

Qualification Title: New Zealand Certificate in Land Based Sustainability Practices (Level 3)

Qualification number: 2684

Date of review: 8 September 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:

Graduates being able to identify and apply two sustainability practices (as well as health and safety practices) in a land-based activity, in a voluntary or paid role in a community or work context or in their own personal living situation. Graduates will have a foundation to undertake a broad range of further study options.

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
8405	Land Based Training Ltd	Sufficient
6012	Northland Polytechnic Ltd	Sufficient
6015	Southern Institute of Technology Ltd	Sufficient

Introduction

The purpose of this Level 3, 40-credit qualification (version 1) is to provide primary industries and local communities with individuals able to apply sustainable land-based practices for the long-term benefit of the community and the environment. A review session was conducted via video conference with four education organisations. These organisations reported 282 graduates over the review period from 1 January 2017 to 31 December 2019. Primary Industry Training Organisation, the qualification developer, also participated in the review. The participants made a number of recommendations for changes to the qualification drawing on the experience of their graduates.

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

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- 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.

Programme evidence

- All four organisations provided typically sound evidence of the graduate profile outcome mapped against the learning outcomes, unit standards and/or assessments tasks.
- The organisations provided mostly sound or high-quality moderation-related evidence. Most provided a moderation schedule and results and some analysis of the moderation coverage and the results. A few clearly outlined the key improvements that had been made. There was little justification of to what extent the moderation demonstrated that the assessment was sound and reliable that underpinned the GPO over the review period.
- All organisations provided clear evidence that all graduates, while enrolled on the training programme, had identified and applied sustainability practices in range of contexts: on campus, on marae, in community projects and/or at home.

Graduate evidence

The graduate feedback evidence was of more mixed quality. All organisations had used surveys but the proportion of graduates who participated varied. Some educational organisations had belatedly conducted the surveys in 2020, which reduced the reliability of the respondents' recollection for the earlier years. The questionnaire design varied in their robustness: most were directly related to the GPO capability of the respondent, some had clear questions asking respondents to rate how well the graduates had demonstrated the GPO. There was some qualitative commentary that supported the rating made.

Destination evidence

Most organisations provided evidence showing that many graduates had progressed into a primary industry related training or other programmes. These outcomes reflected that this programme was a taster for adults re-engaging with learning. It was a minority of graduates who gain related paid work.

There was typically rich and convincing descriptive evidence of graduates learning for their own personal interest and/or using their capability to contribute to voluntary community initiatives. There was a high number of Māori graduates.

Other

Some educational organisations soundly analysed most of their key evidence. One submission had triangulated different evidence to strengthen their claims. A few provided some limited justification for rating their submission as 'sufficient'. But few convincingly rated each evidence source and how well their submission as a whole, had shown the graduates had demonstrated the graduate profile outcome at the expected threshold.

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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 programme related evidence was often sound. Moderation was the key area of variability. There was some good destination evidence with many graduates progressing into further study. The rich description of many graduates using their acquired capability to use sustainable practices in a community of personal context was notable. The graduate survey feedback varied with some gaining high level of participation and others not. The analysis was sometimes sound and at other times limited. The use of self-assessment and supporting evidence to justify a 'sufficient' rating was mostly of moderate quality. 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

None.

Examples of good practice

The rich descriptive evidence from tutors, graduates, media stories, and external community stakeholder sources was persuasive, triangulated evidence of the graduates applying their newly acquired capability, often in voluntary community initiatives (including marae) or in their own home.

Issues and concerns

None.

Recommendations to Qualification Developer

The meeting participants thought the strategic purpose of this qualification could be broadened to: *The purpose of this Level 3 40-credit qualification (Version 1) is to provide primary industries and local communities with individuals able to apply sustainable land-based practices for the long-term benefit of the community and the environment.*

Similarly, graduates were undertaking a broader range of further study options than currently stated in the qualification. A few graduates were in paid and related employment, but often they were applying their capability in a voluntary role in a workplace, community, or marae context, or on their own property. Mātauranga Māori perspectives on sustainability practices and how they contributed to individual, whānau and community wellbeing were in the content of most programmes. These important elements should be considered when reviewing this qualification.