

Qualification Title: New Zealand Certificate in Carpentry (Level 4)

Qualification number: 2738

Date of review: 27 September 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 who have the capability to work in the industry as a trained and qualified carpenter and be able to:

- Understand and apply a broad practical working knowledge of the fundamentals required in the carpentry trade including; tools and equipment, materials, the legislative framework, regulatory requirements, drawings and specifications, building types, methods of construction, building science, building mathematics, and communication.
- Competently plan and carry out all aspects of establishing and maintaining construction sites including preparatory demolition and set out for building.
- Competently plan and carry out all aspects of the construction of; framed and solid foundations and retaining walls.
- Competently plan and carry out all aspects of wall, roof, ceiling, column, post, beam and portal construction to form frames and structures of buildings.
- Competently plan and carry out all aspects of roof claddings, joinery and wall claddings.
- Competently plan and carry out all aspects of insulation, linings, finishing trim, joinery, hardware and sound control systems.

Self-manage on-going learning and supervise the learning of others with a responsibility to maintain the professional standards of the construction industry. Operate competently and unsupervised to the required safety, technical, quality and productivity standards expected in a commercial environment.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6044	Te Pūkenga Work Based Learning Limited	Sufficient
6013	Otago Polytechnic Ltd	Sufficient
6004	Unitec New Zealand Limited	Sufficient
6010	Manukau Institute of Technology Ltd	Sufficient
6006	Ara Institute of Canterbury	Sufficient

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Introduction

This qualification is for those already working as carpenters or wishing to work as qualified carpenters, in the construction industry. The qualification supports the knowledge and skill requirements of the Carpentry class of the Licensed Building Practitioner (LBP scheme).

Graduates of this qualification may continue onto further education in related trade and management programmes.

Waihanga Ara Rau, Construction and Infrastructure Workforce Development Council, formerly the Building and Construction Industry Training Organisation, is the qualification developer and a representative attended the review.

Four education organisations gave presentations during the review. One organisation with fewer than five graduates submitted a self-assessment report and supporting evidence.

Graduate numbers per education organisation for this qualification ranged from one to over two hundred.

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 the education organisation had a coherent, approved programme of study which ensure that programme components led to the graduate profile outcomes.
- Graduate, employer and next-level tutor surveys which graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.

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 graduates match the graduate outcomes at the appropriate threshold. This included assessment and moderation evidence, programme alignment, graduate, employer and next-level tutor feedback, and destination data.

Most education organisations provided good evidence related to the alignment of their approved programme of study with the GPOs, and of the quality and suitability of the programmes, in terms of supporting graduate consistency with the graduate outcome. This included assessments and learning contexts appropriate to the applied and varied contexts of the qualification.

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Evidence relating to moderation was mixed, with some education organisations demonstrating good internal and external moderation processes. Organisations that were able to link the activity of moderation to improvements in assessment conditions or were able to evidence quality assurance responses presented strong evidence. Difficulties arising from the impact of Covid-19 in maintaining consistent assessment moderation practice during a disrupted academic year was also discussed. Suggestions for alternative methods of moderation included digital, and shared e-portfolios as examples.

Attending or contributing to an external consortium also strengthened evidence of moderation and benchmarking activity.

Most education organisations also presented feedback from graduates and employers that was directly aligned to the GPOs. Not all organisations achieved representative samples of feedback and some survey methodology was of limited usefulness. Good examples of surveying were those that provided opportunities for graduates, employers, and next-level tutors to comment on the value gained through achieving the qualification including improved employment conditions, how work habits and practice had improved and suggestions for improvements to the programme.

Some of the graduates had entered into self-employment and gathering relevant information from this cohort proved challenging. Finding ways to address this will be important for future reviews. Useful strategies for gaining quality and representative responses to surveys included using programme staff as the main point of contact during interviews and using focus groups to gather more in-depth responses.

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)

None

Issues and concerns

None

Recommendations to Qualification Developer

None