

**Qualification Title:** New Zealand Certificate in Animal Management with strands in Canine Behaviour and Training, Captive Wild Animals, and Companion Animals (Level 4)

**Qualification number:** 2489

**Date of review:** 27 March 2017

**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 the graduate being able to:

- Design, implement and follow a health and safety plan in an animal facility,
- Work professionally and ethically under broad guidance as part of a team,
- Apply current and local legislative requirements,
- Work in a safe and hygienic manner,
- Provide good welfare, husbandry, and health for the care of animals on a day to day basis.

### Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
Ara Institute of Canterbury	Sufficient

### Introduction

The New Zealand Certificate in Animal Management with strands in Canine Behaviour and Training, Captive Wild Animals and Companion Animals (Level 4) is a 120-credit qualification designed for individuals who are in work or intend to work in roles managing the day-to-day care, welfare and/or training of animals in a care or training facility. On completion of the qualification graduates will be able to ensure a positive welfare state for animals, and carry out specific duties within the contexts of canine behaviour and management, zoo/wildlife keeping and companion animal facilities, managing the day-to-day operations under broad supervision.

While this qualification has three strands, the review considered only Companion Animals, as to date there has been no graduates from the other strands.

### Evidence

The tertiary education organisation provided sufficient evidence to demonstrate that their graduates met the graduate profile outcomes.

## **How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?**

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by tertiary 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 tertiary 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

### **Graduate Profile Map - New Zealand Certificate in Animal Management (Companion Animals)**

The organisation presenting outlined the relationship between individual learning outcomes and the graduate profile using a mapping exercise that illustrated that students passing all learning outcomes will achieve the required skills, knowledge, and attributes of the graduate profile.

### **Graduate employment or pathway to further training**

The organisation provided a spreadsheet noting where each student was working, or what academic programme they had progressed to. Of the seven 2015 graduates, five gained work in areas directly related to the qualification, and two are undertaking further study. Of the 16, 2016 graduates, seven are undertaking further study in veterinary nursing, and nine of the remaining are working in areas directly related to the qualification. Some students have gained employment from their work experience/practical placements.

The employment of 71% of 2015 graduates and 56% of 2016 graduates in related industry evidenced the industry relevance of the qualification and the consistency of outcomes.

### **Workplace engagement and feedback - Real world training**

The programme includes 120 hours of work placement in at least two different work places, as well as students working and learning in the organisation's animal care facility. This real-world training ensures that students are work-ready, a fact that is attested to by employers, particularly those who have students on work placement.

### **Industry feedback**

The presentation outlined how industry feedback was gained through the Advisory Committee, attending industry meetings, and from direct contact with employers who have student on work placement. Employer feedback is often informal. However, a letter of attestation from a major employer, who employed 21% of the 2015/2016 graduates, gave positive feedback relating to both students on work experience and those employed by the organisation and particularly notes key skills, knowledge and attributes displayed by students while on placement. The limited industry feedback provided indicated to some extent the relevance of the programme and that the graduates are ready for work within the industry.

The data and feedback provided formally and informally, and discussed at the review meeting, indicates the relevance of the programme and that the graduates are ready for work within the industry.

### **Internal and External moderation**

It was confirmed that internal pre, and post moderation has been completed as part of the normal quality assurance requirements of the organisation, however documented evidence of this or the impact of this on the programme was not provided. No external moderation has taken place as no other organisation is currently offering this programme. However, this will commence in 2017 and arrangements have already been made to achieve this.

Overall this evidence makes a credible case for this evidence to demonstrate that the graduates match the graduate outcomes at the appropriate threshold.

### **Special Focus:**

The certificate notes strands in Canine Behaviour and Training, Captive Wild Animals, and Companion Animals (Level 4). The tertiary education organisation provided evidence within the strand Companion Animals.

### **Examples of good practice**

Links with industry were noted, and the initiatives of staff to join industry groups and without only relying on the Advisory Committee to create such links.

### **Issues**

It would be useful for stakeholder feedback to be more closely aligned to the graduate outcomes.

Strengthen graduate feedback, to ensure it is more extensive, comprehensive and reflects the requirements of the graduate profile.

Ensure areas discussed at the meeting can be evidenced.

### **Recommendations to Qualification Developer**

1. Some discussion was held around the qualification not involving management components and therefore consideration could be given to changing the word management included in the title, to the word managing (animals).
2. Inconsistencies in the requirements of the conditions of the programme. Page 3 of the qualification notes the conditions for the programme as a 'including not limited to' and gives a range of options and the same list on page 6 includes all those noted on page 3 with the addition of the word equine which should be removed.
3. A recommendation was noted regarding entry requirements to be changed to requiring literacy and numeracy at level 2 and science at level 1