

Qualification title: New Zealand Certificate in Early Childhood Learning and Care (Level 2)

Qualification number: 2848

Date of review: 11 May 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 the graduate who:

- Having early childhood learning and life skills with a focus on parenting roles or as support for kaiāwhina and carers in a supervised environment relating to caring for infants, toddlers, and/or young children
- Having the basic skills and foundation knowledge to care for children, primarily in parenting roles
- Being able to use introductory te reo Māori and tikanga Māori to support the learning and care of children.

Graduates may contribute to improved community and family outcomes by providing support for infants, toddlers, and young children.

Graduates may also be involved as a kaiāwhina, providing support for carers in a supervised environment, or in unpaid caregiver support roles.

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.

MOE Number	Education Organisation	Final rating
9964	People Potential Limited	Sufficient
7391	EmployNZ Limited	Sufficient
9230	Quality Education Services Limited	Sufficient

Introduction

The purpose of this qualification is to provide Aotearoa New Zealand with people who have early childhood learning and life skills. The primary focus is on parenting roles or as support for kaiāwhina and carers in a supervised environment relating to caring for infants, toddlers, and/or young children, and for learners to be involved in formally recognised learning.

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Graduates may contribute to improved community and family outcomes by providing support for infants, toddlers, and young children.

Graduates will have the basic skills and foundation knowledge to care for children, primarily in parenting roles. They may also be involved as a kaiāwhina, providing support for carers in a supervised environment, or in unpaid caregiver support roles.

This qualification may contribute to the National Certificate of Educational Achievement (NCEA) (Level 2) [Ref: 0973] and provide a pathway to further learning and education, either in Early Childhood Education (ECE) or elsewhere.

It was interesting to note during the review that the skill of parenting was high on the outcome for learners, and many graduates had become parents and were using the skills and knowledge gained in the qualification.

Evidence

The education organisations provided a range of evidence with most being able to demonstrate that their graduates met the graduate profile outcomes. All three are using modules or components of learning, rather than unit standards.

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:

- Programme mapping of the graduate profile outcomes to learning outcomes and assessments
- Internal and external moderation processes and outcomes
- Destination data of next level learning or employment or use of the outcomes for personal or other use.
Destination data collected and analysed to show alignment with the required skills and knowledge.

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?

All education organisations (EOs) submitted a range of evidence to demonstrate how the graduates met the graduate profile outcomes (GPOs). There was evidence from the self-assessment reports with programme mapping of GPOs to learning outcomes with aligned assessments (and aligned moderation from one). Substantial internal moderation practices and external confirmation of good assessment were outlined from most submissions,

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demonstrating the use of good assessment within the programme and showing that the graduate outcomes have been met.

Destination data provided good outcomes for the learners from the education organisations. Some useful information from one educational organisation showed a need for it to develop a more systematic approach to gathering timely and dated feedback against the graduate profile outcomes from all stakeholders including graduates.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrate that their graduates meet the graduate outcomes at the determined threshold.

Special Focus

Graduates that have appropriate te reo Māori skills may undertake further study towards Te Mana o Te Mokopuna (Level 3).

Examples of good practice

- One organisation socialises the graduate profile outcomes by putting them on the walls in classrooms for learners to ensure a good understanding of the outcomes of their learning. This is a good practice and shows a learner focussed organisation.
- Another good practice noted was the graduate and destination data showing where the graduates went immediately and then where they went after a length of time showing exceptional outcomes – this was very well done and is evidence of effective and efficient self-assessment practice.

Issues and concerns

None

Recommendations to Qualification Developer

None