

Qualification Title: New Zealand Diploma in Photography (Level 6)

Qualification number: 2649

Date of review: 5 August 2021

This report refers to graduates awarded this qualification prior to: **December 31, 2020**

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 capable of working **independently** as employees, or in self-employed or freelance roles and:

- Apply problem-solving skills to a range of complex design challenges within a photographic context.
- Conceptualise, plan and produce a body of photographic work.
- Apply specialised conceptual, creative and technical skills in photographic imaging.
- Apply specialised knowledge of software technologies relevant to a range of photographic applications and genres.
- Contextualise own photographic practice and evaluate the work of others.
- Work independently to meet complex project briefs.
- Present work in a manner that engages with others.
- Apply professional, ethical and business practices within photographic location and studio environments.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6013	Otago Polytechnic Ltd	Sufficient
6009	Universal College of Learning	Sufficient
9324	Yoobee Colleges Ltd	Sufficient

Introduction

This level 6 qualification is intended for people seeking to enter professional careers within the photographic imaging and related industries.

The qualification provides a pathway from the New Zealand Diploma in Photography (Level 5) [Ref: 2648].

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NZQA is the qualification developer, and a representative attended the Zoom session.

Three organisations gave presentations during the review. Graduate numbers per organisation ranged from 16 to 70.

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. Confirmation of which qualification version graduates completed.
- Confirmation that the education organisation had a coherent, approved programme of study which ensured that programme components led to the graduate profile outcomes.
- Graduate, employer and client testimonials and next-level tutor surveys which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.
- Confirmation that graduates were progressing to, and being successful in, further study requiring the application of skills and knowledge described by 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 graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate, employer and client testimonials next-level tutor feedback, and destination data.

Most education organisations provided good 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 outcomes. This included assessments and learning contexts appropriate to the applied and varied contexts of the qualification.

Evidence relating to moderation was mixed, with some education organisations demonstrating good internal and external moderation processes. Organisations that were able to link the activity of moderation to improvements in assessment conditions or were able to evidence quality assurance responses presented strong evidence. The disruptive year that education providers had in 2020 with Covid-19 had some negative impact on

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ensuring moderation continued as business as usual. The reviewer noted that there were also some lapses in moderation processes due to some providers not actively seeking collaborative partnerships with other institutions.

Organisations were able to present feedback from graduates that was directly aligned to the GPOs. There were some issues with the survey methodologies used, for example not routinely surveying annual cohorts of graduates. Therefore, the data presented was often lacking in sufficient depth of responses and in some cases, representative data. This was the result of undertaking surveys a long time after graduation, with resulting loss of contact with graduates. At the review, organisations discussed the need for surveys to be undertaken some time after graduating, due to the length of time it takes to get established as a practitioner. The reviewer recommends that both routine cohort post-graduation feedback and longer-term feedback is sought. Other discussions centred around using a range of questioning methods to gain more value from the surveying activity. One of the organisations had clear evidence of improvements made to the programme because of graduate and next-user feedback. This was viewed as strong evidence.

Destination data was generally clearly presented and revealed good proportions of graduates going into either self-employment or working within a professional practice. The relatively large percentage of self-employed graduates also provided challenges for organisations in tracking their outcomes. Discussions centred around the need for building and maintaining relationships with graduates.

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

- Evidence of moderation activities leading to improved assessments.
- Evidence of improvements and adjustments made to programme delivery and design as a result of graduate and next-user feedback.
- Evidence of in-depth discussions with next-users around the GPOs.

Issues and concerns

None

Recommendations to Qualification Developer

None

