Qualification Title: New Zealand Certificate in Contact Centres (Level 3)

Qualification number: 2303

Date of review: 8 July 2019

This report refers to graduates awarded this qualification prior to: **31 December 2018**

Final decision on consistency of the qualification: National consistency is not yet confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of:

Graduates who have the knowledge and skills to interact with stakeholders in contact centres, and with limited supervision:

- Utilise business systems and contact centre technology to communicate in a contact centre.
- Utilise databases and information records to meet contact centre objectives.
- Follow appropriate work practices to ensure safety within a contact centre environment.
- Apply knowledge relevant to a product/service/industry.

Education Organisations with sufficient evidence

The final decision on the sufficiency of an education organisation evidence, will be updated as other organisations show sufficient evidence.

Education Organisation	Final rating
Manukau Institute of Technology	Sufficient
The Skills Organisation	Sufficient

Introduction

This level 3, 65 credit qualification is intended to provide the contact centre industry with individuals with the knowledge and skills needed to interact with stakeholders in contact centres. Graduates of this qualification will be able to process customer enquiries efficiently and effectively, in entry level roles, such as customer service representative, adviser, communicator, and/or telesales agent.

Graduates of this qualification may progress to the New Zealand Certificate in Contact Centres (Level 4) [Ref: 2304].

The Skills Organisation is the qualification developer and a representative attended the consistency review meeting.

Three education organisations had a total of 1107 graduates from this qualification during the reporting period.

National consistency for this qualification was previously confirmed in July 2016.

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 outcomes.
- Results of graduate, employer, and next-level tutor surveys which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate outcomes.
- Destination data supporting that graduates were working in roles that required the application of skills and knowledge outlined in the graduate outcomes or had progressed to further study as described in the qualification's Education Pathway.

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 graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate, next-level teacher and employer feedback, and destination data.

The education organisations provided strong evidence related to the alignment of their approved programme of study/industry training with the graduate outcomes, and of the quality and suitability of the programmes in terms of supporting graduate consistency with those outcomes. All organisations were able to evidence that their programme provided opportunities for assessment within realistic contact centre contexts.

Generally, evidence relating to moderation was strong, with the education organisations demonstrating good moderation processes.

Most education organisations presented useful feedback from graduates that was directly aligned to the graduate outcomes. Most were able to provide positive evidence from employers and next-level tutors, that graduates were using skills and knowledge consistent with the graduate outcomes, although the quality of this evidence was variable. Confirmation that graduates were working or continuing to work in related roles, or had progressed to related further study, was viewed as good evidence.

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.

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

Version 2 of this qualification was listed in February 2018, however graduates from all education organisations for this consistency review completed programmes leading to version 1 of the qualification.

Examples of good practice

Some education organisations presented well-organised, relevant, and clearly analysed evidence that was triangulated between programme information, graduate destination and feedback data, and data from end-users (employers or next-level tutors). Clear and focussed evidence presented in this way provides a concise and convincing case for consistency.

Issues and concerns

Education organisations are undertaking surveys for all graduate cohorts at one time as a compliance exercise in preparation for a Consistency Review. This tends to result in less valuable information and more difficulty engaging with graduates. When organisations undertake well-timed surveys post-graduation for each cohort (e.g. three months after programme completion), there is generally better engagement and a higher survey response rate, and the understandings gained can be used to achieve actual or improved consistency.

Recommendations to Qualification Developer

None.