

# Skills development in New Zealand

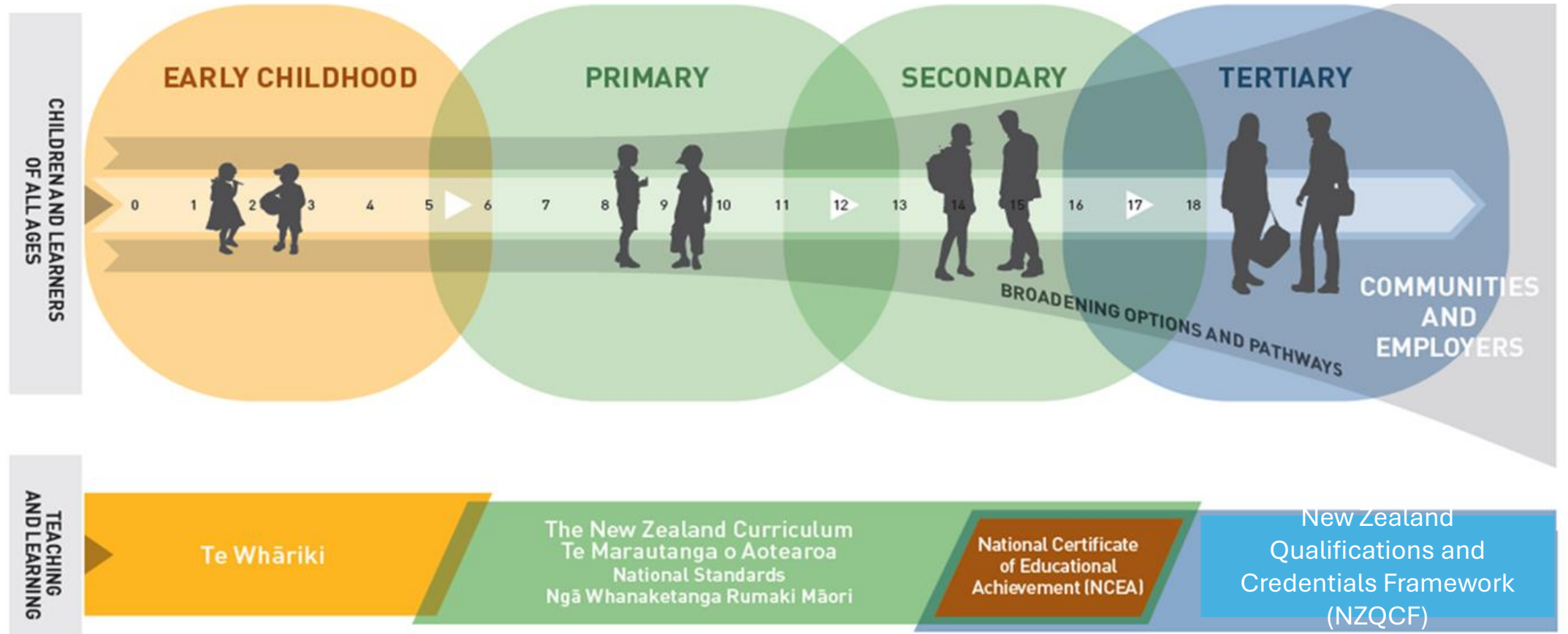
Presentation at Regional Workshop on Skills  
Development in the PACER Plus Arrangement on  
Labour Mobility

Presented by Terry Neal, Vaevae Manava, Project Manager,  
Pacific Qualifications Recognition Project

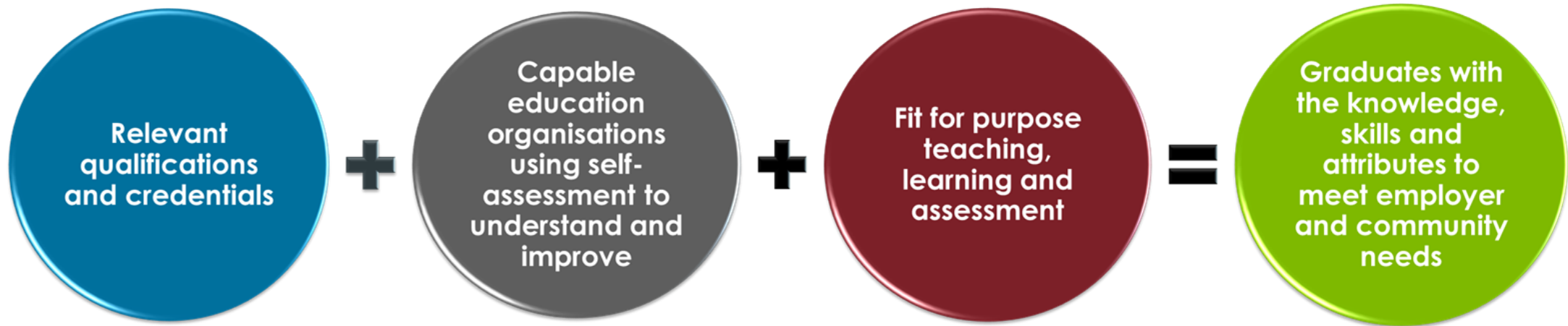


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New Zealand Qualifications Authority

# New Zealand Education System



# Elements of skills development



# New Zealand skills development value chain

**Standard setting bodies and qualifications developers** work with industry, community and iwi to define skills needed and create education products

**Regulators** - NZQA and CUAP - approve education products to go on to NZQCF and DASS and quality assure their delivery

**Education providers** design programmes of learning, develop learners' skills and assess learners' competence

**Education providers** award qualifications and credentials listed on NZQCF which goes on individuals' academic records

# Developing education products

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# Education products

## Standards

- Building blocks
- 3 types - Achievement standards, Unit standards, Skill standards

## Micro-credentials

- 50-400 hours of learning
- Any level on the NZQC
- ~ 500, mainly at lower levels

## Qualifications

- 400+ hours of learning
- Any level on the NZQCF
- ~ 1,000 at Levels 1-6
- ~ 3,000 at Levels 7-10

## NZ Programmes

- Standardise how as well as what
- 0

# Standard setting bodies



Toi Mai  
→



Muka Tangata  
→



Waihangara Rau  
→



Ringa Hora  
→



Toitū Te Waiora  
→



Hanga-Aro-Rau  
→



NCEA qualifications  
Achievement standards



Unit standards, skills standards and micro-credentials used in NZ qualifications and credentials at NZQCF Level 1 to 7  
Work with more than 50 industry groups

# Data is key

**TE MATA RARAUNGA**  
WORKFORCE SKILLS DATA AND INSIGHTS

Mō tēnei whārangi  
About

Mō ngā Rāngai  
Sector Insights



Raraunga ā-Rohe  
Regional Data

Whakapānga  
Contact

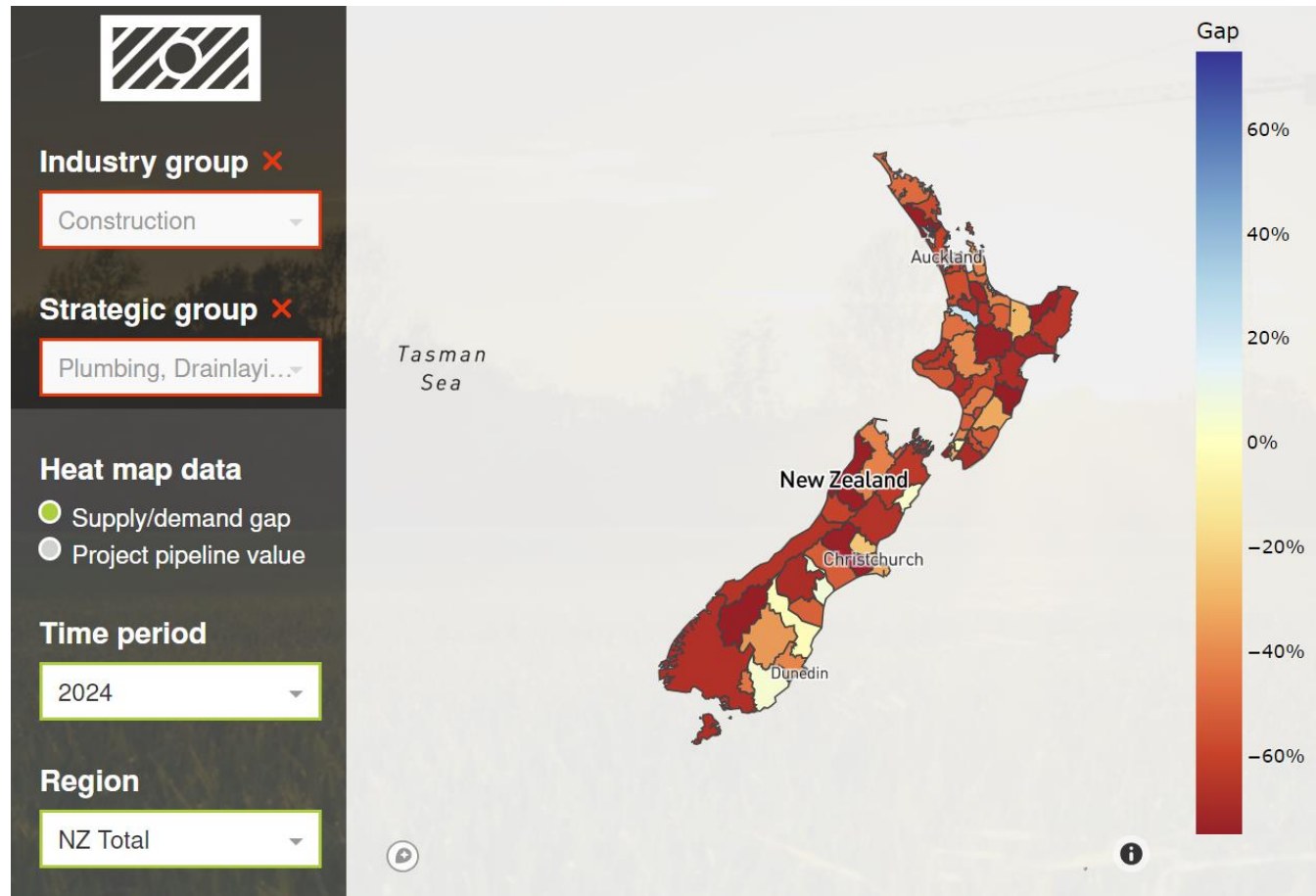
TE MATA RARAUNGA

**Collect, integrate and  
organise vocational  
education and workforce  
data on a central  
platform**

<https://www.workforceskills.nz/>



# Data is key



<https://wip.org.nz/>

# Qualifications and credentials developers

- Tertiary education providers can develop
  - qualifications for Levels 7 (Bachelors Degree) and above
  - micro-credentials
- Evaluated by panels, with sector experts (including professional body representatives)
- Reviewed and approved to be listed on NZQCF

# Regulating quality



# Context for tertiary quality assurance

## The Education and Training Act 2020

NZQCF – the heart  
of NZ education  
system

Supported by a  
multi-layered and  
integrated quality  
assurance system

NZQA sets  
overarching rules

NZQA and  
Universities New  
Zealand are  
responsible for  
quality assuring  
tertiary education

# New Zealand Qualifications and Credentials Framework (NZQCF)

*The NZQCF is a comprehensive list of all NZQA quality assured qualifications and micro-credentials in New Zealand*

- Covers all learning including senior secondary schooling, vocational and higher education
- Uses credits to show how much learning, practice and assessment is involved
- Has a classification system
- Has 10 levels of increasing complexity
- Sets out quality assurance arrangements



*^Draft diagram, pending consultation.*

# Listing qualifications on the NZQCF

Qualification developers need approval from NZQA or CUAP to list qualifications on the NZQCF.

All qualifications must have the following:

- qualification title, type and level
- strategic purpose statement
- outcome statement
- credit value
- the subject area of the qualification
- the status of the qualification
- qualification review date
- award of the qualification.



**Well-understood  
New Zealand qualifications**

# Regulators

## NZQA

New Zealand government Crown entity established by the Education Act 1989

Manages the New Zealand Qualifications and Credentials Framework (NZQCF)

Provides independent quality assurance of tertiary providers, excluding universities

Administers code of practice for the pastoral care of students, including universities

## CUAP

Universities NZ delegates its legislated QA powers to the Committee on University Academic Programmes (CUAP)

Approves new qualifications which are then listed on NZQCF

Provides independent quality assurance of universities

# Education and training

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# Tertiary education providers

A tertiary education provider develops programmes of learning blending:

- on campus education
- online education
- on job training
- assessment services including recognition of prior learning

New Zealand has just over 400 tertiary education providers:

- 8 universities
- 3 wānanga
- Te Pūkenga (New Zealand Institute of Skills and Technology)
- ~ 400 private training establishments (PTEs)
- a small number of government training establishments (GTEs)

Public funding – Tertiary Education Commission

# Skills outcomes

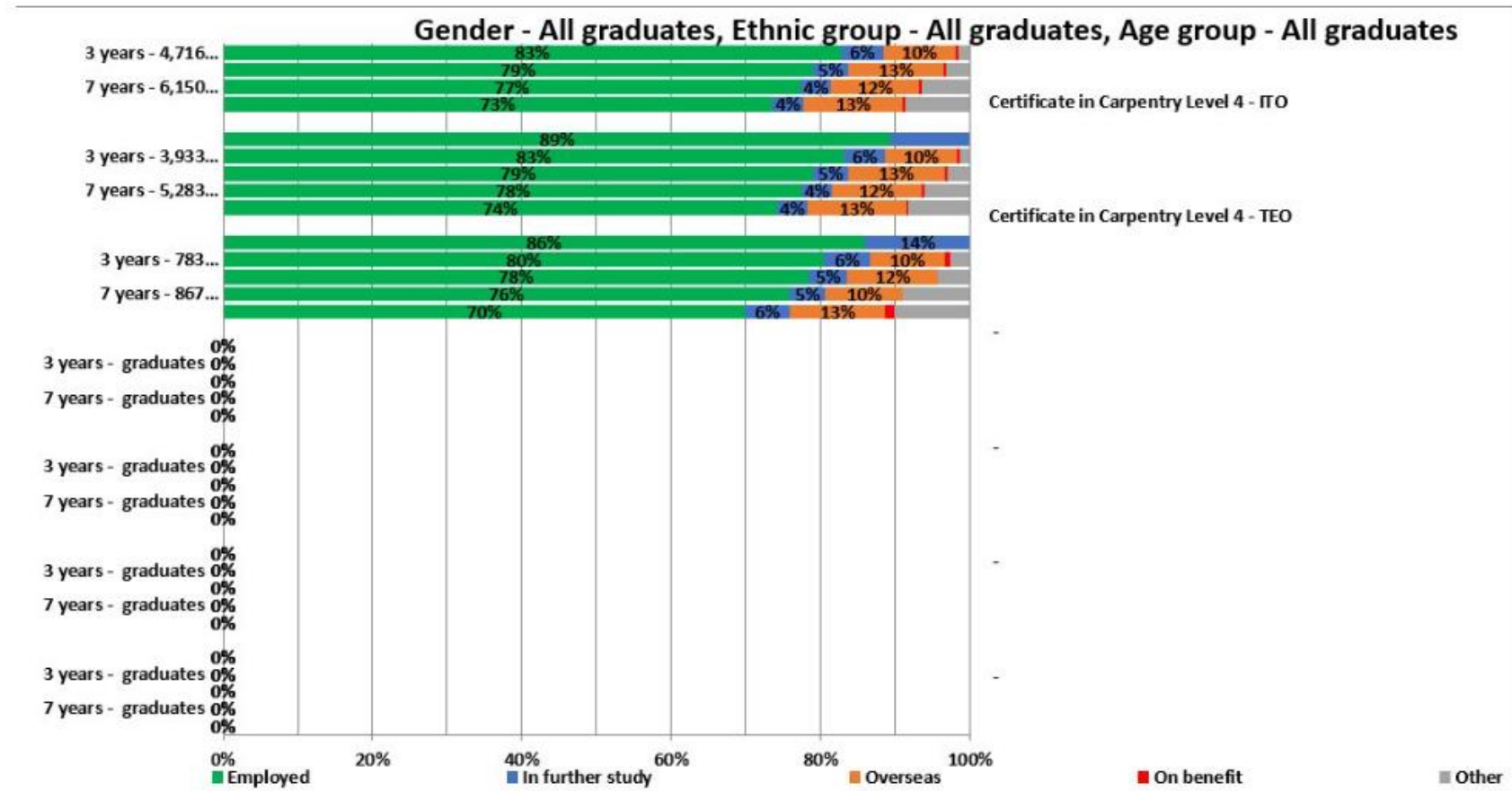
- Consistency review
  - One qualification at a time – all Level 1-6 covered in 3-5 years
  - every provider offering that qualification gathers and gives NZQA industry feedback on outcomes from qualifications
  - Condition to maintain accreditation
  - Qualification developer also involved to inform improved education products



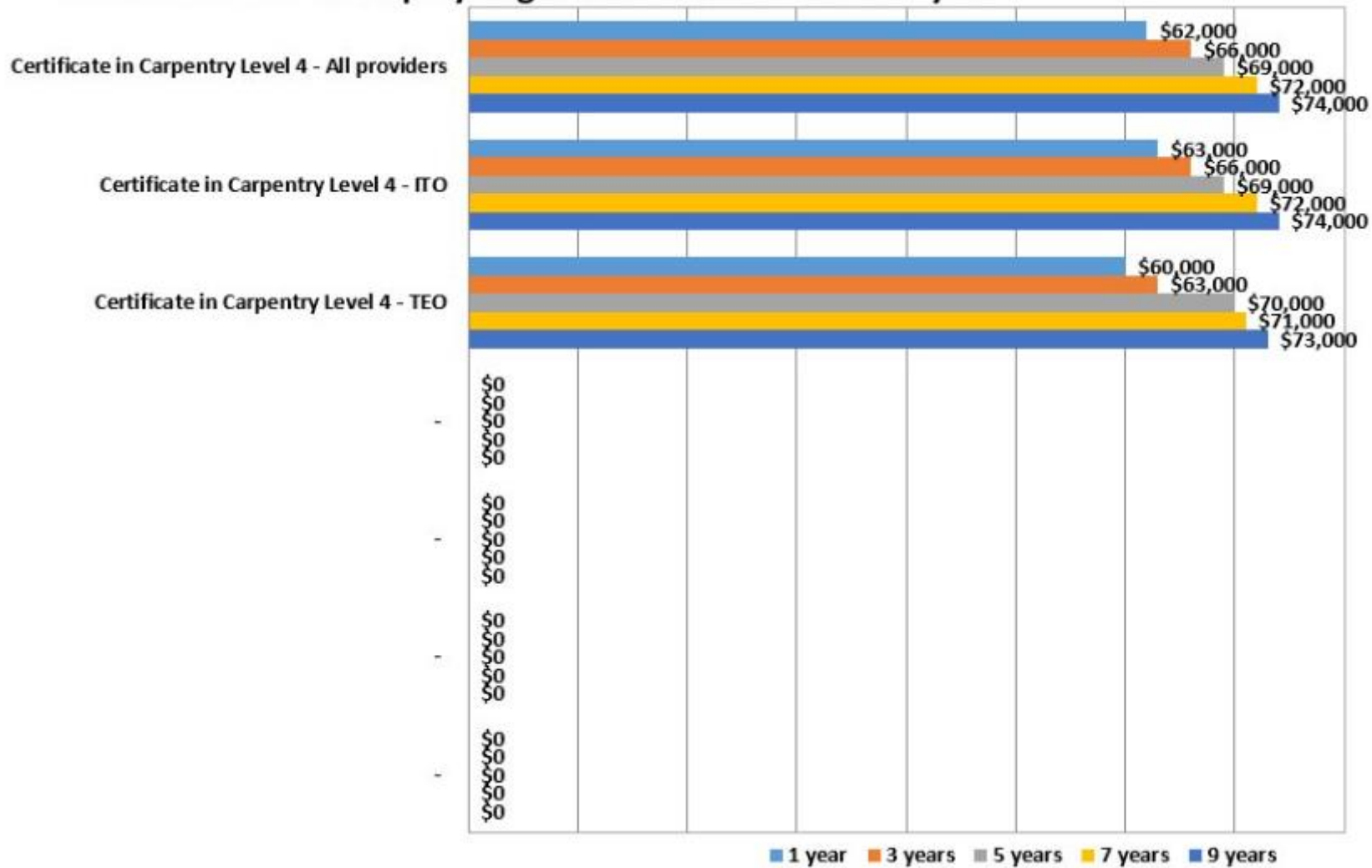
# Skills outcomes

StatsNZ – data on every individual in New Zealand

Example below for Level 4 NZ Cert in Construction



## Median income of employed graduates in the outcome year





# Awarding

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# Academic record

- Qualifications are awarded to individuals
- Users of qualifications, such as professional bodies and employers, need to trust that the individual has the skills listed on the qualification
- Skills development systems need to
  - quality assure assessment approaches
  - validate that an individual has achieved a qualification
- Academic record requirements within the NZQCF
- Unique identifier
- Record of Achievement maintained by NZQA

# Challenges

## Employers

- Consistency of outcomes - between on job, on campus and online learning
- Industry relevant skills eg technological changes

## Lifelong learners

- Flexibility- different modes, smaller chunks of learning
- Portability of learning – mode and location

## Iwi and communities

- Indigenous knowledge
- Greater inclusivity and equity

## Government

- Reduce regulatory burden
- System view, data, including integrity of academic records
- Sustainability

Thank you

Kia ora

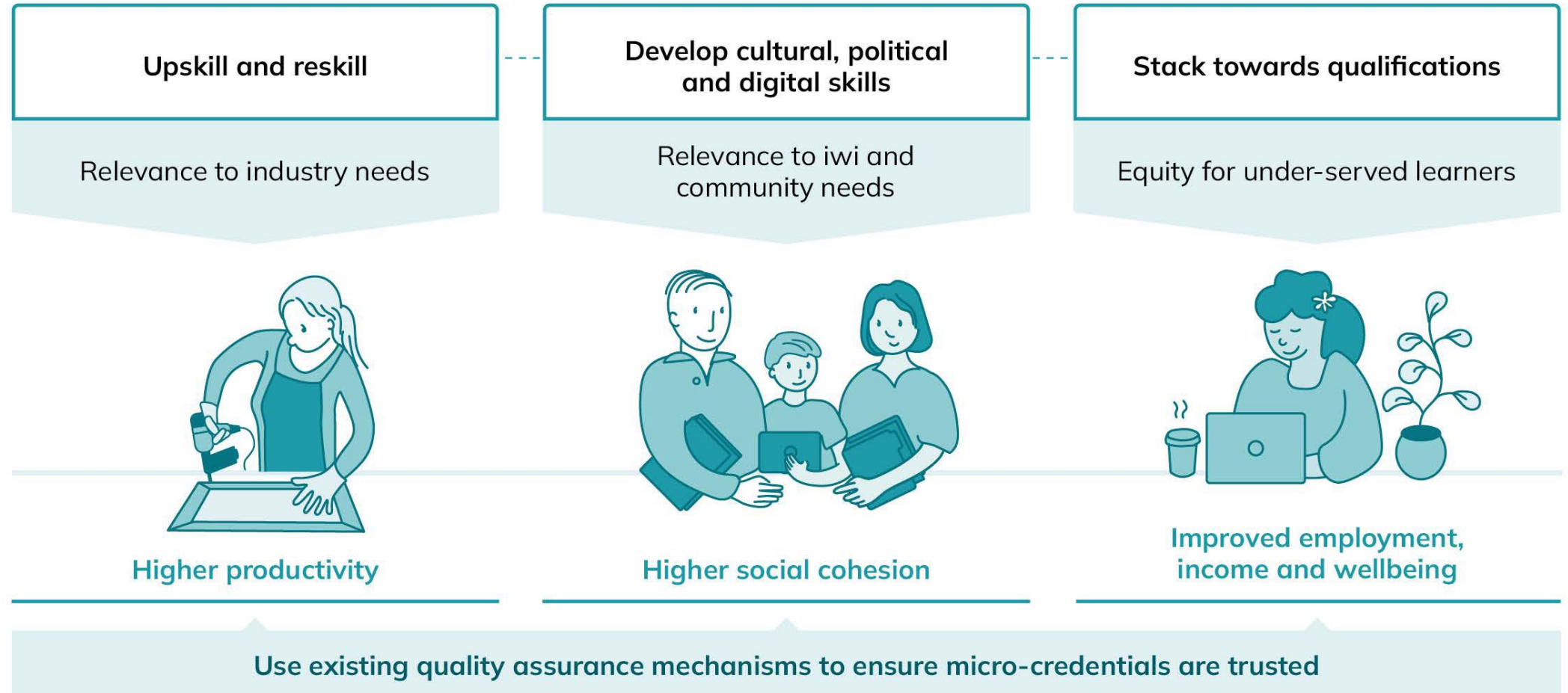


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# Micro-credentials



# An example of how it all fits together

(for illustrative purposes only – i.e. these are not real standards/a real qualification/programme etc)

<b>Micro-credential</b> <b>Fitness Instruction</b> (20 credits, two skill standards)	<b>Qualification</b> <b>NZ Certificate in Fitness</b> (50 credits, four skill standards; two also in micro-credential)	<b>Programme</b> leading to NZ Certificate in Fitness	<b>NZ Programme</b> <b>NZ Certificate in Fitness</b>
1. Complete physical activity screening checks	1. Complete physical activity screening checks	Builds on skill standards in the qualification and includes: <ul style="list-style-type: none"> <li>• Structure and delivery methods</li> <li>• Assessment</li> <li>• Resources</li> <li>• Review processes</li> </ul>	Builds on skill standards in the qualification and provides guidance on context, structure, sequencing and other information to guide a provider's approach to teaching and assessment
2. Teach basic resistance training and stretching techniques, and safe use of cardiovascular exercise machines	2. Teach basic resistance training and stretching techniques, and safe use of cardiovascular exercise machines		
	3. Carry out fitness testing and design exercise programmes to achieve customer fitness goals		
	4. Apply motivational communication techniques		



# Skills development roles in New Zealand

