

Qualification Title: New Zealand Certificate in Animal Care (Level 3) with strands in Companion Animals, Equine, and Rural

Qualification number: 2487

Date of review: 18 and 19 October 2021

This report refers to graduates awarded this qualification prior to **31 December 2020**

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 having the skills, knowledge, and attributes to ensure best practice welfare standards in the day to day care of animals, in the companion, recreation, or lifestyle block animal sectors. Graduates can operate professionally and ethically under limited supervision.

Education Organisations with sufficient evidence

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

| MOE Number | Education Organisation | Final rating |
|------------|--|--------------|
| 6008 | Wellington Institute of Technology Limited | Sufficient |
| 6019 | Waikato Institute of Technology Ltd | Sufficient |
| 6013 | Otago Polytechnic Ltd | Sufficient |
| 7402 | National Trade Academy Limited | Sufficient |
| 6009 | Universal College of Learning (UCOL) Limited | Sufficient |
| 9294 | AG Challenge Limited | Sufficient |
| 6010 | Manukau Institute of Technology Limited | Sufficient |
| 8105 | Primary Industry Training Organisation | Sufficient |
| 6025 | Toi Ohomai Institute of Technology Limited | Sufficient |
| 6015 | Southern Institute of Technology Limited | Sufficient |
| 6004 | Unitec New Zealand Limited | Sufficient |

Introduction

The New Zealand Certificate in Animal Care (Level 3) with strands in Companion Animals, and Rural Animals) (Level 3) qualification is to provide individuals with skills, knowledge, and attributes to maintain the welfare of animals in the companion, recreation, or lifestyle block animal sectors.

The qualification is targeted at individuals who are, or are intending to be, caring for animals in non-production contexts. To achieve the qualification, graduates have demonstrated they

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are able to carry out animal care tasks relevant to one of the following contexts: Companion Animals, Fish, Horses, Lifestyle Block Animals.

A representative from Muka Tangata Workforce Development Council, the qualification developer, was not available to attend. The qualification underwent review in 2020 and Version 2 was published in April 2021. Eleven education organisations with graduates participated in the virtual consistency review meeting. Graduate numbers per education organisation for this qualification ranged from 352 graduates to 20. There was a total of 1,917 graduates reported across the four-year reporting range for version 1 of the qualification.

Education organisation programmes varied in delivery methods, and were often blended, including variations of face-to-face (full and part-time), block courses, distance, and online delivery. There was also a wide variation in the hours learners were required to spend in the practical component, ranging from 12 to 120 hours across the programme. The practical / work experience opportunities also varied significantly. Some programmes required learners to be employed in the industry, many volunteered at well-known community organisations such as the SPCA and Riding for the Disabled, some education organisations had their own farm or facilities and made arrangements internally to provide practical learning experience.

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; and
- 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 for this review included:

- Confirmation that the education organisations had a programme of study or a programme of industry training, which ensured that programme components led to the graduate profile.
- Confirmation that the conditions for the programme were met.
- Evidence of internal and external moderation of assessor judgements and assessment, that assured the programmes were assessed at an appropriate level.
- Programme review by some education organisations leading to programme improvements and in preparation to deliver Version 2 of this qualification.
- Destination data indicating graduate employment and progression to further study in a relevant area.
- Feedback directly from graduates and records of feedback from employers and from next-level tutors, confirming that the programme had provided graduates with a range of skills aligned to the graduate profile and appropriate to the level of the qualification.

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?

Education organisations submitted a range of evidence that could be triangulated to demonstrate that their graduates match the graduate outcomes at the appropriate threshold.

Programme information was generally strong. All education organisations provided evidence of both the programme and general conditions of the qualification being met and the relationship between the GPOs and course and learning outcomes indicating good coverage. Internal moderation was generally well evidenced as systematically occurring. Few education organisations are using unit standards, still a number are collaborating and engaging in external cluster moderation providing useful feedback which is actioned for improvement. Evidence of programme review was not explicitly discussed by all education organisations however, approved type 2 changes, adjusting delivery due to COVID and preparation for delivery of version two of this qualification were apparent and imply a level of review has occurred.

Most education organisations had an aspect of their graduate feedback that was less rigorous or compelling, including low response rates, although responses from graduates were overwhelmingly positive. Most education organisations did not gather feedback reliably and some sought feedback for the first time in anticipation of the consistency review. Not all surveys and questionnaires related to the GPOs or replicated the GPO which generally provided limited information for review and analysis. In some cases, the evidence to support statements and claims was not reliably provided or transparent.

Graduate destination information was more convincing. Many graduates progress to further study indicating the qualification is providing a coherent pathway to relevant higher-level study as the qualification intended. The qualification is a pre-requisite or pathway to several New Zealand qualifications at level 4 and 5 including the New Zealand Certificate in Animal Management (Level 4) [2489], the New Zealand Certificate in Animal Technology (Level 5) with strands in Rural Animal Technician , and Veterinary Nurse Assistant [2490].

Employment is also a well evidenced pathway for graduates. Overall, graduate destination information provided the strongest source of evidence for most education organisations' ability to demonstrate sufficiency.

Employer and next-level tutor evidence was provided by most education organisations. However, all struggled with access to this and gathering authentic responses from both stakeholders. The use of the same survey or questionnaire used for graduates did provide opportunity for comparison of feedback but overall, the evidence to support claims was not provided or transparent in terms of the number of graduates each stakeholder is referring to. Education organisations noted genuine challenges with how to identify next-level tutors for graduates going on to study at another institute to provide feedback on without breaching privacy. Conversely not all education organisations capitalised on the opportunity to gather feedback from next-level tutors within their own institute.

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

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Special Focus: None

Examples of good practice

A graduate survey asked graduates to provide an example to demonstrate how a GPO is met. This qualitative information combined with the quantitative rating provided illustrative evidence that graduates were rating themselves at the appropriate level and understood the skills and knowledge inherent in each GPO.

One education organisation provided a definition of work and volunteer / community work which guided graduates in their responses regarding destinations and provided more nuanced information to analyse.

An education organisation has mapped the Level 3 GPOs to the first two courses of the New Zealand Certificate in Animal Technology Level 5 Veterinary Nursing Assistant and Rural Animal Technology programmes. The success of graduates completing these two courses at Level 5 indicate the GPOs at level 3 have been met. This evidence is innovative and is a good example of using information readily available to the institute to demonstrate how well GPOs are met.

Recommendations to Qualification Developer

None

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