Qualification Title: New Zealand Certificate in Information Technology (Level 5)

Qualification number: 2595

Date of review: 23 October 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 the graduate being able to:

- apply the core fundamental knowledge of IT to support the following aspects:
  - software development
  - infrastructure
  - information systems
  - user interface design, including web design, whilst being aware of emerging concepts.
- use IT core skills including ethics, professionalism and communication
- be equipped for further IT study or entry level supervised work

Education Organisations with sufficient evidence

The final decision on the sufficiency of the education organisations evidence, will be updated as other education organisations show sufficient evidence.

Education Organisation	Final rating
Nelson Marlborough Institute of Technology	Sufficient
Whitireia Community Polytechnic	Sufficient
Waikato Institute of Technology	Sufficient

Introduction

The purpose of this qualification is to provide Aotearoa New Zealand with graduates who have attained a broad understanding of the core concepts and practical skills in Information Technology (IT). The qualification builds on the learner's existing IT skills from previous qualifications, or relevant experience, and provides the common core for all of the pathways in the professional IT suite of New Zealand qualifications. It will equip people for further IT related study and may also prepare people for employment in an entry level IT role.

Graduates will be capable of applying the fundamentals of current and emerging concepts and practice in IT. They will also be able to demonstrate awareness of appropriate professional practice, and work both as part of a team and independently, under broad supervision. This qualification provides a pathway to the range of 'IT as a profession' qualifications.

There were five education organisations with graduates, in the reporting period, for this qualification. Between them, they had 101 graduates. NZQA is the qualification developer

and a NZQA representative, who was involved in this qualification's development, attended the consistency meeting. A review of this qualification is planned for 2019.

Evidence

Providers submitted a range of evidence that demonstrated that their graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate and employer feedback, and destination data.

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 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 presented for the review included:

- Mapping of graduate programme outcomes (GPOs) against programme assessments, learning outcomes and unit standards.
- Internal and external moderation reports.
- Graduate destination data.
- Graduate feedback via surveys and focus groups on one case.
- Employer/next user, including higher study tutorial staff, feedback via surveys and interviews.

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

Most of the education organisations had made significant efforts to seek quality feedback from their graduates, including destination data and commentary on the value of the skills and competencies achieved during the programme that lead to the award of the qualification. A range of surveying strategies had been implemented with good response rates and feedback that not only informed the consistency review but will also contribute toward future programme and delivery enhancements. However, for some organisations, the survey questions were not aligned to the GPOs and a strategy had not been implemented to gain relevant evidence.

Where graduates had pathwayed to employment or higher level of study, feedback was obtained from employers or tutorial staff. Graduate and next tutor surveys confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate outcomes.

The reviewer saw confirmation that each of the education organisations had a coherent programme of study which ensured that programme components led to the graduate profile.

There were some inconsistencies in external moderation, and in two cases, providers had not been involved in external moderation. The reasons for this included mergers, course changes and new programmes being based on components or courses and as such, required establishing a relationship with an external moderation partner to conduct post-assessment moderation of assessor judgements. Education organisations to which this applied, acknowledged that this was a gap and presented plans to rectify this in their post-review reflections.

The evidence from graduate feedback, employer attestations and graduate pathway and employment destination supports the evidence given for the programme outcomes making a convincing case for those with sufficient evidence to demonstrate that their graduates match the graduate outcomes at the appropriate threshold.

Recommendations to Qualification Developer

No recommendations noted.