

Qualification Title: New Zealand Diploma in Sport, Recreation and Exercise (Multi-sector) (Level 6)

Qualification number: 3628

Date of review: 25 May 2022

This report refers to graduates awarded this qualification prior to: 31 December 2021

Final decision on consistency of the qualification: National consistency is confirmed

It was agreed at the meeting that the threshold, for the purposes of this consistency review, was aligned with the graduate profile outcomes of the qualification.

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates, operating in leadership roles, who will be able to:

- provide leadership within the sport, recreation and/or exercise industries, based on the critical analysis and application of research, concepts and trends from across the industries
- role model, and mentor others in safe, ethical and professional practices and procedures within the sport, recreation and/or exercise industries
- provide strategic oversight and management to ensure safe and effective delivery of tasks and activities to achieve sport, recreation and exercise outcomes
- design, plan, deliver and evaluate a range of activities, programmes and/or events to meet the needs of a range of users in sport, recreation and/or exercise settings
- analyse concepts and theories of exercise science to develop and evaluate health and wellness solutions to meet the needs of individuals, groups and/or communities
- manage, monitor and critically evaluate coaching practice in sport, recreation and/or exercise settings to recommend improvements to coaching strategies and practices.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6011	Nelson Marlborough Institute of Technology Ltd (NMIT)	Sufficient
6025	Toi Ohomai Institute of Technology Ltd (Toi Ohamai)	Sufficient
6012	Northland Polytechnic Ltd (NorthTec)	Sufficient
6010	Manukau Institute of Technology Ltd (MIT)	Sufficient

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8661	NZ Management Academies Ltd (NZMA)	Sufficient
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Introduction

The purpose of this Level 6 diploma qualification is to provide the Sport, Recreation and Exercise industries with individuals who have the knowledge and skills required to operate independently, supervise others and work with stakeholders across these industries.

Graduates will be able to operate within a framework of health and wellness in relation to individual, group and community needs, and will contribute to the cultural, social and economic wellbeing of Aotearoa New Zealand.

Graduates will be able to work in leadership roles such as: community sport manager; community health manager; event manager; facility manager; Hauora or health exercise educator; outdoor educator; outdoor recreation manager; parks manager; recreation planner; recreation manager; sport director; sport Kairangahau; sport Kaiako; and Whānau Ora manager. They could work in, or with a range of workplaces including; community health providers; community sport providers; outdoor education centres; exercise facilities; iwi organisations; local councils; cultural centres; outdoor pursuits centres; primary health organisations; regional sports trusts; recreation, sport and leisure centres.

The qualification was developed by Skills Active Aotearoa Limited in collaboration with the sector and education organisations in 2016 and listed on the New Zealand Qualifications Framework in May 2017. Toi Mai (Creative) Workforce Development Council (WDC) for the creative industries, including sports and recreation, now has responsibility for this qualification, and will be conducting a review over the next few months.

There were five education organisations with graduates from the programmes of study leading to the award of this qualification. These organisations had a total of 208 graduates over the reporting period.

The consistency review was held via an on-line meeting on 25 May 2022, and was attended by representatives of four of the education organisations, and Toi Mai (WDC). One of the education organisations had one graduate and their submission was evaluated via a desk-review.

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.

The evidence included:

- Confirmation that each education organisation had a coherent programme of study which ensured that programme components, including course aims, learning outcomes and assessment activities were align to the graduate profile.
- Evidence that practical work experience had been included in the programme, that provided learners with real-world learning and opportunities to demonstrate their competency in these environments.
- Internal and external moderation evidence that assured the programme was assessed at an appropriate level, and assessment was valid.
- Feedback from graduates, next level tutors, and some employers, confirming that the programme had provided graduates with a range of skills aligned to the graduate profile.
- Destination data including graduates progressing to further study in the final year of a degree programme, or moving into relevant employment in the sport, recreation and exercise industries.

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 five education organisations submitted a good range of evidence that was able to be triangulated to demonstrate that their graduates match the graduate outcomes at the appropriate threshold.

The education organisations provided good evidence related to their approved programmes of study and how the course learning outcomes were mapped against the qualification graduate profile outcomes, and of the quality and suitability of assessments. The programmes incorporated real-life learning and practice opportunities during work experience, personal training sessions, and engagement with sports teams, schools and community groups.

Generally, evidence relating to moderation was strong, demonstrating good internal moderation and external processes and positive results. This was persuasive evidence of strong assessment practices supporting graduates' consistency with graduate outcomes.

Graduate, next level tutor and employer survey results and feedback confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile. Several organisations had low, or no responses from employers.. While this was considered a gap in evidence, there was sufficient evidence from the other sources to support conclusions.

Destination data was strong, showing for three of the education organisations, the majority of their graduates had progressed to the next level of study, the final year of their partner university's degree programme. With the large number of graduates progressing to further study, feedback from next level tutors and success in their studies was convincing evidence. For the organisation without a formal pathway available for their graduates, data showed that fewer graduates had progressed onto further study in other education organisations. All organisations had some of their graduates progress to employment in local sporting

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agencies, gyms, and councils and community recreation centres, in roles that required the application of skills and knowledge required by the graduate profile.

The education organisations had generally analysed, interpreted and triangulated their evidence well, presenting clear and convincing arguments for how well each evidence source and the evidence, taken as a whole had shown the graduates were demonstrating the graduate profile outcomes. The understandings gained from this quality assurance process were being used effectively, by most organisations, to plan improvements to the programme and delivery to achieve improved consistency.

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

Examples of good practice

Three of the education organisations had articulation agreements to a degree programme for their graduates to pathway onto, and one has their own degree programme. These pathways provide graduates with the advantage of direct entry and credit recognition, for those choosing to continue with studies in this field.

Recommendations to Qualification Developer

Toi Mai (Creative) Workforce Development Council (WDC) for the creative industries, including sports and recreation, participated in the review meeting. Toi Mai will be conducting a review of the qualification over the coming months and is inviting the education organisations to contribute to this process.

