

Qualification Title: New Zealand Certificate in Primary Industry Skills (Level 2) with optional strand in Self-Management and Employability Skills

Qualification number: 2218

Date of review: 16 June 2020

This report refers to graduates awarded this qualification prior to: **31 December 2019**.

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 a graduate under supervision, being able to:

- Carry out practical tasks associated with an entry level role in a primary industry context.
- Use safe work practices in a primary industry context.

There were no graduates in the optional strand.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6006	Ara Institute of Canterbury Ltd	Sufficient
6007	Eastern Institute of Technology Ltd	Sufficient
6010	Manukau Institute of Technology Ltd	Sufficient
6012	Northland Polytechnic Ltd	Sufficient
6013	Otago Polytechnic Ltd	Sufficient
6022	Open Polytechnic Ltd	Sufficient
6025	Toi Ohomai Institute of Technology Ltd	Sufficient
7402	National Trade Academy Ltd	Sufficient
7804	Fruition Horticulture Ltd	Sufficient
8105	Primary Industry Training Organisation	Sufficient
8895	Activate Training Centre Ltd (T/A ATC New Zealand)	Sufficient
9294	AG Challenge Ltd	Sufficient
9646	Te Runanga-o-Turanganui-a-Kiwa (T/ATuranga Ararau)	Sufficient

Introduction

The New Zealand Certificate in Primary Industry Skills (Level 2) is a 40 credit qualification (60 credits when offering the optional strand) designed to recognise the entry level skills and knowledge required by graduates to contribute safely and effectively to the workplace within the primary industry sector and to provide a training pathway for entry into careers in the primary sector.

Final Consistency Review Report

There were 14 educational organisations with graduates who had representatives participating in three virtual consistency review meetings held over two days. The qualification was subject to a consistency review in 2016. The Primary Industry Training Organisation is the qualification developer and a representative took part in the review meetings. The qualification is due for review in 2023.

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.

Evidence provided

Evidence was presented to demonstrate alignment of learning outcomes with the graduate profile outcomes (GPOs) of the qualification. Evidence of internal and external moderation that assured that the programmes were assessed at an appropriate level was also provided. Records of feedback from employers and graduates, confirming that the programme had provided students with a range of skills aligned to the graduate profile and appropriate to an entry-level role in the primary sector. Also included were employer work experience feedback, samples of student assessments, destination data of graduates, feedback from employers and next level tutors.

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 provided good programme, destination and graduate evidence to demonstrate that its graduates met the graduate profile outcomes at the appropriate threshold. The evidence covered multiple years, was sufficient in breadth and depth, and included a broad range of stakeholder perspectives (qualitative and quantitative feedback). The evidence was triangulated to understand areas for improvement, and overall the self-assessment of the evidence led to credible conclusions about consistency.

Some education organisations utilised the learning outcomes and/or unit standards to gather feedback from stakeholders, which was then mapped to the GPOs; and other education organisations asked stakeholders to rate the GPOs directly. Both practices are appropriate particularly if they provide useful feedback for understanding consistency and improvement.

Destination data was strong across most education organisations suggesting not only that the GPOs are being met but the entry level skills and knowledge gained is assisting graduates to gain employment in entry level roles in industry and/or moving to Level 3 study.

Recommendations to Qualification Developer

None