

# Simplifying New Zealand qualifications and other credentials

## This information session will commence soon

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.



# Simplifying New Zealand qualifications and other credentials

Information session



Reform of Vocational Education (RoVE)  
Te Pūnaha Mātauranga Ahumahi

# ▶▶ Session overview

- Welcome and introductions
  - Presenter: Frannie Aston, Chief Advisor
- Overview of the Reform of Vocational Education (RoVE) programme; and how qualifications and credentials fit within the system
- Overview of the proposals for “Simplifying qualifications and credentials consultation”
- Q & A
- How you can have your say
- Close

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# ▶ Reform of Vocational Education (RoVE)

A strong, unified, sustainable system for all vocational education that delivers the skills that learners, employers and communities need to thrive



Disabled learners  
**Mātauranga Māori** Employees  
**Māori Crown partnerships** Jobs  
 Collaborative International students Upskill and reskill  
**Wānanga** **Communities** TITOs  
 Under-served learners Excellent teaching and learning  
**Network of Providers** Te Pūkenga  
 Learner success Unified Funding System  
**Kaupapa Māori** **Reform** Opportunity  
 Relevant vocational education and skills Apprentices Raise living standards  
**Learners at the Centre** TEC  
 Labour-market demand Growing economy working for every ne  
**Te Taumata Aronui** **Iwi WDCs** Work-ready  
 Flexible Work-integrated learning Sustainable  
 Secondary-tertiary pathways Employers Pacific learners Career pathways  
**Needs of industry** Māori learners  
 Needs of all learners Industry coverage  
**Regional skills needs** PTEs  
 CoVEs RSLGs Learning and pastoral support  
 Outcomes

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# ▶▶ Why is the Reform of Vocational Education needed?

- Skills shortages across a number of industry sectors
- A system that doesn't always meet the needs of learners, employers or regions
- Lack of industry input into off-the-job learning frustrates employers
- Challenges in Institutes of Technology and Polytechnics (ITPs)

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# ▶▶ Key concepts

The reforms aim to create a vocational system which:

- Delivers to the needs of all learners, including through strong secondary-tertiary pathways.
- Prioritises traditionally underserved learners (especially Maori, Pacific, and disabled people).
- Is relevant to the needs of employers.
- Is collaborative, flexible, innovative, and sustainable for all regions for New Zealand.
- Delivers more relevant vocational education and skills across all regions of New Zealand.
- Builds on New Zealand's reputation as a great place to study.

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# ▶▶ Vision for RoVE

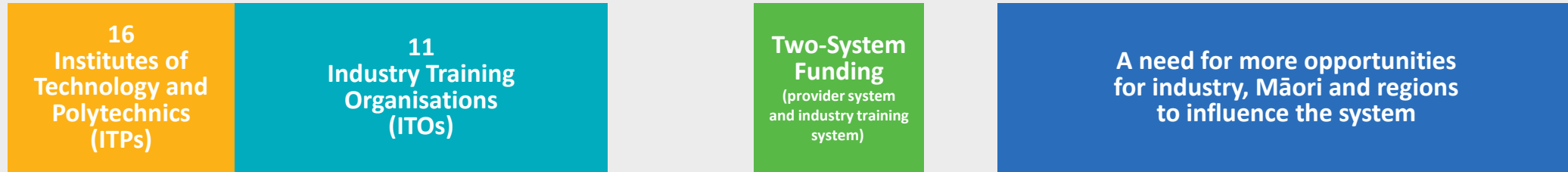
- Delivers to the unique needs of all learners, including those who have been traditionally underserved.
- Be relevant to the changing needs of employers.
- Be collaborative, innovative and sustainable for all regions of New Zealand.
- Uphold and enhance Māori crown partnerships.

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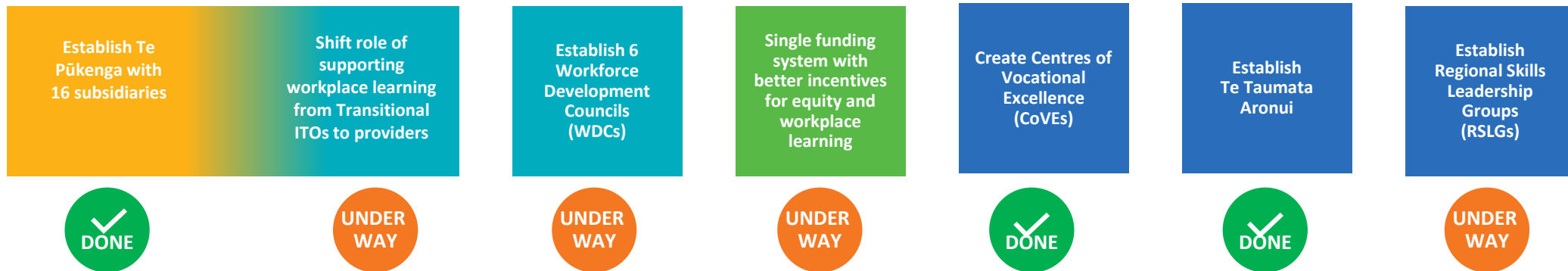


# ▶▶ Progress update on RoVE key changes

## Pre-RoVE state



## Future state



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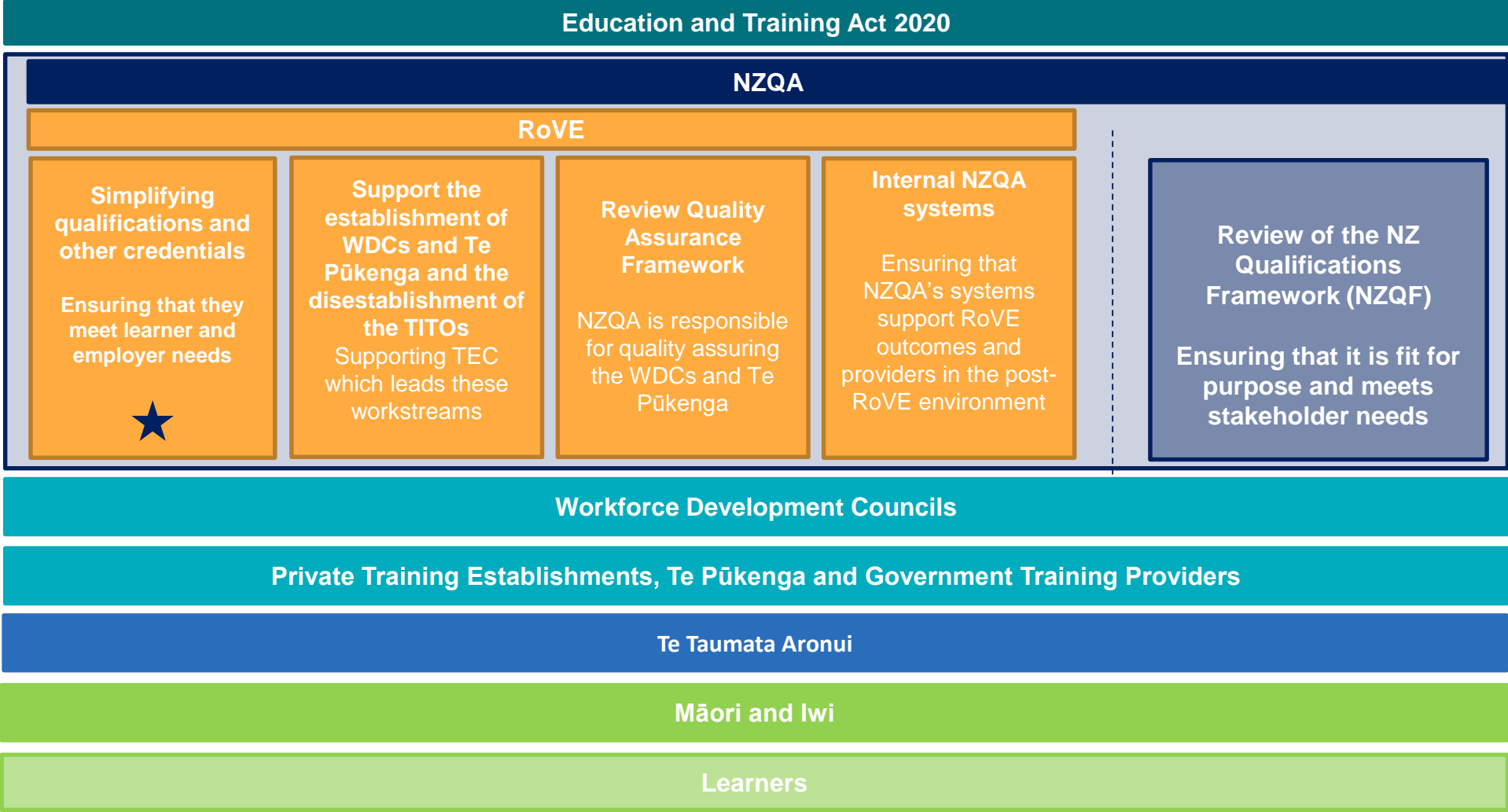


# NZQA programme of work



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# NZQA RoVE Work Programme



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## The Consultation Proposals

# Simplifying New Zealand qualifications and other credentials



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# ▶▶ RoVE qualification design – our opportunity

- The design of vocational qualifications, credentials and other quality assurance activities have a critical role in the reform.
- RoVE seeks to create greater consistency in learning outcome and greater collaboration between providers and employers.
- Simplifying the range and design of vocational education products could better enable:
  - the portability of students' learning if they move between work-based and provider-based learning and between providers
  - consistency of what graduates know and can do, providing employers with confidence in students' skills.

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# ▶ Simplifying New Zealand qualifications and other credentials

## The proposals

- **Proposal 1:** Ensuring vocational qualifications meets the needs of students and employers
- **Proposal 2:** Replacing training schemes with micro-credentials
- **Proposal 3:** Enabling micro-credentials to be developed by WDCs for providers to deliver



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# Simplifying NZ Qualifications and Other Credentials

## The consultation proposals

Education and Training Act 2020

Pre-RoVE qualifications & credentials

Transitional phase

RoVE qualifications & credentials

Current consultation

### Proposal 1

Ensuring Vocational Education meets the needs of students and employers

#### Option A

New Zealand qualifications and their components as currently outlined in the Education and Training Act 2020

#### Option B

Programmes and training packages are removed and replaced with 'national curriculum' in each qualification.

### Proposal 2

Replacing training schemes with micro-credentials

Will require changes to training schemes as currently defined in the Education and Training Act 2020

### Proposal 3

Enabling micro-credentials to be developed by WDCs for providers to deliver

Will require changes to training scheme approval as currently defined in the Education and Training Act 2020

New qualifications & credentials implemented across NZ

Qualifications and credentials being used today in NZ

Unit Standards

Skill Standards

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## The Consultation Proposals

# Proposal 1:

Ensuring vocational qualifications meets the needs of students and employers

### Proposal 1

#### Option A

New Zealand qualifications and their components as currently outlined in the Education and Training Act 2020

#### Option B

Programmes and training packages are removed and replaced with 'national curriculum' in each qualification.





# Proposal 1:

## Ensuring that vocational qualifications meet the needs of students and employers

*Seeks to ensure that vocational qualifications support learner mobility and that employers can be confident that all graduates know and can do the same things.*

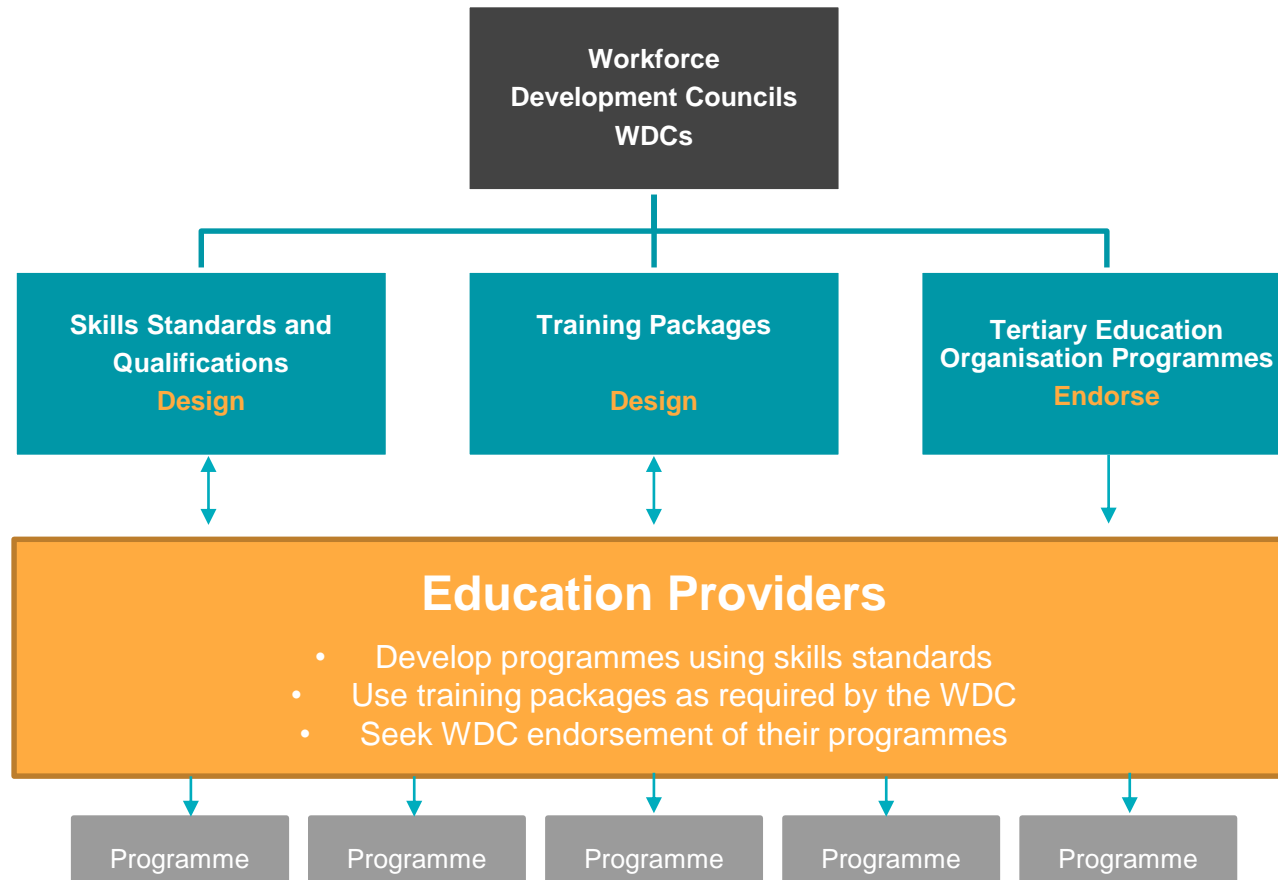
There are two options for your consideration:

Option A: Implementing the current legislative settings for qualifications and programmes

Option B: Further simplification of the qualification system

**For more information see** Page 9 of the Simplifying New Zealand qualifications and other credentials consultation document

# Option A: Implementing the current legislative settings for qualifications and programmes



## Points to note:

- This is what is already outlined in the Education and Training Act 2020

For more information see Page 9 of the Simplifying New Zealand qualifications and other credentials consultation document

## Option A: Implementing the current legislative settings for qualifications and programmes

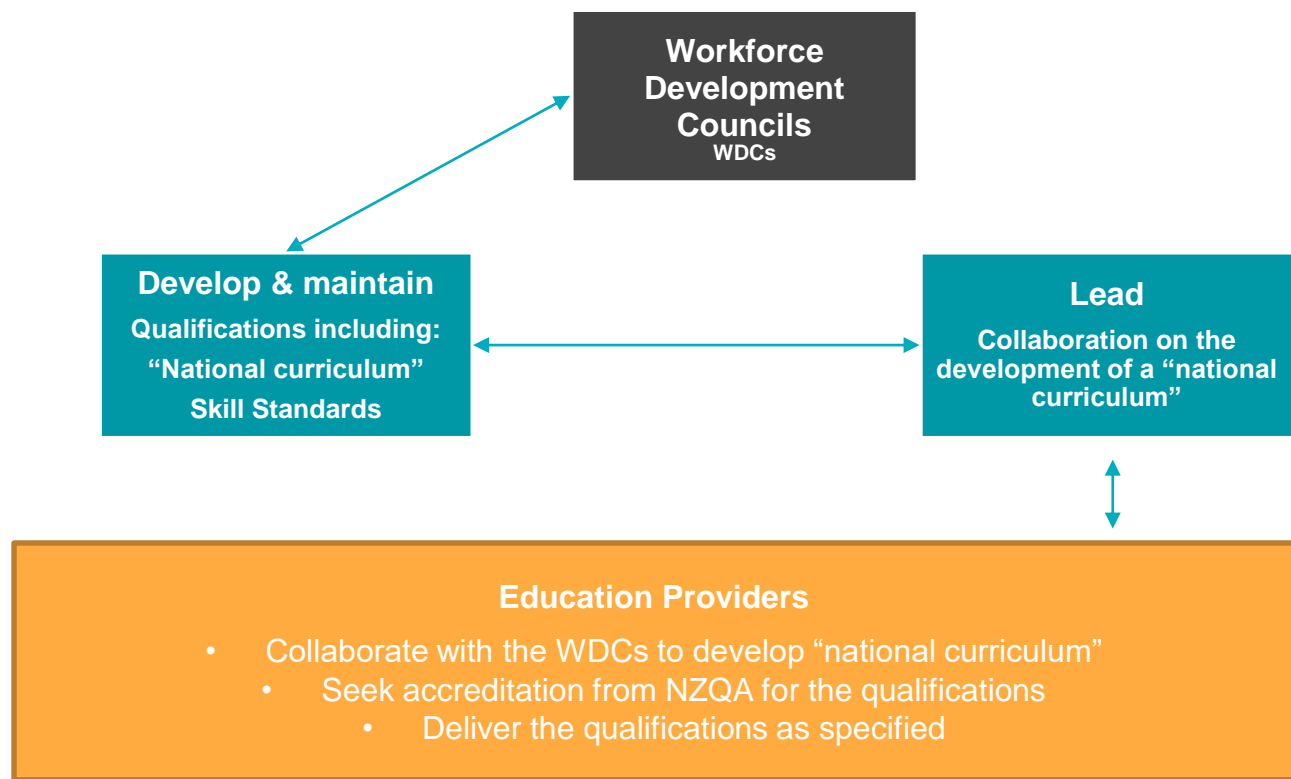
### The key features of Option A are:

- Skill standards will be the core building blocks of vocational qualifications
- WDCs will develop qualifications and skill standards informed by industry need
- Providers will develop programmes and WDCs will endorse them to ensure that they meet industry need
- NZQA will approve programmes after they are endorsed by WDCs
- The WDCs will moderate providers' assessment of skill standards to ensure consistency
- WDCs can develop training packages, which could specify what and how programmes are delivered

***Point to note: This is what is already outlined in the Education and Training Act 2020.***

For more information see Page 9 of the Simplifying New Zealand qualifications and other credentials consultation document

## Option B: Simplified system comprising qualifications, skill standards and micro-credentials



### Points to note:

- This option will require changes to Education and Training Act 2020
- Option B includes all 'New Zealand qualifications' at levels 1 – 7 on the New Zealand Qualifications Framework (NZQF), as providers have told us it would be confusing to have different requirements for different qualifications at the same levels.

For more information see Page 9 of the Simplifying New Zealand qualifications and other credentials consultation document

## Option B: Simplified system, comprising qualifications, skill standards and micro-credentials

*A “national curriculum” is proposed.*

### The “national curriculum” would:

- meet the policy intent of training packages, and would replace the need for training packages and programmes
- include all skills standards required for the qualification
- be specified in the qualification
- be collaboratively developed

**For more information see** Page 9 of the Simplifying New Zealand qualifications and other credentials consultation document

### The key features of Option B are:

- WDCs (and other qualification developers) would lead the collaboration on the development of a national curriculum
- Training packages would be removed from the legislation
- Components of qualifications would remain the same. The “national curriculum” could be specified under conditions and/or through specifying the use of mandatory and elective skill standards
- Providers would not need to develop programmes and there would be no WDC endorsement
- The requirements for programmes would be removed from the legislation

## Impact assessment for option B

Who	High level impact
Learners	A national curriculum would increase transferability of learning, enabling easier transitions between providers and between work-based learning and study-based learning.
Employers/ industry	Greater consistency of outcomes. More influence over what is delivered. Only need to be involved in design and review of qualifications, not in programme design and review at local level.
WDCs	Would lead collaboration with providers on the development of the national curriculum. Wouldn't develop and maintain training packages or endorse programmes.
TEOs	Would provide pedagogical expertise to the WDCs through the development of the national curriculum. Wouldn't need to develop programmes or use training packages or seek WDC endorsement. Will be accredited by NZQA to deliver qualifications.
Schools	Wouldn't need to develop their own programmes, which will make it easier to deliver New Zealand qualifications and support better secondary-tertiary transitions.
Other	Some consequential impact on other agencies e.g. immigration policies which refer to 'programmes'.

## Comparison of Options A and B

	Key advantages	Key disadvantages
<b>Option A</b>	Provides more flexibility for providers to meet regional needs	More than one programme per qualification remains likely for some qualifications, reducing consistency and portability
	Does not require legislative change	Employers need to be engaged at multiple points (qualification and programme development)
	Maintains consistency with other qualifications on the NZQF	Providers bear cost of programme development
<b>Option B</b>	Allows for more influence by industry in the delivery of training and greater consistency of outcomes	Adds further change and a longer implementation timeline
	Enables more seamless transitions for learners	Requires collaboration between WDC and providers, may impact on time to market
	Greater cost savings over the longer term	Requires further legislative change





## The Consultation Proposals

# Proposal 2:

Replacing training schemes with micro-credentials

### Proposal 2

Will require changes to training schemes as currently defined in the Education and Training Act 2020



# Proposal 2:

## Replacing training schemes with micro-credentials

*Seeks to simplify the range of quality assured credentials (non-NZQF listed credentials) so that the system is easier for learners and employers to navigate.*

Stakeholders have told us:

- the range of education products (e.g. qualifications, programmes, standards, micro-credentials, training schemes, training packages) is confusing and that they are not well-differentiated.
- this has resulted in fewer than anticipated micro-credentials being developed and delivered.

**The key features of this proposal are:**

- Training schemes are replaced by micro-credentials in the legislation.
- The need for smaller packages of learning (less than 40 credits) would be met through micro-credentials.
- Existing training schemes would be deemed micro-credentials.
- NZQA will review its rules for micro-credentials to ensure they are not overly restrictive.

**For more information see Page 22 of the Simplifying New Zealand qualifications and other credentials consultation document**



## The Consultation Proposals

# Proposal 3:

Enabling micro-credentials to be developed by Workforce Development Councils for providers to deliver

### Proposal 3

Will require changes to training scheme approval as currently defined in the Education and Training Act 2020

# Proposal 3:

## Enabling micro-credentials to be developed by WDCs for providers to deliver

*Seeks to rectify a technical issue with the Education and Training Act 2020*

### The issue:

One of the legislative functions of the WDCs is to develop micro-credentials, but another part of the Act only allows NZQA to grant approval for micro-credentials to education providers.

As WDCs are not providers, they cannot be granted approval to deliver micro-credentials. This means that NZQA cannot approve WDC-developed micro-credentials for use by providers.

### The key features of this proposal are:

- Approval and accreditation of micro-credentials would be separated in the Act. WDCs would then be able to develop national micro-credentials and providers would be able to apply to NZQA for accreditation to deliver them.
- Providers would be able to continue to develop and be accredited to deliver their own micro-credentials.

**For more information see** Page 25 of the Simplifying New Zealand qualifications and other credentials consultation document



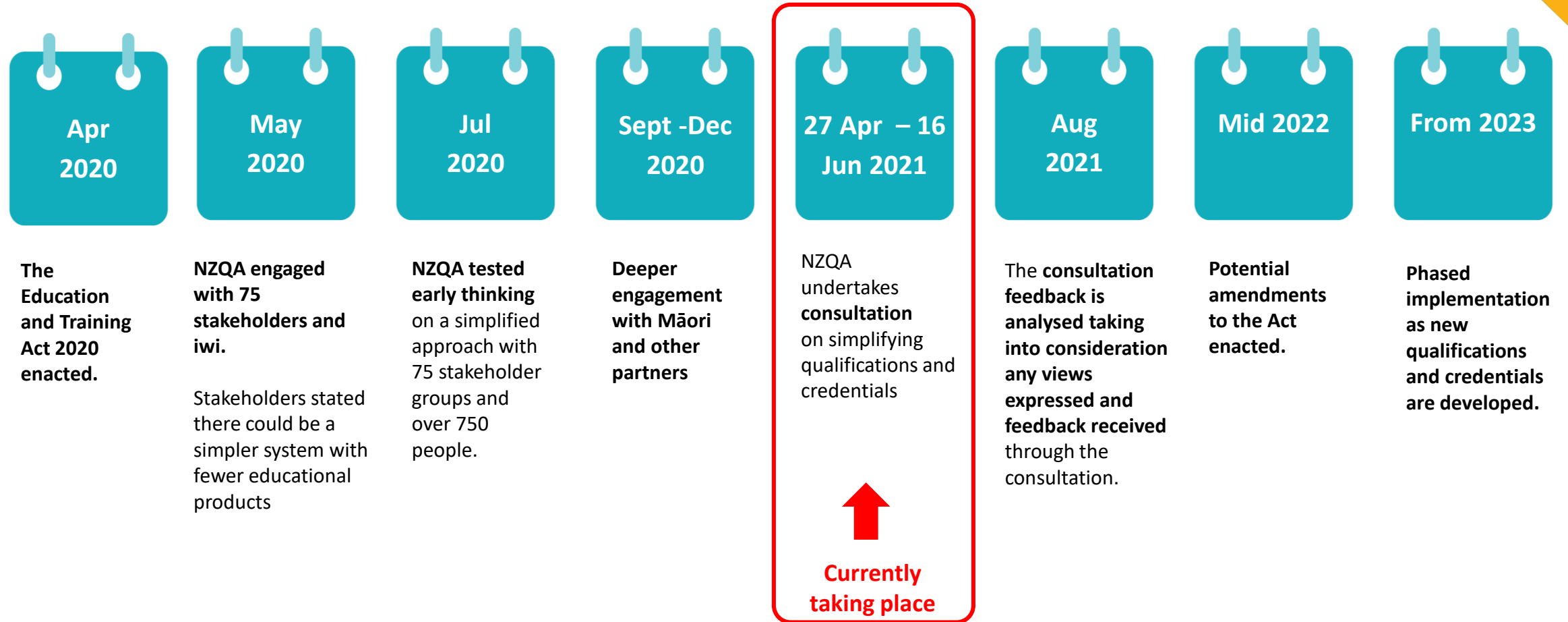
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# Next steps



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# ▶▶ Simplifying Qualifications and Credentials Timeline



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## The Consultation Proposals

# Questions



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Simplifying Qualifications and Other Credentials Consultation

# Tuku kōrero!

To have your say go to  
[VQconsult.nzqa.govt.nz](https://vqconsult.nzqa.govt.nz) and whakahoki  
kōrero.

Any further questions email  
[VQconsult@nzqa.govt.nz](mailto:VQconsult@nzqa.govt.nz)

**Consultation closes 16 June 2021**



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