

Qualification Title: New Zealand Diploma in Digital Media and Design (Level 5)

Qualification number: 2638

Date of review: 14 August 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 graduates being able to:

- Apply problem-solving skills to a range of digital media and design challenges.
- Apply and manage a design process to meet requirements of project briefs within defined guidelines.
- Apply general and technical skills in the creation of design solutions.
- Analyse and evaluate their own work and the work of others.
- Demonstrate professional practices, including working collaboratively with others, in a digital media and design work environment.

Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
New Zealand Management Academies Ltd	Sufficient

Introduction

This qualification is for people who want to gain the general skills and knowledge required to work in a technical or assistant digital media and design role. Graduates require 120 credits to be awarded this qualification. Just one tertiary educational organisation had graduates in the 2016 year. This organisation had two approved programmes that lead to a Diploma in Digital Media, one was in 'Animation and Film Production' and the other was in 'Web and Graphic Design'. A representative of this organisation¹ verbally presented their case that their 2016 graduates matched the graduate profile outcomes at the review meeting. Another tertiary educational organisation attended the meeting as an observer. NZQA, as the qualification developer, had a representative at the meeting. The meeting participants agreed the above threshold represented the important graduate outcomes in a real-world work environment for this group of 2016 graduates.

¹ New Zealand Management Academies (NZMA) reported these graduates, as NZMA had recently purchased Yobee School of Design, which delivered this programme. A Yobee staff member represented NZMA at the review meeting.

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 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 key evidence provided included:

1. Programme related evidence
 - Programme documentation: The programme delivery context was well described including authentic industry feedback on the programmes offered. There was clear mapping of the learning outcomes from the programme modules against the graduate profile outcomes.
 - Assessment processes: The sample provided was a summative assessment of a workplace task undertaken in realistic scenario. The outline included explicit rubrics for a pass, fail and indications of higher achievement, clearly mapped against the learning outcomes and graduate profile outcomes.
 - Moderation: The moderation practice was well organised and had good coverage of the assessment activity. Four of the 7 possible modules were moderated and each of the three campuses participated in moderation. The 2016 moderation results were strong, with all judgment confirmed and only minor modifications being made. The moderation practice and results give overall confidence in the assessment results.
2. Graduate destination related evidence
 - Clear and well analysed destination data showed that 76 per cent of the 2016 graduates went onto higher related education, while just 17 per cent went into employment; only 36 percent of these were in roles related to the qualification. However, there was some evidence of graduates working in part-time retail and hospitality roles, were also undertaking related freelance work and further education.
3. Stakeholder feedback related evidence
 - Graduates: The feedback survey, though having good response rates, only reported the graduate's views on the programme. This has little value as evidence for a consistency review process as it was not connected to graduate profile outcomes.
 - Businesses: Businesses provided the education organisation with detailed feedback on their programme including what capabilities were needed for a digital media and design role. The industry feedback stated Level 5 graduates with one year's experience would typically not be employed. There was no direct feedback on the graduates who had been employed and how well they had met the graduate profile outcomes.

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

The education organisation effectively demonstrated that their graduates matched the graduate profile outcomes at the appropriate threshold. The consistency review evidence provided came from the three common sources: programme related evidence and evidence of graduate destinations, as well as some feedback from key stakeholders. The evidence provided either directly showed that the graduate profile outcomes were being achieved and/or indirectly showed that by confirming there were a range of sound underlying processes in place that gave confidence that the graduates were achieving these outcomes at the appropriate threshold.

The programme related evidence was strong. There was direct mapping of the learning outcomes and assessment tasks against the graduate profile outcomes. The summative assessment sample clearly required students to complete a workplace task under workplace type conditions. The moderation practice was well organised, represented well the assessment activity taking place and all of the assessment results were confirmed. The graduate destination evidence showed that most graduates had followed the expected education pathway stated in the qualification and gone onto higher related education. A minority had got work in the industry and there was some evidence that some graduates were doing freelance work. Industry feedback that was gathered was consistent with the above destination results that is, most graduates would not be employed in the industry. The organisation had a rich understanding of the industry and its graduates based on sound analysis. Overall, a convincing case was made that the 2016 graduates matched the graduate profile outcomes at the appropriate threshold.

Examples of good practice

The TEO had developed a summative assessment task where students had to develop a digital solution under workplace conditions, to meet the requirements of a brief in a real-world scenario. Industry representatives confirmed this task was similar to what graduates would face in the industry. The materials given to the students clearly outlined the task, the rubrics for a pass, fail and indications of higher achievement; and these were mapped against the learning outcomes and graduate profile outcomes.

Recommendations to Qualification Developer

There were no formal recommendations to the qualification developer. However, the participants at the meeting did agree on a threshold that matched the qualification graduate profile outcomes except for one modification to the fifth outcome below:

“Demonstrate professional practices, *including leadership*, in a digital media and design work environment.”

This was changed in the threshold to:

“Demonstrate professional practices, *including working collaboratively with others*, in a digital media and design work environment.”

The education organisation argued that showing ‘leadership’ was not a requirement for all their level 5 graduates in a real-world environment. However, all graduates required the ability to work collaboratively with others.