

**Qualification Title:** New Zealand Certificate in Youth Work (Level 4)

**Qualification number:** 2449

**Date of review:** 3 October 2018

**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:

Under broad guidance, with some responsibility for the performance of others, while upholding and honouring the history of Māori as tangata whenua and creating a safe environment for young people, graduates will:

- Lead youth development projects;
- Mentor and support young people to recognise and develop their potential; and
- Apply reflective practice and self-care.

**Education Organisations with sufficient evidence**

Education Organisation	Final rating
Community Support Services ITO Limited	Sufficient
Workforce Development Ltd	Sufficient

**Introduction**

This 80-credit qualification provides broad operational and theoretical knowledge for those who wish to progress their employment within the youth work sector.

Two education organisations had graduates. One had eight graduates in 2016 and 31 in 2017, whilst the other provider had five graduates in 2017. One programme was offered as work-based training, while the other took a project-based, tutoring approach with industry relevant components.

**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 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.

## **Final consistency review report**

Both education organisations offered unit standards and submitted evidence of approval by NZQA indicating, to some extent, programme alignment with the qualification requirements.

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

One education organisation provided a wide range of evidence, particularly in programme and assessment alignment with the qualification's graduate outcomes and in programme robustness. Convincing evidence that assessments were robust and judgements fair and accurate was provided and included moderation processes and samples, training arrangements, processes and requirements for workplace assessments, and assessment task samples that required a portfolio of workplace evidence and verification. The evidence provided also included graduate and employer feedback based on the graduate outcomes.

The second education organisation provided a narrow range of evidence, mainly around the approval of the qualification and mapping to the unit standards. Samples of assessment tasks were included, but there was no evidence of moderation to provide confidence in these assessments. It was difficult to see the relevance of some of the documentation provided, as there was no evidence of analysis, interpretation and validation of that documentation or how it was used to demonstrate consistency.

While one education organisation had included both graduate and employer feedback, the response rate was low, and both organisations indicated their intention to improve processes and outcomes for obtaining graduate, employer and industry feedback.

### **Special Focus**

This qualification did not have any areas of special focus.

### **Examples of good practice**

One education organisation provided information post review meeting that demonstrated a significant improvement in the analysis and interpretation of evidence to inform their judgements of graduates meeting the threshold, as well as reflection on ways that they can gain more robust evidence. For example, evidence was provided of 'mapping learning objectives and assessments to graduate outcomes of the qualification' to give the education organisation confidence 'that assessments, evidence and workplace tasks are at the right level, appropriate, robust and sufficient'. Also, they reflected on how future additional methods, designed to gain better engagement with the sector, would provide additional evidence that the programme meets the graduate and qualification outcomes.

### **Recommendations to Qualification Developer**

There were no recommendations for the qualification developer.