Qualification Title: New Zealand Certificate in Intelligence (Introduction) (Level 3)

Qualification number: 2392

Date of review: 9 October 2017

Final decision on consistency of the qualification: National Consistency Confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of the graduate being able:
under supervision, in non-collection, non-collation, entry level routine intelligence gathering roles to:

- Work appropriately within specific roles, clearances and securities;
- Use acceptable methods of handling and safeguarding classified and sensitive information;
- Operate within relevant legislation and applicable codes of ethics; and
- Use organisational risk management processes.

Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
The Skills Organisation	Sufficient

Introduction
The New Zealand Certificate in Intelligence (Introduction) (Level 3) (NZCIL3) is a 40-credit qualification suitable for those wishing to enter or enhance entry level intelligence roles within the intelligence community.
At the completion of the programme graduates will be able to work in non-collation or non-collection trainee roles within the public or private sector intelligence community under supervision of an intelligence analyst.
This programme is only offered by one provider and all 14 graduates are employed.

Evidence
The education organisation 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

A range of evidence was provided which included evidence relating to programme and assessment robustness, graduate data, and destination stakeholder attestations.

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

Programme/Graduate Profile Alignment

The programme is delivered by a partner organisation under agreement. In October 2015, an **Alignment Pilot** was undertaken to ensure that those completing the partner organisation's programme would have completed all of the requirements for achieving the assessment standards that comprise the NZCIL3. This project considered the robustness of the programme including assessment and validation processes.

An **Evidence Matrix** was developed to ensure alignment of the content and assessments in the partner organisation's programme and their alignment with NZCIL3. Gaps were identified and adjustments finalised and reviewed by the provider prior to students completing the programme to the award of the NZCIL3 qualification.

Post-moderation of two trainees was undertaken and the result detailed in the **Post-Assessment Moderation report.** This evidence showed that assessor judgements were appropriate.

In addition, the rigor and validity of assessments were further strengthened through the training of assessors (**Assessor Guidelines**) and verifiers (**Verifier Brochure**). A **Skills Verified Assessor Attestation form** has been developed.

Destination Outcomes and Stakeholder Feedback

A **Graduate Survey** was undertaken with 4 of the 14 (28.5%) responding. All graduates agreed that the Graduate Outcomes had been achieved. An **Employer Survey** was also undertaken with 1 respondent. This response also confirmed that the Graduate Outcomes had been achieved. A **Letter** from the sole employer of graduates attests that the graduates demonstrate competence in all graduate outcomes.

Overall the evidence provided makes a credible case for consistency, demonstrating that graduates match the graduate outcomes at the appropriate threshold.

Special Focus

To date this programme has only been offered to employees in a single organisation who deliver the equivalent programme of study leading to the award of the qualification. This context provides real-world application. However, it is specific to the organisation and provides some challenges in that some of the data relating to the programme that would normally be available in this case cannot be due to internal security rules and regulations of the partner organisation.

Examples of good practice

The provider has developed a close relationship with the partner organisation and ongoing conversations enable timely feedback as well as a clear indication of how students are progressing. The rigorous practices demonstrated in all aspects of the partner organisations practices adds to the confidence that this programme is being appropriately taught and assessed.

Issues and concerns

While the processes adopted and reports presented provide confidence in the graduate outcomes, they are specific to the close relationship with and nature of the delivery partner. When the provider expands its delivery to include other organisations these processes for assuring consistency need to be reviewed and strengthened.