

**Qualification Title:** New Zealand Certificate in Agriculture (Pastoral Livestock Production) (Level 3)

**Qualification number:** 2217

**Date of review:** 16 April 2018

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

**Threshold:**

The threshold to determine sufficiency with the graduate profile was determined as evidence of:

Graduates will, under limited supervision in a livestock production context, be able to assist with the management of feed supply and demand to meet livestock production targets by;

- Carrying out soil and pasture management activities.
- Carrying out livestock feeding plans to meet production requirements.
- Helping manage the impact of weather variation on feed supply and feed utilisation.

**Tertiary Education Organisations with sufficient evidence**

Final decision on sufficiency of education organisation evidence, will be updated as other organisations show sufficient evidence.

<b>Tertiary Education Organisation</b>	<b>Final rating</b>
Land Based Training Ltd	Sufficient
Taratahi Agricultural Training Centre	Sufficient
National Trade Academy Limited	Sufficient
Te Runanga-o-Turanganui-a-Kiwa	Sufficient
Primary ITO	Sufficient

**Introduction**

The purpose of this 40-credit qualification is to provide the pastoral farming sector with individuals who have the skills and knowledge to assist in managing the factors which influence the quantity and quality of pastoral livestock production. Five tertiary education organisations who had qualification graduates participated in the consistency review process.

**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 education organisations provided a range of evidence including:

#### **Programme related evidence**

- Programme outlines showing the topics taught and/or the unit standards/modules assessed matched against the sole qualification graduate profile outcome.
- Student diaries and/or work experience workbooks that verifiers or tutors signed off showed the students had over a specific duration carried out tasks that covered the range of topics described in the conditions section of the qualification document.
- A record of moderation activity and results which in some cases were mapped against the key topics/modules and delivery sites, that demonstrate that moderation had covered the graduate profile outcome.
- A portfolio of evidence gathered by the student in the workplace which the tutors assessed. A moderation panel, made up of tertiary education organisation representatives and industry stakeholders, reviewed a sample of these portfolios.

#### **Stakeholder feedback evidence**

- Feedback from key stakeholders including graduates, tutors, work placement, employers, tutors of a related or higher-level programme. Some feedback was directly related to the graduate profile outcome and others less so. In some cases, stakeholders provided feedback to what extent the graduate had demonstrated the graduate profile outcome.

#### **Destinational evidence**

- Tertiary education organisations generally provided basic details about the destination of the graduates. However, after the consistency review meeting they supplied the name of the employer and the graduate's workplace role and/or the name of the subsequent programme in which graduates had enrolled and the name of the organisation delivering the programme.

### **How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcome at the appropriate threshold?**

All five of the tertiary education organisations delivered their training on an operating farm and/or provided the students with significant work placement on other farms. As a result, generally robust evidence was provided of graduates assisting in the management of feed to meet live production targets in the real-world environment of an operating livestock farm. The strongest evidence was programme documentation specifying the hours allocated for a range of on-farm activity, with a student diary verifying the actual hours and activity undertaken. All the organisations supplied (either before or after the consistency review meeting) a programme outline showing how the programme delivery and assessment match the graduate profile outcome. Sometimes there was evidence of all assessments being moderated (including the moderation results) over time, across all delivery sites. In most cases, the organisation needed to strengthen to some extent these moderation processes. The quality of feedback from key stakeholders varied across the different submissions. Some feedback was directly related to the graduate profile outcome. Some ranked the extent to which the graduate demonstrated the graduate profile outcome or the qualification conditions that underlie the single graduate profile outcome. A few organisations asked stakeholders similar questions when ranking the graduate's competency, as this provided good triangulation of evidence that persuasively demonstrated the competency of the graduate. Many organisations needed to improve to some extent, the way they collected and analysed stakeholder feedback. Many organisations stated that most graduates were working in related industry workplace roles or they had pathwayed onto a related agricultural training programme. Generally, organisations needed to provide some supplementary evidence and details to validate the claims they had made in their submission. While most organisations needed to supply additional evidence and all to strengthen their internal processes to a varying extent, there were no serious gaps in the submissions. The review meeting agreed on a threshold where the sole graduate profile outcome included the underpinning 'conditions' stated in the qualification document.<sup>1</sup> The meeting participants thought this more clearly described the attributes a graduate would demonstrate in a real-world environment. Overall, the evidence along with the explanation of the evidence, as well as the actions proposed to improve processes, made a convincing case that the graduates from these organisations match the graduate outcomes at the appropriate threshold.

#### **Examples of good practice**

- One self-assessment summary convincingly organised the consistency review evidence into three categories: programme related, graduate related and destination related evidence.
- Two providers used a student evidence portfolio where the tutor also asked students oral questions about the portfolio. In one case a capable moderation panel reviewed the evidence portfolios and the tutor judgement.
- One provider outlined in their original self-assessment summary, specific actions they proposed to take to improve the quality of consistency review evidence. This tertiary education organisation was rated as sufficient in these areas as the rubric for the key

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<sup>1</sup> <http://www.nzqa.govt.nz/nqfdocs/quals/pdf/2217.pdf>

evaluation question states “Areas of weakness in the evidence or judgements are not serious and are being effectively managed or improved.”<sup>2</sup>

### **Recommendations to Qualification Developer**

There are no formal recommendations to qualification developer. However, the threshold statement reflected the views of the participating tertiary education organisations on the attributes a graduate would demonstrate in a real-world environment and the level of supervision and direction they would be receiving in the workplace. The threshold drew on the conditions stated in the qualification, which provide more detail about the attributes of a graduate.

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<sup>2</sup> Page 10 <http://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Consistency-of-graduate-outcomes/guidelines-consistency-of-graduate-outcomes.pdf>