

Qualification Title: New Zealand Diploma in Baking (Level 5)

Qualification number: 1844

Date of review: 2 March 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

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence that graduates of this qualification will be able to:

- Apply advanced baking knowledge and skills to produce a range of specialist bakery products in a craft or plant baking environment.
- Ensure personal or team (or bakery) compliance with safe food handling, personal hygiene, and occupational health and safety practices.
- Identify sub-standard products and apply a range of solutions to remediate baking processes and product quality issues.
- Apply baking knowledge and practice to explore the application of new approaches, techniques, and technologies.

It should be noted that the four GPOs above are those that the providers were confident could be demonstrated by graduates.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6010	Manukau Institute of Technology Ltd	Sufficient
6025	Toi Ohomai Institute of Technology Ltd	Sufficient

Introduction

This 120-credit diploma qualification provides the baking sector with bakers who have the advanced baking knowledge and skills required to undertake a full range of technical roles in the baking industry and are able to take full responsibility for their performance within a craft or plant baking environment.

This qualification may lead to higher qualifications in management or food science.

Two TEOs offered this qualification with graduate numbers ranging from 62 to 114 for the period 2017 to 2021.

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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 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 and employers. Next tutor feedback was less relevant in this instance, as there is no direct pathway for graduates, and few graduates reported undertaking further study.

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. Moderation evidence was particularly strong. Both programmes are practical in nature, with one programme incorporating a significant component of work experience and the other creating a realistic work context with commercial standard equipment. This practical approach closely aligns with the Graduate Profile Outcomes and increases the likelihood of graduates being able to apply the GPOs in the workplace.

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

Special Focus

None

Examples of good practice

Moderation and resulting changes were well evidenced by both TEOs. External moderation is also undertaken, which provides an opportunity for benchmarking.

Issues and concerns

Some employers are reticent to provide feedback on GPO achievement by graduates, although they are keen to be engaged with the programme. It is suggested that events to showcase student outputs could provide an opportunity to invite the employers of graduates to discuss the efficacy of the programme and the resulting standard of graduates.

Recommendations to Qualification Developer

A number of suggestions were made for the qualification developer's consideration.

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Both participating TEOs considered that two of the qualification's GPOs (4 and 6) are more challenging and unlikely to be demonstrated by most graduates as these develop with time, and it is unlikely that they will have the opportunity to apply these, in the short term. This refers specifically to *Apply leadership skills in a craft or plant baking environment*; and *Apply knowledge of baking and business principles to the design and management of a bakery*.

This led to a discussion about how realistic it is that the qualification alone would achieve the Strategic Purpose of providing the baking sector with bakers who can *undertake a full range of managerial roles* and can *manage the performance of others*.

There are no entry requirements for this qualification, which means it can be undertaken by those with no knowledge of, or experience in, the baking sector. This was considered an issue in terms of the level of the qualification.

Another suggestion made was that the title be broadened to incorporate 'patisserie' or 'pastry', making it more current and attractive.

It would also be beneficial if greater alignment between industry expectations and the qualification outcomes was established.

