



Teacher Only Days

# Changes to Vocational Education



# INTRODUCTION:

This document includes the latest information about the changes that are happening across the education sector that relate to vocational education and training, and to support you to reflect on what these changes may mean for your school or kura.

There are a lot of changes that are taking place across the education sector. These are all interconnected:

## Reform of Vocational Education (RoVE)

Aims to create a strong, unified, sustainable vocational education system. This new system will be fit for the future of work and will deliver the skills that learners, employers and communities need to thrive.

## New National Education Learning Priorities (NELP)

A set of priorities designed to guide those who govern schools and kura (state, state integrated, and private), to focus their day-to-day work on things that will have a significant positive impact for all learners.

## NCEA Change Programme

Aims to improve well-being, equity, coherence, pathways and credibility - for students and teachers alike.

Read on for more detail. If you have further questions, feel free to reach out to us at [vocational.pathways@education.govt.nz](mailto:vocational.pathways@education.govt.nz), or connect with your regional Principal Advisor - Secondary Transitions (find their contact details here: <https://youthguarantee.education.govt.nz/contact-us/>).

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# Glossary

Here are the commonly used acronyms in this document:

**RoVE:** Reform of Vocational Education

**TITOs:** Transitional Industry Training Organisations

**WDCs:** Workforce Development Councils

**TEC:** Tertiary Education Commission

**ITPs:** Industry of Technology and Polytechnics

**ITOs:** Industry Training Organisations

**STP:** Secondary-Tertiary Programmes

**FTE:** Full-Time Equivalent

**PTE:** Private Training Establishment

**NZQA:** New Zealand Qualifications Authority

**NELP:** The Statement of National Education and Learning Priorities

**TES:** The Tertiary Education Strategy

## Reform of Vocational Education

The Reform of Vocational Education (RoVE) aims to create a strong, unified, sustainable vocational education system. This new system will be fit for the future of work and will deliver the skills that learners, employers, and communities need to thrive.

You can read more about RoVE here: <https://www.tec.govt.nz/rove/reform-of-vocational-education/>

The following sections about Transitional Industry Training Organisations, Workforce Development Councils, Te Pūkenga, Trades Academies, unit standards and skill standards, and other interesting links are related to the changes being made through RoVE.

### Transitional Industry Training Organisations

Transitional Industry Training Organisations (TITOs) were responsible for Arranging Training – supporting employers and learners to achieve industry standards and qualifications, through arranging an appropriate mix of learning and assessment that ensures learners can complete credentials and qualifications through their workplace.

Under the Reform of Vocational Education (RoVE), Arranging Training needs to be transferred to other providers such as Private Training Establishments, Wānanga, and Te Pūkenga by 31 December 2022.

Over the past two years the Tertiary Education Commission (TEC) has supported TITOs to develop their plans to transfer arranging training and ensure the transfers are as seamless as possible for employers, learners and staff currently involved.

To date, eleven plans have been approved and six transfers have been completed. You can find out more information on the TEC website: <https://www.tec.govt.nz/rove/wdcs-and-ito-transitions/>

#### *Standard setting/qualification systems*

TITOs were also responsible for Standard Setting. Under RoVE, the Standard Setting activities and functions were transferred to Qualification System Functions within the six newly established Workforce Development Councils (WDCs) in October 2021.

## Workforce Development Councils

As part of the Reform of Vocational Education (RoVE), six Workforce Development Councils (WDCs) were stood up on 4 October 2021.

Read more here:

<https://www.tec.govt.nz/rove/workforce-development-councils/>

[Frequently asked questions - Ohu Mahi](#)

In considering the needs for all schools and kura, Ohu Mahi (WDCs) will be committed to ensuring equity for all learners with a particular focus on building capability for Māori, Pacific peoples, and Te Hunga Hauā (those whose abilities, gender and perspectives are not acknowledged when seen through the bias of an able bodied, cisgender, neurotypical lens).

Ohu Mahi will map career pathways which don't currently exist, provide connections to opportunities, and share research and insights into economic wellbeing for learners and schools. Ohu Mahi will set standards, develop qualifications, moderate, and shape the curriculum of vocational education to ensure equitable outcomes. Ohu Mahi can endorse programmes that lead to industry qualifications prior to them being

approved by NZQA, including programmes that are work-based, on-campus, or online. They will collect and share narratives which showcase best practice that aligns industry providers with the school curriculum. Understanding this content and with up-to-date analytics and information will help inform the Careers.govt and Tahatū platforms (see below for more information on Tahatū).

Ohu Mahi will also give advice to the Tertiary Education Commission and the Ministry of Education on what is working well in schools and kura that could be developed further, resourced better, and where investment can be directed to produce better outcomes for learners.



## Te Pūkenga

**Te Pūkenga - New Zealand Institute of Skills and Technology provides a unified, sustainable, public network of regionally accessible vocational education and training. Te Pūkenga was stood up on 1 April 2020. It is one of the Reform of Vocational Education (RoVE) changes announced in August 2019 and is a new kind of organisation providing work-based, on campus, and online vocational learning and training right across the country.**

Te Pūkenga brings together the existing 16 Institutes of Technology and Polytechnics (ITPs) into one organisation, and over time, will bring together the Industry Training Organisations (ITOs) and develop the capability to support work-based, campus-based, and online learning as a unified system. At the beginning of 2023, all 16 ITPs will transition into Te Pūkenga followed by the TITOs who are expected to transition across mid-to-late 2023.

Te Pūkenga, as New Zealand's largest tertiary education provider, will ultimately have the national and regional reach to become a long-term skills training partner for firms and

industries, enabling learners to move between workplaces and other educational offerings and locations as their needs change. It will be the cornerstone of a cohesive, sustainable vocational education system that helps improve wellbeing for all New Zealanders, especially those previously under-served i.e., Māori, Pacific, and Disabled learners, and supports a growing economy that works for everyone.

Read more about Te Pūkenga here:

<https://xn--tepkenga-szb.ac.nz/>



## What the Reform of Vocational Education changes mean for Trades Academies

Te Pūkenga from 2023 will become the recognised Lead Provider for the 10 Trades Academy programmes (formally known as Secondary-Tertiary Programmes (STP)) currently led by Subsidiary Lead Providers. Te Pūkenga will also become the recognised Lead Provider for the Primary ITO led programme. This is a requirement under the Education and Training Act, and through the Reform of Vocational Education (RoVE).

### Some key information:

Course offerings will be unchanged in 2023 and in the medium term. Over time there will be opportunities to develop new course offerings and learning pathways and some course changes to make offerings more consistent across the country (as per the intent of RoVE).

Schools will continue to use existing Secondary Tertiary Programmes (STP) Codes for reporting.

Regional trading names will be retained (e.g. Wellington Trades Academy, Taranaki Trades Academy, NZ Primary Industries Trades Academy).

Key contacts from the regional STP/Trades Academy are expected to remain unchanged. Subject to Te Pūkenga's new Operating Model, Schools will continue to work with the same people.

Local governance groups/working groups will be retained, with change again limited to medium/long-term (with these groups overseen by Te Pūkenga as the Lead Provider).

Local enrolment and other operational processes are expected to be unchanged in the short/medium terms. Over time some change can be expected, with greater consistency in processes and best practice changes. Regional STP/Trades Academy allocations will continue to be led by the Ministry of Education. This includes any re-allocations (e.g. Te Pūkenga will not have the ability to shift resource between its programmes without the Ministry of Education's approval).

The New Zealand Primary Industries Trades Academy (currently led by Primary ITO) is expected to be entirely unchanged from 2022 delivery, with all operational arrangements being business as usual in the short-to-medium term.

School Lead Provider (11) and Private Training Establishment (PTE) Lead Provider programmes will continue as per 2022 arrangements. For School Lead Providers, they will continue to engage with their regional Subsidiary partner/s, but these agreements will now be overseen by Te Pūkenga. There are no further planned changes for these programmes.



Read more information about Trades Academies here: <https://youthguarantee.education.govt.nz/initiatives/opportunities-at-school-and-beyond/trades-academies/>

## Unit Standards, Skill Standards

As part of the Reform of Vocational Education (RoVE), the New Zealand Qualifications Authority (NZQA) is working to simplify the design of vocational qualifications.

This work includes designing skill standards to be used as the building blocks for vocational qualifications and credentials. Skill standards will bring together industry outcomes (skills) and education delivery (learning) outcomes in a common education product. The design and use of skill standards will be a key contribution to the consistency and portability of learning. For school-based vocational education training, skill standards will replace unit standards as the core components of vocational qualifications over time. It may take several years for a significant number of skill standards to be developed. In the meantime, unit standards will continue to count towards the credit

requirements for NCEA at all levels, until the new skill standards have been formally set by WDCs.

Read more about Skill Standards and Unit Standards here: <https://www.nzqa.govt.nz/providers-partners/rove/simplifying-the-design-of-vocational-qualifications/>



Workforce Development Councils (WDCs) and New Zealand Qualifications Authority (NZQA) are running a series of targeted engagements about skill standards, ahead of formal consultation on NZQA Rules from the end of August/start of September. Information will be available from [www.nzqa.govt.nz](http://www.nzqa.govt.nz) when consultation begins.

## Other information

### Vocational Entrance Award (name provisional) and Vocational Pathways

Read the latest information about the Vocational Entrance Award (name provisional) here: <https://ncea.education.govt.nz/pathways#vocational-entrance-award-name-provisional>

Alongside the development of the Vocational Entrance Award, we are also working to refresh the Vocational Pathways to ensure it is kept up to date and to enhance its usefulness as a navigation and planning tool for schools and foundational tertiary providers. We are committed to working with the Workforce Development Councils (WDCs) on the refresh of the Vocational Pathways to ensure that we stay aligned with industry.

Read more about Te Pūkenga here: <https://xn--tepkenga-szb.ac.nz/>

### Tahatū



Tahatū is the new online career planning solution that the Tertiary Education Commission (TEC) is developing. It is the 'next generation' of the careers.govt.nz website, refreshing its content, tools, and functions.

Tahatū is a core initiative in TEC's wider careers system strategy, and part of TEC's COVID-19 response in the careers space.

Development of Tahatū will take place throughout 2022 and early 2023. The solution is being developed in an incremental delivery model, with new features and enhancements being rolled out each quarter.



Once live, Tahatū will initially run in parallel with the existing careers.govt.nz site, which is expected to be decommissioned in 2023/24.

Read more about Tahatū here: <https://www.tec.govt.nz/focus/our-focus/careers-system-strategy/tahatu/>

If you have any questions, would like more information, or have feedback you'd like to provide about Tahatū, please contact [OCPS@tec.govt.nz](mailto:OCPS@tec.govt.nz).

### Update of the Career Education and Guidance in New Zealand Schools

The Ministry of Education has been working with careers professional representatives to update the Career Education and Guidance in New Zealand Schools (career guidelines).

As part of updating the careers guidelines we are aiming to make the guidelines more accessible and more widely used by senior leadership, careers educators and teachers. The career guidelines will be separated into two documents. One intended for the school's senior leadership team that will help schools understand the role and importance of careers education and guidance. The other is intended for the careers workforce. It will support staff within schools who are responsible for all or part of the careers education and guidance aspect of their local curriculum.

The updated guidelines will be published in the second half of 2022.

# The Statement of National Education and Learning Priorities

A lot of you have been asking about Objective 4 and Priority 7 of the Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES), so we have included some further information about these further below.

You can read more information about the NELP and TES here: <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/>

## For Objective 4, actions for schools and kura include:



Support learners/ākonga to see the connection between what they're learning and the world of work.



Break down ethnic, gender, and socioeconomic stereotypes around education and career pathways, including for girls and young women.



Collaborate with industries, employers, and tertiary education providers to plan for successful transitions to enable all learners/ākonga to succeed in education.

## For Objective 4, actions the Government is taking that support the implementation of the NELP in schools and kura include:



Develop tools and information to support learners/ākonga to have a personalised career pathway that allows them to move between education and employment, and that supports displaced workers.



Implement NCEA Change Package to enhance education pathways for learners/ākonga, and support their transition into further education and employment.



Supporting learners/ākonga post-school through the School Leavers Toolkit.



Valuing vocational education pathways by awarding the Prime Minister's Vocational Education Awards.

We know that schools and kura are interested to hear more about what reporting requirements will be associated with the NELP. On 1 January 2023 the National Education Goals (NEGs) and National Administration Guidelines (NAGs) will be replaced by a new strategic planning and reporting framework.



You can read more information about this here: <https://www.education.govt.nz/our-work/legislation/education-and-training-act-2020/education-and-training-act-2020-improving-planning-and-reporting/>

