

Qualification Title: New Zealand Certificate in Sport Coaching (Level 3)

Qualification number: 3228

Date of review: 22 November 2021

This report refers to graduates awarded this qualification prior to: 31 December 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 that graduates can coach participants at entry level across a range of sports codes and activities, being able to:

- Create a safe and supportive sport coaching environment;
- Be a positive role model;
- Model simple skills and apply coaching principles and group management techniques;
- Apply injury prevention techniques; and
- Provide constructive feedback on performance.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6007	Eastern Institute of Technology Ltd	Sufficient
8129	Skills Active Aotearoa Ltd	Sufficient
6015	Southern Institute of Technology Ltd	Sufficient
8247	Waikato Institute for Leisure and Sport Studies Trust Board	Sufficient

Introduction

This practical and applied 40-credit level 3 qualification is designed for individuals who wish to coach participants at entry level across a range of sports. Graduates can apply their coaching skills with a focus on skill development and enjoyment for participants to encourage people to participate in sport codes and activities.

Graduates will contribute to the health, cultural, social and economic wellbeing of Aotearoa New Zealand.

Graduates may be employed (paid or voluntarily) as an entry level coach, primary or secondary school sport coach, or in a commercial park environment as a club coach or

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assistant. This qualification can also provide a pathway to the New Zealand Certificate in Coaching and Instruction (Level 4) [Ref:3229].

From 2018 to 2021, five TEOs had graduates of this qualification, with numbers ranging from four to 42.

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; and
- 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 submissions should include evidence that the programme is robust and will meet the requirements of the qualifications, that graduates' destinations match the intent of the programme, and that graduates are competent in applying the GPOs as substantiated by graduate, employer, and next-level tutor feedback.

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?

Organisations submitted a variety of evidence. There were areas with gaps for some organisations in terms of graduate and next-user feedback.

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

Examples of good practice

One TEO organised their report and presentation around the three categories of programme evidence, graduate evidence and destination data. They then presented a clear triangulation of the feedback from employers, next-level tutors, and graduates. This organisation also included ways in which they are improving processes to strengthen the robustness of the evidence. Self-assessment practices were clearly evident in the presentation and documentation submitted.

Issues and concerns

A significant number of graduates embark on other career paths or remain at school and use the skills, knowledge and abilities gained through this qualification in a voluntary capacity. TEOs still tended to think traditionally in terms of gaining feedback from next-level tutors or employers which excludes feedback on volunteerism. Creative approaches need to be

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explored to ensure that this important graduate outcome is evaluated by someone who can observe graduates' coaching and relate this to the GPOs. It may be that valid feedback can be gained from the community - a teacher, parent, co-coach or someone in a team being coached.

Recommendations to Qualification Developer

Participants emphasised the importance of transferable skills and the recognition of these as an outcome of the qualification. Aligned to this, it was also felt that there should be recognition of the value of this qualification for school students as a vehicle to develop skills and self-confidence.

Some TEOs expressed the desire for this qualification to be aligned or benchmarked to national sporting code qualification pathways.

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