



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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New Zealand Certificates in
Foundation and Bridging

Supporting Document

June 2024

New Zealand Certificates in Foundation and Bridging

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INTRODUCTION

This document provides guidance and clarification of terms to providers of programmes leading to Foundation and Bridging (FaB) qualifications, to promote consistent programme planning, delivery, and assessment practice.

The FaB suite consists of four qualifications:

- New Zealand Certificate in Foundation Skills (Level 1) [Ref: 2861] (60 credits).
- New Zealand Certificate in Foundation Skills (Level 2) [Ref: 2862] (60 credits).
- New Zealand Certificate in Study and Employment Pathways (Level 3) [Ref: 2863] (60 credits).
- New Zealand Certificate in Study and Employment Pathways (Level 4) [Ref: 2860] (60 credits).

NZQA National Qualifications Services (NQS), on behalf of the sector, is the developer for these qualifications.

The target ākonga/learners for these qualifications include:

- Adults who have been out of education for some time.
- Youth not engaged in employment, education, or training.
- Refugee and migrant adult ākonga wishing to transition into tertiary education at Levels 4 and 5.
- Secondary school students.

Programmes of study towards these qualifications can be provided in a range of learning environments:

- Tertiary education organisations
 - Whare Wānanga.
 - Te Pūkenga.
 - Private Training Establishments (PTEs).
- Secondary education
 - State schools.
 - State-integrated schools (special character).
 - Private schools.
- Ara Poutama Aotearoa Department of Corrections qualifications provided by external providers (Te Pūkenga, Whare Wānanga or Private Training Establishments) and funded by the Tertiary Education Commission).

Standards are available for inclusion in programmes leading to the award of the Foundation Skills certificates. In each case, the standards cover the whole scope of the qualification. Refer to Appendix 4.

2021 REVIEWED FAB QUALIFICATIONS

Main changes

The suite of FaB qualifications was reviewed in 2021. Whilst this version (version two) is not significantly different from version one in their intentions or outcomes, the following changes have been introduced:

<i>What are the changes? For all FaB qualifications:</i>	<i>Where are they in the qualification?</i>
The primacy of Te Tiriti o Waitangi in programme design and delivery.	Strategic Purpose Statement
The inclusion of a range of pedagogical principles and cultural practices reflective of: ○ Te Tiriti o Waitangi ○ People of the Pacific ○ Other cultures and their world views	General Conditions
Integration of literacy, numeracy, and digital skills across all graduate outcomes	General Conditions
Alignment with the New Zealand Employability Skills Framework capabilities	General Conditions

<i>Level</i>	<i>What are the changes at each level?</i>	<i>Where are they in the qualification?</i>
1 and 2	Inclusion of the development of digital literacy skills.	Graduate Profile Outcomes
	Inclusion of the qualities of a rangatira (role model).	Graduate Profile Outcomes
	Programmes are not required to be linked to specified destination programmes. This allows flexibility with the context of programmes to meet learner needs.	General Conditions
3 and 4	Title has changed from 'Study and Career Preparation' to 'Study and Employment Pathways' to widen future options for learners.	Title
	Academic tasks were removed to allow for tasks appropriate to vocational settings.	Graduate Profile Outcomes
	Requirement for evidence of pathways for further study and training at a higher level related to the field(s) of the programme was removed.	General Conditions

STRATEGIC PURPOSE (MAIN CHANGE)

PRIMACY OF TE TIRITI O WAITANGI

Treaty relationship and Kaupapa Māori

In the suite of Foundation and Bridging qualifications, the commitment to the Treaty relationship is important. The 2020 Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES) guide the intentional focus within these qualifications, on partnership and supporting Māori success.

Objective 1.2 in both the NELP and the TES requires schools/kura/tertiary organisations to:

Build relationships with Māori, involve them in decision making, and partner with them to support rangatiratanga, and Māori educational success as Māori¹.

Kaupapa Māori is about a Māori way of being and engaging in the world – incorporating the knowledge, skills, attitudes, and values of Māori society (Smith, 1992). This philosophical framework helps to address the educational inequities for Māori ākonga and informs these qualifications.

Important principles in Kaupapa Māori are: Whakapapa; Te Reo; Tikanga Māori; Rangatiratanga; and Mana Wahine: Mana Tane². Rangatiratanga (self-determination, decision-making and self-empowerment) is an important outcome in these qualifications and is included in graduate profile outcomes.

¹ [FULL-NELP-TES-November-2020.pdf \(education.govt.nz\)](#)

² [Kaupapa Māori Research.pdf \(waikato.ac.nz\)](#)

GENERAL CONDITIONS (MAIN CHANGES)

Pedagogical Principles

Pedagogical principles that support the success of ākonga often acknowledge culture, language, identity and values as important components of effective teaching and learning, with a focus on building respectful relationships in learning environments.

FaB programmes should support all ākonga to engage with learning in a way that is appropriate to their cultures, contexts, and world views. This includes principles and practices reflective of Te Tiriti o Waitangi.

There are many pedagogical principles and practices that are reflective of Te Tiriti o Waitangi, People of the Pacific, and other cultures and world views. References to support this aspect of programme development and delivery are listed at the end of this document.

Culturally responsive or relational pedagogy³ includes pedagogical principles that are reflective of Te Tiriti o Waitangi and are responsive to and inclusive of all learners, especially those currently marginalised within the education system. This approach values the prior knowledge, language, and ways of making sense of the world of all ākonga to inform teaching practices instead of seeing them as barriers to learning.

Below are examples of good practice:

In developing cultural responsiveness to their Māori students, important actions on the part of teachers are:

- Accepting professional responsibility for, and making a commitment to, improving Māori students' educational achievement.
- Caring for the students as Māori students.
- Developing relationships with whānau, hāpu and iwi.
- Transforming power relations in the classroom.
- Developing discursive and co-constructive pedagogies.
- Managing classrooms to promote learning.
- Having high expectations of Māori students, reflecting on learning outcomes and goals with students and whānau.
- Accept professional responsibility for, and make a commitment to, improving Māori students' educational achievement.⁴

³ Bishop, R. (2019) Teaching to the North-East: Relationship-based learning in practice. NZCER Press.

⁴ -Te Kōtahitanga

<https://theeducationhub.org.nz/seven-principles-to-effectively-support-maori-students-as-maori/>

Approaches that have been identified as supportive of the success of Pacific learners/ ākonga include the following practices:

- Acknowledgement of strength of talents, skills, relationships, experiences, practices, and knowledge of students that have largely been undiscovered in education.
- Respectful and nurturing relationships with students.
- Recognition of cultural identity, values, and aspirations.
- The creation of 'Pacific' physical spaces.
- Incorporation of students' learning needs.
- Insistence on high standards.
- Opportunities for students to pursue higher education.
- Learning relationships between students.

CLARIFICATION OF TERMS AND GUIDANCE FOR PROGRAMME DEVELOPERS/KAIIAKO

Graduate Profile Outcome (GPO) terms – Level 1 and 2		
GPO 1	Self-management has many aspects to it. It is defined in the NZ Employability Skills Framework as: - manages time well - understands, and reflects on their own words, actions and behaviour, and how these affect others - shows commitment and responsibility - is dependable, follows instructions and completes assigned tasks - is responsible for their own health and wellbeing. Ākonga should be provided with opportunities to Identify and apply self-management strategies that are personal to them and appropriate and reasonable given their starting points.	Level 1 Ākonga are encouraged to start developing self-management skills throughout the programme.
		Level 2 Ākonga are encouraged to continue developing self-management skills and applying them throughout the programme.
GPO 1	Resilience has many aspects to it. It is defined in the NZ Employability Skills Framework as: - adaptable and flexible in new and challenging situations - handles challenges and setbacks and does not give up - able to seek support and help when needed - recognises and accepts mistakes and learns from them. Ākonga should be provided with opportunities to identify and apply resilience strategies that are personal to them and appropriate and reasonable given their starting points. Broad contexts that the resilience strategies should be applied to are:	Level 1 Ākonga are encouraged to start developing resilience skills throughout the programme.
		Level 2 Ākonga are encouraged to continue developing resilience skills and applying them throughout the programme.

	• organise personal life • maintain well-being • continue learning.	
GPO 1	Level 1 and 2 Wellbeing/hauora – The development and enhancement of wellbeing/hauora are key aspects of ākonga success, at every level of learning. These include the physical, mental, emotional, social and spiritual wellbeing of ākonga. Te Whare Tapa Whā provides a useful model that can be integrated throughout the programme. See <i>Hauora and Te Whare Tapa Whā</i> – Appendix 1.	
GPO 2	Level 1 Interact appropriately – At this level, interactions are with known people in familiar and comfortable settings. Appropriateness includes verbal and body language use and the ability to make connections with others. Ākonga should be able to interact in ways that are appropriate, given their cultures, contexts, skills, and abilities. Interactions should be both in a situation with one other, and within a group. Interact in this situation could mean: • communicate using speech • communicate using written forms or social media • use body language (face to face or digital-tools). This GPO can be met using evidence from outside the formal learning context that is verified by a nominated observer. Level 2 Work collaboratively – Ākonga are required to demonstrate that they can work collaboratively and effectively in a group containing a range of people and cultures. • Examples of a range of people include: age, gender, disability, location (urban/rural), level of education, employed/unemployed, with/without children. • Examples of a range of cultures include: religious beliefs, ethnicity, spirituality, country of birth, world view. • Collaboration can occur in a range of modes, including using collaborative projects, and digital tools. • Collaborative activities outside the programme e.g. volunteering, sports, community activities can contribute evidence to support in class learning and assessment.	

Level 1

Basic skills in literacy and numeracy – Ākonga entering these qualifications at Level 1 may have restricted experience of reading, writing and numeracy. It is likely that ākonga will demonstrate various levels of skill and experience with the range starting at upper primary school levels of achievement with associated reading ages of 8-11 years. On the [Learning Progressions for Adult Literacy and Numeracy](#) these ākonga would be at or below Koru 1.

It is expected that graduates of FaB Level 1 will achieve at National Curriculum Upper Level 3/Lower Level 4; Learning Progressions for Adult Literacy at Koru Step 3 and Learning Progressions for Adult Numeracy at Koru Step 4.

Basic skills should be consistent with the [New Zealand Qualifications Framework](#) Level 1 descriptor, and should not be extended above or beyond that level.

- Expectations of progress and achievement should be realistic, based on the starting points of ākonga.
- Literacy and numeracy learning should be embedded throughout the programme and use familiar and comfortable settings that are relevant to programme contexts.
- Ākonga use of literacy and numeracy skills outside the formal learning setting can contribute evidence to support in class learning and assessment.

For more information about literacy and numeracy levels see *Literacy and Numeracy*, Appendix 2.

Level 2

Skills in literacy and numeracy – It is expected that at this level, graduates will achieve at National Curriculum Upper Level 4/Lower Level 5; Learning Progressions for Adult Literacy at Koru Step 4 and Learning Progressions for Adult Numeracy at Koru upper Step 5.

- Expectations of progress and achievement should be realistic, for each ākonga.
- Literacy and numeracy learning should be embedded throughout the programme and use settings that are relevant to programme contexts.
- Ākonga should develop and apply skills in unfamiliar contexts.
- Ākonga use of literacy and numeracy skills outside the formal learning setting can contribute evidence to support in class learning and assessment.

	At this level the existing Literacy and Numeracy Unit standards or the NCEA literacy and numeracy assessment standards (under revision 2020-2023) may be used to guide assessment tools and expectations of achievement. For more information about literacy and numeracy levels, refer to <i>Literacy and Numeracy</i> – Appendix 2.
GPO 3	Level 1 and 2 Digital technology – depending on context. Some examples are: • finding and using information from digital sources • communication via social networks • recording stories in video or sound • software applications to create and share files and their learning. Ākonga should be provided with opportunities to use digital technology within everyday learning so that skills and capability develop in parallel with other literacies and learning skills.
GPO 3	Level 1 and 2 Other literacies are inclusive of information, civic, cultural and other skills and capabilities needed to navigate everyday life. Consideration of these areas of essential knowledge and skills development should be integrated where appropriate and relevant to the programme context(s) and ākonga needs.
GPO 3	Level 1 Structured and familiar contexts: • Learning should be planned, scaffolded and predictable. • Learning environments are encouraging, and safe places where ākonga feel comfortable. • Contexts should be relevant to ākonga. Ākonga should be encouraged to learn and develop skills and knowledge, within environments that they understand. They should be provided with opportunities to use what they know to learn and extend their skills.

GPO 4	Level 1 Rangatira – Six characteristics of rangatira: • Aroha – to care for and manaaki the people • Tino rangatiratanga – sovereignty or the right to govern one’s own affairs • Mana wahine and mana tāne – unique qualities of females/ unique qualities of males • Pono/tikanga – to be true and correct (integrity) in one’s actions • Tautohetohe – challenge or debate • Kaupapa/ purpose – the necessity to have a strong sense of purpose or vision and to set high standards for oneself.⁵ Ākonga should be provided with opportunities to explore the characteristics and leadership qualities of rangatira, using examples in familiar and/or relevant contexts.
GPO 4	Level 2 Rangatiratanga is a complex, multi-faceted and context related concept. It is defined as Māori sovereignty, self-determination, and positive Māori development. As a value it is about mana, and of leadership personified. In the context of Māoridom, rangatiratanga is the concept of leading a rōpū to achieve their collective aspirations in a way that acknowledges Māori knowledge and values.⁶ The concept of self-determination is fundamental to these programmes of study and achievement of these qualifications. Ākonga should be encouraged to identify and develop individual strengths and skills of self-determination.
GPO 4	Strengths – Ākonga should be provided with opportunities to reflect on personal strengths. This is an important component of the development of ākonga wellbeing/hauora, skills and capabilities, and their learning success.
	Level 1 Strengths-based approaches focus on what ākonga do well. A strengths focus, links well with culturally responsive approaches to pedagogy.⁷ Level 2 There are a number of strengths-based approaches and frameworks. This reference focuses on what ākonga do well, and what is right with people rather than what is wrong with them. A strengths focus, links well with culturally responsive approaches to pedagogy.⁸

⁵ Te Momo, F. (2011). Whakanekeneke Rangatira: Evolving leadership. MAI Review, (2- Leadership Reflections).

⁶ <https://www.hekupu.ac.nz/article/how-does-maori-leadership-model-fit-within-current-leadership-contexts-early-childhood>

⁷ <https://nziwr.co.nz/how-strengths-based-approaches-support-wellbeing-with-dr-denise-quinlan/>

⁷ <https://nziwr.co.nz/how-strengths-based-approaches-support-wellbeing-with-dr-denise-quinlan/>

⁸ <https://www.hekupu.ac.nz/article/how-does-maori-leadership-model-fit-within-current-leadership-contexts-early-childhood>

GPO 4	Future pathways may include: further study, employment, or community-based or whānau activities.	Level 1 Future pathways could include a range of study, employment and other options. They are not expected to be fully defined at Level 1
		Level 2 Ākonga are encouraged to describe their future pathways within the context of their strengths and short-term goals. It is understood that these pathways will develop throughout the programme.

Graduate Profile Outcome terms – Level 3 and 4

Level	Terms	Clarification	Guidance for programme developer/kaiako
Level 3 GPO 2	Specialised sources	Resources that relate to the fields of study within the programme should be relevant to the task or individual ākonga. For example: - Trades sources may be NZ standards or specifications documents - Health resources could include drug calculations.	Sources of information used in the programme should be relevant to Aotearoa and to the specialised field of study
Level 3 GPO 2 / Level 4 GPO 1	Context-relevant tasks and problems	Tasks and problems are engaging and relevant for ākonga. There may be a range of contexts within each programme to meet the needs of a range of ākonga and fields of study.	Ākonga should have opportunities to explore and develop the key learning concepts through relevant and engaging tasks and problems.
Level 3 GPO 3	Appropriate methods/modes and media	This relates to communication of arguments/solutions and requires learners to choose methods and media that would be acceptable with the chosen field.	Ākonga should have opportunities to use appropriate methods/modes of media to communicate and engage with learning. For example: a report, a poster presentation communicating client/tangata whaiora information, pepeha on a marae.
Level 3 GPO 4	Rangatiratanga	Rangatiratanga is a complex, multi-faceted and context related concept. It is defined as Māori sovereignty, self-determination, and positive Māori development. As a value it is about mana, and of leadership personified. In the context of Māoridom, rangatiratanga is the concept of leading a rōpū to	Level 3 should focus on recognising why this development is important for ākonga and their own pathways. Level 4 should involve action-taking to make a positive difference for ākonga and achievement of their goals.

		Achieve their collective aspirations in a way that acknowledges Māori knowledge and values. ⁹	
Level 4 GPO 2	Chosen Field	This is the area of study or employment that ākonga have identified for their pathway. This could be a broad area that is identified within the programme design. For example: health studies, trades, or a more specific area within a broad field e.g. mechanical engineering.	

General conditions for all qualifications		
Term	Clarification	Guidance for programme developer/kaiako
Te Tiriti o Waitangi	Refer to page 4. <i>STRATEGIC PURPOSE, Primacy of Te Tiriti O Waitangi.</i>	Refer to page 4. <i>STRATEGIC PURPOSE, Primacy of Te Tiriti O Waitangi.</i>
Pedagogical principles	Refer to page 5. <i>GENERAL CONDITIONS, Pedagogical Principles.</i>	Refer to page 5. <i>GENERAL CONDITIONS, Pedagogical Principles.</i>
Education and/or employment and training pathways	Ākonga will work to develop and confirm their future pathways as they work through the programme. This is a key aspect of their development of self-management skills.	Programmes should specify education and/or employment and training pathways but this can be a range of different future pathways to provide flexibility and self-determination for ākonga
Integrated literacy, numeracy and digital skills	The explicit teaching of these skills should be embedded throughout all learning within the programme.	Programmes leading to these qualifications should be a balance of building the confidence to learn and developing skills and capabilities. It is important that ākonga can succeed at each level. Expectations and measures of progress and achievement should consider the skills and experience that ākonga come with and be realistic and appropriate to each level. Ākonga should be provided with opportunities to develop and practise <i>literacy, numeracy, and digital skills</i> in relatable contexts, throughout their learning.

⁹ <https://www.hekupu.ac.nz/article/how-does-maori-leadership-model-fit-within-current-leadership-contexts-early-childhood>

Alignment with the New Zealand Employability Skills Framework (ESF) Capabilities	These capabilities provide a framework for the development and assessment of employability skills throughout all learning within the programme. • Positive attitude • Communication • Teamwork • Self-management • Willingness to learn • Thinking skills (problem solving and decision making) • Resilience Refer to <i>Employability Skills Framework</i> – Appendix 3.	The seven capabilities from the ESF should be integrated throughout the delivery and assessment of all GPOs in the programme. They should be integrated in a way that is appropriate to the target ākonga group and the learning context.
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Term	Clarification	Guidance for programme developer/kaiako
Contexts	Contexts can be broad or specific. A broad context could focus on hauora/wellbeing, or life-skills or learning to learn. It could include a selection of specific or “taster” subjects to give ākonga the chance to try out a range of future pathways. This recognises that when ākonga are re-engaging with learning, they may not have a clear plan for a future pathway.	Programme design should provide a clear rationale for the chosen contexts based on the needs identified by/for the target learner group. Programmes can have a broad context or a specific trades focus – e.g. the automotive industry.
Education and/or employment and training pathways	Ākonga use the programme to define their future pathways as part of their development of self-management skills.	It is understood that ākonga will not necessarily follow a linear pathway from the start to the end of the programme. Future pathways should be defined in the programme but can include a range of pathways within the same programme. At level 1, ākonga are defining these for themselves. At level 2, it is expected that the programme will show clear evidence of well-defined education and/or employment pathways. This still allows programmes to specify single or multiple pathways with a clear rationale based on the needs identified by/for the target learner group.

General conditions for Levels 3 and 4

Term	Clarification	Guidance for programme developer/kaiako
Fields	Defined subject or discipline areas e.g. Health Studies; Social Sciences; Trades.	-
Destination programmes	These are the programmes that ākonga will be eligible to pathway into, upon graduation.	There may be several potential destination programmes, giving ākonga a chance to explore different options during their programme.

RELEVANT LINKS

Culturally responsive pedagogy:

<https://theeducationhub.org.nz/wp-content/uploads/2019/08/What-is-culturally-responsive-teaching.pdf>

Employability Skills Framework:

<https://youthguarantee.education.govt.nz/tools/employability-skills/employability-skills-framework/>

Hauora:

<https://health.tki.org.nz/Teaching-in-HPE/Health-and-PE-in-the-NZC/Health-and-PE-in-the-NZC-1999/Underlying-concepts/Well-being-hauora>

Literacy and Numeracy:

<https://ako.ac.nz/alnacc/>

<https://ako.ac.nz/knowledge-centre/ākonga-profiles-numeracy/>

<https://ako.ac.nz/knowledge-centre/ākonga-profiles-writing/>

<https://ako.ac.nz/knowledge-centre/ākonga-profiles-reading/>

<https://curriculumprogress.tools.education.govt.nz/lpfs/understanding-the-reading-framework/>

Mātauranga Māori:

<https://kep.org.nz/assets/resources/site/Voices7-16.Matauranga-Maori.pdf>

<https://maoridictionary.co.nz/search?idiom=&phrase=&proverb=&loan=&histLoanWords=&keywords=kaupapa+maori>

NZQF Level Descriptors

<https://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/>

Principles of Kaupapa Māori:

<http://www.rangahau.co.nz/research-idea/27/>

Rangatira (Leader) and Rangatiratanga (Leadership):

<https://www.hekupu.ac.nz/article/how-does-maori-leadership-model-fit-within-current-leadership-contexts-early-childhood>

Statement of National Education and Learning Priorities (NELP) & Tertiary Education Strategy (TES) 2020:

<https://education.govt.nz/assets/Documents/NELP-TES-documents/NELP-TES-summary-page.pdf>

<https://www.tec.govt.nz/focus/our-focus/tes/>

Te Tiriti o Waitangi:

<https://www.nzherald.co.nz/nz/te-wiki-o-te-reo-maori-beaten-for-speaking-their-native-tongue-and-the-generations-that-suffered/F7G6XCM62QAHTYVSRVOCRKAUYI/>

<https://poutamapounamu.org.nz/profiles/dawn>

Te Whare Tapa Whā:

<https://www.healthnavigator.org.nz/healthy-living/t/te-whare-tapa-wh%C4%81-and-wellbeing/>

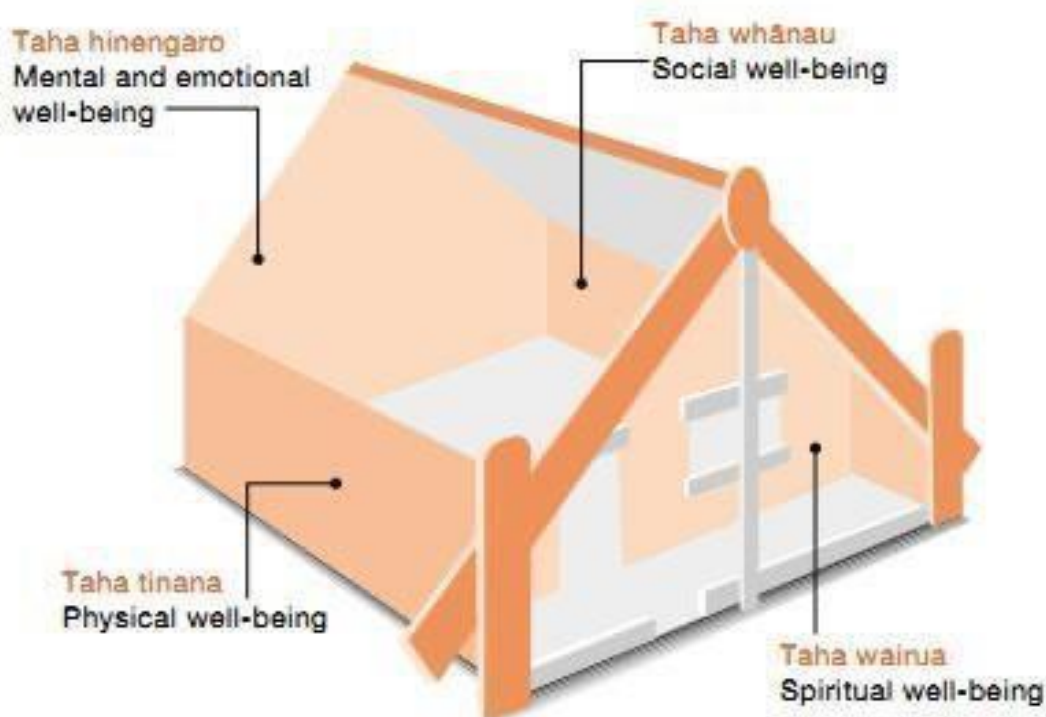
Useful resources to support teaching and learning for employability skills:

<https://www.careers.govt.nz/plan-your-career/get-ideas-for-your-career/skills-employers-are-looking-for/>

APPENDICES

Appendix 1: Hauora and Te Whare Tapa Whā

Dr Mason Durie's Te Whare Tapa Whā is a useful model of hauora/wellbeing that can be integrated throughout a programme of learning. This model has been adopted in many organisations, and compares hauora to the four walls of a whare, each wall representing a different dimension: taha wairua (the spiritual side); taha hinengaro (thoughts and feelings); taha tinana (the physical side); and taha whānau (family). All four dimensions are necessary for strength and symmetry.



- *Taha wairua* - Spiritual wellbeing: The values and beliefs that determine the way people live, the search for meaning and purpose in life, and personal identity and self-awareness (For some individuals and communities, spiritual wellbeing is linked to a particular religion; for others, it is not.)
- *Taha hinengaro* - Mental and emotional wellbeing: Coherent thinking processes, acknowledging and expressing thoughts and feelings and responding constructively
- *Taha tinana* - Physical wellbeing: The physical body, its growth, development, and ability to move, and ways of caring for it.
- *Taha whānau* – Family and social wellbeing: Family relationships, friendships, and other interpersonal relationships; feelings of belonging, compassion, and caring; and social support.

Appendix 2: Literacy and Numeracy

It is expected that graduates of the FaB qualifications will achieve at the following literacy and numeracy levels:

Qualification	Schooling level	LPAL ¹⁰ Step	LPAN ¹¹ Step
Level 1 Foundation	- Upper primary/Lower Intermediate - National Curriculum Upper Level 3/Lower Level 4	Step 3	Step 4
Level 2 Foundation	- Upper Intermediate/Lower secondary - National Curriculum Upper Level 4/Lower Level 5	Step 4	Upper Step 5
Level 3 Bridging	- Upper secondary - National Curriculum Upper Level 6/Lower Level 7	Step 5	Upper Step 5
Level 4 Bridging	- Upper secondary - National Curriculum Upper Level 7/Lower Level 8	Step 6	Upper Step 6

At Level 2 the [NCEA literacy and numeracy assessment standards](#) may be used to guide assessment tools and expectations of achievement.

At Level 4 the key focus for ākonga is the development of specialised academic/vocational literacies related to writing and reading. This may include notetaking, referencing and different aspects of academic writing. Numeracy skills will be related to specific areas of study (e.g. drug calculations, engineering mathematics, statistical analysis). Resources will often relate to specific disciplines and bodies of knowledge (e.g. health sciences).

¹⁰ Learning Progressions for Adult Literacy

¹¹ Learning Progressions for Adult Numeracy

Appendix 3: Employability Skills Framework

This [Employability Skills Framework \(ESF\)](#) was developed to support increased understanding across sectors about what is needed from employees in the workforce.

It identifies the capabilities most desired in young people by New Zealand employers. The seven capabilities are:

- Positive attitude
- Communication
- Teamwork
- Self-management
- Willingness to learn
- Thinking skills (problem solving and decision making)
- Resilience

These capabilities align with the Te Whare Tapa Whā Framework:

Capability ¹²		Te Whare Tapa Whā Framework
Positive attitude	• Is positive and has a “can do” attitude. • Is optimistic, honest and shows respect. • Is happy, friendly and enthusiastic. • Is motivated to work hard towards goals.	Taha Wairua (Spiritual dimension)
Communication	• Understands, and reflects on, the way they communicate and how it affects others. • Asks questions when unsure or unclear. • Understands how employees, employers and customers communicate. • Speaks, listens and shares ideas appropriately.	Taha Hinengaro (Mental and emotional dimension/ thinking skills)
Teamwork	• Works well with others to complete tasks and meet goals. • Contributes to developing new ideas or approaches. • Works well with others of different genders, cultures, or beliefs. • Recognises the authority of supervisors and managers and follows directions.	Taha Whānau (Family and social dimension/ relationships)
Self-management	• Arrives at work on time, with appropriate clothing and equipment to complete a work day. • Understands and reflects on their own words, actions and behaviour, and how these affect others. • Shows commitment and responsibility. • Is dependable, follows instructions and completes assigned tasks.	Taha Tinana (Physical dimension)

¹² <https://youthguarantee.education.govt.nz/tools/employability-skills/employability-skills-framework/>

	Is responsible for their own health and wellbeing, and follows health and safety guidelines in the workplace.	
Willingness to learn	- Willing to learn new tasks, skills and information. - Curious and enthusiastic about the job, organisation and industry. - Looks for opportunities to work more effectively to make the business better. - Accepts advice and learns from feedback.	Taha Wairua (Spiritual dimension) / Taha Hinengaro
Thinking skills (problem solving and decision-making)	- Identifies and assesses options before making a decision. - Recognises problems and uses initiative to find solutions. - Thinks about consequences before they act. - Recognises when they need to seek advice.	Taha Hinengaro (Mental and emotional dimension/ thinking skills)
Resilience	- Adaptable and flexible in new and changing situations. - Handles challenges and setbacks and does not give up. - Able to seek support and help when needed. - Recognises and accepts mistakes made and learns from them.	Taha Wairua (Spiritual dimension)

Appendix 4: Standards for level 1 and level 2 certificates

Standards have been developed to support the level 1 and 2 certificates. In each case when a learner has been awarded the credits for all the standards, she/he can also be awarded the qualification. The standards can be found at [Domain - Foundation Skills - Te Ara Tupu \(nzqa.govt.nz\)](http://nzqa.govt.nz)

Level 1 – unit standards

ID	Credits	Title
33157	3	Describe self-management and resilience strategies for self (Foundation Skills)
33241	4	Develop self-management and resilience strategies to organise personal life (Foundation Skills)
33242	4	Develop self-management and resilience strategies to maintain and/or improve own wellbeing (Foundation Skills)
33243	4	Develop self-management and resilience strategies to continue learning (Foundation Skills)
33244	5	Interact with people from own and other cultures in familiar situations (Foundation Skills)
33245	5	Interact with people at work and in the community in familiar situations (Foundation Skills)
33246	5	Apply basic literacy skills in structured and familiar contexts (Foundation Skills)
33247	5	Apply basic numeracy skills in structured and familiar contexts (Foundation Skills)
33248	5	Apply basic skills in digital literacy in structured and familiar contexts (Foundation Skills)
33249	5	Apply basic skills in literacies in structured and familiar contexts (Foundation Skills)
33250	5	Describe the leadership qualities of a rangatira (Foundation Skills)
33251	10	Describe implications for self in relation to the leadership qualities of an individual rangatira (Foundation Skills)

Level 2 – skill standards

For information about skill standards, search for 'skill standards' at The New Zealand Qualifications Authority :: NZQA

These standards were developed with explicit reference to the Graduate Performance Outcomes (GPOs) in the qualification.

ID	GPO	Cr	Title
40060	1	15	Apply self-management and resilience strategies to organise personal life, maintain well-being, and continue learning
40061	2	10	Work collaboratively and effectively in a group containing a range of people and cultures to achieve an outcome
40062	3	5	Apply reading and writing skills in unfamiliar contexts
40063	3	5	Apply numerical skills in unfamiliar contexts
40064	3	5	Apply digital technology skills in unfamiliar contexts
40065	3	5	Apply skills to manage oneself in everyday unfamiliar contexts
40066	4	15	Describe the strengths of own rangatiratanga and identify how these can guide own short-term goals and future pathways