

Qualification Title: New Zealand Certificate in Agriculture (Level 4) with strands in Arable Farming, Dairy Farming, Breeding Livestock Farming, and Non-Breeding Livestock Farming

Qualification number: 2212

Date of review: 19 September 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 begin able to:

- coordinate agribusiness activities using appropriate technology and a range of effective communication and interpersonal skills
- benchmark a farm's physical performance against data from industry high performers to identify strategies for improving farm physical and financial performance
- produce routine management reports to inform decision making for a farm production system
- take responsibility for routine maintenance of farm vehicles, plant, machinery and equipment
- implement and monitor a farm environmental plan.

Graduates of the **Arable Farming strand** will also be able to implement and monitor: a crop protection plan; a crop growth plan; a crop harvest plan, and sustainable crop management techniques.

Graduates of the **Dairy Farming strand** will also be able to implement and monitor: milk harvesting and milk quality plans; a dairy livestock health plan; a dairy livestock breeding plan, and a dairy livestock feeding plan.

Graduates of the **Breeding Livestock Farming strand** will also be able to implement and monitor a: breeding livestock health plan, a livestock breeding plan; a breeding livestock feeding plan; and a breeding livestock production plan.

Graduates of the **Non-Breeding Livestock Farming strand** will also be able to implement and monitor: a non-breeding livestock health plan; a non-breeding livestock feeding plan; and a non-breeding livestock production plan.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6007	Eastern Institute of Technology Ltd	Sufficient

Final Consistency Review Report

8105	Primary Industry Training Organisation	Sufficient
6019	Te Pūkenga trading as Waikato Institute of Technology	Sufficient
9646	Tūranga Ararau	Sufficient
8405	Land Based Training	Sufficient

Introduction

The purpose of this 100-125 credit, level 4 certificate is to provide the pastoral farming sector with individuals who have the skills and knowledge to take responsibility for the day-to-day operational management of a pastoral or arable farming production system. The qualification includes strands that enable people to develop the specific skills and knowledge in order to specialise in one of the following farming production systems - arable, dairy, breeding livestock, and non-breeding livestock within the farming industry.

This qualification is targeted at people who are experienced workers in the agriculture industry and are looking to move into, or are at, a management level position in an agricultural production enterprise. Some learners entering this qualification may have completed the New Zealand Certificate in Agriculture (Level 3) with strands in Dairy Farming, and Meat and/or Fibre Farming [Ref: 3869]. However, this is not an entry requirement. The qualification document indicates that it is strongly recommended that programmes leading to the qualification require candidates to have a minimum of two years of industry experience (or equivalent) prior to entering the qualification.

Graduates of this qualification may be employed in supervisory roles within the pastoral or arable farming industries e.g. dairy herd manager, senior stockperson. Graduates seeking to continue with further study may pursue higher level New Zealand qualifications in the agriculture sector.

The qualification was developed in 2013 by the Primary Industry Training Organisation (Primary ITO) in collaboration with the pastoral farming sector and education organisations. Several reviews have been held since, and the current version (version 3) was listed on the New Zealand Qualifications Framework in September 2018. The next review is scheduled for September 2023.

There were five education organisations with graduates from the programmes of study, or industry training, leading to the award of this qualification.

The consistency review was held via online meeting and was attended by representatives of the education organisations and the new qualification developer – Muka Tangata People, Food and Fibre Workforce Development Council.

Evidence

The education organisations 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

Final Consistency Review Report

- 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:

- programme components (including unit standards) and assessments mapping against the graduate profile outcomes
- examples of moderation practice and results
- graduate and employer surveys and graduate destination data.

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 education organisations submitted a range of evidence that in most cases could be triangulated to demonstrate that their graduates match the graduate outcomes at the agreed threshold.

Most of the education organisations provided good evidence related to their approved programmes of study or industry training and how the modules and/or unit standards learning outcomes were mapped against the qualification graduate profile outcomes, including the strand outcomes. The majority of the learners were employed in the industry while undertaking their training and were provided with real-life learning experiences and opportunities to demonstrate their competency in this environment. Moderation evidence, in most cases, demonstrated good internal and external moderation processes and positive results that validated the quality of assessments.

Graduate and employer survey results and feedback, where available, confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile outcomes. However, several education organisations had low response rates to surveys or had only surveyed some of the graduates and employers, and this impacted on the validity of results and the value of this evidence to support the consistency of graduates' outcomes.

Destination data was strong, showing graduates were working in roles that required the application of skills and knowledge outlined in the graduate profile or had progressed to further study in the industry. This was the strongest evidence across all of the education organisations, supporting the consistency with graduate outcomes.

The stronger submissions robustly analysed, interpreted, and triangulated the evidence and made 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.

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

Final Consistency Review Report

Examples of good practice

One education organisation presented evidence of their internal (intra) moderation practice involving tutors from multiple sites conducting moderation, using blind marking. The organisation reported that this had been, 'a huge success with tutors through robust discussion agreeing on marking standards.

Several education organisations intend to put more emphasis on ensuring employers understand the qualification's graduate profile outcomes, so there is a closer alignment with their expectations of what the graduates can do, be and know, as well as being better able to respond to survey questions.

Issues and concerns

There was variability in survey response rates and the timeliness of surveys being conducted. This illustrated the importance of informing graduating students they will be surveyed as well as their employers, explaining the value of collecting this information to inform programme and delivery improvements and the timing of surveys.

Recommendations to Qualification Developer

The new qualification developer – Muka Tangata People, Food and Fibre Workforce Development Council participated in the review meeting. There was discussion about GPO2 – *Benchmark a farm's physical performance against data from industry high performers to identify strategies for improving farm physical and financial performance*. It is recommended that the qualification developer review the achievability of this outcome, in the absence of the farm's financial data.