

# A New Approach to Learner Pathways

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**Te hunga kei te iho o ā tātou kai,  
ā tātou muka ki tua**

*People at the heart of our food and fibre future*

# Muka Tangata – our sector



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# A New Approach to Learner Pathways

- A response to clear messages from industry, iwi and hapū Māori, and VET providers
- Qualifications, standards and other forms of recognition for skill and capabilities require a new approach.
- A system that is much more responsive to diverse needs - of employers, ākonga, and iwi and hapū Māori.
- We welcome feedback and ideas to ensure that we are able deliver on that vision.

## A unified vocational education system will:



**Deliver to the unique needs of all ākonga.**



**Be relevant to the changing needs of employers.**



**Uphold Māori Crown partnerships.**



**Be collaborative, innovative, and sustainable.**

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# Changes to Qualifications

- In September 2021, NZQA announced changes to the design of vocational qualifications.
  - Skill Standards will
    - form the building blocks of provider programmes
    - be developed by Workforce Development Councils (WDCs) in collaboration with industry and providers.
    - include learning outcomes.
  - Micro-credentials can be developed by providers or WDCs, and providers can be accredited to deliver.

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# Changes to the Food and Fibre Sector

- Our industries and communities are looking to transform in response to unfamiliar challenges and opportunities – including climate!
- This will require innovation and responsiveness to a more diverse workforce and community, and a system that recognises these different and variable needs.
- Every employer is different, and every learner is different. Training can allow providers to respond more effectively to these differences if the qualifications and standards allow them the space to do so.

## Issues with existing system

- Some rigidity in the interpretation and application of rules.
- A level of consistency is required **but** only for things that need to be consistent.
- Frameworks and pathways are vital, but these need to enable variability and diversity as well as supply structure and coherence.
- Qualification design needs to
  - allow for meaningful exit and entry points that recognise individual learner's knowledge and skills
  - accommodate changes to personal circumstances.

## What does a new approach look like?

- A framework, and suite of products, that maximises flexibility and transferability without creating something too generic to be intelligible to industry.
- Key Questions
  1. What is the optimum level of skill flexibility and transferability for ākonga in the food and fibre sector?
  2. What action should we take to achieve this outcome?

# 1. What is the optimum level of skill flexibility and transferability for ākonga in the food and fibre sector?

Engage with participants in the VET system and beyond to:

- understand the requirement and value of flexibility and transferability for (and between) the industries that we serve.

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## 2. What action should we take to achieve this outcome?

- Early and regular engagement with iwi and hapū Māori to better align our work with their priorities, and to inform the inclusion of a te ao Māori view.
- Understand the needs of employers and potential ākonga not currently engaging with our qualifications
- Develop qualifications, credentials and standards in parallel and deepen our engagement with tertiary education providers

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# Overarching Principles

## 1 - The incorporation of mātauranga Māori into learning

Using mātauranga Māori as an essential component of every educational development in a food and fibre setting, in accordance with our commitment to te Tiriti o Waitangi, resides at the core of what we do.

**The VET system will better support Māori to flourish in the food and fibre sector and allow better insight into te ao Māori.**

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# Overarching Principles

## 2 - The creation of a food and fibre skills framework

All qualifications, standards, and micro-credentials within the food and fibre sector should work together as a coherent set in both workplace-based and provider-based settings to form a wider and more transferable skills base.

**Pathways will become more intelligible and enable greater learner mobility within the sector and beyond.**

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# Overarching Principles

## 3 - The design of learning elements in parallel

Most qualifications, standards, and micro-credentials will be designed together, and tailored responsively based on input from the relevant industry workforce development plan.

**Conjunctive design ensures and supports relevance, coherence, and mobility, and creates clearer pathways for learners.**

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# Design Principles

## 1 – Skill Standards

- Skill Standards are developed and made only compulsory where useful.
- Skill Standards are less prescriptive.
- Skill Standards have standardised sizes.

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# Design Principles

## 2 – Micro-credentials

- Micro-credentials are used in three ways.
  1. Stackable elements of qualifications
  2. Additional elements to qualifications
  3. Stand-alone specialised skills
- Micro-credentials and/or skill standards are designed so they can be used to recognise iwitanga and hapūtanga.

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# Design Principles

## 3 – Qualifications

- Qualifications for an industry are coherent and create pathways.
- Qualifications have standardised sizes.
- Qualifications have pre-designed exit points.
- Qualifications have strands / optional elements.
- Qualifications have fully stacked micro-credentials

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## Next Steps

- Muka Tangata (Seafood & Forestry Qualifications Suite Reviews)
- Ohu Ahumahi (6 WDCs)
- Food & Fibre CoVE
- Providers (Te Pūkenga, Wānaga, PTE)
- Regional Skills Leadership Groups (RSLG)

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## Next Steps

We look forward to exploring this new approach with VET participants to support the vision of a unified system that maximises learner agency and transferability, supports Māori success, and contributes to the upskilling of the food and fibre sector.

# Pātai | Questions



CL & JB