

**Qualification Title:** New Zealand Certificate in Library and Information Services for Children and Teens (Level 6)

**Qualification number:** 3463

**Date of review:** 30 August 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:**

This qualification is intended for people who have the potential to undertake leadership roles in information services for children and teens in libraries, schools and public sector organisations. The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates being able to:

- Identify and develop solutions to the issues and needs of a particular community (local, school, etc.), and the impact these have on participation in library programmes by children and teens,
- Create, lead and deliver programmes and services that provide opportunities for children and teens to develop the multiple literacies required for reading and lifelong learning,
- Plan and manage information, collections and services targeted at children, teens and their families/whānau, and integrate the use of collections and information in all forms and formats,
- Apply understanding of the ethical management and use of information, equity of information access, freedom of information, privacy, cultural knowledge and copyright, in New Zealand's bicultural and multicultural environment, to the provision of library and information services for this user group.

The threshold statement is the prescribed Graduate Profile Outcomes (GPOs) of the qualification.

#### **Education Organisations with sufficient evidence**

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

<b>MOE Number</b>	<b>Education Organisation</b>	<b>Final rating</b>
6022	The Open Polytechnic of New Zealand Limited	Sufficient

#### **Introduction**

This 80-credit Level 6 certificate qualification is a specialist qualification for professionals providing library and information services for children and teens. It is available nationally by

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extramural study through The Open Polytechnic of New Zealand Ltd (TOPNZ) and is undertaken by learners already employed in this or a related field. The qualification is recognised by the School Library Association of New Zealand Aotearoa (SLANZA).

The qualification builds on the New Zealand Diploma in Library and Information Studies (Level 5) [Ref: 3466]. Graduates may progress to further study at degree level in library and information studies or teaching.

The qualification developer is presently TOPNZ, but it is intended that once the current review of version 1 of the qualification is completed, this responsibility will be passed on to the Toi Mai Workforce Development Council.

Up to 31 December 2021, there have been 25 graduates of this qualification.

### Evidence

The education organisation provided 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 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.

Examples of evidence included:

- Details of strong working relationships with SLANZA and other professional bodies within the library and information management field
- Processes of ongoing programme review involving industry professionals
- Strong moderation processes
- Extensive feedback from graduates about their perceptions of the graduate outcomes attained.

### **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?**

The provider provided a comprehensive and well triangulated portfolio of evidence demonstrating that their graduates meet the required graduate outcomes.

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

None

### **Examples of good practice**

Professional bodies are actively involved in both qualification design and ongoing programme review.

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Strong processes are in place to ensure consistency of marking and clear evidence is provided that moderation is used to support continuous improvement of assessment and programme delivery.

Very extensive feedback was gathered from graduates, which demonstrated that they value this qualification.

### **Issues and concerns**

None

### **Recommendations to Qualification Developer**

The qualification is presently under review with active participation from the professional bodies and other stakeholders. Current feedback suggests the qualification is largely fit for purpose, but options to include more coverage of the use of social media may be explored.