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.

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Introductory Exterior Envelope Skills (Micro-Credential)

Level 3, credits 30

Micro-credential number 127401-2

Reporting Code 4573-2

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

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Contents

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Listing

Title

Introductory Exterior Envelope Skills (Micro-Credential)

Level and credits

3	30

Classification (NZSCED)

040399 Architecture and Building>Building>Building not elsewhere classified

Purpose

The purpose of this micro-credential is to provide learners with introductory skills and knowledge required to install weather proofing and exterior cladding on residential buildings under supervision to industry standards.

This micro-credential provides those new to the building industry with industry-endorse training. It is intended as an introduction for individuals preparing for, or already employed by a construction organisation, in entry-level or labouring roles.

The Introductory Exterior Envelope Skills micro-credential addresses a gap in the building qualification pathway and enables progression towards further apprenticeship training.

Outcome

On successful completion of this micro-credential, learners/ākonga will be able to demonstrate understanding of the exterior cladding and weather proofing of buildings. They can use tools and equipment to install weather proofing and exterior cladding.

Learners/ākonga will be skilled in:

- Responding to the environment and implementing practices to contribute to a healthy and safe construction team.
- Carrying out exterior wall cladding and flashing system tasks to industry standards.

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- Managing tool and equipment use for exterior envelope tasks to industry standards.
- Reducing material waste in a construction environment.

Education pathway

This micro-credential may lead to New Zealand Certificate in Carpentry (Level 4) with optional strand in Metal Roof Cladding Installation [Ref: 2738]

Cultural, community or employment pathway.

On successful completion of this micro-credential, learners/ākonga may pathway into labouring roles in the building industry.

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
40804	Carry out exterior wall cladding and flashing system tasks	3	11	1
40300	Maintain standards of work in a construction environment	3	5	1
40311	Manage tool and equipment use in a construction environment	3	3	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

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Review period

XXXX 2028

Approval

Learning outcomes

On successful completion learners/ākonga will be able to:

- Respond to the environment and implement practices to contribute to a healthy and safe construction team.
- Carry out exterior wall cladding and flashing system tasks to industry standards.
- Manage tool and equipment use for exterior envelope tasks to industry standards.
- Reduce material waste in a construction environment.

See - Appendix 1 - Component Descriptors.

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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 exterior envelope skills for residential building.

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 to 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 building worksite involved in exterior cladding of residential buildings.

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 exterior cladding.

Accessibility

Providers will ensure applicants are informed of the nature of a role working in the building industry.

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

Language proficiency

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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 30 credits which equates to 300 hours (1 credit is equivalent to 10 notional learning hours) of learning and assessment time across 13 – 23 weeks (depending on delivery mode).

Structure

This micro-credential has two (2) components:

1. Building site practices
2. Installation tasks for exterior cladding and joinery

This micro-credential is designed to be delivered in a way that integrates both 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:

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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** Descriptor/s Example on page 11.

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 building 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.

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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 July 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

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Appendix 1 - Component Descriptors

Component Title 1: Building site practices

Level	3	**Credits**	8
Mode	Blended (Online/On-campus/Work-based Learning)	**Duration (weeks)**	3 – 6 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		
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.		

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	• 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.
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)

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Component Title 2: Installation tasks for exterior cladding

Level	3	**Credits**	22
Mode	Blended (Online/On-campus/Work-based Learning)	**Duration (weeks)**	8 - 16 weeks
Learning outcomes	On successful completion of this component, learners will be able to LO 1: Carry out exterior door and window joinery installation tasks under supervision LO 2: Manage tool and equipment use in a construction environment LO 3: Maintain standards of work in a construction environment LO 4: Reduce material waste in a construction environment		
Topics	**Types and properties of exterior claddings** • Manufactured timber products, fibre cement, uPVC (Unplasticized Polyvinyl Chloride), metals, metal-clad insulated panels. • Composition, sizes (lengths, widths, profiles), treatments/coatings, durability (e.g. corrosion resistance), workability, and expansion. **Underlay and cavity systems** • Types: flexible wall underlay and rigid air barrier. • Purpose and basic installation principles. **Cladding installation techniques** • Internal and external corners: mitred corners, soakers, boxed corners, and scribers. • Running mitres, facing boards with scribers, rebated joints. • Preparation and planning **Work schedules and job safety plans.** • Documentation required for installation processes. **Site preparation and cleanup** • Preparing work areas and managing waste removal. **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 fault		

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	Storage and security • Storage and security of tools onsite, and in vehicles and workshops. • Loading vehicles, trailers, and tie downs. **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. • Compliance requirements for underlay and cavity systems. **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)	40804 *Carry out exterior wall cladding and flashing system tasks* (Level 3) (credits 11) 40311 *Manage tool and equipment use in a construction environment* (level 3) (credits 3) 40300 *Maintain standards of work in a construction environment* (level 3) (credits 5) 40291 *Reduce material waste in a construction environment* (level 2) (credits 3)

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