

New Zealand Certificate in in Construction Trade Skills (Level 3) with optional strands in Specialist Trades and Carpentry [2834-3]

Purpose

This document presents the proposed key changes to the Construction Trade Skills qualifications 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?
Graduate Profile Outcomes (GPOs) wording	Updated graduate profile outcomes to align with mandatory skill standards. New GPO 5 to recognise competence of performing standard trade practice in a construction context to industry standards.	To improve clarity, relevance, and alignment with the skills and competencies required by employers in the current construction environment.
Providers creating their own Assessment outcomes.	Mandatory Skill standards aligned to Graduate Profile Outcomes in the qualification. Skill standards aligned to GPOs 1-4 include “core construction” skill standards that are relevant across construction contexts.	To ensure consistency and comparability across programmes by aligning assessment with national skill standards rather than locally developed outcomes.



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Strands in Carpentry, Joinery, and Allied Trades,	Optional strands in Carpentry and Specialist Trades	To better reflect current industry groupings and simplify qualification structure, with 'Specialist Trades' allowing for more flexibility and inclusion of smaller trade areas.
Allied trades 60 credits, Joinery 90 credits, Carpentry 120 credits	Core 60 credit certificate with optional additional 60 credits in Carpentry or a Specialist Trade area.	To create a common foundation for all learners while allowing specialisation based on interest or industry need. This supports flexible delivery allowing providers to deliver what best suits their learners (either a 60 or 120 credit programme).
Outcome 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.
Pathway to further study not clearly defined.	Increased alignment between Carpentry and Specialist Trades qualifications with overlapping skill standards.	To streamline qualification design and promote shared learning outcomes where appropriate, reducing duplication and improving portability.
Introduction of industry developed skill standards in the qualification		
Limited reference to industry collaboration in assessment.	Stronger industry engagement in assessment and moderation processes through the creation and use of industry designed skill standards. Introduction of new skills valued by industry through the inclusion of environmental sustainability, digital, and foundational business skill standards.	To ensure assessment remains relevant, consistent, and valued by employers across the sector.



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Programme delivery flexibility largely determined by providers.	Greater national consistency in core skills, with flexibility for contextual delivery.	To maintain quality and comparability while recognising regional and provider-specific contexts.
Progression pathways not always visible to learners.	Improved qualification documentation and pathway to Level 4 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.