

Qualification Title: New Zealand Certificate in Early Childhood Education and Care (Level 4)

Qualification number: 2850

Date of review: 21 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 of this qualification are able to provide practice-based education and care in a specific early childhood context, including multi-cultural settings. Graduates demonstrate all the graduate profiles outcomes summarised as:

- Understand key early childhood socio-cultural theories of learning and development
- Use knowledge of multiculturalism, family diversity, and Te Whāriki, to plan, provide and review enriching learning experiences for infants, toddlers, and young children
- Contribute to providing a culturally inclusive early childhood environment that fosters health, holistic well-being and care for infants, toddlers, and young children
- Communicate effectively and engage in respectful, reciprocal, and responsive relationships
- Implement strategies to manage personal health, wellbeing, and professional development in an early childhood setting
- Demonstrate knowledge and understanding of legislation and regulatory requirements
- Understand the diverse philosophical and cultural contexts and approaches informing early childhood education in Aotearoa New Zealand
- Implement bicultural ECE practice and promote awareness of Māori as tangata whenua, through using te reo Māori and tikanga Māori.

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
Ara Institute of Canterbury	Sufficient
Ashton Warner Nanny Academy	Sufficient
New Zealand Management Academies Ltd (NZMA)	Sufficient
Universal College of Learning (UCOL)	Sufficient
Taranaki Educare Training Trust	Sufficient

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PORSE Education and Training NZ Limited (PET)	Sufficient
Manukau Institute of Technology	Sufficient
Ignite Colleges	Sufficient

Introduction

The New Zealand Certificate in Early Childhood Education and Care is a level four 60 credit qualification intended for people working in or intending to work in an early childhood education setting.

The consistency review was held over one day. Nine providers had graduates. Across all providers, there were 547 graduates during the review reporting period. Programmes were approved under the New Zealand Qualifications Framework and the review was conducted using the 'general' quality assurance framework.

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

Examples of the evidence provided included:

- Mapping of qualification outcomes to the programme learning outcomes
- Internal and external pre- and post-assessment moderation reports and/or action plans
- Graduate survey data and plans for achieving more significantly representative feedback
- Mid and end of programme surveys
- Programme review documentation
- Placement feedback
- Next level tutor and employer feedback
- Post review reflection

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 majority of providers supplied evidence that mapped graduate outcomes to learning outcomes and assessments. In some providers, in particular those using unit standards, the alignment to learning outcomes was not as evident. The majority of the providers also used programme review, student and graduate feedback, and internal and external moderation to inform programme design and content. Two providers had no external moderation results but had arrangements in place to externally moderate this year.

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Graduate feedback indicated confidence that they are meeting graduate outcomes. In most cases, but not all, graduate confidence was corroborated by a variety of next-user or industry (practicum supervisors) or employer feedback.

There were strong examples of graduate destination data across most providers with good evidence that graduates were going into related employment and/or higher-level study. Both are appropriate pathways for graduates of this programme.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrate 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

One provider analysed its destination data by ethnicity.

Three providers are no longer offering the programme in 2019 based on a self-assessment of the programme performance and stakeholder feedback.

Issues and concerns

None

Recommendations to Qualification Developer

None