Qualification Title: New Zealand Certificate in Business (Administration and Technology) (Level 4)

Qualification Number: 2461

Date of review: 24 and 25 June 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 business administration and technology skills to work under broad guidance in a range of administration roles. They can display:

- technical knowledge and skills including financial calculations;
- people skills including teamwork; and
- affective skills, including self-management and professional, ethical and culturally appropriate behaviour.

They are compliant with external and internal requirements.

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
People Potential Limited	Sufficient
TANZ eCampus	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Waikato Institute of Technology	Sufficient
Nelson Marlborough Institute of Technology	Sufficient
Otago Polytechnic	Sufficient
Tai Poutini Polytechnic	Sufficient
The Skills Organisation	Sufficient
Universal College of Learning	Sufficient
Wellington Institute of Technology	Sufficient
Western Institute of Technology Taranaki	Sufficient

Introduction

This level 4 qualification of 60 credits is intended to provide New Zealand business entities with people who have business administration and technology skills to work in a range of office administration roles. Graduates of this qualification will be able to apply business technologies to perform a wide range of administrative duties and tasks under broad guidance in a bi- and multi-cultural environment.

Holders of this qualification will be able to gain employment in a wide range of general office administration roles in a variety of sectors.

Graduates of this qualification may decide to progress to the New Zealand Diploma in Business (with strands in Accounting, Administration and Technology, Leadership and Management, and Project Management) (Level 5) [Ref: 2459]; the New Zealand Certificate in Business (Accounting Support Services) (Level 4) [Ref: 2455]; the New Zealand Certificate in Business (Small Business) (Level 4) [Ref: 2457]; or the New Zealand Certificate in Business (First Line Management) (Level 4) [Ref: 2456].

Award of this qualification may equip graduates towards achievement of Association of Administrative Professionals of New Zealand's (AAPNZ) Provisional Certification.

NZQA is the qualification developer and a representative attended the consistency review meeting.

15 organisations had between 7 and 248 graduates of this qualification. In addition, TANZ eCampus presented a self-assessment and evidence for 38 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, employer, and next-level teacher 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, or had progressed to further study as described in the qualification's Education Pathway.

How well does the 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.

Most education organisations provided strong evidence related to the alignment of their approved programme of study with the GPOs, and of the quality and suitability of the programmes in terms of supporting graduate consistency with the graduate outcome. All organisations were able to evidence that their programme provided opportunities for assessment within realistic business contexts.

Generally, evidence relating to moderation was strong with all education organisations demonstrating good internal moderation processes. Most education organisations provided evidence of external moderation. Many of the organisations belong to the National Business Administration Forum (NBAF) network of Institutes of Technology and Polytechnics and undertake external moderation through this forum.

Most education organisations also presented useful feedback from graduates that was directly aligned to the GPOs (in most cases). Most were able to provide positive evidence from employers and next-level teachers that graduates were using valuable skills and knowledge consistent with the GPOs, although the quality of this evidence was variable. Confirmation that graduates were working or continuing to work in related administration 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)

None.

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 teachers). Clear and focussed evidence presented in this way provides a concise and convincing case for consistency.

In addition, some education organisations provided insightful comparative analysis of graduate and stakeholder assessment of the skills and knowledge described by the graduate profile. In some cases this showed a disparity between graduate and stakeholder feedback, leading to one education organisation implementing plans to further understand the feedback received and make ongoing improvements to programme content and delivery in response.

Some education organisations undertake well-timed surveys post-graduation for each cohort (e.g. three months after programme completion). This generally results in good engagement and a higher survey response rate. Conversely, other organisations are undertaking surveys

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for all graduate cohorts at one time as a compliance exercise before Consistency Review. This tends to result in less valuable information and more difficulty engaging with graduates.

Several education organisations mentioned that they would like to ensure that students are made more familiar with the GPOs during their study. This is likely to aid uptake of post-graduation survey response and engagement as graduates would already have an understanding of the skills and knowledge covered within the graduate outcome.

Issues and concerns

Some education organisations have chosen to ask permission from graduates to seek information from their employers or teachers in higher level courses. For the majority, permission was denied leading to low volumes of employer/next user responses, who arguably are more likely biased towards positive things to say. Other education organisations had a privacy waiver in the enrolment process, or simply through ongoing engagement with employers and graduates, have managed to access a greater and statistically useful number of employers.

Some education organisations submitted significantly more supporting documentation than required, in one instance including large unmanageable files. In another instance all appendices were scanned into one document without a table of contents, thereby requiring the reviewer to hunt for information.

Recommendations to Qualification Developer

None.