

New Zealand Construction Micro-Credentials

- **Basic Construction Skills [4571-2]**
- **Introductory Deconstruction and Renovation Skills [4572-2]**
- **Introductory Exterior Envelope Skills [4573-2]**
- **Introductory Interior Linings Skills [4574-2]**
- **Introductory Wall and Roof Frame Assembly Skills [4575-2]**

Purpose

This document presents the proposed key changes to the Construction Micro-Credentials at Level 3. These changes reflect outcomes of consultation with the project's Advisory Group and other tangata whai mana (interested parties). We are pleased to share the outcomes of this engagement ahead of submission to NZQA for evaluation.

Key changes

Now	Proposed future	Why?
Micro-credentials developed as standalone short courses.	Micro-credentials designed as part of a connected pathway within the qualification suite.	To support coherent progression and allow learners to have previous learning and achievements contribute towards larger qualifications.
Micro-credential titles:	Title changes to clarify recognised skill areas or trade functions: Introductory Deconstruction and Renovation Skills	To reflect emerging industry priorities and provide options for upskilling in specialist areas of construction.



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Demolition and Renovation Skills Introductory Interior Linings and Joinery Skills Onsite Assembly	Introductory Interior Linings Skills Introduction to Wall and Roof Assembly Skills	
Includes unit standards	Includes skill standards	The use of new industry developed standards ensures skills are in line with current needs and provides consistency with skill expectations across different training pathways.
No Component Descriptors	Updated versions of the micro-credentials include component descriptors to align with mandatory Skill Standards and include expectations for learning.	To improve clarity, relevance, and alignment with the skills and competencies required by employers in the current construction environment.
Overall credential credit weighting	Credit weighting reviewed and adjusted to reflect skills and balance between knowledge and practical components.	To ensure credits accurately represent the notional learning hours and skill development required at each level, supporting consistency across qualifications.
Progression pathways not always visible to learners.	Improved qualification documentation and pathway to construction trade qualifications resulting from consistent inclusion of skill standards (where relevant).	To make it easier for learners, employers, and educators to understand progression between qualifications.