

**He Puka Whakaaetanga,
Whakamana Hōtaka |
Programme Acceptability and
Consulation**

**Programme of Study:
New Zealand Diploma in Landscape (Level 5)**

**Leading to the award of:
2888 New Zealand Diploma in Landscape (Level 5)
(with strands in Construction and Design)**



Te Pūkenga

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1 New Zealand Diploma in Landscape (Level 5) with strands in Construction and Design

1.1 Te Tūhono Kawenga Hōtaka | A Unified Portfolio of Programmes

Te Pūkenga aims to develop a unified, sustainable, public network of regionally accessible vocational education programmes that have our ākonga (students) at the centre. This application for programme approval and accreditation forms part of the development of a national network of provision requiring partnerships and cooperation with co-responsibilities for programme delivery. This is consistent with Te Pūkenga academic delivery innovation strategic direction, which is aimed at establishing a coherent portfolio of programmes that will support ākonga, employers and industry to make informed decisions about future study and employment and achieve a sustainable network of ongoing delivery.

In order to develop a coherent portfolio of programmes that supports the above strategic direction, a unification process has been established that is aimed at achieving a future state of (in the main) one programme per qualification that supports and allows for a range of delivery modes, namely blended, distance and work-based learning. Currently, Te Pūkenga needs to work within the parameters of Programmes of Industry Training reporting via the ITR and Programmes of Study reporting via the SDR (as integrated NZ Programmes / Skills Standards and an integrated TEC reporting system are not yet available). The unified programme of study presented here unifies on-campus, blended and distance approaches, reported through the current SDR.

The unification process has been designed to employ a collaborative approach to redevelopment that will ensure that programme design meets the criteria set by [Te Pūkenga Charter](#) and our commitments under [Te Pae Tawhiti](#), our Te Tiriti o Waitangi Excellence Framework, and [Te Rito](#), our Ākonga at the Centre research project and reports. This approach also fulfills the expectations of the emerging Whiria Te Pūkenga (Mātauranga Māori Framework) and Te Pūkenga Ako Framework (Learning and Teaching Framework).

One of Te Pūkenga educational priorities is a relentless focus on equity and ensuring participation. Therefore, equity is integrated and embedded into Te Pūkenga operating model blueprint and business case. Te Pūkenga is also committed to putting ākonga at the centre of all we do, and working towards equity and success for ākonga of all genders, ethnicities, cultures and abilities, as outlined in our [Equity and Ākonga Success Strategy](#).

In 2020, Te Pūkenga commissioned the Ākonga at the Centre research project to gain insights from ākonga (and those that supported them) on the barriers and enablers to their success across the current learner journey. The project applied Te Tiriti o Waitangi inspired principles of excellence and used Critical Bicultural and Human Centred Design methodologies as a new and innovative approach for the public sector. The research led to three [Te Rito reports](#), focusing on Māori, Pacific and Disabled ākonga, respectively. [Te Rito](#) framework builds towards our Equity Outcomes framework, its purpose being to guide Te Pūkenga in its response to the unique needs of all ākonga, with a priority focus on Māori, Pacific and Disabled ākonga.

In accordance with Te Tiriti o Waitangi, Te Pūkenga is focused on ensuring our services work well and respond with excellence to the needs of Māori ākonga and their whānau, and to the aspirations of iwi and Māori communities throughout Aotearoa New Zealand. This objective comes from our Charter, our legislative mandate, and from the will of our Council, and is supported by the opportunities outlined in [Te Rito Report Part One](#). In working to achieve this objective, we know it is not Māori ākonga or communities that need to change to fit with us; rather it is our responsibility to ensure our services improve for the betterment of Māori.

In terms of the needs of Pacific ākonga, [Te Rito Report Part Two](#) indicated a range of opportunities to be taken up by Te Pūkenga. These range from targeted support for the wellbeing of Pacific learners to empowering and bringing effect to Pacific hopes and dreams for intergenerational development and prosperity. Te Pūkenga is committed to ensuring all Pacific ākonga and kaimahi feel that they belong, that their voices are heard, that the use of Pacific languages is normalised and that their cultures are valued.

In terms of the needs of Disabled ākonga, [Te Rito Report Part Three](#) indicated the need for Te Pūkenga to provide appropriate impairment-related learning support for Disabled ākonga to achieve their academic potential and to resolve barriers to learning. The research also indicated the need for mental wellbeing support, the reduction of financial barriers, a focus on the development of digital literacy skills and ensuring access to the physical learning environment. Te Pūkenga has developed a national strategic disability action plan, which incorporates the Enabling Good Lives principles. The National Strategic Disability Action Plan implements the Accessibility Charter across Aotearoa New Zealand and supports consistent data collection on Disabled ākonga, and training. The plan provides a unified national strategy across Te Pūkenga and was developed with ākonga and kaimahi (staff). The plan provides a comprehensive road map towards a vocational system that hears the voices of Disabled ākonga and what they need to succeed.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes that responds to the needs of ākonga, industries, iwi, hapū, hapori, Māori communities and Pacific communities. This also begins to take us towards addressing some of the inequities that exist for priority ākonga.

1.2 Te Huanui Whakawhanake i te Hōtaka | Development Approach

The New Zealand Diploma in Landscape (Level 5) qualification was updated, with Version 2 published in October 2020. The last date for assessments to take place for Version 1 of this qualification is 31 December 2023. Therefore, rather than each business division dedicating time and resource to develop programmes of study for the new version individually, one programme of study was developed / selected and revised to become the unified programme of study. This programme of study leads to the Design strand only. Te Pūkenga is not seeking approval for the Construction strand at this time.

The programme of study presented here is based on a collaborative development process across the following Te Pūkenga business divisions:

- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Unitec New Zealand (Unitec | Te Pūkenga)
- Te Pūkenga - New Zealand Institute of Skills and Technology trading as Wintec (Wintec | Te Pūkenga)

The collaborative development process was supported by two groups: (i) a Steering Group with representation from every relevant business division, i.e., every business division delivering programmes of study in the broad discipline area of Primary Industries; and (ii) a Working Group tasked specifically with the unification of this programme of study. The Workforce Development Council (WDC) was included in the Steering Group membership and has thus been engaged in the unification process. The functions of the Steering Group were defined in a mutually agreed Terms of Reference, and included the following:

- oversight of the development of a single unified programme for each qualification Te Pūkenga delivers in the discipline area
- leading engagement with regional internal and external partners (including (i) relevant regional industry, including Māori and Pacific employers; (ii) communities at a local level, including hapū and iwi, and Pacific communities; (iii) Te Pūkenga kaimahi; and (iv) ākonga)

- steering programme unification work and providing advice and support to Working Groups

The Working Group of members from the collaborating Te Pūkenga business divisions listed above selected the Te Pūkenga - New Zealand Institute of Skills and Technology trading as Wintec (Wintec | Te Pūkenga) programme of study (an existing approved programme) for the programme unification process.

1.3 Te Whakawhitinga ki te Tūhono Kawenga Hōtaka | Transition to the Unified Programme

As is clear from the above, the unification of this programme of study was achieved by means of *transition* to a single unified programme, developed on the basis of existing approved programme offerings that were informed by regional/local needs. Thus, programme content and delivery are contextualised, and provide relevant pathways to meet the needs of those local communities.

It should be acknowledged that the selection of a current approved programme as the basis for the unified programme means that aspects of the selected programme will be adopted across the network, such as programme structure, course details, and the ways in which Mātauranga Māori is embedded throughout the programme. A Mātauranga Māori snapshot tool will be applied to this unified programme to identify how contextualised Mātauranga Māori content is evident and what next steps are required to enhance or develop this further.

The unified programme presented here contributes to the ability of Te Pūkenga to offer a coherent portfolio of programmes and takes us a step towards addressing some of the inequities that exist for priority ākonga. Transition arrangements may be required for ākonga who fail to successfully complete courses within the existing programme of any given business division. To this end, each business division currently delivering this programme will create its own transition plan based on equivalencies between existing and new courses. Transition pathways will be identified on a case-by-case basis, informed by these course equivalencies, logistics and individual ākonga knowledge gaps. All care will be taken to minimise any ākonga disadvantage by their transition to the new programme, while still maintaining the integrity of the new unified programme.

Appendix 1: Te Hono o te Kahurangi | Qualification Details

Please note – Te Pukenga is only seeking to offer the Design Strand at this time. Therefore, the following qualification document has been amended to only show the GPOs for this strand.

	NZQA Qualification Code	Version No.	Credits
New Zealand Diploma in Landscape (Level 5)	2888	2	120
with strands/majors in Construction and Design			
NZSCED	040105		
Qualification developer	Muka Tangata - People, Food and Fibre Workforce Development Council		
Quality assurance body	New Zealand Qualifications Authority		
Next review	30/11/2025		
Next planned consistency review	2026		

Strategic purpose

This qualification is intended for people who have experience in the landscape industry or equivalent, or experience in a related horticulture industry, and who wish to develop their technical skills and knowledge to a more advanced level in construction or landscape design.

It recognises the technical skills and knowledge to either produce high quality landscape drawings or project manage landscape construction, working autonomously within established parameters of a landscape business.

Graduates will be able to work autonomously and may be managing others.

The qualification is stranded to recognise the specific skills and knowledge required for either landscape design or landscape construction.

Graduate profile

Graduates of this qualification will be able to:

1. Apply knowledge of leadership and relationship management to engage with team members and clients using a range of effective interpersonal skills relevant to the landscape industry.

Elective Strand - Design

4. Create landscape designs for clients for a range of sites through the application of garden design principles, materials and precedents.
5. Produce landscape working drawings and supporting documentation in a range of formats for on-site implementation.

Qualification education pathway

This qualification may build on the relevant strand of the New Zealand Certificate in Horticulture Services (Level 4) with strands in Amenity, Arboriculture, Cemetery, Landscape Design, Landscape Construction, and Sports Turf [Ref: 2674].

This qualification may lead to the New Zealand Diploma in Landscape (Level 6) [Ref: 2668].

This qualification may also lead to a relevant strand of the New Zealand Diploma in Business (Level 6) with strands in Accounting, Administration and Technology, Leadership and Management, Māori Business and Management [Ref: 2460]

Employment/cultural/community pathway

Graduates of this qualification are likely to be employed as:

- Design - Landscape Designer
- Construction - Landscape Contract Manager, Landscape Team Leader, Site Manager, Foreman, Self-employed Business Owner, Project Manager leading multiple sites.

Professional recognition/accreditation

Other requirements of the qualification (including regulatory body or legislative requirements)

General conditions for programme

Programmes leading to this qualification must:

- maintain currency with amendments to, and replacements of legislation, regulations, and Codes of Practice relevant to the industry sector
- apply health and safety, sustainable practices, and reporting across all outcomes.

Qualification version transition information

N/A

Appendix 2: Waeture ā-Hōtaka | Programme Regulations

In the regulations presented here, unless the context otherwise requires, ‘delegated authority’ refers to an individual or role holder, or in some cases a committee, who has been delegated the authority to make a decision within a specific circumstance. A schedule of the various relevant delegations is maintained by the Programme Committee responsible for the programme. Te Pūkenga aims to enable broad access for ākonga and is committed to providing barrier-free access and participation for Māori, Pacific, Disabled and other equity groups.

Whakatapoko | Admission

General admission	To be admitted to this programme, applicants must hold one of the following: NCEA Level 2 OR New Zealand Certificate in Horticulture Services (Level 4) (Landscape Design strand) OR a recognised equivalent.
Special admission	Any ākonga who is 20 years of age or older and has not reached the general admission requirements for their intended programme is eligible for Special Admission. Te Pūkenga works with the ākonga to ensure they are prepared for their intended programme.
Discretionary admission	Any ākonga who is not yet 20 years of age and has not reached the general admission requirements for their intended programme may be eligible for Discretionary Admission. In assessing whether to grant Discretionary Admission, the delegated authority focuses on the applicant’s level of preparedness for their intended programme.
English language requirements	All applicants (international and domestic) for whom English or te reo Māori is not a first language need to provide evidence that they have the necessary English language proficiency required for the programme. International applicants are required to have an IELTS Academic score of 5.5 with no band score lower than 5 from a single test taken in the preceding two years, or an equivalent described in NZQA Rules .

Tūtukitanga Whakamihi | Credit Recognition

The provisions and procedures for credit recognition through cross credit, credit transfer and recognition of prior learning in this programme are set out in [Te Kawa Maiororo | Educational Regulatory Framework](#).

Tohu o te Hōtaka | Award of Qualification

Credit requirements	To be awarded the New Zealand Diploma in Landscape (Level 5) - Design strand , ākonga must achieve a minimum of 120 credits in the pattern set out in Table 1 below from the courses set out in Table 2 below.		
	Table 1: Credit Requirements		
	Level	Compulsory credits	Elective credits
	5	120	0
	Total credits	120	

Table 2: Schedule of Courses			
Course code	Course title	Credits	Pre-requisites
Level 5			
Design Strand			
HORT5401	Landscape Graphics	15	
HORT5402	Planting Design	15	
HORT5403	History of Landscape Design	15	
HORT5404	Landscape Design Practice	15	HORT5401
HORT5405	Planting Plans & Documentation	15	HORT5401
HORT5406	Construction Plans and Documentation	15	HORT5401
HORT5407	Advanced Landscape Practice	15	HORT5404
HORT5408	Landscape Professional Practice	15	
Programme Progression	Courses in this programme may be offered in any order unless otherwise specified through the use of pre-/co-requisites.		
Programme completion	The maximum time to complete this programme is 3 years. The delegated authority may approve an alternative maximum completion time.		

Waeture Aromatawai | Assessment Regulations

Grading	<p>Assessment in this programme is achievement-based.</p> <p>Grading follows the guidelines in Te Kawa Maiorooro Educational Regulatory Framework.</p> <p>Specific assessment and/or course pass requirements are detailed in programme delivery documentation provided to ākonga at the start of their course.</p>
Assessment submission and additional opportunities	<p>Requirements and processes for</p> <ul style="list-style-type: none"> • assessment submission, • resit and/or resubmission opportunities for failed assessments, • reassessment opportunities for failed courses, • late submission of assessments, and • extension of assessment deadlines <p>are outlined in programme delivery documentation provided to ākonga at the start of their course.</p>

Appendix 3: Ngā Hua o te Ako me te hāngai ki Ngā Putanga Ako a te Taurira | Learning Outcomes and Assessment Mapped to Graduate Profile Outcomes

Course Code & Title		Course Aim & Outcomes		Assessment	GPO 1	GPO 4	GPO 5
Design Strand							
HORT5401	Landscape Graphics	Aim	The aim of this course is to develop graphic techniques and convey design ideas clearly in line with convention.				
		LO1	Employ a range of visual communication techniques for the representation of landscape design	All LOs:		✓	✓
		LO2	Apply computer aided design techniques to produce technical plans and 3D models.	Assessment portfolio (100%)		✓	✓
HORT5402	Planting Design	Aim	The aim of this course is to develop ākongā knowledge of planting design				
		LO1	Design seasonal plant combinations for a range of environmental conditions	All LOs:		✓	
		LO2	Prepare a technical planting plan	Assessment portfolio (100%)			✓
		LO3	Embed cultural and ecological practice in planting design			✓	
HORT5403	History of Landscape Design	Aim	The aim of this course is to enable ākongā to recognize the influence of the history of garden making on contemporary Aotearoa New Zealand garden design				
		LO1	Describe key historical garden typologies	All LOs:		✓	
		LO2	Discuss the influences on garden design in Aotearoa 17New Zealand.	Assessment portfolio (100%)		✓	
HORT5404	Landscape Design Practice	Aim	The aim of this course is to develop skill in creating and presenting landscape designs				
		LO1	Develop cohesive landscape concept plans that respond to project briefs and site parameters.	All LOs:	✓	✓	
		LO2	Prepare a landscape design proposal in formats relevant to the landscape design industry	Assessment portfolio (100%)	✓	✓	
HORT5405	Planting Plans and Documentation	Aim	The aim of this course is to enable ākongā to prepare planting plans and associated documentation for use onsite.				
		LO1	Produce a technical planting plan, schedule and costing for specific landscape situations.	All LOs:		✓	✓
		LO2	Create a landscape management plan for planting and maintenance.	Assessment portfolio (100%)		✓	✓
HORT5406	Construction Plans and Documentation	Aim	The aim of this course is to enable ākongā to prepare landscape construction plans and documentation for onsite implementation				
		LO1	Prepare a site plan and section for site with a simple slope	All LOs:		✓	✓
		LO2	Design constructed elements for a residential landscape project.	Assessment portfolio (100%)		✓	✓
		LO2	Produce a construction package for landscape implementation and installation.		✓		✓
HORT5407	Advanced Landscape Practice	Aim	The aim of this course is to enable ākongā to create a landscape design project to a professional standard.				
		LO1	Demonstrate proficiency in landscape design in response to a project brief.	All LOs:	✓	✓	✓
HORT5408	Landscape Professional Practice	Aim	The aim of this course is to enable ākongā to develop leadership and relationship management skills for practice in the landscape profession, and to communicate landscape design proposals to a professional standard.				
		LO1	Discuss professional relationship management within the landscape design industry	All LOs:	✓		
		LO2	Demonstrate professional communication practices suitable for the landscape industry.	Assessment portfolio (100%)	✓		✓

Appendix 4: Akoranga | Courses

The following Course Descriptors provide an overview of the content and structure of each course in the programme. Learning and teaching, and assessment activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

LANDSCAPE GRAPHICS					
Course code	HORT5401	Level	5	Credits	15
Pre-requisites		Co-requisites			
Main programme	New Zealand Diploma in Landscape (Level 5) with strands in Construction, and Design				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop graphic techniques and convey design ideas clearly in line with convention.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākongā will be able to...		Graduate outcome alignment
LO1	Employ a range of visual communication techniques for the representation of landscape design.	4, 5
LO2	Apply computer aided design techniques to produce technical plans and 3D models.	4, 5

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> • Drawing in plan and elevation • Perspective drawing • Photo-overlays • Rendering techniques
LO2	<ul style="list-style-type: none"> • 2D CAD for technical plans • Computer 3D modelling with appropriate landscape software • Digital layout of plans and drawings • Textures and rendering

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Assessment in this course is achievement-based. Ākongā must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ākongā will be advised of all matters relating to summative assessment at the start of the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākongā via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

PLANTING DESIGN

Course code	HORT5402	Level	5	Credits	15
Pre-requisites		Co-requisites			
Main programme	New Zealand Diploma in Landscape (Level 5) with strands in Construction, and Design				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop ākonga knowledge of planting design.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Design seasonal plant combinations for a range of environment conditions.	4
LO2	Prepare a technical planting plan	5
LO3	Embed cultural and ecological practice in planting design	4

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Develop plant knowledge for specific garden typologies and environments. Planting design theory Aesthetically pleasing combinations for seasonal effects Time and change in the garden. Ecological principles of planting design Plant identification and naming
LO2	<ul style="list-style-type: none"> Plan conventions Plan layout Plant schedules
LO3	<ul style="list-style-type: none"> Ecological responsiveness and soil conditions. Kaitiakitanga in planting design Whakapapa in plant selection

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Assessment in this course is achievement-based. Ākongā must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ākongā will be advised of all matters relating to summative assessment at the start of the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākongā via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

HISTORY OF LANDSCAPE DESIGN

Course code	HORT5403	Level	5	Credits	15
Pre-requisites		Co-requisites			
Main programme	New Zealand Diploma in Landscape (Level 5) with strands in Construction, and Design				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)			150

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to enable ākonga to recognize the influence of the history of garden making on contemporary Aotearoa New Zealand garden design.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Describe key historical garden typologies.	4
LO2	Discuss the influences on garden design in Aotearoa New Zealand.	4

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Key historical Eastern and Western garden traditions Cultural and environmental factors within historical garden design traditions Design principles within each tradition
LO2	<ul style="list-style-type: none"> Garden design traditions in Aotearoa NZ International influences on Aotearoa NZ gardens Genius loci and design – the importance of local physical and cultural environments Te Aranga design principles and their application in garden design practice Contemporary Aotearoa New Zealand garden design

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.		
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Assessment in this course is achievement-based. Ākongā must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ākongā will be advised of all matters relating to summative assessment at the start of the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākongā via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

LANDSCAPE DESIGN PRACTICE

Course code	HORT5404	Level	5	Credits	15
Pre-requisites	HORT5401	Co-requisites			
Main programme	New Zealand Diploma in Landscape (Level 5) with strands in Construction, and Design				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to develop skill in creating and presenting landscape designs.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Develop cohesive landscape concept plans that respond to project briefs and site parameters.	1, 4
LO2	Prepare a landscape design proposal in formats relevant to the landscape design industry	1, 4

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> • Site context and analysis • Design theory • Te Aranga design principles • Composition • Iterative design process • Kaitiakitanga and approaches to design • Feedback and response • Compilation of material and plant palettes • Client relationship management
LO2	<ul style="list-style-type: none"> • Layout and presentation • Digital image manipulation and collage • Presentation and communication skills

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Assessment in this course is achievement-based. Ākongā must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ākongā will be advised of all matters relating to summative assessment at the start of the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākongā via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

PLANTING PLANS AND DOCUMENTATION

Course code	HORT5405	Level	5	Credits	15
Pre-requisites	HORT5401	Co-requisites			
Main programme	New Zealand Diploma in Landscape (Level 5) with strands in, Design				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to enable ākonga to prepare planting plans and associated documentation for use onsite.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Produce a technical planting plan, schedule and costing for specific landscape situations.	4, 5
LO2	Create a landscape management plan for planting and maintenance.	4, 5

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> • Identification of species suitable for specific site conditions (soils, exposure, climate) • Technical planting plan • Plant schedules • Plant sourcing and substitution • Costing • Layout and presentation
LO2	<ul style="list-style-type: none"> • Site analysis for planting design (soils, existing plants, microclimates). • Soil preparation and planting practices • Plant care and maintenance schedules • Kaitiakitanga principles

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Assessment in this course is achievement-based. Ākongā must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ākongā will be advised of all matters relating to summative assessment at the start of the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākongā via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

CONSTRUCTION PLANS AND DOCUMENTATION

Course code	HORT5406	Level	5	Credits	15
Pre-requisites	HORT5401	Co-requisites			
Main programme	New Zealand Diploma in Landscape (Level 5) with strands in Design				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to enable ākonga to prepare landscape construction plans and documentation for onsite implementation.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Prepare a site plan and section for a site with a simple slope.	4, 5
LO2	Design constructed elements for a residential landscape project.	4, 5
LO3	Produce a construction package for landscape implementation and installation.	1, 5

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Generate topographical data for design purposes. Recording and interpretation of data (running measurements, topographical data) Generate cross-sections
LO2	<ul style="list-style-type: none"> Construction detailing of common landscape features. Sustainability and kaitiakitanga considerations in material selection
LO3	<ul style="list-style-type: none"> Construction documentation Specifications Construction sequencing for installation Building consent requirements, tendering process and contracts.

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.	100%	All

Assessment in this course is achievement-based. Ākongā must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ākongā will be advised of all matters relating to summative assessment at the start of the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākongā via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

ADVANCED LANDSCAPE PRACTICE

Course code	HORT5407	Level	5	Credits	15
Pre-requisites	HORT5404	Co-requisites			
Main programme	New Zealand Diploma in Landscape (Level 5) with strands in Design				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to enable ākonga to create a landscape design project to a professional standard.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Demonstrate proficiency in landscape design in response to a project brief.	1, 4 & 5

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Client considerations and client relationship management Site and environmental analysis Development of conceptual basis for design Application of Te Aranga design principles with emphasis on kaitiakitanga Iterative design process Complex site situations or requirements, range examples: rural life-style sites, complex covenant, sloping sections, exposed coastal sites, on-site water body, complex user requirements, etc. Sustainability (hard and soft material selection, long-term management strategies) Plant and material palettes Planting plan Construction details Design communication (graphic and verbal)
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Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
Assessment portfolio	100%	All

Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākongā.		
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Assessment in this course is achievement-based. Ākongā must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ākongā will be advised of all matters relating to summative assessment at the start of the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākongā via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

LANDSCAPE PROFESSIONAL PRACTICE

Course code	HORT5408	Level	5	Credits	15
Pre-requisites		Co-requisites			
Main programme	New Zealand Diploma in Landscape (Level 5) with strands in Design				
Delivery modes	Provider-based	Total learning hours (See course delivery documentation for detailed breakdown.)		150	

Whāinga/He Tauākī Akoranga | Aim/Outcome Statement

The aim of this course is to enable ākonga to develop leadership and relationship management skills for practice in the landscape profession, and to communicate landscape design proposals to a professional standard.

Ngā Hua o te Ako | Learning Outcomes

Upon the successful completion of this course, ākonga will be able to...		Graduate outcome alignment
LO1	Discuss professional relationship management within the landscape design industry.	1
LO2	Demonstrate professional communication practices suitable for the landscape industry	1, 5

Ngā Tūtohu o te Kiko | Indicative Content

LO1	<ul style="list-style-type: none"> Leadership styles Relationship management techniques (clients, team members, contractors, associated professionals) Interpersonal skills Whakawhanaungatanga Management of contractors Collaboration with other professionals Networking within the landscape industry
LO2	<ul style="list-style-type: none"> Document sets Written communications (letter and email) including; confirmation of client brief; outline of process and scope; variations. Verbal presentation skills

Ngā Mahi Ako me te Whakaako | Learning & Teaching Activities

Learning and teaching activities will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.

Aromatawai | Assessment

Assessment activity	Weighting	Learning outcomes
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<p>Assessment portfolio</p> <p>Will employ a range of elements drawn from approved methods to align with the context of the learning (delivery mode, regional specific requirement, etc.) and any particular needs of the group of ākonga.</p>	100%	All
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Assessment in this course is achievement-based. Ākonga must submit all specified assessment items, achieve all learning outcomes, and obtain at least 50% overall in order to pass this course.

Ākonga will be advised of all matters relating to summative assessment at the start of the course.

Ngā Rauemi Ako | Learning Resources

All required and recommended resources are advised to ākonga via course outlines.

Version Tracking

Ver No.	Approved by	Effective from	Description of change
1	NZQA	DD/MM/YYYY	New course

Appendix 6: He Kōputunga Uiuinga | Consultation Summary Log

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
Are there any gaps/omissions that need to be addressed to ensure the unified programme aligns with the qualification requirements?				
29/5/23	Online survey	Kaiako - Wintec	No	Noted
30/5/23	Online survey	Kaiako - Wintec	If you want to teach sustainability, then there needs to be some definition of it and then teach how to create it. What about teaching the embedded carbon in all the products and plants in the design, and then the calculation of the carbon uptake of the plants	Thanks for the suggestion, this will be considered when developing delivery material.
30/5/23	Online survey	Kaiako - Wintec	Admission/Special admission (p6) – note that digital skills are needed	Standard Te Pūkenga admission criteria have been utilised and additions such as digital skills will be added only when required by the qualification or a regulatory body.
30/5/23	Online survey	Kaiako - Wintec	Technical plans should also include hardscape areas and any timber structures.	This is covered in construction plans and documentation
30/5/23	Online survey	Kaiako - Wintec	Landscape Graphics (p9) – Students need to have digital skills to complete this. They need to be able to use a computer and know where they have stored their files – so digital skills need to be part of the general admission.	Standard Te Pūkenga admission criteria have been utilised and additions such as digital skills will be added only when required by the qualification or a regulatory body. If digital skills required, this will be covered by the content, so the working group will consider this following consultation.
30/5/23	Online survey	Kaiako - Wintec	Planting Design (p11) HORT5401 Graphics should be Pre or co requisite. LO2 Prepare a technical planting plan – is also covered in 5401. If this course is to prepare a technical planting plan, there has to be a	Pre-requisites will be reviewed and confirmed by working group following consultation

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			place to teach the digital skills, or the technical plan could be 2D manual drawing – or both digital and manual.	
30/5/23	Online survey	Kaiako - Wintec	Planting Plans & Documentation (p17). LO1 Produce a technical planting plan, schedule and costing for specific landscape situations. -This looks like a repeat of 5401 & 5402. The technical planting plan and costing should also include the hardscapes and timber decking. This would be the place to add the embedded carbon calculations and carbon offset of the planting.	The LO is designed to build on a skill and can be covered in more than one course and the content is indicative. Contexts/emphasis will change depending on the course.
30/5/23	Online survey	Kaiako - Wintec	Construction Plans & Documentation (p19). This course should include the measurement of site and the creation of contour plans. The students have to know what goes into the creation of a contour plan or survey if they are expected to use a survey plan from a surveyor.	This is in the indicative content and will be included in the development process for delivery
30/5/23	Online survey	Kaiako - Wintec	Landscape Professional Practice (p23) Should this include importing survey data or architects plans? Professional practice should also include business structures and an introduction to taxation and GST.	The Los are designed to meet the GPOS
30/5/23	Online survey	Kaiako - Wintec	My greatest concern is that the requirement/s for entry now waive Level 4 Landscape Design, in lieu of NCEA level 2 (or other circumstances). Though I understand and appreciate that Te Pūkenga's education model is to expand opportunities for underserved learners, I feel that this poorly prepares	Standard Te Pūkenga admission criteria have been utilised and additions such as digital skills will be added only when required by the qualification or a regulatory body.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			ākonga to be successful in the level 5 program and will exacerbate existing negative experiences with education.	
30/5/23	Online survey	Kaiako - Wintec	The principles of this program and requirements to complete it ask a lot of ākonga and are dependent on a foundation of previous learning. Learning to learn (again) and self-discipline to the necessary extents, exclusive of content, is difficult and already we have experience in our classes that they are not entirely prepared for the expectations and outcomes of this course.	Noted. This is something that needs to be considered in the delivery of the programme to ensure ākonga success.
30/5/23	Online survey	Kaiako - Wintec	Having recently completed the diploma (yes, it was difficult), I commend the expansive direction of the program and would be dissatisfied if it were compromised. Growth requires challenge and students will need to stretch to achieve that, but beyond their capacity, they will not be successful. The current proposal doesn't serve facilitator or learner and it would be a travesty to openly invite their participation, but effectively set them up to fail.	The programme has been based on a current programme.
31/5/23	Online survey	Kaiako - Wintec	The strategic purpose states that... 'This qualification is intended for people who have experience in the landscape industry or equivalent, or experience in a related horticulture industry, and who wish to develop their technical skills and knowledge to a more advanced level in construction or landscape design. Yet the admission required only NCEA level 2. I see	Entry criteria are based on Te Pūkenga approach and the qualification requirements. The strategic approach is provided as part of the qualification.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			<p>this as a issue as to where this programme is to be targeted. My experience and understanding of this content and delivery is that a student with no prior knowledge of design or horticulture except under very special circumstances will struggle greatly with the content. This is not an entry level course and nor should it be as industry requires and out graduate outcomes state that we will provide graduates with a broad and diverse skill set. This is why I would suggest level 4 landscape design as a pre-requisite except under special circumstances.</p>	
07/06/2023	Online survey	Kaiako, Unitec	<p>Front page – Consultation missing a t</p> <p>Have we changed to calling the programme NZ Diploma in Landscape (Design) Strand) (Level 5)? The word ‘Strand’ did not used to be written.</p> <p>Throughout the document the programme is referred to as NZ Diploma in Landscape (L5). Surely it should be NZ Diploma in Landscape Design – since otherwise the name is misleading, as it is a design programme.</p> <p>P.3 The use of the word ‘Fail’ (to successfully complete courses) seems harsh and negative. Some learners couldn’t possibly have finished. Maybe it should read ‘Are unable’</p>	<p>To be amended</p> <p>Can this be named NZ Diploma in Landscape Design (Level 5)</p> <p>As above</p> <p>This comes from the Te Pūkenga regs so using consistent language</p>

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			<p>P. 4 There doesn't seem to be a need for a comma for 'with strands/majors in Construction and Design.</p> <p>P. 4 Further down the page under the Graduate Profile – shouldn't the GPOs for the Construction Strand be here as well since the whole page seems to be written to reflect both strands.</p> <p>P.4 I thought that the NZ Cert also now included a strand in Garden Centre or similar?</p> <p>P. 6 Under general admission NCEA Level 2 appears twice</p> <p>P. 6 Under Credit requirements, perhaps it should read NZ Diploma in Landscape (Level 5) (Design Strand) – currently it doesn't make sense (ie 'with strands Design')</p> <p>P. 7 Under Programme Completion it says a minimum of 36 weeks. In the NZQA document it was always 30 teaching weeks.</p> <p>P. 9 Course codes are specified for each course when surely each institute will allocate these?</p>	<p>To be amended</p> <p>This is to reflect the fact that this programme is only the design strand</p> <p>This is not in the NZQA details- has been taken straight from NZQA site</p> <p>To be amended</p> <p>To be amended for better reading</p> <p>This will be amended in line with Te Pūkenga range of weeks</p> <p>These are Te Pūkenga unified course codes to be used across the network</p>

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			<p>P. 9 For each course it is written that the main programme is NZ Diploma in Landscape (L5) with strands in Construction and Design (no comma needed) but surely these are the courses only for the Design Strand?</p> <p>P. 9 Surely it is a co-req needed here, not a pre-req (to match with the other co-req for Design Practice)</p> <p>P. 9 with each course there are Graduate outcome alignment numbers given – what does this relate to?</p> <p>P. 10 With each course descriptor there is a table at the end – should this read Ver 2? And the date filled in?</p> <p>P. 15 Landscape Graphics should be a Co-req, not pre-req</p> <p>P. 17 there is no need for a pre-req on Planting Plans and Documentation since there is not one on Planting Design, when they both require drawing up technical planting plans.</p>	<p>Yes</p> <p>Yes, to be amended for HORT5401</p> <p>This lines up with the GPOs in the qualification</p> <p>No, this is for our Quality to populate</p> <p>This can be pre or co-requisite</p> <p>Remove pre-req</p>
07/06/2023	Online survey	Kaiako, Unitec	Feel strongly that HORT5401 Landscape Graphics needs to be at least a co-requisite with 5404 (if not pre-req) and that 5404 is a pre-req for 5407.	This can be pre or co-requisite

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			<p>Do we seek clarification ref. Assessment being weighted 100% against Assessment portfolio, i.e. that this means several achievement-based assessments that combine to deliver 100%?</p> <p>HORTS5404 Landscape Design Practice has Te Aranga principles as indicative content, but this is represented in the History course, don't need double up in my view. Not sure we need to pick over the detail of the Content sections though? (Also, we don't have the teaching staff to deliver on the 5407 indicative content 'Application of Te Aranga design principles' do we?)</p> <p>I share your view that combining the hand-drawing and digital/CAD graphics into 1 x 15 credit paper will leave our graduates underskilled to represent their work, (assuming the Lv 4 Certificate isn't an entry requirement), impacting their ability to deliver in subsequent design papers and the construction paper, as well as in the workplace.</p> <p>The LOs for 5407 and 5408 don't mention professional business practices (just relationship management and communication) whereas experience has shown that there is a real appetite for a focus / content relating to cost structure, business model, operating practices etc, given many aim to set</p>	<p>Yes it can be several pieces of assessment</p> <p>This can be discussed when delivery details are finalised</p> <p>This can be addressed via the entry point for akonga and assessment of previous experience/suitability for the L5 programme</p> <p>The LOs are written to the GPOs which focus on leadership and relationship management.</p>

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			up as a sole trader or small business (and have done, ref. alumni). Plenty of room for this focus in 5408.	
07/06/2023	Online survey	Academic Adviser, Unitec	<p>Should there be documentation that shows the difference between strands in Design and Construction? If no difference, why are strands mentioned?</p> <p>Query use of pre-requisites here when most programmes have been told not to use these</p> <p>Why are the GPOs numbered 1, 4, 5?</p> <p>HORT5401- LO2 does not mention 2D and yet the indicative content does. These should align.</p> <p>Add context ('in Landscape Design') to aim and LO2</p> <p>HORT5407- A single LO does not seem appropriate for a Level 5 course and makes assessment difficult. It would be better if this were broken down into 2-3 LOs</p>	<p>The strands as mentioned as part of the qual info, this programme is only the design strand</p> <p>Working group have agreed some pre-reqs are helpful to scaffold learners through the programme See above</p> <p>Technical plans and 2D plans are treated as the same thing</p> <p>Yes, will add</p> <p>This is an integrative course that is project based and so the one learning outcome is appropriate</p>
Is there any unnecessary duplication?				
29/5/23	Online survey	Kaiako - Wintec	No	Noted

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
30/5/23	Online survey	Kaiako - Wintec	Planting Plans & Documentation (p17). LO1 Produce a technical planting plan, schedule and costing for specific landscape situations. -This looks like a repeat of 5401 & 5402.	The course aims outline the focus of the course. The LOs will be reviewed following consultation.
30/5/23	Online survey	Kaiako - Wintec	Less so unnecessary duplication than needing to reiterate skills and concepts through all or most modules. Even similar classes have different approaches (i.e., planting design is on a more macro-scale and conceptual to develop design ethos and environmental integrity, while Planting Plans and Documentation is more specific and applied. Clarifying those outcomes allows for information to be exchanged from one course to the other, creating more relevant learning opportunities in each)	The delivery of courses and indicative will enable kaiako to reiterate skills and concepts
30/5/23	Online survey	Kaiako - Wintec	I am concerned about combining CAD with graphics given the feedback on generating and maintaining skill with design software. While both disciplines relate and should interact, I am afraid that by condensing them, students will not have enough opportunity to develop basic competency, further disabling their progress and satisfaction with the program.	The course is designed to provide enough foundation and exposure of digital platforms for learners to understand the tools available and further their skills once in work.
31/5/23	Online survey	Kaiako - Wintec	I do not believe so.	Noted
How well do the learning outcomes align with the graduate profile outcome?				
29/5/23	Online survey	Kaiako - Wintec	This proposed document closely follows the graduate profile outcomes expressed. As a member of the horticultural community it is pleasing to see the	Noted -with thanks

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
			careful considerations given to aspects like plant availability sourcing and substitution which make Landscape Plans a practical working document which transfers to our sector. There is substantial allowance for teaching of sustainable approaches and guardianship of earth resources and identification of garden environments and conditions which ensure the programmes success at a horticultural level. The focus on the importance of communication with clients and other members of industry will also ensure success of graduates when they enter industry.	
30/5/23	Online survey	Kaiako - Wintec	The graduate profile outcome does not include creating sustainable environments. If you want the course to be able to teach sustainability in this needs to be included in the graduate profile.	The Graduate profile outcomes are set by the WDC, so we are bound to design the programme to this. Sustainability can be addressed via content and delivery
30/5/23	Online survey	Kaiako - Wintec	Comments regarding individual courses have been separate of this document to communicate all thoughts.	Noted, thank you.
31/5/23	Online survey	Kaiako - Wintec	These are substantial graduate outcomes with a broad and comprehensive skill set proposed. It can not be expected that in one single year of study, without any prior learning or experience that this can be achieved. Using level 4 as a starting point/ bridging programme is essential to ensure that our Akonga are equipped and ready to take on this level 5 stage of learning and to ensure successful outcomes.	The GPOs are set by the qualification developer and the programme is required to align with these.

Feedback received during the socialisation phase				
Date	Mode of consultation	Who was consulted	Feedback	Development response to feedback
Does the proposed unified programme provide scope for regionalisation?				
07/06/2023	Online survey	Kaiako, Unitec		
07/06/2023	Online survey	Kaiako, Unitec		
29/5/23	Online survey	Kaiako - Wintec	Yes	Noted
30/5/23	Online survey	Kaiako - Wintec	Yes	Noted
30/5/23	Online survey	Kaiako - Wintec	This will be most apparent in the planting and design classes, with additional opportunities in construction and landscape history (where genus loci, etc. applies). These question remains how to best support online learners in outlying regions who may not receive adequate and experienced local information/instruction in favor of well-known Auckland/ Waikato conditions.	This can best be considered at the delivery phase of development.
31/5/23	Online survey	Kaiako - Wintec	Absolutely!	Noted.