

**Qualification Title:** New Zealand Certificate in Construction Trade Skills (Level 3)  
with strands in Allied Trades, Carpentry and Joinery

**Qualification number:** 2834

**Date of review:** 4 - 6 June 2019

This report refers to graduates awarded this qualification prior to: **31 December 2018**

**Final decision on consistency of the qualification: National consistency is not yet confirmed**

**Threshold:**

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

Graduates will have the knowledge, skills and abilities to work with limited supervision in the construction industry at an entry level or as an apprentice in construction related trades.

Undertaking assigned work in their area of specialisation, they will be able to:

- Work safely in accordance with compliance and regulatory requirements;
- Communicate effectively, using and understanding generic construction and specific terminology applicable to their area of specialisation;
- Read and use simple specifications and drawings to complete construction projects;
- Perform simple calculations to complete familiar tasks;
- Use tools, techniques and processes appropriate to their area of specialisation.

**Education Organisations with sufficient evidence**

The final decision on the sufficiency of an education organisation evidence, will be updated as other organisations show sufficient evidence.

Education Organisation	Final rating
Universal College of Learning	Sufficient
Whitireia New Zealand	Sufficient
Northland Polytechnic	Sufficient
UNITEC	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Skills Update Training Institute	Sufficient
New Zealand Management Academies Limited	Sufficient
Ara Institute of Canterbury	Sufficient
Tai Poutini Polytechnic	Sufficient
Nelson Marlborough Institute of Technology	Sufficient
Otago Polytechnic	Sufficient
Southern Institute of Technology	Sufficient

## Introduction

The purpose of this qualification is to provide the wider construction trades sector with work-ready people able to enter the construction trades as a labourer or an apprentice who have developed essential transferable skills and underpinning knowledge applicable to a wide range of construction-related trades.

This qualification is suitable for people new to, or intending to enter, the construction trades sector.

The strands recognise the knowledge and skills required of entrants to allied trades, or the carpentry or joinery trades. The allied trades include painting and decorating, roofing, interior systems and exterior plastering.

Graduates will be able to work in the construction trades sector with limited supervision having gained skills and knowledge in health and safety, trade mathematics, hand tools and project work related to different aspects of the construction industry.

The holders of this qualification may choose to continue their education towards a Level 4 qualification in carpentry, joinery or another construction-related allied trade.

The programmes offered must include the relevant aspects of the following legislative frameworks and/or their successors:

- Health and Safety in Employment Act
- The New Zealand Building Code
- Licensing requirements
- Employment Relations Act
- Resource Management Act
- Local bylaws

Other conditions specific to the core graduate profile and the profile for the trades, carpentry and joinery strands must also be included. Refer to [the](#) qualification descriptor for 2834 for these conditions.

Twenty-three TEOs had graduates for this qualification, many with graduates from two or more strands.

## 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.

## **Programme related evidence**

Most submissions provided extensive evidence of the context in which the programme was delivered and assessed. All delivered the programme through practical and theory components using a real project. Most organisations provided evidence of mapped learning outcomes and course content to the graduate outcomes. Some also mapped the relevant graduate outcomes to relevant assessments and evidence of quality processes that ensure effective programme delivery.

Moderation, in particular external moderation, was a weakness identified across many of the education institutes. This is of some concern given the competency and achievement-based standards used to assess within the programme. The evidence of effective and robust internal moderation occurring systematically within education organisations was variable. Institutes of Technology and Polytechnics (ITPs) are now working at having cluster meetings to ensure moderation occurs.

### **Graduate feedback**

Although nearly all education organisations conducted graduate surveys, the response rate for some was low bringing into question the validity of conclusions and findings being representative of the institutes' graduates.

Not all graduate outcomes were transposed into survey questions. It was recognised by education organisations that using the graduate outcomes within the survey was useful for education organisations to map responses for purposes of gathering evidence of graduate application of GPOs. In addition, the language and interpretation of the questions by graduates and employers may have varied and therefore not yielded responses that accurately reflected the outcomes as intended.

### **Graduate destination data**

This was limited in some cases. The few education providers who gathered and explored this highly relevant evidence were better positioned to convincingly establish and demonstrate the outcomes were met. Most education organisations did little more than identify if graduates were employed. This evidence in itself carried little weight, as not all education organisations could confirm the numbers of graduates who were already employed at enrolment.

### **Employer feedback**

Some feedback gathered matched the graduate outcomes and was useful to compare against the graduate survey. Some education providers did not know how many employers had graduates and therefore the response rate and relevance of the findings was less convincing.

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

Overall, the programme related evidence provided predominantly focused on the robustness, alignment and real-world nature of the programmes. Moderation was an aspect that a number of education organisations either failed to provide evidence of, had plans only or had undertaken moderation but not provided evidence of the outcomes of this.

The main area of weakness was in the provision of graduate and employer feedback and destination data. It is clear that traditional ways of collecting graduate and employer data do

not work for this industry, and those education organisations that provided convincing evidence had used different, mainly personalised, approaches.

Education organisations who did not provide sufficient evidence that graduates matched the graduate outcomes at the appropriate threshold indicated a commitment to identifying and implementing ways of rectifying gaps.

Those organisations that did provide the self-assessment and supporting evidence to demonstrate that their graduates meet the graduate outcomes at the determined threshold, submitted and spoke to a variety of evidence including moderation, programme alignment, portfolios, graduate employer and destination data and next-level tutor and graduate feedback.

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**

The strands recognise the knowledge and skills required of entrants to allied trades, or the carpentry or joinery trades. The allied trades include painting and decorating, roofing, interior systems and exterior plastering.

### **Other Special Focus Points**

TEOs arranging training or delivering programmes towards this qualification must ensure that the training arranged and programmes of learning delivered are kept up-to-date with regard to amendments to, and replacements of, relevant documentation including: all relevant regulatory requirements <http://legislation.govt.nz>.

Programmes leading to the award of the Carpentry strand of this qualification must ensure that terminology used is consistent with that used in the specifications for the New Zealand Certificate in Carpentry (Level 4) which are published on the BCITO website. [www.bcito.org.nz/schools-and-providers/Qualifications-specifications](http://www.bcito.org.nz/schools-and-providers/Qualifications-specifications)

### **Examples of good practice**

Moderation clusters - The intention of this event was specifically for those Institutes of Technology delivering New Zealand Certificates in Construction Trade Skills, New Zealand Certificate in Carpentry, and New Zealand Certificate in Construction Management programs. This is a new concept for the sector and although there are many areas to improve on, all participants valued this event as an opportunity to collaborate, improve and ensure consistency across the sector. As a result of this, institutes have engaged in a similar approach for 2019 with an open invitation to the ITOs to also participate.

A second recent initiative was that Unitec ran a consistency review planning day. This was an event that attracted a dozen ITP and ITO representatives to discuss, learn from each other and input into areas of a consistency review such as surveys, review preparation, what a self-assessment report and a consistency review presentation look like.

A Carpentry conference is held once a year and one of the days is dedicated to moderation.

It was noted in many cases that a Portfolio (or ePortfolio) can be used to show employers the work that they have completed and this can be used as an alignment to transition to apprenticeships. A small number of TEOs were using specific online platforms to ensure

delivery is consistent and to be able to use the latest updated material and legislation – this aligns their knowledge with latest industry practice.

Work experience is used and tends to lead to permanent work and employment.

Multiple methods of obtaining graduate and employer data and feedback was used, including face to face, phone calls, and providing personal support to complete survey forms.

A few TEOs provided succinct summaries during their presentation of how each piece of evidence supported and provided the organisation with confidence that graduates met the qualification requirements and could apply skills, knowledge and attributes at the right level.

### **Issues and concerns**

It was noted that often surveys were used that did not illicit responses and, in some cases, this was used as an excuse for not being able gain information. TEOs need to find other methods of gaining information from employers and graduates.

Some TEOs noted that some modules are not able to cross credit to BCITO and the group decided that the ITPs need to work through a cross hatching of the modules to unit standards.

Collection of data – most ITPs have a generic ‘whole of organisation’ graduate survey which is not serving the purpose of collecting good information around the GPOs for each programme. This is going to be addressed by those at the review meetings.

It was generally agreed that there is a misalignment between employer (and sometimes tutor) expectations of graduates and the level of the programme. Employers and some staff have not adjusted their expectations to the new Level 3 qualification and are expecting graduates to perform as Level 4 apprentices. It is believed that some employers do not fully understand the levels in the NZQF and consequently may be evaluating a new graduate’s performance against that of an experienced apprentice or tradesperson instead of expectations appropriate for a graduate at Level 3.

TEOs expressed concern that many of their students are employed by industry prior to achieving this qualification. While this is a positive outcome for the student, it does not reflect well in the organisation’s outcome data. TEOs are considering ways in which they can encourage such students to complete this qualification on a part-time basis, recognising the learning that is occurring in the workplace.

It was noted that many of the graduates were able to work but were not able to get to work as they did not have their drivers’ licence.

### **Recommendations to Qualification Developer**

The groups discussed the fact there were students leaving after a length of time before the programme finished and how this was best managed. The groups decided it would be best managed as course completion. It was decided that unless this was a researched problem it would not be taken as a specific discussion point.

It was noted that all those involved in the delivery of the programme were to take care to make sure that the calculations are taught and assessed at Level 3.

GPOs are suitable. However, it would be useful to provide guidance on the correct interpretation of the word **simple** and **basic** by bringing the words simple and basic to the fore in the GPO statement.

Clarify entry to the Level 4 programme in terms of the requirement to have both a Level 3 qualification and an apprenticeship and specify if this applies to all strands.