

Qualification Title: New Zealand Diploma in Arts and Design (Level 5)

Qualification number: 2636

Date of review: 12 August 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 that graduates will be able to:

- think reflectively and
- independently select and apply a range of processes and
- resolve work in a simulated arts and craft design context.

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
Toi Ohomai Institute of Technology	Sufficient
Eastern Institute of Technology	Sufficient
Nelson Marlborough Institute of Technology	Sufficient

Introduction

This 120-credit Level 5 qualification is designed for learners who wish to further develop their practical and conceptual skills and knowledge in arts, crafts and/or design. Graduates will have a sound foundation for related higher-level study.

Six tertiary education organisations had graduates during the period under review. NZQA is the qualification developer and a representative participated in the consistency review meetings.

The threshold developed reflects that a high proportion of the graduates progressed onto the related higher-level study. This meeting was held concurrently with the consistency review of 2637 New Zealand Diploma in Arts and Design (Level 6).

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:

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- 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.

Programme evidence:

- All submissions mapped the module learning outcomes against the five qualification graduate profile outcomes (GPOs).
- Generally good evidence was provided that programmes were being delivered in a professional practice related environment.
- The evidence of pre and post moderation (both internal and external) being undertaken, was mixed. The robustness of the moderation process undertaken was mostly sound, and some were of high quality. The coverage of the assessment activity varied considerably. Most submissions noted that assessment judgments were confirmed, but often not what proportion of the overall assessment had been confirmed.

Graduate evidence:

- Most submissions provided survey findings where graduates had rated their GPO-related capability. The quality of the survey design, the graduate response rate and the analysis of the findings varied considerably. Some stronger submissions provided similar findings from higher level tutors or employers that made for convincing triangulated evidence.

Destination evidence:

- Many submissions provided clear evidence that most graduates enrolled on related higher learning. Frequently, the Level 5 Diploma programme was the first year of a multi-year Bachelor programme. A few graduates had gained industry related work.

Other evidence:

- A few stronger submissions robustly analysed the evidence and made clear arguments for how well each evidence source and the evidence, taken as a whole, had shown the graduates were demonstrating the graduates met the 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?

The strongest and most prevalent evidence and analysis was that showing most graduates had progressed onto higher-level study, and a few into related work. Most submissions provided GPO-related feedback from the graduates and some from the next-level tutors, and a few employers. A few triangulated these different viewpoints. All submissions mapped the learning outcomes against the GPOs. Some submissions clearly showed the moderation coverage of assessment activity, the results and the improvements that had ensued. However, the quality of these varied considerably and the analysis of this evidence was mixed. The weakest element was the most challenging task: combining the evidence and analysis to make a convincing case that graduate cohort was capable for all of the 5 GPOs. Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient,

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demonstrated that their graduates had met the graduate outcomes at the determined threshold.

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

None

Examples of good practice

One education organisation mapped the ratings, for the five GPOs that the graduates, next level tutors and employers each chose, onto one graphic that clearly highlighted the similarities and differences in these viewpoints. Some of the external moderation reports (often conducted onsite) had detailed, nuanced and coherent findings and had clear links to improved assessment practice. One education organisation tracked improvements made to its assessment rubrics by identifying the different versions of the rubric.

Issues and concerns

None

Recommendations to Qualification Developer

The threshold for this qualification (and that developed for the Level 5 Arts and Design Diploma) further clarified the different levels of capabilities for Level 5 and Level 6 Arts and Design graduates, informed by the experience of delivering this qualification and assessing the capability of actual graduates.