

Qualification Title: New Zealand Certificate in Painting and Decorating (Level 4) with strands in Specialised Spraying, Wallcoverings, and Specialised Coatings

Qualification number: 3568

Date of review: 12 July 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 provide leadership while working unsupervised, to complete specific painting and decorating work to the level required of a commercially competent tradesperson.

All graduates have the specialised knowledge and skills in one or more strands of: Specialised Spraying, Wallcoverings, and Specialised Coatings.

Education Organisations with sufficient evidence

Choose an item.

MOE Number	Education Organisation	Final rating
6012	Northland Polytechnic Limited	Sufficient
8101	Building and Construction TITO	Sufficient

Introduction

The New Zealand Certificate in Painting and Decorating (Level 4) with strands in Specialised Spraying, Wallcoverings, and Specialised Coatings is a 170-270 credit qualification, which is suitable for those intending to work and those already working as painters and decorators.

Building and Construction TITO (BCITO) is the qualification developer, and a representative was consulted as part of this review. The qualification is currently due for review and this is planned to occur imminently.

Two education organisations with graduates participated in the virtual consistency review meeting. Graduate numbers per education organisation for this qualification ranged from 75 graduates to 9. There was a total of 84 graduates reported across the four-year reporting range.

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:

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- 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.

Each education organisation has a very different delivery mode. Evidence provided for this review included:

- Confirmation that the education organisations had a programme of study or a programme of industry training, which ensured that programme components led to the graduate profile.
- Evidence of internal moderation of assessor judgements and assessment, that ensured the programmes were assessed at an appropriate level.
- Programme review incorporating a range of data and planning areas for improvement.
- Destination data indicating graduate employment in the role of painter or decorator.
- Records of feedback from graduates and employers, confirming that the programme had provided graduates with a range of skills aligned to the graduate profile and appropriate to the level of the qualification.

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. Programme evidence included programme alignment with the GPOs and some internal moderation evidence. Both education organisations had approaches to understand the quality of the programmes, one through industry engagement and input and the other from programme review. Both education organisations had taught out the National Certificate and commenced delivery of this New Zealand qualification during the reporting period.

Graduate and employer evidence was of a reasonable quality, collected mostly via survey using the GPOs as questions. The feedback confirmed that graduates who responded to the survey had gained, and were using, the skills and knowledge outlined in the graduate profile. Both education organisations also had discussions with graduates and or employers and as a result were able to gather more meaningful feedback to supplement the initial survey or limited high level initial responses. The qualitative data collected was not collated or analysed. Doing so would have improved the quality of the data and likely provided evidence from which more coherent and convincing findings might be drawn.

Destination data of the graduates surveyed indicated that graduates were mostly working in the role of painter or decorator, as the qualification intends.

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 (includes special focus on a strand or outcome)

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None

Examples of good practice

Education organisations reiterated the GPOs as the survey questions to gather feedback. One organisation recognised the language of the GPOs was a barrier to gathering authentic feedback from employers and reverted to a discussion format using plain language and examples. As a result, more meaningful feedback was gathered.

Issues and concerns

One education organisation did not adequately identify or provide evidence that general conditions for the programme (Painting and Decorating (Level 4) Qualification Specifications) had been utilised within the programme of study.

Activities to gather graduate and employer feedback and information was sought just weeks prior to participation in the consistency review. Feedback needs to be reliably collected in a timeframe that enables the education organisations the best opportunity to gather relevant evidence to demonstrate the extent to which graduates are meeting the GPOs.

Recommendations to Qualification Developer

There was agreement that the qualification is fit for purpose and relevant to the sector. The three strands have fluctuating interest and demand which reflects decorating trends.

Although a number of graduates indicated they intended to continue to further study, at this stage of the qualification cycle, there was no evidence of this pathway being realised.

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