

Qualification Title: New Zealand Certificate in Conservation (Operations) (Level 4)

Qualification number: 2963

Date of review: 25 November 2019

This report refers to graduates awarded this qualification prior to: **31 December 2018**

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 have the skills and knowledge to carry out operational conservation work under broad guidance in the conservation and recreation sectors. Graduates contribute to sustainable stewardship of the Aotearoa/New Zealand environment.

Education Organisations with sufficient evidence

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

Education Organisation	Final rating
Toi Ohomai Institute of Technology	Sufficient
Nelson Marlborough Institute of Technology	Sufficient

Introduction

The purpose of this Level 4 qualification of 120 credits is to provide the conservation and recreation sectors with individuals who have the skills and knowledge to carry out operational conservation work under broad guidance. This is an entry level qualification designed for people already working in conservation, or those who intend to enter the conservation industry. Aotearoa/New Zealand will benefit from having operational staff who are able to contribute to sustainable stewardship of the environment through the application of technical skills and knowledge.

Graduates may progress onto the New Zealand Diploma in Environmental Management with strands in Marine, Terrestrial and Conservation (Operations) (Level 5) or the New Zealand Diploma in Business (with strands in Accounting, Administration and Technology, Leadership and Management and Project Management) (Level 5). The employment pathway leads to employment or volunteer roles as a ranger in operational conservation, environmental, parks and recreation sectors.

This qualification was developed by The Skills Organisation.

The consistency review meeting was held in Auckland. Two ITP providers presented. In addition to the education organisations, the consistency review was attended by a representative from The Skills Organisation via Skype.

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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.

Evidence provided for this review included:

- Confirmation that each of the education organisations had a coherent programme of study which ensured that programme components led to the graduate profile.
- Graduate, employer and next level tutor surveys which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.
- Destination data supporting that graduates were working in roles that required the application of skills and knowledge required by 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 their graduates match the graduate outcomes at the appropriate threshold. This included moderation evidence, programme alignment, graduate, employer and next-level tutor feedback, and destination data.

Both education organisations provided convincing evidence demonstrating the alignment of their approved programme of study with the GPOs. Strong connections with the conservation sector and employers was evident. The programmes are hands on and provide practical experience with contextualised learning and genuine exposure and networking with conservation sector. Evidence relating to moderation and programme review varied. One education organisation provided evidence of external moderation.

Graduate, employer and next-level tutor feedback although collected authentically and aligned to the GPOs was less convincing overall. The use of surveys to gather feedback was mostly effective, although the quality of the information gathered for analysis and use varied. One education organisation undertook selected interviews with employers which yielded a range of qualitative feedback.

Both education organisations presented destination data, however only one was able to convincingly demonstrate that graduates are working in roles requiring the skills and knowledge consistent with the GPOs.

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.

Issues and concerns

None.

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Recommendations to Qualification Developer

None.