

Qualification Title: New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Facilitation, Community Health Work, Mental Health and Addiction, and Social Services

Qualification number: 2992

Date of review: 27 and 28 August 2019

This report refers to graduates awarded this qualification prior: **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:

Under broad guidance graduates will have relevant skills knowledge and behaviours required to work alongside people, family and/or whanau accessing health, social and community services using a *mana enhancing approach to support health and wellbeing in the context of Aotearoa New Zealand.

The above statement is also relative to each strand used.

*In the context of a unit standard, a role that is **mana enhancing** includes but is not limited to any of the following:

- Resulting in a person acknowledging, understanding and respecting who they are, where they came from and their connection to others;
- Resulting in an increase in respect for a person by others;
- Resulting in an increase in a person’s self-respect;
- Resulting in an improvement in a person’s self-image.

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
Eastern Institute of Technology	Sufficient
Universal College of Learning	Sufficient
Otago Polytechnic	Sufficient
Open Polytechnic	Sufficient
Youth Cultures & Community Trust t/a Praxis	Sufficient
Ara Institute of Canterbury	Sufficient
Waikato Institute of Technology	Sufficient

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Polyethnic Institute of Studies (Skill New Zealand)	Sufficient
Kauri Academy (NZ) International Ltd	Sufficient

Introduction

This 120 credit level 4 entry-level qualification is designed for people already working in, or those who intend to develop a career supporting the health and wellbeing of people, family and/or whānau and the wider community.

The purpose of this qualification is to provide organisations within the health and wellbeing sectors with graduates who have the skills, knowledge and behaviours required to work alongside people, family and/or whānau accessing social and community services, under broad guidance.

This qualification is not associated with professional registration or a clinical scope of practice.

Programmes leading to this qualification must include a minimum of 200 hours of workplace practice and experience which contributes to the achievement of the qualification's outcomes. Workplace practice may include individual and/or group reflection and supervision facilitated by an education provider.

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

In most cases, there was a range of evidence presented to demonstrate that the programmes had been well designed, with matrixes demonstrating how the graduate outcomes were aligned with the learning outcomes and assessment activities. Programme requirements for the 200 hours of workplace practice and experience was evidenced in the self-assessment or was able to be effectively outlined and evidenced at the meeting.

Moderation

The evidence of internal moderation was good, but evidence of external moderation was variable. Moderation is an area where some lack of evidence was noted and there were variations in the amount of internal and external moderation completed by the organisations.

Most education organisations provided evidence of robust internal and (some) external moderation which is validated the achievement and appropriate awarding of the qualification and provided useful feedback for improvement. For a few education organisations, the lack of evidence around external moderation has been a concern and resulted in consistency review participants collaborating to establish partnerships to carry out external moderation.

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Graduate evidence: Graduate and employer feedback

The use of phone calls and face to face interview by education organisations was a useful mechanism to gather feedback from both graduates and employers but the evidence to demonstrate the meeting of graduate outcomes was less convincing and is going to be addressed by those that need to. In some instances, some found it challenging to gather feedback, after several years, to effectively demonstrate the skills and knowledge described by the graduate outcomes. Some evidence was in the form of responses to survey questions rated on a numbered scale.

Destination evidence

Good graduate destination evidence was available from most employer and pathway providers. Both graduates and employers are confident in the abilities of the graduates that directly match the graduate profile outcomes.

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 programmes are aligned to ensure the learning outcomes and assessments match the graduate outcomes. However, moderation activity is varied and, to a degree, requires additional processes. Destination outcomes and graduate and employer/pathway feedback, on meeting the graduate outcomes, were mostly effective with some organisations required to present further 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.

Recommendations to Qualification Developer

On both days the providers agreed that 'mana enhancing' should be included in the 'threshold statement' and should be considered for the next iteration of the qualification.

The draft below is written for how the term would be defined in a unit standard, but could equally apply at qualification level:

In the context of this unit standard a role that is *mana enhancing* includes but is not limited to any of the following:

- Resulting in a person acknowledging, understanding and respecting who they are, where they came from and their connection to others;
- Resulting in an increase in respect for a person by others;
- Resulting in an increase in a person's self-respect;
- Resulting in an improvement in a person's self-image.

Consideration should be given to rewording of the fit and proper person aspect to note what is really required in the context of the qualification and the strands.

Consideration should be given to a strand using Kaupapa Māori i.e. the collective vision, aspiration and purpose of Māori communities approach for Health and Wellbeing, and a strand in peer support

Consideration should be given to changing the wording 'develop a career' to 'be employed in', as this qualification is not necessarily career driven.