Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Form 1

Micro-credential Listing and Approval

Developers' form to apply for listing and approval, or to make changes.

Using this form

Please refer to the Micro-credential Guidelines when filling in this form.

Apply online

Apply as an 'Other' application type through the NZQA application portal.

In the application name include **'MC listing and approval'** or '**change to MC listing and approval'**.

Upload this form and all supporting documents.

*** For changes,** please include a tracked changed version of the micro-credential and a cover letter explaining the changes.

Te Hono o Te Kahurangi quality assurance

Applicants can request that Te Hono o Te Kahurangi quality assurance is used for aromatawai of the application. In addition to meeting the requirements of this form, the application should relate to ngā kaupapa o Te Hono o Te Kahurangi. For more information see Te Hono o Te Kahurangi quality assurance or email tehono@nzqa.govt.nz.

Expressions of ngā kaupapa o Te Hono o Te Kahurangi can be used in all facets of this micro-credential application. Applicants may choose to express their own mātāpono in the application as well.

Basic Construction Skills (Micro-Credential)

Level 3, credits 35

Micro-credential number 127399-2

Reporting Code 4571-2

Waihanga Ara Rau Construction and Infrastructure Workforce Development Council (MOE 6046)

Contents

Listing

Title

Basic Construction Skills (Micro-Credential)

Level and credits

3	35

Classification (NZSCED)

040399 Architecture and Building>Building>Building not elsewhere classified

Purpose

The purpose of this micro-credential is to provide learners with the skills and knowledge required to carry out basic construction tasks to industry standards.

This micro-credential provides those new to the construction industry with industry-endorsed training. It is intended for individuals preparing for, or currently employed in, entry-level or labouring roles.

The Basic Construction Skills micro-credential addresses a skills gap in the qualification pathway across a range of construction industries, and it enables progression towards further apprenticeship training.

Outcome

On successful completion of this micro-credential, learners/ākonga will be able to plan for, organise and carry out basic construction tasks with respect for the environment, tools and material use. They will be self- aware and maintain the expected standards or work and safety in the construction environment.

Learners/ākonga will be skilled in:

- Responding to the environment and implementing practices to contribute to a healthy and safe construction team
- Maintaining standards of work for construction tasks
- Interpreting information from plans and documentation

- Problem-solving construction related calculations
- Selecting and using common construction materials
- Reducing material waste in a construction environment
- Using and managing construction tools and equipment.

Education pathway

This micro-credential may lead to further study in construction related qualifications, including:

- New Zealand Certificate in Carpentry (Level 4) with optional strand in Metal Roof Cladding Installation [Ref: 2738]
- New Zealand Certificate in Concrete Construction (Commercial and Civil Infrastructure) (Level 4) with optional strands in Premanufactured Elements, and Post-tensioned Concrete [Ref: 4188]
- New Zealand Certificate in Fibrous Plaster Manufacture (Level 4) with optional strand in Specialist Model and Mould Making [Ref: 3062]
- New Zealand Certificate in Interior Linings Installation (Level 4) with strands in Fixing, and Finishing (with optional strand in Fibrous Plaster Installation) [Ref: 3061]
- New Zealand Certificate in Proprietary Systems Installation (Level 4) with strands in Proprietary Partitions, and Suspended Ceilings [Ref: 3060]
- New Zealand Certificate in Roofing (Installation) (Level 4) with strands in Concrete or Clay Tile Roof, Liquid Roof Membrane Systems, Metal Tile Roof, Profiled Metal Roof and Wall Cladding, Shingle or Slate Roof, Single Layer Roof Membrane Systems, and Torch On Roof Membrane Systems [Ref: 3512]
- New Zealand Certificate in Stonemasonry (Level 4) with strands in Monumental Masonry, Construction Stonemasonry, and Natural Stone Fixtures and Fittings (with optional strands in Banker Masonry, and Conservation and Preservation) [Ref: 2737]
- New Zealand Certificate in Trowel Trades (Level 4) with strands in Brick and Block Laying, Floor and Wall Tiling, Proprietary Plaster Cladding Systems, Ferro-cement Tank Manufacture, Refractory Installation, and Solid Plastering (with optional strands in Fixing Cavities and Substrates, and Decorative Mouldings) [Ref: 3137]

Cultural, community or employment pathway.

On successful completion of this micro-credential, learners/ākonga may pathway into roles across a range of construction trades.

Skill standards

ID	Title	Level	Credit	Version
40299	Implement practices to maintain a healthy and safe construction environment	2	3	1
40287	Contribute to a healthy and safe team in a construction environment	3	3	1
40297	Interpret information from plans and documentation for construction tasks	3	3	1
40311	Manage tool and equipment use in a construction environment	3	3	1
40286	Select and use common materials for construction tasks	2	8	1
40295	Problem-solve using calculations in a construction environment	3	3	1
40310	Use and store hand and power tools for construction tasks	2	2	1
40300	Maintain standards of work in a construction environment	3	5	1
40290	Respond to the construction environment when interacting with others	3	2	1
40291	Reduce material waste in a construction environment	2	3	1

Review period

XXXX 2028

Approval

Learning outcomes

On successful completion of this micro-credential, learners will be able to plan for, organise and perform basic construction tasks with respect for the environment, tools and material use. They will be self- aware and maintain the expected standards or work and safety in the construction environment.

Learners/ākonga will be able to:

- Respond to the construction environment when interacting with others
- Implement practices to contribute to a healthy and safe team in a construction environment
- Maintain standards of work
- Interpret information from plans and documentation
- Problem-solve using calculations
- Select and using common construction materials
- Reduce material waste in a construction environment
- Use and manage tools and equipment.

See - Appendix 1 - Component Descriptors.

Need and acceptability

Waihanga Ara Rau Construction and Infrastructure Workforce Development Council is confident it has sufficient evidence and industry information to show there is continued need for this micro-credential. Version 1 is currently available, and Te Pūkenga Work Based Learning: BCITO Business Division has accreditation for delivery.

The micro-credential is valued because it allows for a concise package of skill development. It's a good introduction to basic construction skills for building and construction work.

Te Pukenga Work Based Learning: BCITO Business Division the provider is meeting the needs of the priority learner groups by making the resources available in both paper-based and interactive online modules to allow for the different delivery.

Confirmation was received through extensive engagement with industry as part of the Building Pathways project that the need for this micro-credential continues. Waihanga-Ara-Rau-Building-Pathways-report-March-25.pdf.

Members of the consultation group represent:

- Suppliers.
- Associations.
- Employers.

Version 1 of the micro-credential was reviewed from July- October 2025, and skill standards were introduced to replace unit standards.

The micro-credential has a coherent structure in terms of learning outcomes, content, level, and credit value, which is appropriate for its purpose, and endorsed by the stakeholders above.

Admission

Entry requirements

Learners/ākonga must have access to a construction environment.

Pre-enrolment

Providers must ensure learners/ākonga have access to a workplace that can provide learning support through mentors, verifiers, or supervisors who have expertise working in a construction environment.

Accessibility

Providers will ensure applicants are informed of the nature of a role working in a construction environment.

Learners/ākonga require sufficient literacy capability for reading and completing workplace documents and communicating with stakeholders, employers, the public, and industry groups.

Language proficiency

Providers will support learners/ākonga during delivery to ensure they have the level of language proficiency or literacy required.

Credit recognition and transfer, recognition of prior learning

It is expected those seeking accreditation for delivery of this micro-credential will develop and implement regulations, policies, and processes within a quality management system that assist learners to have their relevant learning recognised and credited.

The provisions for awarding credit will need to cover:

- cross-crediting (from another assessment standard, micro-credential, or programme within the organisation)
- credit transfer (from another assessment standard, skill standard, micro-credential or programme awarded by another organisation)
- recognition of prior learning (credit awarded for informal or uncertificated learning).

Length and Structure

Length

This micro-credential consists of 35 credits which equates to 350 hours (1 credit is equivalent to 10 notional learning hours) of learning and assessment time across 15 - 27 weeks (depending on delivery method).

Structure

This micro-credential has three (3) components:

1.Maintain practices in a construction environment

2.Select and use materials efficiently for construction tasks.

3. Manage and use tools and equipment for construction tasks.

This micro-credential is designed for delivery in a way that integrates all three components, with the concurrent practical application of skills in a construction environment.

To demonstrate competence, workplace evidence should be recorded, and workplace mentors who

may be verifiers should support the learner/ākonga.

Work-based training must ensure theory is supported by practical application of that learning to enable the learner/ākonga to embed the knowledge into workplace practice.

Training opportunities for learners/ākonga will include:

1. on-job instruction, mentoring and supervision by industry trainers with the relevant technical expertise.
2. appropriate employer scope of work or work placement opportunities to ensure the learners/ākonga can meet the outcomes of the micro-credential.
3. learning content that is resourced and aligned to the component descriptors and the requirements of the skill standards.
4. access to relevant tools, equipment, applications, and materials.
5. access to workplace plans and organisational procedures.

For more information on the delivery and assessment of the skill standards, refer to the current, or any superseded versions of CMR 0048 and CMR 0120.

See details in - Appendix 1 - **Component Descriptor** Descriptors on page 12.

Assessment method

Please refer to Appendix 1 – Micro-credential Component Descriptors attached to this application for information on assessment methods.

Providers must meet the requirements of the current, or any superseded versions of CMR 0048 and CMR 0120, and the requirements of the skill standards listed in this micro-credential.

NZQA's *Aromatawai and the Principles of Assessment* will guide the development of quality assessments and aromatawai practices for this micro-credential. All assessment must be fair, valid, consistent, and appropriate to the learning outcomes.

Evidence of competence will be supported by workplace verifiers and/or supervisors with expertise working in construction including the assessor who confirms the final assessment outcome.

Providers must provide information on how they can adequately simulate workplace conditions, and ensure staff are up to date with current industry practice before completing workplace assessments.

Waihanga Ara Rau manages moderation requirements in accordance with the current, or any superseded versions of CMR 0048 and CMR 0120.

Pre-assessment and post assessment moderation

Providers will meet the requirements of the skill standards and the current, or any superseded versions of CMR 0048 and CMR 0120 for pre and post assessment moderation of assessments.

Providers will follow the policies in their accredited quality management system (QMS).

National external moderation of this micro-credential's skill standards will be captured as part of the processes outlined in the Waihanga Ara Rau annual assurance plans. https://www.waihangaararau.nz/assurance/moderation.

Completion

All components must be completed to be awarded this micro-credential.

Please refer to Appendix 1 – Micro-credential Component Descriptors attached to this application for further information on the sequential learner progression through this micro-credential.

This micro-credential is intended to be primarily work-based and delivered on the job.

- Learners/ākonga who are in employment must be in a work-based training agreement with the provider and their employer.

Employers will have facilities or make the arrangements with a workplace to carry out the practical requirements of this micro-credential.

Review process

Technical advisers from across construction industry, working in partnership with Waihanga Ara Rau met in 2024 to develop skill standards for programmes that lead to the award of the micro-credential.

A Technical Advisory Group (TAG) from across building and construction was established in August 2025 to ensure the micro-credential continues to meet the intended need and will provide quality outcomes for graduates.

Stakeholders from the building industry signed the attestation form to confirm their support for the micro-credential. Attestations are attached to this application.

Transition information

Version 2 of the micro-credential was published in XX MMM 2025.

The last date of assessment for version 1 of this micro-credential is XX December 2027.

Accredited providers

Te Pūkenga Work Based Learning: BCITO Business Division

Appendix 1 - Component Descriptors

Component Title 1 Maintain practices in a construction environment

Level	3	**Credits**	13
Mode	Blended (Online/On-campus/Work-based Learning)	**Duration (weeks)**	6 - 10 weeks
Learning outcomes	On successful completion of this component, learners will be able to… LO 1: Implement practices to maintain a healthy and safe construction environment LO 2: Contribute to a healthy and safe team in a construction environment LO 3: Respond to the construction environment when interacting with others LO 4: Maintain standards of work in a construction environment		
Topics	**Safety systems** • Methods to detect hazards. • Common hazards and appropriate control measures in the construction environment. • Features of a safe construction environment. **Safe practices** • Consideration for the safety of others. • Safe handling practices for products and equipment. • Accountability for care of tools, plant, and equipment. • Long-term impact of unsafe practices. • Motivation for safe practices. • Awareness of others onsite. **Maintaining personal health and safety** • Personal protective equipment (PPE) for work in construction environments. • Personal factors and behaviours that can affect the worker. • Positive changes and practices that support health and wellbeing in the construction environment. Stress management, wellbeing strategies. • Rights of the worker. • Stress factors and their management. • Wellbeing models, including Te Whare Tapa Wha. **Adaptive and situational safety**		

	• Input into day-to-day practices. • Underground services. • Complex safety systems. • Continuous safety improvements. **Responsive interactions** • Adapting communication to methods in different situations. • Cultural awareness. • Confirmation of message communicated and responding to feedback. • Visual cues and gestures used in construction environments. • Impact of communication on safety and wellbeing. • Problem solving communication techniques. **Interacting with others in a construction environment** • Upholding culture of site. • "Speaking up". • Optimising workflow. • Prevention of damage. • Mentorship. • Main communication points during a workday. **Communication methods** • Verbal communication –face-to-face, phone calls, video conferencing. • Non-verbal communication – body language, eye contact, hand gestures on construction sites. • Written communication – documentation, emails, text. • Visual communication – drawings, charts, diagrams, hazard boards, videos. • Multi-media – social media. **Maintaining standards of work** • The relationship between Acts, Regulations, Standards, and workplace requirements. • How industry standards and good practice guidelines support meeting legislative requirements, including site policies and procedures. • Roles and responsibilities of parties involved in construction operations as they relate to meeting legislative requirements. • The importance of and opportunities to maintain currency with workplace requirements and standards of practice.
Methods	It is expected that learning and assessment is in a construction environment where learners are engaged with familiar or consistent construction tasks. It is expected that learners are working under limited supervision to industry standards.

	A *construction environment* may be any environment involved in the modification, construction or maintenance of buildings, structures, or infrastructure assets.
Standard(s)	40299 *Implement practices to maintain a healthy and safe construction environment* (Level 2, credits 3) 40287 *Contribute to a healthy and safe team in a construction environment* (Level 3, credits 3) 40290 *Respond to the construction environment when interacting with others* (Level 3, credits 2) 40300 *Maintain standards of work in a construction environment* (Level 3, credits 5)

Component Title 2: Select and use materials efficiently for construction tasks

Level	3	**Credits**	17
Mode	Blended (Online/On-campus/Work-based Learning)	**Duration (weeks)**	7 – 13 weeks
Learning outcomes	On successful completion of this component, learners will be able to… LO 1: Interpret information from plans and documentation for construction tasks LO 2: Problem-solve using calculations in a construction environment LO3: Select and use common materials for construction tasks LO4: Reduce material waste in a construction environment		
Topics	**Standard plans** • Types of plans, terminology & information commonly found on plans. • Orientation and direction • Sequencing and interpreting construction methods. • Considerations for variations in plans and specifications. • Site specific information. • Architectural and engineering plans. • Material documentation, specifications, hazardous substances requirements. **Mathematical methods** • Timings and time management. • Spatial geometry, angles, measuring for square, and principles of triangles. • Linear measurements, centres and spacings, scales/ratios. • Surface area, volume/capacity. • Calculating and converting percentages, fractions, and decimals. **Applying mathematical processes** • Optimal solutions. • Appropriate rounding. • Consecutive measurements and calculations. • Conversions of measurements and calculation. • Identification of variable information. • Material quantification. • Preparation of cutting lists. • Use of technology for common calculations in construction. • Interpreting product data tables		

	Construction material types, properties and uses • Timber, concrete/masonry, metals, plastics, stone, liquids, adhesives • Factors that influence material selection • Durability. • Sustainable practices for the use of materials (carbon footprint etc). • Material storage requirements. • Hazardous materials. • Cost factoring • Compatibility **Timber** • Cutting. • Joining – butt, mitre. • Fixing - screws, bolts, nails. • Finishing – sanding. **Metals** • Joining – welded, bolted, screwed, riveted, forming. • Finishings – coatings. **Common construction waste** • Recyclable construction materials. • Recycling practices. • Strategies to reduce waste during construction. • Waste reduction benefits – environmental, social, and financial. • Benefits of repurposing, upcycling. Design waste out of construction.
Methods	It is expected that learning and assessment is in a construction environment where learners are engaged with familiar or consistent construction tasks. It is expected that learners are working under limited supervision to industry standards. A *construction environment* may be any environment involved in the modification, construction or maintenance of buildings, structures, or infrastructure assets.
Standard(s)	40297 *Interpret information from plans and documentation for construction tasks* (level 3) (credits 3) 40295 *Problem-solve using calculations in a construction environment* (level 3) (credits 3) 40286 *Select and use common materials for construction tasks* (level 2) (credits 8) 40291 *Reduce material waste in a construction environment* (level 2) (credits 3)

Component Title 3: Manage and use tools and equipment for construction tasks.

Level	3	**Credits**	5
Mode	Blended (Online/On-campus/Work-based Learning)	**Duration (weeks)**	2 - 4 weeks
Learning outcomes	On successful completion of this component, learners will be able to LO 1: Use and store hand and power tools for construction tasks LO 2: Manage tool and equipment use in a construction environment		
Topics	**Tool and equipment capabilities** • Capabilities and limitations of hand/power tools and equipment used in construction trades. • Technological tool advancements. • Measuring tools. • Power sources. • Techniques for tool use. • Tool inspection for damage and faults. **Safety practices and safeguarding** • Appropriate personal protective equipment for hand and power tools., and maintenance of PPE. • Methods of safeguarding power tools. • Safe practices for tool and equipment use. • Consideration for the safety of others. • Electricity on site - safety cords, test tag, lock and tag out. • Dust and noise management. **Storage and security** • Storage and security of tools onsite, and in vehicles and workshops. • Loading vehicles, trailers, and tie downs.		
Methods (optional)	It is expected that learning and assessment is in a construction environment where learners are engaged with familiar or consistent construction tasks. It is expected that learners are working under limited supervision to industry		

	standards. A *construction environment* may be any environment involved in the modification, construction or maintenance of buildings, structures, or infrastructure assets.
Standard(s) (if applicable)	40310 *Use and store hand and power tools for construction tasks* (level 2) (credits 2) 40311 *Manage tool and equipment use in a construction environment* (level 3) (credits 3)