

2 December 2025

[REDACTED]

Tēnā koe [REDACTED]

Official Information Act Request

Thank you for your request of 4 November 2025, under the Official Information Act 1982, for the following information:

I'm writing on behalf of [REDACTED] to request, under the Official Information Act 1982, all information, advice, correspondence, and decision-making records relating to Outdoor Education (Years 11–13). Please include any and all information that NZQA have provided to the Minister and/or Ministry of Education or any associated groups. Including but not limited to data, analysis, recommendations or information in any form.

Your request has been considered under the Official Information Act 1982.

Based on your earlier correspondence with NZQA and the Ministry of Education, we have understood that your request is for information relating to the status of Outdoor Education as a senior secondary subject (Years 11–13) in the New Zealand Curriculum or any associated qualification or assessment framework.

There are 14 documents that fall in scope of your request. A full breakdown of the documents is included in Table 1 – Document Index (Appendix 1).

As indicated in Appendix 1, we have withheld direct dial phone and mobile numbers of NZQA and Ministry of Education staff. The names and email addresses of staff at the Minister of Education's office have also been withheld to protect their privacy under section 9(2)(a). NZQA is not aware of any public interest considerations outweighing the decision to withhold this information under section 9. Under section 9(2)(g)(i) some information has been withheld to maintain the effective conduct of public affairs through free and frank expression of opinions.

We have also redacted out of scope information as indicated in Appendix 1.

Our response to your request may be published on our website after five working days. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email elizabeth.templeton@nzqa.govt.nz or telephone (04) 463 3339.

You have the right to seek an investigation or review by the Ombudsman of this decision under s

section 28(3) of the Official Information Act 1982. Details of how to make a complaint can be found at www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum
Pouwhakahaere/Chief Executive

Appendix 1: Table 1 - Document Index

Number	Date	Type	Document title	Decision on release
1.	26 August 2025	Email	Email 1 Fw Unit Standard Use	Partial release Some information withheld under s 9(2)(a) Out of scope content redacted
2.		Document	Attachment to Email 1 Use of Unit Standards 2024 Analysis Summary (PRS-6040) v2	Partial release Out of scope content redacted
3.	8 May 2025	Charts and Tables	Attachment to Email 1 – Use of Unit Standard Analysis 2024 Charts and Tables (PRS-6040)	Excerpts of in scope content provided for ease of reading as document contains a lot of out of scope information
4.	1 September 2025	Email	Email 2 Subject Participation by Standard plus draft VET areas of specialisation	Partial release Some information withheld under s 9(2)(a) Out of Scope content redacted
5.	1 September 2025	Email	Email 3 – RE_Report 1352737 Curriculum subjects release	Partial release Some information withheld under s 9(2)(a)
6.		Document	Email 2 and 3 attachment – PRS-6222 VET Investigation v2.0	Excerpts of in scope content provided for ease of reading as document contains a lot of out of scope information
7.		Emails	Email 4 – FW_(Sign out) ER1352737 Release of the Years 11-13 subjects	Partial release Out of scope content redacted
8.	8 September 2025	Email	Email 5 – Subject list matters	Partial release Out of scope content redacted
9.	10 September 2025	Email	Email 6 – Outdoor Education	Partial release Some information withheld under s 9(2)(a)
10.	10 September 2025	Email	Email 7 – Outdoor ed extra info	Partial release Some information withheld under s 9(2)(a)
11.	8 September 2025	Email	Email 8 – Tourism and outdoor education Q and A	Partial release Some information withheld under s 9(2)(a) Out of scope content redacted
12.	28 August 2025	Email	Email 9 – OCO2004 NZQA IU Outdoor Recreation Unit Standard Usage in Secondary Schools	Partial release Some information withheld under s 9(2)(a)
13.	26 August 2025	Information Update	OCO2004 NZQA IU Outdoor recreation unit standards 20250826	Partial release Some information withheld under s 9(2)(a)
14.	22 September 2025	Email	Email 10 – Fw Collated data	Partial release Some information withheld under s 9(2)(a) Out of scope content redacted

From: [Grant Klinkum](#)
To: [PARLIAMENT](#) [withheld under section 9(2)(a)]
Subject: Fw: Unit Standard Usage
Date: Tuesday, 26 August 2025 4:54:05 PM
Attachments: [Use of Unit Standard Analysis 2024 Charts and Tables \(PRS-6404\) v1.xlsx](#)
[Use of Unit Standards 2024 Analysis Summary \(PRS-6040\) v2.docx](#)

Hi [withheld under sect

Out of Scope

You will see Bill's overview of the information below.

The main caveat to be aware of is that schools may use 'creative' combinations of unit standards across fields and even alongside selected achievement standards (e.g a couple of outdoor education unit standards with one or two PE achievement standards). We can't always see coherence at the standard level, but it might exist at the course of study level.

This is not a defence of the current confusion of US standard use, just a reminder that at an individual school level they may be able to tell a more coherent story than the raw data does.

Let me know if this meets your needs

Out of Scope

Kind regards, Grant

From: Bill Shortis <Bill.Shortis@nzqa.govt.nz>

Sent: Thursday, 8 May 2025 5:06 PM

To: Arvin Bahadornejad <arvin.bahadornejad@education.govt.nz>

Cc: Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>

Subject: Unit Standard Usage

Hi Arvin,

As discussed, here is the initial analysis of the use of unit standards by secondary students.

The document outlines our method and provides an overview of the initial findings.

The spreadsheet will enable you to do some investigating of how the unit standards are used. There are several sheets in this spreadsheet the first is based on the combinations of student standard results within a subfield, the second is focused on combinations of student standard results within a field, and therefore potentially includes combinations across subfields. Finally,

the third sheet gives you a simple lookup of all standards with easy selection slicers. I have also included a bar chart to provide some idea of the extent of mutli-levelling.

I hope these are of assistance, but please let me know if you need anything else, although as you may know I don't work on Fridays so if you need anything please contact Hamsa. The reference number for this work is PRS-6404.

I will be back in the office on Monday.

Regards

Bill

Bill Shortis
Data Design Lead
Data Evaluation and System Performance
Assessment Division
DDI: withheld under section 9(2)(a)

NZQA

125 The Terrace
P O Box 160
Wellington 6140

Web:
<http://www.nzqa.govt.nz/>

Summary of Initial Analysis

Reference: *PRS-6040 Analysis of use of unit standards by secondary students*

Population and Dataset

This analysis included data for students in the NZ Domestic Years 11-13 population, drawn from the Enrolment Based Measure (EBM) database.

A student was included if they were:

- In Years 11,12, or 13 in 2024
- Had been assessed for at least one unit standard in 2024

With the exception of any excluded standards (see below) all standards were included in the analysis, but not all standards were included in the charts unless the number of assessed results for the standard was greater than a predefined threshold.

The threshold for each chart varied according to the number of assessed results in the Field, Subfield, or Domain being reported. This removed some of the “noise” in the charts created by small numbers of students engaged in small numbers of standards, whilst still allowed the overall trends to be evident.

Excluded Standards

The following standards were excluded from the analysis in this paper because although they are used heavily by secondary students, they do not appear to be part of specific coherent “packages”.

Excluding these standards removed large numbers of standard results that add little understanding to the combination of standards students had taken.

The excluded standards were as follows:

- Out of Scope [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

It should be noted, however, that the data supplied in the analysis spreadsheet included these standards for completeness.

Engagement at the level of Field

Out of Scope



A breakdown by Field and Year Level has been provided in *Appendix 1 – Percentage of Assessed Entries by Field*.

Out of Scope



Multi-Levelling

In general, it is expected that Year 11 students will be working at Level 1, Year 12 students at Level 2, and Year 13 students at level 3. It is not uncommon, however, for students to be assessed in a few standards at other levels.

Students may be assessed at either levels below or above what would be considered normal practice. This can occur for many reasons, for example, a student may need to “catch-up” and will, therefore be assessed at a lower level. Alternatively, a student may be assessed at a higher level where they have demonstrated that they are capable of achieving at that higher level. In some cases, a standard may be used because it is a good fit with other standards and, in some cases, because there are no more applicable standards at the more normal level for the student.

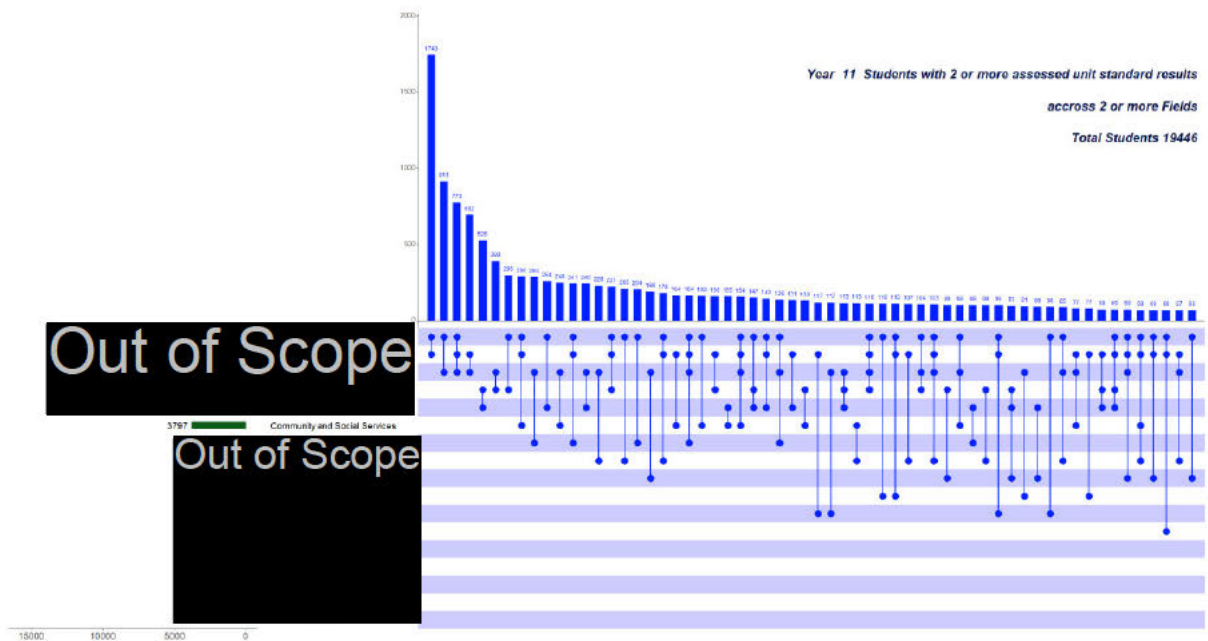
Multi-levelling occurs with both achievement standards and unit standards but is far greater in unit standards as shown in the following table.

	Unit Standard Assessed Results			Achievement Standard Assessed Results		
	Year 11	Year 12	Year 13	Year 11	Year 12	Year 13
Below normal level		2.8%	13.8%		0.7%	2.5%
At normal Level	66.4%	80.4%	83.9%	93.3%	96.4%	97.5%
Above normal level	33.6%	16.8%	2.2%	6.7%	2.9%	

Initial Findings

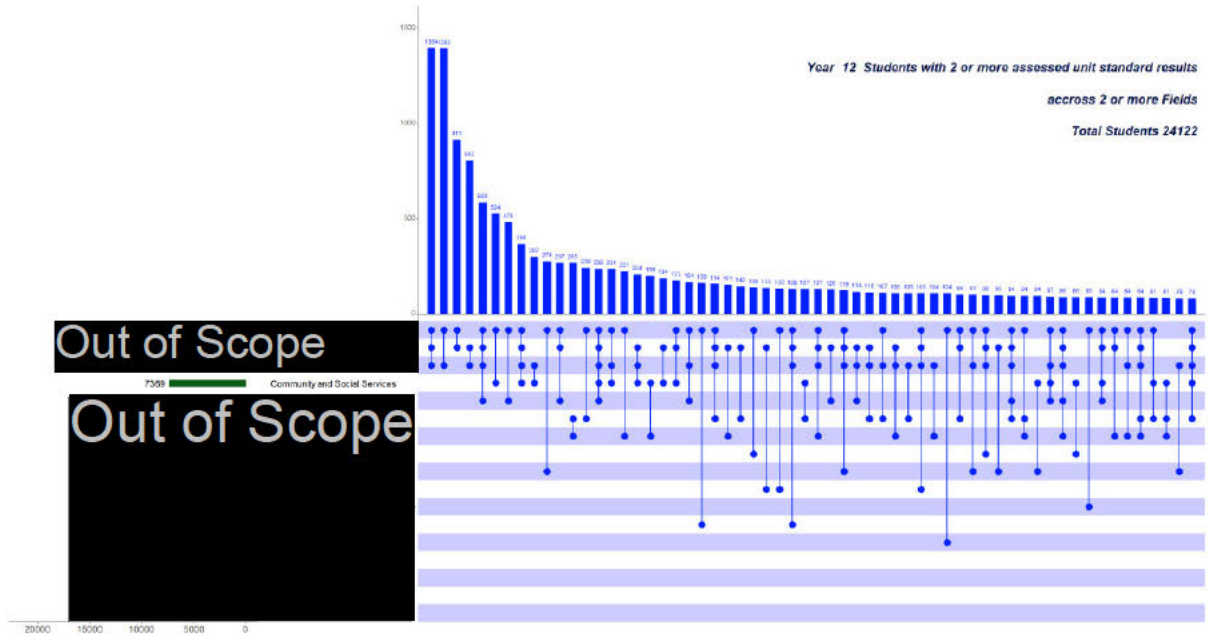
The objective of this analysis was to identify common patterns of unit standard usage in order to identify groups of standards that may be used as possible “standard packages”.

The volume of unit standard results and the breadth of standards used meant that there was little point attempting to find common patterns of usage across all standards. For example, in the following chart we see that 19,446 Year 11 students had 2 or more unit standards assessed in 2 or more Fields.

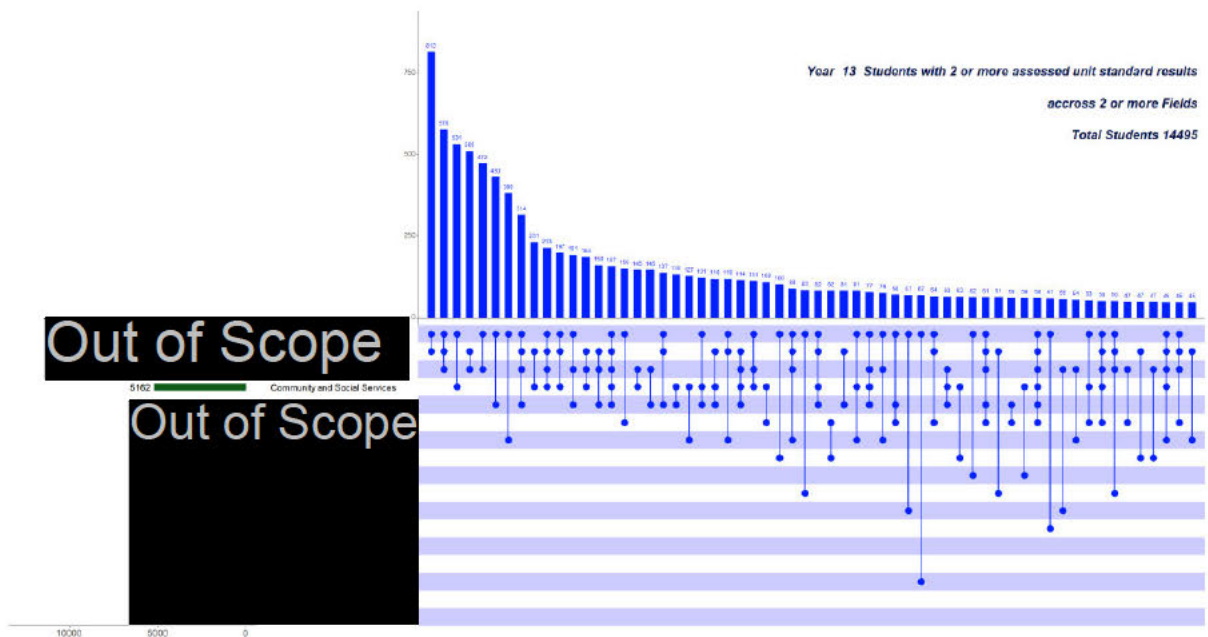


These students represent approximately one third of the students, which means that the other two thirds were assessed solely in a single Field, and quite commonly only for a single standard.

At level 2 the proportion of students assessed across Fields was nearer to one half.

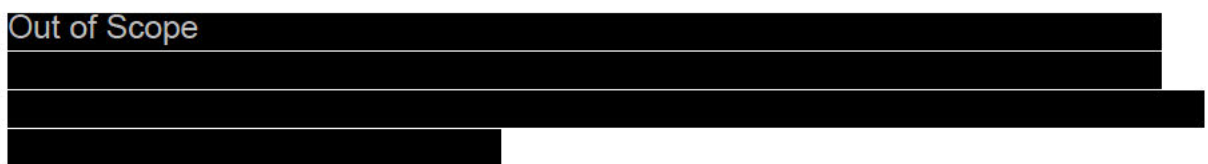


Whilst at Level 3 the proportion was similar to that of Level 1, at about one third.



Shifting focus down from the 17 Fields to the Subfields we are able to start to investigate the actual standards and look for common patterns of usages.

However, in general there are few strong patterns of use. There are some standards that are used more than others and even some combinations that are more prevalent, but the proportion of students engaged in these combinations is relatively low.



Out of Scope

The Problem with Subfields

However, the problem with focusing on Subfields is that the nature of the DAS is such that many “knowledge areas” are spread across subfields. As a result, in order to identify commonly used packages of standards that are coherent it is necessary to look at collections of standards drawn from several subfields.

This presents a difficult analysis problem because the number of combinations climbs exponentially as the number of subfields involved increases. For example, if a student were to have been assessed in 1 standard from each of 4 subfields the potential combinations would be in excess of 1.3 billion.

Consequently, rather than attempt to build a tool to try to deal with this complexity a spreadsheet has been developed that looks at the use of standards within each field and subfield.

Appendix 2 – Upset charts for example Field/Subfields combinations

Out of Scope

Out of Scope

Out of Scope

Out of Scope

Out of Scope

Out of Scope

Out of Scope

Out of Scope

Out of Scope

Out of Scope

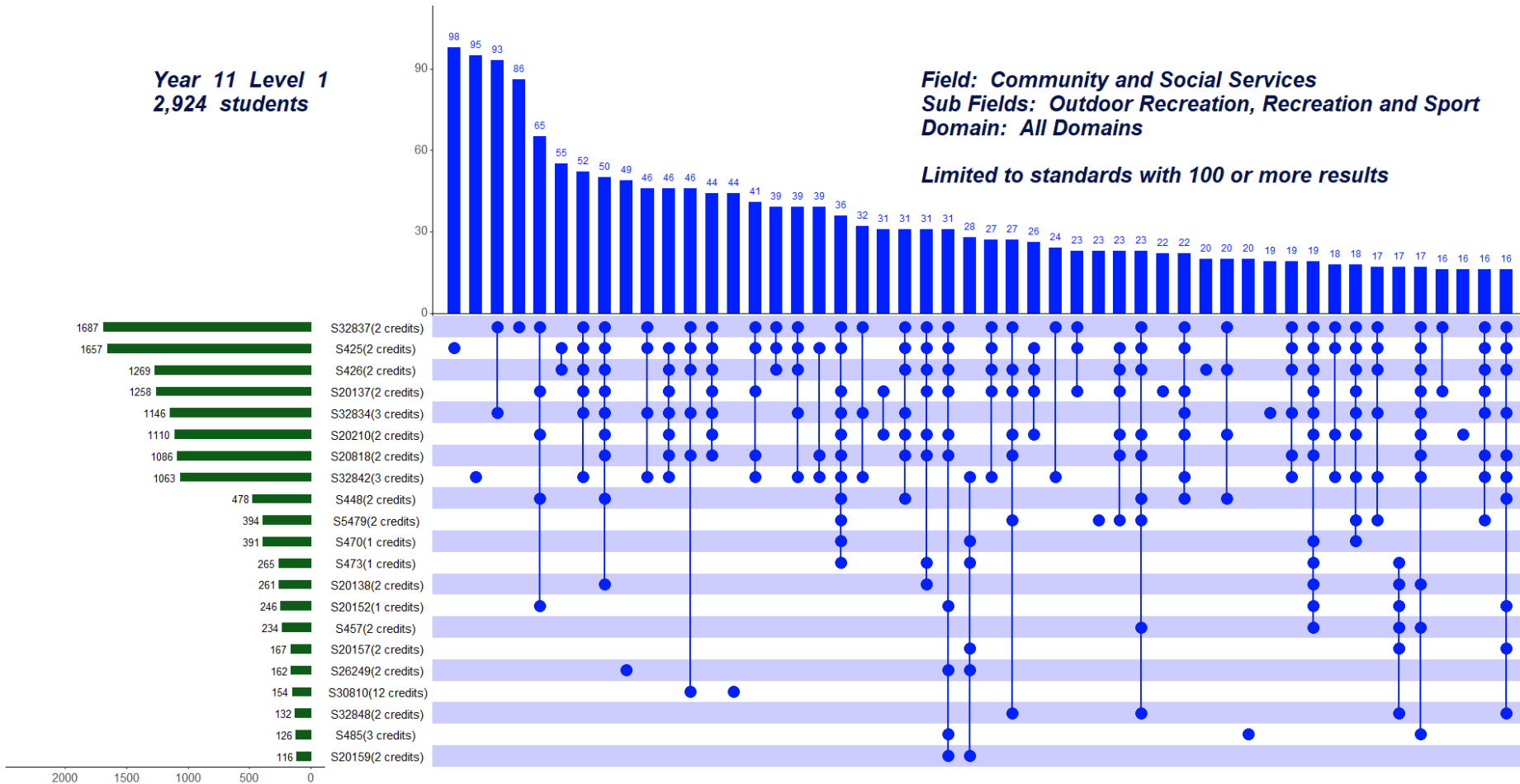
Outdoor Recreation

Year 11 Level 1

Year 11 Level 1
2,924 students

Field: Community and Social Services
Sub Fields: Outdoor Recreation, Recreation and Sport
Domain: All Domains

Limited to standards with 100 or more results

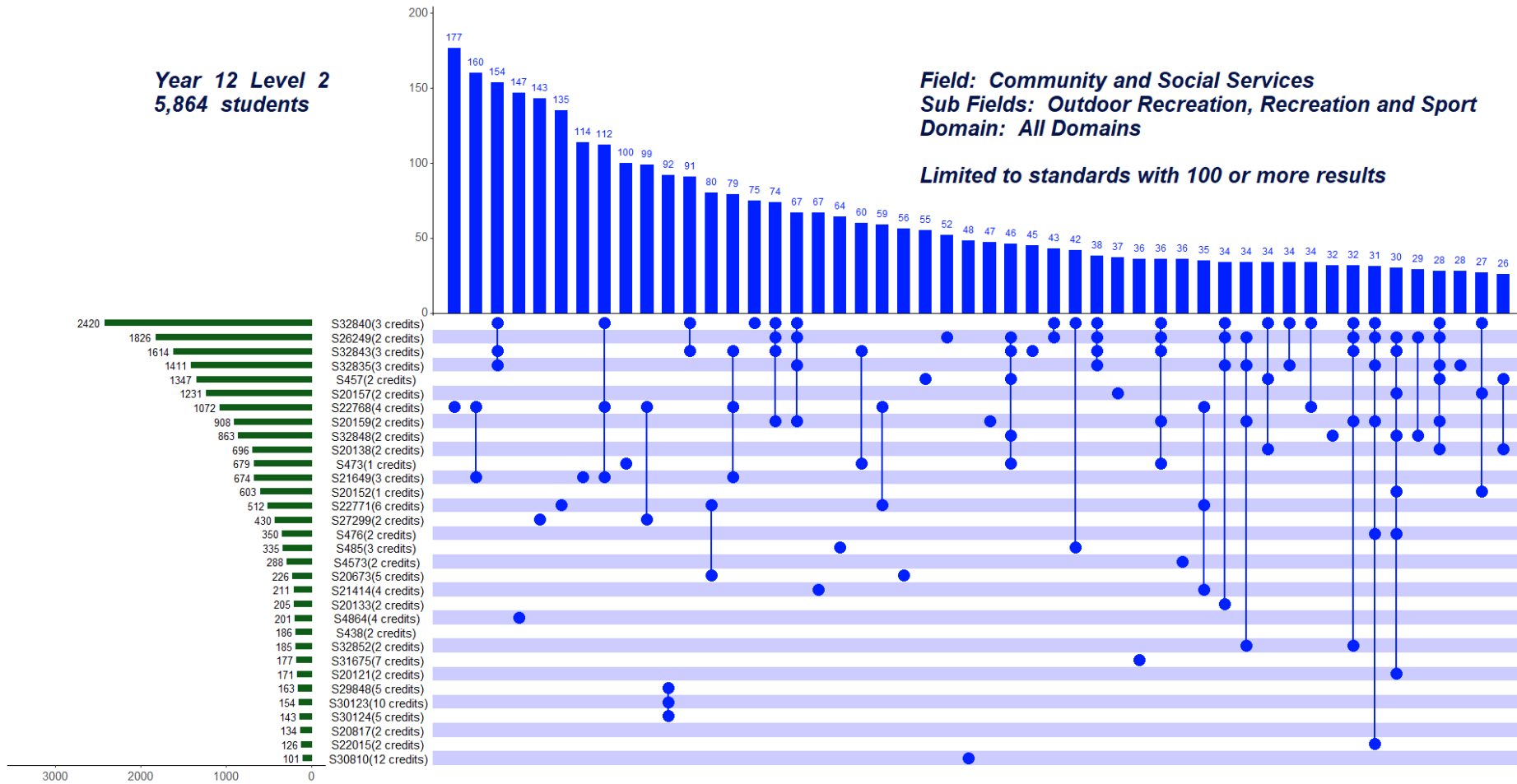


Year 12 Level 2

Year 12 Level 2
5,864 students

Field: Community and Social Services
Sub Fields: Outdoor Recreation, Recreation and Sport
Domain: All Domains

Limited to standards with 100 or more results

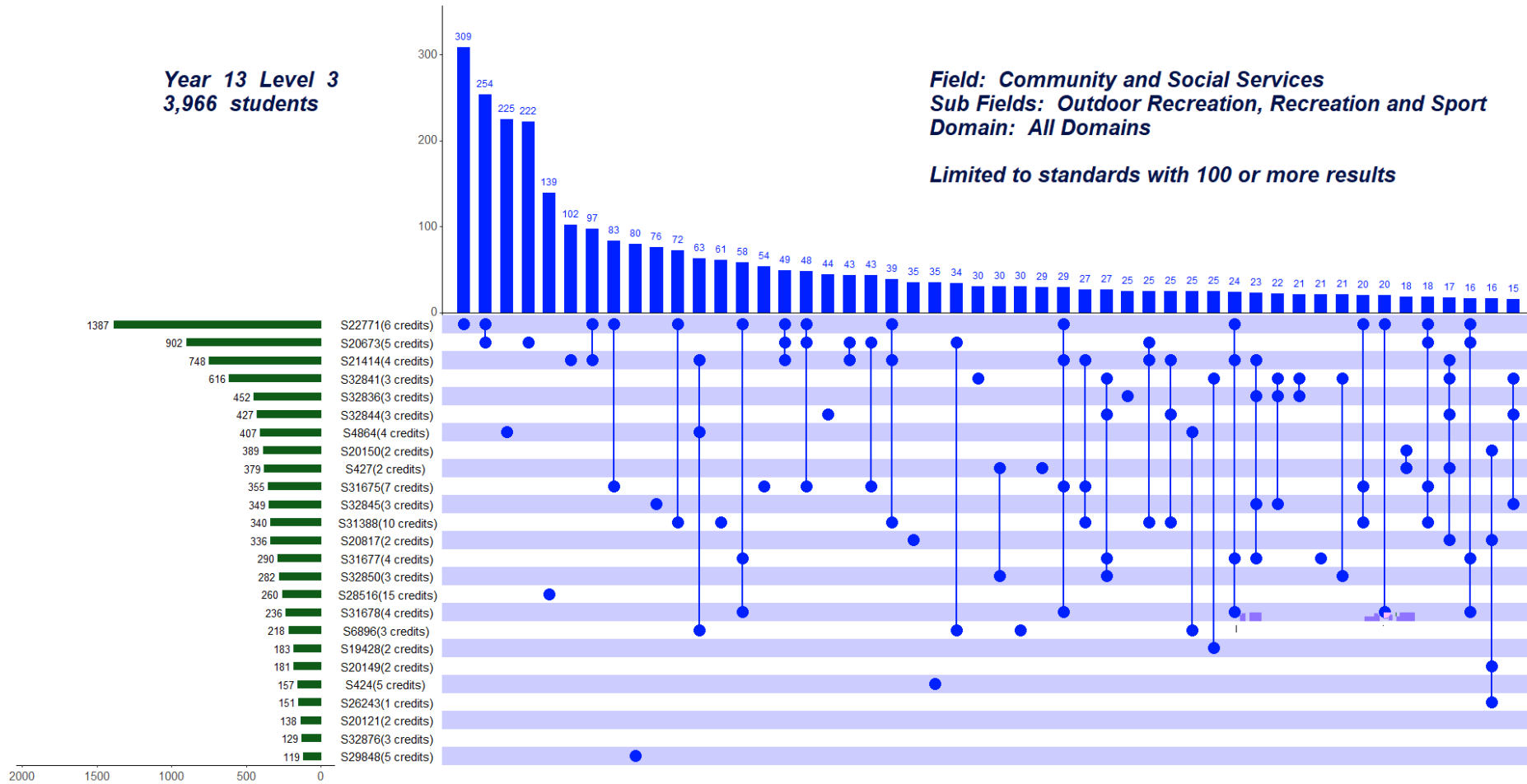


Year 13 Level 3

Year 13 Level 3
3,966 students

Field: Community and Social Services
Sub Fields: Outdoor Recreation, Recreation and Sport
Domain: All Domains

Limited to standards with 100 or more results



Out of Scope

Out of Scope

Out of Scope

Description

Date: 8/05/2025

Prepared by: Bill Shortis

Description: This spreadsheet provides counts of unit standards assessed in 2024 in various tables and using Upset diagrams to show the number of results, the grouping of standards assessed, and the number of students that undertook each group. and the groupin

Selection Criteria: This analysis includes students and standards that meet the following criteria:

Year 11-13 NZ Domestic Students (EBM Database)

Students must have at least 1 assessed result

Assessed results - standards with a result of either Not Achieved, Achieved, Merit, or Excellence.

Standards are counted if they have at least 20 assessed results

Sheets

Subfield Upset Charts This sheet contains selection slicers for Field, Subfield, and Level as well as space to display an Upset diagram for the selected combination and a table detail the standards based on the selection. The Upset diagram will only be displayed if a single Field, Subfield, and Level are selected. The table will be populated even if the multiple selections are made.

Field Upset Charts This sheet is similar to the Subfield sheet but is focused on Field and Level.

Standards This sheet provides an easy way to look up specific standards and groups of standards and shows the number of students that were assessed.

Source Charts

RAW Data

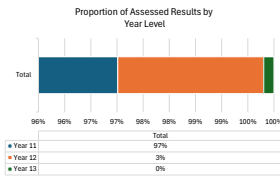
These two sheets contain the data and pivot tables used to build the charts and tables in the first 3 sheets. Any changes made to the contents of these sheets will likely break the functionality delivered on the other sheets.

Subfield Upset Charts L1

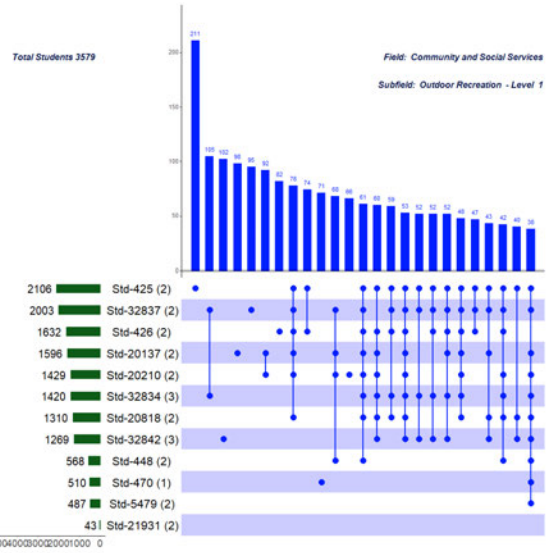
Field
Agriculture, Forestry and Fisheries
Arts and Crafts
Business
Community and Social Services
Computing and Information Technology
Core Generic
Engineering and Technology
Health
Humanities
Map
Planning and Construction
General Sector
Social Sciences
Education
Law and Security
Manufacturing
Sciences

Subfield
Leisure
Outdoor Recreation
Stonesport

Level code
Level1
Level2
Level3
Level4



Standard	Title	Credits	Level code	Not Achieved	Achieved	Total Results
425	Participate in a day tramp	2 credits	Level 1	125	1574	1700
426	Participate in an overnight camp	2 credits	Level 1	109	1523	1632
446	Participate in introductory canoeing	2 credits	Level 1	17	351	368
476	Participate in low ropes courses activities	1 credits	Level 1	26	462	488
5479	Complete white and yellow orienteering courses	2 credits	Level 1	53	434	487
20217	Demonstrate mountain biking on grade terrain	2 credits	Level 1	83	1515	1598
20220	Demonstrate skills for introductory rock climbing	2 credits	Level 1	58	1371	1429
20228	Demonstrate paddling a craft on flat water	2 credits	Level 1	196	1204	1400
21011	Demonstrate knowledge of introductory sailing skills	2 credits	Level 1	3	40	43
20254	Demonstrate introductory knowledge of weather, the Land Safety Code, and maps in the outdoors	3 credits	Level 1	174	1348	1522
20257	Demonstrate knowledge of introductory preparation for an outdoor activity	2 credits	Level 1	256	1747	2003
20262	Demonstrate personal awareness and positive behaviour during a group outdoor activity	3 credits	Level 1	357	1072	1429
Grand Total				1214	13159	14373



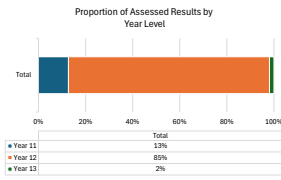
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Subfield Upset Charts L2

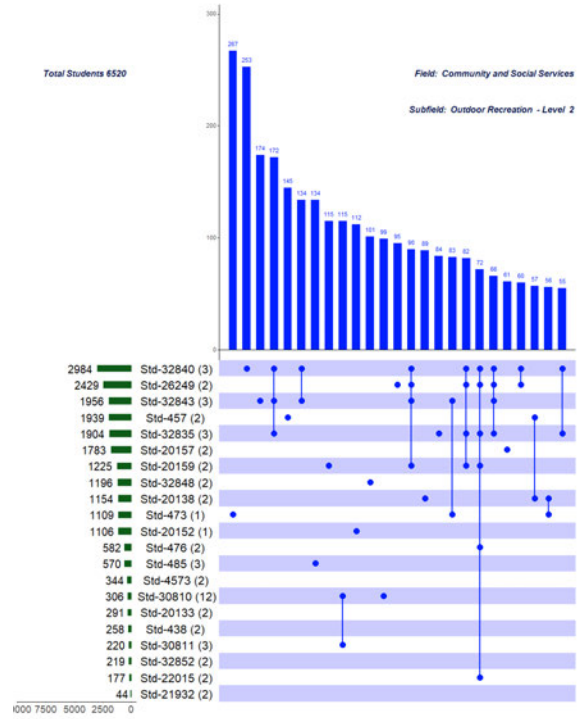
Field
Agriculture, Forestry and Fisheries
Arts and Crafts
Business
Community and Social Services
Computing and Information Technology
Core Generic
Education
Engineering and Technology
Health
Humanities
Law and Security
Manufacturing
Marine
Planning and Construction
Sciences
Service Sector
Social Sciences

Subfield
Coastal
Community and Workplace Fire and Emergency Management
Diving
Exercise
Fire and Rescue Services
Health, Disability, and Aged Support
Journalism
Outdoor Recreation
Recreation and Sport
Showpopt

Level code
Level 1
Level 2
Level 3
Level 4



Standard	Title	Credits	Level code	Not Achieved	Achieved	Total Results
458	Demonstrate basic movement skills and build a snow shelter on low-angled mountain terrain	2 credits	Level 2	8	255	263
457	Demonstrate mountain biking skills on grade 2 terrain	2 credits	Level 2	116	1823	1939
475	Demonstrate safe practices for participation in high ropes course activities	1 credits	Level 2	57	1952	2009
476	Roll a decked paddle craft on flat water	2 credits	Level 2	192	300	592
485	Participate in an introductory rafting experience	3 credits	Level 2	42	528	570
453	Communicate in the outdoors using two-way radio	2 credits	Level 2	22	322	344
20333	Demonstrate basic caving skills	2 credits	Level 2	25	269	291
20338	Set up and undertake basic maintenance of a mountain or cycle touring bike for outdoor recreation	2 credits	Level 2	194	1050	1244
20352	Demonstrate basic knowledge of safe abseil techniques	1 credits	Level 2	80	1026	1106
20357	Demonstrate novice rock climbing and belaying skills on Embank Grade 12 and above	2 credits	Level 2	135	1848	1983
20359	Demonstrate knowledge of weather information for an outdoor activity	2 credits	Level 2	118	1107	1225
22052	Prepare and use a sail-powered craft	2 credits	Level 2	3	41	44
22055	Design and construct climbing or equipment for use in the outdoors	2 credits	Level 2	72	105	177
20369	Demonstrate skills for an overnight tramp	2 credits	Level 2	157	2272	2429
30839	Demonstrate and describe waka ama paddling and safety skills	12 credits	Level 2	9	297	306
30811	Demonstrate capata skills for waka ama	3 credits	Level 2	13	207	220
32835	Demonstrate knowledge of weather information, introductory survival skills, and the use of maps in the outdoors	3 credits	Level 2	302	1602	1904
32840	Demonstrate knowledge of preparation for an outdoor activity	3 credits	Level 2	434	2560	2994
32843	Demonstrate knowledge of how personal contribution influences group functioning in an outdoor activity	3 credits	Level 2	225	1721	1946
32848	Demonstrate paddling skills on moving water	2 credits	Level 2	81	1115	1196
32852	Complete orange orienteering courses	2 credits	Level 2	29	190	219
Grand Total				2224	19672	21796

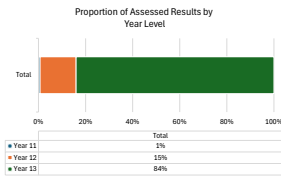


Subfield Upset Charts L3

Field
Agriculture, Forestry and Fisheries
Arts and Crafts
Business
Community and Social Services
Computing and Information Technology
Core Generic
Education
Engineering and Technology
Health
Humanities
Law and Security
Manufacturing
Health
Planning and Construction
Sciences
Service Sector
Social Sciences

Subfield
Community and Workplace Fire and Emergency Management
Drinks
Exercise
Fire and Rescue Services
Health, Disability, and Aged Support
Outdoor Recreation
Recreation and Sport
Snowsport
Social Services

Level code
Level 1
Level 2
Level 3
Level 4

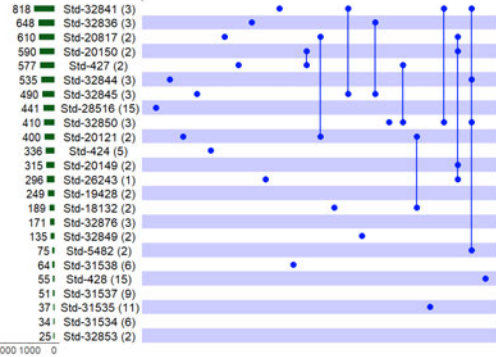
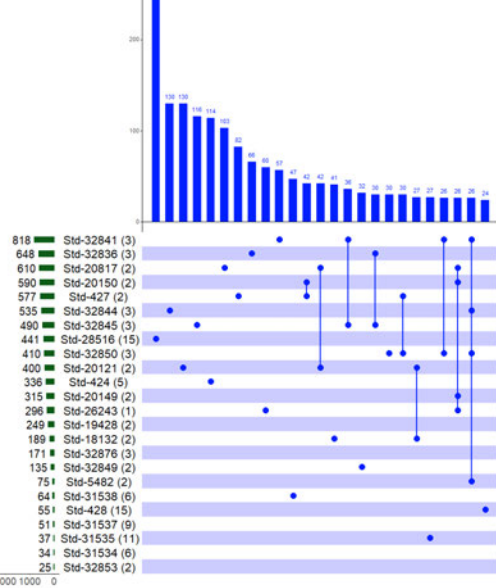


Standard	Title	Credits	Level code	Not Achieved	Completed	Total Results
424	Assess and manage an emergency care situation during an outdoor recreation activity	5 credits	Level 3	17	315	332
427	Demonstrate crossing rivers	2 credits	Level 3	87	480	577
428	Demonstrate tramping skills for multi-night tramping as a member of a group	2 credits	Level 3	7	46	53
5452	Complete reef orienteering or regular courses	2 credits	Level 3	19	56	75
18132	Demonstrate basic alpine skills on low-angled mountain terrain	2 credits	Level 3	10	179	189
18428	Demonstrate sea kayaking skills on coastal water	2 credits	Level 3	16	233	249
20521	Demonstrate paddling skills on Class 2 water	2 credits	Level 3	29	371	400
20529	Lead climb on single-pitch rock routes with bolts and in-situ anchors	2 credits	Level 3	21	294	315
20530	Demonstrate top rope rock climbing and belaying skills on Bunkan Grade 14 and above	2 credits	Level 3	55	535	590
20817	Demonstrate mountain biking skills on grade 2 terrain	2 credits	Level 3	74	538	612
20843	Demonstrate a managed abseil descent with secondary protection	1 credit	Level 3	21	265	286
20858	Prepare for, participate in, and evaluate an outdoor experience as a member of a group	15 credits	Level 3	66	375	441
31534	Demonstrate knowledge of and assist in pre-activity planning of an outdoor activity	6 credits	Level 3	1	33	34
31535	Assist in preparing and leading an outdoor activity	10 credits	Level 3	0	37	37
31537	Describe basic risk management concepts and assist in managing risk and safety for an outdoor activity	9 credits	Level 3	1	50	51
31538	Use communication skills and facilitation techniques while working with participants for an outdoor activity	6 credits	Level 3	8	56	64
32338	Demonstrate knowledge of weather patterns, survival skills and navigation in the outdoors	2 credits	Level 3	148	522	670
32841	Prepare for an overnight outdoor activity	3 credits	Level 3	155	663	818
32844	Apply knowledge of group processes and evaluate personal contribution to group performance in an outdoor activity	2 credits	Level 3	96	439	535
32845	Work with others to plan and lead school students in an outdoor activity	3 credits	Level 3	98	392	490
32849	Roll a decked paddle craft on moving water	2 credits	Level 3	26	109	135
32850	Participate in and evaluate a self-contained multi-day trip in an outdoor context	3 credits	Level 3	94	348	442
32853	Compete in a simple race in a sail-powered craft in winds up to 20 knots	2 credits	Level 3	1	24	25
32876	Demonstrate knowledge of weather processes and weather conditions for outdoor recreation in New Zealand	3 credits	Level 3	13	152	171
Grand Total				1047	6004	7051

Total Students 3041

Field: Community and Social Services

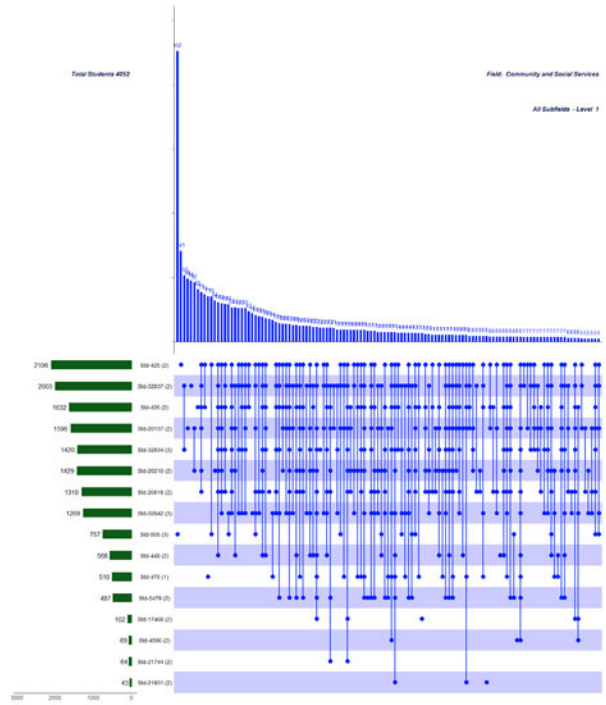
Subfield: Outdoor Recreation - Level 3



Field Upset Charts L1

Field	Level code
Agriculture, Forestry and Fisheries	Level 1
Arts and Crafts	Level 2
Business	Level 3
Community and Social Services	Level 4
Computing and Information Technology	
Core Generic	
Engineering and Technology	
Health	
Humanities	
Manufacturing	
Planning and Construction	
Service Sector	
Social Sciences	
Education	
Law and Security	
Manufacturing	
Education	

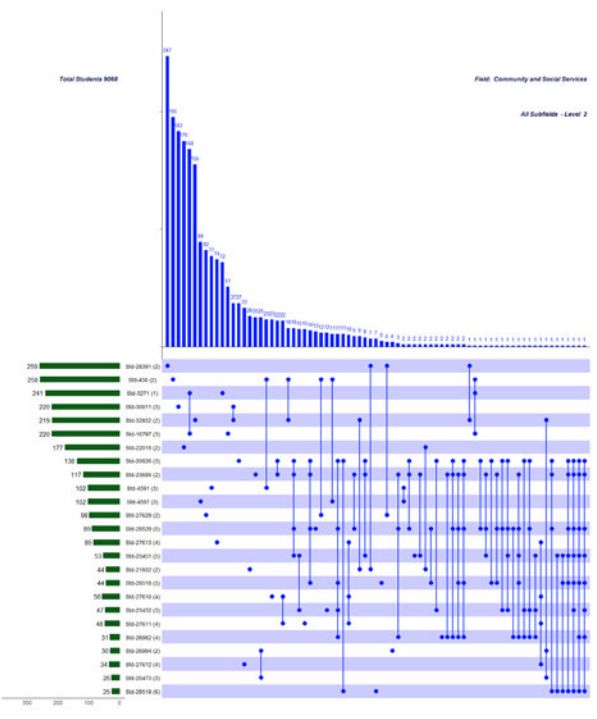
Unit Labels	unit number	title	credits	Sum of Results
Community and Social Services	425	Participate in a day tramp	2 credits	2168
	426	Participate in an overnight camp	2 credits	852
	445	Participate in introductory canoeing	2 credits	568
	470	Participate in low ropes course activities	1 credits	510
	505	Manage personal physical fitness with guidance	3 credits	757
	4596	Demonstrate beginner snowboard skills on green terrain at a snowsport area	2 credits	69
	5479	Complete white and yellow orienteering courses	2 credits	487
	17460	Demonstrate beginner skiing skills on green terrain at a snowsport area	2 credits	102
	20537	Demonstrate mountain biking on grade 1 terrain	2 credits	1696
	20210	Demonstrate skills for introductory rock climbing	2 credits	1420
	20615	Demonstrate paddling a craft on fast water	2 credits	330
	21744	Demonstrate basic classic Nordic skiing skills	2 credits	64
	21931	Demonstrate knowledge of introductory sailing skills	2 credits	43
	32834	Demonstrate introductory knowledge of weather, the Land Safety Code, and maps in the outdoors	3 credits	1420
	32837	Demonstrate knowledge of introductory preparation for an outdoor activity	2 credits	2003
	32842	Demonstrate personal awareness and positive behaviour during a group outdoor activity	3 credits	1265
Grand Total				15366



Field Upset Charts L2

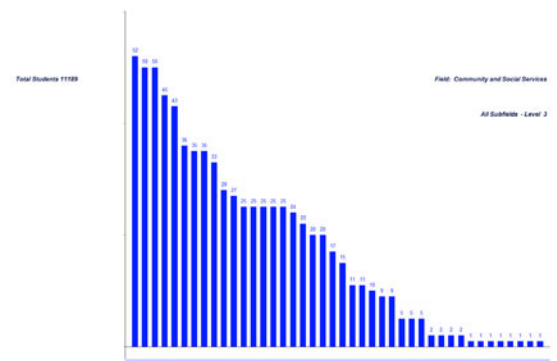
Field	Level code
Agriculture, Forestry and Fisheries	Level 1
Arts and Crafts	Level 2
Business	Level 3
Community and Social Services	Level 4
Computing and Information Technology	
Core Generic	
Education	
Engineering and Technology	
Health	
Humanities	
Law and Security	
Manufacturing	
Marine	
Painting and Construction	
Sciences	
Service Sector	
Social Sciences	

Entry Labels	std_number	title	credits	Sum of Results
Community and Social Services	438	Demonstrate basic movement skills and build a snow shelter on low-angled mountain terrain	2 credits	258
	457	Demonstrate mountain biking skills on grade 2 terrain	2 credits	1939
	472	Demonstrate safe practices for participation in high ropes course activities	1 credits	1109
	476	Roll a decked paddle craft on flat water	2 credits	582
	485	Participate in an introductory rafting experience	3 credits	570
	5271	Supplies fire using hand extinguishers and fixed hose reels	1 credits	243
	4573	Communicate in the outdoors using two-way radio	2 credits	344
	4581	Demonstrate intermediate skiing skills on blue terrain at a snowsport area	3 credits	102
	4587	Demonstrate intermediate snowboard skills on blue terrain at a snowsport area	3 credits	102
	4647	Demonstrate knowledge of the basic principles of the science	1 credits	277
	16797	Identify, prepare for, and take action in a workplace emergency	3 credits	529
	20133	Demonstrate basic caving skills	2 credits	291
	20138	Set up and undertake basic maintenance of a mountain or cycle touring bike for outdoor recreation	2 credits	1154
	20152	Demonstrate basic knowledge of safe descent techniques	1 credits	1106
	20157	Demonstrate novice rock climbing and belaying skills on Ewbank Grade 12 and above	2 credits	1783
	20259	Demonstrate knowledge of weather information for an outdoor activity	2 credits	1225
	20473	Rescue casualties at ground level using Civil Defence general rescue techniques	3 credits	28
	20626	Demonstrate knowledge of infection control requirements in a health or wellbeing setting	3 credits	138
	21649	Demonstrate knowledge of basic anatomy by the performance of a complex sport skill	3 credits	816
	21794	Demonstrate, instruct, and monitor stretching	2 credits	849
	21832	Prepare and use a self-powered craft	2 credits	44
	22615	Design and construct clothing or equipment for use in the outdoors	2 credits	377
	22768	Conduct and review a beginner level coaching session	4 credits	1267
	23451	Demonstrate knowledge of the role of a support worker in a health or wellbeing setting	5 credits	53
	23452	Demonstrate knowledge of techniques for moving equipment and people in a health or wellbeing setting	3 credits	47
	23686	Demonstrate knowledge of a person's rights in a health or wellbeing setting	2 credits	117
	26249	Demonstrate skills for an overnight tramp	2 credits	2429
	26682	Demonstrate knowledge of communication with a person with a communication disability in a health or wellbeing setting	4 credits	31
	26994	Use general purpose knots and lincs in an emergency situation	2 credits	30
	27259	Discuss the benefits of participation in recreation in the local community	2 credits	541
	27610	Demonstrate basic understanding of news stories and the role of journalists	4 credits	56
	27611	Demonstrate understanding of current events for journalism	4 credits	48
	27612	Plan and conduct interviews for a news story or a feature for publication or broadcast	4 credits	36
	27613	Write and present news stories intended for publication	4 credits	85
	27629	Demonstrate knowledge of pre-competition preparations for umpiring or officiating at a beginner level	2 credits	96
	28291	Stroke dive in open water	2 credits	559
	28518	Interact with people to provide support in a health or wellbeing setting	5 credits	44
	28519	Maintain a safe and secure environment for people and support workers in a health or wellbeing setting	6 credits	25
	28529	Identify the impact of culture on support in a health or wellbeing setting	5 credits	89
	30610	Demonstrate and describe waka ama paddling and safety skills	12 credits	306
	30611	Demonstrate capabilities for waka ama	3 credits	220
	32836	Demonstrate knowledge of weather information, introductory survival skills, and the use of maps in the outdoors	3 credits	1604
	32840	Demonstrate knowledge of preparation for an outdoor activity	3 credits	2984
	32843	Demonstrate knowledge of how personal contribution influences group functioning in an outdoor activity	3 credits	1655
	32846	Demonstrate paddling skills on moving water	2 credits	1196
	32852	Complete orange orienteering courses	2 credits	219
Grand Total				27381

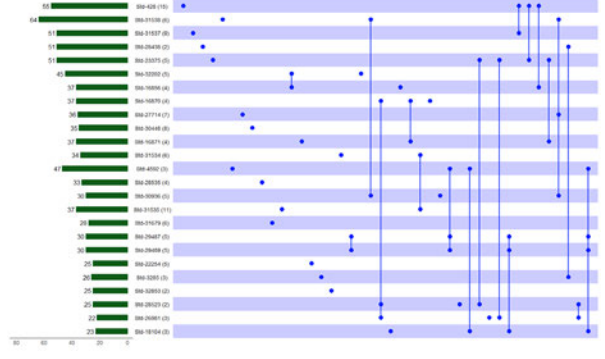


Field Upset Charts L3

Field	Level code
Agriculture, Forestry and Fisheries	Level 1
Arts and Crafts	Level 2
Business	Level 3
Community and Social Services	Level 4
Computing and Information Technology	
Core Generic	
Education	
Engineering and Technology	
Health	
Humanities	
Law and Security	
Manufacturing	
Marine	
Planning and Construction	
Sciences	
Service Sector	
Social Sciences	



Unit Labels	Unit number	Title	Credits	Sum of Results
Community and Social Services	424	Assess and manage an emergency care situation during an outdoor recreation activity	5 credits	338
	427	Demonstrate crossing rivers	2 credits	577
	428	Demonstrate tamping skills for multi-light tamping as a member of a group	15 credits	55
	3285	Demonstrate knowledge of working safely at vegetation fires	3 credits	26
	4962	Demonstrate advanced skiing skills on advanced terrain at a snowsport area	3 credits	47
	4864	Demonstrate knowledge of recreation needs of target groups	4 credits	667
	5482	Complete red orienteering or rogaine courses	2 credits	75
	6571	Demonstrate knowledge of micro and macro nutrients and nutritional imbalances	5 credits	227
	6886	Demonstrate knowledge of recreation	3 credits	286
	16600	Take action to control small emergency situations in a workplace	4 credits	204
	16602	Act to prevent serious situations of workplace danger	4 credits	196
	16650	Support a young person to meet their needs and goals in a youth work relationship	5 credits	90
	16656	Describe groupwork theory and leadership styles in a positive youth development setting	4 credits	37
	16657	Assist with the planning, development, delivery, and evaluation of a youth development project	10 credits	92
	16670	Demonstrate knowledge of intellectual disability and the support needs of a person with an intellectual disability	4 credits	37
	16671	Describe physical disability and the support needs of a person with a physical disability	4 credits	37
	18104	Demonstrate advanced snowboard skills on advanced terrain at a snowsport area	3 credits	23
	18132	Demonstrate basic alpine skills on low angled mountain terrain	2 credits	189
	19438	Demonstrate sea kayaking skills on coastal water	2 credits	249
	20121	Demonstrate paddling skills on Class 2 water	2 credits	400
	20149	Lead climbs on single-pitch rock routes bolts and in-situ anchors	2 credits	315
	20150	Demonstrate top rope rock climbing and belaying skills on freestone Grade 1.4 and above	2 credits	598
	20673	Demonstrate knowledge of injuries, injury prevention and risks and hazards associated with sport or recreation	5 credits	1325
	20677	Demonstrate mountain biking skills on grade 3 terrain	2 credits	610
	21414	Plan and run a recreation activity	4 credits	5063
	22254	Describe racism and colonisation in Aotearoa New Zealand for youth work purposes	5 credits	25
	22257	Profile a youth culture in Aotearoa New Zealand	3 credits	352
	22771	Plan beginner-level coaching sessions for sport participants	6 credits	2149
	23375	Describe hearing impairment and support services that are specific to people with a hearing impairment	5 credits	51
	23387	Describe the ageing process and its effects on a person's lifestyle and wellbeing	7 credits	62
	23406	Provide first aid for trauma and medical emergency situations	5 credits	96
	25805	Demonstrate knowledge of individual and group characteristics and needs for coaching participants in sport	3 credits	159
	26143	Demonstrate in-depth knowledge about concussion with secondary protection	1 credits	298
	26971	Describe factors that contribute to mental health wellbeing and mental health challenges	3 credits	484
	26981	Describe risks, impacts, and actions for falls and minimise risk of falls in a health or wellbeing setting	3 credits	22
	27457	Describe the anatomy and physiology of systems and associated organs of the human body	6 credits	454
	27461	Describe indicators of wellness, interventions, care, and support for people at different lifespan stages	5 credits	121
	27714	Instruct a Circuit class	7 credits	35
	28382	Scuba dive in open water to a maximum depth of 18 metres	7 credits	342
	28393	Navigate underwater while scuba diving in open water	4 credits	118
	28394	Complete computer aided scuba dives in open water	3 credits	185
	28395	Describe rescue diving and demonstrate diver rescue skills	7 credits	67
	28401	Complete underwater search and recovery scuba dives in open water	4 credits	76
	28404	Complete scuba dives in open water to depths between 30 and 40 metres	6 credits	88
	28405	Complete dives in open water to locate and observe common aquatic organisms	5 credits	62
	28407	Complete scuba dives off a boat in open water	3 credits	143
	28408	Complete scuba dives off the shore in open water	4 credits	99
	28438	Demonstrate knowledge of diving first aid and oxygen administration and use supplemental oxygen	2 credits	51
	28511	Describe, manage and evaluate personal health and wellbeing to participate in a specific recreation activity	5 credits	86
	28516	Prepare for, participate in, and evaluate an outdoor experience as a member of a group	15 credits	441
	28521	Describe responses to vulnerability and abuse in a health or wellbeing setting	5 credits	98
	28522	Demonstrate knowledge of human development theory for a health or wellbeing setting	6 credits	70
	28532	Describe community values and attitudes and their impact on people with disabilities	2 credits	25
	28535	Demonstrate knowledge of procedures for infection control in a health or wellbeing setting	4 credits	33
	28542	Demonstrate knowledge of, and apply professional and ethical behaviour in a health or wellbeing setting	5 credits	117
	29487	Demonstrate knowledge of safe working procedures and practices in an alpine resort operation	5 credits	30
	29489	Demonstrate knowledge of the features, operations and contribution of an alpine resort	5 credits	30
	29648	Demonstrate knowledge of the health and safety procedures and practices in a recreation workplace	5 credits	595
	29649	Demonstrate knowledge of professional practice in a recreation workplace	5 credits	159
	30122	Operate professionally and promote safe, enjoyable experiences in an aquatic facility	15 credits	137
	30123	Recognise and respond to simulated emergencies and apply rescue techniques as a pool lifeguard in an aquatic facility	10 credits	518
	30124	Supervise customers and maintain safety as a pool lifeguard in an aquatic facility	5 credits	489
	30225	Plan, deliver and review swimming and water safety lessons	15 credits	79
	30447	Demonstrate basic knowledge of anatomical structures and physiological responses to exercise	5 credits	813
	30448	Work professionally and safely as an exercise instructor to promote health and wellbeing within an exercise facility	8 credits	35
	30636	Demonstrate knowledge of the human body and its movement during exercise and stretching	7 credits	697
	30632	Demonstrate knowledge of pre-designed exercise programmes, exercise principles, components and adherence	10 credits	68
	30933	Demonstrate exercise and stretching techniques	5 credits	1249
	30935	Design and implement an exercise plan for personal physical fitness	5 credits	1100
	30936	Demonstrate knowledge of the purpose and protocols of exercise testing	5 credits	30
	31384	Demonstrate knowledge of the industry and rules for a selected sport	5 credits	94
	31385	Demonstrate knowledge of communication and people management as an official in sports	6 credits	88
	31386	Demonstrate knowledge of the role and responsibilities of sports officials	5 credits	62
	31387	Describe the application of rules and strategies for officiating at sports events for a selected sport	7 credits	124
	31388	Carry out pre-event preparation and apply the rules of the sport while officiating sports events	10 credits	427
	31534	Demonstrate knowledge of and assist in pre-activity planning of an outdoor activity	6 credits	34
	31535	Assist in preparing and leading an outdoor activity	11 credits	37
	31537	Describe basic risk management concepts and assist in managing risk and safety for an outdoor activity	9 credits	51
	31538	Use communication skills and facilitation techniques while working with participants for an outdoor activity	6 credits	64
	31675	Demonstrate knowledge of the role and responsibilities of a coach, and coaching beginner-level sport participants	7 credits	563
	31677	Coach beginner-level participants through skill development activities for a selected sport	4 credits	453
	31678	Review coaching of beginner-level participants through skill development activities for a selected sport	4 credits	398
	31679	Demonstrate knowledge of participant wellness and wellbeing in a sports environment	6 credits	28
	32282	Demonstrate and apply knowledge of the Mana Taohiri framework for youth work	5 credits	45
	32418	Describe application of Te Tiriti o Waitangi, and its benefits, in a health or wellbeing setting	6 credits	140
	32638	Demonstrate knowledge of weather patterns, survival skills and navigation in the outdoors	3 credits	848
	32841	Prepare for an overnight outdoor activity	3 credits	818
	32844	Apply knowledge of group processes and evaluate personal contribution to group performance in an outdoor activity	3 credits	356
	32846	Work with others in class and lead school students in an outdoor activity	3 credits	469
	32849	Roll a decked paddle craft on moving water	2 credits	135
	32850	Participate in and evaluate a self-constructed rafting trip in an outdoor context	3 credits	410
	32853	Complete in a simple race in a self-powered craft in winds up to 20 knots	2 credits	25
	32876	Demonstrate knowledge of weather processes and weather conditions for outdoor recreation in New Zealand	3 credits	171
Grand Total				26862



Standards L1

Level

1

2

3

4

5

6

Field

Agriculture, Forestry and Fisheries

Arts and Crafts

Business

Community and Social Services

Computing and Information Technology

Core Generic

Engineering and Technology

Health

SubField

Exercise

Outdoor Recreation

Snowsport

Agriculture

Animal Care and Handling

Aviation

Beauty Services

Recreational Services

Students	Level	Standard	Title	Credits	Field	SubField	Domains
1,846	1	429	Participate in a day tramp	2	Community and Social Services	Outdoor Recreation	Tramping
1,931	1	10297	Demonstrate knowledge of introductory preparation for an outdoor activity	2	Community and Social Services	Outdoor Recreation	Outdoor Management
1,900	1	426	Participate in an overnight camp	2	Community and Social Services	Outdoor Recreation	Tramping
1,488	1	20117	Demonstrate mountain biking on grade 1 terrain	2	Community and Social Services	Outdoor Recreation	Mountain Biking
1,384	1	20240	Demonstrate skills for introductory rock climbing	2	Community and Social Services	Outdoor Recreation	Rock Climbing
1,385	1	20814	Demonstrate introductory knowledge of weather, the Land Safety Code, and maps in the outdoors	2	Community and Social Services	Outdoor Recreation	Outdoor Management
1,277	1	20816	Demonstrate paddling a craft on fresh water	2	Community and Social Services	Outdoor Recreation	Canoeing, Kayaking
1,226	1	20812	Demonstrate personal awareness and positive behaviour during a group outdoor activity	2	Community and Social Services	Outdoor Recreation	Outdoor Management
876	1	305	Measure personal physical fitness with guidance	2	Community and Social Services	Exercise	Fitness Assessment and Exercise Instruction
840	1	448	Participate in introductory canyoning	2	Community and Social Services	Outdoor Recreation	Canyoning
484	1	470	Participate in line rope obstacle activities	2	Community and Social Services	Outdoor Recreation	High Lines and High Traps
476	1	5479	Complete white and yellow orienteering courses	2	Community and Social Services	Outdoor Recreation	Orienteering
99	1	17468	Demonstrate beginner skiing skills on green terrain at a snowsport area	2	Community and Social Services	Snowsport	Skiing and Snowboarding
87	1	4688	Demonstrate beginner snowboard skills on green terrain at a snowsport area	2	Community and Social Services	Snowsport	Skiing and Snowboarding
64	1	21744	Demonstrate basic classic Nordic skiing skills	2	Community and Social Services	Snowsport	Skiing and Snowboarding
42	1	21021	Demonstrate knowledge of introductory sailing skills	2	Community and Social Services	Outdoor Recreation	Yachting

Level

1

2

3

4

5

6

Field

Agriculture, Forestry and Fisheries

Business

Community and Social Services

Computing and Information Technology

Education

Engineering and Technology

Health

Humanities

Subfield

Community and Workplace Fire and Emergency

Exercise

Fire and Rescue Services

Health, Disability, and Aged Support

Outdoor Recreation

Recreation and Sport

Agriculture

Early Childhood Education

Students	Level	Standard	Title	Credits	Field	Subfield	Domains
11	4	3063	Plan, prepare, design, deliver and adjust exercise programmes.	15	Community and Social Services	Exercise	Fitness Assessment and Exercise Instruction
16	4	1270	Describe the human cardiovascular system	2	Community and Social Services	Health, Disability, and Aged Support	Core Health
16	4	1270	Describe the human digestive system	2	Community and Social Services	Health, Disability, and Aged Support	Core Health
14	4	1270	Describe the human respiratory system	3	Community and Social Services	Health, Disability, and Aged Support	Core Health
9	4	1270	Describe the human musculoskeletal system	2	Community and Social Services	Health, Disability, and Aged Support	Core Health
7	4	1270	Describe the special senses of the human body	4	Community and Social Services	Health, Disability, and Aged Support	Core Health
6	4	1271	Describe the human intrasensory system	1	Community and Social Services	Health, Disability, and Aged Support	Core Health
5	4	3061	Demonstrate knowledge and skills of bushwalking	15	Community and Social Services	Outdoor Recreation	Tramping
4	4	2953	Demonstrate operational knowledge of New Zealand's Coordinated Incident Management System functions and structure	2	Community and Social Services	Community and Workplace Fire and Emergency Management	Workplace Emergency Risk Management
4	4	2954	Apply operational knowledge of New Zealand's Coordinated Incident Management System	3	Community and Social Services	Community and Workplace Fire and Emergency Management	Workplace Emergency Risk Management
4	4	3060	Demonstrate knowledge of the bushbromble in outdoor recreation activities	5	Community and Social Services	Outdoor Recreation	Outdoor Management
4	4	3060	Plan and prepare for leading an outdoor recreation activity	15	Community and Social Services	Outdoor Recreation	Outdoor Management
3	4	3147	Plan, prepare, lead, and evaluate traversing and climbing high ropes activities session	20	Community and Social Services	Outdoor Recreation	High Ropes and Haul Ropes
3	4	3065	Operate within orienteering and dynamic outdoor environments as a member of a team	20	Community and Social Services	Outdoor Recreation	Outdoor Exploration
3	4	3064	Plan, prepare, organise, lead and evaluate introductory bushwalking experiences	20	Community and Social Services	Outdoor Recreation	Tramping
2	4	3061	Demonstrate knowledge of human anatomy, physiology and health risk factors	13	Community and Social Services	Exercise	Human Anatomy, Physiology and Nutrition
2	4	3063	Provide support to exercise participants on nutrition, health and wellness, and allied health to promote health outcomes	5	Community and Social Services	Exercise	Human Anatomy, Physiology and Nutrition
2	4	3062	Demonstrate knowledge of how nutrition, health and wellness frameworks and allied health can promote health outcomes	7	Community and Social Services	Exercise	Human Anatomy, Physiology and Nutrition
1	4	2951	Drive fire and emergency vehicles in emergency situations	8	Community and Social Services	Fire and Rescue Services	Fire and Rescue Services - Generic, Fire Fighting
1	4	2951	Support people living with dementia	7	Community and Social Services	Health, Disability, and Aged Support	Older Persons' Health and Wellbeing
1	4	2951	Identify mental health quality in basic guiding gear	10	Community and Social Services	Recreation and Sport	Recreation and Sport - Aquatics
1	4	3171	Demonstrate knowledge of river rescue skills and techniques for Grade 2 rivers	5	Community and Social Services	Outdoor Recreation	Rafting
1	4	2950	Demonstrate knowledge of dementia	4	Community and Social Services	Health, Disability, and Aged Support	Older Persons' Health and Wellbeing
1	4	3145	Demonstrate knowledge of support for family, whānau, and care partners of people living with dementia	3	Community and Social Services	Health, Disability, and Aged Support	Older Persons' Health and Wellbeing
1	4	3171	Demonstrate knowledge of and apply introductory raft guiding skills	10	Community and Social Services	Outdoor Recreation	Rafting
1	4	2950	Demonstrate knowledge of support for people living with dementia	8	Community and Social Services	Health, Disability, and Aged Support	Older Persons' Health and Wellbeing

Standards L5

Level

1

2

3

4

5

6

Field

Community and Social Services

Humanities

Manufacturing

Science

Service Sector

Agriculture, Forestry and Fisheries

Arts and Crafts

Business

Subfield

Exercise

Agriculture

Animal Care and Handling

Aviation

Beauty Services

Building Industries

Business Administration

Business/Professional/Personal Knowledge

Standards	Level	Standard	Title	Credits	Field	SubField	Domain
	1	5	30602 Plan, design, deliver and evaluate a semi-structured extended exercise programme.	12	Community and Social Services	Exercise	Fitness Assessment and Exercise Instruction
	1	5	30604 Demonstrate knowledge of advanced exercise concepts and principles and their application to exercise prescription	15	Community and Social Services	Exercise	Fitness Assessment and Exercise Instruction
	1	5	30603 Assist and demonstrate standard and advanced exercise techniques to meet exercise participant needs.	15	Community and Social Services	Exercise	Fitness Assessment and Exercise Instruction
	1	5	30601 Demonstrate knowledge of functional anatomy and biomechanics and their application to exercise prescription	15	Community and Social Services	Exercise	Human Anatomy, Physiology and Nutrition
	1	5	30605 Develop networks with allied health professionals for the referral of exercise participants	5	Community and Social Services	Exercise	Exercise Industry Practice
	1	5	30609 Explain the impacts of health and wellness factors on exercise participants and programme design.	7	Community and Social Services	Exercise	Fitness Assessment and Exercise Instruction
	1	5	30601 Demonstrate knowledge of nutrition and nutritional concerns and provide support to exercise participants on nutrition	8	Community and Social Services	Exercise	Human Anatomy, Physiology and Nutrition

From: [Grant Klinkum](#)
To: [withheld under section 9(2)(a)]
Cc: [Jann Marshall](#)
Subject: Subject Participation by Standard plus draft VET areas of specialisation
Date: Monday, 1 September 2025 1:15:00 PM
Attachments: [PRS-6222 VET Investigation v2.0.xlsx](#)

Hi [withheld under section 9(2)(a)],

Out of Scope [redacted]
[redacted]
[redacted]

[redacted]
[redacted]

Two other things:

- **Out of Scope** [redacted]
[redacted]
- There was an article in the Post this where a Nelson Waimea College teacher says that Outdoor education is a university approved subject. That of course is not correct.

Kind regards, Grant

From: [Grant Klinkum](#)
To: [Anya Pollock](#)
Cc: [Linda Glogau](#); [Jann Marshall](#); [Pauline Cleaver](#); [Henry Collette](#); [Hamsa Lilley](#)
Subject: RE: Report 1352737 Curriculum subjects release
Date: Monday, 1 September 2025 1:46:00 PM
Attachments: [PRS-6222 VET Investigation v2.0.xlsx](#)

Thanks for this Anya.

1/ Outdoor Education is mentioned as a likely VET subject in the narrative (alongside tourism), but in the VET table in the paper and in the supporting documents it isn't on the list, while tourism is. Presumably, this is just an oversight in the table? The team here may have other feedback.

2/ In the paper (and more importantly in the information assets that go out to the public), I wonder if we need to directly reference / cover off the implications of the following two paras in the NCEA Change consultation document.

For VET areas outside the role of an ISB, other industry organisations could work with the Ministry and NZQA to develop VET subjects, ensuring that all VET learning is credible, consistent, and connected to real industry need and post-school opportunities.

Similar to VET subjects, criteria will apply to non-VET subjects that are made up of skill and unit standards. This could include subjects with standards relevant to the Realm Nations, supporting diverse learners and communities. The Ministry will work with NZQA and the relevant partners to approve non-VET subjects that are made up of skill and unit standards.

3/ Hamsa's team have generated a series of tables (with Pivot table option) showing the mapping between ISB areas of likely VET subject coverage and the 'unmapped' Unit standards used last year. I've attached the tables. This will answer the Minister's question about 'what might be lost' from the current arrangements as we move to more coherent VET programmes. We are planning to write a short cover paper, but this may be the data needed to respond to [REDACTED] table that [REDACTED] sent Pauline for populating? Please let us know.

Ngā mihi nui, Grant.

From: Anya Pollock <Anya.Pollock@education.govt.nz>
Sent: Monday, 1 September 2025 8:56 AM
To: Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>
Cc: Linda Glogau <Linda.Glogau@nzqa.govt.nz>; Jann Marshall <Jann.Marshall@nzqa.govt.nz>; Pauline Cleaver <Pauline.Cleaver@education.govt.nz>; Henry Collette <Henry.Collette@education.govt.nz>
Subject: FW: Report 1352737 Curriculum subjects release

Kia ora Grant

Here is the most recent subjects paper. Apologies, we had to send this over to MO at pace on Friday. It largely reflects earlier papers (including the info re constrained choice which is from a paper back in March that we worked on with your team which then got withdrawn). Draft comms products also attached.

Anything we need to pick up as things get finalised and other products are developed, please let us know.

Ngā mihi

Anya Pollock (she/her) | Chief Adviser
TP-Te Poutāhū (Curriculum Centre)

DDI withheld under section 9(2)(a) Mobile withheld under section 9(2)(a)

From: Te Poutāhū ODS GCM <TePoutahu.ODS.GCM@education.govt.nz>
Sent: Friday, August 29, 2025 5:30:33 PM
To: DL BRIEFINGS & REPORTS STANFORD
<DLBRIEFINGS&REPORTSSTANFORD@education.govt.nz>
Cc: Anya Pollock <Anya.Pollock@education.govt.nz>
Subject: Report 1352737 Curriculum subjects release

[IN-CONFIDENCE - RELEASE EXTERNAL]

Kia ora koutou,

Reviewed and approved by Pauline Cleaver, Acting Hautū. Please note the subject descriptors for both New Zealand Curriculum and Te Matauranga o Aotearoa will be sent next week.

METIS number	1352737
Title	Curriculum subjects release
Briefing Type	Report
Minister	Stanford
CC'd Minister(s)	N/A
Date sent	29/8/2025
Drafter / SME	Anya Pollock
Business Unit / Hautū Group	Te Poutāhū
Security Level	In Confidence
Title ok for proactive release?	Yes

Recommendation for signed paper to be proactively released?	Yes – Delayed
--	---------------

Ngā mihi,

Anna

Anna Hintz | Advisor, Business Support
Te Poutāhū (Curriculum Centre)

DDI + withheld under section 9(2)(b)
National Office 1 The Terrace
education.govt.nz

***He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes***

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PRS-6222 VET Investigation

Psychometrics, Reporting and Statistics, Data Evaluation and System Performance, NZQA

Request:

We will develop a mapping of existing unit standards at levels 2 and 3 (and the subset that are currently used by secondary students). We will provide student, standard and credit counts as relevant.

We will also then quantify the unit standards used by secondary students that don't fit within these.

Requestor:

Grant Klinkum via Hamsa Lilley

Includes:

All Level 2, 3, and 4 available Unit Standards, mapped to Industry Skills Boards, and whether they have been assessed in Secondary.

Tabs:

Mapping: Shows how the unit standards have been mapped to ISBs.

Summary: Provides a summary of how the standards mapped to ISBs have been assessed in Secondary.

Includes versions for Level 2 & 3 standards; Unmapped Standards broken down by Field for Level 2 & 3; Level 4 Standards; Unmapped Standards broken down by Field for Level 4.

Detail: Provides detailed information on each unit standard.

Pivot Table: Provides a more user friendly interface to interrogate the data in the "Detail" tab.

Definitions:

Available Unit Standards: The standard is either Registered or Expiring, with versions that are Current or Superseded. These are the standards that would be available for assessment.

Assessed in Secondary: A Not Achieved, Achieved, Merit, or Excellence result was available for this standard associated with a student with a secondary enrolment in 2024.

Notes:

Mapping was done based on Field and Subfield names, with one exception at the Domain level. This is not exhaustive, and best guesses have been used.

The student counts on the Summary tabs cannot be summed together (in any capacity), and will not sum to the total presented, as students engage in multi-levelling and/or multi-ISB assessment.

Run Information:

Run on 01/09/2025, in PDSQL07, using eQA dbo tables.

Summary (L2&3)

ISB	Level	Total Standards	Standards used in Secondary	Students Assessed in Secondary	Assessed Results in Secondary
Out of Scope	Out of Scope				
Health and community	Total	395	199	26,033	68,416
	2	81	58	18,179	37,309
	3	314	141	19,188	31,107
Out of Scope	Out of Scope				

Summary (L4)

ISB	Level	Total Standards	Standards used in Secondary	Students Assessed in Secondary	Assessed Results in Secondary
Unmapped	4	133	21	2,030	2,857
Out of Scope					
Health and community	4	276	21	106	198
Out of Scope					

Summary (Unmapped L4)

Field	Level	Total Standards	Standards used in Secondary	Students Assessed in Secondary	Assessed Results in Secondary
Out of Scope					

Detail

ISS	Field	Subfield	Domain	Level	Standard Number	Title	Credits	Assessed Results in Secondary
Services	Community and Social Services	Outdoor Recreation	Alpine	2	438	Demonstrate basic movement skills and build a snow shelter on low-angled mountain terrain	2	
Services	Community and Social Services	Outdoor Recreation	Alpine	3	18132	Demonstrate basic alpine skills on low-angled mountain terrain	2	193
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	2	20488	Demonstrate paddling skills on moving water	2	1214
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	2	476	Roll a docked paddle craft on flat water	2	594
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	3	18641	Demonstrate sea kayaking skills on coastal water	2	262
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	3	20121	Demonstrate paddling skills on Class 2 water	2	409
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	3	32849	Roll a docked paddle craft on moving water	2	137
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	4	31782	Demonstrate and apply knowledge and skills for introductory canoeing on flat water	2	0
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	4	31783	Plan, prepare, lead and evaluate an introductory canoeing activity on flat water	20	0
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	4	31787	Demonstrate and apply knowledge and skills for introductory sea kayaking on flat water	15	0
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	4	31788	Plan, prepare, lead and evaluate an introductory sea kayaking activity on flat water	20	0
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	4	31795	Demonstrate and apply knowledge and skills for introductory on-tow kayaking on flat water	15	0
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	4	31796	Plan, prepare, lead and evaluate an introductory on-tow kayaking activity on flat water	20	0
Services	Community and Social Services	Outdoor Recreation	Canoeing - Kayaking	4	31797	Demonstrate and apply knowledge and skills for introductory whitewater kayaking on flat water	15	0
Services	Community and Social Services	Outdoor Recreation	Caving	2	20133	Demonstrate basic caving skills	2	300
Services	Community and Social Services	Outdoor Recreation	Caving	4	31798	Plan, prepare, lead and evaluate an introductory whitewater kayaking activity on flat water	20	0
Services	Community and Social Services	Outdoor Recreation	Caving	4	30687	Demonstrate and apply knowledge of introductory caving skills	15	0
Services	Community and Social Services	Outdoor Recreation	Caving	4	30688	Plan, prepare, organize, lead and evaluate introductory cave trips in low flow streamway caves	20	0
Services	Community and Social Services	Outdoor Recreation	High Wires and High Ropes	4	31782	Demonstrate safe practices for participation in high ropes course activities	1	1128
Services	Community and Social Services	Outdoor Recreation	High Wires and High Ropes	4	31846	Demonstrate and apply knowledge of traversing and climbing high ropes activities	15	0
Services	Community and Social Services	Outdoor Recreation	High Wires and High Ropes	4	31847	Plan, prepare, lead, and evaluate traversing and climbing high ropes activities session	20	0
Services	Community and Social Services	Outdoor Recreation	High Wires and High Ropes	4	31855	Demonstrate and apply knowledge of high wire activities	15	0
Services	Community and Social Services	Outdoor Recreation	High Wires and High Ropes	4	31857	Plan, prepare, lead, and evaluate one performance for a high wire activity	20	0
Services	Community and Social Services	Outdoor Recreation	Mountain Biking	2	20138	Set up and undertake basic maintenance of a mountain or cycle touring bike for outdoor recreation	2	1174
Services	Community and Social Services	Outdoor Recreation	Mountain Biking	4	30677	Demonstrate mountain biking skills on grade 2 terrain	15	0
Services	Community and Social Services	Outdoor Recreation	Mountain Biking	4	30678	Demonstrate mountain biking skills on grade 3 terrain	2	617
Services	Community and Social Services	Outdoor Recreation	Mountain Biking	4	30679	Demonstrate and apply knowledge of mountain bike skills on trails up to and including MTBNZ Grade 2	20	0
Services	Community and Social Services	Outdoor Recreation	Mountain Biking	4	30676	Plan, prepare, lead and evaluate introductory mountain biking experiences on trails up to and including MTBNZ Grade 2	2	228
Services	Community and Social Services	Outdoor Recreation	Orienteering	2	32852	Complete orange orienteering course	2	75
Services	Community and Social Services	Outdoor Recreation	Orienteering	3	5482	Complete red orienteering or rogaine courses	2	0
Services	Community and Social Services	Outdoor Recreation	Outdoor Education Outside The Classroom (EOTC) Leadership	4	31726	Demonstrate knowledge of and plan EOTC activities in an outdoor setting	15	0
Services	Community and Social Services	Outdoor Recreation	Outdoor Education Outside The Classroom (EOTC) Leadership	4	31227	Lead and evaluate an EOTC activity in outdoor settings	20	0
Services	Community and Social Services	Outdoor Recreation	Outdoor Equipment	2	22015	Design and construct clothing or equipment for use in the outdoors	2	177
Services	Community and Social Services	Outdoor Recreation	Outdoor Equipment	2	4273	Communicate in the outdoors using low-way radio	2	350
Services	Community and Social Services	Outdoor Recreation	Outdoor Experiences	3	28216	Prepare for, participate in, and evaluate an outdoor experience as a member of a group	15	439
Services	Community and Social Services	Outdoor Recreation	Outdoor Experiences	4	438	Demonstrate training skills for multi-night tramping as a member of a group	15	0
Services	Community and Social Services	Outdoor Recreation	Outdoor Experiences	4	30654	Demonstrate and apply knowledge of safety management and risk assessment for outdoor experiences	12	0
Services	Community and Social Services	Outdoor Recreation	Outdoor Experiences	4	30655	Operate within unfamiliar and dynamic outdoor environments as a member of a team	20	0
Services	Community and Social Services	Outdoor Recreation	Outdoor Experiences	4	30656	Evaluate and manage personal health, wellbeing and fitness to participate in an outdoor experience	8	0
Services	Community and Social Services	Outdoor Recreation	Outdoor First Aid	3	424	Assess and manage an emergency care situation during an outdoor recreation activity	5	342
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	2	32835	Demonstrate knowledge of weather information, introductory survival skills, and the use of maps in the outdoors	3	1835
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	32840	Demonstrate knowledge of preparation for an outdoor activity	3	2108
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	32843	Demonstrate knowledge of how personal contribution influences group functioning in an outdoor activity	3	1955
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	31534	Demonstrate knowledge of and assist in pre-activity planning of an outdoor activity	6	32
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	31535	Assist in property and loading for outdoor activity	3	19
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	31536	Contribute to the review of outdoor activity and reflect on own assistant leadership	3	0
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	31537	Describe basic risk management concepts and assist in managing risk and safety for an outdoor activity	9	82
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	31538	Use communication skills and facilitation techniques while working with participants for an outdoor activity	6	64
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	32836	Demonstrate knowledge of weather patterns, survival skills and navigation in the outdoors	3	649
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	32841	Prepare for an overnight outdoor activity	3	831
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	32844	Apply knowledge of group processes and evaluate personal contribution to group performance in an outdoor activity	3	562
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	32845	Work with others to plan and lead school students in an outdoor activity	3	495
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	3	32850	Participate in and evaluate a self-contained multi-day trip in an outdoor context	3	425
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	4	30689	Plan and prepare for leading an outdoor recreation activity	5	2
Services	Community and Social Services	Outdoor Recreation	Outdoor Management	4	30690	Plan and prepare for leading an outdoor recreation activity	15	1
Services	Community and Social Services	Outdoor Recreation	Rating	2	485	Participate in an introductory rating experience	3	574
Services	Community and Social Services	Outdoor Recreation	Rating	4	31711	Demonstrate knowledge of and apply introductory raft/guiding skills	10	1
Services	Community and Social Services	Outdoor Recreation	Rating	4	31712	Demonstrate river rescue skills and techniques for Grade 2 rivers	10	0
Services	Community and Social Services	Outdoor Recreation	Rating	4	31719	Demonstrate knowledge of and apply introductory riverboard guiding skills	10	0
Services	Community and Social Services	Outdoor Recreation	Rock Climbing	2	20132	Demonstrate basic knowledge of safe abseil techniques	1	1129
Services	Community and Social Services	Outdoor Recreation	Rock Climbing	2	20157	Demonstrate novice rock climbing and belaying skills on Ewbank Grade 12 and above	2	1826
Services	Community and Social Services	Outdoor Recreation	Rock Climbing	3	20149	Lead clients on single-rope rock routes with bolts and in-situ anchors	2	317
Services	Community and Social Services	Outdoor Recreation	Rock Climbing	3	20150	Demonstrate top rope rock climbing and belaying skills on Ewbank Grade 14 and above	2	596
Services	Community and Social Services	Outdoor Recreation	Rock Climbing	3	26243	Demonstrate a managed ascent descent with secondary protection	1	302
Services	Community and Social Services	Outdoor Recreation	Rock Climbing	4	30637	Demonstrate knowledge and skills for abseiling	15	0
Services	Community and Social Services	Outdoor Recreation	Rock Climbing	4	30638	Plan, prepare, organize, lead and evaluate an introductory abseil session	20	0
Services	Community and Social Services	Outdoor Recreation	Rock Climbing	4	30652	Demonstrate knowledge and skills for top rope climbing on Ewbank Grade 14	15	0
Services	Community and Social Services	Outdoor Recreation	Rock Climbing	4	30653	Plan, prepare, organize, lead and evaluate an introductory top rope rock climbing session	20	0
Services	Community and Social Services	Outdoor Recreation	Tramping	2	26249	Demonstrate skills for an overnight tramp	2	2477
Services	Community and Social Services	Outdoor Recreation	Tramping	3	427	Demonstrate crossing rivers	2	886
Services	Community and Social Services	Outdoor Recreation	Tramping	4	30643	Demonstrate knowledge and skills of bushwalking	15	0
Services	Community and Social Services	Outdoor Recreation	Tramping	4	30644	Plan, prepare, organize, lead and evaluate introductory bushwalking experiences	20	0
Services	Community and Social Services	Outdoor Recreation	Waikā Awa	2	30610	Demonstrate and describe waikā awa paddling and safety skills	12	332
Services	Community and Social Services	Outdoor Recreation	Waikā Awa	2	30611	Demonstrate capsize drills for waikā awa	3	237
Services	Community and Social Services	Outdoor Recreation	Weather Interpretation in the Outdoors	3	20159	Demonstrate knowledge of weather information for an outdoor activity	3	1238
Services	Community and Social Services	Outdoor Recreation	Weather Interpretation in the Outdoors	3	32876	Demonstrate knowledge of weather processes and weather conditions for outdoor recreation in New Zealand	3	179
Services	Community and Social Services	Outdoor Recreation	Yachting	2	21852	Prepare and use a sail-powered craft	2	44
Services	Community and Social Services	Outdoor Recreation	Yachting	3	32853	Complete in a simple race in a sail-powered craft in winds up to 20 knots	2	25

Pivot Table

ISB
Automotive, transport and logistics
Construction and specialist trades
Electrotechnology and information technology
Food and fibre (including aquaculture)
Health and community
Infrastructure
Manufacturing and engineering
Services
Unmapped

Level
2
3
4

Sum of Assessed Results in Secondary					
Field	Subfield	Domain	Standard Number	Credits	Total
Community and Social Services					12,634
Out of Scope					
Grand Total					68,614

Out of Scope

Out of Scope

Out of Scope

From: Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>
Sent: Thursday, 4 September 2025 11:09 am
To: Henry Collette <Henry.Collette@education.govt.nz>; Linda Glogau <Linda.Glogau@nzqa.govt.nz>; Jann Marshall <jann.marshall@nzqa.govt.nz>; Pauline Cleaver <Pauline.Cleaver@education.govt.nz>
Cc: Anya Pollock <Anya.Pollock@education.govt.nz>; Catie Van der Vloodt <Catie.VanderVloodt@education.govt.nz>; Claire Eden <Claire.Eden@education.govt.nz>; Elizabeth Templeton <Elizabeth.Templeton@nzqa.govt.nz>; Jon East <Jon.East@education.govt.nz>
Subject: RE: [Sign out] ER1352737 Release of the Years 11-13 subjects

That approach would help, thanks Henry.

And a final comment. In the two areas where there has been a lot of public comment, the paper currently says:

- **Outdoor Education** **Out of Scope** are existing Unit Standard areas that had previously been planned to become NCEA Achievement Standards subjects at Level 2 and 3 of NCEA. The development of these will now be considered as part of work with the Industry Skills Boards on VET subjects.

It would be useful to be more explicit about the rationale for this intention (noting that the paper does say that Outdoor ed is currently unit standard based on p.14, and the reference to tourism on p. 17 is helpful).

I would suggest we change the above wording to:

- **Outdoor Education** **Out of Scope** are existing Unit Standard areas that had previously been planned to become NCEA Achievement Standards subjects at Level 2 and 3 of NCEA. It is recommended that these be considered as part of work with the Industry Skills Boards on VET subjects because there are established industry bodies that can help create school-based offerings in a manner that best support strong future employment and study pathways.

Have just seen from Pauline's email that there are further changes being made. I'm able to review

a final draft if it comes before late morning or mid-afternoon.

Ngā mihi nui, Grant.

Out of Scope

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From: [Grant Klinkum](#)
To: [Pauline Cleaver](#); [xtn_Andy Jackson](#)
Cc: [Jann Marshall](#)
Subject: Subject list matters
Date: Monday, 8 September 2025 4:49:00 PM

Kia ora Pauline and Andy,

Three matters related to the subject list for your feedback/ consideration please.

1/ The Minister's office has asked NZQA for some additional Q and A material on **Out of Scope** outdoor education. I think the pertinent messages are identical for both subjects. Please find that material below for any comment.

Out of Scope
[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Out of Scope
[Redacted]

Let me know what you think.

Thanks, Grant.

How would it work in practice for a subject like **Out of Scope outdoor education to have an ISB developed curriculum?**

- The Government’s vision is for students to be able to complete vocational education qualifications from the tertiary system alongside their senior secondary qualifications
- This will ensure that vocational education offerings are coherent and provide strong future pathways
- It will be possible to do this while still leaving open a university entrance pathway
- Each vocational education subject will be made up of a Skill Standards. Those Skill Standards will make up a package of teaching, learning and assessment suitable for senior secondary school aged learners.
- One vocational education subject will be equivalent to 20 credits on the NZQCF. Two vocational education subjects would equal 40 credits, which is the minimum credit value for a New Zealand Qualifications and Credentials Framework (NZQCF) certificate.
- Therefore, a student with a strong interest in **Out of Scope** outdoor education could take two **Out of Scope** outdoor education subjects in Year 12 and two in Year 13 and gain a 40-credit Level 2 NZQCF **Out of Scope** outdoor education qualification as well as two subject towards NZCE and two subjects towards NZACE.
- The Services Industry Skills Board which will take over the work of the relevant Workforce Development Council from January 2026 will be well placed to work alongside industry, schools and other stakeholders to build **Out of Scope** outdoor education curriculum that pathways students to future **Out of Scope** outdoor education related work or study
- The Government will commission the Services Industry Skills Board to review any current NZQCF Level 2 and 3 **Out of Scope** outdoor education qualifications and restructure them around Skills Standards and ensure the new qualifications are suitable for senior secondary school aged learners.
- There will be separate **Out of Scope** outdoor education subjects and associated tertiary vocational qualifications.
- **Out of Scope** **Out of Scope**
Out of Scope
Out of Scope In other subjects, such as **Out of Scope** outdoor education, schools will remain the primary delivery and assessment experts.

From: [Grant Klinkum](#)
To: withheld under section 9(2)(a); [Pauline Cleaver](#)
Subject: Outdoor education
Date: Wednesday, 10 September 2025 9:13:28 PM

While the following is from the current physical education standards, and there will be a new physical education curriculum, you can see below that there could easily be opportunities to assess physical education with an outdoor education context. PE is an existing UE subject of course.

There are 10 PE standards that can contribute to the 14 UE credits.

91498 Evaluate physical activity experiences to devise strategies for lifelong well-being

91499 Analyse a physical skill performed by self or others

91500 Evaluate the effectiveness of a performance improvement programme

91501 Demonstrate quality performance of a physical activity in an applied setting

91502 Examine a current physical activity event, trend, or issue and its impact on New Zealand society

91503 Evaluate the use of health promotion to influence participation in physical activity

91504 Analyse issues in safety management for outdoor activity to devise safety management strategies

91505 Examine contemporary leadership principles applied in physical activity contexts

91789 Devise strategies for a physical activity outcome

91812 Te arotake rautaki e tutuki pai ai ngā hiahia ahurea o te iwi i roto i ngā mahi koir

From: [Grant Klinkum](#)
To: withheld under section 9(2)(a); [Pauline Cleaver](#)
Subject: Outdoor ed extra info
Date: Wednesday, 10 September 2025 9:25:25 PM

Here's an example of how a school advertises an outdoor education programme to their students but uses PE achievement standards in order to gain UE.

https://wakatipu.bridge.school.nz/course_selection/courses/8OED

From: [Grant Klinkum](#)
To: withheld under section 9(2)(a)
Cc: [Jann Marshall](#)
Subject: Out of Scope outdoor education Q and A
Date: Monday, 8 September 2025 4:47:00 PM

Hi [withheld under section 9(2)(a)],

It may be useful to discuss the following bullet points (esp. credits in the VET context).

I think the best approach is to provide a broader 'why' and 'how'. This covers off Out of Scope outdoor education, and any other VET subject.

How would it work in practice for subjects like Out of Scope outdoor education to have an ISB developed curriculum?

- The Government's vision is for students to be able to complete vocational education qualifications from the tertiary system alongside their senior secondary qualifications
- This will ensure that vocational education offerings are coherent and provide strong future pathways.
- It will be possible to do this while still leaving open a university entrance pathway.
- Each vocational education subject will be made up of a Skill Standards. These Skill Standards will make up a package of teaching, learning and assessment suitable for senior secondary school aged learners.
- One vocational education subject will be equivalent to 20 credits on the NZQCF. Two vocational education subjects would equal 40 credits, which is the minimum credit value for a New Zealand Qualifications and Credentials Framework (NZQCF) certificate.
- Therefore, a student with a strong interest in Out of Scope outdoor education could take two Out of Scope outdoor education subjects in Year 12 and two in Year 13 and gain a 40-credit Level 2 NZQCF Out of Scope outdoor education qualification as well as two subject towards NZCE and two subjects towards NZACE.
- The Services Industry Skills Board which will take over the work

of the relevant Workforce Development Council from January 2026 will be well placed to work alongside industry, schools and other stakeholders to build **Out of Scope** outdoor education curriculum that pathways students to future **Out of Scope** outdoor education related work or study.

- The Government will commission the Services Industry Skills Board to review any current NZQCF Level 2 and 3 **Out of Scope** outdoor education qualifications and restructure them around Skills Standards and ensure the new qualifications are suitable for senior secondary school aged learners.
- There will be separate **Out of Scope** outdoor education subjects and associated tertiary vocational qualifications.
- **Out of Scope** [REDACTED]
[REDACTED]
[REDACTED] In other subjects, such as **Out of Scope** outdoor education, schools will remain the primary delivery and assessment experts.

Grant

From: Hamsa Lilley

Sent: Thursday, 28 August 2025 12:59 pm

To: Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>; Andy Jackson <Andy.Jackson@education.govt.nz>; Elizabeth Templeton <Elizabeth.Templeton@nzqa.govt.nz>; Pauline Cleaver <Pauline.Cleaver@education.govt.nz>; PARLIAMENT - [withheld under section 9(2)(a)]

[redacted] Ellen MacGregor-Reid <Ellen.MacGregor-Reid@education.govt.nz>; Jennifer Fraser <Jennifer.Fraser@education.govt.nz>

Cc: Sheryl Ching <Sheryl.Ching@nzqa.govt.nz>

Subject: RE: OC02004 NZQA IU Outdoor Recreation Unit Standard Usage in Secondary Schools

Kia ora Grant,

Here is a summary of the ages of students for the 665 tertiary quals awarded to tertiary students as outlined in Appendix 5 of OC02004. As requested, I am responding to all in the email

Under 20 – 203 students (31%)

Under 23 – 458 students (69%)

We haven't gone as far as looking at what these students did at school in their NCEAs. We are happy to provide further information as required.

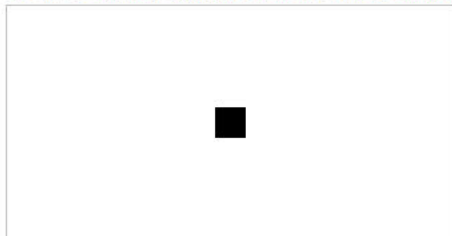
Ngā mihi

Hamsa

Hamsa Lilley

Director, Data, Evaluation and System Performance | Kaitohutohu Raraunga, Aromātai me te Pūnaha Otinga Mahi

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



([withheld under section 9(2)(a)]
@ hamsa.lilley@nzqa.govt.nz
: www.nzqa.govt.nz
* 125 The Terrace, PO Box 160, Wellington, 6140

From: Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>

Sent: Wednesday, 27 August 2025 6:51 PM

To: Andy Jackson <Andy.Jackson@education.govt.nz>; Elizabeth Templeton <Elizabeth.Templeton@nzqa.govt.nz>; Pauline Cleaver <Pauline.Cleaver@education.govt.nz>;

PARLIAMENT - [withheld under section 9(2)(a)] Ellen MacGregor-Reid

<Ellen.MacGregor-Reid@education.govt.nz>; Jennifer Fraser <Jennifer.Fraser@education.govt.nz>;
Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>

Subject: Re: OC02004 NZQA IU Outdoor Recreation Unit Standard Usage in Secondary Schools

Thanks Andy. Both agencies have an aligned view then on the potential value of OD education being offered as a VET subject / qualification.

The tertiary pathway data gets messy quickly as there are a range of variously named university degrees that students with an OD education background might enrol in. Just how well a few or even many unit standards might set them up for such degree programmes is unclear.

We will see if we can get an age cohort view of the sub degree tertiary Quals though (Hamsa, can you please look into this).

Ngā mihi Nui, Grant

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From: Andy Jackson <Andy.Jackson@education.govt.nz>

Sent: Wednesday, August 27, 2025 6:39:46 PM

To: Elizabeth Templeton <Elizabeth.Templeton@nzqa.govt.nz>; Pauline Cleaver <Pauline.Cleaver@education.govt.nz>; Grant Klinkum <Grant.Klinkum@nzqa.govt.nz>; PARLIAMENT - withheld under section 9(2)(a) >; Ellen MacGregor-Reid <Ellen.MacGregor-Reid@education.govt.nz>; Jennifer Fraser <Jennifer.Fraser@education.govt.nz>

Subject: Re: OC02004 NZQA IU Outdoor Recreation Unit Standard Usage in Secondary Schools

Thanks Elizabeth. To round out the discussion we were having with the Minister earlier on this:

- Lots of people do small amounts of unit standards of Outdoor Ed at school, mostly tramping or trip planning, earning between 3 and 6 credits.
- Around 20% at level 2 and 5% at level 3 do a full "subject-worth" of learning. This indicates that for most people Outdoor Ed is either a supplement to their learning, or a top-up to get over the line for NCEA.
- However, that 20% at level 2 is around 1700 students. I don't know what the "bar" is for a subject (eg. the decisions on Latin) in terms of usage, but we should make a decision that reflects that logic. However, to keep it as a subject doesn't mean it has to be an academic subject and the content of the subject appears to be very much skills focused, plus there is a clear pathway to level 4-6 VET study after school.
- Without seeing the age data for the 650 EFTS of tertiary learners and their prior study we

can't say how many of the year 13s go on to the industry-relevant qualifications. It would be useful to have this data Grant if we can, so that we can make the decision with that understanding. If the pathway is seldom taken then this reduces the case for it.

- Not having it as an academic subject at year 12-13 does not mean schools have to stop offering outdoor activities.
- Recommendation from us is: Outdoor Education should be a VET qualification.

Andy Jackson (he/him) Hautū | Deputy Secretary
Te Pou Kaupapahere | Policy

Mobile + withheld under section 91
National Office
education.govt.nz

He mea tārai e mātou te mātauranga kia rangatira ai, kia mana taurite ai ōna huanga
We shape an education system that delivers equitable and excellent outcomes

From: Elizabeth Templeton <Elizabeth.Templeton@nzqa.govt.nz>
Sent: Tuesday, August 26, 2025 5:21 PM
To: Pauline Cleaver <Pauline.Cleaver@education.govt.nz>; Andy Jackson <Andy.Jackson@education.govt.nz>
Subject: OC02004 NZQA IU Outdoor Recreation Unit Standard Usage in Secondary Schools

-
[Kia ora Andy and Pauline](#)

-
[Please find attached a copy of a briefing sent to Minister Stanford's office this afternoon.](#)

-
[Ngā mihi](#)
[Elizabeth](#)

-
[Elizabeth Templeton](#)
Senior Advisor, Chief Executive and Ministerial Services | Kaitohutohu Matua - Ratonga Minita
Office of the Chief Executive | Tari o te Pou Whakahaere
[New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa](#)



withheld under section 9(2)(a)

Elizabeth.Templeton@nzqa.govt.nz

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125 The Terrace, PO Box 160, Wellington, 6140

**

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From: Jann Marshall <Jann.Marshall@nzqa.govt.nz>
 Sent: Monday, 22 September 2025 9:49 AM
 To: [withheld under section 9(2)(a)]
 Cc: Elizabeth Templeton <Elizabeth.Templeton@nzqa.govt.nz>; Linda Glogau <Linda.Glogau@nzqa.govt.nz>; Hamsa Lilley <Hamsa.Lilley@nzqa.govt.nz>
 Subject: Collated data
 Importance: High

Kia ora [withheld]

An updated table of all subjects that we have provide to date. The last column has not been previously provided except for Visual Arts over the weekend.

2024 results

Year	Subject	Level	Schools/Kura	TEOs	Students Assessed in 1+ Standards	Students Assessed in 3+ Standards	Students Assessed in 14+ Credits	Students Achieved 14+ Credits
Out of scope	[withheld]	[withheld]	[withheld]	[withheld]	[withheld]	[withheld]	[withheld]	[withheld]
2024	Outdoor Recreation	Level 1	112	7	3,763	2,349	858	701
2024	Outdoor Recreation	Level 2	180	18	6,677	3,507	1,324	1,040
2024	Outdoor Recreation	Level 3	112	20	3,108	1,056	859	700
2024	Outdoor Recreation	Level 4	1	2	11	3	10	10
Out of scope	[withheld]	[withheld]	[withheld]	[withheld]	[withheld]	[withheld]	[withheld]	[withheld]

Note:

- (i) We have not provided a total number for those that entered and did not submit assessment.
- (ii) Column labelled *Students Assessed in 14+ Credits* - We have provided the 'number of students who entered and submitted/sat assessment in 14 or more credits' – they will have received results of N,A,M or E
- (iii) Column labelled *Students Achieved 14+ Credits* – this is new and provides data for those that submitted assessment for 14+ credits and achieved 14+ – they will have received a result of A,M or E
- (iv) Out of Scope [withheld]

Any questions let me know.

Ngā mihi

Jann

Jann Marshall
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Information Update: Outdoor Recreation Unit Standard Usage in Secondary Schools

To:	Hon Erica Stanford, Minister of Education		
Cc:			
Date:	26 August 2025	Priority:	Medium
Security Level:	Unclassified	OC No:	OC02004
Key Contact:	Grant Klinkum	DDI:	withheld under section 9(2)(a)
Deputy Chief Executive:		DDI:	

Request

1. You have requested information on how the available industry Outdoor Recreation Unit Standards are used in Secondary Schools.
2. This paper provides usage data, and a brief overview of the outdoor recreation unit standards at Level 2 and Level 3. 2024 data is used.
3. It looks at the relative merits and drawbacks of outdoor education as a separate subject within the new Year 12 and Year 13 qualifications, either as a VET stream subject or as a pathway within the Physical Education curriculum subject area. To this end, it provides a rapid analysis of:
 - commonalities between the Level 2 and Level 3 outdoor education unit standards and the Level 2 and Level 3 Physical Education achievement standards
 - whether the current Level 2 and Level 3 Physical Education achievement standards could be assessed with an outdoor recreation rather than a sport context.
4. Lastly, we provide some information on available tertiary pathways in outdoor recreation, including available qualifications and their usage. This provides an example of possible post school pathways for students.

Information

Outdoor Recreation unit standards overview and usage

5. There is widespread use of industry outdoor recreation standards in secondary schools.
6. There were 21 Level 2, and 24 Level 3, industry outdoor recreation standards¹ used by secondary students in Years 11-13.
7. NZQA holds:

¹ A threshold of 20 or more results was applied.

- 21,796 results² for the Level 2 outdoor recreation standards, 92% of which were assessed by schools.
 - The two most used Level 2 standards were: ‘Demonstrate knowledge of preparation for an outdoor activity’ (3 credits) – 2,984 results, and ‘Demonstrate skills for an overnight tramp (3 credits) – 2,429 results.
 - 7,551 results³ for the Level 3 outdoor recreation standards, 83% of which were assessed by schools.
 - The two most used Level 3 standards were “Prepare for an overnight outdoor activity (3 credits) – 818 results, and ‘Demonstrate knowledge of weather patterns, survival skills and navigation in the outdoors (3 credits) – 648 results.
8. Some outdoor recreation unit standards have a practical focus, and assess activity specific skills, e.g. ‘Demonstrate paddling skills on moving water’ (2 credits) – 1,196 results. However, others, while having a practical focus, are often integrated with some theory. For example, ‘Demonstrate knowledge of weather information for an outdoor activity’⁴ that is delivered in the context of an outdoor activity students are engaged in.
 9. In 2024, 8,717 students at 264 schools⁵ in Years 11-13 were assessed in at least one of the Level 2 or Level 3 outdoor recreation unit standards.
 10. Of those 8,717 students:
 - 1,764 (20%) were assessed for 14+ credits in outdoor recreation at Level 2 or above, and 454 (5%) for 20+ credits at Level 2 or above.
 - 703 were assessed for 14+ credits at Level 3 or above (8%), and 182 (2%) for 20+ credits at Level 3 or above.
 11. Appendix 1 provides a full list of these standards and their usage.
 12. From this pattern of usage, it can be inferred that one fourth of students enrolled in Level 2 standards and one tenth of students enrolled in Level 3 standards are participating in sufficient credits to meaningfully influence future study and work pathways.
 13. In this regard, outdoor education is similar to other fields of study across the three levels of NCEA where students draw on industry unit standards. Across 2.97 million unit standard credits achieved, NZQA can see cases where there are coherent programmes of study drawing on unit standards with strong pathway opportunities, but also cases where unit standards may not be part of coherent programmes of study and may therefore be used as fillers to obtain the minimum credit requirements for NCEA.
 14. NZQA’s view is that industry-led vocational subjects should be able to be made available within any new qualifications, alongside MoE supported curriculum subjects. In the case of vocational subjects offered in NZCE or NZACE, a student could work toward the senior secondary qualification and a NZQCF tertiary level 2 or level 3 qualification simultaneously. With the balance of VET subjects and MoE supported curriculum

² For Year 11 to 13 students

³ For Year 11 to 13 students

⁴ This is a 3 credit standard with 1,904 reported results

⁵ This will include instances where a tertiary provider, rather than the school, was undertaking the assessment.

subjects intended, a student would keep open both VET and university entrance pathways.

Analysis of Outdoor Recreation unit standards and Physical Education achievement standards

15. There is content overlap between outdoor recreation standards and physical education achievement standards.
16. A rapid analysis shows content overlap between 8 of the outdoor recreation standards and 6 of the physical education achievement standards at Level 2 and Level 3. See Appendix 2.
17. Our analysis also shows that:
 - of the 10 Level 2 Physical Education achievement standards, 7 could be assessed with an outdoor education context.
 - of the 9 Level 3 Physical Education achievement standards, 6 could be assessed with an outdoor education context.
18. See Appendix 3 for details.
19. It is common for students who engage in outdoor recreation standards to also engage in physical education achievement standards.
20. Of the 8,717 students who were assessed in at least one of the Level 2 or Level 3 outdoor recreation unit standards, 2324 (27%) were assessed in 14+ credits in Physical Education achievement standards. Of the 8,717, 504 (6%) were assessed in 14+ credits in both Physical Education and Outdoor Recreation.

Options for the new Year 12 and Year 13 qualifications

21. Based on our analysis of administrative data and standard coverage, we consider outdoor education should be catered for in secondary schools. We consider that there are two options to do so:

Option 1: enable Outdoor Education to be a valid/assessable context within the future Physical Education curriculum subject which will retain some practical focus.

22. While this paper shows the overlap between physical education as a curriculum subject and some of the content currently covered in outdoor education unit standards, a disadvantage of only offering the ability to assess physical education through an outdoor education context is that this may limit the options for students who are practically oriented, as they can only do Physical Education.

Option 2: Create an outdoor education VET subject within NZCE and NZACE (while also enabling an outdoor education focus within physical education).

23. Option 2 would enable students with a strong interest in outdoor education to study up to four industry led outdoor education subjects across years 12 and 13 (up to 80 credits in New Zealand Qualifications and Credentials Framework terms), while also studying physical education in years 12 and 13. It would be important to ensure that any outdoor education context within physical education did not duplicate the content of a VET outdoor education subject.

24. Overall NZQA considers that option two would provide the greatest level of access to outdoor education in senior secondary school, but do so in a manner that a/ reflects a strongly industry nature of the field of study and b/ allows for meaningful programmes of study that support coherence and depth of study, ultimately with stronger tertiary pathways than currently exist.

Outdoor education in the tertiary sector

25. Here is an example of tertiary pathways for Outdoor Education⁶. Toi Mai is currently the qualification developer for a suite of Outdoor Education qualifications from Level 3 to Level 6 (Appendix 4).

26. A small number of tertiary education organisations (TEOs) offer programmes leading to these qualifications in work-based and/or campus format. Around 665 qualifications at Level 3–6 were awarded in 2024 (Appendix 5).

27. In addition to standards assessed in the context of these programmes, a range of TEOs assess against individual standards outside of a formal qualification. In 2024, a total of 1,569 tertiary learners were assessed against one or more outdoor recreation standards (Appendix 6).

Appendix 1: Industry outdoor recreation standards used by secondary students in Years 11–13 in 2024

Appendix 2: Commonalities between the Level 2 and Level 3 outdoor education unit standards and the Level 2 and Level 3 Physical Education achievement standards

Appendix 3: Current Level 2 and Level 3 Physical Education achievement standards and whether these could be assessed with an outdoor recreation rather than a sporting context

Appendix 4: Outdoor Education qualifications (Levels 3–6)

Appendix 5: Qualifications awarded in 2024, by Tertiary Education Organisation (TEO), Levels 3–6

Appendix 6: Standards assessed in 2024, Levels 1–6, tertiary students only

⁶ Other examples include qualifications in adventure tourism.

Appendix 1: Industry outdoor recreation standards used by secondary students in Years 11–13 in 2024

Level 2

Standard	Title	Credits	Schools	Not Achieved	Achieved	Total Results
438	Demonstrate basic movement skills and build a snow shelter on low-angled mountain terrain	2	15	8	250	258
457	Demonstrate mountain biking skills on grade 2 terrain	2	99	116	1,823	1,939
473	Demonstrate safe practices for participation in high ropes course activities	1	53	57	1,052	1,109
476	Roll a decked paddle craft on flat water	2	31	192	390	582
485	Participate in an introductory rafting experience	3	24	42	528	570
4573	Communicate in the outdoors using two-way radio	2	42	22	322	344
20133	Demonstrate basic caving skills	2	20	25	266	291
20138	Set up and undertake basic maintenance of a mountain or cycle touring bike for outdoor recreation	2	63	104	1,050	1,154
20152	Demonstrate basic knowledge of safe abseil techniques	1	56	80	1,026	1,106
20157	Demonstrate novice rock climbing and belaying skills on Ewbank Grade 12 and above	2	92	135	1,648	1,783
20159	Demonstrate knowledge of weather information for an outdoor activity	2	69	118	1,107	1,225
21932	Prepare and use a sail-powered craft	2	5	3	41	44
22015	Design and construct clothing or equipment for use in the outdoors	2	15	72	105	177
26249	Demonstrate skills for an overnight tramp	2	121	157	2,272	2,429
30810	Demonstrate and describe waka ama paddling and safety skills	12	15	9	297	306
30811	Demonstrate capsizing drills for waka ama	3	7	13	207	220
32835	Demonstrate knowledge of weather information, introductory survival skills, and the use of maps in the outdoors	3	105	302	1,602	1,904
32840	Demonstrate knowledge of preparation for an outdoor activity	3	154	424	2,560	2,984

Standard	Title	Credits	Schools	Not Achieved	Achieved	Total Results
32843	Demonstrate knowledge of how personal contribution influences group functioning in an outdoor activity	3	110	235	1,721	1,956
32848	Demonstrate paddling skills on moving water	2	65	81	1,115	1,196
32852	Complete orange orienteering courses	2	16	29	190	219
						21,796

Level 3

Standard	Title	Credits	Schools	Not Achieved	Achieved	Total Results
424	Assess and manage an emergency care situation during an outdoor recreation activity	5	34	17	319	336
427	Demonstrate crossing rivers	2	43	87	490	577
428	Demonstrate tramping skills for multi-night tramping as a member of a group	15	9	7	48	55
5482	Complete red orienteering or rogaine courses	2	7	19	56	75
18132	Demonstrate basic alpine skills on low-angled mountain terrain	2	18	10	179	189
19428	Demonstrate sea kayaking skills on coastal water	2	16	16	233	249
20121	Demonstrate paddling skills on Class 2 water	2	24	29	371	400
20149	Lead climb on single-pitch rock routes with bolts and in-situ anchors	2	27	21	294	315
20150	Demonstrate top rope rock climbing and belaying skills on Ewbank Grade 14 and above	2	46	55	535	590
20817	Demonstrate mountain biking skills on grade 3 terrain	2	47	74	536	610
26243	Demonstrate a managed abseil descent with secondary protection	1	27	31	265	296
28516	Prepare for, participate in, and evaluate an outdoor experience as a member of a group	15	38	66	375	441
31534	Demonstrate knowledge of and assist in pre-activity planning of an outdoor activity	6	17	1	33	34
31535	Assist in preparing and leading an outdoor activity	11	12	0	37	37

Standard	Title	Credits	Schools	Not Achieved	Achieved	Total Results
31537	Describe basic risk management concepts and assist in managing risk and safety for an outdoor activity	9	2	1	50	51
31538	Use communication skills and facilitation techniques while working with participants for an outdoor activity	6	9	8	56	64
32836	Demonstrate knowledge of weather patterns, survival skills and navigation in the outdoors	3	72	116	532	648
32841	Prepare for an overnight outdoor activity	3	73	155	663	818
32844	Apply knowledge of group processes and evaluate personal contribution to group performance in an outdoor activity	3	39	96	439	535
32845	Work with others to plan and lead school students in an outdoor activity	3	41	98	392	490
32849	Roll a decked paddle craft on moving water	2	9	26	109	135
32850	Participate in and evaluate a self-contained multi-day trip in an outdoor context	3	34	94	316	410
32853	Compete in a simple race in a sail-powered craft in winds up to 20 knots	2	3	1	24	25
32876	Demonstrate knowledge of weather processes and weather conditions for outdoor recreation in New Zealand	3	20	19	152	171
						7,551

Appendix 2: Commonalities between the Level 2 and Level 3 outdoor education unit standards and the Level 2 and Level 3 Physical Education achievement standards

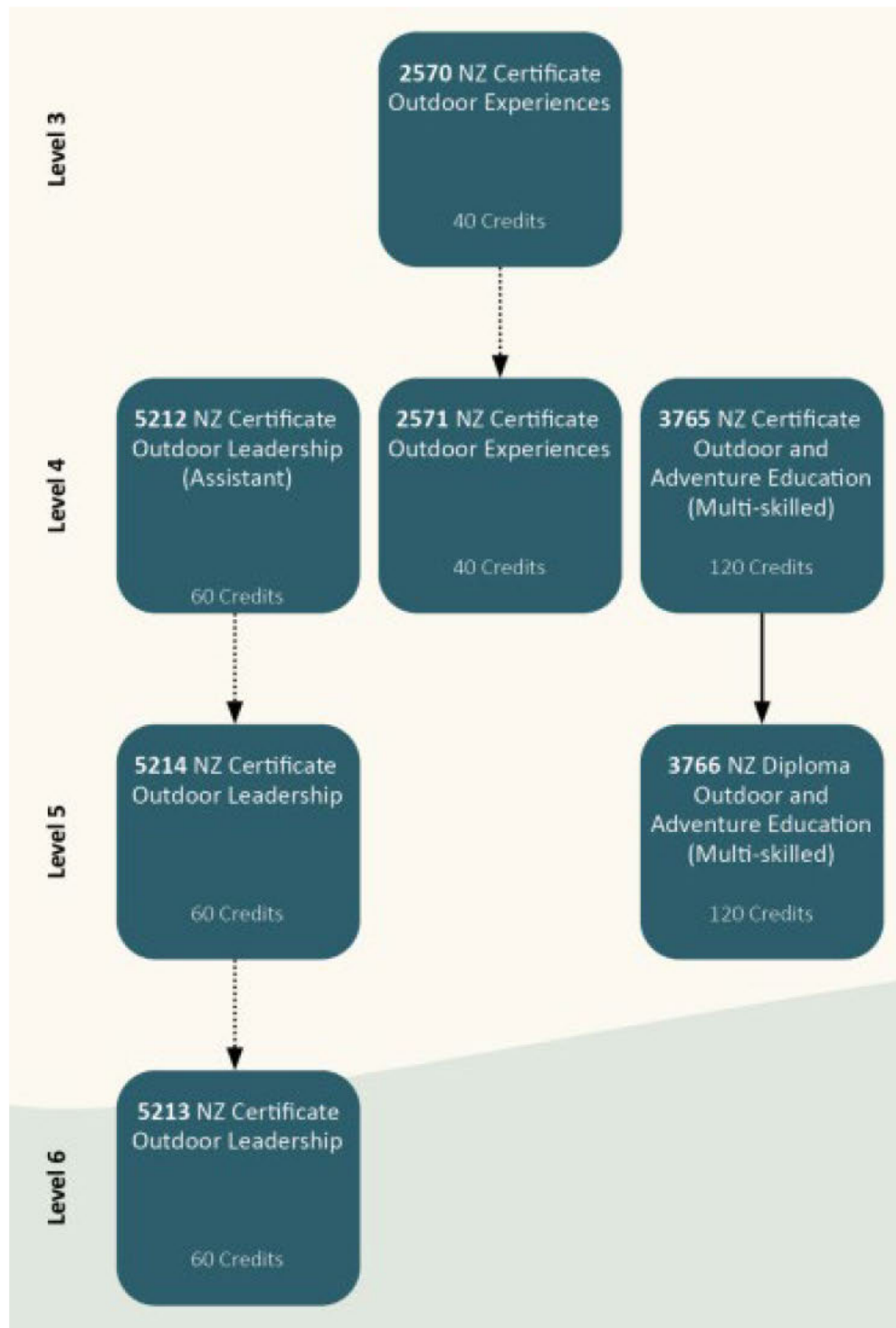
Outdoor Recreation		Physical Education	
Level 2			
32843	Demonstrate knowledge of how personal contribution influences group functioning in an outdoor activity	91332	Evaluate leadership strategies that contribute to the effective functioning of a group
		91336	Analyse group processes in physical activity
32835	Demonstrate knowledge of weather information, introductory survival skills, and the use of maps in the outdoors	91333	Analyse the application of risk management strategies to a challenging outdoor activity
		91330	Perform a physical activity in an applied setting
Level 3			
31535	Assist in preparing and leading an outdoor activity	91505	Examine contemporary leadership principles applied in physical activity contexts
32844	Apply knowledge of group processes and evaluate personal contribution to group performance in an outdoor activity		
32845	Work with others to plan and lead school students in an outdoor activity		
31538	Use communication skills and facilitation techniques while working with participants for an outdoor activity		
31537	Describe basic risk management concepts and assist in managing risk and safety for an outdoor activity	91504	Analyse issues in safety management for outdoor activity to devise safety management strategies
31836	Demonstrate knowledge of weather patterns, survival skills and navigation in the outdoors		

Appendix 3: Current Level 2 and Level 3 Physical Education achievement standards and whether these could be assessed with an outdoor recreation rather than a sporting context

Level 2 Internally Assessed		Number of Results	Possible Outdoor Education context ✓/✗
91327	Examine the role and significance of physical activity in the lives of young people in New Zealand	1,879	✓
91328	Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	8,660	✗
91329	Demonstrate understanding of the application of biophysical principles to training for physical activity	9,563	✗
91330	Perform a physical activity in an applied setting	18,703	✓
91331	Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	4,369	✗
91332	Evaluate leadership strategies that contribute to the effective functioning of a group	6,287	✓
91333	Analyse the application of risk management strategies to a challenging outdoor activity	7,274	✓
91334	Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	11,080	✓
91335	Examine the implementation and outcome(s) of a physical activity event or opportunity	4,115	✓
91336	Analyse group processes in physical activity	3,301	✓
Total		75,231	

Level 3 Internally Assessed		Number of Results	Possible Outdoor Education context ✓/✗
91498	Evaluate physical activity experiences to devise strategies for lifelong well-being	6,638	✓
91499	Analyse a physical skill performed by self or others	4,713	✗
91500	Evaluate the effectiveness of a performance improvement programme	5,109	✗
91501	Demonstrate quality performance of a physical activity in an applied setting	12,496	✗
91502	Examine a current physical activity event, trend, or issue and its impact on New Zealand society	4,988	✓
91503	Evaluate the use of health promotion to influence participation in physical activity	626	✓
91504	Analyse issues in safety management for outdoor activity to devise safety management strategies	4,565	✓
91505	Examine contemporary leadership principles applied in physical activity contexts	3,497	✓
91789	Devise strategies for a physical activity outcome	3,847	✓
Total		46,479	

Appendix 4: Outdoor Education qualifications (Levels 3–6)



Source: [Toi Mai website](#)

Appendix 5: Qualifications awarded in 2024, by Tertiary Education Organisation (TEO), Levels 3–6

TEO	Qual levels	Number of quals awarded 2024
Skills Active Te Mahi Ako Limited	3–5	461
Adventure Works Limited	3–6	84
Te Pūkenga	3–5	77
Taranaki Outdoor Pursuits and Educational Centre Trust (T/A TSB TOPEC)	3–4	25
Sir Edmund Hillary Outdoors Education Trust (T/A Hillary Outdoors Education Centres)	4–5	18
Total		665

Appendix 6: Standards assessed in 2024, Levels 1–6, tertiary students only

Level	Number of standards assessed	Number of students
1	17	15
2	407	392
3	1,355	949
4	696	242
5	264	96
6	32	15
Total	2,771	1,569⁷

⁷ Total is the number of unique students – column does not add to total because a student may be assessed against standards at more than one level.