

Qualification Title: New Zealand Certificate in Health and Wellbeing (Level 2)

Qualification number: 2469

Date of review: 5 June 2020¹

This report refers to graduates awarded this qualification prior to: **31 December 2019**

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 of graduates who, have the entry-level skills and knowledge required to provide person-centred support in the health and wellbeing sectors, while working under supervision, and managing a limited range of processes and familiar problems.

Education Organisations with sufficient evidence

The following education organisations have been found to have sufficient evidence.

MOE Number	Education Organisation	Final rating
7372	Future Skills Academy Limited	Sufficient
7502	Ignite Colleges Limited	Sufficient
7647	New Zealand School of Education Limited	Sufficient
8619	New Zealand Tertiary College Limited	Sufficient
6025	Toi Ohomai Institute of Technology Limited	Sufficient
7687	Avatar Institute of Learning	Sufficient
9981	Valley Education and Training Enterprises Limited	Sufficient
8144	Community Support Services ITO Limited T/A Careerforce	Sufficient
9918	Training For You Limited	Sufficient
8824	Horizon Education Limited	Sufficient

Introduction

The New Zealand Certificate in Health and Wellbeing (Level 2) is a 40-credit qualification designed to recognise the entry-level skills and knowledge required to provide person-centred support in the health and wellbeing sectors, and to provide a training pathway for entry into careers in the health and wellbeing sectors. This qualification is targeted at new or potential entrants into the health and wellbeing sectors, including those re-entering the workforce. It provides foundation skills to ensure that workers are safe to work at an entry level in a health or wellbeing setting. The graduates may benefit by gaining recognition of the transferrable

¹ This review was originally scheduled to take place 31 March – 1 April 2020. Due to Covid-19 restrictions the review was postponed and then completed via Zoom meeting.

skills and knowledge valued in the health and wellbeing sectors. Graduates will work under general supervision.

The qualification was approved in 2014 and was previously subject to consistency review in 2016. The qualification was reviewed in 2019. Community Support Services ITO Limited (Careerforce) is the qualification developer and a representative were consulted as part of this review.

There were ten education organisations with graduates, one with fewer than five graduates. Nine education organisation representatives participated in a virtual consistency review meeting. Two video conference reviews were held over one day.

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.

Evidence provided included:

- Confirmation that the education organisations had a coherent programme of study or programme of industry training which ensured that programme components led to the graduate profile.
- Confirmation that the conditions for the programme were met.
- Evidence of internal and external moderation that assured that the programmes were assessed at an appropriate level.
- Records of feedback from employers and graduates, confirming that the programme had provided students with a range of skills aligned to the graduate profile and appropriate to an entry-level role in the health and wellbeing sectors.
- End user data – both employment and education. For those education organisations that had graduates who had moved to higher study, few had sought feedback on their graduates from the tutors who taught graduates at a higher level. This evidence is most convincing when it specifically addresses the component parts of the graduate profile.

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?

Education organisations submitted a range of evidence that could be triangulated to demonstrate that their graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment to the GPOs; graduate, employer, and next-level tutor feedback; and destination data.

The education organisations mostly provided good evidence related to the alignment of their approved programmes of study with the GPOs. Only two education organisations outlined clearly and concisely how all the qualification conditions for programme context were addressed. Most education organisations only relayed information pertaining to the recommended hours of work experience. All programmes provided opportunities for assessment within the real-world environment as recommended in the conditions.

Generally, evidence relating to moderation was strong, demonstrating good internal moderation processes. Almost all education organisations provided evidence of external moderation.

Graduate and employer evidence, via survey, was provided by most education organisations and generally confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile. Some education organisations utilised the GPOs well, as a basis to gather feedback and information. A number of education organisations were challenged in gathering evidence as they did not actively seek feedback or engage with graduates and graduate employers until the consistency review date approached. This indicates the need for education organisations to revise methods of evidence gathering as a systematic quality assurance activity.

Destination data was discussed and indicated that graduates were mostly working in entry level roles within the health and wellbeing sector, that requires the application of skills and knowledge consistent with the graduate profile. A much smaller number of graduates are progressing to further study relevant to health and wellbeing, this evidence was generally less well validated.

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.

Special Focus

None

Examples of good practice

A few education organisations presented well-organised, relevant, and clearly analysed evidence that was triangulated between programme information, graduate destination and feedback data, and data from end-users (employers and next-level tutors). Clear and focussed evidence presented in this way provides a concise and convincing case for consistency.

In addition to participation in internal and external moderation, three education organisations are engaging in moderation activities with other education organisations delivering the same or similar programmes of study. This good practice is providing more frequent and systematic external feedback for consideration and use.

Generally, education organisations utilised the GPOs as a basis to gather feedback and information from graduates and from end-users mostly replicating the GPOs. Three education organisations designed questions to better reflect the specific skills and knowledge at Level 2. As a result, graduates and end-users provided more useful feedback for analysis and review.

Issues and concerns

Many education organisations did not adequately identify or provide evidence that all programme, or recommended programme context and conditions had been met within the programme of study.

Most education organisations are seeking feedback and information in a condensed time frame from graduates and end-users immediately prior to participation in the consistency review. This is not producing the compelling evidence that reflects the education organisations own perspective as to the extent graduates are meeting the GPOs.

The partial data and information collected by some education organisations constrained analysis and limited the use and understanding of the findings to achieve actual or improved consistency going forward.

Recommendations to Qualification Developer

None