

Qualification Title: New Zealand Certificate in Tourism (Introductory Skills) (Level 2)

Qualification number: 2198

Date of review: 17 June 2016

Final decision on consistency of the qualification: National consistency is confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence that the graduates are able to:

- use basic customer service skills and a knowledge of geography that are relevant to the needs of tourists
- demonstrate knowledge of the roles in, and the business of, the tourism industry and the different impacts of tourism on the country
- plan a realistic career pathway.

The graduates will be:

- prepared for higher level training in the tourism industry.
- able to work in a range of entry level positions in the tourism industry under supervision.

Indigenous values of manaakitanga and whanaungatanga in relation to travel and tourism may be encompassed in the holistic outcomes of this qualification.

Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
New Zealand School of Tourism	Sufficient

Introduction

This level 2, 50 credit qualification provides an induction to individuals wishing to enter the tourism industry. Graduates will have the skills, knowledge and attributes to work in a range of entry level positions under supervision or to progress onto related higher level training.

One tertiary education organisation (TEO) that had 123 qualification graduates from nine campuses presented at the review. The meeting was also attended by a representative of Service IQ, the qualification developer.

Evidence

The TEO provided a wide range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were (p10 NZQA consistency guidelines):

- The nature, quality and integrity of the evidence presented by TEO
- 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 TEO 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

The examples of evidence were:

- 1) Destination data of the recent graduates: 70% of the graduates (86) went onto further study and just 6% (7) pathwayed into relevant employment in their field. Therefore there is limited direct evidence from the workplace for these foundation graduates.
- 2) Survey of the learners after completion of the Level 2 programme: learners were asked to rate agreement with meeting various qualification graduate profile outcome statements using a Likert scale. Those surveyed all agreed or strongly agreed the outcomes were met. The response rate was low with 13 percent of all graduates participating.
- 3) Survey of the Level 3 Tourism trainers of the Level 2 graduates who enrolled on the Level 3 programme: the trainers were asked to rate their level of agreement that the Level 2 graduate group as a whole met various qualification graduate profile outcome statements, using a Likert scale. They rated the graduates as generally meeting the profile outcomes. The response rate was high.
- 4) Feedback from industry once learners are in paid work: the TEO provided evidence of seeking feedback from the seven graduates in paid work or their employers. They had responses from both of the businesses who offered graduates paid work. The employers that responded said the graduates met their expectations of entry level staff, a key part of the threshold statement and they would employ future graduates from the provider.
- 5) NZQA External Evaluation and Review report excerpts showing the TEO's high level of industry engagement, meeting industry requirements and their strong overall external moderation record. This evidence, while not graduate cohort specific, showed organisational credibility.

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

The context for the review is one provider offering a foundation-level 2 programme where most graduates progress onto Level 3 training and very few graduates go into paid work.

There is some good evidence demonstrating that the graduates met the knowledge-focused outcomes 3 and 4. The evidence for these two outcomes came from graduate and trainer feedback after completing related modules and the overall programme; the latter was clearly linked to the graduate profile outcomes. The trainers and graduates surveyed both agreed the exiting learners met the graduates profile outcomes. This evidence linked well with the programme content, assessment tasks, strong assessment results and positive internal moderation record. Processes are in place for providing external moderation for this new course. The reviewer's confidence in the Level 3 trainers' judgment of the capability of the Level 2 graduates was strengthened by the evidence of very high Level 3 achievement rates and the organisation's strong overall external moderation record.

The evidence for both of the more skills-focused and applied outcomes 1 and 2 was sufficient. A formal role play assessment was useful real world type evidence to demonstrate the graduate's customer service capability for outcome 1. This was linked to the graduate and trainer feedback after the completing relevant module, supported by assessment tasks, strong assessment results and positive internal moderation record, relevant programme content, higher level study results in related capabilities and the provider's overall high level of industry engagement. The provider was able to supply after the review some evidence that this knowledge was applied when students create a travel expo based on a specific New Zealand region and responded to the needs of students from other classes acting as tourists. Trainers observe and assess the students' performance. The expo assessment would be strengthened by more directly aligning assessment with graduate outcomes 1 and 2.

The evidence above is also supported by the resulting threshold decided in the consistency review by the provider and the qualification developer. In particular that the graduates were prepared for higher level training in the tourism industry. Employer feedback though very limited, viewed the two graduates as meeting the outcomes.

Overall this evidence makes a convincing case that these graduates match the graduate outcomes at the appropriate threshold.

Examples of good practice

There was clear and very similar post course graduate and trainer as well as employer feedback surveys, using a Likert scale that demonstrated the respondent's level of

agreement with statements that the graduate profile outcomes were met. This provided well triangulated evidence.

Issues and concerns

This review highlights the challenge of supplying clear real world evidence for foundation-level graduates who complete a pre-employment qualification and predominantly pathway onto related higher level study, with only a small minority entering the workforce.

Another issue of concern was that response rates were not included for all data collected. For example, the proportion of the graduate cohort that responded to the survey

Recommendations to Qualification Developer

The meeting agreed there was a number of issues with the qualification. Given the significance of these, the representative of the qualification developer is proposing an early review of the qualification. The review meeting and the consistency reviewer agreed the qualification warrants an early review.

The threshold developed at the reviewed meeting reflects the key focus. Some other specific recommendations included:

- Amend graduate profile outcome 4 by deleting the initial phrase in italics, “*best practice processes in order to* recognise the impacts of tourism on the country.”
- More specific descriptions of what is relevant real world evidence for a foundation-level 2 programme that could be used to demonstrate consistency. These could include relevant role play and Level 3 or higher trainer feedback on Level 2 graduates supported by higher level achievement results and robust external moderation reports.