

Qualification Title: New Zealand Certificate in Early Childhood Education and Care (Level 3)

Qualification number: 2849

Date of review: 7 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 of:

Graduates will be able to, under direct supervision:

- Use introductory knowledge of children's learning and development, and the bicultural nature of the New Zealand early childhood curriculum framework, Te Whāriki, within own culturally responsive practice.
- Contribute to an environment that provides for the health and holistic well-being of infants, toddlers, and young children, in compliance with requirements specific to the early childhood education and care setting.
- Develop and maintain respectful relationships with children, families, whanau, and colleagues using a range of communication strategies and social competence in an early childhood education and care setting.
- Demonstrate knowledge of, and reflect on, professional behaviours and strategies to manage personal health and wellbeing in an early childhood setting. –
- Demonstrate knowledge of ethical responsibility in relation to own values and beliefs to guide practice in an early childhood setting.
- Identify and describe legislation, regulations, community, and government services to assist in the operation of an early childhood education and care setting
- Describe a range of ECE services and philosophies to inform understanding of diverse early childhood education and care contexts in Aotearoa New Zealand,
- Use basic te reo Māori and tikanga Māori within a familiar early childhood context to promote awareness of Māori as tangata whenua.

Education Organisations with sufficient evidence

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

Education Organisation	Final rating
Ara Institute of Canterbury	Sufficient
Universal College of Learning (UCOL)	Sufficient
Ashton Warner Nanny Academy	Sufficient
New Zealand Management Academies Ltd	Sufficient
ATC New Zealand	Sufficient

Education Organisation	Final rating
Training For You Ltd	Sufficient
People Potential	Sufficient

Introduction

The purpose of this 60 credit, Level 3 qualification is to provide Aotearoa New Zealand with people who can participate in the education and care of infants, toddlers, and young children in an entry-level carer role in a range of early childhood contexts, and/or who can proceed to further study. Graduates will contribute to improving society and community wellbeing outcomes and strengthening families.

The qualification developer is NZQA on behalf of the Early Childhood Education and Care sector and a representative attended the consistency review.

During the graduate reporting period, 1 January 2014 - 31 December 2018, eight education organisations gained approval and delivered a programme of study and had graduates from this qualification. Between them the education organisations had 400 graduates during this period. Representatives of the education organisations attended the consistency review and presented the self-assessment of their evidence. There were also several observers in attendance.

The programmes had been delivered as full-time, with several education organisations offering on-line programmes. Whilst some graduates had progressed to employment, the majority of graduates had advanced to higher levels of study, mostly in the early childhood field.

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.

Programme evidence

The qualification includes a range of general conditions which the education organisations were required to take into account when designing their programmes e.g. underpinned by te Tiriti o Waitangi/The Treaty of Waitangi, incorporating diverse contexts, and including practical experience (approximately 60 hours supervised practice in an ECE setting). There are also a range of conditions relating to the graduate profile outcomes. A number of organisations provided clear evidence in their submissions and presentations, and other verbally reported, how they were continuing to meet these conditions through their course content, delivery approaches and the practicums in ECE settings.

Interim Report Consistency Review

Evidence of graduate outcome mapping was provided by most of the organisations, showing how the GPOs were mapped to courses, learning outcomes and assessments. This demonstrated coherent programmes of study that were designed and delivered to develop the graduates outcomes in learners.

Moderation evidence was presented in most submissions, with results of internal and external moderation activities showing consistent and reliable assessment practices. Several organisations had not engaged in external moderation, and were either about to commence this, or were confirming arrangements with their partner. Internal programme review processes and assessment reviews, presented by several organisations, evidenced how feedback was used to improve delivery of the programmes and quality of assessment.

Graduate evidence

Feedback from Associate Teachers during practicums in ECE settings was used to demonstrate the learners' progress toward achievement of the graduate profile outcomes, particularly with application of knowledge, forming relationships with children and families/whanau and colleagues, and the use of basic te reo Māori in these setting GPOs. This evidence, although collected during the programme, did contribute some useful insights into how well the graduate profile outcomes were being demonstrated in real-world settings.

Most of the education organisations had tracked their graduates progress after graduation. The evidence showed that some graduates had gone onto entry level roles in a range of early childhood contexts, a larger proportion had progressed to higher levels of study in early childhood education and care, including the Level 4 Certificate and the Level 5 Diploma, whilst a few had proceeded to a Level 7 initial teacher education (ECE) qualification. Other graduates were either looking for work, taken up jobs in non-related areas, chosen to study in other fields, or could not be contacted. Several organisations had difficulty contacting their graduates and were exploring strategies for improving these connections post-graduation.

Feedback was sought from graduates via surveys, personal contact and interviews on their preparedness for their next steps and where surveys included questions relating to the GPOs, their confidence levels in each graduate profile outcome. Graduates generally rated their confidence levels as moderate to high with the GPOs. The qualitative feedback illustrated that graduates had achieved significant personal growth and learnings from the qualification, contributing to improving their personal wellbeing and to enabling them to contribute to their community outcomes and strengthening families.

Destination evidence

The education organisations had a range of quantitative and qualitative evidence collected from employers and next-level tutors. Some surveys were aligned to the graduate profile outcomes, whilst others used more general questions relating to preparedness for their entry level roles or further study. Whilst the organisations were well connected with the local early childhood and care sector, and all had students placed in centres for their practicum, some had found this evidence more challenging to collect, and were reviewing their processes.

How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Good evidence relating to the programme was presented by most organisations. This demonstrated that their programmes were well designed and delivered to develop the graduate outcomes in learners.

Moderation results from most organisations were positive and attested to the quality and validity of assessment outcomes, giving confidence that the graduate profile outcomes were appropriately assessed. Several organisations had not yet conducted external moderation, however there was evidence that this was on track to occur in the next semester.

A number of the tertiary organisations provided strong evidence of effective review processes that had resulted in worthwhile changes and enhancements to delivery approaches and assessment, either after the first delivery of the programme, or in preparation for this consistency review.

Good information on destinations, to entry level employment and to further study, had informed most organisations' self-assessment. Generally this was supported by feedback from graduates, however where response rates were low this was not always representative of the graduating cohort. Some of the qualitative feedback pointed to the graduates' personal journeys and illustrated significant personal growth and developing confidence.

Evidence from employers and next-level tutors was also supplied. Whilst in some cases this was from a small number of stakeholders, and the quality and extensiveness of this feedback was variable, it was critical to demonstrating consistency.

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

Tertiary organisations recognising the importance of socialising the graduate profile outcomes with their students upon enrolment and throughout their study to ensure they were familiar with the purpose of the qualification, the specific outcomes they were working towards, and the language. Those organisations who had done this well, had found that when feedback was sought post-graduation, the graduates were better placed to respond in meaningful ways, including providing examples of how they are able to demonstrate these outcomes in their work or further study. This socialisation of graduate profile outcomes was also needed with stakeholders, particularly employers who will be asked to provide feedback.

Issues and concerns

No issues or concerns were identified during this Consistency Review.

Recommendations to Qualification Developer

The Qualification Developer participated in the review and gathered feedback from the education organisations.