

Qualification title: New Zealand Diploma in Drama (Level 5)

Qualification number: 3428

Date of review: 15 July 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 graduates who, working independently, are able to:

- Apply drama techniques with technical ability and artistic proficiency in an extended repertoire
- Perform drama techniques competently and creatively, to engage an audience
- Analyse and interpret performance texts to inform and improve own practice
- Apply a broad range of research and analytical skills to inform own practice
- Manage and take responsibility for own professional practice
- Analyse characteristics of the stage and screen industry to develop own career plan.¹

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
9324	Yoobee Colleges Ltd	Sufficient
9531	Excel School of Performing Arts	Sufficient

Introduction

The New Zealand Diploma in Drama (Level 5) is a 120-credit, technician-level, qualification intended for individuals who wish to develop their career as a performer in the drama industry. It provides the industry with performers who have an extended repertoire of drama skills to perform confidently and creatively in a range of dramatic roles.

This qualification may lead to employment or self-employment in roles such as: drama company member; assistant drama instructor; performers within music videos, television

¹ Note that this threshold statement is drawn directly from the graduate profile outcomes of the qualification as review participants agreed that they were all relevant and of importance. The qualification is about to begin scheduled review.

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commercials or productions; performers within community events and festivals; commercial actor.

There have been 76 graduates in the period of 2017 to 2021.

There were two education organisations with graduates, who were represented in an online consistency review meeting. Both education organisations deliver their programmes face-to-face utilising tours and productions to simulate real-world situations.

Skills Active Aotearoa Ltd² was the qualification developer, and two representatives of Toi Mai Workforce Development Council (New qualification developer) participated in the online review meeting. The qualification was approved in 2016 and a scheduled review of the qualification is about to begin, facilitated by Toi Mai Workforce Development Council.

Evidence

The education organisations presented a range of evidence to demonstrate that their graduates met the graduate profile outcomes (GPOs).

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisations
- How well the organisations have analysed, interpreted, and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the education organisations 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:

- Confirmation that each of the education organisations had a coherent programme of study which ensured that programme components and assessment led to the graduate profile
- Evidence of internal and external moderation that assured that the programme was assessed at an appropriate level
- Records of feedback from graduates, confirming that the programmes had provided students with a range of skills aligned to the graduate profile and appropriate to a role in the performing arts profession.

How well does the self-assessment and supporting evidence provided by the education organisations demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

The education organisations submitted a range of evidence that could be triangulated to demonstrate that their graduates match the graduate outcomes at the agreed threshold. This included assessment and moderation evidence; programme to GPOs alignment; graduate feedback, and destination data.

² Since transferred to Toi Mai Workforce Development Council

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The education organisations provided good evidence related to the alignment of their approved programmes of study with the GPOs, and of the quality and suitability of the programmes and assessments in terms of supporting graduate consistency with the graduate outcomes. The education organisations provided evidence that their programmes provided opportunities for assessment within realistic contexts aligned to the qualification.

Generally, evidence relating to moderation was strong, demonstrating good internal and external moderation processes.

Graduate engagement supported the premise that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile or that they were working part-time or full-time in roles that required the application of skills and knowledge required by the graduate profile.

Generally, information from employers per se was weak. This may be related to the fact that many graduates in this industry are employed on a piecemeal basis related to specific projects or productions. However, one provider found merit in exploring the 'agency profiles' of graduates who had listed themselves with talent agencies. Their profiles listed the various productions and roles that they had been involved in, which indicated that they had attained employment or self-employment in areas that are consistent with the GPOs.

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

Special Focus (includes special focus on a strand or outcome)

None

Issues and concerns

None

Recommendations to Qualification Developer

None