

Pillars of a transformed vocational education and training system

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**Te manu ka kai i te miro, nōnā te ngahere
Te manu ka kai i te mātauranga nōnā te ao**

***The bird that partakes of the berry, his is the forest
The bird that partakes of knowledge, his is the
world***



Reform of Vocation Education Outcomes

- Elevate end-user voice
- Increase learner mobility
- Uphold and enhance Crown-Māori partnerships

Institutional
Actors

Cultural
settings

Funding
arrangements

Review of the
NZQF

Qualification
arrangements

Quality
assurance
arrangements



New Institutional actors

- Te Pūkenga (and other providers)
- Workforce Development Councils (WDCs)
- Regional Skills Leadership Groups (RSLGs)
- Centres of Vocational Excellence (CoVEs)



Cultural settings

Shifting from a competitive to a collaborative VET system



Funding arrangements

Shift from a blunt to a more nuanced system



New Zealand Qualifications Framework settings

- Elevate end-user voice
- Include transferable skills
- Reflect status of vocational education
- Recognise mātauranga Māori

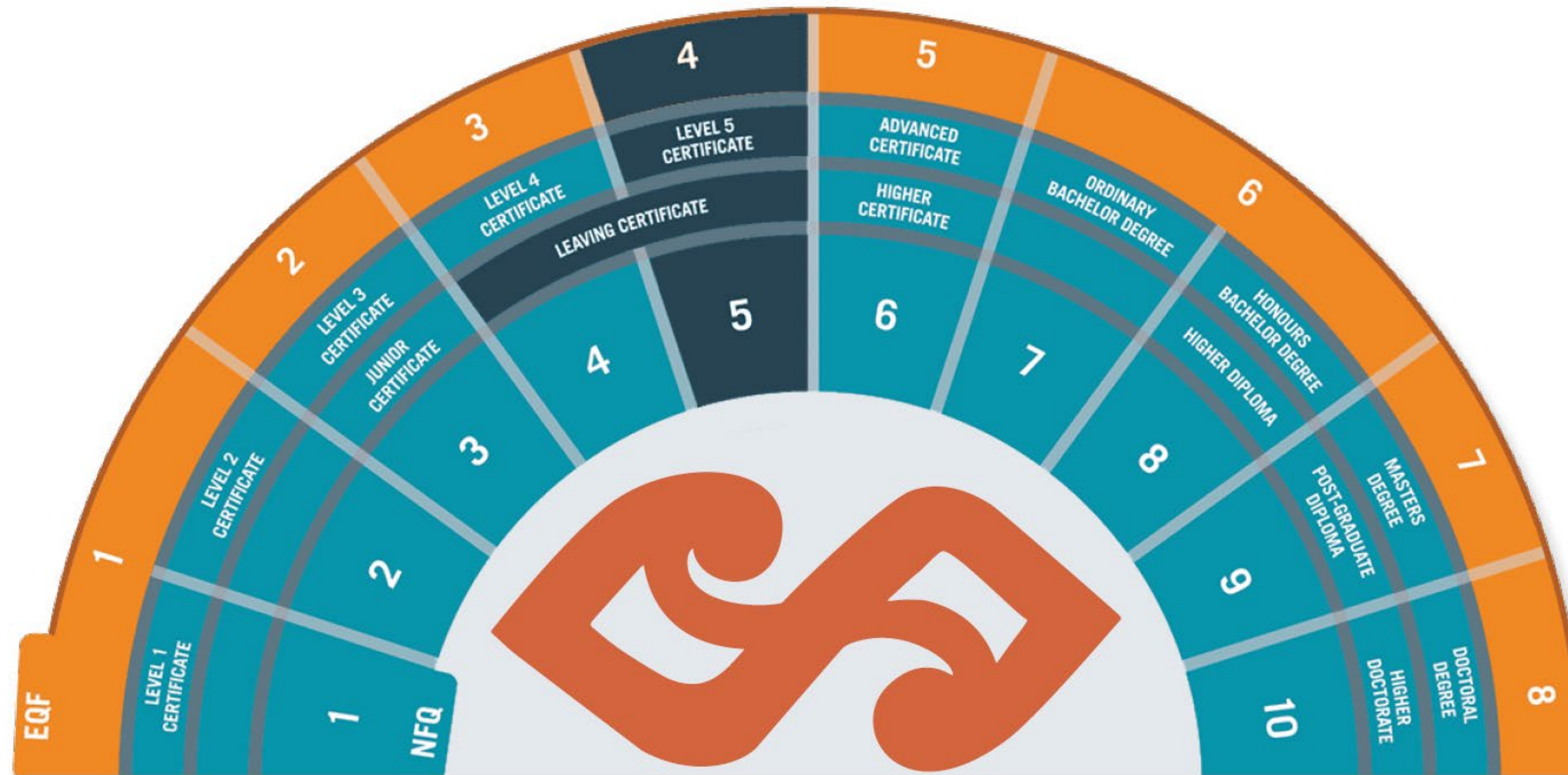


New Zealand Qualifications Framework settings

LEVEL	QUALIFICATION TYPES
10	Doctoral Degree
9	Master's Degree
8	Postgraduate Diplomas and Certificates, Bachelor Honours Degree
7	Bachelor's Degree, Graduate Diplomas and Certificates
6	Diplomas
5	
4	Certificates
3	
2	
1	



New Zealand Qualifications Framework settings



Qualification arrangements

- Complex system with many types of educational products
- Qualifications are not always inclusive of te ao Māori
- Multiple programmes with a range of content and learning outcomes
- Multiple curricula: learners are not easily able to move between work and study and between tertiary education organisations
- Unit standards tend to be narrow and task-focussed
- Complex regulatory environment with multiple approval/accreditation points



Industry

Specify industry training needs to WDCs

Specify labour market and skill supply needs to RSLGs

Collaborate on development of qualifications, standards and credentials

WDCs

Develop and set qualifications and skill standards, and develop micro-credentials

Determine whether a New Zealand qualification may have use a 'national curriculum'

Endorse programmes developed by providers if there is not a 'national curriculum'

Moderate assessment of standards and, where necessary, develop, set, maintain and moderate capstone assessments

Qualifications

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

Skill Standards

- WDCs develop skill standards in collaboration with industry and providers
- NZQA approves and lists skill standards on the DAS

Micro-credentials

- Micro-credentials may be developed by providers or WDCs, and are approved by NZQA
- Providers may include skill standards in micro-credentials they develop. NZQA expects WDC-developed micro-credentials to be comprised of skill standards

National curriculum

- WDCs determine whether a qualification will use a 'national curriculum'
- 'National curriculum' development facilitated by WDCs in collaboration with providers (and, where appropriate with industry)

Programmes

- Developed by providers where a WDC enables multiple programmes to be developed against a New Zealand qualification
- Endorsed by WDCs
- NZQA approves programmes

Educational Providers

Collaborate with WDCs over the development of qualifications, skill standards, and, where appropriate, micro-credentials

Develop and deliver provider programmes against New Zealand qualifications or develop teaching, learning and assessment to meet the 'national curriculum'

Deliver micro-credentials

Learners

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



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Quality assurance arrangements

- Opportunities to streamline approval, monitoring and evaluation processes?
- Next step up in regulatory practice – multiple sites of knowledge about quality in the eco-system
- Enhance how we look for quality across providers in light of the new provider, qualifications and credentials framework
- System wide approach, rather than just provider by provider approach



Questions?



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!