

Education Report: Next steps on simplifying the qualifications system and the design of vocational qualifications

To:	Hon Chris Hipkins, Minister of Education		
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Purpose

This report sets out the key feedback from the consultation on simplifying the qualifications system and the design of vocational qualifications. It seeks your decisions on recommendations for the design of vocational qualifications and micro-credentials, which will inform any changes to legislation.

Summary

1. RoVE is creating a strong foundation for significantly enhanced end-user influence, improved consistency of graduate outcomes, and greater learner mobility. As part of RoVE, a fit for purpose qualifications system needs to be established. The Education and Training Act 2020 includes a redesigned vocational qualifications system.
2. Since late 2019 NZQA has been considering further opportunities for changes to the qualifications system, in line with stakeholder feedback that the qualifications system is too complicated and does not meet employer or learner needs well.
3. Following Cabinet's agreement, three proposals were formally consulted on from 27 April to 16 June 2021.
 - Proposal 1 sought feedback on two options: the current qualification design to be implemented as part of RoVE (Option 1A); or further simplifications, replacing provider programmes with a 'national curriculum' (working title) to be collaboratively developed between WDCs and providers (Option 1B). Option 1B would remove training packages, the need for WDC programme endorsement and simplify the quality assurance requirements.
 - Proposals 2 and 3 related to removing training schemes and replacing them with micro-credentials, and enabling WDCs to develop micro-credentials for providers to deliver.
4. Four hundred and twenty-eight (428) submissions were received. Whilst there was strong support for simplifying the qualifications system, views about how to achieve this differed. 35% of submissions supported option 1A, 52% supported option 1B, and 13% did not state

a preference or wanted further modifications. There was a significant diversity of views expressed across the options from both industry and providers, and many who supported 1A or 1B expressed an interest in components of both proposals. There was no significant support for retaining training packages in option 1A.

5. A high degree of alignment about qualification arrangements among stakeholders is important in maintaining the integrity and confidence of a qualifications system. Hence, following the close of consultation NZQA has held two further workshops to discuss a variation to option 1B. This variation would make greater use of skill standards within qualifications, so that industry requirements (including the option to require a 'national curriculum' for delivery of the qualification) could be driven through these core elements.
6. This variation would enable WDCs to determine whether to use a single 'national curriculum' or alternatively allow multiple provider programmes that the WDC would endorse prior to NZQA approval. This flexibility acknowledges the variety of industry needs and perspectives we heard during consultation.
7. The Ministry of Education and NZQA consider that the variation to Option 1B would allow for a more manageable change pathway for the system. It provides time for new organisations to establish and stakeholders to more fully understand their functions. If appropriately and carefully implemented it would secure strong end-user influence over the system, while acknowledging the diversity of interests across stakeholders and VET fields of study.
8. Around 65% of submissions supported both Proposal 2 (to remove Training Schemes in favour of micro-credentials) and Proposal 3 (to allow WDCs to develop micro-credentials). We recommend that these changes be reflected in legislation.
9. We also seek your agreement to some minor changes to clarify legislation, to better reflect Cabinet's intent for RoVE. These clarifications arose in consultation.
10. If you agree to these proposed changes, we will reflect them in the Cabinet paper for the Education and Training Act Amendment Bill Number 2. This paper is due to be lodged on 29 July, so we seek your feedback by 15 July (so we can reflect your decisions in the draft for Ministerial consultation).

Recommendations

We recommend you:

1. **Note** that we have completed the consultation on simplifying the qualifications system, and are reporting back on proposals arising from stakeholder feedback.
2. **Agree** to an amended proposal one maintaining the national curriculum approach in option 1B but with greater use of existing instruments, providing WDCs flexibility to:
 - a. vary how they use Skill Standards to prescribe the knowledge, skills and attributes as fully as industry considers necessary to achieve consistent learning outcomes.
 - b. to choose whether a qualification could have more than one programme developed against it or whether to establish a single 'national curriculum' (working title).

Agree / Disagree
3. **Note** this variation of 1B would allow for flexibility where it was required (for more than one programme against a qualification) and for greater consistency where it was required (with a single 'national curriculum' developed by WDCs in collaboration with providers).
4. **Agree**, in support of the amended option 1B, to:
 - a. remove training packages from the legislation, since they will be unnecessary within the simplified system, and there was low support for retaining them in consultation;

- b. update the definition of skills standards, and rename the Directory of Assessment Standards to the Directory of Assessment and Skill Standards;
 - c. introduce a requirement that WDCs must consult with tertiary education providers in developing Skill Standards and collaborate over the development of any 'national curriculum';
5. **Agree**, in light of supportive feedback, to proceed with Proposal 2 (to remove Training Schemes in favour of micro-credentials) and Proposal 3 (to allow WDCs to develop micro-credentials).

Agree / Disagree

6. **Agree** to the following clarifications to ensure legislation reflects Cabinet's intent for RoVE:
- a. that all VET providers (including private training establishments) must use WDC standards, except wānanga as currently provided for in legislation;
 - b. enable WDCs to develop a 'national curriculum' (working title), linked to a specific qualification to be used by all providers;
 - c. change the Directory of Assessment Standards to the Directory of Assessment and Skill Standards and provide for assessment and skills standards;
 - d. remove training packages;
 - e. establish micro-credentials which would replace training schemes, and enable WDCs and others to develop micro-credentials for providers to deliver.

Agree / Disagree

7. **Note** that officials will reflect your decisions in the Cabinet paper on the Education and Training Act Amendment Bill 2 (to be lodged on 29 July), and that NZQA will reflect them in the redesign of their rules as part of implementing RoVE.
8. **Agree** to release this report once final policy decisions have been made, with redactions made in line with the provisions of the Official Information Act 1982.


Release / Not release



Andy Jackson
Deputy Secretary
Te Ara Kaimanawa

7/07/2021

Hon Chris Hipkins
Minister of Education



Dr Grant Klinkum
Chief Executive
NZQA
7/07/2021

Background

1. The RoVE reforms have created a strong foundation for significantly enhanced end-user influence, improved consistency of graduate outcomes, and greater learner mobility. This has been made possible by:
 - a. enabling Workforce Development Councils (WDC) to set Skill Standards that providers must use in delivering vocational education and training qualifications at Levels 2 to 7 of the New Zealand Qualifications Framework (excluding degrees);
 - b. enabling WDCs to develop future qualifications and set Skill Standards in a manner that meets industry needs;
 - c. removing the historic competition between ITOs and providers to place trainees / learners into different education products leading to the same qualification;
 - d. creating a national network of VET provision through Te Pūkenga (which has commenced early planning to rationalise its programme portfolio).
2. Since late 2019, NZQA has been exploring changes to the qualifications system to meet the intent of RoVE, in light of strong stakeholder desire for a simplified system. Following Cabinet's agreement on 14 April 2021, (the Cabinet Social Wellbeing Committee agreed to the release of nine discussion papers for public consultation [SWC-21-MIN-0048, SWC-21-MIN-0049 and CAB-21-MIN-0131 refers]), three proposals were formally consulted on from 27 April to 16 June 2021.
 - a. Proposal 1 sought feedback on the current qualification design outlined in the Education and Training Act 2020 (option 1A), and option 1B to simplify qualifications and their design (including the introduction of a 'national curriculum' to be developed collaboratively between WDCs and providers.
 - b. Proposals 2 and 3 related to removing training schemes and replacing them with micro-credentials, and enabling WDCs to develop micro-credentials for providers to deliver.
3. Throughout this pre-engagement and consultation, stakeholders raised the need to include mātauranga Māori in qualifications. NZQA is currently engaging on the feasibility of gradually including mātauranga Māori in all qualifications as part of the final stages of the review of the New Zealand Qualifications Framework; we will provide further advice on this shortly.

Summary of consultation responses

4. NZQA engaged extensively with a wide range of stakeholders between March 2020 and June 2021. More than 350 individuals contributed to design discussions prior to developing the formal consultation proposals. Some iEB Chairs, felt they did not have an opportunity to influence the design of the consultation proposals. NZQA met with each iEB separately during the consultation period and with the combined Chairs three times.
5. Four hundred and twenty-eight (428) submissions were received. A draft summary of the consultation responses is attached in Appendix A.
6. There was consistent and strong support for simplifying the qualifications system, with a wide range of views on how best to achieve this. Employers / industry and tertiary education provider support was distributed across both options, although there was good support for Option 1B, including from Te Pūkenga (with some caveats).
7. In relation to proposal 1, 35% supported Option 1A, 52% supported Option 1B, and 13% did not state a preference or wanted modifications. There was a significant diversity of views expressed across the options from both industry and providers, with many who supported Option 1A or 1B identifying elements of their less preferred option that they

would like to retain (including supporters of option 1B who wished to retain programme endorsement as well as a 'national curriculum').

8. The mandate for a qualifications system comes from confidence of its users, hence a high degree of alignment among stakeholders about qualification arrangements is desirable.
9. Support for Option 1A focused on the value industry placed on influencing provider delivery through the WDC programme endorsement function, the opportunity to more flexibly respond to regional needs, enable learning to be tailored to specific learner groups, and concern about further change at a time of significant reform.
10. Stakeholders in support of Option 1B noted that a simpler system would make it easier for employers and learners to navigate the system as well as leading to more consistent graduate outcomes. There was strong support from those providers supporting 1B for the collaborative model, and the clarity it would provide learners and employers. Collaboration is recognised as a key benefit of 1B.
11. Stakeholders unable to support either Option 1A or 1B were supportive of qualification simplification and the need for a collaborative system. They were either concerned about industry losing the ability to influence provider delivery or felt that neither the current legislation or the proposed changes were workable.
12. Four of the five Māori organisations that responded to proposal 1 did not express a preference. Their principal concern is that provision for mātauranga Māori needs to be made in any 'future-fit' qualifications and credentials system. Te Wānanga o Aotearoa was concerned that Option 1B may move āhuatanga Māori and tikanga Māori away from wānanga to WDCs.
13. There was no particular support for retaining training packages in option 1A, so our proposals include removing these.
14. Proposals 2 and 3 relating to micro-credentials and training schemes were generally supported.
15. The following table summarises the position of respondents to each option:

Table 1: Summary of views on proposal 1, design of vocational qualifications

Option	Respondents in support
1A	<p>14 Industry respondents including: Foodstuffs North Island, Foodstuffs South Island, Print NZ, New Zealand Arboriculture Association, Educare Training, Mental Health and Addition Workforce South Island</p> <p>1 TITO: Service IQ</p> <p>6 Te Pūkenga subsidiaries: MIT, Unitec, SIT, Wintec, Whitireia/Weltec</p> <p>25 Private training establishments including: Aspire2, Laidlaw College, Literacy Aotearoa, NZ Management Academies, MY Skill, NZIE, NZ School of Tourism, Solomon Group, NZ School of Dance</p> <p>75 individual respondents</p>
1B	<p>16 Industry respondents including: Engineering New Zealand, NZ Construction Industry Council, Food and Fibre, Master Plumbers, MTA Assured, NZ Specialist Trades, Tourism Industry Aotearoa, Water NZ, Hair and Barber NZ, Energy Skills Aotearoa</p> <p>2 iEBs including: Services iEB, Toitu te Wairoa and Kāhui Ahumahi network (iEB)</p> <p>4 TITOs: Building and Construction ITO, Connexis, NZ Hair and Beauty ITO (HITO), MITO</p> <p>5 Te Pūkenga and subsidiaries: Nelson Marlborough Institute of Technology, Toi Ohomai, Otago Polytechnic, Open Polytechnic</p> <p>12 Private training establishments including: People Potential, Elite Wool Industry Training Ltd, Learn Plus Ltd, Techorium, NZ Red Cross, St Johns College, Site Safe, NZ Agrichemical Education Trust, Whitecliffe</p> <p>ITENZ, Academic Quality Agency, Tertiary Education Union, Unite Union</p> <p>127 Individual respondents</p>

Neither 1A or 1B in current form	4	Industry respondents including: Climate Control Companies, Dynes Group, Electrical Trade Guild, Tane Mahuta Aotearoa NZ Ltd Business NZ
	1	iEB: Toi Mai
	5	TITOs including: Careerforce, Skills Active Aotearoa, Skills Organisation, Competenz, Primary ITO
	1	Te Pūkenga subsidiary: EIT
	2	Māori / iwi organisations including: Te Rūnanga o Raukawa, Ngatitōa Rangatira
	1	Te Wānanga o Aotearoa (including Mahi Toa)
	3	Private training establishments including: Transpower Grid Skills, Future Skills Academy, Te Rito Māori
	36	individual respondents

16. In selecting an option related to proposal 1, it needs to be recognised that implementation of the new qualifications system will occur progressively over an extended period of time as WDCs develop new skill standards and these are integrated into provider delivery.
17. Related to this, Te Pūkenga's work on programme rationalisation across the network will address over 50% of the multiple use of programmes leading to VET qualifications at Levels 2 to 7 of the Framework (excluding degrees). This process of rationalisation will take some years to achieve. Whatever qualification system arrangements are agreed need to give practical support to Te Pūkenga's programme rationalisation work.
18. Our engagement with stakeholders indicates that, at this stage, the level of understanding of the impact of the overall RoVE changes is still developing, with many questions raised about the different qualification elements and how they will be operationalised. For example, in relation to the design of qualifications, it appears many providers are only beginning to realise that skill standards (that providers will need to use) underpin both Options 1A and 1B.
19. While NZQA considers that Option 1B could deliver stronger gains for simplification, consistency of graduate outcomes and learner mobility, the varied consultation feedback and under-developed sector understanding of the implications of an end-user influenced system suggests that the optimal change path is to get as close to Option 1B as feasible, without removing the option of programmes entirely.
20. It also suggests that whatever arrangements are agreed there is a significant amount of work to do alongside WDCs, industry associations, other stakeholders and providers over how to move from the current bifurcated system to a unified system. Strong and effective collaboration will be critical. The key site for collaboration could be either in the Skill Standard development process or in the setting of a 'national curriculum'. Where collaboration occurs is less important than supporting the culture and behaviour change that will underpin a more learner centred, industry driven VET system.
21. The following sections set out our recommendations in light of the feedback.

Proposal 1: Design of vocational qualifications

22. Following analysis of the feedback from the formal consultation, NZQA ran two workshops to discuss with stakeholders what we had heard and to further explore Options 1A and 1B. In these discussions we identified a variation to Option 1B that allows for a smoother change path while preserving the intent for strong end-user influence over the VET system.
23. This variation would enable WDCs' to determine whether to use a single 'national curriculum' or alternatively allow multiple provider programmes that the WDC would endorse prior to NZQA approval. The key elements of the system would be as follows.

Skill Standards are used by WDCs to define the skills industry needs

24. The first element of a refined Option 1B would involve specifying Skill Standards to enable WDCs to prescribe the knowledge, skills and attributes as fully as they consider necessary to achieve a consistent approach to the learning outcomes and content to be delivered by providers. The degree of specificity would depend on the requirements of each industry. This requires a new definition of a skills standard to include learning outcomes as well as a legal requirement for WDCs to consult with tertiary education providers in developing Skill Standards and for all providers to use them in their delivery unless the WDC agrees otherwise.
25. Skill standards, specified in this way, are more comprehensive than existing assessment standards listed on the Directory of Assessment Standards (DAS). To differentiate Skill Standards from current Assessment standards (achievement and unit standards) it is proposed to rename the DAS as the Directory of Assessment and Skill Standards.
26. Skill standards must be designed to meet the needs of all users, including schools, to enable learners to seamlessly move between school and vocational education.
27. NZQA has planned work to co-design new skill standards with key stakeholders once high-level qualification arrangement decisions are made.

Qualifications to include a choice for WDCs about multiple provider programmes or development of a single national curriculum

28. The second element would involve allowing WDCs to decide whether a New Zealand qualification could have more than one programme developed leading to it or whether there would be a single 'national curriculum' that must be used by providers and remove the need for separate training packages.
29. Where a WDC elected to allow multiple programmes against a given qualification, the WDC would retain their current programme endorsement role (alongside NZQA's programme approval role). This variation of Option 1B would allow for greater flexibility or greater consistency as required, based on industry need. This would require a legislative amendment to add a power to WDCs to collaboratively develop and maintain a single 'national curriculum', in addition to the current function of endorsing provider programmes.

Risks and implementation issues

30. RoVE involves major change to many parts of the vocational education system and new entities yet to establish their functions and relationships. It is important that the high-level qualification arrangements ensure the new system gets off to a strong start. Equally, there needs to be sufficient flexibility in the regulatory settings to enable adjustments if needed to respond to implementation and operational impacts. In conjunction with enabling legislative provisions, NZQA's rules provide a direct mechanism to adjust settings without resorting to early legislative change.
31. There are a number of factors that need to be balanced as part of shifting toward an end-user driven system. The ability of WDCs to determine whether there can be multiple programmes leading to one qualification or to use a single 'national curriculum' places WDCs in a strong position that needs to be used for the benefit of *both* industry and learners.
32. WDCs are responsible, on behalf of industry, for the "what" must be taught, providers are responsible for "how" teaching and learning is designed and delivered. A 'national curriculum' will need to be defined in a manner that allows for the skills standards within a qualification to be brought together into a coherent whole, rather than a highly prescriptive substitute programme that encroaches on the design and delivery of teaching and learning.

33. While WDCs are expected to work collaboratively and consultatively with providers, WDCs would ultimately make final decisions relating to the structure / content of a single 'national curriculum' on behalf of industry where there were irresolvable differences of views.
34. The transition to the new qualification design will be led by the WDCs through their development of new, and review of existing, qualifications. The first priorities are likely to be those qualifications that industry is concerned about in conjunction with the regular 5 yearly cycle of qualifications review. WDCs will inherit a number of qualifications due for review at the time of their establishment. Skill standards would be developed in conjunction with a qualification review with subsequent changes to provider programmes and delivery. The speed at which qualifications can be reviewed will depend on the capability and resources of each WDC.
35. The high-level qualification arrangements and later the more detailed NZQA rules must work for wānanga and schools. As per the existing legislation, wānanga may choose whether to use skill standards, except where they are offering work integrated learning. In order to meet qualification outcomes. Wānanga may wish to be guided by WDC skill standards for campus-based programmes but would maintain āhuatanga Māori and tikanga Māori in their approach.
36. It is envisaged that WDCs will develop more coherent skill standards that draw on the best of the unit standard approach and provider learning outcome approach and schools will use these skill standards in a manner that ensures students are able to move seamlessly into further study or work.

Conclusion

37. The proposed approach strikes a balance between the flexibility offered under Option 1A, and the certainty (via a national approach) offered by Option 1B. It also reflects stakeholders' view that the success of the system will be more about 'how' the actors work together to ensure learner and end-users' needs are met.
38. The Ministry of Education and NZQA consider the variation to Option 1B would allow for a more manageable change pathway for the system than the original version of Option 1B. If appropriately and carefully implemented it would secure strong end-user influence over the system, while acknowledging the diversity of interests across stakeholders and VET fields of study.

Proposals 2 and 3: Micro-credentials

Proposal 2 - Replacing training schemes with micro-credentials

39. The term training scheme is poorly understood. Locally and internationally, smaller coherent units of learning intended to help people upskill and reskill throughout their careers are more commonly recognised as micro-credentials.
40. Sixty-five percent of the 193 responses received supported the proposal to remove training schemes and replace them with micro-credentials. Feedback included that this change would simplify the system.
41. There was comment that it was important micro-credentials could be designed to meet community needs, and some concern that grand-parented training schemes would need to meet the more stringent requirements for micro-credentials. Feedback from some English language providers is that their provision does not fit well into the current qualifications system, and this proposal would not address that.
42. At the moment micro-credentials are enabled in NZQA's rules as a type of training scheme, because micro-credentials are not provided for in legislation. This change would recognise them as a separate education product. Given the high degree of support for the change, we recommend training schemes are replaced by micro-credentials in the legislation.

Proposal 3 - Enabling WDCs to develop micro-credentials

43. The current legislation prevents WDCs from developing micro-credentials. This is because the approval of a training scheme is combined with the accreditation of the provider to deliver it, and WDCs are not providers.
44. Section 366 of the Education and Training Act 2020 sets out that WDCs have a function to develop and maintain training schemes (or micro-credentials, if proposal 2 is approved). To give effect to this power, the legislation needs to be amended to separate the ability to develop and deliver a training scheme, so that WDCs can seek approval for training schemes and providers can seek accreditation to deliver them.
45. The proposal was supported by 69% of the 186 responses. The reasons for supporting the change included that it would lead to a more responsive, simple, timely, and less costly approach. Some concerns were raised about the capability of WDCs to develop them, however it is expected micro-credentials would be built out of skills standards.
46. The proposal is in line with current programme approval and accreditation requirements. Providers will be able to develop and deliver their own micro-credentials as well as WDC micro-credentials. If providers develop micro-credentials in the relevant WDC's coverage, the WDC would need to be consulted as a key stakeholder.

Next steps

47. If you agree to these proposed changes, we will reflect them in the Cabinet paper for the Education and Training Act Amendment Bill Number 2. This paper is due to be lodged on 29 July, so we seek your feedback by 15 July, to be able to reflect your decisions in the draft for Ministerial consultation.
48. Following legislative change, NZQA will develop operational policy in support of the changes, to be implemented through their rules alongside other changes to implement RoVE.

Summary of feedback

from the consultation on
Simplifying New Zealand qualifications
and other credentials



Image courtesy of Education New Zealand

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He whakarāpopoto | Summary

This document is a summary of the feedback received in response to the New Zealand Qualifications Authority (NZQA) and Ministry of Education (MoE) public consultation on simplifying New Zealand qualifications and other credentials.

The NZQA and MoE consultation supports the reform of vocational education (RoVE)

The intent of the reform is to create a vocational education system which is ready for a fast-changing future of skills, learning and work.

Within the RoVE programme of work, NZQA consulted on three proposals to simplify the vocational qualification and credentials system so that learners, employers and providers can be more confident that qualifications are portable and that learning outcomes are consistent.

RoVE includes seven key changes

There were seven key changes made by the Education (Vocational Education and Training Reform) Amendment Act, which came into effect on 1 April 2020:

- establishment of new entities - Workforce Development Councils (WDCs), Te Pūkenga with 16 subsidiaries, Regional Skills Leadership Groups, Te Taumata Aronui, Centres of Vocational Excellence; and
- a unified funding system; and
- shifting the support for workplace learning from Industry Training Organisations (ITOs) to providers.

NZQA's role includes ensuring credible and robust New Zealand qualifications

NZQA is responsible for ensuring New Zealand qualifications are credible and robust both nationally and internationally. Our role in the reform focuses on the design of the qualification system and the quality assurance of qualifications, credentials, and providers.

It is crucial that vocational education qualifications and credentials are recognised and trusted by industry. The success of graduates within their industry depends on the building blocks of qualifications and credentials, along with the way education and training is delivered. The building blocks affect the extent to which graduates can upskill and move between jobs, and trainees can change their mode of study without interruption.

We consulted on three proposals to simplify New Zealand qualifications and other credentials

Since late 2019, NZQA has explored changes to the qualifications system to meet the intent of RoVE. To inform what a new system might look like, we engaged with a wide range of

stakeholders. More than 350 individuals contributed to design discussions prior to developing these three consultation proposals.

- **Proposal 1** was about ensuring vocational qualifications meet the needs of students and employers. This was discussed through two options:
 - **Option 1A:** qualifications and their components are delivered as currently outlined in the Education and Training Act 2020, or
 - **Option 1B:** further simplification of the qualifications system by replacing training packages and programmes with a ‘national curriculum’.
- **Proposal 2** discussed replacing training schemes with micro-credentials.
- **Proposal 3** suggested enabling Workforce Development Councils (WDCs) to develop micro-credentials for providers to deliver.

We consulted on these proposals between 27 April and 16 June 2021.

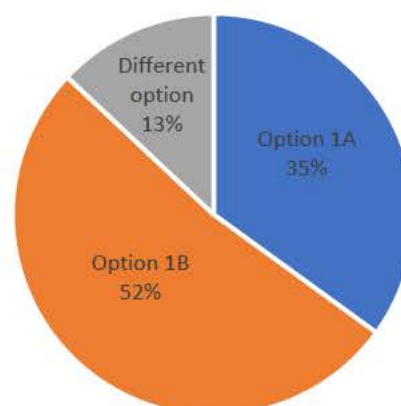
There was strong support for simplifying the qualification system; however, views about how to achieve this differed

428 submissions were received within the consultation period. There was significant diversity of views expressed across the options from both industry/employers and tertiary education providers. Many who supported option 1A or 1B expressed an interest in components of both proposals.

Responses to Proposal 1 showed a range of views:

- 35% supported 1A;
- 52% supported 1B; and
- 13% did not state a preference or wanted further modifications.

Responses to Proposal 1



Those who supported option 1A noted the value industry placed on influencing provider delivery through the WDC programme endorsement function, the opportunity to more flexibly respond to regional needs, and enable learning to be tailored to specific learner groups. Providers in the creative sector thought a ‘national curriculum’ would be a barrier to the innovation needed in their qualifications.

Option 1A was also considered by some to be preferable as it was the most like the current model and would be the least disruptive.

Those who supported option 1B said that as a more simplified system, this option is easier for learners and industry to follow and ensures the focus is on learning over the development of programmes. It enables consistency of graduate outcomes, transition of

students between secondary and tertiary education, and requires collaboration between providers and industry which could result in decreased development costs.

Many respondents expressed an interest in components of both options

There was support for a mix of both options or a different option altogether. Some respondents liked the idea of simplification through a 'national curriculum' but also thought the endorsement function was important to retain. Uncertainty about the change and lack of clarity about the roles of WDCs, NZQA and others also featured in the responses.

There was general support for the proposals about micro-credentials and training schemes

Feedback showed general support across all respondent sectors to proposals 2 and 3.

65% of respondents agreed micro-credentials should replace training schemes. Reasons for this included improved simplicity, access for learners and industry to smaller flexible packages of learning and making it easier for industry to navigate options. Some wanted to retain both training schemes and micro-credentials while others were concerned about cost, workload, and transition processes with this change. It was also noted that English language training does not fit well with either product.

69% of respondents thought WDCs should be able to develop micro-credentials for others to deliver, although for many, this support was conditional on providers also being able to develop micro-credentials. Reasons for supporting this proposal included the simplicity and potential for less duplication and the opportunity to quickly meet industry need.

Respondents who did not support this proposal expressed concern about the capability of WDCs to develop micro-credentials and the potential for proliferation.

Agreement about qualification arrangements is important in maintaining integrity and confidence in the qualifications system

While many respondents supported simplifying qualifications, the preferred way to achieve this goal varied. Using the consultation feedback, we have considered possible variations including combining components of both options. For example, enabling WDCs to determine whether their industries' needs would be best met by developing a 'national curriculum' in collaboration with providers, or by endorsing multiple programmes leading to one qualification. Irrespective of the approach taken, greater use of skill standards within qualifications could drive the core elements required by industry.

As proposals 2 and 3 were largely supported by respondents, we will progress these through the required legislative change.

He aha tā mātau mahi | What we did

Raising awareness of the consultation

NZQA's public consultation on simplifying New Zealand qualifications and other credentials ran for seven weeks from 27 April 2021 to 16 June 2021.

We emailed 48 key partners and stakeholders before consultation opened, including iwi and Māori partners, industry stakeholders, transitional industry training organisations (TITOs), WDC Interim Establishment Boards (iEBs) and Te Pūkenga.

Emails went to 2,347 stakeholders announcing both the opening and the closing of consultation.

Requests for help to publicise the consultation on social media and through organisational networks went to iEBs and Te Kāhui Ahumahi, Federation of Māori Authorities, Business New Zealand, Post Primary Teachers Association (PPTA), Māori and Pasifika Trades Association, Ministry of Pacific Peoples, disability organisations, Ministry of Health, TITOs, and the Private Training Establishment peak body, Independent Tertiary Education New Zealand (ITENZ). We provided social media tools to support promotional activities.

4,861 individual visits were made to VQConsult, a website specific to this consultation. People were able to access consultation documents and frequently asked questions and watch a videoed information session. They could also ask questions and make an online submission.

We held 60 information sessions to explain the proposals and answer questions. Eleven of these sessions were online and 49 were meetings requested by specific stakeholders. The online webinars included some sessions with a focus on Māori, Pasifika, or disability sector focus. A webinar was recorded with New Zealand Sign Language interpretation.



Who we heard from

428 responses to the consultation were received, 353 via the online survey and 75 via an emailed written response.

Some respondents provided feedback on behalf of a wider constituency, for example ITENZ (140 members), Connexis, which surveyed its 125 members, Concrete NZ (500 members), and Hair and Barber NZ (400 members).

Stakeholder Group	Number of Responses
Industry	51
Professional Bodies	14
WDC Interim Establishment Boards	6
TITOs	11
Te Pūkenga and subsidiaries	12
Wananga	1
PTEs	65
GTEs	1
Individuals	242
Other	25
TOTAL	428

A full list of organisational responses is included in Appendix 1.

Ko ā mātou tono | Our proposals

Proposal 1: ensuring vocational qualifications meet the needs of students and employers

This proposal sought to ensure vocational qualifications support the portability of learning for students when they change pathways, ensure consistent graduate outcomes for employers and retain the flexibility for regional needs.

Proposal 1 included two options for consideration:

Option 1A: implementing the current legislative settings.

In this option, the WDCs will develop qualifications, training packages and skill standards. Providers will develop programmes which are required to be endorsed by the WDCs before NZQA approves them.

Option 1B: proposed further simplification of the qualification system, through a 'national curriculum' or core content.

The 'national curriculum' would be collaboratively developed, led by WDCs (or other qualification developer) working with industry or providers. This would replace the need for providers to develop their own programmes and for the WDCs to develop separate training packages. This option would require legislative

Under either option 1A or 1B, the responsibility for the provision of education and training would remain with providers, including support for employers and learners in work based training. Skill Standards are a key feature in either option.

Proposal 2: replacing training schemes with micro-credentials

Stakeholders had told us that there were too many educational products that were not well differentiated and whose purpose was unclear.

This proposal sought to simplify the quality assured credentials¹ landscape so that it is easier for learners and employers to navigate. This would be achieved by replacing training schemes with micro-credentials (which are currently a sub-set of training schemes).

Under this proposal, the need for all short form (less than 40 credits) stand-alone packages of learning would be met through micro-credentials.

This option will require changes to training schemes as currently defined in the Education and Training Act 2020.

¹ Training Schemes and micro-credentials are quality assured by NZQA but are not recorded on the New Zealand Qualifications Framework (NZQF)

Proposal 3: enabling WDCs to develop micro-credentials for providers to deliver

This proposal enables the WDCs to develop micro-credentials for providers to deliver.

Under the Education and Training Act 2020, one of the functions of WDCs is to develop micro-credentials. However, another part of the Act, relating to NZQA's approval process, only allows NZQA to approve micro-credentials developed and delivered by providers. As WDCs are not providers, NZQA cannot approve their micro-credentials.

This proposal would enable WDCs (and others) to develop micro-credentials for providers to use, but also continue to enable providers to develop and deliver their own micro-credentials.

This option will require changes to training schemes as currently defined in the Education and Training Act 2020.

He aha tō mātou i rongō ai | What we heard

Proposal 1: ensuring vocational qualifications meet the needs of students and employers

Of the 396 responses received for proposal 1, a total of 140 (35%) preferred option 1A, 206 (52%) preferred option 1B, and 50 (13%) had alternative suggestions.

There was a range of views held by respondents. **Those who supported option 1A** noted it provided for greater flexibility for providers (particularly in the creative sector), enabling them to be responsive to industry, learners and regional needs, demonstrate their expertise in their respective fields, and maintain strong links to on-the-job experience.

Option 1A supporters from industry also valued their ability to influence provider delivery through the WDC programme endorsement function.

Option 1A was also considered by some respondents to be preferable as it was the most like the current model and would be the least disruptive.

Those who supported option 1B said that as a more simplified system, this option is easier for learners and industry to follow and ensures the focus on learning over the development of programmes. It was also noted the proposal for a 'national curriculum' will support more consistent graduate outcomes and enhance service delivery within communities.

There was strong support from providers for the clarity this option would provide learners and employers. The increased ability to collaborate was also recognised as a key benefit.

People who had alternative suggestions were supportive of qualification simplification and the need for a collaborative system. They were either concerned about industry losing the ability to influence provider delivery or thought neither the current legislation nor the proposed changes were workable. Some people noted elements of both option 1A and 1B were important; or that a 'national curriculum' suited some programmes better than others.

We address what our main respondent groups told us in the next sections.

Industry told us:

There were 51 industry responses. Most industry respondents (63% or 27 responses) preferred option 1B, with only 30% (13 respondents) preferring option 1A and 7% (three responses) preferring something else. Eight industry respondents expressed no view on the overall proposal.

Industry respondents who preferred option 1A thought option 1B was too big of a shift away from the current model and would cause too much disruption in the sector. Some noted there would be less flexibility under option 1B and regional voices would be weakened. They noted option 1A was preferable for the creative sector.

Homogeneity, such as a national curriculum, is the antithesis of creativity and innovation. - Industry

Flexibility of option A allows providers to tailor content and delivery to groups, industries, Māori in bespoke way. - Provider

Industry respondents who preferred option 1B thought a ‘national curriculum’ would be simpler to follow and provide consistency of graduate outcomes. They thought it would provide for a more simplified system and be easier for employers and learners to navigate. Some noted that under this option WDCs should maintain their programme endorsement function.

Option B will improve industry and employer confidence in the knowledge, skills and attributes gained by learners and trainees. - Industry Leadership Group

One industry respondent who preferred something else thought neither option went into enough detail about how industry would feed back into the development of qualifications, training packages, skill standards or a ‘national curriculum’.

WDC interim Establishment Boards told us:

Four WDC interim Establishment Boards (iEBs) responded to proposal 1. Te Kāhui Ahumahi, the Māori members of the iEBs, also responded separately.

Three respondents preferred option 1B. While one thought that simplification and the collaborative development of key qualification products was compelling, they were also concerned that this should not be conflated with support for removing the power to endorse. One respondent said, “We cautiously support the ambitious aim to develop a national curriculum in Option B. But we have a significant caveat. WDCs must maintain an industry led role in endorsing the delivery of qualifications and how they are funded.”

One iEB, which did not express a preference for either option, expressed concern about the loss of programme endorsement under option 1B, along with the potential cost of developing a ‘national curriculum’ for each qualification.

Providers told us:

79 responses to proposal 1 came from tertiary education organisations². The responses were split on their support for options 1A and 1B, with 48% (38 responses) supporting option 1A and 30% (23 responses) supporting option 1B. 14% (11 providers) did not have a view on either option, and another 7% (5 responses) supported something else.

Provider respondents who preferred option 1A thought a ‘national curriculum’ would restrict flexibility to meet employers’ and learners’ specific needs. They noted the need for flexibility in areas such as theological training and in sectors which require innovation and improvisation such as the creative and hospitality sectors. Some private training establishments (PTEs) raised concerns about a ‘one size fits all’ national curriculum restricting the opportunity to develop and tailor programmes to meet specific learner groups. In their support for option 1A, one Te Pūkenga subsidiary noted that option 1B was not necessary: Te Pūkenga will develop its ‘master programme’ strategy which will reduce unhelpful duplication and enhance the transferability of credits earned.

Providers, especially PTEs, need to be able to respond quickly to market shifts and innovate within programme/units to meet the changing market needs. This is only possible with Option A. - Provider

Provider respondents who preferred option 1B supported a collaborative model to agree on the skills and capabilities required to deliver consistent and higher quality training outcomes through a ‘national curriculum’. Some respondents also thought learners would be able to gain a better understanding of what skills would be required, and employers would have more confidence in graduate outcomes. Collaboration is seen as the main driver for option 1B to be successful and respondents noted the need for academic and curriculum leads to be involved in the development of any ‘national curriculum’.

The opportunity to remove a layer of complexity – specifically, NZQA approval of Programmes of Industry Training and Programmes of Study – will support a key goal within Te Pūkenga charter, which is to enable portability for learners when they move between work-based and provider based learning and providers. - Provider

² Tertiary education providers included in this section are Te Pūkenga and subsidiaries, Te Wānanga o Aotearoa, PTEs, and one Government Training Establishment (GTE).

Provider respondents who had no view or preferred something else thought that while Option 1B is more suited to the sectors like trades, it would not be flexible enough to accommodate other industries. Concern was expressed about ‘national curriculum’ and skill standards not being suitable for some sectors.

Already too much uncertainty in vocational sector. Option B an unnecessary further step. Option A+ is suggested as a simplified model with a ‘national curriculum’ approach where programmes are collaboratively developed by multiple providers. - Provider

Representatives of English language providers consider neither option appropriate for the English language sector.

Transitional industry training organisations (TITOs) told us:

There were eleven submissions from TITOs. 18% (2 responses) supported option 1A and 36% (4 responses) supported option 1B. Almost half (46%, or 5 responses) of TITOs who responded to proposal 1 did not have a view on either option or supported something else.

Like other respondents, **TITO respondents who preferred option 1A** thought this option gave industry a strong voice.

Industry endorsement is a vital and necessary part of a robust, valid and valuable vocational education system, Industry checks and balances help ensure qualified, employable graduates. Removing the endorsement function, and the introduction of a national curriculum will disadvantage employers and impact staff training. Option B will weaken the system at a time when WDCs are being structured. Option A gives industry and iwi a strong voice at the table. - TITO

TITO respondents who preferred option 1B highlighted the consistency of skills across learners and the resulting benefits for industry as a strength of the proposed system.

Option [1]B is the only way to ensure consistency of the curriculum going forward. It also simplifies the current framework and removes a duplication of effort around the programme approval and consistency review processes. With Option A there will always be the inherent proliferation of programmes and the programme approval process. There

will be some consolidation of programmes once the new operating model is implemented, however there will still be ongoing duplication in some areas. There is also a high compliance and development cost with the Option A model as it doesn't remove any of the current steps from the process. - TITO

A common concern among the TITOs who responded to proposal 1 was that it would be inappropriate to make significant changes to WDC functions before they were fully established, noting it could place additional pressure on WDCs, create confusion and undermine their authority, potentially leading to less engagement by industry.

TITOs suggested a modified outcome of option 1B, where training packages and training schemes are removed, while other elements of the existing system, including the endorsement function of WDCs, are retained. Two TITOs were particularly concerned about the proposed removal of the programme endorsement function from WDCs.

Support neither A or B. Support simplification but not sure either option would result in this. Option B appears to further remove industry from programme endorsement and the national curriculum will not address consistency in learning outcomes. Do not support changes to legislation while WDCs are not operational. Consultation timing inappropriate. WDC's must retain endorsement for all programmes - critical feature. - TITO

Iwi and Māori told us:

Responses to the consultation came from six kaupapa Māori providers and organisations, Māori advisory boards, and iwi. Two (33%) respondents preferred option 1B, with most (67% or 4 responses) not expressing a preference for either option or preferring something else.

Respondents were concerned that mātauranga Māori was inadequately considered in the proposal. It was noted any future-fit qualification and credentialing system needed to make provision for mātauranga Māori qualifications and credentials. This required empowering iwi/hapū to lead this approach and work in collaboration with NZQA.

A wānanga raised concerns about the implications of option 1B which may move āhuatanga Māori and tikanga Māori away from wānanga to WDCs. They suggested mātauranga Māori be excluded from the process and for wānanga to determine the inclusion of any mātauranga Māori embedded under a 'national curriculum' model.

Individuals told us:

Many individuals responded to the consultation; we received 242 individual responses. Of these, 31% (75 responses) preferred option 1A, 52% (127 responses) preferred option 1B and 15% (36 responses) preferred another option. A further 2% (4 respondents) had no view on the proposal.

Individual respondents who preferred option 1A thought option 1B would be disruptive, decrease flexibility and responsiveness, and would not provide for regional variation. Some were concerned about the role WDCs would play and consider they would have too much power. Concern was also expressed about the diversity of the creative sector not being met through a 'national curriculum'. One respondent thought neither was appealing, as neither acknowledge the role of iwi and regions in qualification and programme development, although they considered that option 1A was the more workable of the two.

*Implementing the current legislative provisions will be the most efficient.
More flexibility for learners. Option A better suits the creative sector.
Option B may be too restrictive. - Individual*

Option B gives too much power to WDCs to design qualifications. Option B doesn't allow enough flexibility for regional/community variation. Bigger providers would have too much influence over the development of a national curriculum. - Individual

Individual respondents who preferred option 1B said, overall, the approach would be simpler, more consistent for providers, learners, and industry, and enable transition for learners between providers. A couple of respondents also thought option 1B would be better for students with learning difficulties.

A national curriculum will ensure consistency, transferability, and employability of graduates. It is a business opportunity to develop future focused qualifications that support the productivity and performance of Aotearoa New Zealand. - Individual

Individual respondents who preferred another option thought there was too much change, WDCs would have too much power, there would be delays in developing new education products, that a 'national curriculum' would devalue remote regional and

independent service providers. Like other sectors, some individuals thought that a mix of options was preferable.

Prefers a mixture of both options - retaining programmes for those that make sense as programmes and a national curriculum for programmes where it makes sense. National curriculum's too prescriptive for the arts and business. - Individual

Other respondents³ told us:

Feedback from other respondents showed similar themes, including the need for simplification, flexibility in programmes, consistency of graduate outcomes, and collaboration between WDCs and iwi, communities and providers. The sharing of teaching and learning resources was also highlighted.

Schools were concerned about narrow pathways and less flexibility for learners with one submitter saying that option 1A was the closest model to that offered in schools.

Two unions made a submission, both supported option 1B with one respondent stating that a 'national curriculum' must reflect Te Tiriti o Waitangi and be developed collaboratively with qualification developers working alongside educators and learners.

A student body expressed disappointed that the consultation took place at the same time as another consultation on student wellbeing. They had prioritised engagement on wellbeing with students but hoped for future opportunities to give input to the developments in vocational education.

³ Twenty-five responses came from other groups and individuals including iwi/hapū (3), unions (2), government agencies (4), regulators (3), schools (3), students (2), and others (8).

Proposal 2: replacing training schemes with micro-credentials

We received 193 responses to proposal 2 which seeks to replace training schemes with micro-credentials. Of the responses, 65% (125 responses) were supportive of the proposal, 23% (44 responses) did not support the proposal and 12% (24 responses) did not express a preferred option.

Respondents who supported the proposal to replace training schemes with micro-credentials thought it would support simplification and make smaller packages of learning more accessible for learners.

Having them replacing training schemes will make sense and less confusing as stakeholders want short chunks of learning and to have them all called the same makes perfect sense. - Provider

At school our rangatahi are taught by small units of learning. Offering micro-credentials would allow them to transition into Vocational Employment easily, as they are already used to seeing regular progress of their success. - Individual

Supporters also noted that enabling micro-credentials would help industry navigate the available options, lead to greater flexibility and enable learners to upskill through enhanced opportunities for professional development.

This will simplify the system. Micro-credentials will speed delivery to market for training meets emerging needs, for example, evolving or new technologies. - Industry organisation

Respondents who did not support proposal 2 noted training schemes met community need, smaller packages of learning could lead to fragmented learning rather than a qualification. For others it was not clear how micro-credentials would be used in some skilled industries. Those involved in sectors such as the health sector suggested further consultation so micro-credentials could better meet the needs of those sectors.

Yes for simple things like Barista training. No for most other training because it fragments training components too much and most jobs require

a mixture of skill sets. Micro credentials allow learners to pick up only isolated fragments of learning and there is no cohesion. - Individual

Micro-credentials would increase the number of 'perceived' qualifications an employee had - their skill level(s) would be inflated on paper but not in any meaningful application. There is potential risk associated with this (i.e. placing a[n] unskilled person in a high risk job/position, or giving that person responsibility over others). - Industry organisation

Some respondents wanted both training schemes and micro-credentials while others noted micro-credentials did not fit within their scope of work; or asked for further clarity around the purpose of and responsibility for developing micro-credentials.

A peak body for English language providers did not support replacing training schemes with micro-credentials as they felt learners are looking for opportunities to improve their English rather than being formally assessed and credentialed.

Proposal 3: enabling WDCs to develop micro-credentials for providers to deliver

We received 186 responses to proposal 3, which seeks to enable WDCs to develop micro-credentials for providers to deliver. Of the responses, 69% (128 responses) were supportive of the proposal, 28% (53 responses) did not support the proposal and 3% (5 responses) were uncertain.

Respondents who supported this proposal said it would ensure micro-credentials meet industry needs, remove duplication and cost, help streamline the process and help reduce costs for providers. Many who supported the proposal said this was conditional on providers being able to continue to develop micro-credentials as well. This would ensure micro-credentials in niche subjects not covered by the WDCs would continue to be offered.

We support legislation enabling WDCs to develop micro-credentials for use by providers, but on the basis that providers would continue to be allowed to seek NZQA approval (not to be withheld without good cause) for micro-credentials that they develop as well. - Industry Association

Respondents who did not support proposal 3 thought micro-credential development should be led by providers rather than WDCs. They raised concerns around WDC capability in this area and some consider it could be anti-competitive for WDCs to develop micro-credentials if they could hinder the development of provider-led micro-credentials. Others thought the separation of approval and accreditation could lead to a proliferation of micro-credentials and confuse learners.

It would slow down the process. Moreover separation of curriculum design from curriculum delivery is not consistent with good adult learning principles. - Provider

WDC not being SMEs [subject matter experts] for disability, getting it wrong and not listening to our voice. - Disability organisation

Several respondents noted the need for a micro-credential development strategy or framework to ensure future micro-credential offerings would be coherent and coordinated. Several also noted their support for NZQA to further enable the 'stacking' of micro-credentials towards full qualifications.

Ētahi atu whakahoki kōrero | Other feedback

Some respondents provided views on matters which were out of the scope of consultation or have already been decided. This included views on the role, scope and functions of the WDCs.

Some respondents also provided views on skill standards, noting it would be helpful to have clarity as soon as possible on how these may differ from unit standards.

A few respondents also provided feedback on the quality assurance environment. Feedback suggested that this also needs to be simplified and the current quality assurance arrangements will not be fit for purpose for Te Pūkenga and the WDCs.

I pēhea tā mātou whakamahinga i ngā whakahokinga kōrero | How we used the consultation feedback

A high degree of alignment about qualification arrangements among stakeholders is important in maintaining integrity and confidence in a qualifications system. While the feedback showed strong support for simplification, there was a diversity of views about how to achieve this goal. NZQA ran targeted workshops to explore the idea of combining components from both options associated with Proposal 1, i.e. WDCs deciding what worked best for their industries; a ‘national curriculum’ they developed in collaboration with providers or endorsement of multiple programmes leading to a qualification.

As proposals 2 and 3 were largely supported by respondents it was recommended that these progress through legislative change.

Ngā mahi e whai ake nei | Next steps

If legislative changes are required, a Bill proposing changes to the Education and Training Act 2020 will be considered by Parliament. The bill will go through several stages, giving MPs and the public the chance to have their say about the proposed arrangements. NZQA will develop the Rules and guidance needed to support any legislative change and will consult on these in 2022, with timing influenced by the legislative process.

There is a need for amendments to NZQA Rules and /or Gazette Notice(s) to provide for WDC programme endorsement. NZQA and the WDCs will also begin work on the development of skill standards. There will be opportunities for further engagement with stakeholders through these processes.

Appendix 1: Who we heard from - submissions from organisations

The following organisations made a submission via the online survey or an emailed written response. A small number of organisations made submissions by both mechanisms.

Auckland English Academy	Elite Wool Industry Training Ltd
Academic Quality Agency	EMA
Ako Aotearoa	Employers and Manufacturers Association
Allied Trades Institute/ Floor NZ	Energy Skills NZ
Allied Veterinary Professional Regulatory Council	Engineering NZ
Alpha training	English Language Partners New Zealand
Aspire2	English NZ
Atamira Platform	EXCEL School of Performing Arts
Avatar Institute of Learning	Exercise NZ
Aviation NZ	Family Planning NZ
BCITO	Food and Fibre Capability
BHB Academy	Foodstuffs
BIC Bridge International College	Foodstuffs South Island
Bishopdale Theological College	Fruition Horticulture (BOP) Ltd
BMH Ltd	Future Skills Academy
Business NZ	Gisborne Development Incorporated
Careerforce	Goleman Training Ltd
Central Economic Development Agency (CEDA)	Hair & Barber New Zealand
Chantal Organics Limited	Hanga-Aro-Rau iEB
Christian Theological & Ministries Education Society	Horticultural & Agricultural Teachers Assn of NZ
Climate Control Companies Association of New Zealand	IHC New Zealand Incorporated
College of Natural Health & Homeopathy	IMPAC Services Ltd
Competenz	Industry Skills Ltd
Concrete NZ	Irrigation Inc
Connexis	ITENZ
Creative Capital Arts Trust	Laidlaw College
Dairy NZ	Lakeland Learning
Delta Utilities LTD	Lakes DHB
Department of Corrections	Learn Plus Ltd
Directors & Editors Guild of NZ	Learning Works
Dynes Group (Transport Industry-Multiple)	LIFE Leadership College
Educare Training	Lincoln - Hotel and Tourism
Eastern Institute of Technology (EIT)	Literacy Aotearoa
Electrical Trade Guild	Manukau Institute of Technology (MIT)
	Master Academy
	Master Painters New Zealand Association
	Master Plumbers

Mental Health and Addiction Workforce South
 Island Alliance
 MENZA
 Meridian Energy
 MinEx
 Mindful Fashion New Zealand
 Ministry of Social Development
 Ministry of Social Development, Learning &
 Capability, Qualifications team
 MITO New Zealand Incorporated
 Motor Trade Association
 Motueka High School
 Music Education New Zealand Aotearoa
 (MENZA)
 My Skill Ltd
 NASH NZ
 Nelson Marlborough Institute of Technology
 (NMIT)
 New Zealand College of Chinese Medicine
 New Zealand Construction Industry Council
 New Zealand Defence Force
 New Zealand Hair and Beauty Industry
 Training Organisation
 New Zealand Institute of Quantity Surveyors
 New Zealand Institute of Building
 New Zealand Institute of Education
 New Zealand Nurses Organisation
 New Zealand Red Cross
 New Zealand School of Dance
 New Zealand School of Food and Wine
 New Zealand Writers Guild
 Ngāti Whātua
 NTA National Trade Academy
 NZ Aquatic Education and Training
 NZ Association of Registered Beauty
 Professionals Inc
 NZ Board of Professional Skin Therapies
 NZ College of Chinese Medicine
 NZ Hair and Barber
 NZ Marine Industry Assoc
 NZ Nurses Organisation
 NZ Specialist Trades Contractors Fed
 NZ Wool Classers Association
 NZMA & NZST
 OER Foundation
 Open Polytech
 Otago Chamber of Commerce
 Otago Polytechnic
 Parents of Vision Impaired NZ Inc
 Peak Body for First Aid
 People Potential
 Plumbers Gasfitters and Drainlayers Board
 Power Farming
 Primary ITO
 Printing Industries New Zealand (Print NZ)
 Publishers Association of NZ, Coalition for
 Books
 Quality Tertiary Institutions
 Retail
 Ruapehu College
 SAE Creative Media Institute
 SAE Institute
 Selwyn District Council
 ServiceIQ
 Services iEB
 Site Safe NZ
 Skills Active Aotearoa
 Solomon Group
 South Pacific College of Natural Medicine
 Southern Institute of Technology (SIT)
 SPADA (Screen Production and Development
 Assn NZ)
 St John (ambulance)
 St John's Theological College
 Tāne Mahuta Aotearoa (NZ) Limited
 Te Kaunihera Ākonga o Wairaka/Unitec
 Student Council
 Te Pou
 Te Pūkenga
 Te Rito Maioha
 Te Rūnanga o Raukawa
 Te Wānanga o Aotearoa
 Techorium
 Tertiary Education Union
 The National School of Aesthetics / Te Kura
 Whakaoho ā Roto ā Waho

The New Zealand Arboricultural Association
The New Zealand Society of Diversional and
Recreational Therapists Inc
The Skills Organisation
The Warehouse Group
Toi Mai CCRT iEB
Toi Ohomai
Totiu te Waiora CHESS iEB
Tourism Industry Aotearoa
Transpower Grid Skills
Transpower
Unite Union
Unitec

Valley Education & Training
Varda
Water NZ
Wayfind Creative
WeCreate
Whitecliffe
Whitireia
Wintec
Wintec School of Media Arts
Workforce Development Councils - Te Kahui
Ahumahi
Yoobee College