

## Qualification Title: New Zealand Certificate in Floristry (Level 4)

Qualification number: 2673

Date of review: 9 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 who, with limited supervision, can: prepare a variety of hand-tied floral items at commercial or near-commercial speed; and consult with customers to advise solutions to their floristry requirements.

### Tertiary Education Organisations with sufficient evidence

Tertiary Education Organisation	Final rating
Manukau Institute of Technology	Sufficient

### Introduction

The purpose of this 90-credit qualification is to enable the recognition of advanced level skills and knowledge required by the floristry industry. The qualification is for people with intermediate level experience who wish to progress their skills and knowledge in the floristry industry. Graduates are likely to be employed as senior florists in floristry retail outlets often in sole charge positions. Graduates should be capable of working in a self-managed capacity and may have some responsibility for the performance of other florists in the team. This qualification builds on the New Zealand Certificate in Floristry (Level 3) [Ref: 2672] and may lead on to higher level qualifications in business such as first line management, or small business management.

A total of 7 graduates, from one education organisation, were reported in 2017. A further 11 graduates were reported by the same education organisation in early 2018.

### Evidence

The education organisation 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 included

- Confirmation that the education organisation had a coherent programme of study which ensured that programme components led to the graduate profile. Theory components of the programme centre on shop management and event work. Students are given opportunities to learn in stimulated and real work environments through several industry placements. The staff reported that this creates an opportunity for a holistic embedded learning environment thereby encouraging the student's confidence and abilities to be work ready.
- Graduate surveys which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.
- Employer surveys which confirmed that graduates had gained, and were using, the skills and knowledge outlined in the graduate profile.
- Photographs and video clips providing anecdotes of individual graduates working in the industry.

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

The evidence presented before, and at the review meeting was sufficient to demonstrate that the graduates from the education organisation listed above, match the graduate outcomes. The evidence was well aligned with the graduate profile and demonstrated that graduates meet the threshold.

In general, the quality of evidence presented was sound with a good mix of informal or anecdotal feedback and empirical evidence. The education organisation provided examples of student work from the capstone assessment (based around planning an event such as a wedding) which assesses against the elements of graduate profile. These provide evidence that at the time of graduation, the skills and knowledge of the students meet the graduate profile.

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

The education organisation has aligned graduate and employer/industry surveys to the graduate profile.

#### **Issues and concerns**

There were no issues or concerns raised or identified in this review

#### **Recommendations to Qualification Developer**

Working with employer expectations around "speed" or time management has been a challenge to providers. In some cases, employers have high expectations regarding the speed of creating hand ties. When the qualification is reviewed, it would be useful to have more explicit detail regarding speed of work that should realistically be expected of a graduate from each level of the floristry qualifications.