**Qualification Title:** New Zealand Certificate in Forest Industry Foundation Skills (Level 2) with strands in Breaking Out, Establishment, Landing Operations, and Pruning

**Qualification number:** 2325

**Date of review:** 5 March 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 that operating at an entry level within commercial forestry or harvesting operations, and working within the role specified by their chosen strand under close supervision graduates can at entry level:

- a) Meet quality requirements of an operation while maintaining their own safety;
- b) Apply basic production, environmental and cultural requirements;
- c) Apply basic hazard management, emergency procedures and communication systems; and
- d) Work as part of a team.

**Tertiary Education Organisations with sufficient evidence**

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

| Tertiary Education Organisation | Final rating |
|---|---|
| Northland Institute of Technology (NorthTec) | Sufficient |
| Regent Training (RTC) | Sufficient |
| Te Runanga-o-Turanganui-a-Kiwa (Tūranga Ararau) | Sufficient |
| Te Wānanga o Aotearoa | Sufficient |

**Introduction**
This qualification is intended to provide graduates with a basic understanding of the requirements and hazardous nature of commercial forestry or harvesting operations to enable them with to undertake entry-level roles associated with their chosen strand (Breaking Out, Establishment, Landing Operations, or Pruning), within this industry.

**Evidence**
The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes. Education organisations presented evidence relating to:

- Programme rigor including assessment and moderation, alignment with Graduate Profile Outcomes and real-world teaching and learning.
- Student, graduate and industry feedback
- Employer feedback

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

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

All organisations appeared to have close relationships with industry, and yet provided limited industry feedback. In particular employer and employment information was sparse and should be strengthened for future reviews.

All programmes are unit standards based, which provides evidence of alignment with the qualification and the Graduate Profile Outcomes.  All institutes also use Competenz to moderate their theory assessments, which again provides some degree of consistency.

While all institutes provided data to support their assertions of consistency in graduate outcomes it is important that the reason for the inclusion of this data and how the provider uses this information to inform its practice is made clear.

Overall, however, the information provided, including additional data requested generally provided convincing evidence that students met the threshold reflective of the graduate outcomes.

**Special Focus**

The qualification offers four strands - Breaking Out, Establishment, Landing Operations, or Pruning.  All four strands are being offered by two organisations, two of the strands by one organisation and a single strand by a fourth organisation.  As there is a significant commonality within the qualification, this did not create any issues of divergence.

**Examples of good practice**

Shaping feedback questions around the Graduate Profile Outcomes provides useful information for those education organisations who did this.

**Issues and concerns**

There is still a tendency for education organisations to view Consistency Reviews as a 'submitting documentation' exercise rather than part of the broader evaluative quality assurance practices.  Consistency Reviews should evidence reflective practices and self-assessment and contribute to the External Evaluation and Review.

**Recommendations to Qualification Developer**

Providers offered positive comment to the qualification developer. Education organisations also noted that many employers have over-inflated expectations of graduates and need to be reminded that skills are entry-level and graduates need to be closely supervised as stated in the Graduate Profile.

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