

# Vocational Education Summit



**TENZ** TECHNOLOGY  
EDUCATION  
NEW ZEALAND

# He Karakia Tīmatanga

Mauri ora ki a mātou

*Wellbeing to us all*

Arahina mātou i a mātou mahi

*Help us with our responsibilities*

Kimihia he huarahi mō te kaupapa  
o te mātauranga hangarau

*Seek a pathway for the understanding of  
technology*

Awhina atu, awhina mai

*To give help and receive help*

Te pou e here nei i a mātou

*The virtue that binds us as one*

Hui e, tāiki e

*Bind us together*





# Hamish Johnston

Heamana | Chair

Ko Aoraki te maunga  
Ko Rakia te awa  
Ko Johnston te iwi whānau  
Nō Waitaha ahau  
Ko Hamish tōku ingoa

PPTA Waitaha Canterbury Regional Secretary  
Kaiapoi High School  
Technology Teacher  
Marketing Team Lead  
Assistant Head of Faculty Technology  
Transition Data Coordinator  
Leader of Learning - Wellbeing



# Isabel Rangiwananga

**Kaunihera o te Motu | National Council  
Technology Education New Zealand (TENZ)**

**National Executive  
PPTA Te Wehengarua**

Bachelor of Fine Arts, Whanganui UCOL  
Graduate Diploma in Design, Massey Wellington  
Graduate Diploma in Teaching (Secondary), Victoria  
University, Wellington

Teacher in Charge of Hospitality  
Mahurangi College, Warkworth

13 years experience teaching across Technology and The  
Arts in New Zealand and The Cook Islands.





# Katy Cottrell

**Aro Hangai | Assurance Specialist**  
**Waihanga Ara Rau**

Initial Teacher Educator  
Victoria University

Kaunihera o te Motu | National Council  
Technology Education New Zealand (TENZ)



# Heather Brown

[Heather.Brown@tenz.org.nz](mailto:Heather.Brown@tenz.org.nz)  
TENZ Kapa Rawa | Resources Team

Heather has a Bachelor of Consumer and Applied Science from Otago University, a PG Diploma in Community Nutrition and is a graduate of the College of Education at Otago endorsed in Secondary Education - Academic Excellence award.

In 2021 she completed the Mindlab PGCert in Online Digital Learning and Leadership. She has taught from Years 7 - 13 in the Food Technology and Hospitality curriculums for 13 years and has been a mentor teacher.

# Toi Mai

**Tia Rata**

Poururuku Rāngai Pā Manaaki | GM Pathways  
and Communications



# What's happening?

What is changing in the Vocational Education space?

What are Workforce Development Councils?

How does that impact us in the secondary education space?



**Ngā Ohu Ahumahi**  
**Workforce Development Councils**





## **OHU MAHI**

Workforce  
Development  
Councils



## **HĀPAITIA**

**Shared Services**

Workforce Development Councils



## **WAIHANGA ARA RAU**

**Construction and  
Infrastructure**

Workforce Development Council



## **HANGA-ARO-RAU**

**Manufacturing, Engineering  
and Logistics**

Workforce Development Council



## **TOI MAI**

Workforce  
Development  
Council



## **MUKA TANGATA**

**People, Food and Fibre**

Workforce Development Council



## **TOITŪ TE WAIORA**

**Community, Health, Education  
and Social Services**

Workforce Development Council



## **RINGA HORA**

**Services**

Workforce Development Council



**OHU AHUMAH**  
Workforce  
Development  
Councils

We **engage** with industry, whānau/ hapū/iwi, **Māori** businesses and underrepresented communities such as **Pacific** peoples, **tāngata whaikaha**, **wāhine**, the **neurodiverse** and **LGBTQIA+** to ensure the vocational educational system meets industry and workforce development needs.

We **lead** the development of industry qualifications

We **set industry standards** and **quality assure** training provision against these industry standards

We **endorse** vocational education programmes prior to them being approved by NZQA





Toi Mai  
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Muka Tangata  
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Waihanga Ara Rau  
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Ringa Hora  
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Toitū Te Waiora  
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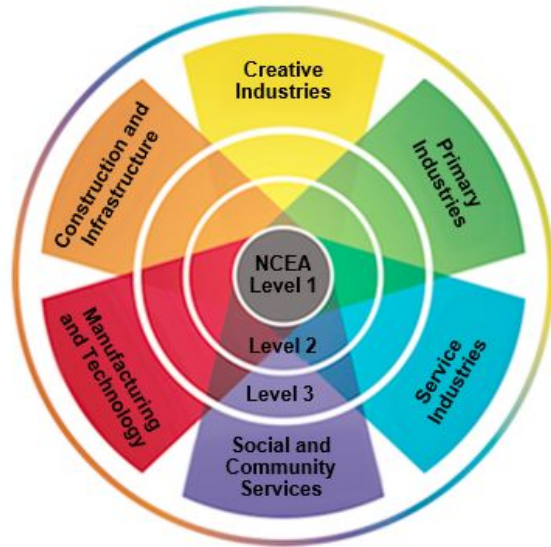


Hanga-Aro-Rau  
→

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# Vocational Pathways

At school – Level 1 to Level 3



In the workforce - Level 2 to Level 6



# Changes to Pathways

**Joseph Houghton**

Principal Adviser - Secondary Transitions  
Ministry of Education

# Muka Tangata

**Stephen Ede**

Qualifications & Standards Analyst





**MUKA TANGATA**  
People, Food and Fibre  
Workforce Development Council

# Muka Tangata

is the Workforce Development Council (WDC)  
representing the food and fibre industries

Stephen Ede - Qualifications & Standards Analyst

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# Industries we are responsible for

Apiculture

Arable

Dairy Farming

Equine, Dogs and Racing

Forestry

Fruit

Grapes and Wine

Nursey, Turf and Gardening

Poultry, Pigs and Other Livestock Farming

Seafood

Sheep, Beef and Deer Farming

Support Services

Vegetable

Veterinary

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# Food and Fibre Sector Workforce

- Highly productive - \$130,000 of exports per worker compared to \$11,000 for all other workers
- Highly mobile workforce:
  - most new entrants to our industries come from other food and fibre industries or are migrants
  - 44% of primary sectors workers have moved on within 6 months, and only 31% of primary sector workers are in the same industry after 18 months
- Growing diversity – Māori, migrant workers, older workers

Overview ?

By industry

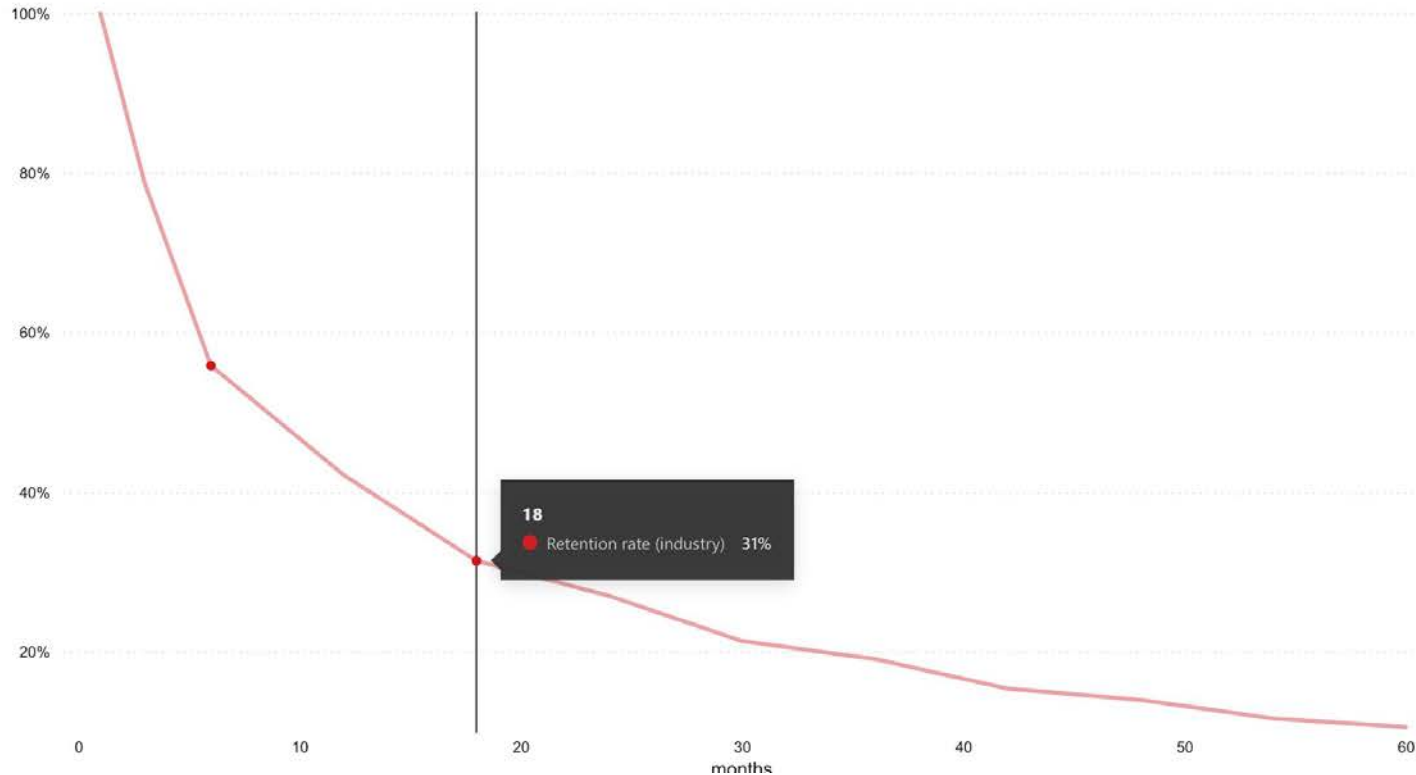
By age

By ethnicity

By gender

By origins

## New entrants retention



### Filters

#### Starting cohort

2015 ▼

#### Industry group

All ▼

#### Industry

All ▼

#### Workforce definition ?

Inclusive workforce ▼

New entrants

By industry

Trend over time

By highest qualification

By region

## Total response origins

● Industry changer 
 ● Tertiary 
 ● Secondary 
 ● Overseas 
 ● Beneficiaries 
 ● Other



### Filters

Year

All ▼

Industry group

All ▼

Industry

All ▼

Employment status

All ▼

Workforce definition ?

Inclusive workforce ▼

# Skills Framework - Definitions



**Core transferable skills** are 'skills to build skills': learning to learn (learner agency), learning for work, and learning for life. We have deliberately chosen the term 'core transferable skills' as these skill sets underpin the ability of ākonga to gain, value, extend and transfer any skills or knowledge to different contexts.



**Core technical skills** are the generic or underpinning technical or work-related skills that are common to all (or most) of the food and fibre sectors. By their nature, these skills are transferable across different contexts



**Specialised Technical Skills** are industry specific knowledge and skills, and specialised technology and equipment skills, which are unique to the relevant industry.

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# A NZ Certificate in Food and Fibre

## Concept:

- A core set of skills and capabilities at each level
- A range of strands for different sectors
- Other optional elements, to meet diverse employer and learner needs

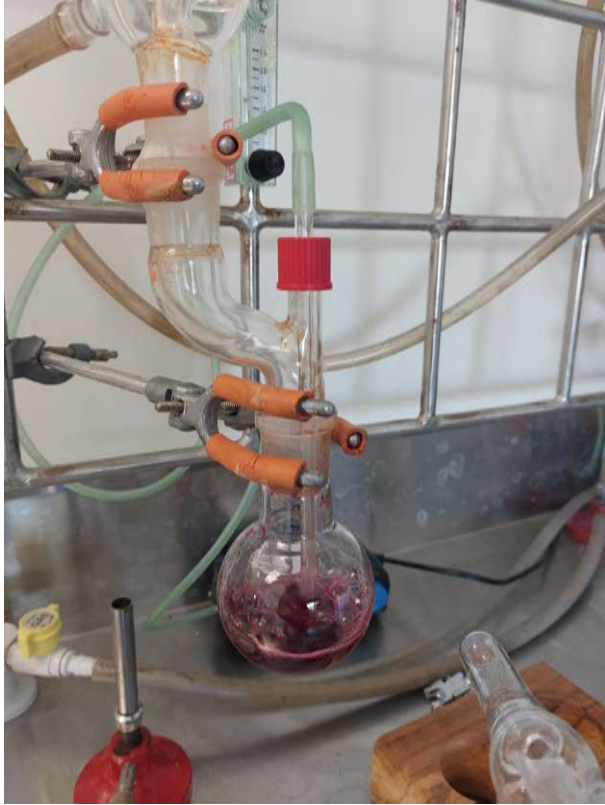
## Supported by:

- Specialised industry qualifications, especially at higher levels
- Specialised micro-credentials for specific requirements

# Otago Polytechnic – Central Otago Campus



# Nelson Marlborough Institute of Technology





# Seafood Industry



# Toitū te Waiora

**Tony Lafotanoa**

Industry Engagement Manager

**James Dearnley**

Acting General Manager Qualifications and Assurance

# Toitū te Waiora

Community, Health, Education  
and Social Services



**TOITŪ TE WAIORA**

Community, Health, Education  
and Social Services

Workforce Development Council

[toitutewaiora.n](http://toitutewaiora.n)

# Toitū te Waiora

## Who are we?

- Toitū te Waiora has coverage of **39** industries and around **250** occupations. These include healthcare services, youth services, education and educational support services, social and community services.
- Our coverage also includes first aid, ambulance, fire protection and other emergency services, corrections, allied health services, funeral directing, civil defence and emergency, and occupational health and safety.
- 70 of the 250 occupations are at levels 3-5 – such as security guards, nannies, teacher aides, domestic cleaners. Often referred to as ‘unskilled’.

## What do we do?

- Review and develop unit & skill standards, develop qualifications, and help shape the curriculum of vocational education in the industries and sectors we represent.
- Moderate unit and skill standard assessments against industry standards.
- Provide advice to TEC on investment in vocational education and determine the appropriate combination of skills and training for the industries we cover.

# Insights

## How do you use our standards?

During 2023:

- 308 Colleges and High Schools had learners that were awarded TTW Unit Standards (66,683 in total)\*
- We completed 34 requests for pre-assessment moderation\*
- We completed 42 Post Moderation submissions

\* Training and assessment is undertaken by schools, by contractors, and reporting of standards is often made by tertiary providers.

\*\* The majority of assessment is conducted using commercially purchased materials.



# Insights

Domain	Domain Status	No.of units	Total Credits
First Aid Total		27,380	
Occupational Health and Safety Practice Total		26,378	
Early Childhood: Educational Theory and Practice Total		4,871	
Beauty Therapy Total		1,480	
Workplace Fire and Emergency Response Total		1,429	
Early Childhood: Family, Whānau, Community, and Society Total		878	
Mental Health and Addiction Support Total		757	
Health and Disability Principles in Practice Total		753	
Self-Management Total		654	
Core Health Total		611	
Cadet Forces Generic Total		278	
Early Childhood: Professional Practice Total		183	
Civil Defence Operation Total		180	
Youth Development Total		143	
Supporting People with Disabilities Total		137	
Community Support Services Total		114	
Fire and Rescue Services - Generic Fire Fighting Total		100	
Hazardous Substances and Materials Total		80	
Emergency Care - First Response Total		66	
Fire and Rescue Services - Vegetation Total		63	
Older Persons' Health and Wellbeing Total		57	
Fire and Rescue Services - Structural and Industrial Total		53	
Injury Prevention Total		15	
Sensory Support Total		10	
Whānau Ora and Community Support Total		7	
Early childhood: Family, Whanau, Community, and Society Total		4	
Workplace Emergency Risk Management Total		2	
<b>Grand Total</b>		<b>66,683</b>	



**TOITŪ TE WAIORA**

Community, Health, Education  
and Social Services

Workforce Development Council

# Future State



Unit standards > Skills standards > National Programmes

## Final thoughts

How can we best support you?

What are your views on our coverage?

We want to hear from you

Contact details: website, [Info@toitutewaiora.nz](mailto:Info@toitutewaiora.nz)



# Hanga-aro-rau

**Stu Murray**

Qualifications Systems Developer





# Strengthening the Manufacturing, Engineering and Logistics Industries

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**HANGA-ARO-RAU**

**Manufacturing, Engineering  
and Logistics**

Workforce Development Council

# Manufacturing Engineering Logistics





# Sectors

## Manufacturing

Alcohol Manufacturing (Excluding Wine)  
Aluminium Joinery  
Apparel  
Automotive Parts and Wholesaling  
Baking  
Binding and Finishing  
Boat Building and Maintenance  
Chemical Manufacturing  
Dairy Processing  
Direct Mail Production  
Energy and Chemical Plant Operations  
Fibreboard and Paper Packaging  
Food and Beverage Manufacturing  
Furniture Manufacturing  
General Manufacturing  
Glass Processing  
Industrial Textiles  
Kitchen Joinery  
Marine Technology  
Meat Processing  
Metal Manufacturing  
Motor Vehicle Manufacturing (Coachbuilding)  
Non-Metallic Mineral Manufacturing  
Offsite Manufacturing  
Petroleum and Coal Manufacturing  
Pharmaceutical and Medicinal Product Manufacturing  
Plastics, Polymer and Rubber Product Manufacturing  
Primary Processing Support  
Print  
Protective Coatings  
Pulp and Paper  
Retail Meat/Butchery  
Signmaking  
Solid Wood Manufacturing  
Textiles  
Tissue Converting  
Wood Panel and Plywood Manufacturing

## Engineering

Automotive Engineering  
Automotive Reglazing  
Collision Repair  
Composites Technology  
Dairy Systems Engineering  
Engineering Design and Consulting Services  
Engineering Fabrication  
Extractives  
Extractives - Blasting  
Extractives - Drilling  
Fire Protection  
Irrigation  
Laundry and Dry-Cleaning Services  
Locksmithing  
Maintenance Engineering  
Mechanical Building Services  
Mechanical Engineering  
Motorcycle Engineering  
Outdoor Power Equipment  
Refrigeration and Airconditioning  
Welding

## Logistics

Air and Space Transport  
Commercial Road Transport  
Customs and Freight Support Services  
Digital Infrastructure  
Driving Skills  
Forklift  
Maritime and Marina Operations  
Postal and Courier Services  
Rail Transport  
Resource Recovery and Efficiency  
Road Passenger Services  
Stevedoring and Ports  
Supply Chain  
Warehousing and Storage  
Water Freight and Passenger Transport



**What matters  
to industry...  
...matters to us**

To grow the economy, we need to address the critical skills and labour shortages in the manufacturing, engineering and logistics industries.

We connect directly with industry, at the frontline, so their voice decides future skills needs for vocational education

**Our sectors contribute:**

**530,000**

**People employed**

**80,000**

**Businesses**

**\$70 Billion**

**To New Zealand's GDP**

**286,000**

**Learners**



# Standard Setting



Listen to industry;  
Turn skills needs into  
recognised training



Collaborate with providers



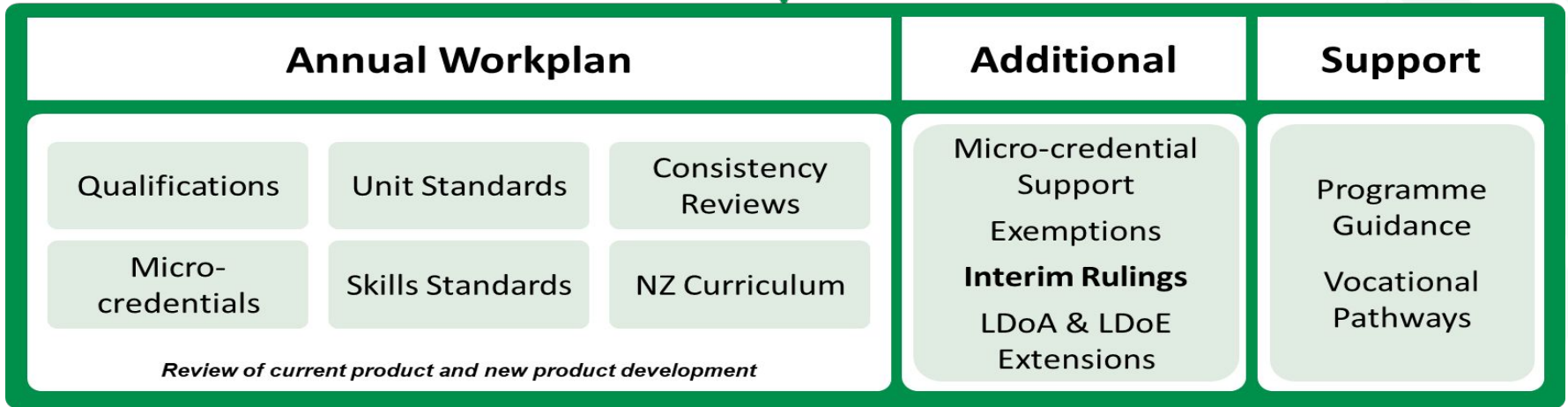
With NZQA, develop NZ  
Qualifications and  
Credentials Framework



# Whatu Tohu | Industry Standards



## Whatu Tohu | Industry Standards



# Whatu Tohu 2023/2024 Workplan

## Work in progress

1. Apparel and Fashion Technology
2. Automotive Parts and Accessories
3. Bakery
4. Butchery
5. CNC Machining
6. Commercial Road Transport
7. Competitive Systems and Practice
8. Dairy Processing
9. Digital Systems for Manufacturing
10. Energy and Chemical Plant Operations
11. Engineering/Mechanical Engineering
12. Extractives
13. Fibreboard and Paper Packaging
14. Fire
15. Glass Processing and Manufacturing
16. HVAC&R
17. Industrial Textile Fabrication
18. Irrigation
19. Marine Vessel Project Management
20. Meat Processing (Animal Product Examination)
21. Meat Processing and Meat Product Manufacturing
22. Outdoor Power Equipment
23. Passenger Ropeways
24. Plastics Fabrication
25. Plastics
26. Powered Industrial Lift Trucks (Forklifts)
27. Print
28. Pulp and Paper Manufacturing
29. Resource Recovery
30. Trade Essentials
31. Transport Engineering Manufacturing / Maintenance

## Scheduled to begin

1. Automotive Diesel Fuel Technology
2. Dairy System (Engineering)
3. Fellmongery and Leather Processing
4. Fire Protection Systems Technology (Inspections)
5. Furniture
6. Heavy Wheel Alignment
7. International Freight
8. Passive Fire
9. Ports
10. Primary Products Food Processing
11. Robotic
12. Solid Wood Manufacturing
13. Supply Chain
14. Wood Panel Manufacturing



# Quality Assurance



Pre-Moderation of  
Provider  
Assessment  
material



Post Moderation  
of Assessment  
activity



Programme  
endorsement and  
consent to assess



Deep dive into  
Provider  
performance





# How QA can we help?

- + Consent to assess
- + Pre-assessment moderation support
- + Post-assessment moderation feedback
- + Compliance with moderation requests
- + Upskilling of assessors/teachers in unit/skill standard assessment
- + Support and advice to improve internal moderation practices.





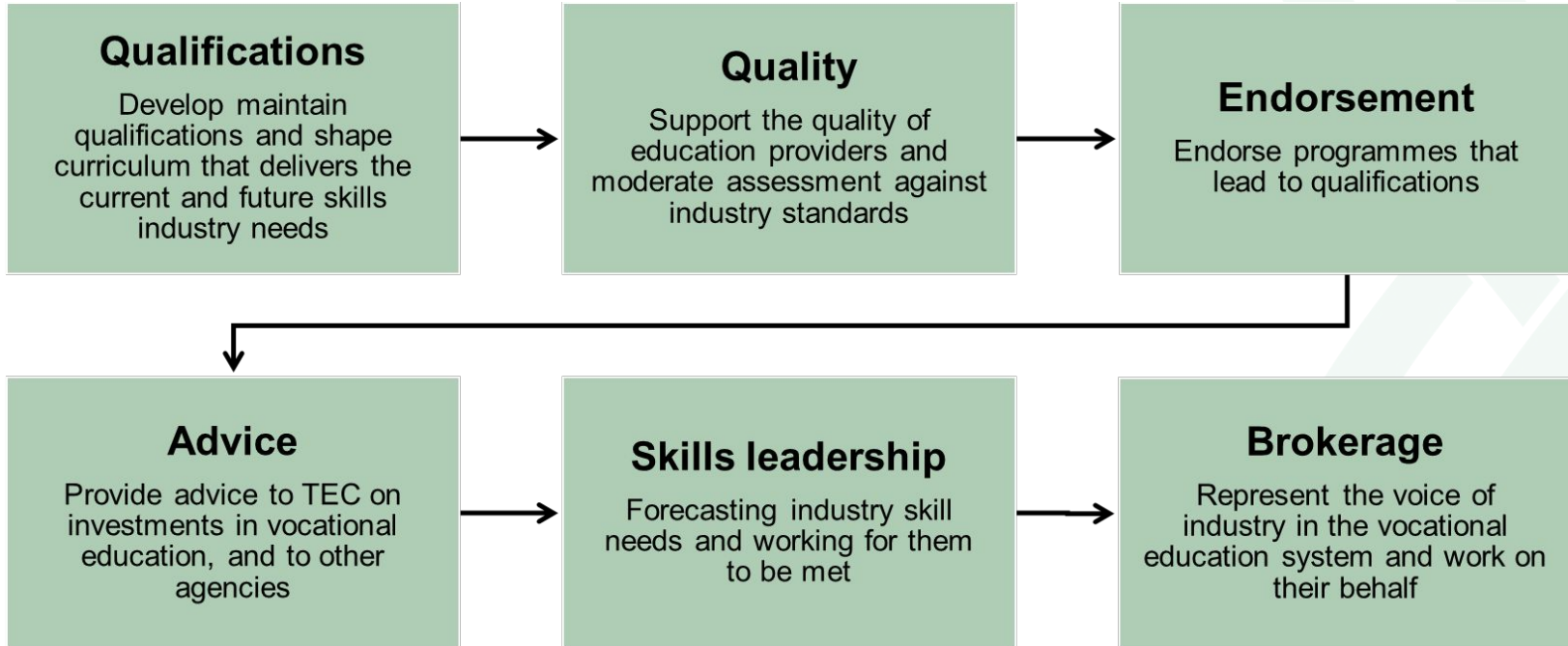
# Vocational Pathways

- + •Connections between employers and education.
- + •Creating models for successful employer engagement.
- + •Organising events e.g. “Inspiring Futures”.
- + •Contribute to the national career strategy.
- + •Getting industry involved in events aimed at engaging students and promoting career pathways.





# Summary – WDCs place in the system



# Toi Mai

**Tia Rata**

Poururuku Rāngai Pā Manaaki | GM Pathways  
and Communications





**TOI MAI**

Workforce  
Development  
Council

**Toi Puaki**  
Expressive Arts



**Toi Whānui**  
Enabling Technologies



**Toi Pāho**  
Broadcast  
and Screen



# NGĀ PEKA O TOI

**Toi Ora**  
Sport, Recreation and  
Cultural Organisations



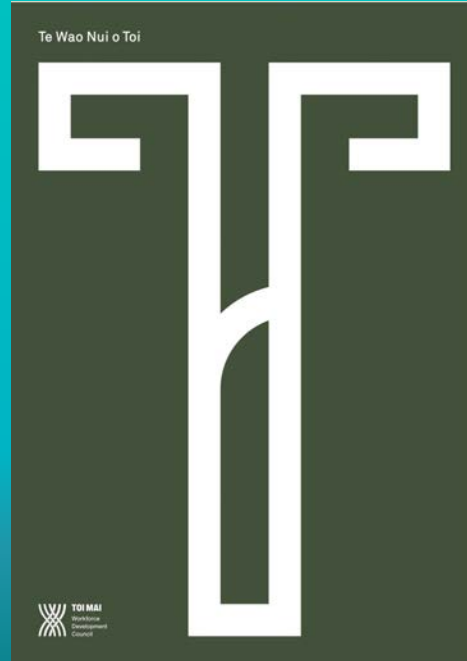
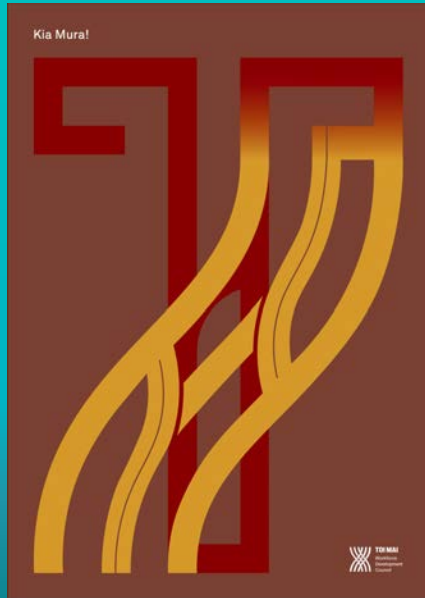
**Toi Māori**  
Taonga Works  
and the Oral Arts

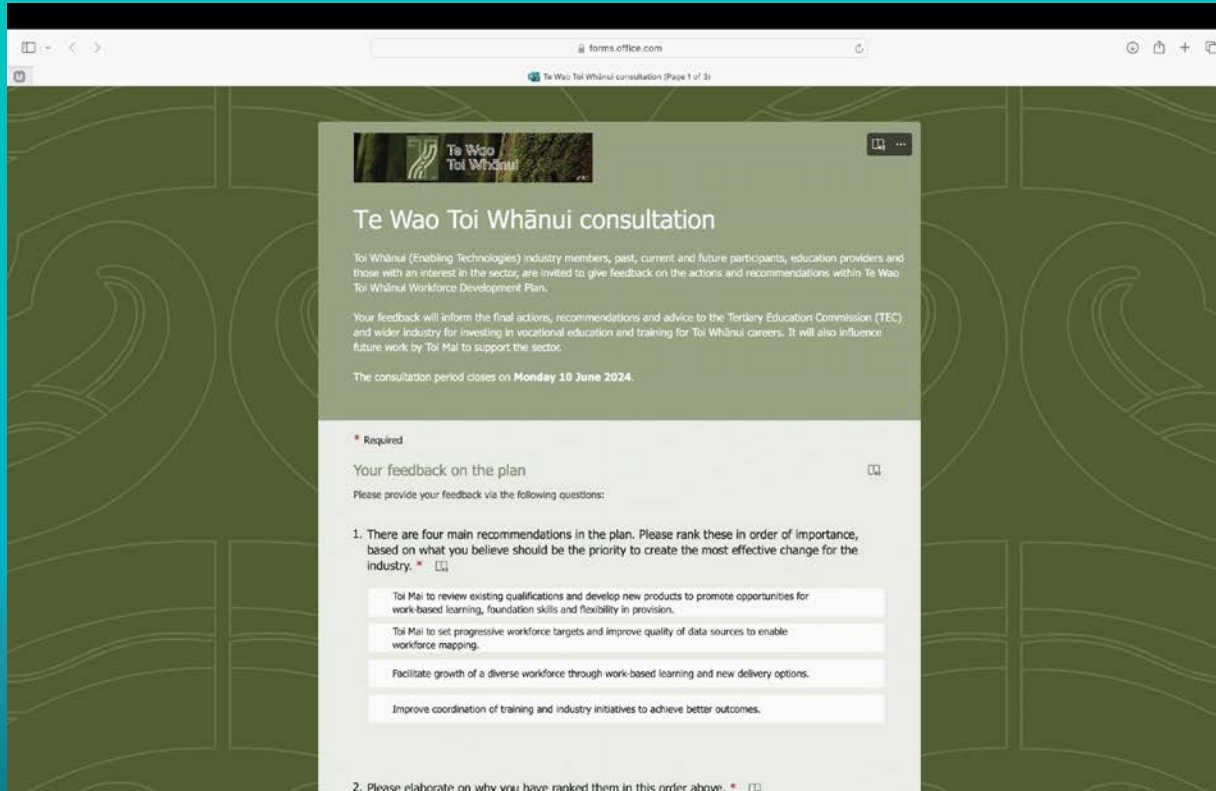


**Toi ā-Ringa**  
Art and Design



Te Waonui a Toi #thriveby35





forms.office.com

Te Wao Toi Whānui consultation (Page 1 of 3)

**Te Wao Toi Whānui**

## Te Wao Toi Whānui consultation

Toi Whānui (Enabling Technologies) industry members, past, current and future participants, education providers and those with an interest in the sector, are invited to give feedback on the actions and recommendations within Te Wao Toi Whānui Workforce Development Plan.

Your feedback will inform the final actions, recommendations and advice to the Tertiary Education Commission (TEC) and wider industry for investing in vocational education and training for Toi Whānui careers. It will also influence future work by Toi Mai to support the sector.

The consultation period closes on **Monday 10 June 2024**.

**\* Required**

Your feedback on the plan

Please provide your feedback via the following questions:

1. There are four main recommendations in the plan. Please rank these in order of importance, based on what you believe should be the priority to create the most effective change for the industry. \*

- Toi Mai to review existing qualifications and develop new products to promote opportunities for work-based learning, foundation skills and flexibility in provision.
- Toi Mai to set progressive workforce targets and improve quality of data sources to enable workforce mapping.
- Facilitate growth of a diverse workforce through work-based learning and new delivery options.
- Improve coordination of training and industry initiatives to achieve better outcomes.

2. Please elaborate on why you have ranked them in this order above. \*





## Mātauranga Māori

- + Te Tiriti o Waitangi framework lens
- + Te Reo me ōna tikanga
- + Wānanga
- + Programme Endorsement
- + Curriculum alignment



# Toi Mai – key kaupapa 2024-25

- **Toi Mai Skills framework** – research into skill clusters, transferrable skills, career pathways to guide new product and programme development
- **Research** - please use and share our research (published on our website)
  - *Baseline Employment Data report*
  - *Embracing Digital Transformation*
  - *Barriers to Diversity in the Aotearoa Tech sector report*
  - *Creatch Leaky Pipeline report*
  - *Briefings to Incoming Ministers*
  - *Government Expenditure to the Arts and Cultural Sectors*
  - *Investment Advice to TEC*

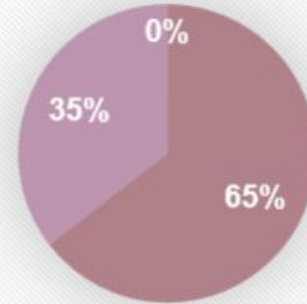


## Qualifications

### Our products as of January 2024:

- + 158 qualifications
- + 921 standards
- + 587 programmes across 85 providers
- + 498 schools in Aotearoa

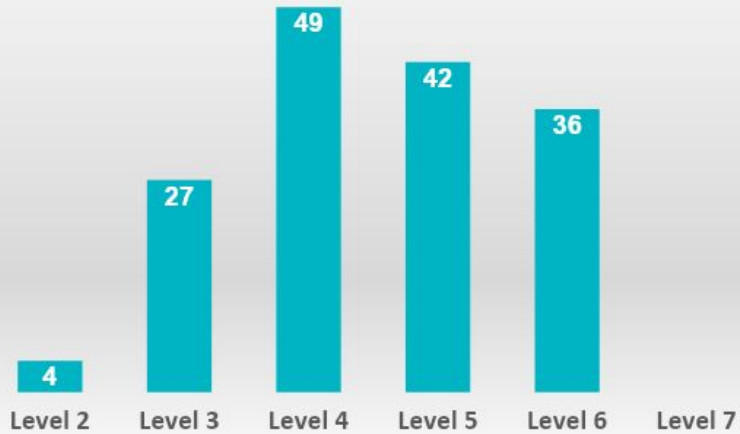
### Quals by type



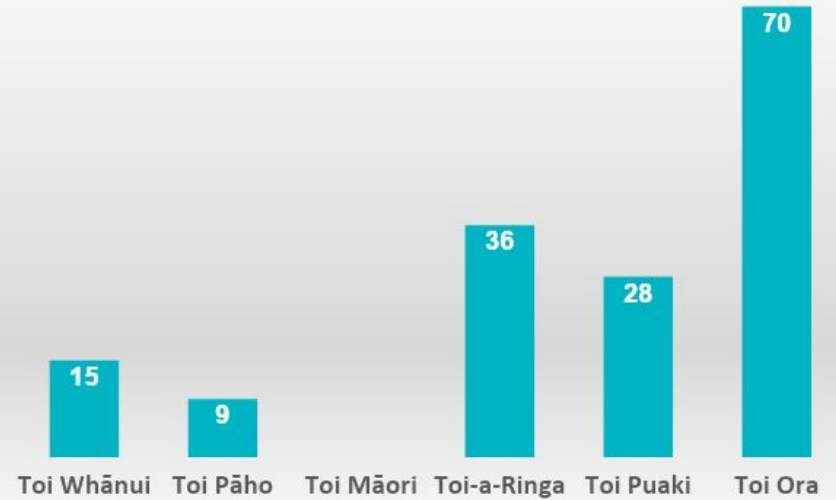
■ Micro-credential ■ Certificate ■ Diploma

## Qualifications

Quals by level



Quals by sector



## Micro-credentials & Skill standards



- New Podcasting Skill Standard, will be listed next month
- Exercise and Comm Rec standards L1-3 have been reviewed
- New Introduction to Exercise Fundamentals L4
- New Performing Arts Assistant MC in development (Level 2 proposed)
- New Introduction to the Aotearoa NZ Screen Industry L3
- Conservation micro and skills standards consultation

# Toi Mai – key kaupapa 2024-25

## Qualifications projects underway

- First skill standards and micro-credentials in Exercise, Screen, and IT Support (Level 5) listed
- Screen Industry L4-6 Quals and SS development
- Performing Arts Qual review
- Outdoor Recreation Quals and US review
- Creative Freelancing Micro-credential development
- New podcasting SS L2 with NZQA

## ... and coming up

- Conservation MC exploration & Te Ao Tūroa US review
- Content creation SS development (review of old Radio & Journalism US)
- Barbering qualifications
- Entertainment & Event Tech L4 US review
- Some Hair Qual and US reviews
- Technology qualification review
- Sport qualification review
- Diving qualification review

# Programme Endorsement/ Micro-credentials

Submit form and programme/  
micro-credential evidence to  
programmes@toimai.nz for Toi Mai  
endorsement letter



Please allow **20 working days**  
for us to send a programme/  
micro-credential letter

Submit endorsement letter and  
programme/micro-credential evidence  
to NZQA for final approval



NZQA makes the final decision on  
the programme/micro-credential  
application



NZQA upload against your  
organisation on the NZQA  
framework





Mō te ahumahi  
For industry

Ngā ringa tohu  
Qualifications and assurance

Ngā pānui  
News

Ngā whakaputanga  
Publications

Mō tātou  
About us



# Unit standards suitable for schools

Home > Ngā ringa tohu | Qualifications and assurance > Communications for schools and providers > Unit Standards suitable for schools

Unit standards suitable for schools – February 2023



Call us  
04 909 0316

Email  
info@toimai.nz



Pā Whakatapu



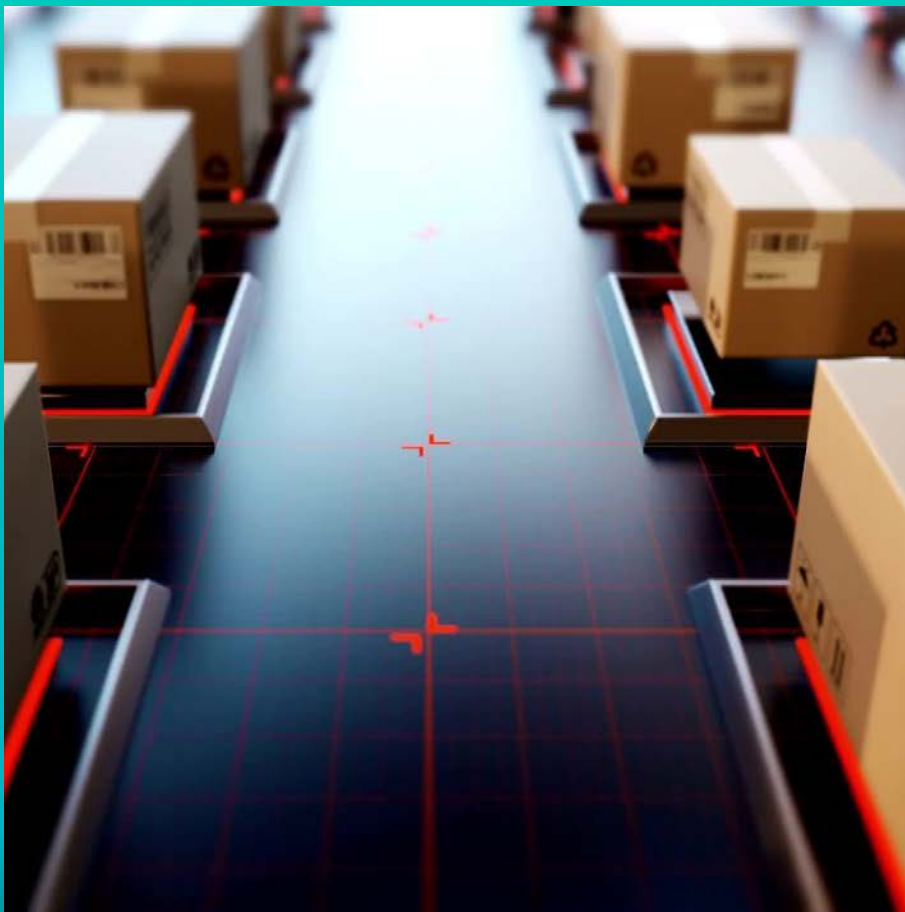
**TOI MAI**  
Workforce  
Development  
Council



Jo Te Morenga



Graeme Cowie



Pā Whakatupu

- + Pathways, skills and quals mapping
- + Narrative for pathway role models in industry
- + Skills framework
- + MOE Vocational Pathways
- + Learner Voice
- + TEC – Tahatū and Inspiring Futures
- + Connecting Schools and Industry
- + VPA collective cross WDC collaboration
- + NELP 4 – Pathways aligned to curriculum

# Toi Mai WDC

1. We continue to utilise Te Tiriti o Waitangi framework to ensure we put an equitable lens on all work outputs.
2. We are reviewing our CMR along with other WDC's later in 2024 and we would like your input
3. We want to continue to build relationships, set great standards and we need to hear your voice

# Waihanga Ara Rau

**Katy Cottrell**

Aro Hangai | Assurance Specialist



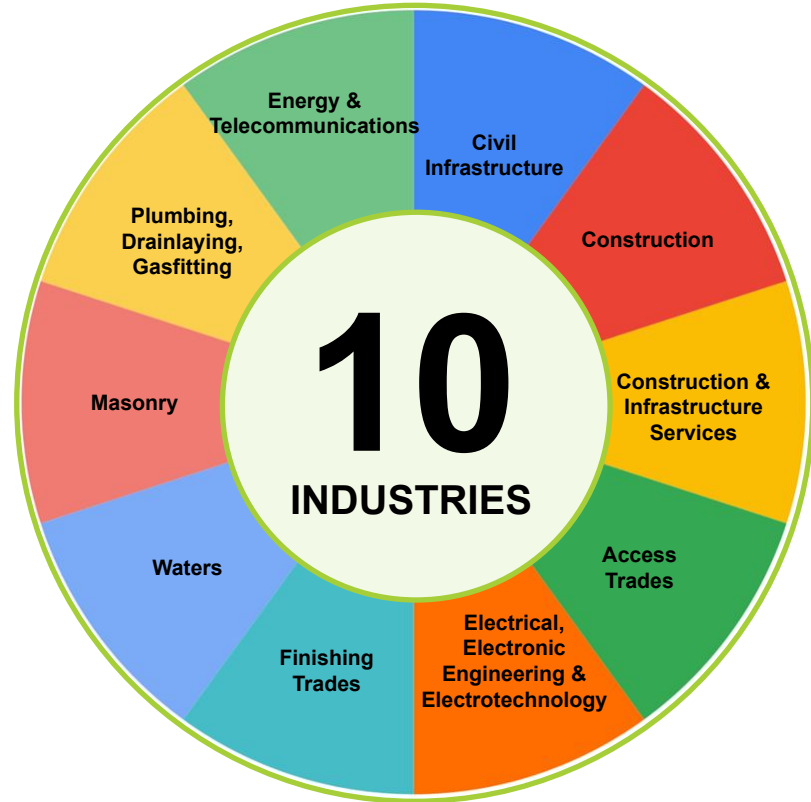


**WAIHANGA ARA RAU**  
Construction and  
Infrastructure  
Workforce Development Council

# Waihanga Ara Rau

# Who do we represent?

**Waihanga Ara Rau**  
Construction and  
Infrastructure WDC  
represents a range of  
diverse industries.



# What could this look like?

- Level 1, 2 & 3 BCATS qualifications will likely remain with minor changes to graduate profile outcomes.
- New BCATS skill standards developed to replace current unit standards, mostly aligned in intent but with some additions/changes to accommodate advice from working groups
- Transition process developed to support teachers and providers moving from the 'old' to the 'new'

# Proposed changes to BCATS and why?

- Creating skill standards to replace BCATS unit standards – NZQA has implemented these new products for all SSBs to use going forward.
- Adding merit/excellence grades to BCATS standards – to recognise individual achievement of ākongā
- Removal of duplication between standards – to ensure each standard has clear, distinct learning outcomes
- New Level 3 ‘design’ standard – to accommodate emerging interest from ākongā in vocational pathways that have a design focus.



100002

## Construct timber garden furniture as a BCATS project

<b>Kaupae</b>   Level	2
<b>Whiwhinga</b>   Credit	8
<b>Whāinga</b>   Purpose	This skill standard is for people who want an introduction to the process of constructing outdoor timber garden furniture. It is for learners in a BCATS environment with limited construction skills and knowledge.  This skill standard can be used in the New Zealand Certificate in Building, Construction, and Allied Trades Skills (BCATS) (Level 2).
<b>Whakaakoranga me mātua oti</b>   Pre-requisites	None

## Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako   Learning outcomes	Paearu aromatawai   Assessment criteria
1. Plan material requirements for timber garden furniture.	a. Identify project components from documentation. b. Prepare cutting lists for projects.
2. Prepare components for timber garden furniture.	a. Mark out and cut components to size as outlined in cutting lists b. Machine components as outlined in project documentation.
3. Assemble and finish timber garden furniture.	a. Assemble project components as specified in documentation. b. Complete projects and work operations in accordance with workplace safety practices.

## Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

## Assessment specifications

Learners will construct two different items of garden furniture.

The first item can be a basic garden furniture item including, a stepped planter box, a free-standing planter or wall mounted planter boxes, raised gardens, or stepladder-style plant ladders, or an item of similar complexity.

The second item needs to be either a Cape Cod chair, a picnic table, a bench seat with garden tool storage, or an item of similar complexity.

## Ngā momo whiwhinga | Grades available

Excellence, Merit, Achieved.

Paetae   Achieved	Kalaka   Merit	Kairangi   Excellence
Projects are assembled and completed with sufficiently accurate measurements.	Projects are assembled and completed with few inaccurate measurements.	Projects are assembled and completed with accurate measurements.
Materials are cut and machined approximately to specifications outlined in project documentation.	Materials are cut and machined closely to specifications outlined in project documentation.	Materials are cut and machined precisely to specifications outlined in project documentation.
There are minor blemishes with acceptable tolerances that do not impact the project's structure or functionality.	There are few blemishes and projects are made with almost exact tolerances to size and finish.	There are no visible blemishes and projects are made to exact size and finish.
All work operations are carried out safely with issues identified and reported within a BCATS environment.	All work operations are carried out safely with issues identified, reported and rectified within a BCATS environment.	All work operations are carried out safely with issues identified, reported, rectified, and evaluated within a BCATS environment.

## Ihirangi waitohu | Indicative content

- Extracting information in project documents
- Calculating material quantities economically
- Selecting appropriate hand and power tools for garden furniture projects and using them correctly
- Using and selecting correct materials
- Measuring and marking out materials
- Cutting and machining timber
- Assembly techniques
- Construction joints and fixing
- Carrying out tasks safely and identify risks
- Handling and storing of materials and tools safely

## Rauemi | Resources

Construction techniques ...

Other resources, including up-to-date guidance for providers on delivery and assessment is available at ...

## Pārongo Whakaū Kounga | Quality assurance information

<b>Ngā rōpū whakatau-paerewa</b>   Standard Setting Body	Waihanga Ara Rau Construction and Infrastructure Workforce Development Council
<b>Whakaritenga Rārangi Paetae Aromatawai</b>   DASS classification	Planning and Construction > Construction Trades > Building, Construction, and Allied Trades Skills
<b>Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga</b>   CMR	48 This CMR can be accessed at: <a href="http://www.nzqa.govt.nz/framework/search/index.do">http://www.nzqa.govt.nz/framework/search/index.do</a>

Hātepe   Process	Putanga   Version	Rā whakaputa   Review date	Rā whakamutunga mō te aromatawai   Last date for assessment
<b>Rēhitatanga</b>   Registration	1	dd mm yyyy	dd mm yyyy
<b>Arotakenga</b>   Review	2	dd mm yyyy	dd mm yyyy
<b>Kōrero whakapapinga</b>   Replacement information	This standard replaced skill standard xxx		
<b>rā arotake</b>   Planned review date	dd mm yyyy		

Please contact Waihanga Ara Rau Construction and Infrastructure WDC at <email address> if you wish to suggest changes to the content of this skill standard.



# Industry perceptions are OK, but overshadowed by other sectors.

This table presents the mean score out of 7 for each industry by priority group.

Higher scores are better.

Main industries of interest

- The priority industries were rated positively, but not by a large margin.
- Asian Students & Pacific Young Adults having the best impressions.
- European Millennials / Early Mid-Lifers had notably worse impressions of careers in these industries.
- The most attractive 'competing' industries are business / law / IT / government.

	Students (10–17 years)				Young Adults (18–25 years)				Millennials / Early Mid-Lifers (26–44 years)			
	Māori (n=61)	Pacific Peoples (n=40)	Asian (n=59)	NZ European (n=180)	Māori (n=42)	Pacific Peoples (n=32)	Asian (n=52)	NZ European (n=145)	Māori (n=77)	Pacific Peoples (n=52)	Asian (n=98)	NZ European (n=280)
Agriculture / Forestry / Horticulture / Fishing					3.43	3.57	3.38	3.31	3.61	3.06	3.53	2.99
Manufacturing					3.39	3.41	3.29	3.12	3.38	3.29	3.76	2.65
Engineering	4.14	4.36	5.05	4.05	3.58	4.00	3.78	3.30	3.19	3.49	3.89	2.74
Construction	3.54	4.00	4.04	3.51	3.63	4.50	3.45	3.23	3.30	3.19	3.57	2.80
Civil Infrastructure	3.37	3.89	4.40	3.37	3.39	3.50	3.48	2.99	2.97	2.91	3.57	2.68
Hospitality / Tourism / Recreational Services / Fitness					4.30	4.24	4.12	3.84	3.86	4.21	3.95	3.64
Driving / Transport / Storage / Wholesale					3.22	3.57	3.11	3.04	3.34	3.54	3.58	2.60
Business / Law / IT / Government					4.61	4.18	4.67	4.38	4.35	4.31	4.67	4.15
Health, Community, Sciences					4.02	4.42	4.33	4.09	4.21	4.49	4.29	4.18
Education / Teaching					4.08	3.86	3.70	3.62	3.92	4.12	3.75	4.00
Defence Force					3.50	3.72	3.50	3.11	3.06	3.56	3.21	2.63

**QB4:** Considering your personal situation, interests and skills, how attractive do you think it would be for you to have a career in each of the following industries?

© Ipsos NZ Career Perceptions of the Construction & Infrastructure Industries of interest: engineering, construction, and civil infrastructure.

# Career knowledge is limited, and dominated by higher-profile jobs

Across all life stages, the three most common professions associated with the construction & civil infrastructure industries are *builders, engineers & electricians*. On average, between 3 & 5 jobs were cited per person, mainly all trades jobs.

	Young Adults 3.6	Millennials 4.2	Early Mid-Lifers 4.7	Older Parents 3.6
BUILDER	48%	54%	57%	49%
ENGINEER	37%	49%	52%	50%
ELECTRICIAN	33%	37%	40%	41%
PLUMBER	28%	37%	38%	32%
MANAGEMENT	19%	27%	28%	9%
ARCHITECTURE	19%	17%	31%	13%
ROAD CONSTRUCTION	15%	19%	20%	28%
LABOURER	14%	12%	10%	9%
DRIVER	9%	11%	15%	14%
SURVEYING	7%	10%	19%	14%
Other NON BUILDING related jobs	15%	8%	10%	4%
CARPENTER	9%	10%	14%	9%
MACHINE OPERATOR	9%	11%	10%	5%
BRICKLAYER	7%	10%	13%	9%
PAINTER	7%	10%	11%	4%
ADMINISTRATOR	8%	9%	8%	0%
FOREMAN	7%	8%	9%	4%
DK / NR / none	10%	8%	5%	5%

	Young Adults 3.6	Millennials 4.2	Early Mid-Lifers 4.7	Older Parents 3.6
Other BUILDING/construction related jobs	7%	8%	4%	9%
COUNCIL	5%	7%	9%	9%
METAL WORKER	6%	5%	8%	4%
ROOFER	4%	4%	12%	5%
DESIGN	3%	4%	8%	14%
QUANTITY SURVEYOR	4%	4%	6%	9%
OHS/1st AID	4%	4%	5%	0%
TRADESPERSON nfi	7%	2%	2%	0%
SCAFFOLDER	4%	5%	0%	0%
TECHNICIAN/IT	3%	4%	3%	0%
LANDSCAPER	0%	4%	5%	0%
FLOORING/TILER	2%	3%	5%	0%
INSPECTOR	0%	3%	5%	4%
JOINER	0%	3%	4%	4%
SUPPLIER	1%	2%	3%	0%
WINDOWS	2%	2%	1%	0%
CONTRACTOR nfi	2%	1%	1%	0%
SALES	1%	1%	1%	0%
DEMOLITION	1%	1%	1%	4%

**Note:** Respondents were asked to name all the jobs, trades, and professions they could think of that can be found in the construction and civil infrastructure industries. This open-ended question is designed to measure the breadth and depth of knowledge of the industries, and to identify what jobs may be skewing people's perceptions of careers in said industries.

QC1: Please write down all the jobs, trades and professions you can think of that can be found in the construction and civil infrastructure industries?

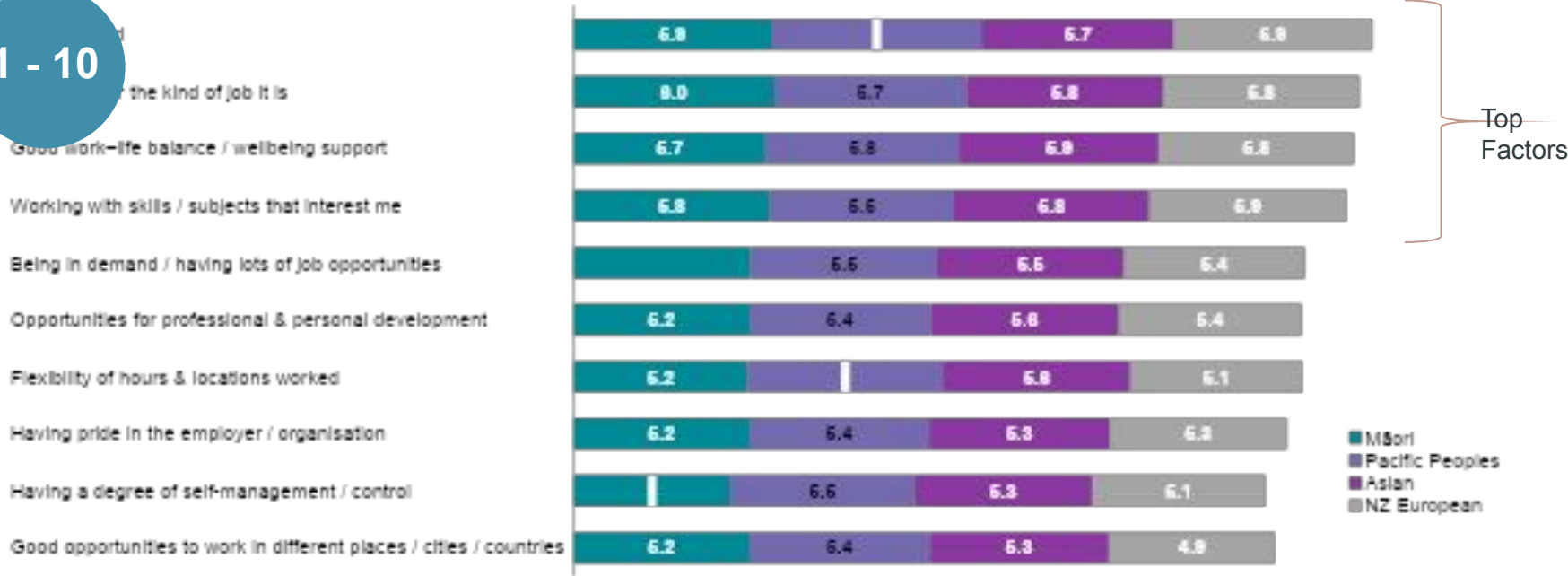
Base: Young Adults (n=221), Millennials (n=416), Early Mid-Lifers (n=149), Older Parents (n=22). \*Caution: Low base size (n<30).

# The most important career factors are the normal must-haves

People want to be valued, receive good pay for the kind of job it is, have interesting work and strike a good work-life balance.

1 - 10

Importance of job attributes – Young Adults



QB5: How important are each of the factors listed below when considering your ideal job?  
Base: Total Young Adults (n=227) – Māori (n=42), Pacific (n=32), Asian (n=52), NZ European (n=145)

Mean Scores  
1 = Don't care at all  
7 = Extremely important

Standard significance testing at 95% confidence level applied:  
green / red indicates a statistically significant increase / decrease compared to the total

# The least important factors tended to be those factors where jobs in the sectors of interest are strong.

But despite relatively low ratings, factors such as *working outdoors* were still somewhat positively regarded.

11 - 20

Importance of job attributes – Young Adults



QB5: How important are each of the factors listed below when considering your ideal job?  
Base: Total Young Adults (n=227) – Māori (n=42), Pacific (n=32), Asian (n=52), NZ European (n=145)

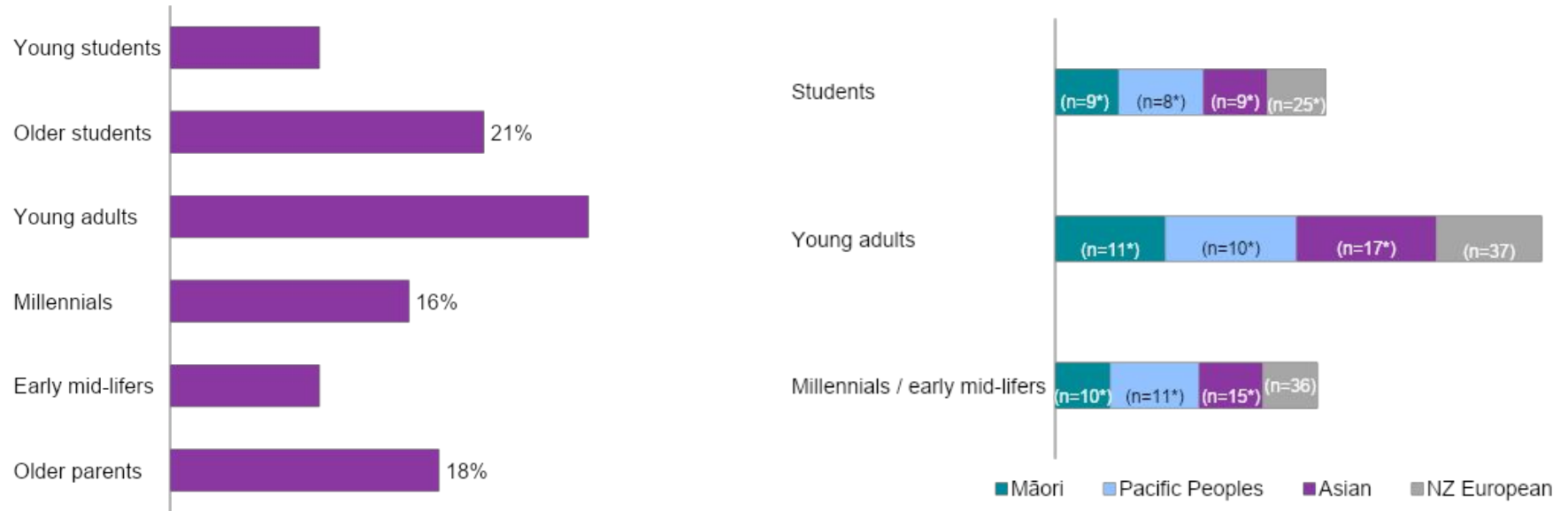
Mean Scores  
1 = Don't care at all  
7 = Extremely important

Standard significance testing at 95% confidence level applied:  
green / red indicates a statistically significant increase / decrease compared to the total

# Career exploration is highest amongst young adults

Investigations into the construction & civil infrastructure sectors remain relatively limited across all stages of life. Notably, there is a surge of interest among Young Adults.

## Have researched a career in the construction / civil infrastructure industries



QC5: Have you ever investigated or researched what a career in the construction or civil infrastructure industries would be like?

Base: Total sample (n=1,000) – Young Students (n=141), Older Students (n=145), Young Adults (n=232), Millennials (n=305), Early Mid-Lifers (n=155), Older Parents (n=22\*). **\*Caution:** Low base size (n<30).

Standard significance testing at 95% confidence level applied:  
green / red indicates a statistically significant increase / decrease compared to the total



**WAIHANGA ARA RAU**  
Construction and  
Infrastructure  
Workforce Development Council

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## Workforce Information Platform

The Workforce Information Platform (WIP) presents a range of different analyses pulled from across the construction and infrastructure industry that explore the supply of and demand for people across the industry. Indicate the industry and strategic groups you are interested in using the filters below to the left, then navigate between the analyses on the right. Note that the filters selected here will be applied to the analyses as you click through them, although they can be changed at any time.



### Industry group

### Strategic group

Industry

Demographics

Pathways

Training



### Workforce gaps & size of pipeline - Regional view

Workforce gaps and industry activity presented visually by region.



### Size of pipeline - Te Puni Kōkiri view

Industry activity presented visually by rohe.



### Project pipeline

Expected industry activity by building type and location.



### Workforce supply and demand

Supply of and demand for the industry workforce.

[Workforce Information Platform \(wip.org.nz\)](http://wip.org.nz)

# BCITO

## Building and Construction Industry Training Organisation

Mark Chalmers

Implementation and Transition Manager





# BCITO

- Over 34 years Building Futures in the construction sector.
- Current learners being supported = 15,500 in over 7,000 workplaces.
- Cover 15 trades and over 70 qualifications.
- In 2023, 110,829 unit standards were reported to NZQA, and
- 5,561 learners completed their learning with BCITO at Levels 3 to 5.
- We celebrate this success through dozens of graduations across the motu.

# Supporting our learners

- We have 422 awesome staff across the country.
- Learning resource development across all our trades, in particular BCATS resources are made available to and supported in over 340 secondary schools, PTE's and ITP's.
- Support in Trade Academies with additional learning not generally included in BCATS.
- Currently supporting 459 Gateway Students in one of three available packages.
- For BCITO enrolled Gateway learners we are currently offering for a limited time, a voucher to cover the cost of them sitting either their Learners, Restricted or Full Driver Licence.
- 2024 to date we have supported over 500 individuals by providing free support with Mental Health, Dyslexia, Literacy and Numeracy, English as a second language and 1 to 1 Learning support.
- We also offer learning tools such as Immersive Reader and C-Pens.



**RINGA HORA**  
Services  
Workforce Development Council

# Ringa Hora

**Hinewai Quensell** Senior Pathways Advisor

**Erin Lee** Quality Assurance Advisor



April 24

# Te Whare Manaaki o Ringa Hora





**RINGA HORA**  
**Services**

Workforce Development Council



**RINGA HORA**  
**Services**

Workforce Development Council

- Aviation & airport services
- Business, Professional & Personal services
- Cleaning services
- Contact centres & Industry Support services
- Financial & Advisory services
- Government, Security & Defence services
- Hospitality & Food services
- Real Estate & Rental services
- Retail & Distribution services
- Tourism & Travel services



**Ringa Hora (Services) Workforce Development Council**

*'Ringa hora' the upturned, outspread hands symbolises manaakitanga, hospitality, service. This value is fundamental to and pervades the whole Services industry.*



**Skills for life,  
wherever they  
take you**

10 Industries  
108 qualifications  
1946 unit standards





# Hospitality /Cookery

# Proposed phases to go live 2026/2027

## Phase one (3-6months)

- Scan the current environment
- Workshop with teachers
- Learn from current projects (Food & Nutrition)
- Clarity of grading
- Industry needs analyst
- Propose level 1 skill standards for review
- Propose level 2 skill standards for review

## Phase two (6 months 12 months)

- Commence editing post feedback on level 1 skill standards
- Commence editing post feedback on level 2 skill standards
- Work with Service Providers to create resources
- Working group project sign off

## Phase three (12-18 months)

- Skill standards submitted to NZQA for evaluation
- Ready for 2026 Delivery
- Propose Level 3 skill standards for review
- Work with Service Providers to create resources
- Working group project sign off

## Phase four (18-30 months)

- Skill standards for level 3 submitted to NZQA for evaluation
- Ready for 2027 Delivery



## Proposed Cookery Skill Standards levels 1-3



### Level 1

- Cutlery
- Fruit & Vegetable
- Grilling/Frying
- Hot Finger Food
- Meat
- Sauce/Soup
- Baking



### Level 2

- Heat-based
- Nutrition
- Water



### Level 3

- Baking
- Cold Foods
- Cultural Occasion
- Foraging
- Local ingredients
- Meat Substitute
- Seasonal Ingredients
- Special dietary requirements
- Street Food

← Skill Standards to replace existing unit standards →



**RINGA HORA**  
Services

Workforce Development Council

# Te Manu Arataki i te kāhui



The project will be carried out in four stages:

Stages	Description
One	Environmental scan (November 2023 – February 2024)
Two	Review scan outcomes & public consultation (March - April 2024)
Three	Qualification review and development of new products if appropriate (April - June 2024)
Four	Final consultation and change implementation June 2024 onwards

“Of course we are future leaders we are the face of tomorrow”





## Our partners



# Kaupapa Māori Aviation Hui



“I remember going through Kura and Whaea Hilda Halkyard-Harawira knew of my aspirations to fly planes. And so, she organised for a Māori pilot from Turangi to bring his plane up and take a group of us for a trial flight”  
(JJ Ripikoi, Founder & Director of Aupiki Travel)



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## Other stuff going on

- Pacific Aviation hui
- Business suite review
- Mata Ārahi Manomano A Careers Pathway Framework
- Workforce Development Plans
- Tuia 2024



# 6 Pou of Mata Ārahi Manomano



AROHA



ASPIRATION



ADVENTURE



ATTITUDE



ACTION



ANGITU





**OHU AHUMAH**  
Workforce  
Development  
Councils

# Connect

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We host wananga/talanoa/in person and online hui to discuss pathways to our qualifications and industry. Please contact us if you are interested in contributing.

# The Panel

**Moderator:**  
**Hamish**

Waihanga Ara Rau  
Katy Cottrell

Toi Mai  
Tia Rata

BCITO  
Mark Chalmers

Toitū te Waiora  
Sarah Williams  
James Dearnley

Muka Tangata  
Stephen Ede

Ringa Hora  
Hinewai Quensell  
Erin Lee

Hanga-aro-rau  
Stu Murray

- Respectful Listening:
  - ➔ Listen attentively to panelists without interrupting.
  - ➔ Avoid side conversations to maintain focus.

- Open-mindedness:
  - ➔ Embrace diverse viewpoints presented by panelists.
  - ➔ Avoid dismissing ideas without consideration.

- Time Management:
  - ➔ Honor designated time limits for questions and comments.
  - ➔ Allow all audience members an opportunity to participate.

- Thoughtful Contributions:
  - ➔ Wait for appropriate moments to ask questions or share comments.
  - ➔ Keep questions concise and relevant to the discussion topic.

- Courteous Behavior:
  - ➔ Refrain from using electronic devices that may distract others.
  - ➔ Be mindful of body language and avoid disruptive gestures.

# Cluster Groups



**TENZ** TECHNOLOGY  
EDUCATION  
NEW ZEALAND

# He Karakia Whakamutunga

Ki a mātou katoa

*To those of us gathered*

Kua mutu mātou i a mātou mahi,  
i a mātou kaupapa hoki

*We have finished our work and  
practices*

Arahina mātou,  
kia kawe mātou i a mātou haepapa

*Once again help us with our  
responsibilities*

Kia whakatapua mātou ki ngā  
kaupapa me ngā mea e whakapono.

*We are dedicated to the things we do  
and believe*

Manaakitia mai mātou.

*Bless us all*



# Ngā mihi Thank You



[support@tenz.org.nz](mailto:support@tenz.org.nz)

[tenz.org.nz](https://tenz.org.nz)