

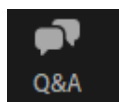
Simplifying New Zealand qualifications and other credentials

This webinar will commence soon

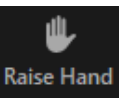
Agenda

- Welcome and opening karakia
- Presentation (proposals, feedback and decisions)
- Questions
- Closing and karakia

We will pause periodically for questions during the session today.



To ask a question in writing, please use the Q & A function at the bottom of your screen. We will either respond in writing during the presentation or verbally ask it on your behalf during question time.



To ask a question verbally, please raise your hand using the “raising your hand” icon at the bottom of your screen. We can then invite you to speak during question time.





Reform of vocational education qualifications and credentials

Ngā whakatauranga | The decisions



Reform of Vocational Education (RoVE)
Te Pūnaha Mātauranga Ahumahi

▶▶ Te whānuitanga o tēnei huihuinga Session overview

- Welcome and opening karakia
- Presentation (proposals, feedback and decisions)
- Questions to clarify
- Wrap up and closing karakia



▶▶ Vision for RoVE

- Delivers to the unique needs of all learners, including those who have been traditionally underserved.
- Be relevant to the changing needs of employers.
- Be collaborative, innovative and sustainable for all regions of New Zealand.
- Uphold and enhance Māori crown partnerships.



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Design of the qualifications system to support RoVE outcomes

Current	Future
<ul style="list-style-type: none">• A competitive system• Complex system with many types of educational products• Employers' voice is weak• Qualifications not always inclusive of te ao Māori• Multiple programmes with a range of content and learning outcomes• Multiple curricula: learners are not easily able to move between work and study and between TEOs• Unit standards tend to be narrow and task-focussed• Complex regulatory environment with multiple approval/accreditation points	<ul style="list-style-type: none">• A collaborative system• Simpler, focussed on qualifications, standards and micro-credentials• Meaningful influence by employers• Inclusive of te ao Māori• Consistent content and outcomes could be through a single high-level curriculum - learners can move between work and study and between TEOs• Skill standards designed to be broader, meeting industry and learner needs• Streamlined and agile regulatory environment

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He aha tā mātau mahi

What we did



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Timeline of the consultation



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▶▶ Who we heard from

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 [Summary of feedback: Appendix 1](#)

Ko ā mātou tono

Our proposals



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Ko ā mātou tono | Our proposals

Three proposals were consulted on

- **Proposal 1**

Ensure vocational qualifications meet the needs of students and employers.

Two options were explored:

- **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**

Replace training schemes with micro-credentials.

- **Proposal 3**

Enable Workforce Development Councils (WDCs) to develop micro-credentials for providers to deliver.

The proposals are detailed on page 9 of [Summary of feedback](#)



He aha tō mātou i rongō ai

What we heard

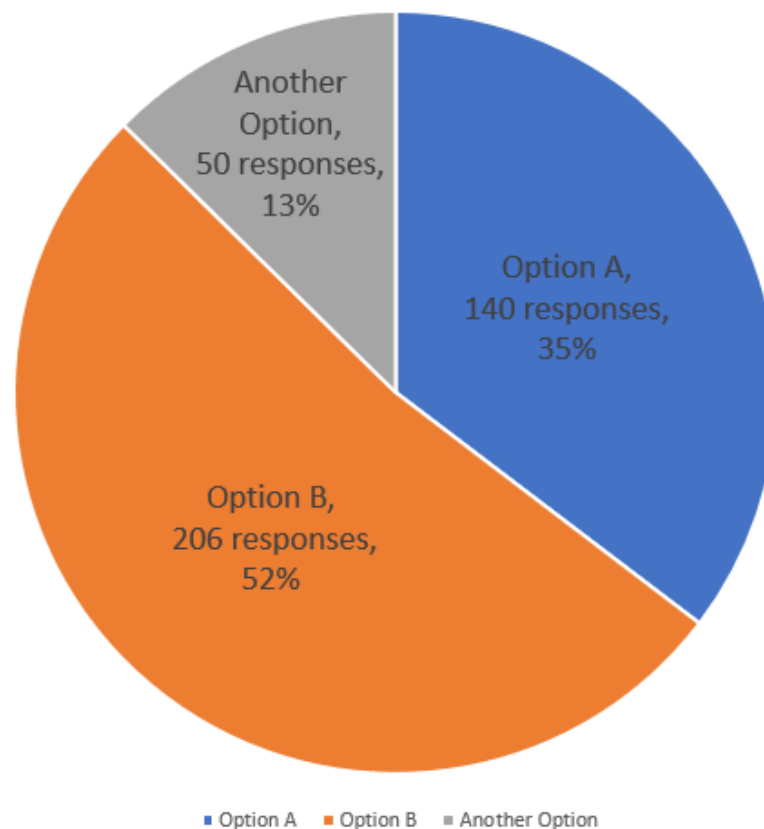


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Proposal 1: What support did the options get?

Of the 428 submissions, 396 responded to Proposal 1

Responses to options for Proposal 1 (n=396)



The full summary of feedback received for Proposal 1 is found on pages 11 -17 [Summary of feedback](#)

► Themes in support of the options for proposal 1

In support of Option A

- Less change at a time of significant change
- Retains ability of WDCs to endorse individual programmes
- Gives iwi and industry a strong voice in the system
- Supports flexibility to industry needs/needs of the labour market, designing programmes to suit
- Supports some sectors better than a national curriculum (e.g. creative sector - dance, film, the arts, etc)

In support of Option B

- Consistency of skills across learners and resulting benefit for industry
- National curriculum simpler than products in Option A
- Would facilitate collaboration between WDCs and providers
- Enable transition for learners between providers and modes of delivery
- Would enable the inclusion of mātauranga Māori across the curriculum in a consistent manner

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►► Concerns about the options for proposal 1

Concerns about Option A

- Too much duplication in the system currently
- Too much fragmentation, different teaching style, different assessment
- Could introduce delay in getting programme approval
- Too similar to the current model so will not result in the changes needed
- Does not address workforce knowledge and skills required in some sectors e.g. mental health, addiction

Concerns about Option B

- Some concern about loss of endorsement function for WDCs / while others felt it gave too much power to WDCs
- Cost of developing national curriculum / lack of academic capability and curriculum leads in WDCs
- Less flexibility and responsiveness for some sectors (creative/hospitality) and weakened regional variation
- Well suited to 'trades' industries but inflexible to accommodate other industries
- Too much additional change at a time when there is already change.

►► **Proposal 2:** Replacing training schemes with micro-credentials

The feedback

193 submissions on this proposal

65% support this

23% do not support this

12% no view or unclear view

Reasons for supporting this proposal

- The simplicity
- Smaller packages of learning more accessible for learners
- Help industry to navigate possible options
- Lead to greater flexibility and would support learners to upskill through enhanced opportunities for professional development

Reasons for not supporting this proposal

- Not clear how will be used in some skilled industries
- Concerned it will increase costs/workload
- Concerned about the transition process
- Want the status quo – both training schemes and micro-credentials

It was also noted that English language does not fit well with either micro-credentials or training schemes.

The full summary of feedback received for Proposal 2 is found on pages 18 -19 [Summary of feedback](#)

► **Proposal 3:** Enabling micro-credentials to be developed by WDCs for providers to deliver

The feedback

186 submissions on this proposal

69% support this
28% do not support this
3% uncertain

Reasons for supporting this proposal

- Ensure industry needs are met
- Remove duplication
- Streamline and help reduce cost for providers
- Faster response to industry need

Many who supported the proposal said it was conditional on providers also being able to develop micro-credentials

Reasons for not supporting this proposal

- Should be led by providers rather than WDCs
- WDC capability in this area
- Could be anti-competitive for WDCs to develop micro-credentials if they could hinder the development of provider led micro-credentials
- Separating approval and accreditation could lead to proliferation

The full summary of feedback received for Proposal 3 is found on pages 20 [Summary of feedback](#)

Ngā whakataurua

The decisions



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►► Qualifications

Qualifications (and the associated skill standards) will continue to set out a clear pathway to the level of knowledge, skills and attributes that learners will have achieved upon graduation.



Enablers:

- WDCs (and others) develop qualifications in collaboration with industry and providers
- NZQA approves and lists the qualification on the NZQF

Next steps

- This is currently provided for the Education and Training Act 2020
- Effective from October 2021 when WDCs established

Simplifying New Zealand qualifications and other credentials - decisions

What will the education products be:

	Qualification	Unit / Skill Standards	Programmes	'National Curriculum'	Training Packages	Training Schemes	Micro-Credentials
Current state	ITO / NZQA / TEO	ITO / NZQA	ITO / TEO	NA	NA	TEO	TEO / ITOs
Future state if proposed changes pass into legislation – amended Education and Training Act 2020	WDC / NZQA	WDC / NZQA	TEO	WDC & TEO	NA	NA	WDC / TEO

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▶ Proposed changes: **‘National curriculum’** (working title) **or multiple programmes**

Key points:

- WDCs can determine – qualification by qualification – **whether to enable multiple programmes** against the New Zealand qualification **or to use a ‘national curriculum’**.
- WDCs and other standard setting bodies (SSB) will **facilitate the collaborative development of a ‘national curriculum’** that reflects the practical needs of industry and the critical perspectives of educators.
- Where a ‘national curriculum’ exists it **must be used by all providers offering that qualification**.

A ‘national curriculum’ will draw on skill standards for a qualification and provide further context, structure and information to guide a provider’s approach to teaching and assessment.

Next steps

- NZQA will work with WDCs on developing an illustrative ‘national curriculum’ for WDCs to consider how a ‘national curriculum’ might fit in their particular context.



Proposed changes: Skill standards

Key points:

- The **definition** of skill standards will be **broadened to include learning outcomes**.
- **Skill standards will be developed by WDCs** (and SSBs, where appropriate) in collaboration with industry and providers.
- **Where a skills standard is specified** relating to a qualification or micro-credential, **all providers must use it** including Te Pūkenga, PTEs, and universities, unless the relevant WDC/SSB agrees otherwise (with the exception of wānanga, as already provided for in current legislation).

A skill standard specifies skills and the level of performance in those skills.

Skill standards will form the building blocks of provider programmes or of any 'national curriculum'.

Next steps:

- NZQA has begun early thinking to inform future engagement with WDCs and others on the definition and design of skill standards.
- We expect substantial progress on this collaborative work in the first half of 2022.

► Skill standards

How can you get involved with skill standard development?

Skill standard development will be led by WDCs (and NZQA for the standards they are responsible for).

- Developing skill standards is one of the many operational processes WDCs will need to develop.
- Over time, more information will be made available by WDCs about engaging with this work.



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What is the future of unit standards in schools?

Both unit standards and achievement standards will continue to count towards all levels of NCEA.

- Skill standards could contribute to the vocational education award.
- The design of skill standards will take into account how schools will use those skill standards.
- Over time, skill standards will replace unit standards as the core components of vocational education.

Proposed changes:

Micro-credentials and training schemes

Key points:

- Micro-credentials can be developed by WDCs and others, which providers can be accredited to deliver.
- Replace the term training schemes with micro-credential.
- Add micro-credentials to the NZQF.



Micro-credentials will continue to be approved by NZQA. Providers can seek accreditation to deliver an approved micro-credential.

NZQA expects WDC-developed micro-credentials to be comprised of skill standards.

Next steps

- NZQA will work with providers on the transition of training schemes to micro-credentials.
- Providers should talk to WDCs before planning to develop a micro-credential within a WDC's industry coverage.

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▶▶ Other proposed changes

Key points:

- Training packages will be removed from the legislation.
- The Directory of Assessment Standards (DAS) will be renamed the Directory of Assessment and Skill Standards (DASS).



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Ngā Pātai Questions



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▶▶ Ngā mahi e whai ake nei | Next steps

- A Bill proposing changes to the Education and Training Act 2020 will be introduced to Parliament.
- The Bill will go through several stages, giving MPs and the public the chance to have their say about the proposed changes.
- 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.
- Work will begin on the development of skill standards and ‘national curriculum’.

There will be opportunities for further engagement through these processes.

Tēnā koe i tō taenga mai ki tēnei huihuinga kōrero

Thank you for attending today's information session

This presentation, Summary of Feedback, qualifications and credentials schema and FAQs can be found here

[VQconsult.nzqa.govt.nz](https://vqconsult.nzqa.govt.nz)

Any further questions email

VQconsult@nzqa.govt.nz

