Workforce Development Councils

Karakia

Ko te pohewa te tatau atu ki te ao whānui

Ko ia anō te taringa o ngā mea `kāore anō kia whānau

Ko ia anō te whaea o te toi

Ko ia te matua o te auahatanga

Ko te pohewa te pū o ngā moemoea.

Nā Koro Pakira Watene.

Imagination is the doorway to worlds unknown;

Imagination is the anticipation of things unborn,

Imagination is the mother of arts and the parent of creativity,

Imagination is the focal point of dreams.

RINGA HORA
Services
Workforce Development Council

OHU AHUMAHI
Workforce
Development
Councils

Ko wai au

Ko wai au

WDC Icebreaker…

- Pick a lolly, get into a group of 3-4 and discuss.

- **Purple**= Favourite animal or plant.
- **Red**= Favourite movie/tv show/book.
- **Brown**= Favourite hobby.
- **Yellow**= Favourite cuisine.
- **Blue**= Favourite location in Aotearoa.
- **Orange**= Favourite location in the world.
- **Green**= Favourite project you have worked on (school or home).

Workforce Development Councils

There are six Workforce Development Councils, created by Orders in Council under the Education and Training Act.

HANGA-ARO-RAU
Manufacturing, Engineering and Logistics
Workforce Development Council

MUKA TANGATA
People, Food and Fibre
Workforce Development Council

RINGA HORA
Services
Workforce Development Council

TOI MAI
Workforce Development Council

TOITŪ TE WAIORA
Community, Health, Education and Social Services
Workforce Development Council

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

OHU MAHI
Workforce Development Councils

Est. 04 Oct 2021

Offices in:
Tāmaki Makaurau
Te Whanganui-a-Tara

HANGA-ARO-RAU
Manufacturing, Engineering and Logistics
Workforce Development Council

MUKA TANGATA
People, Food and Fibre
Workforce Development Council

RINGA HORA
Services
Workforce Development Council

TOI MAI
Workforce Development Council

TOITŪ TE WAIORA
Community, Health, Education and Social Services
Workforce Development Council

WAIHANGA ARA RAU
Construction and Infrastructure
Workforce Development Council

Support   Collaborate   Share

Focus Areas

Industry

Māori   Pasifika

Women   Disabled
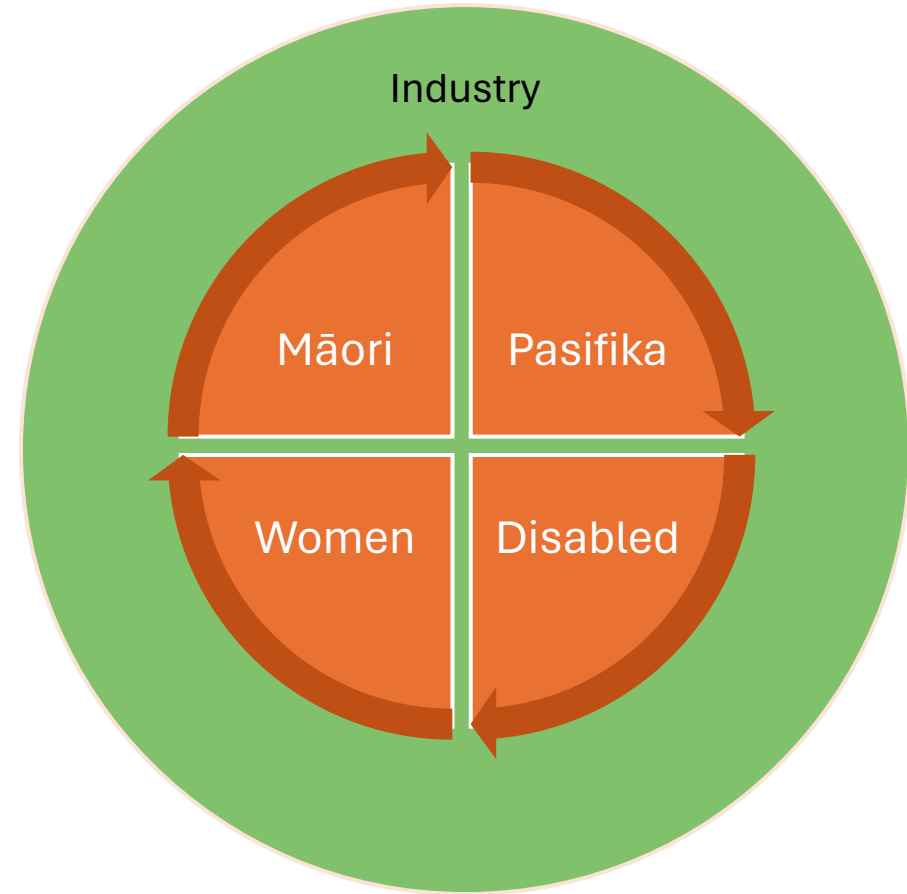
What do we do?

Workforce Development Councils (WDCs) work with their industries to develop and maintain a strategic view of the skills their industries require now and in the future. They translate these needs into expectations of what the vocational education system will deliver.

We will bring consistency to industry standards and learning outcomes - making sure they are applied across the country, and across all modes of learning. This means learners will attain the right skills and employers will have access to the right people.

Our Vision

A construction and infrastructure sector that enables everyone to reach their potential.

Our Purpose

Elevating the voice of industry in our vocational education and training system.

Waihanga Ara Rau

# Our outputs / Core functions

Our core functions are outlined in [Section 366 of the Education and Training Act 2020](#):

- **Skills Leadership:** Identify industry skill needs & advocate for them to be met now and in the future by providing advice to TEC and other agencies on key focus areas, and through the creation of Workforce Development Plans.

- **Qualifications:** Develop qualifications to ensure they are delivered to a high standard, on a consistent basis, and shape curriculum on behalf of industry.

- **Quality Assurance:** Moderate assessment against industry standards.

- **Advice:** Provide advice to TEC on investments in vocational education

- **Endorsement:** Endorse programmes that lead to qualifications

- **Brokerage:** Provide employers with brokerage and advisory services.

- **Advocacy:** Be the voice of industry to represent their interests as well as a system leader providing input to policies that matter most to industry.

Vocational Pathways

At school – Level 1 to Level 3

In the workforce - Level 2 to Level 6
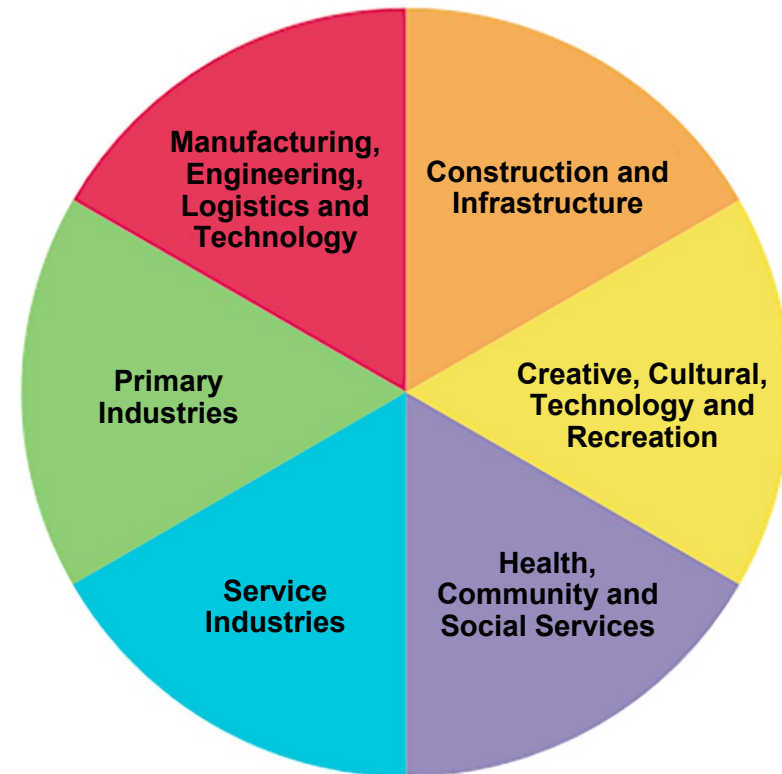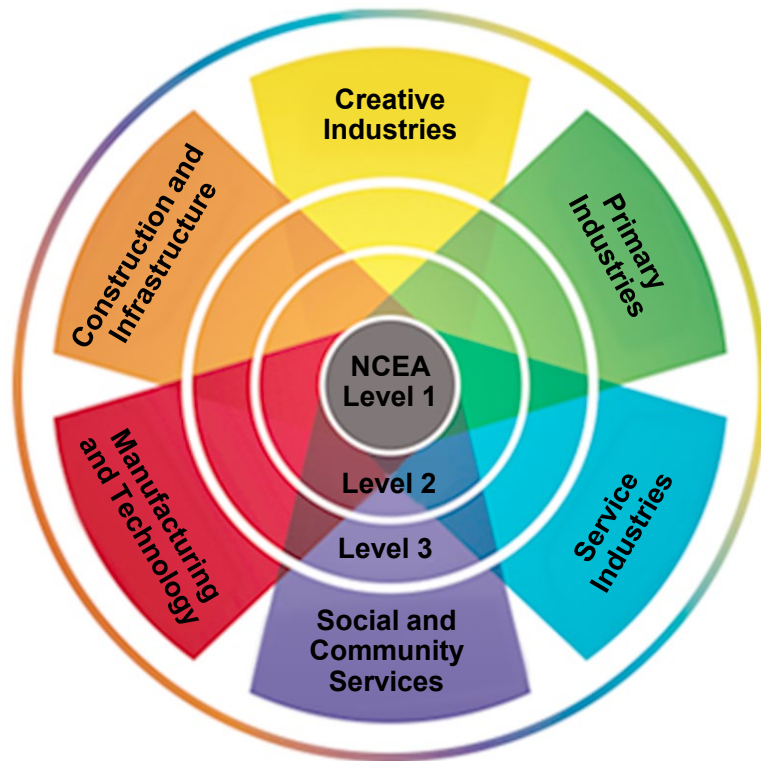
BCATS Activity

True or false… All stand up

- Project complexity is often a moderation issue?

- Internal moderation is a NZQA requirement?

- Comments are required on internal moderation forms?

- Assessors must show evidence of their qualifications?

- There are 350 schools that teach BCATS?

- There are H&S age restrictions on equipment in all technology subjects?

- Schools can teach microcredentials?

- BCATS are only taught in schools?

- BCATS will have A/M/E?

- There are 47 BCATS standards?

- You have to be a BCATS teacher to be able to moderate BCATS?

- The WDCS are part of the Education Act?

How can we support your school to deliver and assess?

- Answer any queries around project ideas.

- Queries around project complexity.

- Moderation process.

- Support with BCATS.

- Skill standard review.

- Run school cluster moderation sessions and online drop ins.

Moderation Requirements

Using our standards you are required to:

- Provide standard samples for moderation on request and in a timely manner.

- Attendance at cluster meetings/online drop ins.

- As part of CMR we require evidence that the teacher/tutor have the skills required to assess BCATS.

- Required documentation is brought to cluster moderation meetings (CV/training certificate, Internal moderation sheets, samples)

- All required evidence for the standards are completed/correct/attached.

- Information is communicated to relevant teacher/s and us an SSB.

- All assessor information is complete and is upto date (let us know if there are changes)

Moderation Requirements

<table>
<tr><th colspan="5" align="center">VERIFICATION EVIDENCE</th></tr>
<tr><td colspan="5">Strategic selection of samples of work is based on the experience of the assessor(s), external moderation history, and the previous use of the task. The sample size can be sufficient, purposeful (at grade boundaries) or minimal.</td></tr>
<tr><th>Student's Name</th><th>Marker's Grade</th><th>Verifier's Grade</th><th>Grade Reported</th><th>Summary of discussion comments as needed.</th></tr>
<tr><td>STUDENT A</td><td>A</td><td>A</td><td>A</td><td>Ākonga A has completed a complex BCATS project that provides rigour and met all the learning outcomes of 31812. Documentation conveyed clear step by steps of construction and safe working practices. Level of supervision was clear and evidence was collected organically.</td></tr>
<tr><td>STUDENT B</td><td>A (borderline)</td><td>A (borderline)</td><td>A</td><td>Ākonga B has completed a sufficiently complex BCATS project at level 2. Though more evidence could be provided to support safe working practices and level of supervision within the BCATS environment.</td></tr>
<tr><td>STUDENT C</td><td>N</td><td>N</td><td>N</td><td>Ākonga C has not completed their BCATS project or demonstrated safe working practices and therefore not met the learning outcomes for 31812.</td></tr>
<tr><td>STUDENT D</td><td>A</td><td>N</td><td>A</td><td>Ākonga D has not provided sufficient evidence of completion of their BCATS project and therefore not met the learning outcomes for 31812</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Complete all columns. Add extra rows as required. Where appropriate, it is good practice to indicate a grade's proximity to a boundary.

INTERNAL MODERATION COVER SHEET 2024

NZQA *Assessment Rules* require that schools must report to NZQA only those internal assessment results which have been subject to an internal moderation process.

Faculty/Department: BCATS_____ **Teacher in Charge of Assessment:** _Hannah Clark and Leah Lacey _____

Assessors: Katy Cottrell_____ _____ _____

Section A: Complete information on the assessment *before any teaching*

Course Title:		12 BCATS	Standard Number: 31812		Version: 1

Standard Title:	Complete a BCATS Project				

Credits: 6	NZQF Level: 2	The school has consent to assess this standard	**Yes**	No

Source of Materials: Commercial / **Own** / TKI / NZQA / Subject Association / Other:

Section B: Critique assessment materials *before any assessing*

The critiquing process is to ensure that the assessment materials meet the requirements specified in the standard and provide the opportunity for students to present authentic evidence at all grades.

Before use the assessment materials have been checked against:

	Yes	No
The current moderator report and clarification of the standard document	Yes	No
The conditions of assessment	Yes	No
Any external moderation feedback	Yes	No
The standard is unchanged and the task has been previously critiqued,	Yes	No

If yes, no further critiquing required.

	Yes	No
The assessment is consistent with the explanatory notes/learning/context/curriculum level	Yes	No
The assessment allows students to achieve all requirements and grades of the standard	Yes	No
Assessment schedule is consistent with the standard and clarifications documents	Yes	No
Instructions are consistent with the standard explanatory notes/range statements	Yes	No
Judgement/sufficiency statements clearly describe performance levels for each grade, e.g. quality & length	Yes	No
Evidence statements allow for a range of acceptable answers with specific examples for each grade (A/M/E)	Yes	No
Student instructions are clear and language is appropriate	Yes	No
Registered standard number, version, title, level and credits are given.	Yes	No

Critiquers' Name: Hannah Clark	School: TEST SCHOOL	Date: 23/01/24

Section C: Verify sufficient teacher judgements *before reporting results*   PTO

The verification process is to ensure that any teacher judgements are consistent with the standard before they are reported to NZQA.

Verifier Name: KLC	School: TEST SCHOOL	Position: LAL	Date: 23/01/24

Evidence of verification is available overleaf, attached or at location (specify):

I have sighted evidence critiquing and verification processes completed for this standard.

Signed K.Cottrell	Position: LAL Technology	Date: 23/01/24

Section D: Retain samples and review assessment materials *after results are reported*

Results loaded into student management system:		Date: 23/01/24

Assessment materials and student work are stored ready for external moderation	**Yes**	No

Location or file path:

The school's random selection procedure has been used to select work for external moderation (if required).	Yes	**No**
Assessment materials have been reviewed in response to feedback.	**Yes**	No
New benchmark samples have been annotated and/or existing examples of grade boundary decisions have been updated.	**Yes**	No

What to expect after moderation

General Details

School:	TEST SCHOOL REPORT	
To:		
Cc:		
Date of report:		

Kia ora

This report conveys our assurance findings from post-assessment moderation against **Building, Construction, and Allied Trades Skills (BCATS) unit standards.** You can use the information to see:

1. How you might develop your internal moderation and self-assurance
2. Whether your assessment outcomes are supported, and why.
3. Where and how you might improve the fairness, validity, and consistency your assessment judgements.

He aha te huarahi – I runga I te Tika, te Pono, me te Aroha
What is the pathway? It is doing what is right, with integrity and compassion.

Context

Your school attended a cluster moderation workshop on 23/01/24. Six schools from your region attended.

Internal moderation

It was pleasing to see that a robust internal moderation process was taking place which included a consideration of unit standard outcomes, evidence requirements and guidance information were confirmed in the self-assurance report as a discussion between the moderator and assessor.

Self-Assurance of your internal moderation system reflected this robustness and confirmed that unit standard outcomes, evidence requirements, guidance information and project complexity are being considered by the internal moderator.

Continuing to focus on capturing internal moderation evidence will ensure your processes remain robust.

Continued focus area	Important because
Continue to make good use of the comments section in your school's internal moderation cover sheet. Comments must show that the internal moderator considered these 3 key points: 1. Each unit standard learning outcome 2. Unit standard guidance information 3. The project(s) which contextualised the learning.	Internal moderation is an integral part of best practice assessment. Evidence of it ensures assessment is fair, valid, and consistent, with a focus on continuous improvement. Comments on, or as part of, the internal moderation process provide assurance that the internal moderation process is robust, identifying strengths, and opportunities. A consideration of unit standard outcomes verifies that learning outcomes have been met. It helps assure consistency both within schools, and across the country.

Moderation summary

Six out of six assessment judgements met the national standard.

Unit Std Number	Unit Standard Title	Version	Level	Credit	No of Samples
12932	Construct timber garden furniture as BCATS projects	5	2	8	3
25921	Make a cupboard with a drawer as a BCATS project	3	2	6	3

Waihanga Ara Rau, would like to thank you again for providing samples and for attending the school cluster meeting.

Moderation findings

Unit standard 12932: Level 2 Construct timber garden furniture as BCATS projects			
	Sample ID	Sample ID	Sample ID
	1	2	3
Assessor judgement	Achieved – Kua eke	Achieved – Kua eke	Achieved – Kua eke
Moderator decision	Supported – Kua Taupaki	Supported – Kua Taupaki	Supported – Kua Taupaki

Waihanga Ara Rau Assurance support the peer moderator's findings and confirm that assessment judgements were fair, valid, and consistent. From the group discussion it was felt that you demonstrated a good standard of practical work that was also well documented.

Internal moderation is an integral component of best practice assessment, and it was pleasing to see that this had been undertaken with commentary.

Clearly, your assessment judgements are sound and assessment resources are being used correctly. However, in the interests of continued improvement, we have set you some actions.

Recommended actions- These actions should be undertaken.

	Action	Required Action
1	Ensure evidence of verbal feedback is provided.	• Ensure verbal questions/conversations are recorded in some form of evidence to provide clarity to ākonga about their progress and performance.
2	Ensure all internal moderation sheets are complete.	• Ensure all internal moderation sheets are signed to comply with NZQA moderation rules.

Waihanga Ara Rau will be in touch in the near future as to how we can continue to support your school's great mahi.

Waihanga Ara Rau Assurance would like to thank all those who attended the cluster moderation meeting and for making the most of the time available. Ngā mihi nui.

BCATS Skill Standard Review

Proposed changes to BCATS and why?

- Creating skill standards to replace BCATS unit standards – NZQA has implemented these new products for all SSBs to use going forward.

- Adding merit/excellence grades to BCATS standards – to recognise individual achievement of ākonga

- Removal of duplication between standards – to ensure each standard has clear, distinct learning outcomes

- New Level 3 'design' standard – to accommodate emerging interest from ākonga in vocational pathways that have a design focus.

Timeline

Milestone	Expected completion
Level 1 standards working group meet to review draft skill standards	20 Nov 2023
Level 2 standards working group meet to review draft skill standards	27 Nov 2023
Level 3 standards working group meeting to review draft skill standards	4 Dec 2023
Three BCATS qualifications reviewed with steering group	23 Feb 2024
Project sign-off received from steering group	22 Mar 2024
Qualifications & skill standards submitted to NZQA for evaluation	29 Mar 2024
Review project completed	2024

**BCATS will continue as usual, but we would encourage Kaiako to start using the new standards as soon as they are available.
We will be running PD in Term 4 2024 to support with the new skill standards.**

100002 Construct timber garden furniture as a BCATS project

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

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

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

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

Assessment specifications

Learners will construct two different items of garden furniture.

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

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

Ngā momo whiwhinga \| Grades available

Excellence, Merit, Achieved.

25

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

Ihirangi waitohu \| Indicative content

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

Rauemi \| Resources

Construction techniques …

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

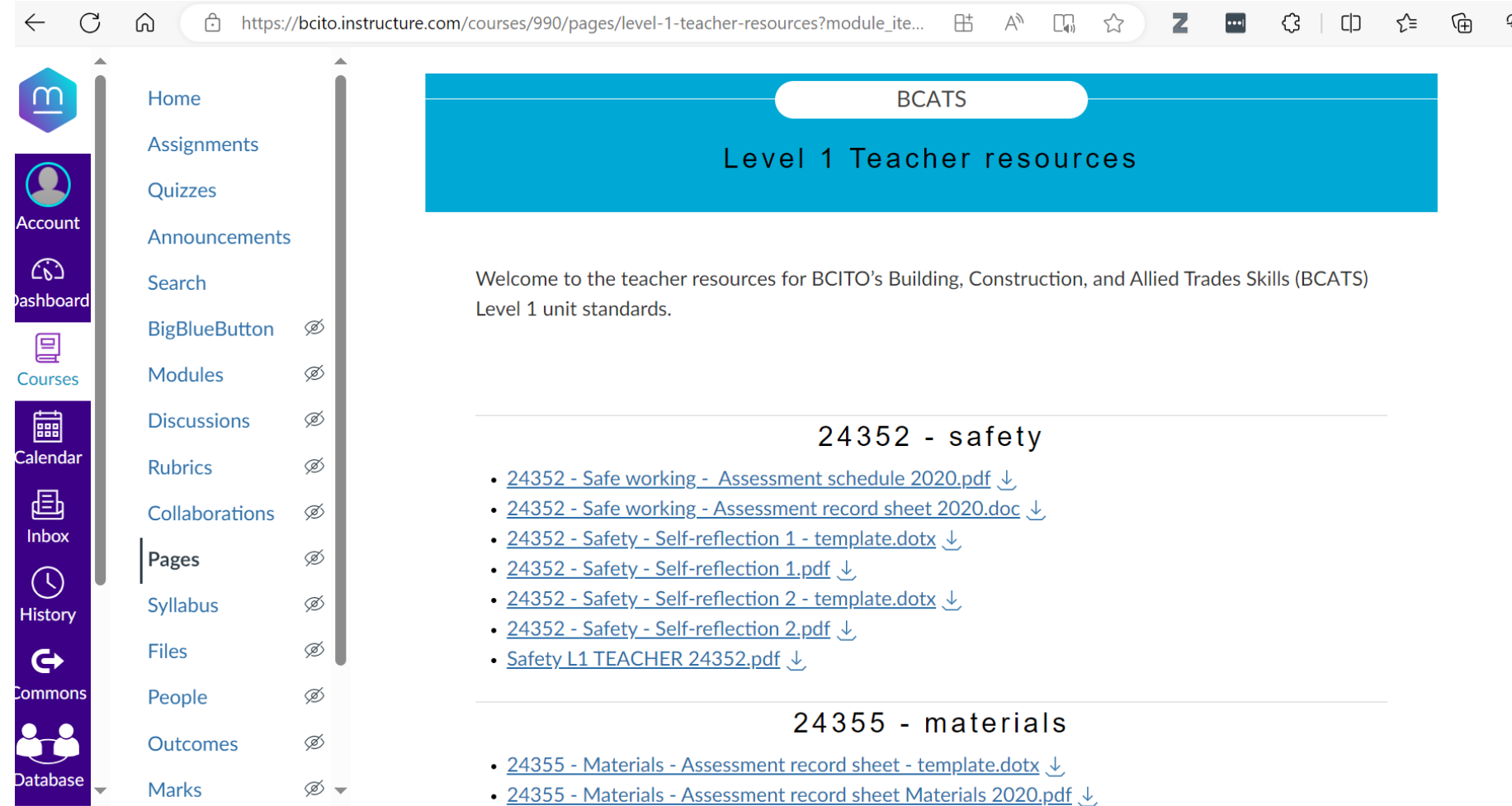### Pārongo Whakaū Kounga \| Quality assurance information

26

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

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

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

How to access My BCITO

If you need any help, please contact us at mybcito@bcito.org.nz or

Activity

RINGA HORA
Services
Workforce Development Council

Ringa Hora

Te Whare Manaaki o Ringa Hora

Manaakitanga
We are open and understanding, exemplifying authenticity and empathy in all we do

Pono
We are authentic and genuine

Mārama
We seek to understand

Tika
We act in good faith and do what is right

Aroha
We are compassionate, empathetic, and caring

Te Tiriti o Waitangi

The koruru (carved face) represents **Manaakitanga.** Sitting at the gable of the whare where the two maihi meet, it symbolises the ability to intertwine and bring together Ngā Uara.

The koruru observes what happens below, ensuring that the ethos of Ringa Hora being values based, people-centred, in service of others is authentically upheld in all Ringa Hora does.

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

Ringa Hora (Services) Workforce Development Council

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

What is top of mind for the Service sector?

SKILLS SETS
Many industries do not have enough people with the right skills and experience to meet their needs.

RETENTION
'It is increasingly difficult for industries to attract and retain their workforce, with industries often competing for same or similar skill sets.

CLIMATE CHANGE
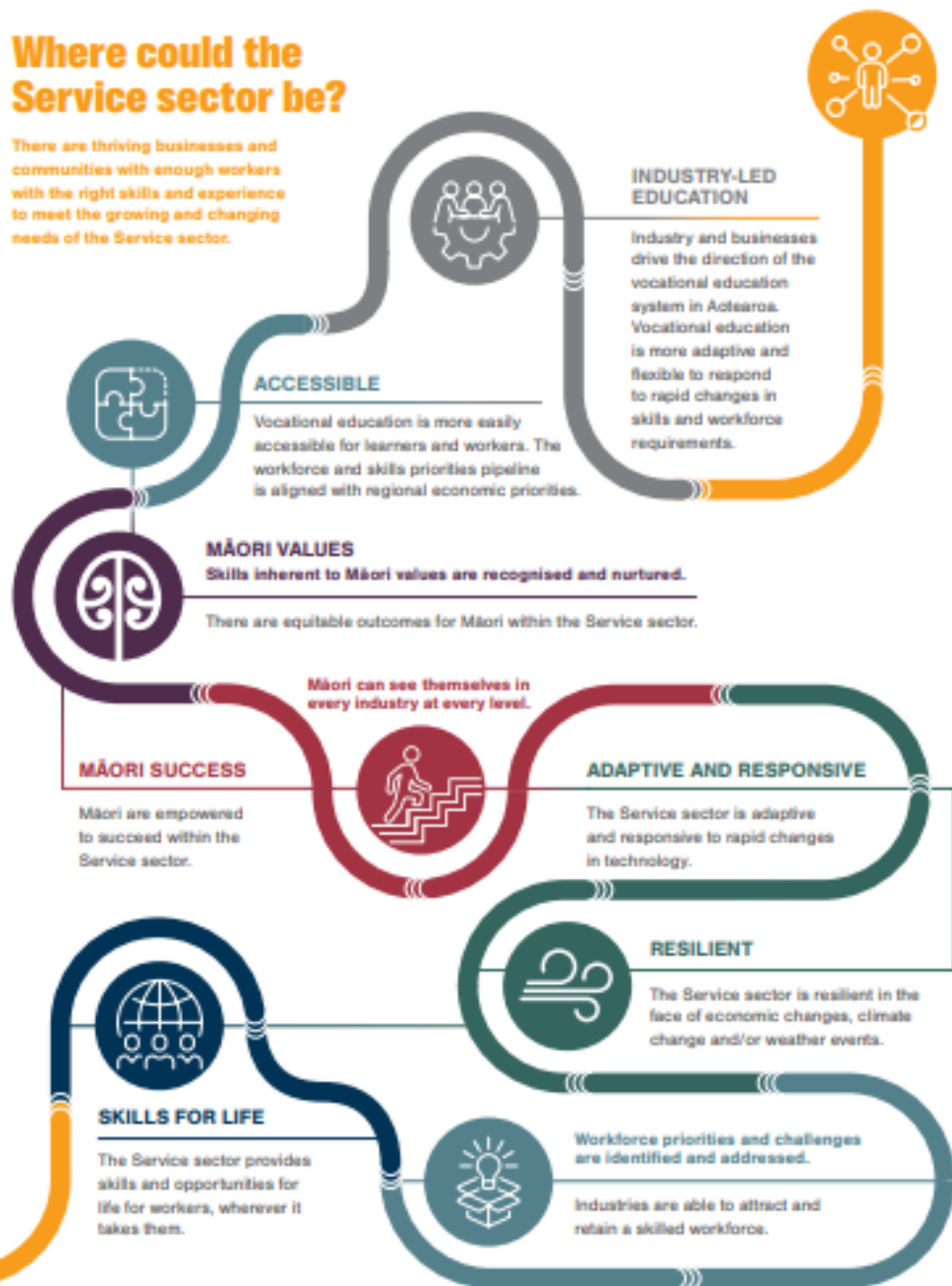Industries, businesses and regions have been greatly affected by recent natural disasters. It is becoming more important for our industries to be resilient in light of climate change and increasing weather events.

COST-OF-LIVING
The cost-of-living crisis is creating uncertainties for many businesses and their operating environments.

DIVERSITY
The future workforce will be increasingly diverse and the sector will need to embrace and celebrate the wide range of cultures and perspectives of their people.

TE TIRITI O WAITANGI
Some industries are already making meaningful relationships with Māori business, and focusing on whānau impact. While many industries and businesses are already working with iwi/manawhenua, there are remaining gaps in forging mutual Te Tiriti partnerships for many Service industries.

RESPONSIVENESS
Changes in innovation and technology mean that businesses are needing to pivot operations to respond rapidly changes in innovation and technology could mean that businesses are needing to pivot operations to respond to new business and customer demands.

VOCATIONAL ALIGNMENT
The vocational education system is not always well-aligned with what the industry needs or upcoming industry changes.

MĀORI BUSINESSES
There is a growing māori economy and Māori are expected to be a rapidly growing part of the sector – but Māori learners continue to be underserved by the system.

Where could the Service sector be?

There are thriving businesses and communities with enough workers with the right skills and experience to meet the growing and changing needs of the Service sector.

INDUSTRY-LED EDUCATION
Industry and businesses drive the direction of the vocational education system in Aotearoa. Vocational education is more adaptive and flexible to respond to rapid changes in skills and workforce requirements.

ACCESSIBLE
Vocational education is more easily accessible for learners and workers. The workforce and skills priorities pipeline is aligned with regional economic priorities.

MĀORI VALUES
Skills inherent to Māori values are recognised and nurtured.

There are equitable outcomes for Māori within the Service sector.

Māori can see themselves in every industry at every level.

MĀORI SUCCESS
Māori are empowered to succeed within the Service sector.

ADAPTIVE AND RESPONSIVE
The Service sector is adaptive and responsive to rapid changes in technology.

RESILIENT
The Service sector is resilient in the face of economic changes, climate change and/or weather events.

SKILLS FOR LIFE
The Service sector provides skills and opportunities for life for workers, wherever it takes them.

Workforce priorities and challenges are identified and addressed.

Industries are able to attract and retain a skilled workforce.

Ringa Hora
Services

SECTOR INSIGHTS

1.05m
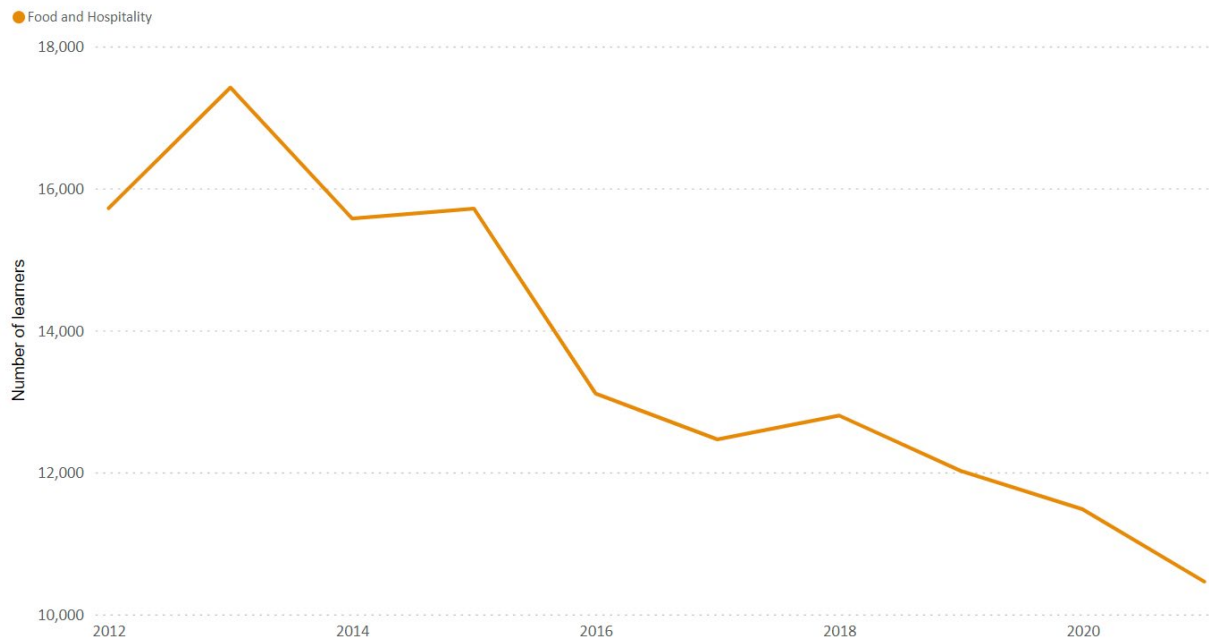(million) People worked in the service sector in 2020 (StatsNZ IDI)

306,000
Businesses operated in the service sector in 2019 (StatsNZ IDI)

$109bn
(billion) Service sector's gross domestic product (Infometrics)

60%
of New Zealander's have worked in the Service Sector at some point in their life (StatsNZ IDI)

Food and Hospitality

(Line chart: Number of learners vs Year, 2012–2020, ranging ~15,500 in 2012 up to ~17,500 in 2013 then declining to ~10,500 in 2021)

HOSPITALITY & FOOD SERVICES

WORKFORCE

169,300

1. Number of workers
The total workforce in Hospitality & Food Services is about 6.3% of the NZ total workforce.

Workforce change
The workforce in Hospitality and Food Services has increased by 1.5% since 2021, but still remains marginally lower than 2019, before COVID.

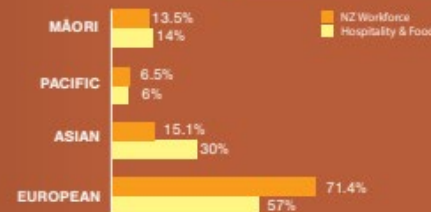**2. Proportion of rangatahi (aged 15 -24)**

36%
The percentage of rangatahi in Hospitality & Food Services is considerably higher than the 14% in the wider New Zealand workforce.

3. Participation of wāhine

60%

4. Ethnicity

Ethnicity	NZ Workforce	Hospitality & Food
MĀORI	13.5%	14%
PACIFIC	6.5%	6%
ASIAN	15.1%	30%
EUROPEAN	71.4%	57%

5. Tāngata whaikaha

2.4%
This is compared to 3.1% of tāngata whaikaha in the wider New Zealand workforce.

7. Average annual income growth (2011-2022)

3.3%pa

6. Average annual income

$34,500
The average annual income in Hospitality & Food Services is much lower than New Zealand's $65,800.

8. Workforce by Region

34% Auckland
12% Wellington
13% Canterbury
28% Rest of NI
13% Rest of SI

BUSINESSES

25,700

1. Number of businesses
There are around 25,700 businesses in Hospitality & Food Services, which is an increase of 3% since 2021.

2. Māori-owned business
Approximately 7% of businesses are Māori-owned.

7%

ECONOMY

$6.9 Billion
In 2022, Hospitality & Food Services contributed $6.9 billion to NZ's Gross Domestic Product (GDP)

EDUCATION AND TRAINING

3,032

1. Number of learners

2. Proportion of workers with no post-school qualifications

45%

New Zealand Certificate in Cookery (Level 3)
291

New Zealand Certificate in Cookery (Level 4)
836

New Zealand Certificate in Food and Beverage Service (Level 3) with strands in Barista, Bar Services, Buffet Services, Café Services, Function Services, Quick Service Restaurant Services, and Restaurant Services
546

New Zealand Certificate in Food and Beverage Service (Level 4) with strands in Restaurant Services, and Quick Service Restaurant Services
180

New Zealand Certificate in Hospitality (Level 2)
574

New Zealand Certificate in Professional Wine Knowledge (Level 5)
12

New Zealand Diploma in Cookery (Advanced) (Level 5) with strands in Cookery, and Patisserie
277

New Zealand Diploma in Hospitality Management (Level 5)
226

New Zealand Diploma in Hospitality Management (Level 6)
90

14% of the workforce identify as MĀORI

901 businesses identified as dedicated Māori business interests (2021). Within the sector there are a range of vocations, however, many Māori are concentrated in roles within catering, clubs and pub spaces with fewer focused on cafes and accommodation. It is important that Māori within the workforce feel accepted and reflected within the industry.

6% of the workforce identify as PACIFIC PEOPLES

Despite the relatively low proportion of Pacific peoples in the industry, the number accounts for over 10% of all Pacific peoples employed in the Service sector. Recently, Government has been promoting and supporting Pacific entrepreneurship through the Pacific Economic Action Plan, resulting in the growth of Pacific-owned restaurants, cafes, and catering businesses. It is important that these government initiatives continue to be available and enable Pacific peoples to create careers and business opportunities that reflect their cultural values and aspirations.

2.4% of the workforce identify as TĀNGATA WHAIKAHA

Tāngata whaikaha includes physical, mental, intellectual, or sensory impairments which can impact a person's life to varying degrees and in different ways. We acknowledge that data on tāngata whaikaha is limited and it is important that we create more growth opportunities within the sector for our tāngata whaikaha workforce.

What we do – our functions

Qualifications:

Develop qualifications and shape curriculum that delivers the current and future skills industry needs.

Quality:

Lift the quality of education providers and moderate assessment against industry standards

Endorsement:

Endorse programmes that lead to qualifications.

Advice:

Provide advice to TEC on investments in vocational education, and to other agencies.

Skills leadership:

Work collaboratively with industry to deliver skills that meet current and future needs.

Brokerage:

Represent the voice of industry in the vocational education system and work on their behalf.

'Ringa hora' the upturned, outspread hands symbolises manaakitanga, hospitality, and service.

Aviation & Airport

Business & Professional

Cleaning

Contact centres & Industry Support

Financial & Advisory

Government, Security & Defence

Hospitality & Food

Real Estate & Rental

Retail & Distribution

Tourism & Travel

Mata Ārahi Matua contribution to Ringa Hora Projects

Culinary Koha

- Hospitality/Cookery consultation with secondary teachers, commenced with HETTANZ members, we want a broad range of Kaiako/teachers to help guide us through the possibilities
- Proposed Level 1-3 skill standards for secondary
- Hospitality Feasibility Survey

Manu Arataki –Leadership Project

- Rangatahi Wananga
- [Be part of building the pathway for the next generation of leaders - Ringa Hora](#)

Future of Service Skills (FOSS)

- An application has gone to NZQA for a Certificate 3 in Service Sector Skills (30 credits)
- Seeking feedback form secondary spaces – Do you see a similar concept working in the secondary space?

Hospitality Feasibility survey

Hospitality Student survey

2. Do you intend to continue with further studies in hospitality? (post-secondary school)
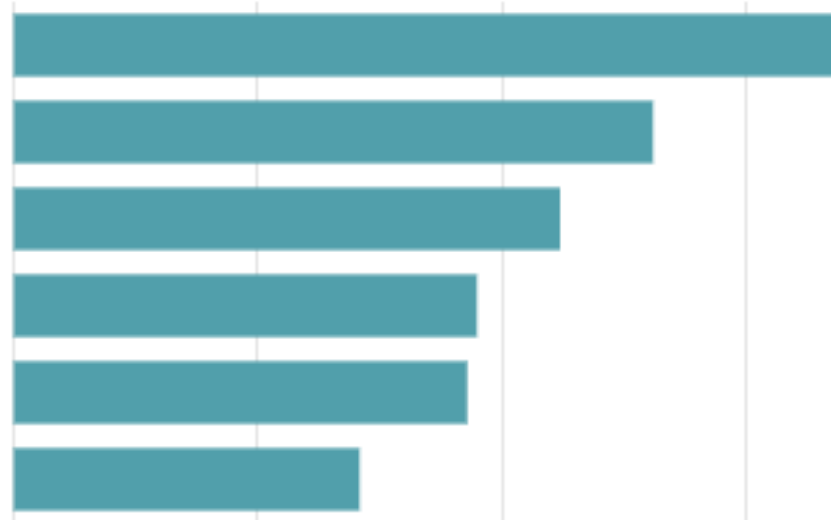
🔵 Yes	10	
🟠 No	30	
🟢 Maybe	44	

Hospitality Student survey

3. If you answered yes/maybe to the above question, please rank your preferred option.
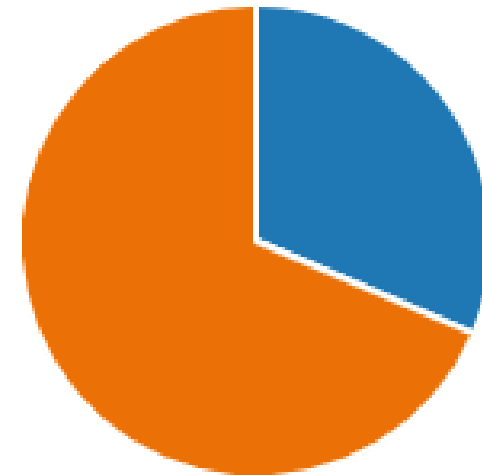

1   Earn while you learn (example c...

2   Enrol in a hospitality /culinary c...

3   Enrol in a hospitality /culinary c...

4   Through a private training enter...

5   Enrol in a hospitality /culinary c...

6   Marae-based learning

Hospitality Student survey
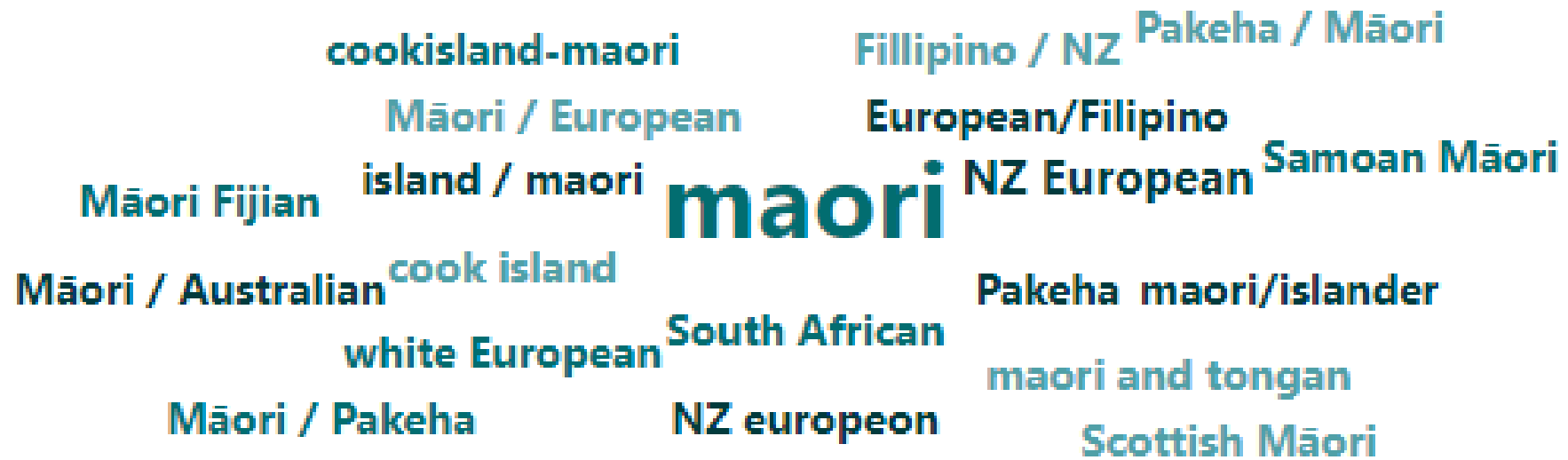
Full-time on campus   22

Part-time on campus   48

Hospitality Student survey

🔵	Female	47
🟠	Male	32
🟢	Prefer not to say	3
🔴	Non-binary	2
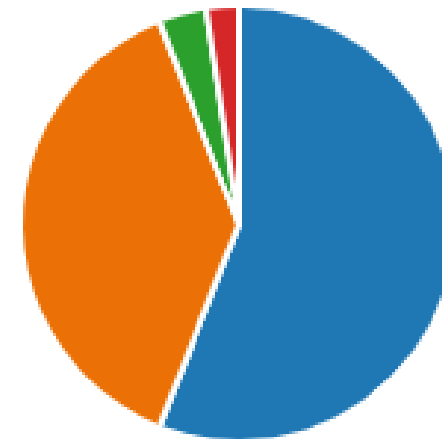
Hospitality /Cookery

Proposed phases to go live 2026/2027

Phase one (3-6months)

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

Phase two (6 months 12 months)

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

Phase three (12-18 months)

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

Phase four (18-30 months)

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

Proposed Cookery Skill Standards levels 1-3

Level 1
- Cutlery
- Fruit & Vegetable
- Grilling/Frying
- Hot Finger Food
- Meat
- Sauce/Soup
- Baking

Level 2
- Heat-based
- Nutrition
- Water

Level 3
- Baking
- Cold Foods
- Cultural Occasion
- Foraging
- Local ingredients
- Meat Substitute
- Seasonal Ingredients
- Special dietary requirements
- Street Food

Skill Standards will replace existing unit standards

A Wish list of skill standards

1. Molecular gastronomy

☆ ☆ ☆ ☆ ☆

2. Leadership & Management skills in culinary/hospitality

☆ ☆ ☆ ☆ ☆

3. 'Mise en place' or set up before cooking

☆ ☆ ☆ ☆ ☆

4. Roles in the kitchen

☆ ☆ ☆ ☆ ☆

5. Plant based cooking techniques *

☆ ☆ ☆ ☆ ☆

6. Service skills/soft skills (Restaurant service type ones) *

☆ ☆ ☆ ☆ ☆

7. finishing / tasting / seasoning / "flavour bombs"

☆ ☆ ☆ ☆ ☆

8. This is your opportunity to add to the wish list, for further. Please enter your wish list.

Potential skill standards for Secondary Schools

Frequently Asked Questions

- **<u>Expected Timeframe for this project?</u>**

- This project aims to be complete by 2026 at the latest. This takes into consideration the timeframes intended for the Culinary Koha project at the tertiary level to be completed and the process to get our skill standards approved.

- **<u>Life cycle of skill standards?</u>**

- Each potential skill standard created or reviewed has a review period of 2-3 years.

Frequently Asked Questions

- **The difference between unit standards and skill standards?**

- Skill standards are new for us all; therefore, we have included the online documentation set out by NZQA.

- In short skill standards take into consideration 3 areas;

1) Definition - the explicit inclusion of learning outcomes in the definition.

2) Development – WDCs are the new leaders in collaborative development of skill standards

3) Design principals – the design principals are based on ngā kaupapa that are formed from Te Hono o te Kahurangi framework.

- FAQs-External-Release-Oct-2022.pdf (nzqa.govt.nz) (Page 5 has the most relevance to schools)

- **Are the skill standards the same as NCEA achievement?**

- The short answer, the skill standards will replace the unit standards and contribute in the same way to NCEA achievements.

Our partners

Bentham Ohia -previous CEO TWOA and Director of Puatahou Ltd

Karen Vercoe MNZM, Black Fern #72, previous CE for Te Arawa Lakes Trust & current Chair for te taumata Māori Sports NZ

Potaua Biasiny Tule - Digital Natives Academy PTE Director - (Running a Māori Minecraft comp for Kura Kaupapa Māori across the country in April)

Anameka Paenga - Te Whānau-a-Āpanui Kapa Haka Kaitaki Wahine (Current Matatini champs)

Beatrice Faumuina – World Champion, Commonwealth, Olympic games medalist – Director Sports NZ

Mel Harrington GM Ringa Hora services, previous MSD Pacific Steering Group member

Tj Asiata- LM4 Group CEO

Julius Daniels – General Manager YMCA

Christine Hall – CEO at Central Kids

Maria Te Kanawa –GM Raukawa Charitable Trust

Aamer Daji- GM Raukawa Charitable Trust

Jamie Whetu - Whetu Consulting Director, Raukawa Charitable Trust board member, previous Chairperson Waikato Housing Hub

Potaua Biasiny-Tule
Digital Natives Academy
PTE Director - (Running a
Māori Minecraft comp for
Kura Kaupapa Māori across
the country in April)

[Be part of building the pathway for the next generation of leaders - Ringa Hora](#)

RINGA HORA
Services
Workforce Development Council

Waihangatia te Āmua
Shaping the future of Service Skills

Future of Service Skills

Skill Standards

Work effectively in a team to foster a safe, sustainable, and productive workplace

Apply customer service techniques

Micro-credentials

Common Core

Technical

Cross Sector qualification

New Zealand Certificate in Service Skills (40-60 credits)

Components of cross sector credentials

Skill Standards

SKILL STANDARD
Apply customer service techniques
(Level 3, 10 credits)

SKILL STANDARD
Work effectively in a team to foster a safe, sustainable, and productive workplace
(Level 3, 10 credits)

Components of cross sector credentials

Common Core micro-credential
(Level 3, 20 credits)

SKILL STANDARD
Apply customer service techniques
(Level 3, 10 credits)

SKILL STANDARD
Work effectively in a team to foster a safe, sustainable, and productive workplace
(Level 3, 10 credits)

Components of cross sector credentials

Common Core micro-credential
(Level 3, 20 credits)

Retail

SKILL STANDARD
Apply customer service techniques
(Level 3, 10 credits)

SKILL STANDARD
Work effectively in a team to foster a safe, sustainable, and productive workplace
(Level 3, 10 credits)

Housekeeping micro-credential

Retail micro-credentials

Catering Services micro-credential

Components of cross sector credentials
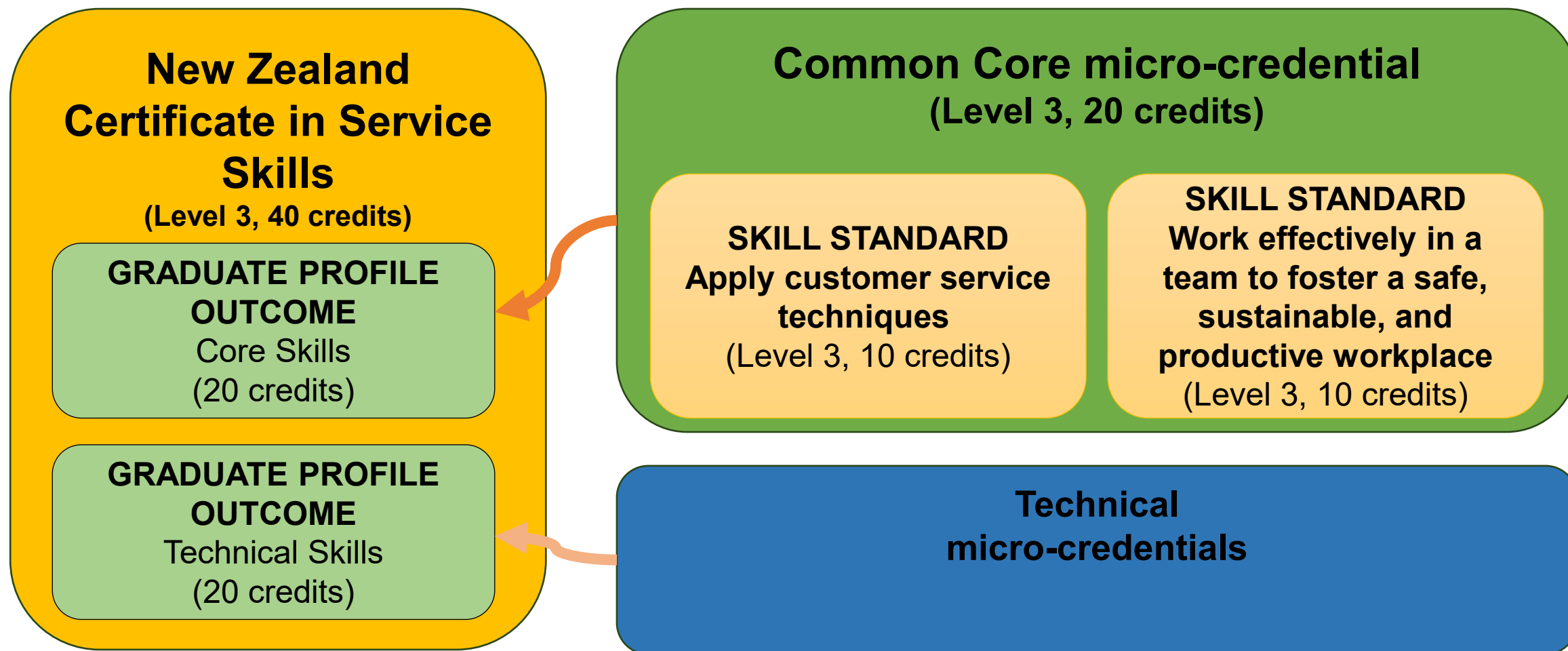
New Zealand Certificate in Service Skills
(Level 3, 40 credits)

GRADUATE PROFILE OUTCOME
Core Skills
(20 credits)

GRADUATE PROFILE OUTCOME
Technical Skills
(20 credits)

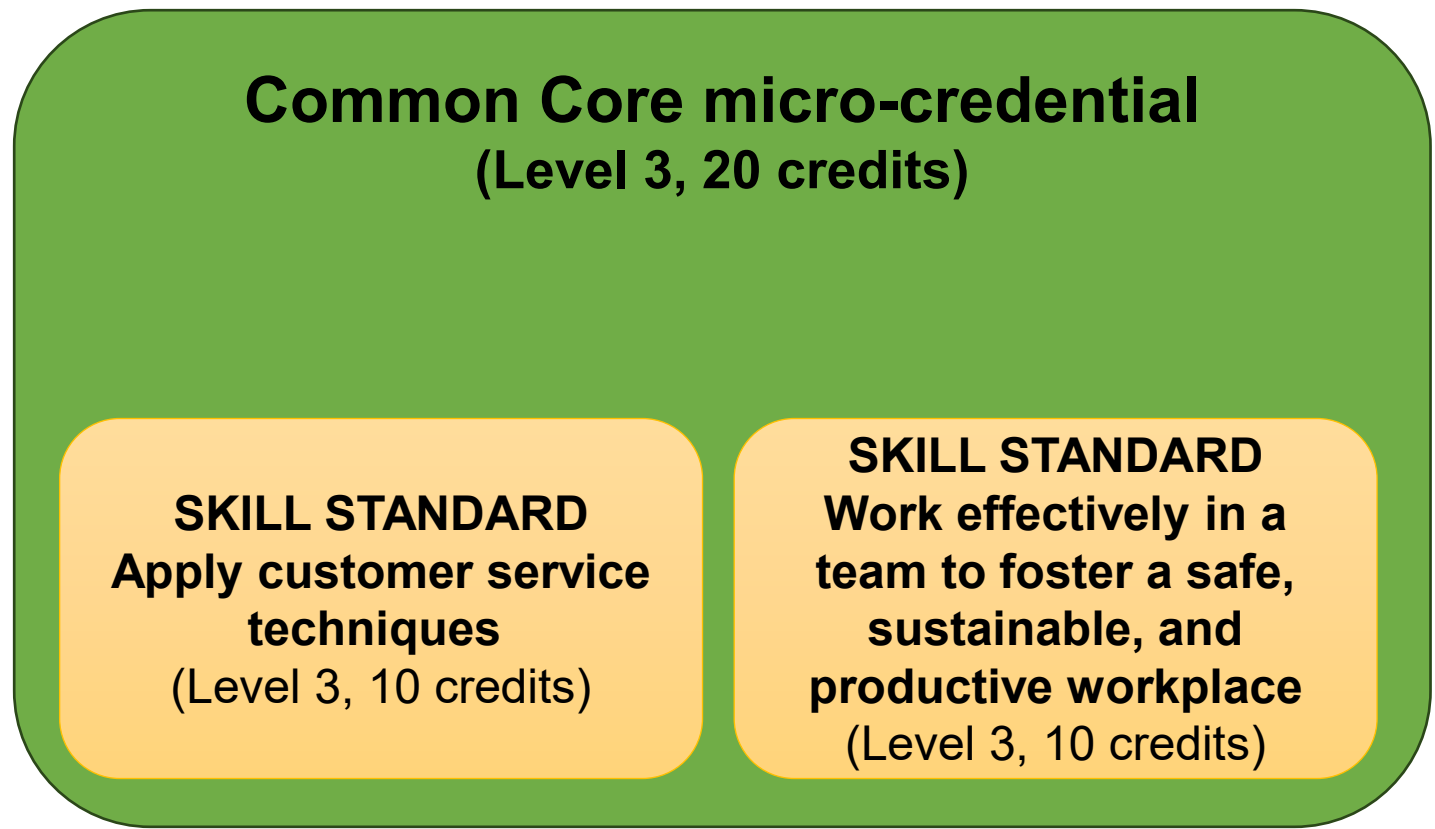**Common Core micro-credential**
(Level 3, 20 credits)

SKILL STANDARD
Apply customer service techniques
(Level 3, 10 credits)

SKILL STANDARD
Work effectively in a team to foster a safe, sustainable, and productive workplace
(Level 3, 10 credits)

Technical micro-credentials

Components of cross sector credentials

Common Core micro-credential
(Level 3, 20 credits)

SKILL STANDARD
Apply customer service techniques
(Level 3, 10 credits)

SKILL STANDARD
Work effectively in a team to foster a safe, sustainable, and productive workplace
(Level 3, 10 credits)

New Zealand Certificate in Retail
(Level 3, 60 credits)

GRADUATE PROFILE OUTCOME 1
Apply health, safety and security **(5 credits)**

GRADUATE PROFILE OUTCOME 2
Follow standard operating procedures
(15 credits)

GRADUATE PROFILE OUTCOME 3
Use communication skills and techniques and organisational **(5 credits)**

GRADUATE PROFILE OUTCOME 4
Apply knowledge of products and inventory
(35 credits)

Components of cross sector credentials

Common Core micro-credential
(Level 3, 20 credits)

SKILL STANDARD
Apply customer service techniques
(Level 3, 10 credits)

SKILL STANDARD
Work effectively in a team to foster a safe, sustainable, and productive workplace
(Level 3, 10 credits)

Retail
micro-credentials

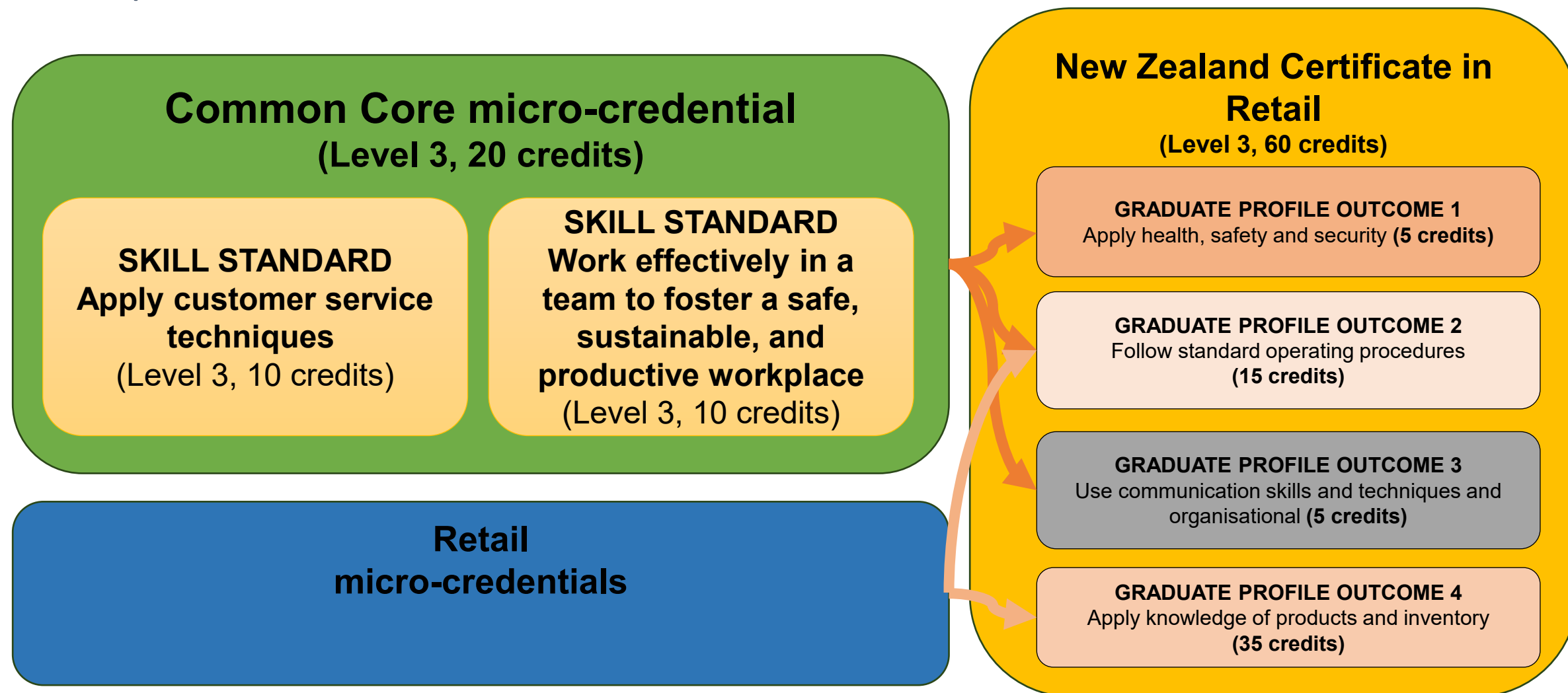**New Zealand Certificate in Retail**
(Level 3, 60 credits)

GRADUATE PROFILE OUTCOME 1
Apply health, safety and security **(5 credits)**

GRADUATE PROFILE OUTCOME 2
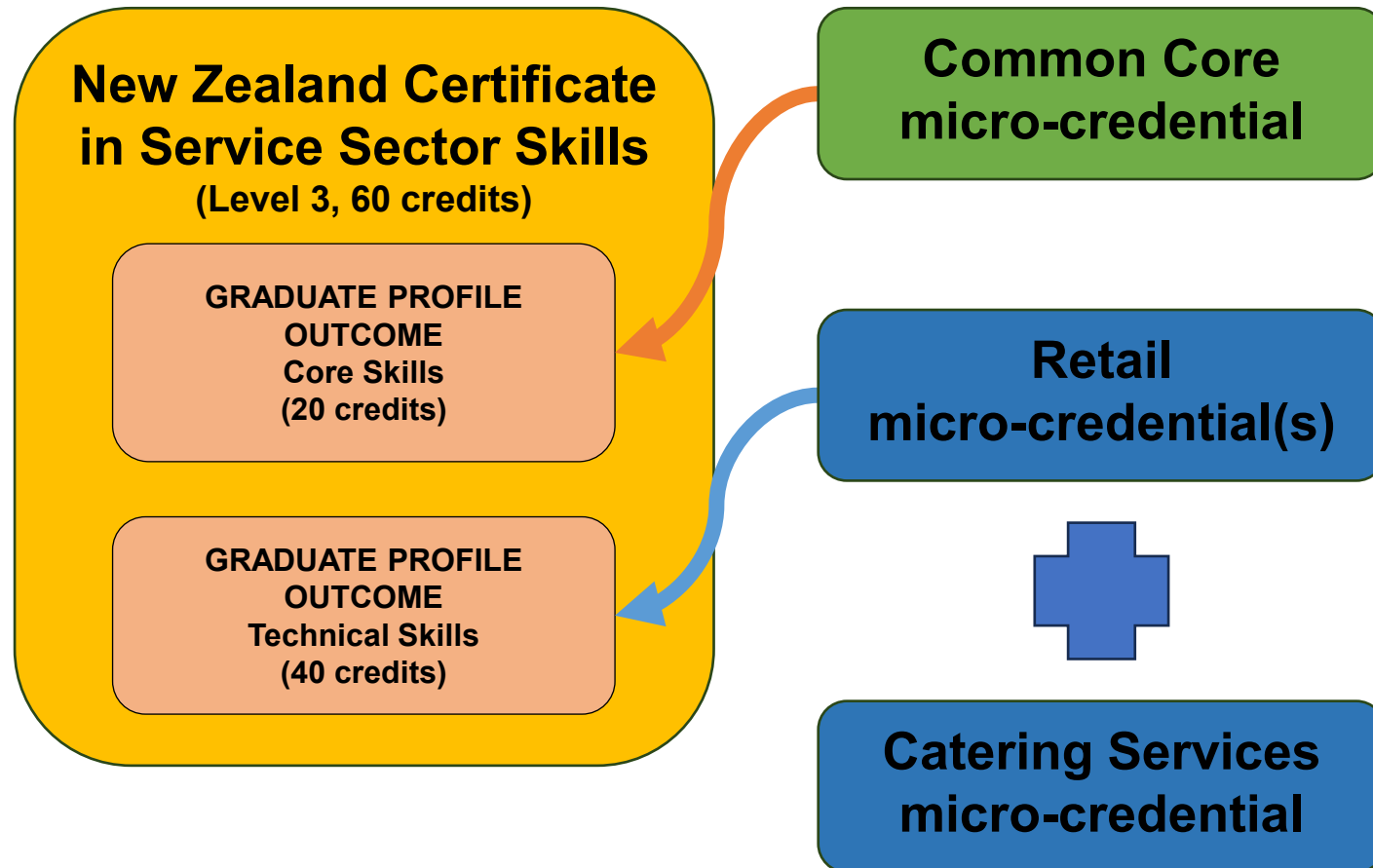Follow standard operating procedures
(15 credits)

GRADUATE PROFILE OUTCOME 3
Use communication skills and techniques and organisational **(5 credits)**

GRADUATE PROFILE OUTCOME 4
Apply knowledge of products and inventory
(35 credits)

Components of cross sector credentials

New Zealand Certificate in Service Sector Skills
(Level 3, 60 credits)

GRADUATE PROFILE
OUTCOME
Core Skills
(20 credits)

GRADUATE PROFILE
OUTCOME
Technical Skills
(40 credits)

Common Core micro-credential

Retail micro-credential(s)

Catering Services micro-credential

NEXT STEPS

THE COMMON CORE MICRO-CREDENTIAL IS BEING DRAFTED, AND AN APPLICATION FOR APPROVAL WILL BE MADE TO NZQA ONCE THE SKILL STANDARDS HAVE BEEN APPROVED.

WHEN THE CREDENTIALS ARE APPROVED, RINGA HORA WILL WORK ON TE REO MĀORI VERSIONS OF THE RESPECTIVE DOCUMENTS.

QUALIFICATION AND STANDARD REVIEWS IN THE SECURITY, CONTACT CENTRE, HOSPITALITY AND RETAIL SECTORS ARE ALSO BEING SHAPED BY THE FUTURE OF SERVICE SKILLS PROJECT.

So what?

https://forms.office.com/Pages/ResponsePage.aspx?id=oAmVRn70RUKL8ZXermK9fx3xn2fHW3BPuKeDRMTNxoZUMkdTQ0pCTFREWllMNTZSN1ZaRFBLN1RBVS4u

Questions?

Karakia Whakamutunga

- Kia hora te marino
- Kia whakapapa pounamu te moana
- Hei huarahi mā tātou i te rangi nei
- Aroha atu, Aroha mai
- Tātou i ā tātou katoa
- Hui ē! Tāiki ē!

OHU AHUMAHI
Workforce Development Councils

Ngā mihi nui

Thank you very much

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hinewai.quensell@ringahora.nz

Useful pages: BCATS information for schools - Waihanga Ara Rau