

Qualification Title: New Zealand Diploma in Landscape (Level 5) with strands in Construction, and Design

Qualification number: 2888

Date of review: 9 May 2022

This report refers to graduates awarded this qualification from: **1 January 2017 to 31 December 2021**

Final decision on consistency of the qualification: National consistency is confirmed

Threshold: Version 1

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates who have the technical skills and knowledge to either produce high quality landscape drawings or project manage landscape construction.

Graduates will be able to work autonomously and may be managing others, and can:

- 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 Design strand will also be able to:

- Create landscape drawings and supporting documentation in a range of formats.
- Assist in the interpretation of landscape drawings for on-site implementation of landscape projects.

Graduates of the Construction strand will also be able to:

- Plan and project manage the implementation and maintenance of a landscape design from drawings.
- Develop proposals and project plans from landscape design drawings.

Threshold: Version 2

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The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates who have the technical skills and knowledge to either produce high quality landscape drawings or project manage landscape construction.

Graduates will be able to work autonomously and may be managing others, and can:

- Apply knowledge of leadership and relationship management to engage with team members and clients using a range of effective interpersonal skills relevant to the landscape industry.

Graduates of the Design strand will also be able to:

- Create landscape designs for clients, for a range of sites, through the application of garden design principles, materials and precedents.
- Produce landscape working drawings and supporting documentation in a range of formats for on-site implementation.

Graduates of the Construction strand will also be able to:

- Develop proposals and project plans from landscape design plans.
- Plan and project manage the implementation and maintenance of a landscape design from plans.

Education Organisations with sufficient evidence

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

MOE Number	Education Organisation	Final rating
6004	Unitec New Zealand Limited	Sufficient
6019	Waikato Institute of Technology Limited	Sufficient
6010	Manukau Institute of Technology Limited	Sufficient

Introduction

This Level 5 qualification of 120 credits is ideally suited to people who have experience in the landscape industry or equivalent and wish to develop their technical skills and knowledge to a more advanced level. The qualification is stranded to recognise the specific skills and knowledge required for either landscape design or landscape construction. Most graduates from this review were mature students, seeking a career change or career advancement.

Graduates of this qualification may be employed as:

- Design strand- Landscape Designer
- Construction strand- Landscape Contract Manager, Landscape Team Leader, Site Manager, Foreman, self-employed business owner, Project Manager leading multiple sites.

This qualification may build on the relevant strand of the New Zealand Certificate in Horticulture Services (Level 4) with strands in Amenity, Arboriculture, Cemetery, Landscape Design, Landscape Construction, and Sports Turf [Ref: 2674].

This qualification may lead to the New Zealand Diploma in Landscape (Level 6) [Ref: 2668].

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This qualification may also lead to a relevant strand of the New Zealand Diploma in Business (Level 6) with strands in Accounting, Administration and Technology, Leadership and Management, Maori Business and Management, and Marketing and Sales [Ref: 2460].

While graduates were represented from both versions of the qualification; most had completed version 1. The last date for assessment for version 1 of this qualification is 31 December 2022.

Version 2 of this qualification was published in November 2020, as the result of a scheduled review and the education organisations were transitioning to the new version of the programme at the time of review.

Three education organisations gave presentations during the review. Graduate numbers per organisation ranged from nine to over fifty. Muka Tangata Workforce Development Council is the new qualification developer, and a representative attended 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.

The evidence included:

- Confirmation that the education organisation had a coherent, approved programme of study which ensured that programme components led to the graduate profile outcomes for the appropriate version of the programme. Graduate and employer surveys which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.
- Confirmation that graduates were progressing to, and being successful in, further study or employment requiring the application of skills and knowledge described by the graduate profile outcomes.

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?

Submissions from the education organisations were of variable quality. Programme evidence, including that of moderation was generally sound. There was good evidence that the process of moderation led to discussion, both internal and external to the organisation and that this in turn, improved assessments. One organisation reported graduates from both versions, and they required some follow up to demonstrate the difference between the two

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programmes. For the purposes of the next review, these education organisations need to evidence how they have transitioned to the new version.

Graduate evidence lacked rigour. Mostly, the graduate surveys had been undertaken for the purposes of this review and therefore, responses were not always representative of the graduate cohorts. The survey methodology needed extending, to allow constructive criticism to inform and improve programme design and delivery. While most graduates were from version 1 of the qualification, the education organisations had used survey questions that represented the GPOs from version 2 of the qualification.

Next user feedback needed improvement. There was some evidence of stakeholder input in programme design but little ongoing evidence from stakeholders (employers) on graduate performance and areas for improvement. Given that the sector is closely connected, this is an area that requires some input from the education organisations. Responses gained from both graduates and other stakeholders though, were positive.

Destination evidence was strong. There was clear data that supported the notion that graduates were achieving desired outcomes, with graduates being retained in employment and sometimes with improved employment conditions. It was also clear from the presentations given, that the education organisations knew their learners and graduates well and were fully invested in supporting successful outcomes for graduates. 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 practise

Identifying graduates from the initial programme delivery cohort and evaluating how their responses confirmed decisions made by the organisation to alter and improve the programme

Issues and concerns

None

Recommendations to Qualification Developer

None