

**Qualification Title:** New Zealand Certificate in Computing (User Fundamentals)  
 (Level 2)

**Qualification number:** 2591

**Date of review:** 21 and 22 November 2022

This report refers to all graduates awarded this qualification prior to: 31 December 2021

**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 being able to perform a range of basic tasks independently in familiar situations, and in a supervised work environment. They will be able to:

- use the main features, functions and settings of a range of common digital devices and software to create, access, organise, present and store information and data relevant to the context
- use internet and common digital devices and software to connect with other users and devices
- demonstrate knowledge of the types and purpose of common computing hardware, software and terminology to assist with choosing the right tool for the task recognise basic security risks and compliance requirements when using digital devices and software, and identify
- procedures and solutions to implement and maintain basic security in a home, work or study context
- trouble-shoot and fix simple or routine computing and connectivity problems.

**Education Organisations with sufficient evidence**

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

MOE Number	Education Organisation	Final rating
6007	Te Pūkenga - New Zealand Institute of Skills and Technology trading as EIT	Sufficient
9964	People Potential Limited	Sufficient
6025	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Toi Ohomai	Sufficient
8489	Personalised Education Ltd	Sufficient
6015	Te Pūkenga - New Zealand Institute of Skills and Technology trading as SIT	Sufficient
8415	Capital Training Limited	Sufficient

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9515	Target Training Centre	Sufficient
7391	EmployNZ Limited	Sufficient
8895	Activate Training Centre Limited trading as Vision College	Sufficient
9384	Achievement NZ Limited	Sufficient
6011	Te Pūkenga - New Zealand Institute of Skills and Technology trading as NMIT	Sufficient
9535	Horowhenua Learning Centre Trust	Sufficient
9981	Valley Education and Training Enterprise Limited	Sufficient
9230	Quality Education Services Limited	Sufficient
9401	Matapuna Trust trading as Matapuna Training Centre	Sufficient

### Introduction

The purpose of this Level 2, 40-credit qualification is to provide workplaces and communities with graduates who have attained a range of introductory digital technology skills, and who can be employed in a range of general entry level roles, proceed to further study, and contribute to community outcomes.

Graduates will be capable of using a range of digital technologies at an introductory level, to produce and process information, and operate with a range of skills that will be internationally relevant. They will be able to perform a range of basic tasks independently in familiar situations, and in a supervised work environment.

This qualification assists graduates in improving digital literacy and capability in society, in a range of personal, community and voluntary areas, and may assist graduates to obtain entry level positions in a range of industries. The educational pathways leading from this qualification include further study in a range of higher-level qualifications at Level 3 or higher. It may also complement other qualifications in specific industries.

The qualification was originally developed in 2015 by NZQA's National Qualifications Services in conjunction with the Institute of IT Professional NZ (New Zealand's professional body for software and IT professionals) and the education sector. There was a consistency review held in 2018 and the national consistency of graduate outcomes was confirmed for this qualification at that time.

A qualification review was held in June 2020, with the outcome that this qualification is to be expired and replaced by a new Level 2, 60-credit qualification [Ref: 4231]. There was general agreement that the changes made during this review process, particularly those relating to the increase in overall credits, more emphasis on trouble shooting problems and the addition of the communication skills in the digital context, will provide enhanced outcomes for graduates of this new qualification.

There were 18 education organisations with graduates from the programmes of study leading to the award of this qualification over the reporting period for this consistency review (2018-2021). These organisations had a total of 1527 graduates over this time. A number of the organisations had discontinued their programmes for this qualification due to changing

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enrolment patterns and learner interest. Two organisations had gained approval from NZQA for programmes leading to the new qualification, and others are planning to make this change.

The consistency review was held via online meetings and was attended by representatives of the education organisations, the new qualification developer, Toi Mai Workforce Development Council, and several observers.

### 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.

The evidence included:

- confirmation that each education organisation had a coherent programme of study which ensured that programme components, or unit standards, led to the graduate profile, the general conditions of the qualification were incorporated in the programme and real-life learning experiences were provided
- internal and external moderation evidence that assured the programme was assessed at an appropriate level, and assessment was valid
- feedback from graduates, employers and/or next level tutors confirming that the programme had provided graduates with a range of skills aligned to the graduate profile
- destination data including employment, further study and contributions to community and voluntary areas.

### **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?**

The education organisations submitted a range of evidence that in most cases could be triangulated to demonstrate that their graduates match the graduate outcomes at the agreed threshold. Some education organisations had discontinued their programmes.

The education organisations provided good evidence related to their approved programmes of study and how the module and/or unit standards, learning outcomes were mapped against the qualification graduate profile outcomes (GPOs), and of the quality and suitability of

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assessments which largely involved collections of evidence of the required skills and knowledge.

Moderation evidence was generally good and demonstrated the organisations had robust internal moderation processes and positive moderation outcomes that attested to the validity of the assessment results.

Graduate, employer or next level tutor surveys results and feedback generally confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile outcomes. However, a number of education organisations had low response rates to surveys (or other data collection methodologies) and this impacted on the validity of results and the value of this evidence to support the consistency of graduate outcomes. Collecting this evidence in a timely manner could strengthen the response rates.

Destination data, where available, generally showed graduates were applying the skills in their daily lives, at work and through contributions to community and voluntary organisations. Some graduates had progressed to further study in computing, business administration or related fields.

The stronger submissions robustly analysed, interpreted and triangulated their evidence and made clear and convincing arguments for how well each evidence source and the evidence, taken as a whole, had shown the graduates were demonstrating the graduate profile outcomes.

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** (includes special focus on a strand or outcome)

None

### **Issues and concerns**

None

### **Examples of good practice**

There were some examples of good practice illustrated in the self-assessment, including:

- organisations embedding the collection of feedback and information into 'business as usual' practices and using this effectively to answer the evaluation question - how well do graduates match the qualification's graduate profile outcomes, as well as to improve the programme and delivery
- taking learnings from previous consistency reviews to improve data collection processes and to provide more convincing conclusions in future consistency review events.

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### **Recommendations to Qualification Developer**

Those education organisations preparing programmes of study for the new Level 2 qualification (Ref:4231) recommended that the current end dates for enrolment and assessment for this qualification be extended in order for learners to complete their qualifications, and for education organisations to develop their new programmes leading to the award of the new qualification.