Overall, those organisations found sufficient had provided supporting evidence and sound self-assessment that demonstrated that their graduates meet the graduate outcomes at the determined threshold.

Special Focus

None.

Examples of good practice

As previously noted, a few organisations had triangulated evidence of graduates succeeding in related higher-level study with the next-level tutor rating to what extent each graduate was demonstrating the GPOs. A few organisations had made further enquiries or programme changes when a pattern emerged of one GPO being rated lower by both graduates and employers.

Issues and concerns

None.

Recommendations to Qualification Developer

The expected education and employment pathways were sometimes beyond directly related tourism destinations. A significant proportion of graduates went into a diverse range of further study. This was viewed as reasonable given this is a Level 3 programme where students are trying out a potential career option. Graduates gaining customer-service type roles outside of the tourism industry were also seen as related employment, to varying extents.