

Qualification Title: New Zealand Diploma in Horticulture Production (Level 5)

Qualification number: 2666

Date of review: 8 June 2021

This report refers to graduates awarded this qualification from **1 January 2016 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 who are able to:

- demonstrate leadership and relationship management with team members and clients using a range of effective interpersonal skills relevant to a horticulture sector.

Graduates of the **Fruit Production strand** will also be able to plan and manage:

- fruit production tasks to achieve production goals and standards;
- a fruit crop protection programme to meet production goals and quality standards, and a
- fruit crop management techniques to optimise fruit production.

Graduates of the **Nursery Production strand** will also be able to plan and manage:

- a nursery plant growing environment to achieve production goals; and a
- nursery plant protection programme to meet production goals.

Graduates of the **Post-Harvest strand** will also be able to plan and manage:

- post-harvest operations to achieve production goals; and post-harvest quality standards to achieve production goals.

Note: there were no graduates from the Indoor Production and Outdoor Vegetable Production for the review period for this consistency review.

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
8028	Franklin Institute of Agri-Technology	Sufficient
6010	Manukau Institute of Technology Ltd	Sufficient
6025	Toi Ohomai Institute of Technology Ltd	Sufficient
6013	Otago Polytechnic Ltd	Sufficient

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Introduction

The purpose of this diploma qualification is to provide the horticulture industry with individuals who have the technical skills and knowledge to manage horticulture production operations to maximise effectiveness and productivity.

The qualification is designed to benefit graduates by having a qualification that recognises progression through the industry, as well as increased skills and knowledge acquisition to enable improved job performance. The horticulture industry will benefit by having skilled managers who are able to contribute to more efficient and effective operations.

Graduates will be capable of working autonomously within established parameters of a horticulture business and may be managing others. Graduates of the Fruit Production strand are likely to be employed as assistant manager, or manager. Graduates of the Nursery Production strand are likely to be employed as crop manager or crop technician. Graduates of the Post-Harvest strand are likely to be employed as production manager, cool store manager, packhouse technician, or logistics manager.

This qualification builds on the New Zealand Certificate in Horticulture Production (Level 4), strands Fruit Production, Indoor Production, Outdoor Vegetable Production, Nursery Production, Post-Harvest [Ref: 2676] and may lead on to the New Zealand Diploma in Horticulture Production (Level 6) [Ref: 2667].

The qualification was developed in 2015 (version 1) by Primary ITO in collaboration with the sector. A review was held in 2020 and resulted in the qualification being updated to version 2.

This consistency review related to version 1 of the qualification. There were five education organisations with graduates from the programmes of study leading to the award of this qualification. These organisations had a total of 90 graduates over the reporting period: 67 with the Nursery Production strand; 16 with the Post-Harvest strand; and 7 with Fruit Production stand. A desk-top evaluation was conducted for one organisation with fewer than five graduates using their self-assessment report and related evidence.

The consistency review was conducted via a video-conference meeting. The five education organisations, a representative of PITO as the qualification owner, and several observers participated in the review.

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...Confirmation that each education organisation had a coherent programme of study which ensured that programme components led to the graduate profile.
- Evidence that learners were either employed in the industry while studying, or practical work experience had been included in the programme.

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- Internal and external moderation evidence that assured the programme was assessed at an appropriate level, and assessment was valid.
- Feedback from graduates and employers, confirming that the programme had provided graduates with a range of skills aligned to the graduate profile and appropriate to the strand of the qualification.
- Destination data showing graduates went into employment, continued in their current employment and in many cases were promoted, or in a few cases continued to study at the next level.

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 quantitative and qualitative evidence that was triangulated to demonstrate that their graduates match the graduate outcomes, at the agreed threshold.

The education organisations provided good evidence related to their approved programmes of study and how the courses, or unit standard learning outcomes were mapped against the qualification graduate profile outcomes (including the strand outcomes), and of the quality and suitability of assessments. They also provided attestations from workplaces. This demonstrated the programmes were designed and delivered to develop the graduate proficiencies in the learners.

While some learners were employed and undertaking part-time study, others were involved in full-time training programmes and were offered a range of opportunities to demonstrate their competency in a workplace environment, including work placements, community projects and pop-up plant stores. Industry speakers and guest lecturers provided real world input into the teaching, although for one education organisation this collaboration provided some challenges due to industry demands and availability.

Evidence of effective internal quality assurance systems, including annual programme reviews and involvement from industry bodies, advisory committees and PITO has been used well to inform the programmes and delivery. Generally, evidence relating to moderation was strong, demonstrating good internal moderation processes, and across sector external moderation through the polytechnic sector's tutor's association, the use of experienced academics, or the Primary TITO. This was persuasive evidence of strong assessment practices supporting graduates' consistency with graduate outcomes. One organisation has some work to do in this area to strengthen their quality systems.

Graduate and employer survey results and feedback suggest that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile. Response rates to surveys were generally representative of the cohorts and strands. In a few cases, employers indicated that the graduate did not have the opportunity, or did not have full responsibility for some aspects of the GPOs, for example, audit and inventory systems to achieve production goals, whereas the graduates felt they were capable of performing these tasks. Feedback from next-level tutors was provided for those graduates continuing to study.

Destination data was strong, showing graduates were employed in roles that required the application of skills and knowledge in the graduate profile, or had been promoted into roles requiring leadership and relationship management responsibilities, and training junior staff within their companies. One organisation presented videos of their graduates outlining what they had gained from the programme and how they were applying those skills in their employment. This indicated that the education organisation knows their graduates and is well connected with their local industries.

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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.

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

N/A

Examples of good practice

A well designed one-page graduate and employer survey. The wording of the instructions – *“Thank you for agreeing to complete this simple survey”* ... is intended to encourage busy graduates and employers to complete the survey, knowing that it won't take them too long. Questions relating to the GPOs (Core and Strand) were well written, and a 4 point rating scale – strongly agree to strongly disagree was used.

Issues and concerns

N/A.

Recommendations to Qualification Developer

There was positive feedback in regard to the inclusion of 'sustainability' in version 2 of the qualification. The education organisations confirmed that they would be looking at this broadly, including environmental, financial and social sustainability in their programmes for the next version of the qualification.

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