



Programme Document

New Zealand Certificate in Horticulture Services (Landscape Design) [NZCLD]

Level 4, 60 Credits

Programme Reference and Version Number: [121288-1]

This programme leads to the award of the following qualification

New Zealand Certificate in Horticulture Services (Level 4)

with strand in Landscape Design

Level 4, 60 Credits

Qualification Reference and Version Number: [2674-3]

Prospectus Number: [NZ2674]

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1 PROGRAMME FACTUAL SUMMARY



Unitec Institute of Technology Programme Factual Summary

Programme Details

Title of programme:	New Zealand Certificate in Horticulture Services (Landscape Design)
With Endorsements in (if applicable):	
Level:	4
Total credits:	60
DAS credits:	0
Unitec credits:	60
Programme Abbreviation:	NZCLD
Programme Number:	121288
Programme Owner:	Unitec
Titles of New Zealand Qualifications completed as part of the programme:	New Zealand Certificate in Horticulture Services (Landscape Design) (Level 4)
Nature of approval sought:	Approved
Proposed Start date:	Semester 1, 2025
New programme or existing programme amended:	Existing programme amended

Qualification Details

Qualification Title:	New Zealand Certificate in Horticulture Services (Level 4) with strand in Landscape Design
With Strands in (if applicable):	Landscape Design
Qualification Number:	2674
Version:	3
Qualification Type:	Certificate

Qualification award category:	36 ISCED Level 4 NZQF Level 4
Level:	4
Credits:	60
NZSCED subject classification:	050301 – Agriculture, Environmental and Related Studies > Horticulture and Viticulture > Horticulture
Qualification developer:	Muka Tangata Workforce Development Council
Next Review:	November 2024
Approval Date:	30/11/2025

Outcome Statements:

Strategic Purpose Statement: [Aims]	<p>This qualification is intended for people who are experienced workers in the horticulture industry who want to develop their skills and knowledge to supervise day to day operations in a horticulture services subsector or area within a subsector.</p> <p>It recognises the specific skills and knowledge of individuals who can, in a self-managed capacity, take responsibility for the daily operations in the amenity, arboriculture, cemetery, garden centre, landscape design, landscape construction, or sports turf sector. Graduates will be able to work independently and may have some responsibility for the performance of others.</p> <p>The qualification includes strands that recognise the distinct skills and knowledge for specific horticulture services sectors. This qualification is ideally suited to people who are experienced workers in the horticulture industry. Graduates will be capable of working in a self-managed capacity and may have some responsibility for the performance of others.</p>
Graduate Profile:	<p>Graduates of this qualification will be able to:</p> <ul style="list-style-type: none"> - Apply knowledge of supervision and provide instruction to engage with team members using a range of effective communication and interpersonal skills relevant to a horticulture sector. (10 credits) - Demonstrate design and technical skills to create a simple garden design for a client on a flat or near flat residential style site. (50 credits)
Education Pathway:	The Landscape Design strand may lead to the Design strand of the New Zealand Diploma in Landscape (Level 5) with strands in Construction, and Design [Ref: 2888].
Employment and/or Community Pathway:	Graduates of this certificate are likely to be employed as garden or small-scale designers.

Programme Specifications:

School:	School of Architecture
Content:	The content of this programme will be designed to enable students to develop the contextualised academic literacies required to prepare them for future study or employment in the horticulture sector.
Delivery mode:	Blended.

Delivery methods:	<ul style="list-style-type: none"> • Interactive lectures • Tutorial and small-group learning • Project-based and on-site learning • Real-life scenarios and case studies • Online learning • Self-directed learning • Outdoor practical
Delivery sites:	Mt Albert
Assessment Methods:	Formative assessments, case studies, group assessments, short reports, presentations, design projects, peer and collaborative assessment
Assessment standards included: (if any)	N/A
Entry requirements:	Candidates must meet the general, special or discretionary admission requirements. In addition, applicants need to meet the English Language entry requirements. Go to www.unitec.ac.nz for details.
Student Profile:	Domestic
Student Destination:	More occupationally oriented
Eligibility for student loans and allowances:	Access to loans <input checked="" type="checkbox"/>
	Access to allowances <input checked="" type="checkbox"/>
Nature of Funding sought:	DQF 3-7
Expected student intake:	15-20
EFTS	
Duration of the Programme Full-time:	16 weeks
Duration of the Programme Part-time:	32- 64 weeks
Maximum duration of the Programme:	
Total weeks of the programme per year (including holiday weeks):	16 weeks per semester (one-semester programme)
Total teaching weeks of the programme per year (excluding holiday weeks):	14 weeks per semester (one-semester programme)
Average teaching hours per week (Full time Delivery)	12 hours
Average self-directed study hours per week (Full time Delivery)	31 hours
Work Experience hours per week:	N/A
Total study hours per week:	43 hours

Contact details

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1.1 Version Control

Version 1: Programme Approved by NZQA [31 January 2017]

1.2 Summary of Changes

Table 1: Summary of changes

Version No.	Date of Change	Approved by	Effective from	Description of change
1.1	March 2018	PIC	Semester 1, 2018	Correction to incomplete Outcome Statements
1,2	02/10/2019	AAC	Sem 2, 2020	LAND4113 – Minor changes to learning outcomes and assessments. Delete compulsory course LAND4442 Plants for Garden Design (Level 4, 30 credits) Add compulsory course LAND4443 Horticulture for landscape (Level 4, 15 credits) Add compulsory course LAND 5553 Designing with plants. (Level 5, 15 credits)
2	05/07/2024	AAC	Sem 1, 2025	<ul style="list-style-type: none"> Amendment to the Graduate Profile Details to match the new version of the qualification Amendment to the course aims, learning outcomes and assessments for LAND 4113, 4114, 4443 and 5557 Update programme document to reflect institutional requirements and strategies. Addition of Mapping of Learning Outcome to GPO Addition of Consultation Log Addition of transitional arrangements to the NZDLA Amendment to Assessment methods- Remove Test and Assignment and add in Design Project

2 INTRODUCTION

The New Zealand Certificate in Horticulture Services (Landscape Design) programme was formally approved by NZQA in January 2017 with the first cohort of students commencing their study in Semester 1, of 2017. The programme replaced the Certificate in Home Garden Design (Level 4), which was first offered by Unitec in 1994 as a 60-credit programme that shared some courses with a 240 credit Diploma in Landscape Design (Level 5). In 2008 both programmes were rewritten to update them, and this made the Certificate an exit qualification from the Diploma, with delivery beginning 2009.

Unitec is regarded as the foremost provider of certificate and diploma-qualified landscape design graduates entering the industry in the Auckland region.

The New Zealand Certificate in Horticulture Services (Landscape Design) has been developed to meet NZQA's criteria for a certificate programme at this level, by maintaining currency with relevant legislation, regulations, and Codes of Practice, and by producing graduates capable of complying with workplace procedures, Health and Safety measures, and commercial standards and timeframes. The programme meets industry requirements and addresses issues raised during consultations with traditional employers of graduates from Unitec's landscape design programmes.

The MRoQ process, beginning mid-2012, pointed out the need for certain revision that were meant to address a number of factors, such as: new regulations within the field of construction, technological changes, forecast regarding improved economic conditions at the national level, changes in Auckland urban/suburban planning, development of new teaching and learning strategies, e.g. those implemented at Unitec, such as the Learning and Teaching strategy and the concept of blended learning.

Given these new contexts and possibilities, the programmes currently being developed in the Landscape strand of Unitec's School of Architecture will offer students opportunities for more efficient stair-casing through a range of qualifications that will precisely position them for different professional careers (e.g. small scale residential designer focused on soft landscaping, through to technician or residential designer tackling more complex sites, and up to practicing landscape architect). Unitec offer students more landscape career options, as well as a shorter and more streamlined progression through the qualifications.

The New Zealand Certificate in Horticulture Services (Landscape Design), provides reassurance to industry and stakeholders that the high-quality standard Unitec has always maintained in its landscape programmes is maintained, reflected in this case by the four new compulsory courses that will make up the programme. These have been designed uniquely for the qualification of New Zealand Certificate in Horticultural Services (Landscape Design) Level 4 and students enrolling in the Unitec programme leading to this qualification will be assured of relevant and authentic learning that will equip them for employment.

The teaching and learning strategies implemented along with the innovations mentioned above will provide well-supported blended-learning environments. The focus of this programme will be on the acquisition of soft landscaping skills (i.e. plants) alongside fundamental design knowledge and

representation skills that will prepare learners for entry-level work (such as design of small-scale gardens, supervision of contractors and design aftercare). New content focusses on sustainability topics, such as plant selection for minimal water requirements/encouraging pollinators/edibles and food production, and the use of sustainable and recycled materials.

Students studying for the Certificate will develop an understanding of how to apply sustainable principles within their landscape practice. These principles include local and sustainable food, land use and wildlife, sustainable materials, water, culture and community and, as such, also cover accepted principles of Māori design, including Kaitiakitanga.

2.1 Responsiveness to Māori

2.1.1 Te Noho Kotahitanga

Unitec is committed to creating an education environment that aligns with its obligations to *Te Tiriti o Waitangi/the Treaty of Waitangi*. The foundation of this commitment at Unitec is *Te Noho Kotahitanga* - a partnership document built on five principles, which are demonstrated in the NZCLD in a number of ways.

- **Rangatiratanga (authority and responsibility):** Māori have authority over, and responsibility for, all teaching and learning relating to Māori dimensions of knowledge.
- **Wakaritenga (legitimacy):** all stakeholders have a legitimate right to be present, to speak freely in their own language, and to put their resources to use for the benefit of all.
- **Kaitiakitanga (guardianship):** Unitec accepts responsibility as a critical guardian of knowledge.
- **Mahi kotahitanga (co-operation):** all actions are guided by a spirit of generosity and co-operation.
- **Ngākau mahaki (respect):** the heritage and customs, current needs, and future aspirations of Māori and Pākehā are respected and valued.

The principles of Te Noho Kotahitanga also underpin the mātauranga Māori expression of our Learning and Teaching Strategy, and the Māori Success Strategy. These two elements have an important role in programme development at Unitec, most significantly in the determination of content, pedagogy, and assessment.

2.2 Unitec's Learning and Teaching Strategy

Unitec's approach to learning and teaching is to manaaki the success of our learners and communities, led by Te Noho Kotahitanga. Goals for Unitec Learning and Teaching Strategy are:

1. **Kura ako**¹ – design contemporary programmes, courses and assessment to develop work-ready life-long learners;
2. **Ako**² - continue to enhance the quality of learner-centred teaching and learning;
3. **Arotake**³ - engage in ongoing reflection and evaluation seeking ever greater

¹ **Kura Ako** – School of Learning

² **Ako** – actively promotes the reciprocal relationship between the learner and teacher. It is premised in the sharing of knowledge, experiences and skills. Ako recognises a joint responsibility and obligation to teaching and learning

³ **Arotake** - a continuous and ongoing process of reflection and evaluation, seeking ever greater success in the way we design, facilitate, assess learning, and provide support for our learners

success in learning & teaching, and learner outcomes;

4. **Kaiako**⁴ - our Kaiako (teachers) continue to be engaged and inspired; they are supported to design and facilitate great learning/teaching.

Learning and Teaching at Unitec:

- is led by Te Noho Kōtahitanga;
- is learner-centred;
- is an active process that balances independent and collaborative learning;
- values and embeds mātauranga Māori, informed by Te Tīpare framework;
- is based on respectful, reciprocal relationships between people, places and contexts;
- is authentic and applied to real-world context to develop knowledge, skills and attitudes for work-readiness;
- is informed by research and reflection;
- integrates multiple literacies for life-long learning;
- includes appropriate use of digital technology to enhance face-to-face, blended and on-line learning;
- is supported by Unitec's teaching competency framework.

⁴ **Kaiako** – our teachers

3 PROGRAMME AIMS, OUTCOMES, AND STRUCTURE

3.1 Programme Aim

The New Zealand Certificate in Horticulture Services (Landscape Design) is ideal for learners with some experience in the industry who wish to have the added credibility of a formal qualification. Alternatively, it is an entry level qualification for learners wishing to pursue study in the area of landscape design. The students we expect to attract could be school leavers who have not completed Levels 2 and 3 NCEA, but also more mature students who are considering a change of career. The programme could also provide a staircasing pathway for candidates of Architecture and Landscape Architecture who are not ready yet for degree study. From this programme, they can progress towards the Level 5 New Zealand Diploma in Landscape Design and possibly into the Bachelor of Landscape Architecture (or other degree programmes), through to Masters level. Upon graduation from this programme, learners will be able to work independently and may have some responsibility for the performance of others. They will have the necessary skills and knowledge to contribute to more efficient and effective operations.

3.2 Graduate Profile

Graduates of the qualification will be able to:

- Apply knowledge of supervision and provide instruction to engage with team members using a range of effective communication and interpersonal skills relevant to a horticulture sector. (10 credits)
- Demonstrate design and technical skills to create a simple garden design for a client on a flat or near flat residential style site. (50 credits)

3.3 Programme Structure

The Level 4 New Zealand Certificate in Horticulture Services (Landscape Design) prepares graduates with the knowledge, skills, and professional values required by the landscape design industry of New Zealand. Graduates will leave with attributes needed to find employment in a self-managed capacity, and also with the possibility of staircasing towards further education. Graduates will also be supported in developing core transferrable skills that will enhance capability in teamwork, information presentation, and communication within a landscape design context. The industry will benefit by having qualified graduates with knowledge and skills essential to the industry and also with the ability of supervising the work of others.

The certificate comprises four compulsory courses designed to address the needs of the national landscape design industry, in accordance with the regulations set out by NZQA.

Table 2: Courses in the New Zealand Certificate in Horticulture Services

Course Number	Course Name	Level	Credit Value
LAND4113	Design Studio	4	15
LAND4114	Design Representation	4	15
LAND4443	Horticulture for Landscape	4	15

LAND5557	Designing with Plants	5	15
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The New Zealand Certificate in Horticulture Services (Landscape Design) runs both full time and part time through a sixteen-week semester.

Included in [Appendix 3](#) is a table representing the mapping of the four courses to the Graduate Profile Outcomes of the programme. For more detailed information about each of the stated courses, see Course Descriptors in [Appendix 2](#) at the end of the document.

3.4 Programme Courses

Programme courses have been designed using a constructive alignment approach with clear links between learning outcomes and activities and the graduate profile outcomes of the qualification. Course descriptors for each course are in [Appendix 2](#). Course details are provided through an overview mapping of courses to the Graduate Profile in [Appendix 3](#) and a more detailed mapping which clearly demonstrates how the learning outcomes from each of the courses link to the Graduate Profile in the [Appendix 4](#) of this document.

Course learning outcomes in this programme:

- are consistent with the programme aims;
- demonstrate how learners will achieve the graduate profile;
- are clear and specified for each component of the programme;
- are measurable and achievable;
- are integrated to provide a balanced and logical programme;
- are presented in a logical, progressive way that demonstrates learners' development of knowledge, skills, and attitudes.

4 PROGRAMME DELIVERY

This section addresses programme approval Criterion 3 by describing the how the delivery methods are adequate and appropriate, given the stated learning outcomes for the programme.

Information in this section demonstrates:

- the appropriateness of the programme's delivery modes (e.g. face-to-face, online/distance, blended);
- the appropriateness of the programme's delivery methods; and
- how academic integrity will be maintained through delivery.

It is important delivery methods do not place learners, staff, or the public at risk. The programme must identify any potential risks; and demonstrate how they will be addressed. Delivery methods also need to include consideration of cultural safety and ethical practice.

4.1 Delivery Modes

This programme employs the following mode of delivery:

- Blended (face to face and LMS supported or enhanced)

The delivery mode has been chosen to meet the needs of students' learning in a context that is most appropriate for the discipline and subject matter of the Programme. The aim is to use delivery methods that successfully achieve the programme aims, graduate profile and learning outcomes of individual courses whilst reflecting the characteristics of a Learning and Teaching Strategy.

4.2 Delivery Methods

As illustrated in the table below, the programme uses a range of teaching and learning methods, which support students' development towards Graduate Profile Outcomes. The range of strategies adopted facilitate implementation of, and support for Te Noho Kotahitanga and Unitec's Learning and Teaching Strategy.

Table 3: *Summary of Teaching strategies within the programme*

Delivery Methods	Design Studio	Design Representation	Design with Plants	Horticulture for Landscape
Interactive lectures	ü	ü	ü	ü
Tutorials & small group learning	ü	ü	ü	ü
Project-based learning	ü		ü	ü
Use of real-life applicable scenarios & case studies	ü	ü	ü	ü
Online learning	ü	ü	ü	ü
Self-directed learning	ü	ü	ü	ü
Studio-based learning	ü	ü	ü	
Outdoor practical & fieldtrips	ü		ü	ü

Interactive lectures

Formal teaching sessions are used for the presentation of basic principles and concepts related to the course content. They involve high class interaction and participation, with the intent of producing students who are both analytical and expressive, and to develop comprehension skills. These also include guest lecturers who are recognised leaders in the landscape design field and impart knowledge obtained through a career of real-life experiences.

Tutorials & small group learning

Students engage in activities designed to develop skills required for the role of landscape designer. These learning situations encourage the discussion of principles introduced in lectures. These also allow intensive investigation of areas through the use of selected texts, practical or theoretical situations, and problems arising from student work. Working in groups promotes cooperation and collaboration, whilst also giving the students the opportunity to experience group dynamics and interaction with the expressed intention of either resolving problems or enhancing creativity.

Project-based learning

Project-based learning (PBL) is the organising principle of this programme. Students undertake authentic significant projects that require them to work through a process of enquiry and design, possibly across courses (for example, plants discussed and used in Plants for Garden Design may be utilised in the design project of the Design Studio course). PBL projects are based on real experience and aim to tap into students' decision-making and team learning, curiosity and appreciation of the "real world" settings of the projects. PBL projects encourage students to reflect on their own interests and vocational aim within the field of landscape design.

Real-life scenarios and case studies

Individuals or groups of students examine real-life situations in which decisions are to be made and action taken. The student/group will either be presented with the information of a case study or site or will be required to select their own. They will analyse and discuss the information relating to the case and then formulate opinions and decisions or develop treatment and action plans for the given situation. Learning involving analysis, evaluation, application and problem-solving assists students to develop critical thinking, to cross-reference areas of learning, and to develop presentation and oral communication skills.

Online learning

A range of web-based learning technologies are available to students and knowledge of current information technology are essential skills for practice and life-long learning. Embedded online learning facilities via the Moodle Learning Management System are used throughout the programme and support other forms of learning and teaching. Online technology promotes connectivity, collaboration, individualisation of education, flexibility and accessibility in the creation of knowledge. Our online technology also facilitates exercises and assessments (both formative and summative).

Self-directed learning

Students do associate independent research by reading manuals, journal articles and books and by utilizing the internet. They are encouraged to develop the capacity to take increasing responsibility for their own learning. The capacity for self-directed learning is nurtured and developed over the duration of the programme to produce graduates who are lifelong learners. Typically, teachers ask provocative questions rather than providing answers. As students gain more self-confidence and control, they become more autonomous and, consequently, grow more confident in regard to collaborative learning.

Studio-based learning

The programme places emphasis on the development of technical skills that can be acquired in studio environments, where students are given the tools and information necessary for their projects and are encouraged to engage and experiment with these tools in view of the brief that is supplied or developed. This type of learning will allow students to perform in safe conditions, and in confidence that their work is supervised by professional teaching staff. Studios are based around a discussion model where students are encouraged to ask and enquire and develop solutions through the process

of design investigation. One-on-one help is provided to students, who work individually and within groups. A key part of the studio experience is 'pinning up' work and presenting it to the class and any guests (e.g. the client) in the form of a 'crit' (critique).

Outdoor practical & fieldtrips

Given the nature of the programme, which requires the use of organic materials such as plants, soils, and fertilisers, it is necessary that students be involved in practical activities that make use of outdoor settings. On such occasions, students will study plant species and habitats, insects and their effects on plants and soils, plant care, and other such aspects relevant to the discipline. Site visits and fieldtrips will, therefore, feature prominently in these practical, as well as supervision role-playing, which will accustom students to tasks and actions characteristic to landscape design.

5 ASSESSMENT AND MODERATION

This section addresses Programme Approval Criterion 6 by presenting evidence that assessment methodology is fair, valid, consistent and appropriate, given the stated learning outcomes, and there is an effective system for moderation of assessment materials and decisions.

It also addresses Accreditation Criterion 1 by demonstrating how the institution has the capability and capacity to ensure assessment materials and decisions are fair, valid, consistent and appropriate, given the stated learning outcomes.

This section includes an explanation of:

- the programme's assessment rationale;
- what the programme places value on;
- how standards of achievement will be maintained;
- how assessment schemes/schedules have been developed and how they are appropriate for the programme;
- how assessment planning will occur; and
- how, in particular, Objectives 3 and 5 of Unitec's Māori Success Strategy have been realised in developing assessment strategies for this programme.

5.1 Assessment

Assessment practices adhere to [Unitec's Assessment, Moderation and Grades procedure](#). This procedure mandates that:

- all Unitec programmes employ appropriate assessment and feedback practices that enhance the quality of student learning and evaluate achievement;
- assessments will be consistent with the requirements of the [Academic Development and Approval Policy](#);
- will be fair, valid and consistent; and
- utilise transparent processes.

Over time, it is anticipated that programme feedback and course/student evaluations will result in refinements to assessment methods and events.

In addition to this policy, a network of policies and procedures attached to Unitec's *Academic Statute* (including the [Programme Regulations](#)) is used to guide and address issues of:

- appeals;
- assessment criteria;
- content;
- estimation;
- extra time;
- information;
- marking turn-around;
- scheduling; and
- supervision.

Working within the statute and relevant policies, procedures and regulations allows teachers to assess students' progress in a way that is fair for students and that can adequately measure learning. Assessment approaches and tools are designed to be diverse and responsive to students' preferred learning and teaching styles.

The assessment process is designed to:

- evaluate the achievement of the programme aims and objectives;
- assess students' capabilities in a fair, valid, and reliable manner;
- stimulate and enhance learning;
- provide students with feedback regarding their own learning for and developmental purposes; and
- evaluate students' achievement and the demonstration of specified learning outcomes.

5.2 Assessment in the Programme

Assessment in this Programme is governed by [Unitec's Assessment and Grading Procedures](#) and Regulations.

5.2.1 Assessment basis

Assessment in this programme uses both formative and summative assessment practices. Summative assessment is achievement based using an 11-point grading scale

Students must obtain at least 50% overall score in any achievement-based course and achieve all the learning outcomes in order to pass that course.

5.2.2 Assessment methods

As illustrated in the table below, the programme uses a range of assessment methods, which support students to provide evidence of their learning achievement and their development towards achievement of the Graduate Profile Outcomes. The range of strategies adopted facilitate implementation of, and support for Te Noho Kotahitanga and Unitec's Learning and Teaching Strategy.

The New Zealand Certificate in Horticulture Services employ the following assessment methods for each course. Each method identified may be utilised to assess theory and/or practical applications.

Table 4: Assessment methods in each course

Assessment Method	Design Studio	Design Representation	Designing with Plants	Horticulture for Landscape
Formative assessments	✓	✓	✓	✓
Case studies	✓			✓
Group assessments				
Short reports			✓	✓
Presentation	✓	✓	✓	
Peer and collaborative assessment	✓	✓	✓	✓
Design Project	✓		✓	

Formative Assessments

All courses in the New Zealand Certificate in Horticulture Services will include practice sessions, quizzes or other means of simple formative assessment that provide students with a guide on their progress. The following is an indication on how the programme will utilise the assessment methods.

Case Studies

This assessment approach is used to provide a real-world context for student learning, in which students demonstrate their ability to apply theory to practice. In the New Zealand Certificate in Horticulture Services case studies are used as an assessment tool to require students to show their understanding of processes related to management/supervision of garden designs and people.

Group assignments

This method gives students the opportunity to demonstrate evidence of development of 'soft skills', such as teaming and leadership skills, while also providing the opportunity to work with peers to demonstrate understanding of a specific area of practice. For example, group presentation work requires students to work together to research and present a chosen topic.

Reports

Reports may be used to enable students to show how to present an issue and provide clear, succinct solutions that are presented in a well organised manner.

Presentations

Presentations give students an opportunity to demonstrate depth of understanding of specific material, and their ability to respond to peer- and/or supervisor-review. Specifically in the New Zealand Certificate in Horticulture Services, presentations are combined with role play to demonstrate supervisory skills and the ability to give instructions. They are also used to communicate design outcomes e.g. Design Crits (critique).

Design Project

This is a structured task in which students apply their theoretical knowledge and practical skills to create a comprehensive design solution for a given site or scenario relevant within the Landscape industry. This will assess students' ability to integrate various aspects of their learning into a cohesive and practical project.

Peer and Collaborative assessment

Peer and collaborative assessment will occur, in various forms, in most of the courses – to enable students to gain different perspectives from viewing others' work.

5.3 Moderation of assessments

Unitec's *Moderation Procedure* requires internal and external moderation in all Unitec programmes that lead to the award of a formal qualification. Moderation is defined as the review processes used to assure the quality of summative assessments.

The purpose of moderation is to provide the learners and stakeholders assurances that assessment practices have produced credible results.

Moderation is a process of independent peer/stakeholder review of summative assessment material and judgements. It is designed to ensure assessment:

- is consistent, fair, valid, and reliable;
- items assess the appropriate learning outcomes and match information provided to learners at the beginning of the course;
- events are consistent with the teaching, learning, and assessment philosophy of the programme;
- is based on the approved achievement criteria specified in the programme and described in the *Programme Regulations*; and
- procedures are managed effectively and applied fairly.

Furthermore, moderation adds value to qualifications by providing assurances they are credible, while adding value to teaching and learning by providing teachers with feedback on where and how to improve assessment practices.

The outcomes of moderation are reported in the annual *Programme Evaluation Plan* and the Moderation Planning and Tracking tool

Moderation includes:

- External Moderation;
- Internal Moderation
- the programme's response to the *External Moderation Report*.

Moderation is completed in accordance with the *Moderation Plan* which is overseen by the Programme Academic Quality Committee.

5.3.1 Internal moderation processes

Responsibility for internal moderation lies with an internal staff member recognised as having expertise in assessment within the discipline area of the relevant course.

5.3.1.1 Moderation of Assessment materials

All courses are subject to internal moderation of all summative assessment items.

The Academic Programme Manager, in discussion with the Head of School, will include a list of moderators in the programme's *Moderation Plan* at the start of the year. Each course/assessment is allocated an internal moderator, who completes the *Moderation Report*.

Moderation activity will ensure assessment items are clear, accurate, appropriate for the course-level, and meet the course learning outcomes associated with each assessment item.

5.3.1.2 Internal Post moderation

Internal post moderation, which involves completion of a moderation report, is performed on all assessments for each course.

Using a sample of assessment scripts, the moderator reviews judgements made about students' work; moderators review assessments with the highest, middle, and lowest marks.

Internal post moderation is used to check the consistency of assessors' marking decisions, and to recommend any changes to an assessment that may improve its validity, authenticity, and consistency.

5.3.2 External moderation processes

Courses are subject to regular external moderation by a suitable qualified moderator independent of Unitec.

Typically, each course will undergo external moderation at least once every three years; selected courses may, however, be moderated more frequently if internal moderation identified a concern or negative student feedback indicates this step to rectify course issues.

The moderator is supplied with:

- course details;
- a range of assessment samples;
- assessment marking schedules; and
- any additional assessment information provided to students.

The external moderator will examine the:

- suitability of tasks;
- extent to which assessment tasks align with the learning outcomes and course content,
- fairness, consistency, and appropriateness of judgments made about students' work;
- value of feedback for learners; and
- the extent to which feedback enhances and promotes learning.

Each Programme Academic Quality Committee maintains a schedule of moderation for each Programme that it is responsible for. The ongoing moderation plan for this programme is available on request.

5.4 Assessment of Prior Learning (APL)

In accordance with Unitec's *Assessment of Prior Learning Procedure*, current and/or prospective students may apply to complete the programme or individual courses under Assessment of Prior Learning (APL); this refers to the process of evaluating informal or non-formal learning or evaluating evidence of formal **and** informal learning.

While there are unique aspects involved in prior learning, Assessment of Prior Learning is, nevertheless, an assessment, and as such it needs to meet the criteria for good practice articulated in Unitec's *Assessment of Prior Learning: Staff Guidance*. In each case taken into consideration, a process will be developed to assess prior learning consistent with Unitec's [Assessment of Prior Learning Procedure](#).

As described in the *Assessment of Prior Learning: Student Guidelines*, students are encouraged to discuss the course(s) they are intending to apply for under APL, to ascertain whether the process will be suitable for them.

Students seeking to apply for courses under APL will be required to provide evidence that demonstrates prior learning of skills and/or knowledge specified in individual course learning outcomes.

Once received, evidence submitted by students is assessed by the Delegated Academic Authority against the programme's Graduate Profile Outcomes and the learning outcomes of the specific course(s) students are applying for under APL.

6 PROGRAMME REGULATIONS

Programme Regulations are the legally binding contractual obligations of staff and enrolled students. They are used by academic staff to guide delivery of the programme and its courses; and provide guidance on the relevant approaches to learning and teaching, and on assessment (against specified learning outcomes).

In cases where collaborative arrangements are in place, externally prescribed regulations may apply. Programme Regulations are found in [Appendix 1](#) of this document.

7 PROGRAMME ACCEPTABILITY AND CONSULTATION

This section addresses Approval Criterion 4 by presenting the acceptability of the programme and consultation.

The qualification this programme leads to is the result of a MRoQ process rolled out in the period 2012-2015. During this time, extensive consultation was undertaken with relevant industry stakeholders and Unitec staff worked closely with these stakeholders to ensure they were kept abreast of developments and were able to articulate concerns or approval. The main mechanism for this was via two organisations representing the landscape industry: the Garden Design Society of New Zealand (GDSNZ), and to a lesser extent, Registered Master Landscapers (ex-Landscape Industries Association of New Zealand).

It is expected that this close alignment with the GDSNZ and the input and feedback of practitioners will continue, partly as their inclusion within our Industry Advisory Committee, partly by inviting practitioners to give guest lectures, and partly through our graduates, who take up membership with organisations such as GDSNZ and Registered Master Landscapers.

Both the GDSNZ and Landscaping NZ have accreditation processes in place. In the case of the GDSNZ, their accreditation is closely aligned with Unitec programmes. It is important to note here that several former Unitec academic staff continue to be involved in the accreditation process.

7.1 Consultation

7.1.1 Stakeholders

Consultation in relation to Māori views and content was also sought from Unitec's Kaihautū Māori Advisor and Equity Transformation Consultant. The feedback from this consultation was integrated into the programme.

Since the beginning of the MRoQ process, we have been engaged in continuous negotiation and consultation with our key stakeholders relative to the crafting of the new qualifications described in the present document. Both the New Zealand Garden Design Society and the Registered Master Landscapers were invited to give submissions during the stakeholder feedback sessions offered as part of the MRoQ process and they asked us to help them better understand the nature of the changes being proposed, since industry does not always have a strong understanding of educational and training details.

Once we began the process of developing programmes, we sought the views of industry on the suitability of the qualifications we had selected for development. This was conducted by our Market Insights team, who carried out an on-line survey that was sent to industry people (from our established industry list including guest lecturers, members of NZ Garden Design Society, current and ex-students, companies we have worked with) and some one-on-one phone interviews. The results indicated that the industry was supportive of us developing the new programmes we indicated,

although they were concerned by the reduced length of the diploma qualification, since they wanted graduates to be very work ready. The need for good computer skills was emphasised, as was having strong plant knowledge and business skills. They were supportive of Unitec concentrating on design and plant knowledge, rather than construction, which it was felt could be more strongly offered by Manukau Institute of Technology, with reciprocity of students between the two institutions.

A further short survey was completed more recently to inquire about the delivery of the certificate. This was sent only to current and past students and indicated that these people reflect very positively on their learning experiences at Unitec under the classic on-campus teaching model. This is especially due to the support, different perspectives and friendships formed with other students.

7.1.2 Stakeholder feedback

The relatively small residential landscape design industry wants to maintain high quality programmes, such as the ones delivered in the past by Unitec. The industry stakeholders require well qualified and professional practitioners for what is essentially an unregulated market. The main concerns raised through industry feedback is to do with the shortening of the overall programme of study (from a 240-credit diploma with a 60-credit exit certificate to a 60-credit certificate and a 120-credit diploma). However, there is acknowledgement from industry that study habits have changed considerably, with more and more learners choosing to study part time. Completing a 240-credit programme can take a long time. We, therefore, believe that the different focus and arrangement of courses within the programmes, as well streamlining of relevant processes, will produce graduates who have the knowledge and skills needed to match industry requirements and opportunities. Marketing and communication will be important to ensure people (industry and students) understand that the certificate is now a stand-alone qualification composed of courses tailored for students wishing to focus on soft landscaping (design with plants) and hand-drawing of plans. In contrast, the diploma is a separate 120 credit course, also focussed on design and specialising in development of digital skills. Students will begin with the Level 4 certificate and develop strong design and plant skills, then will progress to the diploma for intense study in Level 5 digital- and design-focused courses. Some of these will overlap with the existing Bachelor of Landscape Architecture. There will be no electives in the new programme, so students will cover the same material, leading to greater consistency in graduate knowledge and skills.

7.2 Consultation associated with this application

See consultation log in [Appendix 5](#)

7.3 Support for delivery

This section addresses Accreditation Criteria 3 by presenting support for delivery from the holder of the programme approval.

Supporting the delivery of the New Zealand Certificate in Horticulture Services involves a multifaceted approach aimed at ensuring students receive a comprehensive and enriching educational experience.

Unitec staff have strong connections to industry bodies and attend conferences and professional development events that foster these connections and help in the sharing of knowledge and experience. Students are also encouraged to join industry associations and to attend events that extend their learning and help them to network with industry professionals. The landscape programmes at Unitec have a strong history and reputation for encouraging and supporting students to enter competitions, open garden events and flower shows within New Zealand and beyond.

The New Zealand Certificate in Horticulture Services have a long-standing support from the sector. An aspect of this includes the organisation of Scala lunchtime seminar series, which presents national and international speakers discussing a wide range of topics of relevance to landscape and architecture. These events are regularly attended by students, staff and industry representatives.

8 RESOURCES

8.1 Specific resources for programme delivery

The New Zealand Certificate in Horticulture Services (Landscape Design) will benefit from the considerable resources offered by Unitec as an experienced provider in landscape design. Studio spaces and equipment are available for students to use. These spaces facilitate collaborative discussion and shared learning. Well-equipped libraries with learning specialists in landscape design can assist and guide students to required books and media resources. Teaching staff have strong connections with industry, which provides valuable sites for field trips and appropriate sites for use as design generators for studio briefs. The Unitec grounds are a living laboratory for learning about plants and conducting hands-on practical – from the wetland to the flax collection to the community gardens and food forest and the park-like arboretum. Finally, the academic Practice Pathway the Landscape Design sits within provides rich synergies for students to mix with students in other programmes, such as architecture.

8.2 Programme Staffing

The *New Zealand Certificate in Horticulture Services* is delivered by 3 full and part time academic staff. In addition, students are supported by support staff comprised of tutors, and administrative/support personnel.

The following table is a summary of the current teaching staff of the New Zealand Certificate in Horticulture Services

Table 6: Summary of current teaching staff who will contribute to the Programme

Name	Qualifications	Tenure	Teaching Responsibilities
Sue Wake	M.Ed (Hons) (Waikato); PGDipEd (Unitec), BHortSci (Hons) (Massey); GDipHEd (Unitec), Dip Landscape Design (Unitec); events committee of Garden Design Society of New Zealand; Auckland branch Committee of NZ Association of Environmental Education; IPA. 25 years' experience in landscape design teaching and management	Y	Horticulture for Landscape Designing with Plants
Sophie Bostwick	BA Hons Theology (Oxon.), NZ Dip Landscape Design (Unitec). 17 years in marketing, brand strategy and communications 5 years as business owner (landscape design, installation & maintenance)	Y	Design Studio

	Experienced teacher and educator		
Duncan Long	Certificate in Art & Design (AUT). 15 years + as Exhibiting Artist, including Demonstrations and Workshops Auckland Print Studio Apprenticeship/ Co-Coordinator Experienced teacher and educator	Y	Design Representation
Trina Smith	Bachelor of Applied Science - Biodiversity Management (BApSci), (Unitec), Diploma in Sustainable Horticulture (Unitec) Experienced teacher and educator	N	Plant courses and ecology

8.3 Library services

Students have access to Unitec’s physical and online libraries, which support the teaching, learning and research needs of the Unitec community, through its collection and resources, and its librarians, including dedicated postgraduate librarians.

Full details about Unitec Library Services are available via this link – [Unitec Library Services](#)

The [Unitec Library Website](#) describes the collection available for students.

8.4 Information Management Systems

A wide range of information technology services are employed to support delivery of this programme. Information Technology (IT) offers a range of technology services and support to all staff and students of Unitec. Full details about IT Services are available via this link – [IT Support](#)

The delivery of the course content is via the Unitec Moodle Learning Management System - [Moodle](#)

This will be augmented with moderated online meetings and breakout rooms using Zoom, Microsoft Teams, and other online platforms such as Peerwise.

8.5 Student Guidance and Support

Unitec provides a large number of guidance, support systems, and facilities for students.

Full details about **Unitec Student Support Services** are available via the following links:

- [Student Services](#)
- [Support for Māori Learners](#)
- [Support for Pacific Learners](#)
- [Support for Learners with Disabilities](#)

The teaching and support team for this programme are a signatory to the [Tertiary and International Learners Code of Practice](#).

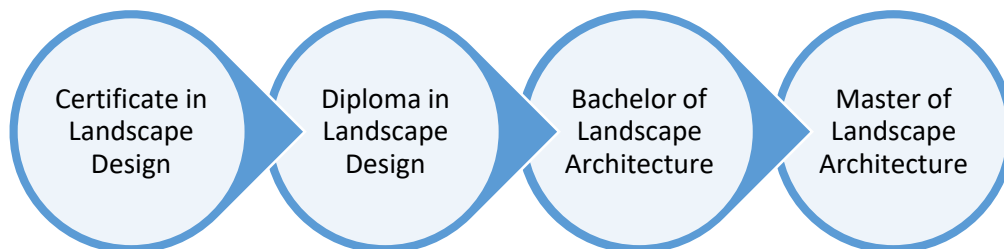
9 SELF ASSESSMENT, EXTERNAL EVALUATION AND REVIEW

This section addresses Programme Approval Criterion 7 by providing information about how the institution assesses the currency and content of the programme; has adequate and effective processes for the on-going review of the programme, taking account of the results of any review of the qualification; has adequate and effective processes for monitoring the quality of outcomes for learners and other stakeholders, and for reviewing programme regulation and content; and updates the programme accordingly.

It also addresses Accreditation Criterion 4 by presenting processes for the adequate and effective review of programme performance and the institution's capability to support the programme.

9.1 Academic and Programme Quality Management

The New Zealand Certificate in Horticulture Services (Landscape Design) sits within a portfolio of landscape programmes offered at Unitec, as illustrated in the diagram below. These programmes progressively develop the skills required for working at different levels within this sector.



The New Zealand Certificate in Horticulture Services sits within the School of Architecture, which is led by a Head of School.

The NZCLD is governed by a Programme Academic Quality Committee (PAQC), which reports to a Quality Alignment Board (QAB) and Unitec's Ako Ahimura Learning and Teaching Committee; these latter groups are established sub-committees of Unitec's Academic Committee.

Together, these committees are responsible for:

- maintaining educational performance;
- supporting continuous improvement in learning, teaching, and research through interdisciplinary collaboration; and
- student outcomes including success, retention, and academic progress.

9.2 Programme Changes

As described above, there is an on-going process of self-reflection and continuous improvement being undertaken to enable the New Zealand Certificate in Horticulture Services (Landscape Design) to grow and develop to meet changing requirements regarding students and industry.

Susan Wake, Senior Lecturer in the New Zealand Certificate in Horticulture Services (Landscape Design), participated in NZQA's recent Mandatory Review of Qualifications, which examined horticultural and agricultural programmes. The process, which drew attention to the need for a better alignment of qualifications with the wider sector and with the general skill demands, has fully informed the development of the new Certificate. Susan was also part of the Developers Review in 2020 which led to minor changes in the GPOs for the qualification. She also led the preparation and delivery of evidence for the Consistency Review held in 2020, and again scheduled for Nov 2024.

Programme changes and improvements are governed by Unitec Programme Change and Improvement Procedure. Approval for any change is based on:

- stakeholder support for change;
- considerations of the impact on:
 - other programmes;
 - broader Unitec practices; and on
 - Unitec's responsibilities to external agencies.

Institutional support areas such as, Te Puna Ako, Te Korowai Kahurangi, Kaihautū, and other relevant external stakeholders feed into the programme improvements or change process.

The New Zealand Certificate in Landscape Design qualification is an ideal entry into landscape design, with a focus on soft landscaping (plants) and the establishment of fundamental skills in design and representation, as well as confidence in selecting and combining plants for planting designs and supervising installation and aftercare. Students who want to continue their studies in landscape design at Unitec can progress into the NZ Diploma of Landscape Design (Level 5) or the Bachelor of Landscape Architecture (Levels 5-8).

9.3 Evaluation and Review

All Unitec programmes are subject to ongoing evaluation of individual courses as well as the programme. Evaluations involve major programme stakeholders: learners, appropriate external professions and organisations, and members of the academic community.

9.3.1 Programme Evaluation

9.3.1.1 Course Evaluation and Planning (CEP)

Written Course Evaluation and Planning (CEP) reports are completed by individual teachers each semester, to highlight and analyse any issues which occurred and to provide suggestions for improvements as required. They provide Teachers an opportunity to reflect on course outcomes and to plan improvements to their courses and to their own development as teachers.

All teachers who are responsible for courses and outcomes are involved in Course Evaluation and Planning. Evidence is gathered from a wide range of internal and external inputs and evaluated by the Teacher as the course progresses. CEP reports provide Academic Programme Managers with rich information about the component parts (courses) which form part of their programmes.

9.3.1.2 Programme Evaluation and Planning (PEP)

Annual *Programme Evaluation Plans* (PEPs) are completed to manage and record the evaluative and improvement process. PEPs are structured around six *Key Evaluative Questions*, which emphasise the core activities of performance, evaluation, planning, execution, and review. It also focuses on Māori and Pacific Success, progress towards 2022 parity goals and, embedding and including the I See Me initiatives and the Te Tipare framework.

Programme plans are assessed as evidence of capability in self-assessment. Evaluations are discussed both locally in the Programme Academic Quality Committee (PAQC) and in various other fora including the QAB, which has responsibility for having a close scrutiny of programmes where the standard of performance is at risk or unacceptable. A single evaluation report is collated for the Academic Board.

Periodically, the institution conducts surveys of learners, graduates, employers, and staff; these provide feedback on specific issues. Findings are reported to the Executive Leadership Team and Academic Board, and tailored presentations are provided to each School. Programme-related findings are evaluated and used to determine improvement actions, which are recorded and tracked through the PEP.

The first PEP for any new Programme is due immediately following the first semester of delivery, and for each semester thereafter. This includes data and information regarding student success, evaluation of the programme, and input from relevant stakeholders, including the Industry Advisory Group.

9.3.1.3 Consistency Arrangements and Review

The New Zealand Certificate in Horticulture Services (Landscape Design) will participate in the NZQA-mandated consistency review process, as scheduled by the qualification developer.

This will involve reviewing evidence associated with graduates' achievement of outcomes, establishing a periodic cycle for a review focus for the external consistency review, and agreeing acceptable standards and/or benchmarks for qualification outcome achievement, and areas for improvement.

Standard evidence for programme will include:

- graduate and/or stakeholder/end-user feedback on graduate profile outcome achievement;
- internal and external moderation outcomes

10 APPENDICES

- Appendix 1* *Programme Regulations*
- Appendix 2* *Course Descriptors*
- Appendix 3* *Course to Graduate Profile Outcome*
- Appendix 4* *Learning Outcome to Graduate Profile Outcome*
- Appendix 5* *Consultation log for the New Zealand Certificate in Horticulture Services*

Appendix 1: Programme Regulations

New Zealand Certificate in Horticulture Services (Landscape Design) [NZCLD]

To be read in conjunction with Unitec’s Academic Statute and associated Policies and Procedures.

These programme regulations apply to the New Zealand Certificate in Horticulture Services [NZCLD] programme, which leads to the award of New Zealand Certificate in Horticulture Services (level 4) qualification, with Landscape Design, (60 Credits) [NZ2674-3].

These regulations come into effect from Semester 1, 2025.

<p>1. Ngā Ture Hei Whakaurunga Admission Requirements</p>	<p>To be eligible for admission to this programme, all applicants must meet three admission requirements:</p> <ol style="list-style-type: none"> Requirements for either general admission, special admission, or discretionary admission Any additional Programme specific requirements English language requirements <p>1.1 Whakaurunga Whānui General Admission To be admitted to this programme all applicants must be at least 16 years of age on the date of the programme’s commencement for the semester in which they wish to enrol (or provide a completed Early Release Exemption form</p> <p>1.2 Whakaurunga Motuhake Special Admission Applicants must have:</p> <ol style="list-style-type: none"> attained the age of 20 years on or before the first day of the semester in which study for the programme is to commence; and provided sufficient evidence of aptitude or appropriate work or other life experience that would indicate a successful outcome in the qualification. <p>1.3 Whakaurunga Kōwhiringa Discretionary Admission In exceptional cases an applicant who does not meet the general admission requirements and who has not reached the age of 20 on or before the first day of the semester in which study for the Certificate is to commence may apply for discretionary admission.</p> <p>1.4 Whakaurunga Tautui Programme Specific Requirements There are no programme specific requirements.</p> <p>1.5 Whakaurunga Reo Pākehā English Language Admission Requirements All applicants must provide evidence that they have the necessary English language proficiency required for the Programme.</p> <p>Domestic applicant for whom English, Māori or NZ Sign is not their first language must also provide evidence that they have the necessary English language proficiency or an equivalent described in NZQA Rules .</p>
<p>2. Paearu Kōwhiri Tukanga Selection Criteria & Process</p>	<p>2.1 Paearu Kōwhiri Selection Criteria Applicants will be admitted to the programme in the order of application date submission.</p>

<p>3. Ngā Ture Hei Whakawhiwhi Tohu Mātauranga Requirements for the Award of the Programme</p>	<p>3.1 Whakaemi Tūtukitanga Credit Accumulation To be awarded the New Zealand Certificate in Horticulture Services (Level 4), a student must successfully complete a minimum of 60 credits in the pattern set out in Table 1 from the courses set out in Table 2.</p> <p>Table 1: Credit Requirements for the New Zealand Certificate in Horticulture Services</p> <table border="1" data-bbox="411 479 1257 656"> <thead> <tr> <th>Level</th> <th>Compulsory Credits</th> <th>Elective Credits</th> <th>Total Credits</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>45</td> <td></td> <td>45</td> </tr> <tr> <td>5</td> <td>15</td> <td></td> <td>15</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td>60</td> </tr> </tbody> </table>	Level	Compulsory Credits	Elective Credits	Total Credits	4	45		45	5	15		15	Total			60																										
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<p>Table 2: Course Details – New Zealand Certificate in Horticulture Services</p>																																											
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	<p>3.3 Mahi Akoranga A Wāhanga Course Load per Semester The normal full-time course load is 60 credits per semester</p>																																										
<p>4. Tūtukitanga Whakamihi Credit Recognition</p>	<p>4.1 Whakawhiti Tūtukitanga Cross Credit Credits will not be awarded for successful study that took place more than 5 years prior to the date of first enrolment in the programme.</p> <p>a. A student may be awarded credits or exemptions in recognition of successful equivalent study, at the same or a higher level in the context of another programme.</p> <p>b. The credit recognition may be:</p> <ul style="list-style-type: none"> i. specified, where there is direct equivalence of the learning outcomes of a completed course and a course in the programme; or ii. unspecified, where the previous study has taken place in a programme with a similar philosophy but there is no exact match in the programme’s courses. <p>4.2 Aromatawai Tōmua Assessment of Prior Learning (APL) Assessment of Prior Learning is available for all courses in this programme. APL decisions will be made on a case-by-case basis under the Unitec Assessment of Prior Learning Procedure.</p> <p>4.3 Ngā whakawhitinga Credit Transfer Credit transfer arrangements apply to specified Unitec New Zealand Diploma in Landscape Design (Level 5) and courses as detailed in section 8.1 of these Regulations.</p>																																										

5. Waeture Aromatawai | Assessment Regulations

5.1 Paparahi Aromatawai | Assessment Basis

Assessment in this programme is achievement based using an 11-point grading scale ABA grading scale as detailed in Table 3 below.

Students must obtain at least 50% overall score in any achievement-based course' and meet all the learning outcomes to pass that course.

5.2 Ākoranga Taumata | Course grades

Course grades will be determined by the mathematical aggregation of weighted assessment marks and reported according to the following scales. Students must obtain at least 50% overall, and achieve all learning outcomes in the course, to pass the course.

Table 3: Achievement based 11-point assessment system

Grade	Meaning	Result	Percentage
A+	Distinction	Credits	90 – 100
A	Distinction	Credits	85 – 89
A-	Distinction	Credits	80 – 84
B+	Merit	Credits	75 – 79
B	Merit	Credits	70 – 74
B-	Merit	Credits	65 – 69
C+	Pass	Credits	60 – 64
C	Pass	Credits	55 – 59
C-	Pass	Credits	50 – 54
D	Fail	No Credits	40 – 49
E	Fail	No Credits	0 – 39

5.3 Paearu Taumata | Grade Criteria

Students may be awarded one of the following grades for a course:

Table 4: Grade Criteria

Grade	Meaning	Criteria
CR	Credit Recognition	The student has applied for and been awarded a credit recognition from another qualification and/ or Recognition of Prior Learning. Credits Earned
CTG	Continuing	The Course runs for more than one semester and the final Summative Assessment has not yet occurred. No Credits earned
DEF	Deferred	The student has approval to complete a Course Assessment beyond the schedule date. Unless an exception has been approved, any Deferred Grade remaining on a student's record beyond a duration equal to that of the original course will be

	DNC	Did not Complete	The grade DNC (Did Not Complete) is recorded if a student has either withdrawn after 80% of the scheduled Course duration; or not attempted a compulsory item of Assessment within a Course. No Credits earned.
	ES	Student Exchange	The Student has completed an approved inter-institutional exchange, a result of CR or DNC must replace this grade no later than a year after the end of the course. No Credits earned.
	NGA	No Grade Associated	Course assessment and reporting of results are not required for this course or are carried out by an external agency. No Credits earned
	R	Restricted Pass	The student has been awarded a restricted pass subject to Relevant clause in the assessment and grading procedure. Credits earned
	W	Withdrawn	The student withdraws from a Course after 10% of the scheduled Course duration and up to, or at, the date at which 80% of the scheduled Course has passed. No credits earned.
	#	Estimated Grade	If any portion of Summative Assessment has been estimated, the final grade will be an estimated grade, and annotated “#” on the Student’s Academic Record.

6. Aromatawai Mahinga | Assessment Procedures

6.1 Ākoranga Aromatawai | Course Assessment

Courses employ both formative and summative assessment activities. Formative assessments do not contribute to the final grade for a given course. All summative assessment elements are compulsory unless otherwise approved and noted in course information.

Students must attempt all compulsory assessment activities and achieve all learning outcomes to pass and receive credit for any course. Students who do not attempt a compulsory item of assessment may be awarded a ‘Did Not Complete’ (DNC) for the whole course and may not earn any credits.

6.2 Aromatawai I Roto I Te Reo | Assessment in Te Reo

All students have the right to submit any summative assessment task in Te reo Māori. The process for submission of summative assessment work in Te reo Māori is governed by the Unitec Assessment in Te Reo Māori procedure and detailed in course material.

6.3 Tāpaetanga Tōmuri | Submission and late submission of work

- a. The due dates for all summative assessment work will be notified at the commencement of each course.
- b. Any assessment that is submitted late (and does not have a prior approved extension) will be penalised by a deduction of 10% per day of the participants assignment mark, up to five (5) days, inclusive of weekends.
- c. Applications for extensions must be made in accordance with the procedure noted in Student Handbooks and course documentation.
- d. Any extension will be carried out within a specified time period as agreed with the relevant academic authority and no further extensions will be granted.
- e. No assessment will be accepted five (5) days (inclusive of weekends) after the due date. If the assessment is not compulsory, the participants will receive a 'zero' grade for that assessment. If the assessment is compulsory, then the participants will receive a Did Not Complete (DNC) grade for the entire course.

6.4 Whakamātautau Anō | Resubmission or Reassessment

A student may be granted permission to resubmit or reassess based on the following conditions:

- a. Students who receive a fail grade may be permitted to resubmit an assignment or resit a test at the discretion of the Course Co-ordinator.
- b. Resubmissions are not available for work that fails due to lateness.
- c. The maximum number of assessments which may be resubmitted within a course is limited to 50% , unless otherwise approved by the relevant delegated authority
- d. Only one resit or resubmission is available for any assessment.
- e. The maximum possible grade for a resit or resubmission shall be C-.
- f. Management of the timing of all resits and resubmissions is done by the course coordinator.

6.5 Āhuatanga Aromatawai Motuhake | Assessment Concession

A student may apply for Assessment Concession (AC) if:

- a. The student is unable to attend an examination, compulsory assessment or fixed time and place assessment activity due to illness, injury, bereavement or other critical circumstances
 - b. The student's preparation for, or performance in an examination or any summative assessment has been seriously impaired due to circumstances beyond their control
- Applications for AC are made by a student within 5 working days of the affected assessment event. Decisions to approve an AC and to apply any remedy are made according to the Assessment and Grading Procedures and Regulations.

6.6 Pāhi Rāhui | Restricted Pass

A restricted pass may be awarded in a course which was narrowly failed and where there is ample evidence that marginal failure is compensated by good overall performance.

- a. A 'restricted pass' may be awarded in a course that was narrowly failed and where the Programme Academic Authority considers that marginal failure is compensated by good overall performance.
- b. Except in exceptional circumstances, no more than one restricted pass may be awarded to any student in this programme.

6.7 Tuaruatanga | Repeating Courses

	<p>Students who are repeating a Level 1–8 course would normally be required to submit all assessment items. In some cases, with the prior approval of the relevant academic authority, students may not be required to repeat an equivalent assessment item that they had previously passed. This should be negotiated within the first two weeks of the commencement of the course and will specify any course grade that will be carried over.</p> <p>Students may enrol and repeat a course that they have failed only once. Permission to enrol for a third time is governed by Exclusion provisions below.</p> <p>6.8 Whakakorenga Exclusions No student will be allowed to enrol in any course more than twice unless there are exceptional circumstances approved by the relevant academic authority.</p> <p>c. Any Student who fails to achieve at least 50 per cent of the credits that he or she is enrolled in in any 12-month period may be excluded by the relevant Academic Authority from re-enrolling in any further courses. The decision whether students can re-enrol in further courses will be based on a student’s likelihood of succeeding in further study and will be made by the relevant Head of School.</p> <p>d. When calculating the 12-month period in a. above, Unitec reserves the right to include any relevant time spent by the Student studying at another tertiary institution.</p> <p>a. A Student who has not achieved a Pass Grade.</p> <p>b. The relevant Academic Authority will advise the Student in writing of their decision, and the reasons for such decision, and any orders made.</p> <p>6.10 Tono Pīra Appeals Students may appeal the decisions made under these regulations in accordance with the Student Appeal Procedure.</p>										
<p>7. Whakaritenga Whānui General Provisions</p>	<p>7.1 Whakamāramatanga ā-kaupapa Definition of Terms In these regulations, unless the context otherwise requires, the following definitions shall apply:</p> <ul style="list-style-type: none"> • ‘Relevant academic authority’ refers to an individual or role holder, or in some cases a committee, who have been delegated the authority to decide within a specific circumstance. A schedule of the various relevant academic authority delegations is maintained by the Programme Academic Quality Committee responsible for the Programme. 										
<p>8. Kupu Āpiti Schedules or Appendices</p>	<p>8.1 Transitional Arrangements For ākonga that completed the Unitec New Zealand Certificate in Horticulture Services (Landscape Design) [NZ2674] programme in 2023 or earlier, the following arrangement applies until the end of Semester 1, 2026. Ākonga that wish to enrol in the unified New Zealand Landscape Design Diploma (NZDLA) programme will receive credits for the following courses, since this was allowable for the duration of the New Zealand Diploma in Landscape (Design) (NZDL) programme, when these ākonga were studying.</p> <table border="1" data-bbox="411 1805 1481 1960"> <thead> <tr> <th colspan="2">NZCLD Courses</th> <th colspan="2">NZDLA Courses</th> <th>Grade awarded for NZDLA</th> </tr> </thead> <tbody> <tr> <td>LAND 4113</td> <td>Design Studio</td> <td>HORT5404</td> <td>Design Studio</td> <td>P (Pass)</td> </tr> </tbody> </table>	NZCLD Courses		NZDLA Courses		Grade awarded for NZDLA	LAND 4113	Design Studio	HORT5404	Design Studio	P (Pass)
NZCLD Courses		NZDLA Courses		Grade awarded for NZDLA							
LAND 4113	Design Studio	HORT5404	Design Studio	P (Pass)							

	LAND 4114	Design Representation	HORT5401	Landscape Graphics	P (Pass)
	LAND 4443	Horticulture for Landscape	HORT5405	Planting Plans & Documentation	P (Pass)
	LAND 5557	Designing with Plants	HORT5402	Planting Design	Grade carried over from NZDL course

9. Version Tracking

Version No.	Date of Change	Approved by	Effective from	Description of change
1				

Appendix 2: Course Descriptors

LAND4113		Design Studio			
Course number:	LAND4113	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Horticulture Services			Compulsory	
Pathway(s):					
Requisites / Restrictions:	Corequisite: LAND4114				
Other programmes:					
NZSCED field of Study:	050301	Delivery mode:	Blended		
Hours directed:	45	Hours in the Workplace:		Hours Self-directed:	105
				Total Learning Hours:	150

Outcome Statement:

The aim of this course is to introduce the principles and practice of garden design and demonstrate these through real application on a flat or near flat residential site.

Learning Outcomes:

On successful completion of the course the student will be able to:

1. Apply design principles to develop design solutions in response to site and client brief.
2. Demonstrate skills required to produce an accurate site analysis and plan for a residential site.
3. Demonstrate communication skills relevant to functioning within the residential landscape sector

Learning and Teaching:

- Formative Assessment
- Case Studies
- Presentation
- Peer and Collaborative
- Design Project

Topics:

Topics covered in this course may include:

- Site analysis for a level or near level site
- Design principles and application
- Spatial and scale management within garden design
- Functionality within garden design
- Plans and drawings e.g. site plans, concept plans, simple perspectives, sections and elevations
- Garden typologies
- Sustainable design and cultural awareness
- Presentation and critique of work

Assessment:

This course has a blended delivery with some on-line delivery. All on-line delivery will be supported by Moodle and other relevant online learning tools. Face to Face learning will include site visits and design studio sessions based on real garden design projects.

The assessments are designed to provide real-world experience of creating garden designs focused on soft landscaping (planting), as well as ensuring mastery of key principles and concepts relevant to residential garden design.

Students will be advised of all matters relating to summative assessment at the outset of the course. Overall course grades will represent a balanced assessment of achievement in relation to all stated learning outcomes.

Students are expected to attend a minimum of 90% of scheduled classes and are required to attempt all assessment events and achieve all learning outcomes for this course to achieve a pass grade.

Weighting	Assessment Type	Learning Outcome
40%	Design Project 1	1, 3
60%	Design Project 2	1, 2, 3

Students must obtain at least 50% overall, and achieve all learning outcomes in the course, to pass the course.

Learning resources

Learning resources including equipment and reading materials are detailed in the Moodle page.

Version Tracking:

<i>Ver No.</i>	<i>Approval Date</i>	<i>Effective from</i>	<i>Approved by</i>	<i>Description of change</i>
1	31.01.17	Jan 17	AB/NZQA	New programme
2	Mar 2018	Sem 1, 2018	-	The incomplete outcome statement section was updated.
3	02/10/19	Sem 1, 2020	AAC	Minor changes to L/Os and Assessments
4		Sem 1, 2025	AAC	Amendment to Course aim, Learning Outcomes and assessment

LAND4114: Design Representation					
Course number:	LAND4114	Level:	4	Credits:	15
Main programme:	New Zealand Certificate in Horticulture Services		Compulsory		
Pathway(s):					
Requisites / Restrictions:					
Other programmes:					
NZSCED field of Study:	050301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
45		105	150

Outcome Statement:

The aim of this course is to develop skills in representing designs visually through a combination of technical and non-technical drawing.

Learning Outcomes:

On successful completion of the course the student will be able to:

1. Use architectural conventions to develop technical plans, sections and elevations to scale.
2. Use sketches, simple perspectives and rendering techniques to develop and communicate design ideas.
3. Apply communication skills to deliver a visually cohesive design package to client.

Learning and Teaching:

- Formative Assessment
- Presentation
- Peer and Collaborative

Topics

Topics covered in this course may include:

- Draughting of technical drawings (e.g. plan, elevation, sectional view)
- Architectural conventions (e.g. line weights, shadowing, labelling, North point, title block)
- Perspective sketches over photos
- Rendering and collage
- Drawing to show design development

Assessment:

This course has a blended delivery with some on-line delivery. All on-line delivery will be supported by Moodle and other relevant online learning tools. Face to Face learning will include studio sessions to develop skills and practice techniques relevant to producing plans for garden designs. The assessments are designed to provide real world experience of creating garden designs through providing continuity with the Design Studio course. Tutorials will give formative feedback to support the learning process.

Students will be advised of all matters relating to summative assessment at the outset of the course. Overall course grades will represent a balanced assessment of achievement in relation to all stated learning outcomes.

Requirement to pass:

Students are expected to attend a minimum of 90% of scheduled classes and are required to attempt all assessment events and achieve all learning outcomes for this course to achieve a pass grade.

Weighting	Nature of assessment	Learning outcomes
20%	Visual diary	1, 2, 3
50%	Representation assignments	1, 2, 3
30%	Drawing package	1, 2,

Students must obtain at least 50% overall, and achieve all learning outcomes in the course, to pass the course.

Learning resources:

Learning resources including equipment, and reading materials are detailed in the Moodle page.

Version Tracking:

Version No.	Date of Change	Effective from	Approved by	Description of change
1	31.01.17	Jan 17	AB/NZQA	New programme
2	March 2018	Sem 1, 2018	-	The incomplete outcome statement section was updated.
3	02/12/2020	Sem 1, 2021	ACC.NZQA	Added as compulsory course to NZDL
4		Sem 1, 2025	AAC	Amendment to Course aim, Learning Outcomes and assessment

LAND4443 Horticulture for Landscape				
Course number:	LAND4443	Level:	4	Credits: 15
Main programme:	New Zealand Certificate in Horticulture Services			Compulsory
Pathway(s):				
Requisites / Restrictions:				
Other programmes:				
NZSCED field of Study:	050301	Delivery mode:	Blended	
Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:	
20		130	150	

Outcome Statement:

The aim of this course is to introduce principles and practice of plant selection for garden design and horticultural management of residential gardens.

Learning Outcomes:

1. Identify a range of plants suitable for garden design within a designated climate zone and describe them using botanical, environmental and design characteristics.
2. Demonstrate an understanding of the importance and application of a range of horticultural techniques in the installation and maintenance of residential gardens.
3. Identify organisms and discuss management options for a range of common garden pests, diseases and beneficials.

Learning and Teaching:

- Formative Assessments
- Case Studies
- Short reports
- Peer and Collaborative

Topics

Topics covered in this course may include:

- Plant naming
- Botany & plant growth
- Plant adaptations as a cue for environmental requirements
- Plant selection
- Horticultural techniques e.g. planting techniques, staking, propagation, pruning, mulching
- Identification and management of pests, diseases and beneficials

Assessment:

This course has a blended delivery with substantial on-line delivery coupled with a block course component comprising face-to-face (FtF) learning. All on-line delivery will be supported by Moodle and Zoom. FtF learning will include field trips, practical and tutorials. This course provides continuity with the Designing with Plants course and overlays plants on the Design Studio course. On-line tutorials will give formative feedback to support the learning process.

Students will be advised of all matters relating to summative assessment at the outset of the course. Overall course grades will represent a balanced assessment of achievement in relation to all stated learning outcomes.

Requirement to pass:

Students are expected to attend a minimum of 90% of scheduled classes and are required to attempt all assessment events and achieve all learning outcomes for this course to achieve a pass grade.

Assessment No.	Assessment Type	Weighting	Learning Outcomes Assessed
1	Assignment: Plant Selection	50%	1
2	Assignment: Garden Selection	50%	2, 3

Students must obtain at least 50% overall, and achieve all learning outcomes in the course, to pass the course.

Learning resources:

Learning resources including equipment, and reading materials are detailed in the Moodle page.

Version Tracking:

Ver No.	Approval Date	Effective from	Approved by	Description of change
1	02/10/19	Sem 1, 2020	AAC	New Course
2		Sem 1, 2025	AAC	Amendment to Course aim, Learning Outcomes and assessment

LAND5557 Designing with Plants					
Course number:	LAND5557	Level:	5	Credits:	15
Main programme:	New Zealand Certificate in Horticulture Services			Compulsory	
Pathway(s):					
Requisites / Restrictions:					
Other programmes:					
NZSCED field of Study:	050301	Delivery mode:	Blended		

Hours directed:	Hours in the Workplace:	Hours Self-directed:	Total Learning Hours:
45		105	150

Outcome Statement:

The aim of this course is to develop introductory proficiency in planting design, technical plans and schedules for installing and maintaining garden designs.

Learning Outcomes:

1. Apply design principles and environmental requirements to select suitable plants for various landscapes and document them in a technical planting plan.
2. Apply knowledge of plant sourcing, soil and plant management to develop schedules for a planting design.
3. Apply knowledge of supervision in completing a plant lay-out for a residential garden design.

Learning and Teaching:

- Formative Assessment
- Short Reports
- Presentation
- Peer and Collaborative
- Design Project

Topics

Topics covered in this course may include:

- Plant selection for design
- Planting design principles
- Plant costing
- Planting plans and schedules
- Plant sourcing & substitution
- supervisory skills
- Specifications for planting (e.g. Preparation of soil and site, selection of quality plants, planting techniques, staking)
- Development of maintenance schedules (on-going soil and plant management).

Assessment:

Students will be advised of all matters relating to summative assessment at the outset of the course. Overall course grades will represent a balanced assessment of achievement in relation to all stated learning outcomes.

Assessment No.	Assessment Type	Weighting	Learning Outcomes Assessed
1	Planting design & plans	40%	1,2
2	Supervisory role play	20%	3
3	Plant schedules (Implementation & Maintenance)	40%	2

Students must obtain at least 50% overall, and achieve all learning outcomes in the course, to pass the course.

Learning resources:

Learning resources including equipment, and reading materials are detailed in the Moodle page.

Version Tracking:

Version No.	Approval Date	Effective from	Approved by	Description of change
1	02/10/19	Sem 1, 2020	AAC	New Course
2		Sem 1, 2025	AAC	Amendment to Course aim, Learning Outcomes and assessment

Appendix 3: Course to Graduate Profile Outcome

Table 6: Course to Graduate Profile Outcome

Courses	Graduate Profile Details	
	Apply knowledge of supervision and provide instruction to engage with team members using a range of effective communication and interpersonal skills relevant to a horticulture sector	Demonstrate design and technical skills to create a simple garden design for a client on a flat or near flat residential style site.
LAND 4113 Design Studio	✓	✓
LAND 4114 Design Representation		✓
LAND 4443 Horticulture for Landscape	✓	✓
LAND 5557 Designing with Plants	✓	✓

Appendix 4: Learning Outcome to Graduate Profile Outcome

Table 7: Learning outcome to Graduate Profile Outcome

		GPO 1	GPO 2		
Course Code and Name		Apply knowledge of supervision and provide instruction to engage with team members using a range of effective communication and interpersonal skills relevant to a horticulture sector. (10 credits)	Demonstrate design and technical skills to create a simple garden design for a client on a flat or near flat residential style site. (50 credits)		
Learning Outcomes					
LAND 4413 Design Studio	1. Apply design principles in the development of design solutions in response to site and brief, through visual and oral presentation.			✓	✓
	2. Produce attractive and legible plans that meet industry and client requirements.				✓
	3. Demonstrate communication and interpersonal skills relevant to functioning within the residential landscape sector			✓	
LAND 4414 Design Representation	1. Produce technical plans, sections and elevations accurately and to scale, using architectural conventions.		✓		
	2. Communicate design ideas clearly and attractively, utilising sketches, simple perspectives and rendering techniques.		✓		

	3. Deliver a visually cohesive design package.		✓
LAND 4443 Horticulture for Landscape	1. Identify a range of plants suitable for Auckland garden design and describe them using botanical, environmental and design characteristics.		✓
	2. Demonstrate an understanding of the importance and application of a range of horticultural techniques in the installation and maintenance of residential gardens.	✓	
	3. Identify organisms and discuss management options for a range of common garden pests, diseases and beneficials.	✓	✓
LAND 5557 Designing with Plants	1. Apply knowledge of planting design principles and environmental requirements in selecting suitable plants for different landscape situations and documenting these via a technical planting plan.		✓
	2. Produce accurate schedules for plant sourcing, soil and plant management within a garden design.		✓
	3. Provide instruction to engage with team members in tasks relating to planting.	✓	

Appendix 5: Consultation Log

Table 8 Consultation Log for the New Zealand Certificate in Horticulture Services

Date	Mode of consultation	Who was involved	Content and outcome of discussion
8/3/24	Email	Discipline lead of Landscape Design programmes (Sue Wake) to HoS (Peter McPherson)	Conversation about support from the Landscape Industry Advisory Committee (representatives from the Garden Design Society of NZ, and Master Registered Landscapers) for proceeding with redevelopment of Unitec landscape design programmes
11/3/24	Email	HoS to Discipline Lead	Conversation about how to move forward with redevelopment. "With the certificate, I would press Riza to enact the changes required for Type 2. It seems the most straightforward way to give us some certainty. We can then map those topics against the diploma to see where we can combine teaching."
12/3/24	Teams meeting	With Academic Quality staff – Riza Aguliar and Julia Gu	Discussion of what was required to reversion the NZCLD
13/3/24	Email	DL to HoS and APM (Yusef Patel)	Update on plans for the NZCLD "I met with Riza and Julia yesterday regarding a type 2 change to update NZCLD from current V1 to V3. Riza thinks it is a simple thing with our rationale being that the current qual is expiring. We are moving ahead with that."
18/3/24	Email	HoS to DL and APM	Confirming that we should go ahead and reversion the certificate. "I believe that we need to make the Type 2 changes to the certificate so that we can continue to deliver it as required beyond this year. Even if we decide not to take new enrolments due to financial reasons, we will need to teach students out. We could think about whether the certificate is suitable as a bridging type of programme to other disciplines in the school. We currently teach into Bridgepoint with architecture specific courses. This is moderately successful, but this could be a way to do this from within the school."
8/4/24	Meeting	Various specialists within Unitec e.g. marketing, HoS, enrolments	Considering recent discussions regarding the closure of the enrolment portal for NZCLD and NZDL for Semester 2, 2024, and the need for clarity on future plans. On behalf of the school of Architecture, I'll be organising this meeting. to ensure alignment across all stakeholders. Agenda: -Overview of the current situation regarding enrolment closure for NZCLD and NZDL. -Discussion on the reasons behind the closure and the implications for future enrolments. -Review of alternative study options for prospective students.

			<p>-Clarification on the timeline and reopening the enrolment portal.</p> <p>Your presence and insights are crucial as we navigate through this process.</p> <p>Ngā mihi Crystal</p> <p>Crystal L. Wang-Somma Product Marketing Business Partner Marketing (Map)</p>
24/4/24	IAC meeting minutes	Members from industry, plus Unitec landscape design teaching team staff	Penny Clifflin, from IAC representing GDSNZ raised concerns about students with nil experience not being ready to enter direct into the new Unified Diploma. There was discussion about the NZCLD being a pre-requisite, although this is not required by the unified programme entry requirement regs. There was support from the IAC for retaining the certificate programme at Unitec, although there was acknowledgement that numbers of enrolments needed to be viable, and teaching staff resource needed to be sufficient to now run two separate programmes (cert and diploma).
Late April	Meeting	Staff from Academic Quality office (Te Korowai Kahurangi) Jackie Tims and Kakala Vainikolo	Discussion of what is needed to do the version change and discussion of further changes to the NZCLD programme document to update it. Agreed to move ahead with the paperwork in July when DL returns from leave through May.
June 2024	Informal meeting	DL and HoS	DL broached the possibility of teaching the NZCLD part time in 2025 – as a way of continuing to run this programme. HoS was agreeable to this possibility.
4/7/24	Teams meeting	Staff from Academic Quality office (Te Korowai Kahurangi) Jackie Tims and Kakala Vainikolo	DL broached the proposal of doing further changes to CDs to align one cert course (at Level 5) with a diploma course (to enable a cross credit) and to act on ongoing feedback from students that the programme was too content and assessment heavy. To remove some of this would enable better spread of learning topics between the cert and the new diploma and at levels of challenge more appropriate to the levels of the courses. TKK staff were supportive of this.
Various dates	Reports	Evidence from students about the high workload in the NZCLD, supporting the decision to reduce LOs, content and assessments across all courses.	<p>Feedback from students in evaluations:</p> <p>“Too much areas to cover in one course” (Land4443 sem 1, 2021)</p> <p>“Workload is heavy as lots of research need to be done”. (Land4113, sem 2 2022)</p> <p>“The final assessment was too much all-in-one go. it would have been good to break it up somehow or work towards it in class a bit more.” (Land5557, sem 2, 2022)</p>
10/7/24	email	Lupeti Kihaki (School of Architecture Pacific Advisor)	General comments made and responded to regarding the CDs.
11/7/24	Email, Teams meeting to review LOs –	Shar Aumua, Abha Chitalia (Unitec Te Puna Ako)	Tracked changes on LOs to improve the choice of verbs and inclusion of context in each (improves std format of LOs).

A copy of all the evidence (email trails, minutes, etc) are available on request.