
To	Ako Ahimura Learning & Teaching Committee	From	Maura Kempin, Manager, Te Puna Ako Simon Tries, Manager, Te Korowai Kahurangi
Title	Actions Arising from Response to NZQA Monitor's Report	Date	10/ 08/ 2020

Recommendation/s.

That the Ako Ahimura Learning & Teaching Committee receive the paper Actions Arising from Response to NZQA Monitor's Report, consider the pros and cons of three options outlined in this paper to determine the most appropriate option, or propose an alternative.

Purpose

To report to the Committee concerning Action-02, Item 3.1 arising from a discussion paper presented to Ako Ahimura Learning & Teaching Committee, 21 November 2019, regarding NZQA's monitoring report on the New Zealand Diploma in Business.

Actions include:

- Consult with other ITPs for similarities and differences.
- Seek further clarity from NZQA on their perspective on the role of Learning Outcomes in the context of the Course and Programme as a whole.
- Provide a response to NZQA with Unitec's perspective

Background

In the paper presented on 21 November, the Managers of Te Puna Ako and Te Korowai Kahurangi raised concern about a number of 'surprise' expectations from NZQA Monitors set out in the NZQA monitoring report of the NZDip Business (Level 5 & 6) [Refs: 2459 & 2460]. Of particular surprise and concern was the following:

If the assessment task covers multiple learning outcomes, the assessor must ensure that the learner evidence meets the minimum passing criteria for each learning outcome. For instance, if an assessment covers three learning outcomes, a learner might do exceptionally well on two learning outcomes, achieve a mark of more than 50 per cent, but has not achieved the third learning outcome. This is not appropriate, as learners should not pass if they have not provided sufficient evidence for each of the learning outcomes being assessed

Concerns include:

- Compliance with 'emerging' NZQA requirements:
 - Lack of consistency with the qualification document which indicated:
"The minimum standard of achievement required for the award of the

qualification will be the achievement of all the graduate outcomes in the graduate profile”

- Approval of achievement-based assessment; expectation of practice more akin to competency based
- The need for all assessments to be ‘must pass’; impact on student outcomes
- Transparency for learners
- Reassessment, or multiple assessment of each Learning Outcome (LO); risk of overassessment
- The nature of current Learning Outcomes
- Practicality to implement
- Fragmentation of assessments

Clarification was sought from NZQA.

While waiting for a response from NZQA, the issue was raised in a forum of Academic Managers from across the ITP sector. Of the seven ITPs who participated in the virtual discussion, only one required assessment strategies demonstrating achievement of all learning outcomes.

One ITP commented: *XXX are aware that on several instances NZQA have commented on the need to ensure all learning outcome need to be passed. However, XXX have not as yet acted on this as:*

- *NZQA approved the programmes of study that use achievement based assessment using a cumulative assessment method*
- *Most XXX schools are opposed to this as it is “almost” competency based assessment.*
- *Clearly however, we apply this to the competency based assessment programmes.*

Following a number of reminders to NZQA, the Manager of Monitoring and Assessment confirmed the following:

Unitec needs to assure itself that all learning outcomes have been achieved to the extent that there is confidence that learners meet the graduate profile.

We would suggest that as part of this assurance, the assessor needs to be confident that learner performance is repeatable. It is up to Unitec how it wishes to achieve this – but a common method is to provide more than one summative assessment opportunity for the same learning outcome.

The manager of Monitoring and Assessment shared notes from an NZQA focus group re good practice in the assessment of learning outcomes and experiences with the programme monitoring process to date. Highlights are included below:

- There are a range of assessment design approaches employed by TEOs to provide assurance that learners can know, be and do what the qualification requires
- Individual/component learning outcomes should only be included in the programme if they are important in evidencing that learners meet the graduate profile
- There was agreement that all individual/component learning outcomes need to be assessed, but *it was not agreed that all individual/component learning outcomes must be ‘achieved/met’*

- Some learning outcomes may be more critical than others
- Summative assessment evidence does not necessarily provide the full picture of what someone has learned on a programme
- The onus could be put on the provider to justify its assessment design approach to NZQA, as part of the programme approval process – and this could include clarification of the degree of importance of each learning outcome
- There may be too much emphasis on individual/component learning outcomes, rather than overall course/module and programme outcomes
- Rather than requesting evidence of learner achievement of all learning outcomes, NZQA could seek evidence that learning outcomes, collectively, have been achieved 'to the extent that there is confidence that learners meet the graduate profile'.
- **Next steps**
- NZQA will use the information from the focus group meeting to reflect on its programme approval, monitoring and moderation processes
- Any changes to programme approval, monitoring and moderation processes for NZ Qualifications at Level 1-6 will be considered as part of the wider Review of Vocational Education.
- NZQA is refreshing its guidance on good practice assessment. The first step is the development of good practice assessment principles, followed by the development of guidance documents and contextualised resources. NZQA will engage with the sector on the good practice assessment principles in the first quarter of 2020.

Next Steps (for Unitec)

Consider three possible options:

1. Wait for further guidance from NZIST & NZQA. No change in Unitec assessment practice in the meantime
2. Introduce a mandatory requirement that all assessment strategies for all programme/ courses should provide evidence of a pass grade for all learning outcomes
3. Gradually work toward 2 above by implementing this requirement for new programmes only and providing on-going validation via quality assurance processes (e.g. Type changes, moderation)

Contributors / Co-Authors

Maura Kempin, Manager, Te Puna Ako

Simon Tries, Manager, Te Korowai Kahurangi

People Consulted

Quentin Williams, Academic Advisor, Te Puna Ako