Qualification Title: New Zealand Certificate in Digital Media and Design (Level 3)

Qualification number: 2628

Date of review: 22 July 2019

This report refers to graduates awarded this qualification prior to: **31 December 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 of graduates who are capable of applying introductory digital media and design skills with limited supervision to problems in digital media and design.

They can:

- Describe a design process in a digital media context.
- Recognise problems in a digital media and design context.
- Follow direction and apply introductory skills to a specific digital media and design context/problem.
- Collaborate with peers, and reflect on and evaluate own work.
- Identify the importance of being a responsible digital citizen and potential career pathways within digital media and design.

Education Organisations with sufficient evidence

The final decision on the sufficiency of an education organisation evidence, will be updated as other organisations show sufficient evidence.

Education Organisation	Final rating
Southern Institute of Technology	Sufficient
Wellington Institute of Technology	Sufficient
Western Institute of Technology Taranaki	Sufficient
Whitireia Community Polytechnic	Sufficient

Introduction

This level 3, 60 credit qualification is for people wanting to gain introductory digital media and design skills and knowledge required for study at a higher level.

This qualification is primarily intended to provide a pathway to higher education rather than employment; however, graduates may gain work experience in the digital media and design industry. Work experience areas may include advertising, web design, in-house design studio, news media.

Graduates of this qualification may undertake further study at higher levels, including the New Zealand Certificate in Digital Media and Design (Level 4) [Ref: 2629], the New Zealand

Certificate in Arts and Design (Level 4) [Ref: 2627], the New Zealand Certificate in Fashion (Level 4) [Ref: 2630]; or the New Zealand Certificate in Creativity (Level 4) [Ref: 2869].

Four education organisations had between four and 16 graduates of this qualification.

NZQA is the qualification developer and a representative attended the consistency review meeting.

The consistency review for the New Zealand Certificate in Digital Media and Design (Level 4) [Ref: 2629] took place at the same meeting. An education organisation with an approved programme of study leading to the level 4 qualification, but no graduates to date, sent an observer to the review meeting.

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 for this review included:

- Confirmation that each of the education organisations had a coherent programme of study or programme of industry training which ensured that programme components led to the graduate profile.
- Graduate surveys and feedback from next-level teachers which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.
- Destination data supporting that graduates had progressed to further study as described in the qualification's Education Pathway.

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 graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate, next-level teacher feedback, and destination data.

Most education organisations provided strong evidence related to the alignment of their approved programme of study with the GPOs, and of the quality and suitability of the programmes in terms of supporting graduate consistency with the graduate outcome.

Evidence relating to moderation was strong with all education organisations demonstrating good internal and external moderation processes.

Most education organisations also presented feedback from graduates that was directly aligned to the GPOs. Most were able to provide positive evidence from next-level teachers

that graduates were using valuable skills and knowledge consistent with the GPOs, although the quality of this evidence was variable. Confirmation that graduates were continuing to study in related higher-level programmes, was viewed as good evidence.

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.

Examples of good practice

One education organisation presented well-organised, relevant, and clearly analysed evidence that was triangulated between programme information, graduate destination and feedback data, and data from next-level teachers. Clear and focussed evidence presented in this way provides a concise and convincing case for consistency.

Issues and concerns

Typically, education organisations are undertaking surveys for all graduate cohorts at one time as a compliance exercise before Consistency Review. This tends to result in less valuable information and more difficulty engaging with graduates.

Undertaking well-timed surveys post-graduation for each cohort (e.g. three months after programme completion) generally results in good engagement and a higher survey response rate.

Recommendations to Qualification Developer

As discussed during the review, the mandatory GPO conditions in the qualification may not be serving a useful purpose.