

Overview
Micro-credential development and
Qualification Review
March 2025

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Background

The Department of Conservation - Te Papa Atawhai (DOC) works collaboratively with standards setting bodies the New Zealand Qualifications Authority (NZQA) and Workforce Development Councils (WDC) to contribute to the development and review of qualifications and unit standards in conservation-related fields.

We are currently working with two WDCs (Toi Mai and Muka Tangata) on the development of new micro-credentials (MC) while also reviewing the current qualifications on the qualifications framework (NZQCF).

Training for these qualifications is currently delivered by the Nelson Marlborough Institute of Technology (NMIT) as part of an existing memorandum of understanding (MOU) with the Department. Note that the MOU does not provide for exclusive delivery of training; any registered tertiary provider is able to become accredited to deliver and assess training

Micro-credentials were introduced in 2018 as part of major reforms to New Zealand's vocational education system. They are small units of learning, consisting of between 5 and 40 credits. They are intended to replace current unit standards and qualifications with more flexible learning pathways than are currently available.

In the new development what appears to have been missing is the connection with a Māori worldview in and across these programmes. This will require a conversation with Iwi and hapū, community groups, tertiary providers and industry as the other stakeholders.

The process on how we engage with our stakeholders may be part of this discussion and consider what we want our learners, as a result of the learning, to come out with (learning outcomes).

Conservation qualifications are up for review in August/September and will be retired after December 2025 so with the review and developments occurring simultaneously, it is an opportune time to look at how te ao Māori currently features in all of these and how we can strategically place "Learning Outcomes" in the new developments and into

the up-and-coming review of the current qualifications starting at Level 2 to Level 4.
Below is a general breakdown of each qualification and micro-credentials as follows:

1. micro-credential new development
2. Conservation Level 3 / 4 micro-credential new development
3. Island Biosecurity Level 4 micro-credential new development
4. NZ Certificate in Conservation (Operations) Level 4 Qualification review
5. NZ Certificate in Pest Operations Level 4 Qualification review
6. Field Skills – mix of unit standards and micro-credentials review

No.	Level	Name	Qual or MC	New/Review	Date Submission
1.	2	Conservation	MC	New	30 June
2.	3	Conservation	MC	New	30 June
3.	4	Conservation	MC	New	30 June
4.	4	Island Biosecurity - Quarantine	MC	New	30 June
5.	4	NZ Cert in Conservation	Qualification	Review	30 Nov
6.	4	Pest Operations	Qualification	Review	30 Nov
7.	3	Field Skills	Mixed	Review	30 Nov

L4 Conservation Micro-credential Development (1st draft)

	L2	L3	L4
Purpose	<p>The purpose of this micro-credential is to provide the Conservation industry with people who have the underpinning knowledge required to undertake entry-level roles in conservation.</p> <p>This micro-credential is intended for those who are considering entry-level roles in conservation in Aotearoa New Zealand, including conservation organisations, local government, iwi, hapū and community organisations focused on conservation and ecological restoration.</p>	<p>The purpose of this micro-credential is to provide the Conservation industry with people who have underpinning knowledge required to undertake general/team member roles in conservation.</p> <p>This micro-credential is intended for those who are considering (team member, general) roles in conservation in Aotearoa New Zealand, including conservation organisations, local government, iwi, hapū and community organisations focused on conservation and ecological restoration.</p>	<p>The purpose of this micro-credential is to provide the Conservation industry with people who have the skills to undertake technical roles including some leadership of small teams, groups or projects.</p> <p>This micro-credential is intended for those who are considering technical roles with some possible leadership responsibilities in conservation in Aotearoa New Zealand, including conservation organisations, local government, iwi, hapū and community organisations focused on conservation and ecological restoration.</p>
	Work in a team, supervised	<p>Manage self/Becoming self-manageable</p> <p>Underpinning knowledge/overview understanding of tech knowledge</p>	<p>Lead teams in a technical capacity</p> <p>Some leadership but not management (ie small teams/groups/projects)</p>
		Pred trapping methods (L3, 8c) – overview, dev effective pred control plan, tech knowledge, monitoring	<p>Implementation or lead</p> <p>Conservation Field skills L4 NE4903 - Carry out activities, maintain personal and public safety, higher tech skills, stewardship, apply ecological principles to activities (why)</p>
Outcomes	Graduates of this micro-credential will have the skills and knowledge required for employment in entry-level roles in conservation in Aotearoa and operate in a way that respects the principles of the Treaty of Waitangi by acknowledging and	Graduates of this micro-credential will have the skills and knowledge required for employment in general/team member roles in conservation in Aotearoa and operate in a way that respects the principles of the Treaty of Waitangi by acknowledging and implementing local iwi or	Graduates of this micro-credential will have the skills and knowledge required for employment in entry-level roles in conservation in Aotearoa and operate in a way that respects the principles of the Treaty of Waitangi by partnering with local iwi



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	<p>showing understanding of local iwi or hapū tikanga and kawa during conservation activities.</p> <p>Learners/ākonga will gain knowledge and skills in:</p> <ul style="list-style-type: none"> Communicating effectively within a team to complete conservation activities. Applying health and safety guidelines during conservation activities to ensure personal and team safety. Applying risk assessment practices during conservation activities. Using and caring for tools and equipment safely and effectively. Performing conservation activities. Performing a basic monitoring technique and collecting data for it under supervision. Planning, carrying out and evaluating a local kaitiakitanga activity. Applying tikanga and kawa of local iwi or hapū while carrying out conservation activities. Concepts of kaitiakitanga including Te Ao Māori values. Concepts of conservation in Aotearoa New Zealand. 	<p>hapū tikanga and kawa during conservation activities.</p> <p>Learners/ākonga will gain, along with underpinning local iwi or hapū tikanga and kawa, knowledge and skills in:</p> <ul style="list-style-type: none"> Being an effective team member to undertake/complete conservation activities. (comms, being proactive) Apply best practice in health and safety and risk assessment during conservation activities to ensure personal and team safety. Demonstrate safe and effective use of mechanical and manual tools. Performing conservation activities based on best practice, implementing local tikanga and kawa. Implement monitoring for a (one or more) conservation activity(ies). 	<p>or hapū to... embed/enact? tikanga and kawa during conservation activities.</p> <p>Learners/ākonga will gain, in partnership with local iwi or hapū, knowledge and skills in:</p> <ul style="list-style-type: none"> Working cooperatively with communities in partnership with iwi and/or hapū to undertake/complete several/more complex/a programme of conservation activities. Demo self-discipline/management in health and safety and risk assessment during conservation activities to ensure personal and team safety. Select and implement a variety of effective/appropriate technical skills for several/more complex/a programme of conservation activities in accordance with best practice and kaitiakitanga Manage/lead a project/group/team to carry out several/more complex/a programme of conservation activities.
Programme guidance	Underpinning best practice	<p>Underpinning best practice</p> <p>Introduction to NZ conservation</p> <p>Conservation outcomes and stories</p> <p>All the moving parts of the conservation space (local, national)</p>	<p>Define what the complexity of a complex etc conservation activity(ies) might be</p> <p>Definition of any contested terms</p> <p>Guidance required to ensure consistency</p> <p>Any DOC guidance to reference?</p> <p>Underpinning best practice – prog development</p>

Conservation (operations) L4 qualification:

This qualification replaced the trainee ranger programme, park ranger and previous conservation level 4 qualification. It is due for review in September 2025 with the possibility of changing over to a micro-credential or skills standards. While delivery will not continue after Dec 2025, assessment will continue

Learning Outcomes
Carry out pest operations safely to contribute positively to biosecurity and public health and enjoyment
Communicate, report and record information to meet requirements in a pest operations workplace
Operate vehicles in a rural environment
Identify and control relevant pest types in a rural environment
Operate vehicles in a rural environment
Monitor relevant pest types in a rural environment
Identify, control and monitor pests commonly found in an urban environment
Assess and apply ecological, heritage and recreational principles based on conservation philosophy and knowledge of ecological systems to activities undertaken in wider conservation settings
<i>Operate in a manner consistent with the Treaty of Waitangi, including respect for local iwi or hapu, tikanga and kawa, while carrying out conservation work</i>

Pest Operations L4 review

Graduates of this qualification will be able to: - Carry out pest operations safely to contribute positively to biosecurity and public health and enjoyment. - Communicate, report and record information to meet requirements in a pest operations workplace.

Graduates of the Rural Pest Control strand will also be able to: - Operate vehicles in a rural environment. - Identify and control relevant pest types in a rural environment.

Graduates of the Rural Pest Monitoring strand will also be able to: - Operate vehicles in a rural environment. - Monitor relevant pest types in a rural environment. Graduates of the Urban Pest Control strand will also be able to: - Identify, control and monitor pests commonly found in an urban environment. This qualification is up for review in September 2025.

Muka Tangata WDS is currently the setting body for this qualification.

Learning Outcomes
Carry out pest operations safely to contribute positively to biosecurity and public health and enjoyment
Communicate, report and record information to meet requirements in a pest operations workplace
Operate vehicles in a rural environment
Identify and control relevant pest types in a rural environment
Operate vehicles in a rural environment
Monitor relevant pest types in a rural environment
Identify, control and monitor pests commonly found in an urban environment Graduates of the Urban Pest Control strand

Field Skills L3 (award programme)

This is the Conservation Field Skills Training Course, Kaitiaki Whenua Trainee Ranger Award programme. It was developed by DOC and NZ Plant Conservation Network and other industry stakeholders delivered on our behalf by NMIT, Nelson Marlborough Institute of Technology. For your information only.

Learning Outcomes
Understand and carry out Conservation First Aid
Carry out Predator Trapping Methods
Understand NZ Conservation
Carry out Plant Identification

Carry out 20x20 Plots and Reconnaissance
Understand Foliar Browse Index
Carry out Five Minute Bird Count
Understand Weed Management (Principles and Best Practice)
Understand Vertebrate Pesticide Control Methods

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Breakdown of developments and review where te ao Māori features

	Level 2 (MC new development)	L3 (MC new development)	L4 (MC new development)	L4 Island Biosecurity	L4 Ops (Qual review)	L3 Pest Operations (Qual review)	L3 Field Skills review
	YTC = yet to create – YTI = Yet to include						
1.	Demonstrate kaitiakitanga during conservation activities	NIL YTC	NIL YTC	Describe tikanga in relation to the management and care of taonga tūturu	Operate in a manner consistent with the Treaty of Waitangi, including respect for local iwi or hapu, tikanga and kawa, while carrying out conservation work	NIL YTI	Not up for review.
2.	Applying tikanga and kawa of local iwi or hapū while carrying out conservation activities			Explain tino rangatiratanga in relation to the way Māori interact with te taiao			
3.	Concepts of kaitiakitanga including Te Ao Māori values			Carry out a local kaitiakitanga activity with direction			
4.	Concepts of conservation in Aotearoa			Explain kaitiakitanga in relation to the way Māori interact with te taiao			

Level Descriptors

This table shows the knowledge and skills students must show to achieve a qualification or credential.

Certificate level	Purpose	Outcomes
1	A certificate at level 1 qualifies individuals with basic knowledge and skills for work, further learning and/or community involvement.	<p>A graduate of a level 1 certificate is able to:</p> <ul style="list-style-type: none"> demonstrate basic general and/or foundation knowledge apply basic skills required to carry out simple tasks apply basic solutions to simple problems apply literacy and numeracy skills for participation in everyday life work in a highly structured context demonstrate some responsibility for own learning interact with others.
2	A certificate at level 2 qualifies individuals with introductory knowledge and skills for a field(s)/areas of work or study.	<p>A graduate of a level 2 certificate is able to:</p> <ul style="list-style-type: none"> demonstrate basic factual and/or operational knowledge of a field of work or study apply known solutions to familiar problems apply standard processes relevant to the field of work or study apply literacy and numeracy skills relevant to the role in the field of work or study work under general supervision demonstrate some responsibility for own learning and performance collaborate with others.
3	A certificate at level 3 qualifies individuals with knowledge and skills for a specific role(s) within fields/areas of work and/or preparation for further study.	<p>A graduate of a level 3 certificate is able to:</p> <ul style="list-style-type: none"> demonstrate some operational and theoretical knowledge in a field of work or study select from and apply a range of known solutions to familiar problems apply a range of standard processes relevant to the field of work or study apply a range of communication skills relevant to the role in the field of work or study apply literacy and numeracy skills relevant to the role in the field of work or study work under limited supervision demonstrate major responsibility for own learning and performance adapt own behaviour when interacting with others contribute to group performance.
4	A certificate at level 4 qualifies individuals to work or study in broad or specialised field(s)/areas.	<p>A graduate of a level 4 certificate is able to:</p> <ul style="list-style-type: none"> demonstrate broad operational and theoretical knowledge in a field of work or study select and apply solutions to familiar and sometimes unfamiliar problems select and apply a range of standard and non-standard processes relevant to the field of work or study apply a range of communication skills relevant to the field of work or study



		<ul style="list-style-type: none"> • demonstrate the self-management of learning and performance under broad guidance • demonstrate some responsibility for performance of others.
5	A certificate at level 5 qualifies individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or study.	<p>A graduate of a level 5 certificate is able to:</p> <ul style="list-style-type: none"> • demonstrate broad operational or technical and theoretical knowledge within an aspect(s) of a specific field of work or study • select and apply a range of solutions to familiar and sometimes unfamiliar problems • select and apply a range of standard and non-standard processes relevant to the field of work or study • demonstrate complete self-management of learning and performance within defined contexts • demonstrate some responsibility for the management of learning and performance of others.

Make up of Micro-credentials

Micro-credentials are small, stand-alone awards with set learning outcomes.

Micro-credentials recognise learners' skills, experience or knowledge, while meeting demand from employers, industry and communities.

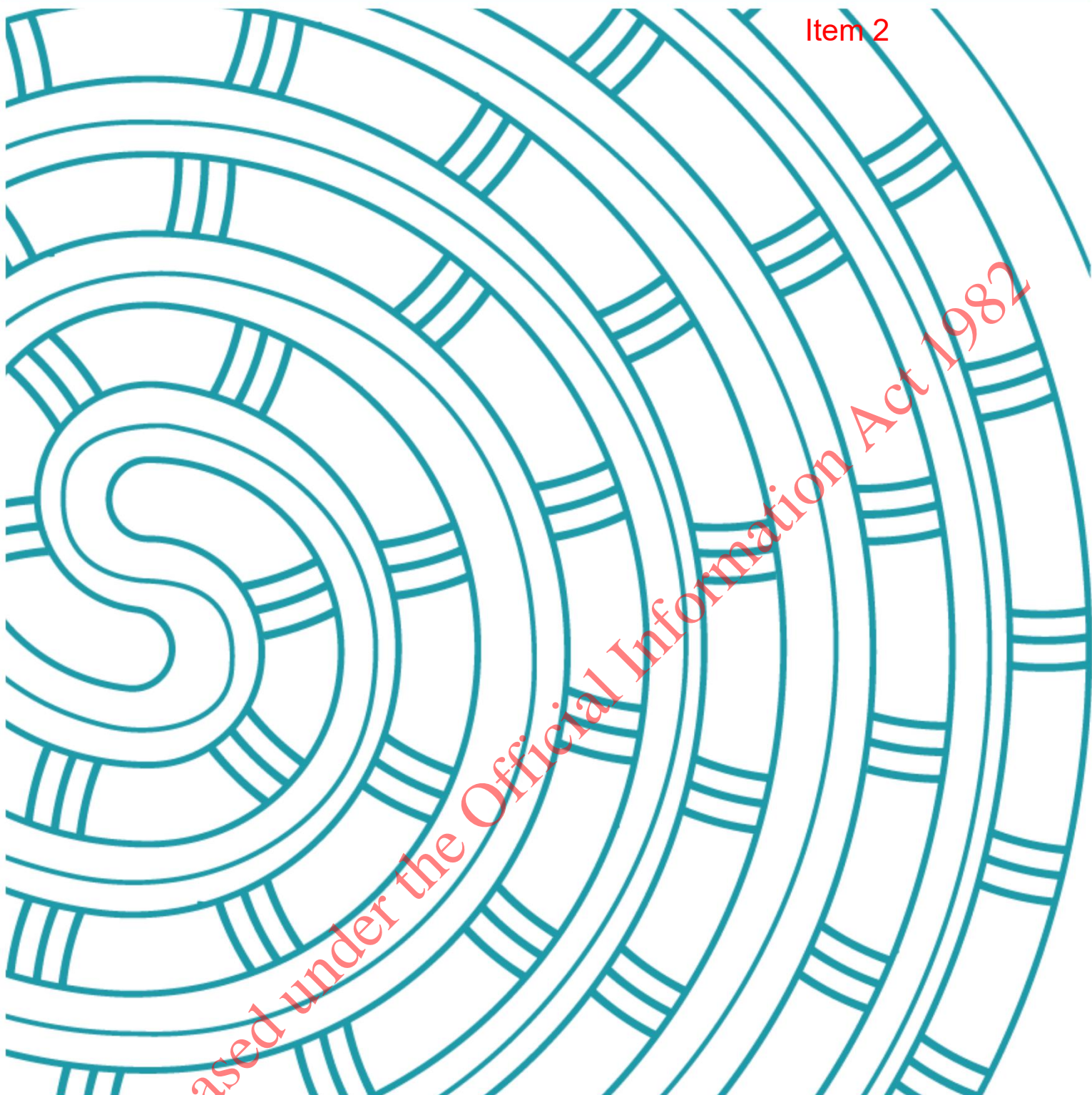
Micro-credentials listed on the New Zealand Qualifications and Credentials Framework (NZQCF):

- are up to 40 credits in size
- are at any level of the NZQCF
- have an assessment component
- are delivered by accredited education providers
- are developed because there's evidence they're needed.
- Although they're stand-alone awards, some micro-credentials may also form part of a programme that leads to a qualification.

Supplementary:

- [New Zealand Certificate in Pest Operations \(L3\)](#)
- [New Zealand Certificate in Conservation \(operations\) \(L4\)](#)
- [Rūmakihia te Taiao L6 Diploma](#)
- [New Zealand Diploma in Environmental Management \(Level 6\)](#)
- [NZ Diploma in Environmental Management L6](#)
- [About qualifications and credentials](#)
- [Level descriptors for the NZQCF - NZQA](#)
- [Qualification and Micro-credential Listing and Operational Rules 2022 - NZQA](#)
- [Micro-credentials - NZQA](#)
- [Writing-learning-outcomes-Oct-2024-v2.docx](#)
- [Level descriptors for the NZQCF](#)

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Guidelines for listing skill standards on the Directory of Assessment and Skill Standards

NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority





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New Zealand Qualifications Authority

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Introduction

This document provides guidance to standard setting bodies (SSBs) to support them in applying to the New Zealand Qualifications Authority (NZQA) for listing skill standards on the Directory of Assessment and Skill Standards (DASS).

The DASS lists all quality assured skill standards, unit standards, and achievement standards.

To list a skill standard an application must meet the requirements of the [Directory of Assessment and Skill Standards Listing and Operational Rules 2022](#).

These guidelines set out the NZQA's expectations of an application that meets the Rules. They explain each requirement and offer guidance on the evidence required to support an application.

Changes to this guide

- May 2023. Interim guide issued.
- August 2024. Guide finalised to enable web publication.
- April 2025. This version issued.

This version includes further guidance on

- design characteristics
- expectations for SSB collaboration
- relationships between skill standards, micro-credentials and qualifications
- skill standards replacing unit standards.

Please send feedback or questions on this guide to qaadmin@nzqa.govt.nz

What is a Skill Standard?

Definition and purpose

Skill standards are defined in the Education and Training Act 2020 as:

- (a) a specification of skills, the levels of performance in those skills, and the learning outcomes associated with those skills; and*
- (b) in relation to any vocational education and training (or proposed vocational education and training), a specification of some or all of the skills in which training is (or is proposed to be) received, the levels of performance in those skills intended to be attained by people receiving the training, and the learning outcomes associated with those skills.*

Skill standards are the building blocks of qualifications and credentials.

NZQA Rules are that where suitable skill standards exist that fit with the listed purpose and outcome statement of a qualification or micro-credential, **they must be included.** ([Qualification and Micro-credential Listing and Operational Rules 2022](#) Rule 5.3 (c) i). The intent is that skill standards will be used in all sub-degree qualifications and micro-credentials to support portability of learning and consistent graduate

outcomes.

Skill standards will replace unit standards

Progressively, skill standards will replace unit standards. SSBs will work through a programme of transition to review and replace unit standards with skill standards that are then available for use in qualifications and micro-credentials.

Transition from unit standards to skill standards is an opportunity for SSBs to take a fresh look at the education product landscape for their industries or communities, the available unit standards, and their usage. New skill standards may incorporate elements of superseded unit standards that are still current and required.

It is expected that SSBs will set transition periods of two years for unit standards that are superseded by skill standards.

National Certificates in Educational Achievement (NCEA)

Like unit standards, skill standards can contribute towards the credit requirements for the NCEA. For more information: [NCEA Levels and certificates](#).

Design characteristics

*SSBs should take a **holistic approach** to designing skill standards*

Skill standards will generally:

- replace several (one for many) unit standards
- have larger credit values than unit standards
- include transferable competencies where appropriate
- have less prescriptive detail than unit standards.

*Skill standards have **learning outcomes** associated with the specified skills*

Learning outcomes in skill standards provide:

- a clear link from the skill standard to graduate profile outcome(s) of the overarching qualification(s) or outcome statement of the overarching micro-credential(s)
- the framework for providers to design and deliver teaching and assessment that supports consistent achievement.

Learning outcomes in skill standards are generally associated with **skills**. In most cases, this means the learning outcomes will have a practical or applied aspect. While SSBs may also develop skill standards that assess underpinning knowledge, NZQA encourages SSBs to take a practical or applied approach to standard design wherever possible.

SSBs should not convert 'Demonstrate knowledge of...' or similar unit standards into theory skill standards without reviewing the skills pathways for their industries, and others, overall.

*Skill standards provide **guidance***

Skill standards have guidance for providers to:

- design programmes, micro-credentials and courses
- assess the learning outcomes to the required level of performance.

Skill standard development

Collaboration

SSBs lead the development of skill standards for their industries and sectors. Only SSBs can apply to NZQA to list standards. Currently the SSBs are:

- Workforce Development Councils
- NZQA Māori Qualifications Services (MQS)
- NZQA National Qualifications Services (NQS)
- The Ministry of Education.

SSBs develop qualifications, micro-credentials, and set skill standards in their area of coverage. * Providers are responsible for developing programmes. In developing and implementing skill standards, SSBs and providers should work together to ensure sector and learner needs are met.

- All users of skill standards and sector stakeholders will be consulted during development and review.
- Some skill standards will be used across a number of qualifications or micro-credentials, particularly where the learning outcomes apply to more than one sector or community need.
- SSBs can share the development of skill standards with one SSB nominated as the lead developer. The lead developer will be responsible for consent to assess requirements and the national external moderation system for the skill standards.

* The specified industries for each WDC are set out in its [Orders in Council](#).

Skill standard design principles

In February 2022, NZQA and WDCs established Te Rāngai Ohu Mahi - Paerewa Ako me te Marautanga ā-motu | Skill standards and National Curricula Sector Working Group. The purpose of the group was to support the NZQA and WDC-led co-design process for skill standards and national curricula and to maximise sector-wide benefits, collaboration, and engagement.

The Working Group proposed guiding principles for the development and design of skill standards, informed by ngā kaupapa that form [Te Hono o Te Kahurangi](#). These are set out in Table 1 below.

The principles aim to support a consistent, collaborative approach to developing and

designing skill standards.

There are various ways SSBs might choose to use the principles, for example as a foundation document when setting up qualification and skill standard development panels, and in the contextualised content of individual skill standards.

While NZQA expects each SSB to deeply consider how each principle can be applied in context, they are not intended to be used as an evaluation checklist for listing skill standards on the DASS.

Although each kaupapa is presented separately in Table 1, the overarching intent is that the kaupapa are intrinsically connected throughout the design, learning and teaching process.

Over time, SSBs and NZQA will continue to refine how the principles are used in the skill standard development and design process, and share examples of the principles in action.

Table 1: Skill standard design principles

Ngā Kaupapa Guiding principles	Whakamārama Description	Skill Standards:
Pūkengatanga: Skills Duty to learning and development	Skills, knowledge and abilities are valued.	Are current, relevant, meaningful, and meet the needs of all ākonga, industry, employers, communities, iwi/hapū/hapori. Are informed by mātauranga Māori as expressed through te reo Māori, tikanga and whakaaro Māori.
Rangatiratanga: Empowerment Duty to leading	Leadership of self and others is valued.	Support and empower educators to draw upon their skills, values, knowledge, and experience to innovate and facilitate the highest quality of learning and teaching. Support and empower industries, employers, and communities to build a sustainable quality workforce. Empower Māori, Pacific and other under-served learners and provide opportunities for all ākonga to achieve and excel their education and/or employment goals. Promote ākonga learning independence/self-determination, innovation, excellence, and leadership skill development.
Whanaungatanga: Belonging Duty to relating	Relationships are valued.	Enable whanaungatanga (connectivity) through engagement and partnership with iwi/hapū, hapori, ākonga, education providers, industries (including professional bodies), employers and wider communities.

Ngā Kaupapa Guiding principles	Whakamārama Description	Skill Standards:
		Maintain value to ākonga, industries, providers, employers, iwi/hapū, hāpori, Pacific peoples, disabled peoples, and other communities within an Aotearoa context.
Manaakitanga: Collaboration Duty to supporting and serving	Support and service to others is valued.	Support equitable access and achievement of learning outcomes. Are written in plain language and easily understood by all end-users relative to the context. Support ākonga holistic wellbeing.
Kaitiakitanga: Stewardship Duty of care and responsibility	Care and responsibility for all learning environments are valued.	Support coherent pathways in context for learning and/or employment. Enable portability and transferability of learning across multiple contexts, and other qualifications and credentials. Supports work-based and applied learning. Provide flexibility for delivery while ensuring consistent learner outcomes. Include consideration of te Taiao (the natural environment) and sustainable practices. Enable aromatawai and the principles of assessment to be applied in practice (refer NZQA website for aromatawai document).
Te Reo Māori and Reo Tangata: Expression Duty to Māori and other languages	Diversity in language and culture within learning is valued.	Promote and include te reo Māori and tikanga Māori. Value and acknowledge Pacific cultures, other cultures, and worldviews.

Quality assurance

NZQA quality assures applications for listing standards on the DASS. NZQA's decision to list standards is based on the quality and sufficiency of evidence provided.

In the evaluation process NZQA will be clear about the information and evidence on which decisions have been made. An evaluation outcome of *approved*, *not approved*, or *request for information (RFI)* will be provided to the SSB, based on the overall quality of the application. The intention of an RFI is to address gaps in the evidence provided and may lead to an approved or not approved outcome.

Applications must be made through the TEO online application portal.

The **application form, evaluation checklist, style guide and skill standard template** are here: [Listing standards on the Directory of Assessment and Skill Standards](#)

Te Hono o Te Kahurangi quality assurance

SSBs can choose to have skill standards evaluated through Te Hono o Te Kahurangi framework.

Te Hono o Te Kahurangi is the name of a unique whare ako framework and methodology used by NZQA to carry out quality assurance in the tertiary sector. The framework recognises ākonga Māori choosing to achieve educational success through mātauranga Māori as relevant to their worldview, context and practices. Six dynamic and interconnected kaupapa are at the heart of Te Hono o Te Kahurangi.

- Rangatiratanga: Empowerment – Leadership of self and others
- Manaakitanga: Collaboration – Support and service to others
- Whanaungatanga: Belonging – Relationships are valued
- Kaitiakitanga: Stewardship – Care and responsibility for all learning
- Pūkengatanga: Skills – Skills, knowledge, and abilities
- Te reo Māori and reo tangata: Expression – Diversity in language and culture within learning is valued.

For more information, go to:

[Guidelines for Te Hono o Te Kahurangi evaluative quality assurance.](#)

Application requirements

NZQA evaluates skill standards against the criteria in the [Directory of Assessment and Skill Standards Listing and Operational Rules 2022](#) and considers the application using the question: *How well does the skill standard meet the requirements for listing on the Directory of Skill Standards?*

To be approved, all of the following must apply:

- The standard recognises a unified and cohesive set of skills.
- The standard is not overly or unnecessarily detailed, prescriptive or fragmented.
- The standard is easily understood.
- The skill standards match the needs of employers, industry and/or communities.
- The users of skill standards and other stakeholders were consulted during development and review.
- Other SSBs were consulted where a standard overlaps with any other SSB's standard setting coverage.
- The quality of the application reflects principles based on ngā kaupapa that form Te Hono o Te Kahurangi.
- The skill standards are of publishable quality.

If any of the above are not evident the standard will not be approved.

Details to be listed

The details for all standards listed on the Directory are:

- a title that reflects the outcomes of the standard:
- a classification, credit value and level (consistent with the level descriptors):
- a purpose statement:
- the outcomes and criteria to be achieved (including learning outcomes for skill standards):
- grades that can be awarded on achievement of the standard:
- learner prerequisites:
- guidance information directly relevant to the assessment or performance of the standard:
- the name and contact details of the standard-setting body:
- the intended period for ongoing review, being no longer than 5 years from listing:
- the referenced consent and moderation requirements:
- a status assigned to each standard in accordance with rule 5.

Standards will not be listed at levels 7 to 10 for qualifications that are degrees or post-graduate qualifications.

Directory of Assessment and Skill Standards Listing and Operational Rules 2022 Rule 4

Use of Te reo Māori and English

A skill standard may be listed in te reo Māori, English or in both te reo Māori and English. In this situation both versions will be considered as one standard and allocated a single skill standard number.

Education organisations applying for listing skill standards written in te reo Māori can have them evaluated under the Te Hono o Te Kahurangi approach.

In addition to providing the information required under DASS rule 8.1, applicants must provide the information that the Te Hono o Te Kahurangi quality assurance framework and tools require.

Applicants with skill standards that are written in te reo Māori should contact NZQA: email tehono@nzqa.govt.nz

Skill standards containing Māori content, and all standards listed and consistent with the principles within field Māori, can be identified with a matau.

The matau indicates the standard clearly contributes to:

- Māori well-being
- Māori educational performance
- The recognition of Māori skills and knowledge.

Examples of Matau domains

	Mau Rākau
	Ngā Mahi ā te Rēhia
	Ngā Mahi a te Whare Pora
	Reo Māori

Listing details

This section provides guidance for the skill standard details required for listing standards on the DASS.

Taitara | Title

A title that reflects the outcomes of the standard

Rule 4.1(a)

The title reflects the outcomes in the standard and is meaningful to stakeholders.

The title explains clearly what a learner awarded the standard can do, and in what context.

For example:

- Install an operating system for an organisation
- Interpret information from plans and documentation for construction tasks

For plain language and readability on an individual's Record of Achievement, skill standard titles must not be more than 120 characters including punctuation and spacing.

If there is only one learning outcome, it will also be the title.

Names of trademarked products, training and assessment material, tertiary education organisations, or commercial organisations must not be used as part of the title.

In addition to the title, each skill standard is allocated a unique numerical identifier by NZQA that allows it to be identified in the [Directory of Assessment and Skill Standards \(DASS\)](#) and other data systems.

Whiwhinga | Credits

A credit value

Rule 4.1(b)

Skill standards are assigned a credit value. The credit value is an indication of how much time it would take a learner to achieve the learning outcomes and become proficient in the skills in the standard.

One credit represents a notional ten hours of learning and assessment activities.

Skill standards are generally expected to have **larger credit values** than unit standards.

Kaupae | Level

A level consistent with the level descriptors.

Rule 4.1(b)

Standards will not be listed at levels 7 to 10 for qualifications that are degrees or post-graduate qualifications.

Rule 4.2

SSBs develop skill standards with reference to the [New Zealand Qualifications and Credentials Framework \(NZQCF\) level descriptors](#).

NZQA determines whether the level assigned to the skill standard is appropriate, as part of the standards approval and listing process.

NZQA acknowledge there is a 'best fit' approach to establishing the level of a standard.

Whāinga | Purpose statement

A purpose statement must be listed.

Applications must contain evidence that the standard is acceptable to the relevant sector (this may include the education sector) or industry and to providers that will be using them in study or training, and an explanation of the intended use of the standard.

Rule 4.1(c) and Rule 8.1(b) and (c)

The purpose of the standard matches the needs of stakeholders.

The purpose of the skill standard states who it is for and what the person will be able to do once awarded the standard. It may also include information about where the standard fits in a qualification or credential landscape.

For example:

Purpose

- This skill standard is intended for people who are already working in the automotive industry. They will be able to describe different types of automotive maintenance products and their applications, interpret maintenance product information and recommend compatible products to customers in an automotive environment. This skill standard aligns with New Zealand Automotive qualifications Level 4 and above.

Purpose

- People with this skill standard will be able to apply knowledge of New Zealand legislation relevant to the security industry to promote a safe and secure environment, mitigate security risks, and respond to security breaches. This skill standard has been developed to align with the New Zealand Certificate in

Security (Foundation) (Level 3) [Ref: 3642].

Skill standards may be applicable to more than one industry, community or sector. The SSB can use the purpose statement to outline the multiple contexts in which the standard may be used.

For example:

Purpose

- This skill standard is intended for ākonga who want to demonstrate pūkengatanga in a selected context. It can be used in a range of programmes leading to tikanga-based qualifications.

Skill standards designed to recognise knowledge

Before developing a skill standard solely to recognise theory or academic outcomes consider if the knowledge is underpinning and can be demonstrated through the application of skills directly or simulated. If learners need to memorise specific industry standards, rules, or safety procedures or if recall is required for providing professional services, consider including those requirements in the applied skill. Theory or knowledge required can be specified in the content, incorporated in assessment criteria and/or set out in some of the learning outcomes of a practical skill standard.

Where industry/stakeholders consider it essential to create a discrete skill standard to assess theoretical learning outcomes, the **purpose** of the skill standard must clearly identify the context, micro-credential or qualification outcome that necessitates a theory-only skill standard.

For example:

This skill standard is intended for people who work in health, disability, or community support setting roles, and need foundational and contextual knowledge to support people with long-term conditions.

- People credited with this skill standard are able to determine the scope of long-term conditions, management strategies; recognise privacy and confidentiality requirements, identify hauora, cultural considerations and recognise common risk behaviours, for a person with long-term conditions; and outline health promotion strategies in Aotearoa New Zealand. [Skill standard 40483]

Hua o te ako | Learning outcomes

The learning outcomes must be listed.

A standard will not be listed on the Directory if it unnecessarily duplicates a standard that is listed, except where that listed standard is being replaced.

Rule 4.1(d) and 8.2(a)

The learning outcomes describe the skill(s) and knowledge a learner will have once they have achieved the standard. Learning outcomes must include an action verb, content, and context.

Collectively, the verb, content and context help define the level and credit value of the standard.

Learning outcomes in skill standards must be specific, measurable, achievable and realistic.

For example:

- Implement a plan to monitor and protect a horticultural crop.
- Use best practice customer service techniques to provide general office services.
- Communicate the results of the site assessment to inform flooring installation operations.
- Progress the work programme and maintain a safe construction worksite.

For skill standards that recognise theory or academic learning outcomes, use an active verb that suits the context.

For example:

(Focus on self-development)

1. Describe own rangatiratanga in terms of own strengths.
2. Identify how these strengths can guide own short-term goals.
3. Identify how these strengths can guide own future pathways.

(Focus on recall)

1. Explain personal responsibilities to adhere to the health and safety policy.
2. Describe workstation health and safety requirements in a contact centre.
3. Explain emergency procedures in a contact centre workplace.

Refer to Writing learning outcomes: structure, considerations and examples for more guidance on writing learning outcomes.

[Writing learning outcomes: structure, considerations and examples \[DOCX, 114 KB\]](#)

Learning outcomes and qualification graduate profile outcomes

Skill standards' learning outcomes can align with the graduate profile outcomes (GPOs) of a qualification or the outcome statement(s) of a micro-credential. This can be a one-to-one relationship but, if so, the skill standard must provide learning outcomes, and assessment, for the whole GPO or micro-credential outcome statement.

The relationship between skill standards and qualification GPOs will be considered as part of qualification approval and programme approval.

Collaboration

A collaborative approach to skill standard development will minimise the proliferation of standards with similar learning outcomes. SSBs are encouraged to regularly share their qualification, micro-credential, and skill standard development plans with each other, and discuss opportunities for developing skill standards that apply to multiple contexts.

Pārongo aromatawai me te taumata paearu | Assessment criteria and grades

Assessment criteria, and grades that can be awarded on achievement of the standard, must be listed.

A standard will not be listed on the Directory if it creates unreasonable restrictions on the mode of assessment.

Rule 4.1(d), 4.1(e), and 8.2(b)

Assessment criteria

Skill standards must enable the design of quality assessment and enable assessors to assess the learning outcomes consistently to the required level of performance.

Assessment criteria and, where relevant, grade criteria describe the required levels of performance of the skill(s) in the standard.

Assessment criteria are aligned with the learning outcomes associated with each skill. This ensures that assessment measures the achievement of learning outcomes, which is a key principle of aromatawai and assessment practice.

Refer to [Aromatawai and the Principles of Assessment](#) for more guidance.

Assessment criteria must be specified in a way that informs valid assessment design and consistent assessor judgements. How the assessment criteria are expressed, and the amount of detail, will vary across standards and skills as determined by the SSB. However, SSBs are encouraged to write assessment criteria and specifications in active, plain language. This supports consistent interpretation of the standard and contributes to an efficient national external moderation process.

Example 1 (Manufacture a timber flooring cassette in a manufacturing environment to job specifications)

- a. Placing of components, hardware, and fixings in sequence and position is completed according to detail drawings and instructions.
- b. Components are checked and fixed using correct equipment and fixing methods.
- c. Quality control checks are completed according to checking schedule and workplace procedures.

[Skill standard 40000]

Example 2 (Carry out testing and safety control procedures for detachable grips to ensure safe operations of passenger ropeway.)

- a. Identify potential hazards associated with detachable grip testing and apply relevant control measures.
- b. Complete testing for detachable grips in accordance with manufacturers' recommendations to ensure safety.
- c. Measure tolerances of detachable grip components and rectify deviations from specified tolerances.
- d. Interpret test results and take corrective actions.
- e. Complete all relevant documentation in accordance with the organisation's requirements.

[Skill standard 40428]

Assessment specifications

SSBs may choose to set out additional context for assessment in assessment specifications. For example:

- the boundaries of the assessment
- critical contexts
- evidence to be used in assessment
- clarification using examples
- definitions that support consistent assessment where the term defined is outside of common understanding.

Example:

Assessment will include the construction of two different items of garden furniture.

The first item can be a basic garden furniture item including, a stepped planter box, a free-standing planter or wall mounted planter boxes, raised gardens, or stepladder-style plant ladders, or an item of similar complexity.

The second item must be a Cape Cod chair, picnic table, bench seat with garden tool storage, or an item of similar complexity.

Grades

Skill standards may be awarded with the following grades:

- achieved / paetae
- merit / kaiaka
- excellence / kairangi.

All skill standards have a minimum passing grade of 'achieved', where the learner must meet the assessment criteria for each of the learning outcomes specified in the standard.

Merit and excellence grades can be specified where there is a clear reason and support from stakeholders to recognise different performance levels of the same skill or learning outcome. This is typically to support NCEA endorsement (for more information - [NCEA endorsements](#)).

Grade criteria

Grade criteria must clearly describe the performance expected for each grade and ensure that performance at a higher grade includes the evidence of performance at lower grades. For example, grade criteria may be based on the:

- quality/level of performance of the skill
- effectiveness of the ways to achieve the same performance level
- depth of understanding and application of concepts.

For example:

Paetae Achieved	Kaiaka Merit	Kairangi Excellence
Materials selected are adequate for the project and there is allowance for some waste	Materials selected are appropriate for the project and some waste is minimised.	Materials selected are optimal for the project with a justification, and waste is minimised to the greatest practical extent.

Ihirangi waitohu | Indicative content

SSBs include the indicative content they encourage providers to cover with their learners.

Along with the learning outcomes, the indicative content provides the framework for a provider to develop its specific learning activities and assessment tasks, while also supporting portability of learning and consistent graduate outcomes.

The content is expressed at a high level as topics rather than tasks, and along with other skill standard details, helps inform the credit value.

For example:

- Project document interpretation
- Materials calculations
- Hand and power tool selection
- Materials selection and use
- Measuring and marking out materials
- Cutting and machining timber
- Assembly techniques
- Construction joints and fixing
- Safe working practices.

Indicative content is not mandatory for assessment purposes. Refer to the learning outcomes and assessment criteria sections of these guidelines for what must be assessed.

Whakaakoranga me mātua oti | Learner prerequisites

Prerequisites may be listed.

A standard will not be listed on the Directory if it creates unreasonable barriers to access in terms of gender, ethnicity, or cultural background.

Rule 4.1(f) and 8.2(c)

SSBs may specify other standards as pre-requisites. Mandatory pre-requisite standards typically relate to health and safety, or legislative requirements.

Recommended prerequisites typically relate to skills and knowledge that will support the learner and can be included in the Assessment Specifications section.

Rauemi | Resources

Guidance information directly relevant to the assessment or performance of the standard.

Rule 4.1(g)

Guidance for providers designing programmes, micro-credentials and courses

SSBs may include references to resources including relevant legislation, Rules, Codes

of Practice, textbooks, definitions, links to online material, equipment, and other useful guidance to tutors, assessors and learners.

SSBs may also choose to publish this information elsewhere so it can be kept up-to-date, without the need for a new standard version.

Pārongo Whakaū Kounga | Quality Assurance information

The classification, name and contact details of the SSB, and referenced consent and moderation requirements

Rule 4.1(b), (h) and (j)

Skill standards will include a section with information required for general quality assurance/administration purposes:

Whakaritenga Rārangi Paetae Aromatawai | DASS Classification

Skill standards must be classified in a domain listed on the DASS. The classification system for the DASS comprises three tiers: fields, subfields, and domains. The content of a skill standard must be consistent with the domain in which it is classified.

Refer to [Additions and Changes to the classification system](#) for more information on registering or lapsing classification names.

Ngā rōpū whakatau-paerewa | Standard Setting Body

Each skill standard listed on the DASS must include the name and contact details of the relevant SSB.

Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga | CMR

SSBs specify Consent to Assess and National External Moderation requirements for a particular industry or suite of standards in a Consent and Moderation Requirements (CMR) document.

Each standard must include the reference number of the relevant CMR.

Refer to [Consent and Moderation Requirements](#) for more information.

Tūranga whai tikanga | Status

Standards listed on the DASS are assigned one of three kinds of status: current, expiring or discontinued.

Current (Registered)

A standard when first listed is assigned a status of *current*. Standards with current status can be used for assessment of learners by education organisations in accordance with the Education and Training Act 2020.

Expiring

Standards with expiring status are those which are being:

- replaced with a new standard
- discontinued (normally because of a review or lack of use of the standard for an extended period of time).

A last date for assessment (expiry date) will be applied to each expiring standard. Once the skill standard reaches its last date for assessment it will have a discontinued status.

Learners may be assessed against standards with expiring status only if the assessment is complete before the 'last date for assessment' set out in the standard.

Discontinued (Expired)

Standards with discontinued status may no longer be used for assessment of learners, and organisations can no longer award credits for the standard. Credit for standards achieved before the last date for assessment can continue to be reported to NZQA up to three months after this date.

Arotakenga | Review

The intended period for ongoing review is no longer than 5 years from listing.

Review must be within the specified review period using the review guidelines published by NZQA on its website.

Rule 4.1(i) and 10.2

All skill standards must be periodically reviewed to ensure they remain fit for purpose. Skill standards are expected to be reviewed after a period of five years, although factors such as the extent and type of industry change, legislative requirements, and moderation feedback will also drive how often reviews take place.

Users of skill standards and industry stakeholders must be consulted during a review. SSBs are expected to provide evidence of consultation on request. Consultation should also take place with other SSBs if there is potential for a reviewed standard to overlap with any other SSB's standard setting coverage.

Changes to standards as a result of review

As a result of a review there may be minimal or moderate change where the overall outcome remains the same. This means the SSB considers that people credited with either the new or old version of the standard are comparable in terms of their skills. The new version of the standard carries the same ID and a new version number. Minor changes to a skill standard could include:

- correcting wording
- updating guidance, resources or pre-requisites

- updating content to take into account changes in practice or associated technology
- amending classification.

Alternatively, there may be major changes required to a standard following a review. For example, there may be changes to the learning outcomes, assessment criteria and/or level and credit values. For major changes, SSBs have two options:

1. Develop a new standard to replace the existing one. This means that while the original and replacement standard cover similar topics, the SSB considers that people credited with the original standard will have different skills to people credited with the replacement standard. The replacement standard has a new ID.
2. Expire the standard and not replace it.

If the status of a standard following a review is changed to expiring, the expiry date must take into account the extent of use of the standard and allow sufficient time for:

- providers with consent to assess against the standard to update impacted programmes and resources, and develop new or revised assessment materials
- learners to complete current programmes or micro-credentials or transition to new ones.

Following a review, the SSB completes a 'Change Report' to explain:

- the rationale for the review
- a summary of the review process
- changes made as a result of the review
- impact on providers with consent to assess
- transition arrangements for impacted standards
- any changes relating to the CMR.

The link to the Change Reports can be found on this page:

[Change reports](#)

Please check the change reports every month so your organisation is aware of approvals, reviews and changes to qualifications and standards. These may inform programme development.

Review support from NZQA

Prior to review, SSBs can request a review support package:

[Standard review support package](#)

Consent and moderation requirements

SSBs are responsible for establishing the consent to assess and national external moderation requirements for the standards they set. These requirements are described in the listed Consent and Moderation Requirements document (CMR).

For more information:

[Applying for approval of Consent and Moderation Requirements](#)

National External Moderation

The following principles follow the requirements of Rule 10.3 (a) to (f) and have also been designed to reflect the principles underpinning the Evaluative Quality Assurance Framework and ngā kaupapa o Te Hono o Te Kahurangi.

For more information:

[National external moderation principles](#)

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Skill standard template and example standards

This section includes a skill standard template, completed with a brief description of each listing component for easy reference.

This section also includes example skill standards registered on the DASS .

NZQA and WDCs will continue to work together to refine the skill standard template and update these guidelines.

Reference template

Unique numerical identifier	The title reflects the outcomes in the standard and is meaningful to stakeholders
Kaupae Level	<p>SSBs develop skill standards with reference to the New Zealand Qualifications and Credentials Framework (NZQCF) level descriptors.</p> <p>NZQA determines whether the level assigned to the skill standard is appropriate, as part of the standards approval and listing process.</p>
Whiwhinga Credit	<p>Skill standards are assigned a credit value. The credit value is an indication of how much time it would take a learner to achieve the learning outcomes and become competent in the skills in the standard.</p> <p>One credit represents a notional ten hours of learning and assessment activities.</p>
Whāinga Purpose	<p>The purpose of the skill standard states who it is for and what the person will be able to do once awarded the standard. It may also include information about where the standard fits in a qualification or credential landscape.</p> <p>Skill standards may be applicable to more than one industry, community or sector. The SSB can use the purpose statement to outline the multiple contexts in which the standard may be used.</p>
Whakaakoranga me mātua oti Pre-requisites	<p>SSBs may specify other standards as mandatory pre-requisites relating to health and safety, or legislative requirements.</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes You will be able to:	Paearu aromatawai Assessment criteria You can:
<p>1. The learning outcome(s) describe the skill(s) or knowledge a learner will have once they have achieved the standard.</p> <p>Learning outcomes must include an action verb, content, and context.</p>	<p>a. Assessment criteria and, where relevant, grade criteria describe the required levels of performance of the skill(s) or knowledge in the standard.</p> <p>Assessment criteria are aligned with the learning outcomes associated with each skill.</p>

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications

SSBs may choose to set out additional context for assessment in assessment specifications. For example, assessment specifications may provide:

- the boundaries of the assessment
- critical contexts
- evidence to be used in assessment
- clarification using examples
- definitions.

Ngā momo whiwhinga | Grades available

Skill standards may be awarded with the following grades:

- achieved / paetae
- merit / karaka
- excellence / kairangi.

All skill standards have a minimum passing grade of 'achieved', where the learner must meet the assessment criteria for each of the learning outcomes specified in the standard.

Merit and excellence grades can be specified where there is a clear reason and support from stakeholders to recognise different performance levels of the same skill or learning outcome.

Ihirangi waitohu | Indicative content

SSBs include indicative content they encourage providers to cover with their learners.

Along with the learning outcomes, the indicative content provides the framework for a provider to develop its specific learning activities and assessment tasks, while also supporting portability of learning and consistent graduate outcomes.

Rauemi | Resources

SSB may include references to resources including relevant legislation, Rules, Codes of Practice, textbooks, definitions, links to online material, and other useful guidance to tutors, assessors and learners.

SSBs may also choose to publish this information elsewhere so it can be kept up-to-date, without the need for a new standard version.

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Each skill standard listed on the DASS must include the name and contact details of the relevant SSB
Whakaritenga Rāangi Paetae Aromatawai DASS classification	Skill standards must be classified in a domain listed on the DASS. The classification system for the DASS comprises three tiers: fields, subfields, and domains. The content of a skill standard must be consistent with the domain in which it is classified.
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	SSBs specify Consent to Assess and National External Moderation requirements for a particular industry or suite of standards in a Consent and Moderation Requirements document (CMR). Each standard includes the reference number of the relevant CMR.

Hātepe Process*	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	dd mm yyyy	dd mm yyyy The last date for assessment against a version of the standard allows providers time to update impacted products and develop new assessment materials.
Arotakenga Review	2	dd mm yyyy	dd mm yyyy

Whakaauroa Rollover	3		
Kōrero whakakapinga Replacement information	<p>While the original and replacement standard cover similar topics, the SSB considers that people credited with the original standard will have different skills to people credited with the replacement standard.</p> <p>The replaced standard has a last date for assessment set.</p> <p>The replacement standard has a new ID.</p>		
Rā arotake Planned review date	<p>dd mm yyyy</p> <p>All skill standards must be periodically reviewed to ensure they remain fit for purpose. Skill standards are expected to be reviewed after a period of five years, although factors such as the extent and type of industry change, legislative requirements, and moderation feedback will also drive how often reviews take place.</p>		

Please contact <SSB> at <email address> if you wish to suggest changes to the content of this skill standard.

Example skill standards

Carpentry

40000 Manufacture a timber flooring cassette

Level 3



20 Credits

Telecommunications - Service Delivery

40113 Install data cable support systems and flush boxes

Level 3



15 Credits

Visitor Interpretation

40123 Perform as a storyteller for visitors

Level 3



5 Credits

Fitness Assessment and Exercise Instruction

40068 Deliver an exercise experience using knowledge of functional anatomy and interpersonal skills

Level 4



15 Credits

Computer Support

40042 Maintain IT systems and support users in an organisation

Level 5



15 Credits



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Workforce
Development
Council

17 March 2025

Level 3 and 4 writing group

Level 3 and 4 draft micro-credential development

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Rough outline of content

17/ March / 2025

	Topics	Content	# of MCs	Comments
Level 3			2-3 x 10/15	
	Technical skills	Preparation for: outdoor skills; navigation; GPS; plant management & control Application of: outdoor skills; navigation; GPS; plant management & control		
	Communication planning	Develop communication plan for identified purpose (what, why, who, when, how): identify stakeholders; communication approach; timeframe; track plan		
	Leadership of self	Preparation for the day: right gear; equipped for day; manage own safety; assessment of environmental & work condition on the day. Application of: preparation for the day		

	Topics	Content	# of MCs	Comments
Level 4			2 x 15	
	Core conservation skills & knowledge (Suggested wording: Conservation Field Skills and Methods – not sure about the word ‘core’ - Becs)	Different methodologies, conservation best practices include management & risks		Becs - In Conservation we talk about ‘Field skills’ and ‘Methods’ (and these are based on knowledge of best practice) i.e. Predator Trapping Methods, Weed Management, Plant Identification etc..
	Technical skills	Pest management and control (take out) (Suggest: Proficient use of: GPS / Compass / Navigation Manual tools Mechanical equipment)		Implementation? Becs – Are Technical skills viewed as equipment use here, in order to equip you to do the job? i.e. Compass, GPS use, navigation, chainsaw use etc..
	Leadership	Lead a project: plan, carry out and evaluate project. Include outcomes/measures. Include risks/issues and mitigations.		

Next steps : Writing project plan

17 / March / 2025

What	How –f2f /online	Who	When: March: write April: write/consult May: consult/submit June: NZQA	Where
Content feedback	online	Writing group	March	
Content agreement	online	Becs Tricia	March	
Writers/topics	online	Topics of interest assigned to writers	March	
Writing	Online and/or F2F	Together or individually?	March/April	Home and/or Wellington for a day
Consultation	online	Advisory group	April/May	
NZQA		Niki	June	



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**Develop conservation leadership skills
(Micro-Credential)**

Level 4, 25 credits

Micro-credential number (if known/NZQA to complete)

Reporting Code (if known/NZQA to complete)

TEO Name (MOE #####)

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Listing

Title

Develop conservation leadership skills

Level and credits

4

25

Classification (NZSCED)

050999 Agriculture, Environmental and Related Studies > Environmental Studies > Environmental Studies not elsewhere classified

Purpose

The purpose of this micro-credential is to provide the Conservation industry with people who have skills and knowledge required to support and lead conservation activities including risk and safety management, under supervision and in a team environment.

This micro-credential is intended for ākonga/learners who are considering general and team roles in conservation in Aotearoa New Zealand, including conservation organisations, local government, iwi, hapū and community organisations focused in conservation.

Outcome

On successful completion of this micro-credential, ākonga/learners will be able to:

- Prepare and coordinate equipment and resources for a conservation activity
- Lead or support a group in implementing conservation activity plan
- Demonstrate and apply group and safety management requirements
- Contribute to a review of the conservation activity

Education pathway

This micro-credential builds upon:

- Conservation Practical and Technical Skills – Conservation Activity (micro-credential) (Level 3) [Ref:xx]
- Managing Self for Conservation Activity (micro-credential) (Level 3) [Ref:xx]
- New Zealand Certificate in Pest Operations (Level 3) with strands in Rural Pest Control, Rural Pest Monitoring, and Urban Pest Control [Ref:2443]
- Predator Trapping Methods (Micro-credential) (Level 3) [Ref:4195]

On successful completion of this micro-credential, learners/ākonga may progress to further study or training towards qualifications in conservation such as:

- Conservation Practical and technical Skills – Pest (plant or Animal) Control, Resulting and Tool Use (Micro-Credential) (Level 4) [Ref: xx]
- Conservation Practical and technical Skills –Outcome Monitoring (Micro-Credential) (Level 4) [Ref: xx]
- New Zealand Certificate in Conservation (Operations) (Level 4) [Ref:2963],

or qualifications in a related field such as:

- New Zealand Diploma in Environmental Management, in Marine, Terrestrial & Conservation (Operations) (Level 5) [Ref:2964]

Cultural, community or employment pathway

Learners/ākonga will have the skills and knowledge to work in general and team roles in conservation in Aotearoa New Zealand including conservation organisations, local government, iwi and community groups in conservation.

Assessment standards or skill standards (if applicable)

ID	Title	Level	Credit	Version
TBC	Support and lead conservation activities	4	15	1
TBC	Manage risk and safety in conservation	4	10	1

Review period

TBC

Approval

Learning outcomes

On successful completion of this micro-credential, learners will be able to:

- Contribute to the planning and preparation of a conservation activity
- Demonstrate leadership and safety management in a conservation context
- Assist in leading conservation activities in familiar and unfamiliar terrain
- Summarise risk and safety management principles in conservation contexts
- Prepare for and support risk management in a conservation activity
- Apply and adapt safety and risk management practices during a conservation activity
- Contribute to post-activity safety evaluation

See Appendix 1 – Component Descriptor

Need and acceptability

Feedback from industry, providers, iwi and community groups has identified needs for shorter courses for the conservation workforce that will help facilitate more flexible pathways into conservation careers. Consultation has shown wide support from both industry and providers through engagements beginning late 2022 which consistently identified and supported the need for building entry-level and general level capability in the conservation workforce. A further survey indicated support for the development of micro-credentials and skill standards. This was further supported in online hui at the end of 2024 which endorsed the micro-credential and skill standard development approach and identified key areas for Level 3 and level 4 development. Hui in early 2025 discussed and confirmed the areas for development. Subsequently, a writing group and writing plan was established in March and writing began in May 2025. Feedback was sought and provided by the Advisory Group throughout May and June for further refinement.

Admission

No entry requirements specific to this micro-credential.

Credit recognition and transfer, recognition of prior learning

Providers must have credit recognition policies which include processes on cross-crediting, credit transfer, and recognition of current competency or prior learning for those already working in the industry without a qualification.

Length and Structure

Length

This micro-credential requires a minimum of 200 hours of preparation, learning, and assessment.

Structure

Providers must deliver the content of the skill standards/components in the following order:

- Apply risk and safety management practices in a conservation context
- Support and lead conservation activities in familiar and unfamiliar terrain

Content

- Kaitiakitanga and conservation activity
- Leadership assistance in planning and preparing tools, resources, equipment, activity plan and safety management plan
- Leadership support in carrying out conservation activity, safety management and evaluation of outcomes
- Appropriate communication pre, during and post activity including implementation of risk and safety practices.

Assessment methods

Learners/ākonga must be assessed within real conservation environments where appropriate.

Assessment must:

- Reflect current best practice conservation practice.
- Influence equitable outcomes for all learners/ākonga. This may involve using different assessment methods such as written, oral, observation or demonstration.
- Honour ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
- Value Māori traditional knowledge; perspectives of Pacific communities, and cultural and educational needs as identified by learners/ākonga.

Completion

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

Review process

It is expected that providers ensure regular reviews of the provision of this micro-credential as part of their ongoing programme review process.

Released under the Official Information Act 1982

Appendix 1 - Component Descriptor

Component Title 1: Support and lead conservation activities

Level	4	Credits	15
Mode	Face to face in the field and under limited supervision	Duration (weeks)	150 hours
Learning outcomes	<p>On successful completion of this component, learners will be able to...</p> <p>LO 1: Summarise the responsibilities and operating scope of a conservation lead role</p> <p>LO 2: Demonstrate the communication required by the lead role in conservation activities</p> <p>LO3: Contribute to the planning and preparation of a conservation activity</p> <p>LO 4: Demonstrate leadership and safety management in a conservation context</p> <p>LO 5: Assist in leading conservation activities</p>		
Topics	<ul style="list-style-type: none"> • Local tikanga and kawa • Appropriate equipment as per current industry best practice for conservation activity • Safety considerations for the activity including participant information, group gear, shelter, nutritional and hydration needs • Safety briefings • Group leadership and management of group • Conservation operational plan • Conservation activities • Conservation activity review process • Appropriate communication throughout the activity 		
Methods (optional)	All assessments must take place during a team conservation activity under supervision.		
Standard(s) (if applicable)	TBC		

Component Title 2: Manage risk and safety in conservation

Level	4	Credits	10
Mode	Face to face in the field and under limited supervision	Duration (weeks)	100 hours
Learning outcomes	<p>On successful completion of this component, learners will be able to:</p> <p>LO 1: Summarise risk and safety management principles in conservation contexts</p> <p>LO 2: Prepare for and support risk management in a conservation activity</p> <p>LO 3: Apply and adapt safety and risk management practices during a conservation activity</p> <p>LO 4: Contribute to post-activity safety evaluation</p>		
Topics	<ul style="list-style-type: none"> • Local tikanga and kawa • Operational plan • Job Safety Analysis (JSA) • Toolbox talks • Eliminate, isolate and mitigate risks • Hazard and risk identification • Incident review • Pre and Post-activity documentation • Conservation activities • Activity review and reflection • Appropriate communication throughout the activity 		
Methods (optional)	All assessments must take place during a team conservation activity under supervision.		
Standard(s) (if applicable)	TBC		

1XXXXX

Manage risk and safety in conservation

Kaupae Level	4
Whiwhinga Credit	10
Whāinga Purpose	<p>Ākonga/learners credited with this standard will be able to develop skills and knowledge to support and apply risk and safety management practices, under supervision, as part of a team in conservation activities. They will demonstrate competence in preparing for, managing, and leading groups during conservation tasks, applying kaitiakitanga, and responding to environmental and group needs.</p> <p>This skill standard is for ākonga/learners who want to gain skills and knowledge for general and team roles in conservation in Aotearoa New Zealand.</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Summarise risk and safety management principles in conservation contexts.	a. Describe key concepts: hazard, risk, mitigation, and control.
	b. Describe the structure and function of safety management systems, standard operating procedures (SOPs), and emergency action plans (EAPs).
	c. Interpret and apply relevant Activity Safety Guidelines (ASGs) and Good Practice Guidelines (GPGs) for conservation work.
	d. Identify and assess risks and hazards specific to conservation activities, including environmental, biological, and terrain-related risks.
	e. Describe the cultural considerations, including tikanga and kawa, that influence safety planning in conservation.
2. Prepare for and support risk management in a conservation activity.	a. Identify and assess risks associated with the selected conservation activity, location, tools, and environmental factors.
	b. Develop a safety plan that includes emergency procedures, PPE requirements, communication systems, and hazard controls.
	c. Select appropriate safety and emergency gear for participants and team leaders based on the activity plan.
3. Apply and adapt safety and risk management practices during a conservation activity.	a. Implement the approved safety plan and respond to changing conditions and emerging risks.
	b. Lead or co-lead small teams or sub-groups, making informed decisions on safety actions in real time.
	c. Communicate risk-related observations and decisions effectively to team members and leaders.
	d. Respond to incidents appropriately, following emergency procedures and administering basic first aid if required.
4. Contribute to post-activity safety evaluation.	a. Participate in structured debriefs and evaluations of conservation activities.

	b. Summarise improvements to safety practices and contribute to updates of risk management documentation.
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Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications:

All assessments must take place during a conservation activity in a team and/or as the team lead role.

The activity must be complex enough to allow the application of advanced tool use in the conservation activity.

Ākonga/learners will be assessed carrying out the conservation activity in a team and must follow health, safety, and environmental protocols throughout conservation and monitoring activities, handling equipment responsibly and minimising disturbance to the environment.

Assessment criteria are carried out in accordance with organisational health and safety requirements, and assessment evidence must reflect industry practice.

Appropriate PPE may include:

- Helmets
- Safety boots
- Gloves
- High-visibility clothing
- Eye protection

Definitions

Kaitiakitanga in this standard means the sustainable custodial treatment of the environment in accordance with the tikanga and kawa of local iwi or hapū.

- Tikanga refers to practices and values from mātauranga Māori including wāhi tapu (sacred sites) and culturally appropriate practices during conservation activities.
- Kawa refers to protocol or customs particularly relating to marae protocol.

Ngā momo whiwhinga | Grades available

Achieved / Merit / Excellence <delete as appropriate>

Ihirangi waitohu | Indicative content

General

- Local tikanga and kawa
- Operational plan
- Job Safety Analysis (JSA)
- Toolbox talks
- Eliminate, isolate and mitigate risks
- Hazard and risk identification
- Incident review
- Pre- and post-activity documentation

- Activity review and reflection
- Appropriate communication throughout the activity

Conservation activity

- Ecosystem restoration: native planting; pest control; erosion management; wetland restoration
- Pest control (plant or animal) or result monitoring e.g., setting traps, checking monitoring tunnels, removing invasive plant species from ecosystems.
- Track or trail maintenance
- Outcome monitoring e.g. Permanent plot measures

Legislation

- Health and Safety at Work Act 2015
- Adventure Activities Regulations 2016
- Organisational safety management systems

Rauemi | Resources

All learning and assessment within this skill standard must be carried out in accordance with the following:

- Legislation including [Conservation Act 1987](#), [National Parks Act 1980](#), [Reserves Act 1977](#), [Health and Safety at Work \(HSW\) Act 2015](#), [Health and Safety at Work \(Hazardous Substances\) Regulations 2017](#)
- WorkSafe New Zealand: Health and safety guidance for working in outdoor environments, including the safe use of equipment and management of environmental risks. [Home | WorkSafe](#)
- Worksafe New Zealand: Activity Safety Guidelines [Adventure and outdoor recreation activities – managing the risks from natural hazards | WorkSafe](#)
- Industry Codes including the Land Safety Code <https://www.adventuresmart.nz/land/the-land-safety-code>, and Leave No Trace principles <https://leavenotrace.org.nz>
- A recognised and approved safety management system including organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs), incident response management plans and the use of personal protective equipment (PPE)
- Relevant industry publications and current industry good practice.

Pārongo Whakaū Kōunga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toi Mai Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Sciences > Environment > Ecological Management
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0099

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	TBC	N/A
Kōrero whakakapinga Replacement information	TBC 5 years from listing		

Please contact Toi Mai at qualifications@toimai.nz to suggest changes to the content of this skill standard.

DRAFT
Released under the Official Information Act 1982

1XXXXX

Support and lead conservation activities

Kaupae Level	4
Whiwhinga Credit	15
Whāinga Purpose	<p>Ākonga/learners credited with this standard will be able to develop skills and knowledge to support and lead conservation activities, under supervision, as part of a team in conservation activities. They will demonstrate competence in preparing for, managing, and leading groups during conservation tasks, applying kaitiakitanga and responding to environmental and group needs.</p> <p>This skill standard is for ākonga/learners who want to gain skills and knowledge for general and team roles in conservation in Aotearoa New Zealand.</p>

DRAFT

Released under the Official Information Act 1982

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Summarise the responsibilities and operational scope of a conservation lead role.	a. Outline the responsibilities of a conservation team lead role.
	b. Outline the main components for the operational scope of a conservation activity.
	c. Describe how the conservation lead role manages the responsibilities and the operational components.
2. Demonstrate the communication required by the lead role in conservation activities.	a. Describe the communication requirements for the lead role's key functions.
3. Contribute to the planning and preparation of a conservation activity.	a. Assist in developing a conservation operational plan that includes environmental goals, risk management, and resource requirements for a conservation activity.
	b. Prepare and check tools, materials, PPE, and conservation site according to activity and safety requirements.
	c. Select and prepare appropriate personal gear and resources for the conservation activity and environmental conditions
	d. Apply local tikanga/kawa as relevant to the site and activity.
4. Demonstrate leadership and safety management in a conservation context.	a. Deliver safety, environmental and cultural briefings tailored to the conservation activity and participant group
	b. Conduct checks of personal and group equipment, including biosecurity measures as required
	c. Demonstrate group management techniques that support safety, inclusivity, and environmental awareness
	d. Monitor and respond to participant wellbeing and environmental conditions
	e. Promote and model conservation ethics and safe practices throughout the activity

5. Assist in leading conservation activities.	a. Support the implementation of the conservation operational plan, including time and task management and people management.
	b. Adapt conservation activity in response to weather, environmental conditions, or participant needs or unforeseen challenges.
	c. Communicate with participants and other stakeholders throughout the activity.
	d. Assist in evaluating the outcomes of the conservation activity and contribute to post-activity review.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications:

All assessments must take place during a conservation activity in a team and/or as the team lead role.

The activity must be complex enough to enable the planning, assisting in health and safety requirements and in leading conservation activities.

Ākonga/learners will be assessed carrying out the conservation activity in a team and must follow health, safety, and environmental protocols throughout conservation and monitoring activities, handling equipment responsibly and minimising disturbance to the environment.

Assessment criteria are carried out in accordance with organisational health and safety requirements, and assessment evidence must reflect industry practice.

Appropriate PPE may include:

- Helmets
- Safety boots
- Gloves
- High-visibility clothing
- Eye protection

Definitions

Kaitiakitanga in this standard means the sustainable custodial treatment of the environment in accordance with the tikanga and kawa of local iwi or hapū.

- Tikanga refers to practices and values from mātauranga Māori including wāhi tapu (sacred sites) and culturally appropriate practices during conservation activities.
- Kawa refers to protocol or customs particularly relating to marae protocol.

Ngā momo whiwhinga | Grades available

Achieved

Ihirangi waitohu | Indicative content

General

- Local tikanga and kawa
- Appropriate equipment as per current industry best practice for conservation activity
- Safety considerations for the activity including participant information, group gear, shelter, nutritional and hydration needs
- Safety briefings
- Group leadership and management of group
- Conservation operational plan
- Conservation activity review process
- Appropriate communication throughout the activity

Conservation activities

- Ecosystem restoration: native planting; pest control; erosion management; wetland restoration
- Pest control (plant or animal) or result monitoring e.g., setting traps, checking monitoring tunnels, removing invasive plant species from ecosystems.
- Track or trail maintenance
- Outcome monitoring e.g. Permanent plot measures

Rauemi | Resources

All learning and assessment within this skill standard must be carried out in accordance with the following:

- Legislation including [Conservation Act 1987](#), [National Parks Act 1980](#), [Reserves Act 1977](#), [Health and Safety at Work \(HSW\) Act 2015](#), [Health and Safety at Work \(Hazardous Substances\) Regulations 2017](#)
- WorkSafe New Zealand: Health and safety guidance for working in outdoor environments, including the safe use of equipment and management of environmental risks. [Home | WorkSafe](#)
- Worksafe New Zealand: Activity Safety Guidelines [Adventure and outdoor recreation activities – managing the risks from natural hazards | WorkSafe](#)
- Industry Codes including the Land Safety Code <https://www.adventuresmart.nz/land/the-land-safety-code>, and Leave No Trace principles <https://leavenotrace.org.nz>
- A recognised and approved safety management system including organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs), incident response management plans and the use of personal protective equipment (PPE)
- Relevant industry publications and current industry good practice.

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toi Mai Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Sciences > Environment > Ecological Management

Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0099
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Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	TBC	N/A
Kōrero whakakapinga Replacement information	TBC 5 years from listing		

Please contact Toi Mai at qualifications@toimai.nz to suggest changes to the content of this skill standard.



TOI MAI

Workforce
Development
Council

Managing Self for Conservation Activity (Micro-Credential)

Level 3, 15 credits

Micro-credential number (if known/NZQA to complete)

Reporting Code (if known/NZQA to complete)

TEO Name (MOE #####)

Released under the Official Information Act 1982

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Listing

Title

Managing Self for Conservation Activity

Level and credits

3

15

Classification (NZSCED)

050999 Agriculture, Environmental and Related Studies > Environmental Studies > Environmental Studies not elsewhere classified

Purpose

The purpose of this micro-credential is to provide the Conservation industry with people who have skills and knowledge to effectively manage themselves for conservation activities as part of a team.

This micro-credential is intended for those who are considering general and team roles in conservation in Aotearoa New Zealand, including conservation organisations, local government, iwi, hapū and community organisations focused on conservation and ecological restoration.

Outcome

On successful completion of this micro-credential, learners/ākonga will be able to:

- Manage self, personal gear and group equipment
- Demonstrate awareness of group and safety management requirements
- Perform conservation activity as part of a team
- Demonstrate tikanga and kawa while carrying out a conservation activity
- Self-reflect on own self-management for duration of activity

Education pathway

This micro-credential builds upon:

Introduction to Conservation (micro-credential) (Level 2) [Ref:xx]

On successful completion of this micro-credential, learners/ākonga may progress to further study or training towards Conservation Practical and Technical Skills – Conservation Activity (micro-credential) (Level 3) [Ref:xx] and towards qualifications in conservation such as the New Zealand Certificate in Conservation (operations) (Level 4) [Ref: 2963], or qualifications in a related field such as the New Zealand Certificate in Pest Operations (Level 3) [Ref:2443]

Cultural, community or employment pathway

On successful completion of this micro-credential, learners/ākonga will have the skills and knowledge to work in general and team roles in conservation in Aotearoa New Zealand including conservation organisations, local government, iwi and community groups focused on conservation and ecological restoration.

Assessment standards or skill standards (if applicable)

ID	Title	Level	Credit	Version
TBC	Managing self for a conservation activity	3	15	1

Review period

TBC

Approval

Learning outcomes

On successful completion of this micro-credential, learners will be able to:

- Work proactively as a team in a conservation activity
- Demonstrate awareness of Health and Safety requirements
- Prepare self appropriately for the day

See Appendix 1 – Component Description

Need and acceptability

Feedback from industry, providers, iwi and community groups has identified needs for shorter courses for the conservation workforce that will help facilitate more flexible pathways into conservation careers. Consultation has shown wide support from both industry and providers through engagements beginning late 2022 which consistently identified and supported the need for building entry-level and general level capability in the conservation workforce. A further survey indicated support for the development of micro-credentials and skill standards. This was further supported in online hui at the end of 2024 which endorsed the micro-credential and skill standard development approach and identified key areas for Level 3 and level 4 development. Hui in early 2025 discussed and confirmed the areas for development. Subsequently, a writing group and writing plan was established in March and writing began in May 2025. Feedback was sought and provided by the Advisory Group throughout May and June for further refinement.

Admission

No entry requirements specific to this micro-credential.

Credit recognition and transfer, recognition of prior learning

Providers must have credit recognition policies which include processes on cross-crediting, credit transfer, and recognition of current competency or prior learning for those already working in the industry without a qualification.

Length and Structure

Length

This micro-credential requires a minimum of 150 hours of preparation, learning, and assessment.

Structure

This micro-credential contains one skill standard/component and therefore the order of delivery of content is not applicable.

Assessment methods

Learners/ākonga must be assessed within real conservation environments where appropriate.

Assessment must:

- Reflect current best practice conservation practice.
- Influence equitable outcomes for all learners/ākonga. This may involve using different assessment methods such as written, oral, observation or demonstration.
- Honour ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
- Value Māori traditional knowledge; perspectives of Pacific communities, and cultural and educational needs as identified by learners/ākonga.

Completion

Learners/ākonga must complete the skill standard/ component to be awarded this micro-credential.

Review process

It is expected that providers ensure regular reviews of the provision of this micro-credential as part of their ongoing programme review process.

Appendix 1 - Component Descriptions

Component Title 1: Managing Self for Conservation Activity

Level	3	Credits	15
Mode	Face to face in the field and under supervision.	Duration (weeks)	150 hours
Learning outcomes	<p>On successful completion of this component, learners will be able to:</p> <p>LO 1: Work proactively as a team in a conservation activity</p> <p>LO 2: Demonstrate awareness of Health and Safety requirements</p> <p>LO 3: Prepare self appropriately for the day</p>		
Topics	<ul style="list-style-type: none"> • Tikanga and kawa practices for and during conservation activities • Conservation activity plan • Manage self as part of a group • Appropriate equipment as per current industry best practice for conservation activity • Health and safety considerations for self and group • Evidence and improvement plan tools • PPE gear • Hand tool use • Group reflection review process • Appropriate communication throughout the activity 		
Methods (optional)	All assessments must take place during a real conservation activity in a team.		
Standard(s) (if applicable)	TBC		

1XXXXX

**Conservation Practical and Technical Skills –
Conservation Activity**

Kaupae Level	3
Whiwhinga Credit	15
Whāinga Purpose	<p>Ākonga/learners credited with this standard will be able to develop skills and knowledge to apply conservation practical and technical skills in conservation activities as part of a team. They will be able to apply kaitiakitanga practices in conservation activities in Aotearoa New Zealand.</p> <p>This skill standard is for ākonga/learners who want to gain skills and knowledge for general and team roles in conservation in Aotearoa New Zealand.</p>

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Prepare for a conservation activity in a team context	a. Use navigation tools (GPS, map and compass) successfully within the activity.
	b. Create a set of field instructions, including equipment needed for your conservation activity.
	c. Organise and pack the gear and equipment ready for the activity.
	d. Interpret and follow relevant health and safety procedures, including local tikanga and kawa for a conservation activity.
2. Discuss two or more control methods for the conservation activity	a. Define the pest (plant or animal) issue.
	b. Identify appropriate control methods, based on best practice.
	c. Describe the site for the conservation activity.
3. Select appropriate control methods, technology and data collection techniques for a conservation activity	a. Evaluate and select options for pest (plant or animal) control methods.
	b. Select a technical system and method, including best practice, to support a conservation activity.
	c. Discuss different options for data collection and select the most appropriate for the conservation activity.
4. Undertake activity using selected technical system and method in line with best practice	a. Implement the selected control method, using the appropriate equipment
	b. Collect data for pest control results using an appropriate data collection technique.
	c. Reflect, as a team, on the conservation activity.
	d. Identify any areas for improvements in carrying out the activity.
5. Record basic details of daily work, including location and data collection	a. Complete standard data collection templates, apps and/or diaries
	b. Store results in the correct format.

6. Complete self-reflection on using local tikanga and kawa practices in a conservation activity	a. Describe a range of local tikanga and kawa practices for carrying out the conservation activity
	b. Review own use of local tikanga and kawa used in the conservation activity

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications:

This skill standard must be assessed during a team conservation activity under supervision. Supervisors must work from a set of field instructions including equipment needed for the conservation activity. The activity must be complex enough to allow the implementation of control methods and data collection alongside the conservation activity.

Ākonga/learners will be assessed carrying out the activities in a team and must follow health, safety, and environmental protocols throughout conservation and monitoring activities, handling equipment responsibly and minimising disturbance to the environment.

Assessment criteria are carried out in accordance with organisational health and safety requirements, and assessment evidence must reflect industry practice.

Appropriate PPE may include:

- Helmets
- Safety boots
- Gloves
- High-visibility clothing
- Eye protection

Definitions

Kaitiakitanga in this standard means the sustainable custodial treatment of the environment in accordance with the tikanga and kawa of local iwi or hapū.

- Tikanga refers to practices and values from mātauranga Māori including wāhi tapu (sacred sites) and culturally appropriate practices during conservation activities.
- Kawa refers to protocol or customs particularly relating to marae protocol.

Ngā momo whiwhinga | Grades available

Achieved

Ihirangi waitohu | Indicative content**Tools and Equipment**

- Safe handling techniques and any specific usage guidelines
- Basic maintenance tasks on tools and equipment, such as cleaning, storing, or inspecting for damage, ensuring items are left in good condition for future use
- GPS use in the field in relation to the conservation activity
- Waypoints to mark specific locations for animal traps and/or plant sites
- Navigation to waypoints, and tracklog.
- Compass use by understanding magnetic directions (not true north).
- Device selection for the conservation activity

Control Methods and Data Collection

- Invasive weed control methods and selection of the best method for the chosen conservation activity
- Invasive animal control methods and selection of the best method for the chosen conservation activity
- Data sheets, TrapNZ, Spray Diaries, Field Maps app
- Task specifications and creation of field instructions
- Data collection and record keeping
- Reflection review process

Rauemi | Resources

All learning and assessment within this skill standard must be carried out in accordance with the following:

- Legislation including [Conservation Act 1987](#), [National Parks Act 1980](#), [Reserves Act 1977](#), [Health and Safety at Work \(HSW\) Act 2015](#), [Health and Safety at Work \(Hazardous Substances\) Regulations 2017](#).
- WorkSafe New Zealand: Health and safety guidance for working in outdoor environments, including the safe use of equipment and management of environmental risks.

Pārongo Whakaū Kōunga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toi Mai Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Sciences > Environment > Ecological Management
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0099>

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	TBC	N/A
Kōrero whakakapinga Replacement information	N/A		
Rā arotake Planned review date	TBC 5 years from listing		

Please contact Toi Mai at qualifications@toimai.nz to suggest changes to the content of this skill standard.



**Conservation Practical and Technical Skills - Conservation
Activity (Micro-Credential)**

Level 3, 15 credits

Micro-credential number (if known/NZQA to complete)

Reporting Code (if known/NZQA to complete)

TEO Name (MOE #####)

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Credit recognition and transfer, recognition of prior learning.....	7
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Listing

Title

Conservation Practical and Technical Skills – Conservation Activity

Level and credits

3

15

Classification (NZSCED)

050999 Agriculture, Environmental and Related Studies > Environmental Studies > Environmental Studies not elsewhere classified

Purpose

The purpose of this micro-credential is to provide the Conservation industry with people who have practical and technical skills and knowledge required to undertake general and team member roles in conservation activities.

This micro-credential is intended for those who are considering general and team member roles in conservation in Aotearoa New Zealand, including conservation organisations, local government, iwi, hapū and community organisations focused on conservation and ecological restoration.

Outcome

On successful completion of this micro-credential, learners/ākonga will be able to:

- Demonstrate kaitiakitanga while carrying out a conservation activity
- Select and use tools and devices for navigation
- Perform a control method, monitoring technique and collection data for a conservation activity
- Record and store conservation activity data
- Participate in reflection review process of a conservation activity

Education pathway

This micro-credential builds upon:

Introduction to Conservation (micro-credential) (Level 2) [Ref:xx]

On successful completion of this micro-credential, learners/ākonga may progress to further study or training towards Managing Self for Conservation Activity (micro-credential) (Level 3) [Ref:xx] and towards qualifications in conservation such as the New Zealand Certificate in Conservation (operations) (Level 4) [Ref: 2963], or qualifications in a related field such as the New Zealand Certificate in Pest Operations (Level 3) [Ref:2443]

Cultural, community or employment pathway

Learners/ākonga will have the skills and knowledge to work in general and team roles in conservation in Aotearoa New Zealand including conservation organisations, local government, iwi and community groups focused on conservation and ecological restoration.

Assessment standards or skill standards (if applicable)

ID	Title	Level	Credit	Version
TBC	Conservation practical and technical skills – conservation activity	3	15	1

Review period

Guidelines Section 3.6

TBC

Approval

Learning outcomes

On successful completion of this micro-credential, learners will be able to:

- Prepare for a conservation activity in a team context
- Discuss two or more control methods for the conservation activity
- Select appropriate control methods, technology and data collection techniques for a

conservation activity

- Undertake activity using selected technical system and method in line with best practice
- Record basic details of daily work, including location and data collection
- Complete self-reflection on using local tikanga and kawa practices in a conservation activity

[See Appendix 1 – Component Description](#)

Need and acceptability

Feedback from industry, providers, iwi and community groups has identified needs for shorter courses for the conservation workforce that will help facilitate more flexible pathways into conservation careers. Consultation has shown wide support from both industry and providers through engagements beginning late 2022 which consistently identified and supported the need for building entry-level and general level capability in the conservation workforce. A further survey indicated support for the development of micro-credentials and skill standards. This was further supported in online hui at the end of 2024 which endorsed the micro-credential and skill standard development approach and identified key areas for Level 3 and level 4 development. Hui in early 2025 discussed and confirmed the areas for development. Subsequently, a writing group and writing plan was established in March and writing began in May 2025. Feedback was sought and provided by the Advisory Group throughout May and June for further refinement.

Admission

No entry requirements specific to this micro-credential.

Credit recognition and transfer, recognition of prior learning

Providers must have credit recognition policies which include processes on cross-crediting, credit transfer, and recognition of current competency or prior learning for those already working in the industry without a qualification.

Length and Structure

Length

This micro-credential requires a minimum of 150 hours of preparation, learning, and assessment.

Structure

This micro-credential contains one skill standard/component and therefore the order of delivery of content is not applicable.

[See Appendix 1 – Component Description](#)

Assessment methods

Learners/ākonga must be assessed within real conservation environments where appropriate.

Assessment must:

- Reflect current best practice conservation practice.
- Influence equitable outcomes for all learners/ākonga. This may involve using different assessment methods such as written, oral, observation or demonstration.
- Honour ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
- Value Māori traditional knowledge; perspectives of Pacific communities, and cultural and educational needs as identified by learners/ākonga.

Completion

Learners/ākonga must complete the skill standard/ component to be awarded this micro-credential.

Review process

It is expected that providers ensure regular reviews of the provision of this micro-credential as part of their ongoing programme review process.

Appendix 1 - Component Description

Component Title 1: Conservation Practical and Technical Skills - Conservation Activity

Level	3	Credits	15
Mode	Face to face in the field and under supervision.	Duration (weeks)	150 hours
Learning outcomes	<p>On successful completion of this component, learners will be able to:</p> <p>LO 1: Prepare for a conservation activity in a team context</p> <p>LO 2: Discuss two or more control methods for the conservation activity</p> <p>LO 3: Select appropriate control methods, technology and data collection techniques for a conservation activity</p> <p>LO 4: Undertake activity using selected technical system and method in line with best practice</p> <p>LO 5: Record basic details of daily work, including location and data collection</p> <p>LO 6: Complete self-reflection on using local tikanga and kawa practices in a conservation activity</p>		
Topics	<p>Tools and equipment</p> <ul style="list-style-type: none"> • Safe handling techniques and any specific usage guidelines • Basic maintenance tasks on tools and equipment, such as cleaning, storing, or inspecting for damage, ensuring items are left in good condition for future use • GPS use in the field in relation to the conservation activity • Waypoints to mark specific locations for animal traps and/or plant sites • Navigation to waypoints, and tracklog. • Compass use by understanding magnetic directions (not true north). • Device selection for the conservation activity <p>Conservation methods and data collection</p> <ul style="list-style-type: none"> • Invasive weed control methods and selection of the best method for the chosen conservation activity • Invasive animal control methods and selection of the best method for the chosen conservation activity • Data sheets, TrapNZ, Spray Diaries, Field Maps app • Task specifications and creation of field instructions • Data collection and record keeping 		

	<ul style="list-style-type: none"> • Reflection review process <p>Kaitiakitanga</p> <ul style="list-style-type: none"> • Sustainable custodial treatment of the environment in accordance with the tikanga and kawa of local iwi or hapū.
Methods (optional)	<p>All assessments must take place during a real conservation activity in a team.</p> <p>The activity must be complex enough to allow the application of a monitoring technique and data collection in the conservation activity.</p>
Standard(s) (if applicable)	TBC

1XXXXX

Managing Self for Conservation Activity

Kaupae Level	Level 3
Whiwhinga Credit	15
Whāinga Purpose	<p>Ākonga/learners credited with this standard will be able to develop skills and knowledge to effectively manage themselves for conservation activities as part of a team. They will be able to contribute positively to group tasks, take responsibility for personal preparation, and comply with health and safety standards under supervision.</p> <p>This skill standard is for ākonga/learners who want to gain skills and knowledge for general and team roles in conservation in Aotearoa New Zealand.</p>

DRAFT

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Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Work proactively as a team in a conservation activity	a. Actively participate in group discussions and planning of a conservation activity.
	b. Carry out tasks as directed by the activity leader as a team member for the conservation activity.
	c. Complete at least two assigned tasks under the supervision of the activity leader during the conservation activity.
	d. Work together as a team to complete the conservation activity.
	e. Communicate clearly and respectfully within the group while carrying out the conservation activity.
2. Demonstrate awareness of Health and Safety requirements	a. Interpret and follow relevant health and safety procedures, including local tikanga and kawa for a conservation activity.
	b. Demonstrate correct and safe use of hand tools, equipment, and materials for the conservation activity.
	c. Apply the appropriate tikanga and kawa for the conservation activity.
	d. Demonstrate a safe working environment for self and others during the conservation activity.
	e. Reflect, as a team, on the relevant health and safety procedures, including tikanga and kawa, and identify any areas for improvements.
3. Prepare self appropriately for the day	a. Select suitable clothing and footwear for the conservation activity and weather conditions.
	b. Select the correct Personal Protective Equipment (PPE) for the conservation activity.
	c. Develop a gear list for personal items and equipment such as water, food, gloves, sun protection, or wet-weather gear.
	d. Develop a gear list for group equipment (e.g. GPS, tools, first aid kits). Prepare gear, and use in the conservation activity.

	e. Reflect, as a team, on the gear used (both personal and group), and identify any changes required for improvement.
--	---

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria

Assessment specifications:

This skill standard must be assessed during a team conservation activity under supervision. Supervisors must work from a set of field instructions including equipment needed for the conservation activity.

Ākonga/learners will be assessed carrying out the activities in a team and must follow health, safety, and environmental protocols throughout conservation and monitoring activities, handling equipment responsibly and minimising disturbance to the environment.

Assessment criteria are carried out in accordance with organisational health and safety requirements, and assessment evidence must reflect industry practice.

Job Safety Analysis, Toolbox talk or similar must be completed as evidence and improvement plans developed.

Appropriate PPE may include:

- Helmets
- Safety boots
- Gloves
- High-visibility clothing
- Eye protection

Definitions

- Tikanga refers to practices and values from mātauranga Māori including wāhi tapu (sacred sites) and culturally appropriate practices during conservation activities.
- Kawa refers to protocol or customs particularly relating to marae protocol.

Ngā momo whiwhinga | Grades available

Achieved

Ihirangi waitohu | Indicative content

Tools and Equipment

- Safe handling techniques and any specific usage guidelines
- Basic maintenance tasks on tools and equipment, such as cleaning, storing, or inspecting for damage, ensuring items are left in good condition for future use
- Hand tool selection
- Personal gear and equipment
- Group gear and equipment

Conservation Activity

- Conservation activity appropriate to the project or area
- Job Safety Analysis, Toolbox talk or similar
- Improvement plans
- Safe working practices
- Reflection process

Rauemi | Resources

All learning and assessment within this skill standard must be carried out in accordance with the following:

- Legislation including [Conservation Act 1987](#), [National Parks Act 1980](#), [Reserves Act 1977](#), [Health and Safety at Work \(HSW\) Act 2015](#), [Health and Safety at Work \(Hazardous Substances\) Regulations 2017](#).
- WorkSafe New Zealand: Health and safety guidance for working in outdoor environments, including the safe use of equipment and management of environmental risks.

Pārongo Whakaū Kouna | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toi Mai Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Sciences > Environment > Ecological Management
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0099

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	TBC	N/A
Rā arotake Planned review date	TBC 5 years from listing		

Please contact Toi Mai at qualifications@toimai.nz to suggest changes to the content of this skill standard.

Process for DOC sponsored people enrolling on Nelson Marlborough Institute of Technology (NMIT) Predator Trapping Methods course

1. Approval

To proceed with DOC sponsored enrolment on this course, you must first have **written approval** from the local DOC office. This can be by email. You must qualify as a domestic student to apply with this sponsorship.

We will cover the course fees for enrolling and completing the PRT301 Predator Trapping Methods course for any courses run before the 30th June 2025, who have written approval.

This sponsorship is for NMIT course fees only – hours, travel, accommodation etc are not covered.

2. Enrolment

Enrolments are exclusively the domain of NMIT. All enrolments for courses must be completed ONLINE through the NMIT website [PRT301 Predator Trapping Methods | Nelson Marlborough Institute of Technology \(NMIT\)](https://www.nmit.ac.nz/courses/PRT301-Predator-Trapping-Methods). Or by phoning NMIT information and enrolments on 0800 422 733.

You will need to enrol at least three weeks before the course start date, but the earlier the better - please be aware the enrolment process can take a few days. Once fully enrolled, course information will be sent to you two weeks prior to the workshop dates.

You will firstly need to create an account with NMIT using your email address and setting a password. You may then select a course to enrol onto.

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Use this to change your residency status.
Got it!

Predator Trapping Methods

Nationwide tailored courses available
LEVEL 3

Delivered in partnership with DOC, this course provides the knowledge and skills to manage effective pest control programmes.

Designed for communities that wish to become more active in predator pest control in their local conservation areas this course aims to provide an overview of New Zealand pest predators focusing on rats, stoats, and possums.

You will look at defining why these predators are problematic and how to control them.

Department of Conservation
Te Papa Atawhai
Delivered in partnership with the Department of Conservation.

APPLY NOW
Ask a question or call 0800 422 733

This means that you will now graduate with a Te Pūkenga qualification. [Read more](#)

Course code
PRT301

3. Invoicing

As you complete the enrolment form, ensure you tick the "Company Invoice" box, on the form. In the box immediately below, you should write "Department of Conservation, DOC Rangiora Office Attn: Vanessa Mander. Purchase Order number: 4500066198".

Fees and payment options

COURSE FEE
\$188

To help us process your application, please tell us how you would like to pay for your fees: (required)

☐ Credit card, bank transfer or cash

☒ Company invoice

Please tell us the organisation name, postal address, contact details and a PO number (if applicable)

Department of Conservation - DOC Rangiora Office
Attn: Vanessa Mander.
Purchase Order number: 4500066198

Any invoicing problems, please contact enrolments@nmit.ac.nz or vmander@doc.govt.nz

4. National Student Number (NSN)

Enrolment is more streamlined if you have your National Student Number (NSN) number ready. You will have been assigned a number if you have studied in NZ at school or any tertiary institution. Contact [National Student Number \(NSN\) » NZQA](#) or tel. 0800 697 296 if you do not know your NSN number. By having your NSN number, you avoid needing to go through getting verified ID.

5. International fee

This sponsorship does not cover international students.

6. Cancellation

To cancel your enrolment, contact enrolments@nmit.ac.nz or call 0800 422 733. You may not swap your enrolment for another person as NMIT maintains its own waitlist if a course is full. DOC cannot cancel your enrolment on your behalf as your enrolment is strictly between yourself and the education provider.

Please ensure you are familiar with NMIT cancellation policy.

If you have any queries or concerns regarding the above information, please contact enrolments@nmit.ac.nz, your sponsoring DOC ranger or Vanessa Mander vmander@doc.govt.nz

1XXXXX

Carry out conservation outcome monitoring

Kaupae Level	4
Whiwhinga Credit	15
Whāinga Purpose	<p>Ākonga/learners credited with this standard will be able to carry out conservation activities and demonstrate conservation outcome monitoring and data collection in a team environment and individually. They will be able to apply knowledge of kaitiakitanga and conservation principles in Aotearoa New Zealand.</p> <p>This skill standard is for ākonga/learners who want to gain skills and knowledge for general and team roles in conservation in Aotearoa</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Select an appropriate outcome monitoring method/s for the conservation activity.	a. Describe conservation outcome monitoring methods.
	b. Match the outcome monitoring method/s to the conservation activity.
	c. Evaluate the strengths and weaknesses of the outcome monitoring method/s appropriate to different conservation activities.
2. Set up the conservation monitoring method/s for a conservation activity.	a. Evaluate the tools and technology available, and select the outcome monitoring method.
	b. Use technology to map the location of the outcome monitoring method within the conservation activity.
	c. Prepare field instructions and health and safety for the activity, including local tikanga and kawa.
3. Carry out the outcome monitoring method/s and record data appropriately.	a. Demonstrate best practice protocols, consistent with standard operating procedures for the outcome monitoring method/s.
	b. Apply local tikanga and kawa, where appropriate, for the outcome monitoring method/s.
	c. Measure and record all data in the correct format for the chosen method/s.
	d. Store the data as per organisational protocols.
4. Analyse data and report the findings of the outcome monitoring of the conservation activity.	a. Input data to the relevant template.
	b. Enter information into the correct reporting form.
	c. Evaluate and comment on any changes or patterns in the data.
	d. Clearly share what the outcome monitoring shows.
	e. Report the findings in an appropriate format.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria**Assessment specifications:**

All assessments must take place during a conservation activity in a team and/or as the team lead role.

The activity must be complex enough to allow the application of a conservation outcome monitoring technique and data collection in the conservation activity.

Ākonga/learners will be assessed carrying out the outcome monitoring in a team and must follow health, safety, and environmental protocols throughout conservation and monitoring activities, handling equipment responsibly and minimising disturbance to the environment.

Assessment criteria are carried out in accordance with organisational health and safety requirements, and assessment evidence must reflect industry practice.

Appropriate PPE may include:

- Helmets
- Safety boots
- Gloves
- High-visibility clothing
- Eye protection

Ngā momo whiwhinga | Grades available

Achieved **Ihirangi waitohu** | Indicative content

General

- Kaitiakitanga
- GPS use
- GIS mapping
- Compass use, by understanding magnetic bearings (not true north)
- Device selection for the conservation activity
- Data collection tools e.g. National Vegetation Survey sheets

Conservation outcome monitoring

- Permanent plot measurement e.g. 20x20, RECCE methods
- Transect measures e.g. 5 Minute Bird counts, Foliar Browse Index for native tree outcomes
- Photo points
- 1m square counts
- Pitfall and light trapping
- Systematic searching
- Data collection and analysis
- Report writing for informing management decisions
- Other relevant methods as applicable

Definitions

Kaitiakitanga in this standard means the sustainable custodial treatment of the environment in accordance with the tikanga and kawa of local iwi or hapū.

- Tikanga refers to practices and values from mātauranga Māori including wāhi tapu (sacred sites) and culturally appropriate practices during conservation activities.

Kawa refers to protocol or customs particularly relating to marae protocol.

Rauemi | Resources

All learning and assessment within this skill standard must be carried out in accordance with the following:

- Legislation including [Conservation Act 1987](#), [National Parks Act 1980](#), [Reserves Act 1977](#), [Health and Safety at Work \(HSW\) Act 2015](#), [Health and Safety at Work \(Hazardous Substances\) Regulations 2017](#)
- WorkSafe New Zealand: Health and safety guidance for working in outdoor environments, including the safe use of equipment and management of environmental risks. [Home | WorkSafe](#)
- Worksafe New Zealand: Activity Safety Guidelines [Adventure and outdoor recreation activities – managing the risks from natural hazards | WorkSafe](#)
- Industry Codes including the Land Safety Code <https://www.adventuresmart.nz/land/the-land-safety-code>, and Leave No Trace principles <https://leavenotrace.org.nz>
- A recognised and approved safety management system including organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs), incident response management plans and the use of personal protective equipment (PPE)
- Relevant industry publications and current industry good practice.

Useful resources for outcome monitoring methods:

- DOC Biodiversity Inventory and Monitoring toolbox
- [Maanaki Whenua databases with field manuals](#)

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toi Mai Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Sciences > Environment > Ecological Management
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0099

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhītatanga Registration	1	TBC	N/A
Kōrero whakakapinga Replacement information	TBC 5 years from listing		

Please contact Toi Mai at qualifications@toimai.nz to suggest changes to the content of this skill standard.



TOI MAI

Workforce
Development
Council

Item 13

**Carry out conservation outcome monitoring
(Micro-Credential)**

Level 4, 15 credits

Micro-credential number (if known/NZQA to complete)

Reporting Code (if known/NZQA to complete)

TEO Name (MOE #####)

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Listing

Title

Carry out conservation practical and technical skills – Outcome Monitoring

Level and credits

4	15
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Classification (NZSCED)

050999 Agriculture, Environmental and Related Studies > Environmental Studies > Environmental Studies not elsewhere classified

Purpose

The purpose of this micro-credential is to provide the Conservation industry with people who have practical and technical skills and knowledge required to undertake, track and report on conservation outcome monitoring including kaitiakitanga, in conservation activities.

This micro-credential is intended for ākonga/learners who are considering general and team roles in conservation in Aotearoa New Zealand, including conservation organisations, local government, iwi, hapū and community organisations in conservation.

Outcome

On successful completion of this micro-credential, learners/ākonga will be able to:

- Demonstrate understanding of the purpose of conservation outcome monitoring
- Select appropriate conservation outcome monitoring methods for selected conservation activity
- Undertake conservation outcome monitoring
- Collect and store data
- Report findings

Education pathway

This micro-credential builds upon:

- Conservation Practical and Technical Skills – Conservation Activity (micro-credential) (Level 3) [Ref:xx]
- Managing Self for Conservation Activity (micro-credential) (Level 3) [Ref:xx]
- New Zealand Certificate in Pest Operations (Level 3) with strands in Rural Pest Control, Rural Pest Monitoring, and Urban Pest Control [Ref:2443]
- Predator Trapping Methods (Micro-credential) (Level 3) [Ref:4195]

On successful completion of this micro-credential, learners/ākonga may progress to further study or training towards qualifications in conservation such as:

- Conservation Practical and technical Skills – Pest (plant or Animal) Control, Resulting and Tool Use (Micro-Credential) (Level 4) [Ref: xx]
- Conservation -Supporting Leadership Skills (Micro-Credential) (Level 4) [Ref: xx]
- New Zealand Certificate in Conservation (Operations) (Level 4) [Ref:2963],

or qualifications in a related field such as:

- New Zealand Diploma in Environmental Management, in Marine, Terrestrial & Conservation (Operations) (Level 5) [Ref:2964]

Cultural, community or employment pathway

On successful completion of this micro-credential, learners/ākonga will have the skills and knowledge to work in general and team roles in conservation in Aotearoa New Zealand including conservation organisations, local government, iwi and community groups in conservation.

Assessment standards or skill standards (if applicable)

ID	Title	Level	Credit	Version
TBC	Carry out conservation Outcome Monitoring	4	15	1

Review period

TBC

Approval

Learning outcomes

On successful completion of this micro-credential, learners/ākonga will be able to:

- Select an appropriate outcome monitoring method/s for the conservation activity
- Setup the conservation monitoring outcome method/s for a conservation activity
- Carry out the outcome monitoring method/s and record data appropriately
- Analyse data and report the findings of the outcome monitoring of the conservation activity

See Appendix 1: Component Descriptors

Need and acceptability

Feedback from industry, providers, iwi and community groups has identified needs for shorter courses for the conservation workforce that will help facilitate more flexible pathways into conservation careers. Consultation has shown wide support from both industry and providers through engagements beginning late 2022 which consistently identified and supported the need for building entry-level and general level capability in the conservation workforce. A further survey indicated support for the development of micro-credentials and skill standards. This was further supported in online hui at the end of 2024 which endorsed the micro-credential and skill standard development approach and identified key areas for Level 3 and level 4 development. Hui in early 2025 discussed and confirmed the areas for development. Subsequently, a writing group and writing plan was established in March and writing began in May 2025. Feedback was sought and provided by the Advisory Group throughout May and June for further refinement.

Admission

No entry requirements specific to this micro-credential.

Credit recognition and transfer, recognition of prior learning

Providers must have credit recognition policies which include processes on cross-crediting, credit transfer, and recognition of current competency or prior learning for those already working in the industry without a qualification.

Length and Structure

Length

This micro-credential requires a minimum of 150 hours of preparation, learning, and assessment.

Structure

This micro-credential comprises one component/skill standard.

Content includes:

- Kaitiakitanga and conservation activity
- Conservation outcome monitoring methods and implementation
- Outcome monitoring and reporting findings

See

Appendix 1 - **Component** Descriptor

Assessment methods

Learners/ākonga must be assessed within real conservation environments where appropriate.

Assessment must:

- Reflect current best practice conservation practice.
- Influence equitable outcomes for all learners/ākonga. This may involve using different assessment methods such as written, oral, observation or demonstration.
- Honour ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
- Value Māori traditional knowledge; perspectives of Pacific communities, and cultural and educational needs as identified by learners/ākonga.

Completion

Learners/ākonga must complete component 1 to be awarded this micro-credential.

Review process

It is expected that providers ensure regular reviews of the provision of this micro-credential as part

of their ongoing programme review process.

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Appendix 1 - Component Descriptor

Component 1: Carry out conservation outcome monitoring

Level	4	Credits	15
Mode	Face to face in the field and under supervision	Duration (weeks)	150 hours
Learning outcomes	<p>On successful completion of this component, learners will be able to...</p> <p>LO 1: Select an appropriate outcome monitoring method/s for the conservation activity</p> <p>LO 2: Setup the conservation monitoring outcome method/s for a conservation activity</p> <p>LO 3: Carry out the outcome monitoring method/s and record data appropriately</p> <p>LO 4: Analyse data and report the findings of the outcome monitoring of the conservation activity</p>		
Topics	<ul style="list-style-type: none"> • Kaitiakitanga • GPS use • GIS mapping • Compass use, by understanding magnetic bearings (not true north) • Device selection for the conservation activity • Data collection tools e.g. National Vegetation Survey sheets • Permanent plot measurement e.g. 20x20, RECCE methods • Transect measures e.g. 5 Minute Bird counts, Foliar Browse index for native tree outcomes • Photo points • 1m square counts • Pitfall and light trapping • Systematic searching • Data collection and analysis • Report writing for informing management decisions • Other methods as applicable 		
Methods (optional)	<p>This component must be assessed during a team conservation activity under supervision. Supervisors must work from a set of field instructions for the conservation activity.</p>		
Standard(s) (if applicable)	<p>Skill standard: TBC</p>		

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1XXXXX

Demonstrate advanced tool use for conservation

Kaupae Level	4
Whiwhinga Credit	5
Whāinga Purpose	<p>Ākonga/learners credited with this standard will be able to carry out conservation activities and demonstrate advanced tool use in a team environment and individually. They will be able to apply knowledge of kaitiakitanga and conservation principles in Aotearoa.</p> <p>This skill standard is for ākonga/learners who want to gain skills and knowledge for general and team roles in conservation in Aotearoa</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Select the correct tool/device to collect data for a conservation activity.	a. Demonstrate correct tool/device use for data collection.
	b. Collect and store the data from the tool/device.
2. Apply GPS/GIS proficiently, and upload data from the device.	a. Use a GPS to navigate, track routes and waypoint for a conservation activity.
	b. Use a range of Geographic Information Systems (GIS) to record data for a conservation activity.
	c. Upload and store collected data appropriately.
3. Use the correct power and hand tools to carry out a conservation activity.	a. Select and prepare the appropriate tools for the activity.
	b. Apply the appropriate certifications or sign-offs for power tool use.
	c. Demonstrate proficient use, of at least two power and at least two hand tools.
	d. Maintain and store the tools correctly.
4. Apply communication device skills in the field for a conservation activity.	a. Select the communication device for the activity.
	b. Demonstrate meeting scheduled check-ins via communication devices.
	c. Use the field instructions/plan for carrying out communications.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria**Assessment specifications:**

All assessments must take place during a conservation activity in a team and/or as the team lead role.

The activity must be complex enough to allow the application of advanced tool use in the conservation activity.

Ākonga/learners will be assessed carrying out the conservation activity in a team and must follow health, safety, and environmental protocols throughout conservation and monitoring activities, handling equipment responsibly and minimising disturbance to the environment.

Assessment criteria are carried out in accordance with organisational health and safety requirements, and assessment evidence must reflect industry practice.

Appropriate PPE may include:

- Helmets
- Safety boots
- Gloves
- High-visibility clothing
- Eye protection

Definitions

Kaitiakitanga in this standard means the sustainable custodial treatment of the environment in accordance with the tikanga and kawa of local iwi or hapū.

- Tikanga refers to practices and values from mātauranga Māori including wāhi tapu (sacred sites) and culturally appropriate practices during conservation activities.
- Kawa refers to protocol or customs particularly relating to marae protocol.

Ngā momo whiwhinga | Grades available

Achieved

Ihirangi waitohu | Indicative content

Tools and equipment

- GPS
- Drones
- GIS mapping
- Compass and map
- Inclinator
- Device selection for the conservation activity
- Trail cameras
- VHF radio, UHF radio (hand held radio use)
- Cellphones, Satellite phones, Inreach device etc
- Scrub bars and chainsaws
- Hand tools

Certification

- Chainsaw unit 6917

Conservation activities

- Ecosystem restoration: native planting; pest control; erosion management; wetland restoration
- Pest control (plant or animal) or result monitoring e.g., setting traps, checking monitoring tunnels, removing invasive plant species from ecosystems.
- Track or trail maintenance
- Outcome monitoring e.g. Permanent plot measures

Rauemi | Resources

All learning and assessment within this skill standard must be carried out in accordance with the following:

- Legislation including [Conservation Act 1987](#), [National Parks Act 1980](#), [Reserves Act 1977](#), [Health and Safety at Work \(HSW\) Act 2015](#), [Health and Safety at Work \(Hazardous Substances\) Regulations 2017](#)
- WorkSafe New Zealand: Health and safety guidance for working in outdoor environments, including the safe use of equipment and management of environmental risks. [Home | WorkSafe](#)
- Worksafe New Zealand: Activity Safety Guidelines [Adventure and outdoor recreation activities – managing the risks from natural hazards | WorkSafe](#)
- Industry Codes including the Land Safety Code <https://www.adventuresmart.nz/land/the-land-safety-code>, and Leave No Trace principles <https://leavenotrace.org.nz>
- A recognised and approved safety management system including organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs), incident response management plans and the use of personal protective equipment (PPE)
- Relevant industry publications and current industry good practice.

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toi Mai Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Sciences > Environment > Ecological Management
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0099

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	TBC	N/A
Kōrero whakakapinga Replacement information	TBC 5 years from listing		

Please contact Toi Mai at qualifications@toimai.nz to suggest changes to the content of this skill standard.



**Demonstrate conservation pest (plant or animal) control,
resulting and tool use
(Micro-Credential)**

Level 4, 20 credits

Micro-credential number (if known/NZQA to complete)

Reporting Code (if known/NZQA to complete)

TEO Name (MOE #####)

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Listing

Title

Demonstrate conservation pest control (plant or animal), resulting and tool use

Level and credits

4

20

Classification (NZSCED)

050999 Agriculture, Environmental and Related Studies > Environmental Studies > Environmental Studies not elsewhere classified

Purpose

The purpose of this micro-credential is to provide the Conservation industry with people who have practical and technical skills and knowledge required to undertake, monitor and report on pest (plant or animal) control including kaitiakitanga and tool use in conservation.

This micro-credential is intended for learners/ākonga who are considering general and team roles in conservation in Aotearoa New Zealand, including conservation organisations, local government, iwi, hapū and community organisations focused in conservation.

Outcome

On successful completion of this micro-credential, learners/ākonga will be able to:

- Demonstrate understanding of pest control methods and relevant legislation.
- Undertake pest (plant or animal) control, data collection and pest result monitoring and reporting.
- Use power and hand tools correctly and safely and communication devices appropriately for a conservation activity.

Education pathway

This micro-credential builds upon:

- Conservation Practical and Technical Skills – Conservation Activity (micro-credential) (Level 3) [Ref:xx]
- Managing Self for Conservation Activity (micro-credential) (Level 3) [Ref:xx]
- New Zealand Certificate in Pest Operations (Level 3) with strands in Rural Pest Control, Rural Pest Monitoring, and Urban Pest Control [Ref:2443]
- Predator Trapping Methods (Micro-credential) (Level 3) [Ref:4195]

On successful completion of this micro-credential, learners/ākonga may progress to further study or training towards qualifications in conservation such as:

- Conservation Practical and technical Skills – Outcome Monitoring (Micro-Credential) (Level 4) [Ref: xx]
- Conservation -Supporting Leadership Skills (Micro-Credential) (Level 4) [Ref: xx]
- New Zealand Certificate in Conservation (Operations) (Level 4) [Ref:2963],

or qualifications in a related field such as:

- New Zealand Diploma in Environmental Management, in Marine, Terrestrial & Conservation (Operations) (Level 5) [Ref:2964]

Cultural, community or employment pathway

On successful completion of this micro-credential, learners/ākonga will have the skills and knowledge to work in general and team roles in conservation in Aotearoa New Zealand including conservation organisations, local government, iwi and community groups in conservation

Assessment standards or skill standards (if applicable)

ID	Title	Level	Credit	Version
TBC	Carry out conservation pest (plant or animal) control	4	10	1
TBC	Carry out conservation pest (plant or animal) result monitoring	4	5	1
TBC	Demonstrate advanced tool use for	4	5	1

	conservation			
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Review period

TBC

Approval

Learning outcomes

On successful completion of the micro-credential, learners/ākonga will be able to:

- Evaluate different control methods and tools available
- Select the appropriate control method
- Outline the legislation that contributes to pest, plant or animal, control
- Develop an operational plan, considering the environmental and ecological factors in the area
- Undertake pest control in a field situation and collect data
- Report on the pest control operation
- Evaluate result monitoring techniques for control methods
- Prepare for result monitoring technique/s with field instructions for the control method
- Undertake result monitoring in a field situation and collect data
- Report on the pest result monitoring
- Select the correct tool/device to collect data for a conservation activity
- Apply GPS/GIS proficiently, and upload data from the device
- Use the correct power and hand tools to carry out a conservation activity
- Apply communication device skills in the field for a conservation activity

See Appendix 1: Component Descriptor

Need and acceptability

Feedback from industry, providers, iwi and community groups has identified needs for shorter courses for the conservation workforce that will help facilitate more flexible pathways into conservation careers. Consultation has shown wide support from both industry and providers through engagements beginning late 2022 which consistently identified and supported the need for building entry-level and general level capability in the conservation workforce. A further survey indicated support for the development of micro-credentials and skill standards. This was further supported in online hui at the end of 2024 which endorsed the micro-credential and skill standard development approach and identified key areas for Level 3 and level 4 development. Hui in early 2025 discussed and confirmed the areas for development. Subsequently, a writing group and writing plan was established in March and writing began in May 2025. Feedback was sought and provided by the Advisory Group throughout May and June for further refinement.

Admission

No entry requirements specific to this micro-credential.

Credit recognition and transfer, recognition of prior learning

Providers must have credit recognition policies which include processes on cross-crediting, credit transfer, and recognition of current competency or prior learning for those already working in the industry without a qualification.

Length and Structure

Length

This micro-credential requires a minimum of 100 hours of preparation, learning, and assessment.

Structure

It is designed to be delivered over ## to ## day(s)/week(s)/month(s) (remove day, week or month as required)

Content:

- Kaitiakitanga and conservation activity
- Pest (plant or animal) control methods
- Pest (plant or animal) control monitoring, data collection and reporting
- Power and hand tool use

- Communication device use

Assessment methods

Learners/ākonga must be assessed within real conservation environments where appropriate.

Assessment must:

- Reflect current best practice conservation practice.
- Influence equitable outcomes for all learners/ākonga. This may involve using different assessment methods such as written, oral, observation or demonstration.
- Honour ngā kaupapa o te Tiriti o Waitangi (the principles of the Treaty of Waitangi).
- Value Māori traditional knowledge; perspectives of Pacific communities, and cultural and educational needs as identified by learners/ākonga.

Completion

Learners/ākonga must complete all components to be awarded this micro-credential.

Review process

It is expected that providers ensure regular reviews of the provision of this micro-credential as part of their ongoing programme review process.

Appendix 1 - Component Descriptor

Component Title 1: Demonstrate conservation pest (plant or animal) control

Level	4	Credits	10
Mode	Face to face in the field and under supervision	Duration (weeks)	100 hours
Learning outcomes	<p>On successful completion of this component, learners will be able to:</p> <p>LO 1: Evaluate different control methods and tools available</p> <p>LO 2: Select the appropriate control method</p> <p>LO 3: Outline the legislation that contributes to pest (plant or animal) control</p> <p>LO 4: Develop an operational plan, considering the environmental and ecological factors in the area</p> <p>LO 5: Undertake pest control in a field situation and collect data</p> <p>LO 6: Report on the pest control operation.</p>		
Topics	<p>Tools and equipment</p> <ul style="list-style-type: none"> • Tool selection for the conservation activity • Device selection for the conservation activity • Personal Protection Equipment (PPE) <p>Conservation activities</p> <ul style="list-style-type: none"> • Kaitiakitanga • Invasive (pest) weed control methods and selection of the best method for the chosen conservation activity • Invasive (pest) animal control methods and selection of the best method for the chosen conservation activity • Operational planning in accordance with legislation <ul style="list-style-type: none"> ○ Ecological and environmental factors ○ Field instructions ○ Task specifications and creation of field instructions ○ Health and Safety • Data collection and analysis • Report writing for informing management decisions 		
Methods (optional)	<p>This component must be assessed during a team conservation activity under supervision. The supervisor must provide a set of field instructions to carry out the</p>		

	conservation activity.
Standard(s) (if applicable)	Skill standard: TBC

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Component 2: Carry out conservation pest (plant or animal) result monitoring

Level	4	Credits	5
Mode	Face to face in the field and under supervision	Duration (weeks)	50 hours
Learning outcomes	<p>On successful completion of this component, learners will be able to:</p> <p>LO 1: Evaluate result monitoring techniques for control methods</p> <p>LO 2 : Prepare for result monitoring technique/s with field instructions for the control method</p> <p>LO 3: Undertake result monitoring in a field situation and collect data</p> <p>LO 4: Report on the pest result monitoring.</p>		
Topics	<p>Tools and equipment</p> <ul style="list-style-type: none"> • Tool selection for the conservation activity • Device selection for the conservation activity • Personal Protection Equipment (PPE) <p>Conservation activities</p> <ul style="list-style-type: none"> • Kaitiakitanga • Invasive (pest) plant control project • Invasive (pest) animal control project • Health and Safety • Data collection and analysis • Report writing for enabling management decisions <p>Result Monitoring</p> <ul style="list-style-type: none"> • Pest animal resulting using chew cards, wax tags, tracking tunnels, trail cameras. • Pest plant resulting using GPS locations for infestations, photo points, mark and map, transect belt techniques, drones • Standard best practice template for result data 		
Methods (optional)	<p>This component must be assessed during a team conservation activity under supervision. The supervisor must provide a set of field instructions to carry out the conservation activity.</p>		
Standard(s) (if applicable)	<p>Skill standard : TBC</p>		

Component 3: Demonstrate advanced tool use for conservation

Level	4	Credits	5
Mode	Face to face in the field and under supervision	Duration (weeks)	50 hours
Learning outcomes	<p>On successful completion of this component, learners will be able to:</p> <p>LO 1: Select the correct tool/device to collect data for your conservation activity.</p> <p>LO 2: Apply GPS/GIS proficiently, and upload data from the device.</p> <p>LO 3: Use the correct power and hand tools to carry out a conservation activity</p> <p>LO 4: Apply communication device skills in the field for a conservation activity</p>		
Topics	<p>Tools and equipment</p> <ul style="list-style-type: none"> • GPS • Drones • GIS mapping • Compass and map • Inclinator • Device selection for the conservation activity • Trail cameras • VHF radio, UHF radio (hand held radio use) • Scrub bars and chainsaws • Hand tools <p>Conservation activities</p> <ul style="list-style-type: none"> • Kaitiakitanga • Ecosystem restoration • Pest control (plant or animal) or result monitoring e.g., setting traps, checking monitoring tunnels, removing invasive plant species from ecosystems. • Track or trail maintenance • Outcome monitoring e.g. Permanent plot measures 		
Methods (optional)	<p>This component must be assessed during a team conservation activity under supervision. The supervisor must provide a set of field instructions to carry out the conservation activity.</p>		
Standard(s) (if applicable)	<p>Skill standard: TBC</p>		

1XXXXX

Carry out conservation pest (plant or animal) control

Kaupae Level	4
Whiwhinga Credit	10
Whāinga Purpose	<p>Ākonga/learners credited with this standard will be able to carry out conservation activities and demonstrate pest control and data collection in a team environment and individually. They will be able to apply knowledge of kaitiakitanga and conservation principles in Aotearoa.</p> <p>This skill standard is for ākonga/learners who want to gain skills and knowledge for general and team roles in conservation in Aotearoa</p>

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Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Evaluate different control methods and tools available.	a. Describe the pest (plant or animal) problem and consider control methods available.
	b. Match the tools and equipment required for the control method/s.
2. Select the appropriate control method.	a. Select the appropriate control method for the identified problem.
3. Outline the legislation that contributes to pest (plant or animal) control.	a. Describe the HSNO act, VTA approvals and/or NZS 8409:2021 in relation to agrichemicals.
	b. Research appropriate certifications required to carry out the pest control activity.
4. Develop an operational plan, considering the environmental and ecological factors in the area.	a. Create field instructions for a pest (plant or animal) control activity in the field.
	b. Check all relevant permissions and documentations are included.
	c. Check all health and safety and personal protective equipment are included.
	d. Complete environmental and ecological site information to include in the operational plan.
	e. Prepare the operational plan, ready for management sign off.
5. Undertake pest control in a field situation and collect data.	a. Carry out the operational plan in the field, incorporating local tikanga and kawa.
	b. Collect, process and store raw data in the correct format.
6. Report on the pest control operation.	a. Select the appropriate reporting format for the pest control operation.
	b. Create a report, which includes data analysis, suitable for review by manager/peers.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria**Assessment specifications:**

All assessments must take place during a conservation activity in a team and/or as the team lead role.

The activity must be complex enough to allow the application of identification techniques.

Ākonga/learners will be assessed carrying out the conservation activity in a team and must follow health, safety, and environmental protocols throughout conservation and monitoring activities, handling equipment responsibly and minimising disturbance to the environment.

Assessment criteria are carried out in accordance with organisational health and safety requirements, and assessment evidence must reflect industry practice.

Appropriate PPE may include:

- Helmets
- Safety boots
- Gloves
- High-visibility clothing
- Eye protection

Definitions

Kaitiakitanga in this standard means the sustainable custodial treatment of the environment in accordance with the tikanga and kawa of local iwi or hapū.

- Tikanga refers to practices and values from mātauranga Māori including wāhi tapu (sacred sites) and culturally appropriate practices during conservation activities.
- Kawa refers to protocol or customs particularly relating to marae protocol.

Ngā momo whiwhinga | Grades available

Achieved

Ihirangi waitohu | Indicative content**Tools and equipment**

- Tool selection for the conservation activity
- Device selection for the conservation activity
- Personal Protection Equipment (PPE)

Conservation activities

- Invasive (pest) weed control methods and selection of the best method for the chosen conservation activity
- Invasive (pest) animal control methods and selection of the best method for the chosen conservation activity
- Operational planning in accordance with legislation
 - Ecological and environmental factors
 - Field instructions
 - Task specifications and creation of field instructions
 - Health and Safety
- Data collection and analysis
- Report writing for informing management decisions

Rauemi | Resources

All learning and assessment within this skill standard must be carried out in accordance with the following:

- Legislation including [Conservation Act 1987](#), [National Parks Act 1980](#), [Reserves Act 1977](#), [Health and Safety at Work \(HSW\) Act 2015](#), [Health and Safety at Work \(Hazardous Substances\) Regulations 2017](#)
- WorkSafe New Zealand: Health and safety guidance for working in outdoor environments, including the safe use of equipment and management of environmental risks. [Home | WorkSafe](#)
- Worksafe New Zealand: Activity Safety Guidelines [Adventure and outdoor recreation activities – managing the risks from natural hazards | WorkSafe](#)
- Industry Codes including the Land Safety Code <https://www.adventuresmart.nz/land/the-land-safety-code>, and Leave No Trace principles <https://leavenotrace.org.nz>
- A recognised and approved safety management system including organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs), incident response management plans and the use of personal protective equipment (PPE)
- Relevant industry publications and current industry good practice.

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toi Mai Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Sciences > Environment > Ecological Management
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0099

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	TBC	N/A
Kōrero whakakapinga Replacement information	TBC 5 years from listing		

Please contact Toi Mai at qualifications@toimai.nz to suggest changes to the content of this skill standard.

1XXXXX**Carry out conservation pest (plant or animal) result monitoring**

Kaupae Level	4
Whiwhinga Credit	5
Whāinga Purpose	<p>Ākonga/learners credited with this standard will be able to carry out conservation activities and demonstrate pest (plant or animal) result monitoring and data collection in a team environment and individually. They will be able to apply knowledge of kaitiakitanga and conservation principles in Aotearoa.</p> <p>This skill standard is for ākonga/learners who want to gain skills and knowledge for general and team roles in conservation in Aotearoa.</p>

Hua o te ako me Paearu aromatawai | Learning outcomes and assessment criteria

Hua o te ako Learning outcomes	Paearu aromatawai Assessment criteria
1. Evaluate result monitoring techniques for control methods.	a. Describe the control method, for pest (plant or animal), and consider all result monitoring techniques available. b. Match the tools and equipment required for the result monitoring techniques.
2. Prepare for result monitoring technique/s with field instructions for the control method.	a. Select the most appropriate result monitoring technique/s. b. Create a set of field instructions, considering the environmental and ecological factors in the rohe/area. c. Outline any consents or permissions required.
3. Undertake result monitoring in a field situation and collect data.	a. Demonstrate a result monitoring technique in a field situation, incorporating local tikanga and kawa. b. Collect, process and store data in the correct format.
4. Report on the pest result monitoring.	a. Select the appropriate reporting format for the result monitoring data. b. Create a report which includes result data analysis, suitable for review by manager/peers.

Pārongo aromatawai me te taumata paearu | Assessment information and grade criteria**Assessment specifications:**

All assessments must take place during a conservation activity in a team and/or as the team lead role.

The activity must be complex enough to allow the application of advanced tool use in the conservation activity.

Ākonga/learners will be assessed carrying out the conservation activity in a team and must follow health, safety, and environmental protocols throughout conservation and monitoring activities, handling equipment responsibly and minimising disturbance to the environment.

Assessment criteria are carried out in accordance with organisational health and safety requirements, and assessment evidence must reflect industry practice.

Appropriate PPE may include:

- Helmets
- Safety boots
- Gloves
- High-visibility clothing
- Eye protection

Definitions

Kaitiakitanga in this standard means the sustainable custodial treatment of the environment in accordance with the tikanga and kawa of local iwi or hapū.

- Tikanga refers to practices and values from mātauranga Māori including wāhi tapu (sacred sites) and culturally appropriate practices during conservation activities.
- Kawa refers to protocol or customs particularly relating to marae protocol.

Ngā momo whiwhinga | Grades available

Achieved

Ihirangi waitohu | Indicative content**Tools and equipment**

- Tool selection for the conservation activity
- Device selection for the conservation activity
- Personal Protection Equipment (PPE)
- Field Instructions, including task specifications and equipment
- Health and Safety plan

Conservation activities

- Invasive (pest) plant control project
- Invasive (pest) animal control project
- Health and Safety
- Data collection and analysis
- Report writing for enabling management decisions

Result Monitoring

- Pest animal resulting using chew cards, wax tags, tracking tunnels, trail cameras.
- Pest plant resulting using GPS locations for infestations, photo points, mark and map, transect belt techniques, drones
- Standard best practice template for result data

Rauemi | Resources

All learning and assessment within this skill standard must be carried out in accordance with the following:

- Legislation including [Conservation Act 1987](#), [National Parks Act 1980](#), [Reserves Act 1977](#), [Health and Safety at Work \(HSW\) Act 2015](#), [Health and Safety at Work \(Hazardous Substances\) Regulations 2017](#)
- WorkSafe New Zealand: Health and safety guidance for working in outdoor environments, including the safe use of equipment and management of environmental risks. [Home | WorkSafe](#)
- Worksafe New Zealand: Activity Safety Guidelines [Adventure and outdoor recreation activities – managing the risks from natural hazards | WorkSafe](#)
- Industry Codes including the Land Safety Code <https://www.adventuresmart.nz/land/the-land-safety-code>, and Leave No Trace principles <https://leavenotrace.org.nz>
- A recognised and approved safety management system including organisational policies and procedures including Emergency Action Plans (EAPs), Standard Operating Procedures (SOPs), incident response management plans and the use of personal protective equipment (PPE)
- Relevant industry publications and current industry good practice.

Pārongo Whakaū Kounga | Quality assurance information

Ngā rōpū whakatau-paerewa Standard Setting Body	Toi Mai Workforce Development Council
Whakaritenga Rārangi Paetae Aromatawai DASS classification	Sciences > Environment > Ecological Management
Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga CMR	0099

Hātepe Process	Putanga Version	Rā whakaputa Review Date	Rā whakamutunga mō te aromatawai Last date for assessment
Rēhitatanga Registration	1	TBC	N/A
Kōrero whakakapinga Replacement information	TBC 5 years from listing		

Please contact Toi Mai at qualifications@toimai.nz to suggest changes to the content of this skill standard.

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Growing capability and increasing access to top notch trapping training for DOC rangers and communities

While predator trapping alone will not achieve the goal of a predator free New Zealand by 2050, it is essential we do as much of it as we can now, with the tools that we've got, to protect native species.



Photo: Tuatara on Te Hauturu-o-Toi/Little Barrier Island (DOC)

The big focus of the PF2050 programme over the next five years is to continue to invest in the development of new tools and methods that will unlock our pathway to eradication. In the meantime, predator trapping is hugely important for protecting populations of vulnerable species now, and growing the engagement of communities in conservation activity. ~~and~~ Increasing the number of people with the skills and know-how to do it successfully, is a key priority.

In February, DOC's expert PF Rangers came together under a PF Programme-facilitated hui, to further develop their skills and know-how, enabling them to lead NZQA trapping courses for DOC staff and communities across the motu.

9(2)(g)(ii)

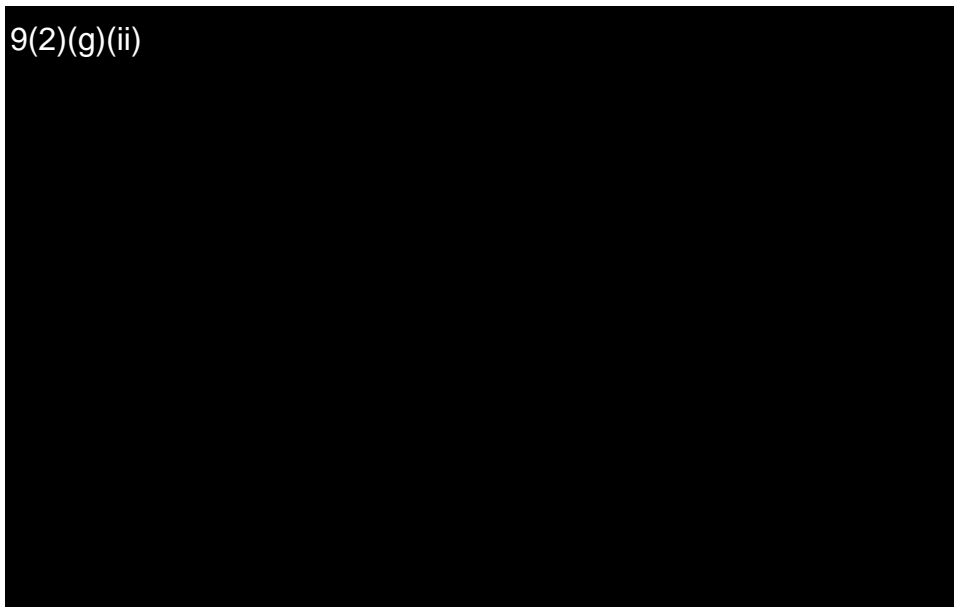


Photo: Learning great skills and tools together and from each other.

Having more staff in these training roles builds a more capable and flexible ranger workforce, as well as providing additional support for our eager local communities. It also means we can deliver more courses to new locations, building a stronger PF2050 base in the process by driving down travel costs, thereby increasing access to training for DOC staff and reaching more communities.

9(2)(g)(ii)





Photo: DOC PF Ranger 9(2)(g)(ii) demonstrating the correct use of an AT220 trap

NMIT (Nelson Marlborough Institute of Technology) deliver multiple field skills training options in partnership with DOC. The [Predator Trapping Methods course](#) is incredibly popular and the only trapping course that comes as an industry-sought after NZQA micro-credential. By increasing

the number of expert trainers to deliver more courses closer to home, it's easier than ever for DOC rangers to obtain these skills and grow trapping capability across the regions.

Want to know more about this training and others on offer? Check out the intranet notice here: [2025 DOC field skills training opportunities](#) , or login to [DOCLearn](#) now.

HOW THIS MAHI SUPPORTS OUR DOC STRATEGY

This SME hui and training course contributes to our DOC strategy outcomes by:

Ensuring ecosystems and species across Aotearoa are thriving from mountains to sea – with more people able to provide predator control, we are providing opportunities for our threatened species to survive.

Enriching people's lives through connection with nature and cultural heritage – by providing passionate communities with ways they can foster a deeper connection with nature and enrich their lives. Learning how to trap creates engagement in conservation that often leads to other activity that benefits nature.

DOC is a great organisation to work for and with – by providing opportunities for our people to gain accredited qualifications that support our work and community engagement in PF2050.

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