

**Qualification Title:** New Zealand Certificate in Baking (Level 3)

**Qualification number:** 1841

**Date of review:** 15 February 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:

- Are able to work safely under limited supervision in a bakery environment.
- Apply basic baking skills to produce bakery products.
- Understand and follow standard operating procedures relating to health and safety and food hygiene processes.
- Work collaboratively and communicate effectively as a member of a team.
- Demonstrate relevant numeracy and literacy skills to work in a bakery environment.

#### **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
6008	Wellington Institute of Technology Ltd	Sufficient
6009	Universal College of Learning Ltd	Sufficient
6010	Manukau Institute of Technology Ltd	Sufficient
6014	Whitireia Community Polytechnic Ltd	Sufficient
6017	Western Institute of Technology at Taranaki Ltd	Sufficient

#### **Introduction**

This Level 3 qualification of 60 credits is an introductory qualification for people intending to work in the baking industry. Graduates will be able to work safely, with limited supervision in a plant or craft baking environment.

The qualification provides a pathway for people wanting to progress from secondary education into the baking industry or graduates may obtain employment as apprentices or trainee bakers or in similar entry level roles in the baking industry. Graduates may also progress to one or more of the following: New Zealand Certificate in Baking (Generalist) (Level 4) [Ref: 1842], New Zealand Certificate in Trade Baking (Craft) (Level 4) with strands in Bread, Cake and

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Biscuit, and Pastry [Ref: 2698], New Zealand Certificate in Trade Baking (Plant) (Level 4) [Ref: 2697].

During the graduate reporting period (1 January 2017 to 31 December 2020) the six organisations had a total of 459 graduates of the New Zealand Certificate in Baking (Level 3)

In addition to the education organisations, the consistency review was attended by two representatives from Competenz as the Qualification Developer, and an observer from Western Institute of Technology at Taranaki (WITT).

### 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 were mapped to the graduate profile and relative learning outcomes and continue to meet current industry needs.
- Evidence of moderation both internal and external that assured that the programmes learning outcomes were assessed at an appropriate level albeit with some disruptions with Covid-19.
- Destination data supporting that graduates had progressed to further study or were working in roles that required the application of skills and knowledge required by the graduate profile.
- Graduate and employer feedback confirmed that 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?**

All educational organisations provided good evidence of how their programmes included learning outcomes, unit standards or module courses with training activities and assessments and how these mapped against and provided good coverage of the required graduate outcomes. Evidence was provided of programme mapping to GPO's, learning outcomes, and mapping to assessments.

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Evidence of both internal and external moderation (some fairly recent) was provided by all educational organisations. However, for most, this area could be strengthened to firmly state that external moderation had occurred with excellent outcomes. At present, some education organisations were in the midst of organising external moderation partners and evidence of this moderation will be available for the next consistency review.

Survey responses available confirmed that graduates had met the qualification outcomes and that the skills, knowledge and competencies they had acquired had helped with further study. Most at the meeting noted the challenges in obtaining destination feedback from employers as the majority of graduates have gone on to further study and many of those who were not progressing to further study were either unable to be contacted or were not yet sure of their future direction.

All organisations had collected feedback from their graduates. Results were very positive. Some organisations present noted the difficulties in obtaining evidence relating to the outcomes of their graduates and realised they needed to seek creative and realistic ways of achieving this. More strategic questioning of graduates and employers has been a focus of most of the education organisations along with ensuring strong external moderation processes.

Good destination data was presented from the education organisations showing the graduates being engaged in further study either at the same place or elsewhere – reinforcing the educational outcomes of this qualification and others gaining relevant employment.

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**

No special focus.

### **Examples of good practice**

One or two of the organisations had begun work on involving industry in the assessment process to ensure good alignment of industry needs.

### **Issues and concerns**

No issues or concerns noted.

### **Recommendations to Qualification Developer**

There were no specific recommendations to the Qualification Developer. The educational organisations are keen to engage in the qualification review process in the new Workforce Development Council environment.