

Qualification Title: New Zealand Certificate in Primary Industry Operational Skills (Level 3) with optional strands in Specialist Equipment, and Infrastructure

Qualification number: 2215

Date of review: 17th and 18th October 2022

This report refers to all graduates awarded this qualification between 1st January 2017 and 31st December 2021.

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

Preamble:

This qualification has two substantially different versions. Version 1 was The New Zealand Certificate in Agriculture (Vehicle Maintenance and Infrastructure) (Level 3) which expired at the end of 2021. This was replaced by version 2 of the qualification, renamed as the New Zealand Certificate in Primary Industry Operational Skills (Level 3) with optional strands in Specialist Equipment and Infrastructure. Some providers started offering version 2 of the qualification in 2020.

Version 1 of the qualification comprises 45 credits and has two Graduate Profile Outcome statements (GPOs), while version 2 comprises between 40 and 60 credits, depending on electives and has three required GPOs and two optional ones.

This consistency review covers both versions of the qualification.

Threshold:

This qualification is intended to provide primary industry workplaces with individuals who can safely and effectively carry out operational activities which involve vehicles, machinery and infrastructure. For graduates completing Version 1 of the qualification, the threshold to determine sufficiency with the graduate profile was determined as evidence of graduates being able to:

- identify and assist with the management of workplace hazards
- carry out a range of activities related to the use and/or maintenance of workplace vehicles, machinery and infrastructure.

For graduates completing Version 2 of the qualification, the threshold for sufficiency with the graduate profile was evidence of graduates being able to:

- identify and assist with the management of workplace risks

Final Consistency Review Report

- plan and carry out operational activities using mechanised equipment with consideration for environmental impacts
- manage personal wellbeing when carrying out primary industry operational activities.

Graduates of the Specialist Equipment strand will also be able to:

- operate specialist equipment for primary industry operational activities.

Graduates of the Infrastructure strand will also be able to:

- carry out activities related to the maintenance of workplace infrastructure.

In each case, the threshold statement is the prescribed Graduate Profile Outcomes (GPOs) of the respective versions of the qualification.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6007	Te Pūkenga - New Zealand Institute of Skills and Technology trading as EIT	Sufficient
6015	Te Pūkenga - New Zealand Institute of Skills and Technology trading as SIT	Sufficient
6012	Te Pūkenga- New Zealand Institute of Skills and Technology trading as NorthTec	Sufficient
6009	Te Pūkenga - New Zealand Institute of Skills and Technology trading as UCOL	Sufficient
8405	Land Based Training Ltd	Sufficient
6013	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Otago Polytechnic	Sufficient
6024	Te Pūkenga - New Zealand Institute of Skills and Technology trading as Tai Poutini Polytechnic	Sufficient
9646	Tūranga Ararau	Sufficient
7402	National Trade Academy Ltd	Sufficient
8199	Vertical Horizonz New Zealand Ltd	Sufficient
6017	Te Pūkenga- New Zealand Institute of Skills and Technology trading as WITT	Sufficient
9981	Valley Education and Training Enterprises Ltd	Sufficient

Introduction

This Level 3 qualification went through a major revision in 2019, including increasing to a maximum credit value of 60 credits. While both versions are fundamentally designed to recognise graduates who can work safely in the industry with supervision, Version 2 was amended to allow greater flexibility in approach to meet the needs of a broader range of primary industries including horticulture.

As such, tertiary education organisations (TEOs) are now able to offer the qualification in a range of different ways. Programmes may be taught as a stand-alone programme or concurrently with another Level 3 certificate in either agriculture or horticulture. Programmes may be unit standards based or achievement based (in some cases with optional unit standards embedded in them). Study for this qualification may be undertaken while in work or as a full-time student with work-placements to provide work experience.

TEOs graduates and employers clearly value this flexibility in that it enables the qualification to meet the needs of diverse regional, operational and economic development contexts within the industry.

Most graduates are using the qualification as a stepping-stone to work or further study at a similar level before employment. The qualification also provides options to pathway into higher level study and some TEOs are actively looking to enhance this progression.

The qualification has an important role in the industry and has a significant number of graduates. Nationally there have been 1,681 graduates in the period under review (1st January 2017 - 31st December 2021). Seventeen TEOs are listed as delivering programmes leading to the award of this qualification, of which one does not have any graduates as yet.

The last consistency review of this qualification was undertaken in 2017. At that time, four providers were identified as having sufficient evidence for consistency, although it was noted that more needed to be done by these TEOs to gather and consider evidence from graduates and employers.

The consistency review was held via online meetings and was attended by representatives of 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.

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.

Final Consistency Review Report

Examples of evidence included:

- mapping of course learning outcomes against Graduate Profile Outcomes
- moderation processes and results
- feedback from graduates, employers and other stakeholders about their perceptions of the graduate outcomes attained
- next level tutor feedback when graduates progressed on to further or higher study
- evidence of ongoing programme review and continuous improvement processes.

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?

Written evidence and self-assessment were variable, with some portfolios being highly focussed and reflective, while others were less so. Some tertiary education organisations (TEOs) were not strategic about gathering evidence to support consistency of graduate outcomes and either provided evidence without being clear about how it supported assurance of consistency of graduate outcomes or evidence that was clearly irrelevant. Some TEOs provided raw data without any collation, analysis and commentary.

In general, the presentations of evidence at the review meetings were much more reflective and, in some cases, provided considerable reassurance that consistency of graduate outcomes was being achieved.

Programmes leading to this qualification are challenging to deliver, they are highly practically focussed and significant health and safety risks need to be managed with care. Without exception, all TEOs demonstrated a clear passion for the industries they serve within the primary sector and concern that their graduates have every opportunity to make rewarding and successful careers.

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

Evidence of assuring consistency of graduate outcomes across multiple delivery sites was an area of special focus.

Some reported issues of non-compliance in the Primary ITO's moderation of unit standards relevant to this programme were explored with the individual TEOs concerned to identify the context and the remedial actions being taken.

Examples of good practice

Considerable efforts have been made by some tertiary education organisations (TEOs) to maintain or re-establish contact with past graduates.

Final Consistency Review Report

Many TEOs were able to demonstrate very strong linkages with farmers, horticulturalists, local iwi and/or wider communities in their regions, not least through providing workplace experience on a range of operations.

Some TEOs are actively promoting vocational pathways into the primary industries through secondary-tertiary relationships with schools.

Polytechnics noted the value of their tutors' association, PIPTA (The Primary Industries Polytechnic Tutors' Association) as a forum for sharing good practice and undertaking moderation.

Issues and concerns

Many tertiary education organisations noted the difficulties of getting graduates from this programme to complete online surveys. Phone contact was by far the most effective approach, especially when contact was made by staff who the graduates already know.

Recommendations to Qualification Developer

This qualification and other qualifications in the same field are due for review in 2023. Muka Tangata Workforce Development Council is waiting for guidance on the proposed Skills Standards prior to this work.

Providers valued the current flexibility offered by the present version 2 of the qualification allowing them to develop programmes in a local context and thus meet local needs.

There was some discussion about the need to clarify the expectations of some employers in terms of the level of expertise a recent Level 3 graduate can reasonably be expected to have when working with specialist equipment. It was noted that there may be the possibility in the future to develop micro-credentials for higher level specialist equipment training.