

Te Poari Akoranga

AGENDA – Open

Date	13 October 2021	
Time	10.00am – 10.45am	
Venue	Online via Microsoft Teams	
Te Poari Akoranga Members	Dr Angela Beaton (Co-Chair) Jeanette Grace (Co-Chair) Te Urikore Biddle Glynnis Brook Neil Carroll Greg Durkin Lorna Gillespie Jordon Gush	Keiran Hewitson Liz McKenzie Doug Pouwhare Sue Smart Natalie Waran Dahrian Watene Deborah Young

Karakia timatanga

Welcome and apologies

In attendance: Linda Aumua and Mary-Liz Broadley (two staff committee representative members)

Whanaungatanga

OPEN SESSIONS

1	Open Minutes of Previous Meeting Scheduled Meeting – 8 September 2021	<i>Attachment 1</i>
2	<i>10.10am – 10.20am</i> <i>Angela Beaton</i> September Academic Report to Te Pūkenga October Council meeting For noting Verbal update – Te Pūkenga October Council meeting For noting	<i>Attachment 2</i>
3	<i>10.20am – 10.35am</i> <i>Deborah Young</i> Ngā Ohu Whakahaere Terms of Reference (i) He Ohu Whakahaere Quality – Approved Final (ii) He Ohu Whakahaere Approvals – Approved Final (iii) He Ohu Whakahaere Rangahau Māori, Research and Postgraduate – Approved Final For noting / information	<i>Attachment 3.1</i> <i>Attachment 3.2</i> <i>Attachment 3.3</i>
4	<i>10.35am – 10.45am</i> <i>Angela Beaton</i> NZQA Simplifying qualifications and other credentials decisions (i) Reform of New Zealand qualifications (sub-degree vocational qualifications) and other credentials (ii) Frequently Asked Questions (iii) Summary of feedback For noting	<i>Attachment 4</i> <i>Attachment 4.1</i> <i>Attachment 4.2</i> <i>Attachment 4.3</i>

Next meeting – 10 November 2021 (Online via Microsoft Teams)

Formal motion for Moving into Closed sessions

IT WAS RESOLVED THAT TO THE EXTENT THAT THE LOCAL GOVERNMENT OFFICIAL INFORMATION AND MEETINGS ACT 1987 (LGOIMA) MAY APPLY, THE PUBLIC BE EXCLUDED FROM THE CLOSED SESSION OF THE MEETING IN ACCORDANCE WITH SECTION 48(1) OF LGOIMA AND THE PARTICULAR INTERESTS PROTECTED BY SECTION 9 OF THE OFFICIAL INFORMATION ACT 1982 (SPECIFICALLY, TO PROTECT THE PRIVACY OF NATURAL PERSONS AND TO PROTECT INFORMATION WHERE THE MAKING AVAILABLE OF SUCH INFORMATION WOULD BE LIKELY UNREASONABLY TO PREJUDICE THE COMMERCIAL POSITION OF TE PŪKENGA, WHICH WOULD BE PREJUDICED BY THE HOLDING OF THE RELEVANT PARTS OF THE PROCEEDINGS OF THE MEETING IN PUBLIC.

Te Poari Akoranga MINUTES – Open **8 September 2021 from 10.00am – 11.05am, online via Microsoft Teams**

WELCOME AND ATTENDANCE

Karakia ūmatanga

The meeting Chair welcomed everyone to the meeting, including members of the public in attendance.

Whanaungatanga

Angela Beaton informed Te Poari Akoranga of Council approval of three new membership appointments to Te Poari Akoranga at their meeting held on 7 September 2021, welcoming Te Urikore Biddle, Liz McKenzie and Doug Pouwhare to their first meeting of Te Poari Akoranga.

Present

Te Poari Akoranga Members

Dr Angela Beaton (Co-Chair)
Jeanette Grace (Co-Chair)
Te Urikore Biddle
Glynnis Brook
Neil Carroll
Greg Durkin
Lorna Gillespie

Keiran Hewitson
Liz McKenzie
Doug Pouwhare
Sue Smart
Natalie Waran
Dahrien Watene
Deborah Young

Jeanette Grace Chaired the meeting.

In Attendance

Jeanette Fifield (Academic Governance Coordinator, Te Pūkenga).
Phil Alexander-Crawford (Te Pae Tawhiti Internal Integration & QA Lead, Te Pūkenga) from 10.35am to 11.05am.

Member(s) of Public

Chris Williams (Wintec) from 10.00am to 10.10am.

Apologies

Jordon Gush.

1. Open Minutes of the Previous Meeting

Scheduled Meeting

Scheduled Meeting – 11 August 2021.

Resolution

Moved by Deborah Young, seconded by Lorna Gillespie.

Te Poari Akoranga resolved that the minutes of Te Poari Akoranga meeting held on 11 August 2021 were approved as a true and accurate record.



2. **August Academic Report to Te Pūkenga September Council Meeting**

- Council received the August Te Poari Akoranga report. The key updates for Council from the August Te Poari Akoranga meeting were noted.

The members received a verbal overview of the key updates.

Discussion included:

- Possible updates to Te Pūkenga and NZQA roles and responsibilities in the future.
- Update of Te Hono o Te Kahurangi quality assurance and mātauranga Māori.

3. **Te Pūkenga subsidiaries: exemption from the requirement to retain all student assessment materials**

New Zealand Qualifications Authority (NZQA) offer to Te Pūkenga subsidiaries, exempting them from full compliance with a rule which requires them to retain all student assessment materials.

- Aside from Te Pūkenga Work Based Learning, each Te Pūkenga subsidiary is currently exempt from full compliance with Rule 17 of the Quality Assurance (including External Evaluation and Review (EER) Rules 2021.
- NZQA are offering each subsidiary a further exemption to full compliance with Rule 17 until 31 December 2022 (or until superseded by this Rule).
- An offer to Chief Executives of each subsidiary (including Te Pūkenga Work Based Learning) with a formal exemption notice, offering them the opportunity to accept the exemption condition has been made.
- Further work to clarify Rule 17 and engage with the sector has been deferred momentarily.

Discussion included:

- Further clarity on collection and storage of assessments

4. **Terms of Reference: Ngā Ohu Whakahaere (Quality, Approvals, Rangahau Māori, Research and Postgraduate)**

The members received and discussed the approved terms of reference for ngā ohu whakahaere, Quality, Approvals and Rangahau, Māori Research and Postgraduate.

Discussion included:

- The inclusion of a performance monitoring statement in the Role section of all ngā ohu whakahaere, for consistency and clarity and to make explicit that continuous improvement is key.
- Readiness to move forward and operationalise the 'standing up' of ngā ohu whakahaere under discussion.
- The reporting process for ngā ohu whakahaere to Te Poari Akoranga.
- Development of a reporting template, for consistency and for use by ngā ohu whakahaere.



Actions:

1. *The sub-working group to update the Role section of the approved ngā ohu whakahaere terms of reference, to include a performance monitoring statement.*
2. *Te Poari Akoranga will undertake a review of the processes of ngā ohu whakahaere twelve (12) months after they have been operationalised.*

5. Te Pae Tawhiti – Insights into Te Tiriti o Waitangi and Māori Equity practices throughout our network

The members received a verbal update which focused on the summary video, in particular the six challenges identified, and our capability, strengths and areas for improvement in our network in giving effect to Te Tiriti o Waitangi and practice with potential that we can share across the network. The full Te Pae Tawhiti Insights Report is available and has been publicly released.

For clarification, the findings in the report are insights gathered from a network view received from subsidiaries and does not include insights from Transitional industry training organisations (TITOs).

Discussion included:

- Te Poari Akoranga's responsibility to contribute to and enhance Māori needs and views of programme design and delivery in the network.
- Opportunity for Te Poari Akoranga to ensure our services and organisation works well and responds with excellence to the needs and aspirations of Māori learners, their whanau, iwi and communities, as outlined in the Report.
- Recognise the shift needed to enable transformation across the network in this space.
- Initiate early conversations and engagement with TITOs.
- Positive reflections received from the Building and Construction industry training organization (BCITO).
- How will progress be monitored and who will be responsible for this?

The members received an update outlining the role of the Partnership and Equity committee in relation to Te Pae Tawhiti. Discussion included:

- What is the relationship between Te Poari Akoranga and Te Pae Tawhiti committee?
- How the insights in Te Pae Tawhiti have helped inform respective workstreams, the organisation design and Operating Model for Te Pūkenga.
- Changes within the Partnerships and Equity team, including the resignation of Phil Alexander-Crawford who has accepted a Chief Executive role at one of the Workforce Development Councils.

Closed session

Moved by Greg Durkin, seconded by Angela Beaton.

Te Poari Akoranga resolved to move to the closed agenda.

IT WAS RESOLVED THAT TO THE EXTENT THAT THE LOCAL GOVERNMENT OFFICIAL INFORMATION AND MEETINGS ACT 1987 (LGOIMA) MAY APPLY, THE PUBLIC BE EXCLUDED FROM THE CLOSED SESSION OF THE MEETING IN ACCORDANCE WITH SECTION 48(1) OF LGOIMA AND THE PARTICULAR INTERESTS PROTECTED BY SECTION 9 OF THE OFFICIAL INFORMATION ACT 1982 (SPECIFICALLY, TO PROTECT THE PRIVACY OF NATURAL PERSONS AND TO PROTECT INFORMATION WHERE THE MAKING AVAILABLE OF SUCH INFORMATION WOULD BE LIKELY UNREASONABLY TO PREJUDICE THE COMMERCIAL POSITION OF TE PŪKENGA, WHICH WOULD BE PREJUDICED BY THE HOLDING OF THE RELEVANT PARTS OF THE PROCEEDINGS OF THE MEETING IN PUBLIC.



Pūrongo Kaunihera a Te Pūkenga

Council Report

15 September 2021

Title	Te Poari Akoranga Report
Provided by	Angela Beaton, DCE Delivery and Academic
For	Information

Te Taunaki | Recommendation(s)

It is recommended that Council:

a.	receive the academic report from Te Poari Akoranga meeting held online via Teams 8 September 2021 (minutes attached)
----	---

Te Tāhuhu Kōrero | Background

Key points from Te Poari Akoranga meeting held on 8 September 2021

- New Zealand Qualifications Authority (NZQA) offer to each Te Pūkenga subsidiary of a further exemption to full compliance with Rule 17 until 31 December 2022 (or until superseded by a change to this Rule) from the requirements to retain all student assessment materials.
- Te Poari Akoranga received the approved terms of references for Ngā Ohu Whakahaere (Quality, Approvals and Rangahau Māori, Research and Postgraduate).
- Overview of Te Pae Tawhiti summary video and report on the Insights into Te Tiriti o Waitangi and Māori Equity practices throughout our network.
- Update and presentation on Whakaumu i te ako the draft Operating Model design.
- Demonstration and presentation on the Qualification and Programme Power Business Intelligence (BI) tool.
- Sub-working group working through draft change schedule, transition plan, timelines, and membership role profiles, to be tabled at a subsequent meeting.
- Te Poari Akoranga is ready to operationalise and stand-up three Ngā Ohu Whakahaere: Approvals, Quality and Rangahau Māori, Research and Postgraduate.

He Ohu Whakahaere : Quality

Terms of Reference

Current Version 8 September 2021	Previous Reviews	Next Review 8 September 2022
--	-------------------------	--

1. **Ngā Tikanga | Purpose**

To provide leadership in academic evaluation and quality assurance; and ensure quality improvement by overseeing and monitoring the consistent application of the quality assurance system, including developing and recommending to Te Poari Akoranga approval of policies and operating procedures.

2. **Role**

Te Poari Akoranga delegates He Ohu Whakahaere: Quality to:

- Provide advice, leadership, and recommendations to Te Poari Akoranga that facilitate integrated evaluative quality assurance aligned to Te Pūkenga strategies, values, goals, and planned outcomes.
- To drive a culture of continuous quality improvement and self-assessment by providing a forum for discussion to inform strategies, plans and practice for improving learner success and sustainable educational quality.
- Monitor evidence-based quality improvement processes and review compliance and effectiveness of quality assurance processes.
- Oversee the development, implementation and review of academic policies and procedures ensuring appropriate consultation.

3. **Mematanga | Membership**

He Ohu Whakahaere: Quality will consist of members drawn from across the network with relevant, demonstrated skills and experience. Appointments will be made by Te Poari Akoranga in accordance with the terms of reference for the ohu, reflecting the value of context and appropriate geographical spread of representation. All Chair appointments will be made by Te Poari Akoranga.

Membership will represent a broad range of interests through the contribution of their expertise, experience, and perspectives. Appointments will comprise the following:

- He Ohu Whakahaere - Quality (Chair)
- Kaiārahi/Director Māori or equivalent
- Two (2) Quality Managers or equivalent
- Seven (7) staff members
- One Learner Journey representative
- Two (2) learner members nominated by the Te Pūkenga Student Committee.

(Total – 14)

Members of He Ohu Whakahaere: Quality are expected through the contribution of their expertise, skills, experience, and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force being to support Te Pūkenga to achieve its Charter.

At the discretion of He Ohu Whakahaere: Quality further members may be co-opted or seconded with a focus on capability development. Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. He Ohu Whakahaere: Quality retains the right to determine whether this is with or without speaking rights.

4. Whakaingoatia | Representation

The designated appointed members are selected on the basis of the following criteria:

- a. commitment to educational quality and learner achievement.
- b. ability to apply both a local and global view to academic issues.
- c. Academic and specialist knowledge, skills, and experience.

The appointment of new members will be on the basis of gaining a balanced, inclusive and broad representation.

Appointed or elected members shall hold their position for up to two years with an option of renewal for a third year, with any decision as to renewal to be made by Te Poari Akoranga. The timing of membership appointments will be rotational to ensure continuity within the committee. Membership of He Ohu Whakahaere: Quality may be revoked by either Te Poari Akoranga or the appointed member at any time by giving four weeks' written notice in writing.

5. Tuku mana | Delegations

From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to He Ohu Whakahaere: Quality. In doing so, it requires:

- Any policies related to the responsibilities are formally approved by Te Poari Akoranga;
- Minor changes to academic procedures, within academic policy, are delegated to the Chair, He Ohu Whakahaere -Quality;
- Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.

All formal delegations are included in the Academic Delegations Register which is updated at least annually.

6. Kōrama | Quorum

Half the membership plus one member of He Ohu Whakahaere: Quality constitutes a quorum. If the requirement for a quorum is not met, the hui can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding. This may be completed via electronic means.

7. Hui | Meetings

He Ohu Whakahaere: Quality will determine the frequency with which it meets and will be responsible for maintaining adequate records for reporting to Poari Akoranga. Hui will be conducted according to the schedule agreed on by Poari Akoranga, appropriate to its tasks and delegations.

8. Pūrongo | Reporting

All formal reports will be provided to Te Poari Akoranga in writing and meet the requirements of the agreed reporting schedule. These will include an annual self-assessment report.

He Ohu Whakahaere : Approvals

Terms of Reference

Current Version 8 September 2021	Previous Reviews	Next Review 8 September 2022
--	-------------------------	--

1. Ngā Tikanga | Purpose

To develop and direct a purposeful and responsive mix of provision matched to need, with a relentless focus on equity, access, and participation to support a culture of equity and diversity where all learners and their whānau are included and valued; and to recommend to Te Poari Akoranga the approval of education products and associated changes in accordance with approved delegations across the Te Pūkenga network.

2. Role

Te Poari Akoranga delegates He Ohu Whakahaere: Approvals to:

- Receive and evaluate documentation relating to education products.
- Recommend approval of all products to Te Poari Akoranga for approval, and subsequently for submission, as appropriate, to external approval bodies.
- Review and recommend approval for external accreditation and consent to assess applications.
- Refer matters that constitute academic concerns or risks to the academic integrity of Te Pūkenga to Te Poari Akoranga.
- Monitor, maintain and improve the standards of all products, including but not limited to harmonisation and assessment processes including internal and external moderation ensuring a culture of continuous improvement.
- Liaise with Work Force Development Councils (WDCs) as appropriate.

3. Mematanga | Membership

He Ohu Whakahaere: Approvals will consist of members drawn from across the network with relevant, demonstrated skills and experience. Appointments will be made by Te Poari Akoranga in accordance with the terms of reference for the ohu, reflecting the value of context and appropriate geographical spread of representation. All Chair appointments will be made by Te Poari Akoranga.

Membership will represent a broad range of interests through the contribution of their expertise, experience, and perspectives. Appointments will comprise the following:

- Ohu Whakahaere - Approvals (Chair)
- Kaiārahi/Director Māori or equivalent
- Two (2) Senior Managers or equivalent
- Seven (7) staff members
- One Learner Journey representative
- Two (2) learner members nominated by the Te Pūkenga Student Committee.

(Total – 14)

Members of He Ohu Whakahaere: Approvals are expected through the contribution of their expertise, skills, experience, and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force to support Te Pūkenga to achieve its Charter.

At the discretion of He Ohu Whakahaere: Approvals further members may be co-opted or seconded with a focus on capability development. Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. He Ohu Whakahaere: Approvals retains the right to determine whether this is with or without speaking rights.

4. Whakaingoatia | Representation

The designated appointed members are selected on the basis of the following criteria:

- a. commitment to educational quality and learner achievement.
- b. ability to apply both a local and global view to academic issues.
- c. Academic and specialist knowledge, skills, and experience.

The appointment of new members will be on the basis of gaining a balanced and broad representation.

Appointed or elected members shall hold their position for up to two years with an option of renewal for a third year, with any decision as to renewal to be made by Te Poari Akoranga. The timing of membership appointments will be rotational to ensure continuity within the committee. Membership of He Ohu Whakahaere: Approvals may be revoked by either Te Poari Akoranga or the appointed member at any time by giving four weeks' written notice in writing

5. Tuku mana | Delegations

From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to He Ohu Whakahaere: Approvals. In doing so, it requires:

- Any policies related to the responsibilities are formally approved by Te Poari Akoranga
- Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.

All formal delegations are included in the Academic Delegations Register which is updated at least annually.

6. Kōrama | Quorum

Half the membership plus one member of He Ohu Whakahaere: Approvals constitutes a quorum.

If the requirement for a quorum is not met, the hui can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding. This may be completed via electronic means.

7. Hui | Meetings

He Ohu Whakahaere: Approvals will determine the frequency with which it meets and will be responsible for maintaining adequate records for reporting to Poari Akoranga. Hui will be conducted according to the schedule agreed on by Poari Akoranga, appropriate to its tasks and delegations.

8. Pūrongo | Reporting

All formal reports will be provided to Te Poari Akoranga in writing and meet the requirements of the agreed reporting schedule. These will include an annual self-assessment report.

He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate

Terms of Reference

Current Version 8 September 2021	Previous Reviews	Next Review 8 September 2022
--	-------------------------	--

1. Ngā Tikanga | Purpose

To provide leadership in rangahau Māori, research and innovation, and postgraduate activity, by having oversight of rangahau Māori and research planning, policy, funding and ethics determine and support the strategic directions and approaches.

2. Te Poari Akoranga delegates He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate to:

- Develop and recommend to Te Poari Akoranga a pro-equity strategy for research and innovation for Te Pūkenga, including staff research activities and research-based learning programmes that support the Tikanga/Purpose above.
- Develop and recommend for approval policy frameworks for rangahau Māori, research and postgraduate education in Te Pūkenga,
- Review and monitor the participation of Te Pūkenga in all research funding processes having regard for regional interests, leadership, and support for research.
- Review and monitor the national processes pertaining to contract management of all provider or individual level research grants including resourcing.
- Identify, promote and facilitate best practice rangahau and research activity, with a focus on applied and technological rangahau and research that is partnered with iwi, industry or community; ensure the organisation's research role is promoted to partners across New Zealand and internationally.
- Liaise with regional rangahau, research, postgraduate and ethics committees and the biological safety committee.
- Facilitate the development of national rangahau and research programmes to leverage current Te Pūkenga research capability, enhance research capability, and support the development of rangahau and research partnerships.
- Identify, promote and enhance best practice rangahau, research, research capability and innovation, including that relating to research ethics across Te Pūkenga.
- Provide governance of a national ethics committee, providing oversight of regional ethics support and dealing with any potentially complex or contested ethical approvals or issues.
- Monitor the performance of Te Pūkenga in relation to national rangahau, research and postgraduate strategies ensuring a culture of continuous improvement throughout.

3. Mematanga | Membership

He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate will consist of members drawn from across the network with relevant, demonstrated skills and experience. Appointments will be made by Te Poari Akoranga in accordance with the terms of reference for the ohu, reflecting the value of appropriate geographical spread of representation. All Chair appointments will be made by Te Poari Akoranga.

Membership will represent a broad range of interests through the contribution of their expertise, experience and perspectives. Appointments will comprise the following:

- He Ohu Whakahaere – Rangahau Maori, Research and Postgraduate (co-Chair)
- Kaiārahi/Director Māori or equivalent (co-Chair)
- Seven (7) research active staff members including emerging and early career researchers (drawn from both ITPs and ITOs as appropriate)
- Three (3) staff members from postgraduate programmes
- Two student members nominated by the Te Pūkenga Student Committee.

Members of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate are expected through the contribution of their expertise, experience and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force to support Te Pūkenga to achieve its Charter. If consensus cannot be reached, decisions will be taken by the co-Chairs of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate.

At the discretion of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate further members may be co-opted or seconded with a focus on capability development. Non-voting observers/understudies from within the network may attend hui unless otherwise stipulated. He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate retains the right to determine whether this is with or without speaking rights.

4. Whakaingoatia | Representation

The designated appointed members are selected on the basis of the following criteria:

- commitment to rangahau and research quality with significant experience at the management of staff and student research functions at a senior management/ executive level
- ability to apply both a local and global view to rangahau and research needs and strategic direction
- authoritative and specialist knowledge, skills, and experience in the areas of applied and technological rangahau and research, with a demonstrable track record in industry/community partnered research and Kaupapa Māori research, a strong publication record in the areas of focus and the related methodologies Te Pūkenga is seeking to develop.
- members will be selected on the basis of commitment to rangahau and mātauranga Māori;

The appointment of new members will be on the basis of gaining a balanced and broad representation.

Appointed or elected members shall hold their position for up to two years with an option of renewal for a third year, with any decision as to renewal to be made by Te Poari Akoranga. The timing of membership appointments will be rotational to ensure continuity within the committee. Membership of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate may be revoked by either Te Poari Akoranga (on the basis of an appropriate process), or the appointed member at any time by giving four weeks' written notice in writing.

5. Tikanga | Protocol

Members of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate are expected through the contribution of their expertise, experience and perspectives to be cognisant of, and reflect where appropriate, the broad range of interests within their respective networks. All decisions must be taken with the paramount driving force to support Te Pūkenga to achieve its Charter. If consensus cannot be reached, decisions will be taken by the co-Chairs of He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate.

6. Tuku mana | Delegations

From time to time, Te Poari Akoranga may formally delegate specific tasks and/or responsibilities to He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate. In doing so, it requires:

- Any policies related to the responsibilities are formally approved by Te Poari Akoranga
- Minor changes to procedures, within appropriate policy, are delegated to the Chair, Ohu Whakahaere (Quality)
- Major decisions made by the body receiving the delegation are reported to Te Poari Akoranga.

All formal delegations are included in the Academic Delegations Register which is updated at least annually.

7. Kōrama | Quorum

Half the membership plus one member constitutes a quorum.

If the requirement for a quorum is not met, the hui can proceed, with any recommended actions/motions requiring endorsement by a quorum before they become binding.

8. Hui | Meetings

He Ohu Whakahaere: Rangahau Māori, Research and Postgraduate will determine the frequency with which it meets and will be responsible for maintaining adequate records for reporting to Te Poari Akoranga. Hui will be conducted according to the schedule agreed on by Te Poari Akoranga, appropriate to its tasks and delegations.

9. Pūrongo | Reporting

All formal reports will be provided to Te Poari Akoranga in writing and meet the requirements of the agreed reporting schedule. These will include an annual self-assessment report.

10. Independent National Human Ethics Committee (Ohu Whakahaere Tikanga Matatika)

The national human ethics committee will report to the Rangahau Māori, Research and Postgraduate ohu whakahaere. The purpose of the committee will be to ensure Te Pūkenga is compliant with national and international standards for human ethics and that Te Pūkenga develops and implements an appropriate rangahau and research ethics ontology and related processes.

The national human ethics committee will be HRC accredited and will have an external, independent chair and several external committee members to ensure independence and transparency and to ensure consistency of oversight of ethics processes at Te Pūkenga campuses, with Te Pūkenga researcher membership covering the principal research foci/discipline areas of the institution.

The national human ethics committee will have balanced representation of Māori and Pasifika members.

11. Independent National Animal Ethics Committee (Ohu Whakahaere Tikanga Matatika Kararehe)

The national animal ethics committee will report to the Rangahau Māori, Research and Postgraduate ohu whakahaere. The purpose of the committee will be to ensure Te Pūkenga is compliant with national and international standards for animal ethics.

The national animal ethics committee will be accredited by MPI's National Animal Ethics Advisory Committee (NAEAC). In addition to balanced internal membership, the committee will comprise at least three mandated external members to ensure independence and transparency and to ensure consistency of oversight of ethics processes at Te Pūkenga campuses.

The Animal Ethics Committee will have balanced representation of Māori and Pasifika members.

Announcement: simplifying qualifications and other credentials decisions

Tēnā koutou,

The simplification of qualifications and other credentials

Thank you for your engagement with the New Zealand Qualifications Authority's (NZQA) consultation on the simplification of vocational qualifications and other credentials.

The consultation focused on three specific areas:

- Whether or not to move away from multiple programmes leading to each New Zealand qualification by using a 'national curriculum' approach
- Whether or not to replace training schemes with micro-credentials
- Whether or not to enable Workforce Development Councils to develop micro-credentials.

We heard from 428 parties about the three proposals. Please see a summary of the feedback at <http://VQconsult.nzqa.govt.nz>. The information received was further tested in two workshops with more than 120 participants after the close of consultation.

Based on the feedback and subsequent information, NZQA and the Ministry of Education put up an additional option to the Minister of Education in relation to the 'national curriculum' idea. That option was to provide WDCs with the ability to decide – qualification by qualification – whether to enable multiple programmes against the New Zealand qualification or to use a 'national curriculum'. This variation of Option 1B was ultimately the option agreed upon by Cabinet.

This will ensure that where a WDC - on behalf of industry - sees value in more diversity of provision, they are able to approve the development of multiple provider programmes against the New Zealand Qualification. In these cases, WDCs will endorse provider's programmes before NZQA considers the programme for approval.

Conversely, in fields of study where a higher degree of consistency of graduate skills, knowledge and attributes is required, it is anticipated that WDCs will agree – alongside providers – a 'national curriculum'. Providers will teach to this 'national curriculum' rather than develop a unique programme of study. Where a 'national curriculum' is used this will enable students to move more readily between providers, regions, and modes of delivery.

In either case, new skills standards that draw on the best of programmes of industry training and learning outcome programmes will be the building blocks for providers' delivery of New Zealand qualifications. NZQA will now work closely with all relevant stakeholders to develop the detail of new skills standards and the parameters of how a 'national curriculum' approach could operate.

Cabinet has also agreed to the replacement of training schemes with micro-credentials, and to enable WDCs and others to develop micro-credentials for providers to deliver. NZQA will work closely with providers that currently offer Training Schemes to ensure that a grandparenting approach is used to avoid unnecessary disruption.

The attached A3 provides information about the high-level qualification arrangements under RoVE. As the attached document emphasises, effective collaboration between industry, iwi, WDCs, providers and government agencies will be critical to the new system. The shift to a significantly more end-user influenced system will work best where there are regular and meaningful opportunities for industry and education perspectives to be integrated into qualification design, skills standards design and 'national curriculum'.

The decisions communicated today elaborate or clarify the high-level intent of RoVE in relation to qualification arrangements. NZQA looks forward to working closely with WDCs, iwi / Māori, providers and other stakeholders over the skills standards, qualification and programme approval rules, and quality assurance arrangements under RoVE. Much of this detail will be co-created with stakeholders.

With these decisions, we are one step closer to creating the foundations for a national vocational education system that better meets the needs of industry and iwi, while preparing students for the fast-changing future of skills, learning and work.

We will be hosting two information sessions on the decisions made and provide an opportunity for you to ask any questions you may have about the way forward. Please register [here](#).

If you have any further questions about these changes, please contact us through our email VQconsult@nzqa.govt.nz.

Ngā mihi
Eve McMahon
NZQA RoVE Programme Sponsor
Deputy Chief Executive Quality Assurance

Reform of New Zealand qualifications (sub-degree vocational qualifications) and other credentials

The Reform of Vocational Education (RoVE) is creating a strong foundation for a vocational education system which is more responsive to the needs of learners and employers, with improved consistency of graduate outcomes and greater learner mobility.

NZQA engaged with key stakeholders from early 2020 and heard strong support for simplifying the qualifications system. Following formal consultation and submissions from over 400 stakeholders, decisions were made to adjust the qualification system to enable industry, employers and iwi to have greater influence through the newly established Workforce Development Councils (WDCs). To enact the decisions, the Minister of Education will introduce legislative proposals to amend the Education and Training Act 2020 later in 2021.

WDCs will be able to decide between using a single 'national curriculum' or endorsing programmes developed by providers.

Using a 'national curriculum' will lead to greater consistency of graduate skills, knowledge and attributes. Alternatively, a WDC may enable providers to develop unique programmes against a New Zealand qualification where industry sees the value in a diversity of graduate outcomes. In this situation, the WDC will endorse provider programmes prior to NZQA approval.

The building blocks of New Zealand qualifications will be newly developed skill standards. These will specify the learning outcomes and standard of performance required. Consistent use of skill standards will be important for both industry and learners who move between providers. Over time, skill standards will replace both unit standards and the wide range of courses, papers and modules developed by providers.

The new qualifications system will be introduced gradually as WDCs, Te Pūkenga, Regional Skills Leadership Groups and other actors increasingly fulfil their roles in the reformed vocational education system.

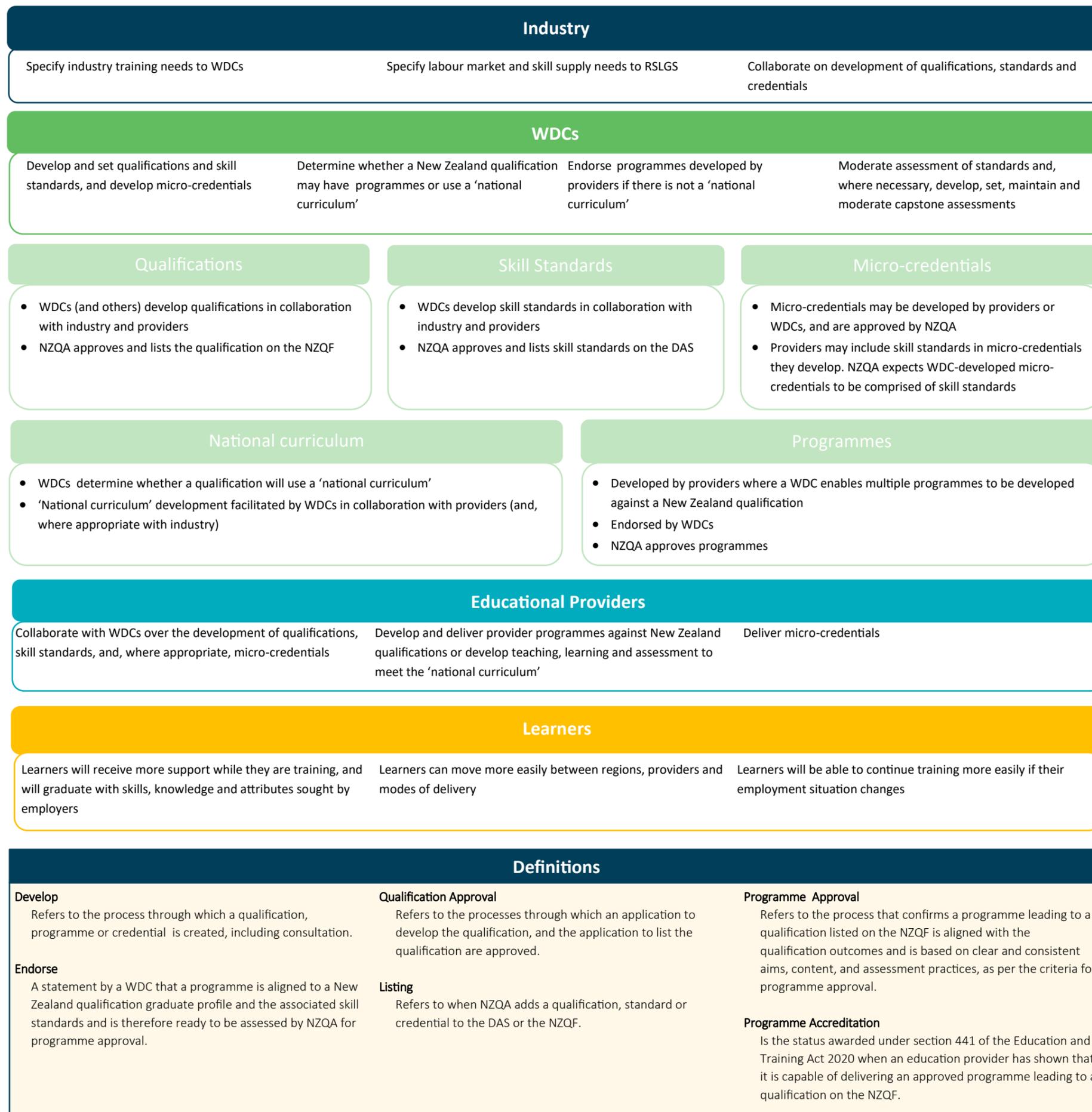
Other decisions to be enacted include allowing WDCs (as well as providers and others) to develop micro-credentials, replace training schemes with micro-credentials and formally include micro-credentials in the New Zealand Qualifications Framework.

With high level qualification arrangements clear, NZQA will work very closely with WDCs, education providers, iwi/Māori and other stakeholders over the detailed arrangements and rules related to new skill standards, qualification and programme approval processes and quality assurance arrangements in the new system.

Components of the proposed qualifications system include:

- **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. A qualification includes information about what further education and employment opportunities the qualification could lead to.
- **Skill standards** will be developed by WDCs in collaboration with industry and training providers. Skill standards will form the building blocks of provider programmes or of any 'national curriculum'.
- **Programmes** will be developed by providers, endorsed by WDCs and approved by NZQA.
- **'National curriculum' (working title)**. Drawing on the skill standards for a New Zealand qualification, a 'national curriculum' will provide further context, structure and information to guide a provider's approach to teaching, and assessment. The WDC will facilitate a collaborative process so that a 'national curriculum' reflects the practical needs of industry and the critical perspectives of educators.
- **Micro-credentials** can be developed by WDCs or developed by education providers. Micro-credentials will replace training schemes.
- **Training schemes** will no longer be available. NZQA will work with providers to grandparent training schemes out of the system over time.
- **Training packages** will be removed from the legislation.

Coverage: The use of skill standards and other arrangements for vocational education qualifications will apply to all sub-sectors. As per the existing legislation however, wānanga may choose whether to use skill standards, except where they are offering work integrated learning. 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.



Frequently Asked Questions

The consultation on Simplifying New Zealand qualifications and credentials ran from April to June 2021. Following the consultation Cabinet have considered proposed changes to the system to enable the reforms of vocational education (RoVE). These questions are to assist with understanding about the changes and the implementation of the changes. You can ask for more information at VQconsult@nzqa.govt.nz

Subject	Question	Answer
The reforms	What is the Reform of Vocational Education (RoVE) about?	<p>RoVE is creating a strong, unified, sustainable vocational education system that is fit for the future of work and delivers the skills that learners, employers and communities need to thrive.</p> <p>Through RoVE, learners will receive more support while they are training, and vocational education that is more relevant to work. They will be able to move more easily between regions and between work-based and provider-based training, and will be able to continue training more easily if their employment situation changes.</p> <p>The new system will have a stronger focus on employers and include:</p> <ul style="list-style-type: none"> • delivering the skills they need • providing more support for their employees • ensuring greater consistency in vocational education across the country. <p>Longer term, this will increase the number of employers who are engaged in vocational education.</p> <p>Work-integrated learning will become an increasingly important part of the vocational education system, giving people the opportunity and flexibility to earn while they learn and gain an education that is more directly relevant to the changing needs of the workplace.</p> <p>A unified vocational education system will bring together industry and educators to make sure New Zealand's workforce is fit for today's needs and tomorrow's expectations.</p> <p>The new system took effect when the new legislation was enacted on the 1 April, 2020.</p>
The reforms	What is the definition of vocational education and training?	<p>The Act defines vocational education and training as:</p> <ul style="list-style-type: none"> • education and training that leads to the achievement of industry-developed skill standards, qualifications and other awards; and • includes work-based training.
The reforms	What are the proposed changes to the Education and Training Act 2020?	<p>In August 2021, Cabinet approved these proposed changes to the Education and Training Act 2020 in relation to qualifications and credentials:</p> <ul style="list-style-type: none"> • allow WDCs and other standard-setting bodies (SSBs) to develop a 'national curriculum' (working title) linked to a

Attachment 3.2

Subject	Question	Answer
		<p>specific qualification to be used by all providers, including universities, wānanga, Te Pūkenga, private training establishments, and government training establishments, offering that qualification</p> <ul style="list-style-type: none"> • require WDCs and other standard setting bodies, before issuing a ‘national curriculum’, to work closely with providers • the ‘national curriculum’ can be treated as an approved programme for funding, fees, immigration, and other relevant purposes • broaden the definition of skills standards to include learning outcomes, so that WDCs have more flexibility about how they use them to reflect industry skills needs • where a skill standard is specified relating to a qualification or micro-credential all providers, including universities, Te Pūkenga, and private training establishments, must use it unless the relevant WDC/SSB agrees otherwise (with the exception of wānanga, as already provided for in current legislation) • replace the term training schemes with micro-credentials • enable WDCs and others to develop micro-credentials which providers can be accredited to deliver • add micro-credentials to the New Zealand Qualifications Framework • remove training packages from the legislation • rename the Directory of Assessment Standards (DAS) to the Directory of Assessment and Skill Standards (DASS).
Next steps	<p>What are the next steps? Will there be further consultation?</p>	<p>A Bill about the proposed legislative changes is being drafted. When the Bill is introduced into Parliament, there will be an opportunity for people to have their say about the content of the Bill through the Select Committee process.</p> <p>NZQA will develop and consult on any Rules that may be required to support proposed changes.</p> <p>NZQA will partner with WDCs, Māori and iwi, providers, and others to implement any changes.</p>
Next steps	<p>When would changes take effect?</p>	<p>The legislative process for amendments to the Act is still to be decided. If legislative changes are passed in 2022, they will be likely to take effect from 2023.</p> <p>There will be an opportunity to comment on any transitional arrangements through the legislative and/or Rule development process.</p>

Attachment 3.2

Subject	Question	Answer
Next steps	How can I get involved going forward?	If you are interested in receiving regular updates on the NZQA RoVE programme of work, including consultation on proposed Rule changes, please subscribe from http://vqconsult.nzqa.govt.nz
WDCs	How do we contact our WDC?	WDCs become operational from 4 October 2021. To contact a WDC prior please email info@wdc.nz
WDCs	What is the role of WDCs?	The functions of WDCs are defined under s366 of the Act. They include leadership, developing and settling standards, capstone assessments and qualifications, endorsing programmes and moderating assessments, and advisory and representative roles.
WDCs	What is the role of WDCs in the development of a 'national curriculum'?	WDCs can chose to endorse multiple provider programmes or to facilitate the development of a 'national curriculum' (working title) as part of establishing a qualification. This is a collaborative process with providers.
WDCs	How can we get involved in the development of education products ¹ with the WDCs?	<p>Each WDC will lead the collaborative processes required. These processes will be outlined on their websites over the coming months.</p> <p>Independent websites are being developed for each WDC; these will go live on 4 October 2021. For more information about this visit WDC status and next steps Tertiary Education Commission (tec.govt.nz)</p> <p>If you have any questions about WDCs or would like to contact a WDC before 4 October 2021, email info@wdc.nz</p>
WDCs	Will WDCs receive additional funding to facilitate the development of a 'national curriculum'?	Funding for WDCs included funding for the development of training packages, which providers would have been required to deliver under current legislation. The proposed legislative change removes training packages and adds an option of WDCs facilitating a 'national curriculum'. This approach involves a lighter touch by the WDC and therefore will be less expensive than developing packages of learning that providers would have been required to use.
TITOs	When will TITOs relinquish their qualification and standard-setting function?	TITO qualification and standard-setting functions will transfer to WDCs on 4 October 2021, when WDCs become operational.
TITOs	When will TITOs relinquish their arranging training function?	<p>TITOs are required to develop plans to transition all their functions. Whilst their qualification and standard-setting transfer to WDCs on 4 October, their arranging training function can transfer to providers at any time between now and their disestablishment at the end of 2022.</p> <p>The national moderation function also transfers to WDCs on 4 October.</p>

¹ Education products includes existing and proposed qualifications, 'national curriculum', skill standards, micro-credentials, capstone assessments. Frequently Asked Questions about proposed changes to simplifying New Zealand qualifications and other credentials

Attachment 3.2

Subject	Question	Answer
TITOs	When will TITOs be disestablished?	TITOs will be disestablished at the end of 2022.
TITOs	I have MOUs/contracts to deliver arranged training - what happens to these?	You should contact the appropriate TITO to discuss any arranging training functions that have been transferred or are transferring.
Skill standards	What is a skill standard and who develops them?	<p>A skill standard specifies skills and the level of performance in those skills. It is proposed to broaden the current legislative definition of a skill standard to include learning outcomes, so that WDCs have more flexibility about how they use them to reflect industry skills needs.</p> <p>WDCs, and where appropriate, standard setting bodies will develop skill standards in collaboration with industry and providers. Skill standards will form the building blocks of qualifications, including programmes or of any 'national curriculum'.</p> <p>Where a skills standard is specified relating to a qualification or micro-credential, all providers including universities, Te Pūkenga, and PTEs, must use it unless the relevant WDC/SSB agrees otherwise (with the exception of wānanga, as already provided for in current legislation).</p> <p>NZQA approves and lists skill standards on the Directory of Assessment Standards (DAS). The DAS will be renamed Directory of Assessment and Skill Standards (DASS).</p>
Skill standards	When will skill standards be introduced?	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	Will we be required to use skill standards?	<p>Where skill standards exist, all providers must use them in vocational qualifications, unless the relevant WDC/standard setting body agrees otherwise (with the exception of wānanga, as already provided for in section 367 of the Education and Training Act 2020).</p> <p>We expect skill standards to replace unit standards over time, as qualifications and the standards are reviewed.</p>
Skill standards	How can I get involved in the development of skill standards?	<p>Skill standard development will be led by WDCs (and NZQA for the standards they are responsible for).</p> <p>Developing skill standards is just one of the many operational processes WDCs will need to develop. Over time, more information will be made available by them.</p>
Skill standards /	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.

Attachment 3.2

Subject	Question	Answer
unit standards		<p>The design of skill standards will need to take account of how schools will use those skill standards. NZQA will collaborate with WDCs and others on the design and then consult on the proposals.</p> <p>Over time, skill standards will replace unit standards as the core components of vocational education.</p>
Existing education products ²	What will happen to the existing education products?	<p>We anticipate there to be a phased implementation of new products where applicable.</p> <ul style="list-style-type: none"> • Existing qualifications, unit standards, micro-credentials and programmes will continue to be delivered by providers. WDCs processes for review or input to reviews of these products will be developed. • Skill standards will be developed by WDCs over time for implementation • Micro-credentials may be developed by WDCs or others for providers to deliver • All existing training schemes will be renamed micro-credentials and NZQA will work with providers to grandparent training schemes out of the system over time • Training packages will be removed from the legislation as they are no longer required in the new system.
Te Hono o Te Kahurangi framework	Will providers who use NZQA's Te Hono o Te Kahurangi framework need to get programmes endorsed?	<p>Providers who follow the Te Hono o Te Kahurangi framework will need to seek endorsement for programmes which fall within a WDC's industry to ensure the programme meets the needs of the industry.</p>
Mātauranga Māori qualifications	What is happening with mātauranga Māori qualifications?	<p>NZQA is retaining its status as the standard-setting body for mātauranga Māori standards and qualifications. It is also retaining its standard setting role in relation to foundation and English language qualifications and standards.</p>
'National curriculum'	What is a 'national curriculum' (working title)	<p>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.</p> <p>The WDC will facilitate a collaborative process so that a 'national curriculum' reflects both the practical needs of industry and good educational practice.</p>
'National curriculum'	When will a 'national curriculum' be introduced and how can we get involved?	<p>'National curriculum' is one of proposed legislative changes. WDCs will determine if a 'national curriculum' is required for some qualifications. For other qualifications, the standard setting body will develop the 'national curriculum'. They will work collaboratively with tertiary education providers; this is where you can get involved.</p>

² Existing education products include qualifications, standards, micro-credentials
 Frequently Asked Questions about proposed changes to simplifying New Zealand qualifications and other credentials

Attachment 3.2

Subject	Question	Answer
		NZQA will develop an illustrative 'national curriculum' as a starting point for WDC consideration of how best to use 'national curriculum' in their particular context.
Micro-credentials	How will micro-credentials be developed, approved and accredited if the proposed changes to legislation pass?	<p>Micro-credentials can be developed by WDCs and providers. NZQA expects WDC-developed micro-credentials to be comprised of skill standards. Providers should talk to WDCs if they plan to develop a micro-credential within a WDC's industry coverage.</p> <p>Micro-credentials will replace training schemes over time.</p> <p>Micro-credentials will continue to be approved by NZQA. Providers can seek accreditation to deliver an approved micro-credential.</p>
Training schemes	What is the process to transfer training schemes to micro-credentials?	If the proposed changes to legislation pass, NZQA will develop the process and timeline for transitioning existing training schemes to micro-credentials. NZQA will work with providers to gradually grandparent training schemes out of the system.
Endorsement	What is the difference between programme endorsement and programme approval?	<p>Endorsement is a statement by a WDC that a programme meets industry expectations. WDCs will provide a statement that a programme has met defined principles for endorsement, that there has been sufficient engagement with industry to establish its requirements and is therefore ready to be assessed by NZQA for programme approval.</p> <p>Programme approval is carried out by NZQA and involves quality-assuring a programme leading to a qualification on the NZQF, to make sure the programme is clear, consistent and delivers on its intended outcomes.</p>
Endorsement	Which products need to be endorsed by WDCs and how do they get endorsed?	Programmes leading to industry qualifications must be endorsed by WDCs before they can be approved by NZQA. The scope of endorsement will be Gazetted by the Minister of Education. The criteria WDCs will use to carry out endorsement is being developed by the WDCs in collaboration with NZQA and providers, so the endorsement and approval processes work well together and do not unnecessarily overlap.
Endorsement	Are there any exceptions for products that do not need to be endorsed?	The full scope of the endorsement process is yet to be Gazetted by the Minister of Education. Once the scope has been finalised, more information will be available about the endorsement process on NZQA's website.
Endorsement	Do we have to get our existing programmes endorsed?	<p>The endorsement function will apply to new programmes primarily but will also apply to Type 2 programme changes. WDCs may ask providers to review a programme if the programme is not meeting industry need, which may result in a Type 2 change.</p> <p>Please see NZQA's website for further information about Type 1 and Type 2 changes.</p>

Attachment 3.2

Subject	Question	Answer
Quality assurance	Who quality assures providers going forward?	<p>NZQA continues to quality assure tertiary providers other than universities which are quality assured by Universities New Zealand.</p> <p>WDCs will undertake the national moderation of any standards that they set and/or maintain.</p>
Quality assurance	We need to review our product soon, what do I do?	<p>The current Rules apply so please follow the process as listed on the NZQA website for any reviews.</p>
Wānanga	What are the implications of the reforms for Wānanga?	<p>A WDC may endorse a programme developed by a wānanga only if requested by the wānanga. If a wānanga programme includes a component of work-based training WDC endorsement will be required.</p> <p>The use of skill standards and other arrangements for vocational education qualifications will apply to all providers, including universities, wānanga, Te Pūkenga, private training establishments, and government training establishments, offering that qualification. As per the existing legislation, wānanga may choose whether to use skill standards, except where they are offering work integrated learning. 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.</p> <p>A capstone assessment developed by a WDC applies to a wānanga if the wānanga requests it or if the wānanga is delivering a programme that includes a component of work-based training.</p> <p>A national curriculum will be developed in consultation with providers, including wānanga, so there will also be greater opportunities to take account of Māori identity, language, and culture. Wānanga will use WDC developed 'national curriculum' if it is linked to a specific industry qualification.</p>
Schools	What are the implications of the reforms for schools?	<p>Schools have a significant role in vocational education. The changes provide an opportunity to ensure that schools and tertiary education organisations are better linked to each other and to the world of work.</p> <p>Schools are encouraged to continue supporting students as they study vocational learning options including those undertaken through funding and programmes such as STAR, Gateway, and Trades Academies.</p> <p>Both unit standards and achievement standards will continue to count towards all levels of NCEA. Skill standards could contribute to the vocational education award.</p> <p>The design of skill standards will need to take account of how schools will use those skill standards. NZQA will collaborate with WDCs and others on the design and then consult on the proposals.</p> <p>Over time, skill standards will replace unit standards as the core components of vocational education.</p>
Universities	What are the implications of the reforms for universities?	<p>The use of WDC-determined skill standards within New Zealand qualifications will apply where universities offer sub-degree vocational education programmes that are within a WDC's coverage.</p>

Attachment 3.2

Subject	Question	Answer
		<p>For each New Zealand qualification, WDCs will decide whether there can be multiple provider programmes (including unique university programmes) or whether all providers, including universities, should teach to an agreed 'national curriculum'. In practice, many university sub-degree programmes do not fall within the coverage of WDCs (e.g. preparatory programmes for higher level study and language programmes).</p> <p>NZQA has been able to identify 28 active university qualifications which may come under a WDC coverage. It is suggested that over time these qualifications transfer to the WDC by agreement, with a priority on those close to an existing NZ qualification (noting that some of these qualifications may be in specialist vet fields not of interest to WDCs).</p>
Learners	What are the implications of the reforms for learners?	<p>The changes will help learners to get more industry-relevant qualifications and micro-credentials because the industry-led WDCs will develop skill standards, qualifications and micro-credentials, and endorse programmes or develop 'national curriculum'. This gives learners greater assurance that what they are taught will meet the needs of employers.</p> <p>Learners will receive more support while they are training, and will graduate with skills, knowledge and attributes sought by employers. Learners can move more easily between regions, providers and modes of delivery. Learners will be able to continue training more easily if their employment situation changes.</p>
Qualification developers	What are the implications of the reforms for qualification developers?	<p>New Zealand certificates and diplomas listed on the NZQF are developed on behalf of the education system and ownership is not recognised within that system. Changing the name of an existing qualification developer to a WDC needs to be undertaken by agreement except where NZQA invokes rule 14 of the NZQA Qualification Listing and Operational Rules to replace a qualification developer. NZQA will contact all qualification developers that have developed qualifications in areas that now fall under a WDC's coverage over time.</p>
Qualification developers	What happens to the qualifications I have developed outside this new system or after they expire?	<p>Qualifications for which TITOs or NZQA are not the developers will not transfer to WDCs on 4 October. If you have developed one of these qualifications, we encourage you to work with the relevant WDC if a qualification falls within their coverage.</p>
Who to contact	Who should we contact with questions?	<p>You can contact NZQA with questions through VQconsult@nzqa.govt.nz</p> <p>You can contact a WDC before 4 October 2021 by emailing info@wdc.nz Contact details for individual WDCs will be published on their websites when they go-live.</p>

Summary of feedback

from the consultation on
Simplifying New Zealand qualifications
and other credentials



Contents

He whakarāpopoto Summary	4
The NZQA and MoE consultation supports the reform of vocational education (RoVE) ...	4
RoVE includes seven key changes	4
NZQA’s role includes ensuring credible and robust New Zealand qualifications	4
We consulted on three proposals to simplify New Zealand qualifications and other credentials.....	4
There was strong support for simplifying the qualification system; however, views about how to achieve this differed.....	5
Many respondents expressed an interest in components of both options	6
There was general support for the proposals about micro-credentials and training schemes.....	6
Agreement about qualification arrangements is important in maintaining integrity and confidence in the qualifications system.....	6
He aha tā mātau mahi What we did	7
Raising awareness of the consultation	7
Who we heard from	8
Ko ā mātou tono Our proposals.....	9
Proposal 1: ensuring vocational qualifications meet the needs of students and employers	9
Proposal 2: replacing training schemes with micro-credentials	9
Proposal 3: enabling WDCs to develop micro-credentials for providers to deliver.....	10
He aha tō mātou i rongo ai What we heard	11
Proposal 1: ensuring vocational qualifications meet the needs of students and employers	11
Industry told us:	11
WDC interim Establishment Boards told us:.....	12
Providers told us:	13
Transitional industry training organisations (TITOs) told us:.....	14
Iwi and Māori told us:	15
Individuals told us:	16
Other respondents told us:	17
Proposal 2: replacing training schemes with micro-credentials	18

Proposal 3: enabling WDCs to develop micro-credentials for providers to deliver.....	20
Ētahi atu whakahoki kōrero Other feedback	21
I pēhea tā mātou whakamahinga i ngā whakahokinga kōrero How we used the consultation feedback.....	21
Ngā mahi e whai ake nei Next steps	21
Appendix 1: Who we heard from - submissions from organisations	22

Published by the New Zealand Qualifications Authority, Mana Tohu Mātaranga O Aotearoa.
Head Office Level 13, 125 The Terrace, PO Box 160, Wellington 6011, Aotearoa New Zealand

Every effort is made to provide accurate and factual content. The New Zealand Qualifications Authority, however, cannot accept responsibility for any inadvertent errors or omissions that may occur. This work is licensed under the Creative Commons Attribution 4.0 International licence. You are free to copy, distribute and adapt the work, as long as you attribute the work to the New Zealand Qualifications Authority, and abide by the other licence terms. Please note you may not use any departmental or governmental emblem, logo, or coat of arms in any way that infringes any provision of the Flags, Emblems, and Names Protection Act 1981.

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.

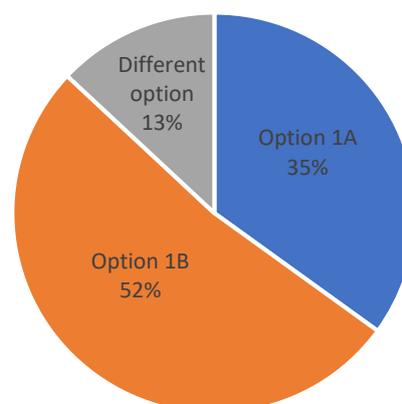
Responses to Proposal 1 showed a range of views:

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 āhuetanga 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

Attachment 4.3

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

Attachment 4.3

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