

2026

# ADVICE TO TEC





---

---

<b>SECTION A – Context</b>	<b>04</b>
A1. Is there any context you would like to provide for your advice?	
<b>SECTION B – TEC investment advice</b>	<b>07</b>
B1. Which specific qualifications and credentials do you want to see investment change?	
<b>SECTION C – New providers</b>	<b>12</b>
C1. Are there qualifications or credentials that you want TEC to consider new providers for?	
<b>SECTION D – New qualifications and credentials</b>	<b>14</b>
D1. Are there qualifications or credentials that you are developing or plan to develop that will be available in the next 12–18 months?	
<b>SECTION E – Future workforce needs</b>	<b>18</b>
E1. What emerging skill needs or major projects will impact future workforce needs and tertiary education for your sectors?	
<b>SECTION F – Other information</b>	<b>22</b>
F2. Are there other system issues for vocational education that you are engaging with other government agencies (including the Ministry of Education) on that you want to share with TEC?	
<b>Appendix 1: Outdoor Education Workforce Shortage</b>	<b>24</b>

---

# SECTION A

## Context

---

### **A1. Is there any context you would like to provide for your advice?**

- We want to see context that directly relates to your advice, rather than general industry insights.
- You may refer us to specific items in another document such as your Workforce Development Plan (WDP) (please provide page references). If the content is published elsewhere, please reference this.
- Keep this section brief as we only want information you have not already included in key documents such as WDPs or Operational Plans.
- If this section is not required leave it blank.

---

---

This year, Toi Mai has developed five workforce development plans and one industry development plan for the industries we represent, available here. Post-publication analysis found three high-level, common themes across the WDPs that are informing our current activities and priorities:

### **Funding settings incentivise long-form, high-level qualifications that often don't best align with the needs of industry**

Across our WDPs, we have repeatedly heard from industry that there is a need to facilitate more industry-aligned short-form training that is designed, publicly funded and delivered to meet industry workforce standards. The current apprenticeship credential rules, funding system and work-based learning provision are not flexible enough to factor in new models of delivery such as that being requested by newer growth industries like screen and technology. There is a need to explore different funding mechanisms that support industry-led, work-based or apprenticeship-type training to better align graduate outcomes with industry needs in Toi Mai industries.

### **Self-employment remains a huge factor that distinguishes the experience of workers in Toi Mai industries**

Despite this desire for more supported industry training, high self-employment rates across our creative and recreational sector make it hard to deliver apprenticeship training and work-based learning provision due to the limited employer capacity and lack of formal training structures. Apprenticeships and work-based learning often rely on employers to provide structured training and mentorship. In self-employment and freelance environments, there is typically less formal structure for work-based learning, as well as limited time, resources or capacity to take on apprentices.

### **There is significant latent potential across our Māori, Pacific, tāngata whaikaha labour forces.**

Research from Tokona te Raki: Māori Futures Collective<sup>1</sup> show us that the proportion of Māori in highly skilled occupations in Aotearoa was 29% in 2022, compared to 40% of non-Māori in highly skilled occupations. Investment should support more of the untapped workforces into mid- and high-level training and be delivered for Māori by Māori and for Pacific by Pacific, having particular focus on applied learning, work-based learning and/or apprenticeship models.

In Toi Whānui, our digital technology workforce, there is a disproportionately low number of Māori, Pacific, women and tāngata whaikaha working in the industry. Existing training models are typically academic focused, expensive, lengthy and located in larger metropolitan areas, which can severely limit geographical access and participation for Māori and Pacific peoples. Formal, credentialised pathways do not accommodate Māori and Pacific worldviews and therefore limit access and participation in our industries. It is also difficult to quantify and provide evidence to the lived experiences of tāngata whaikaha in education, training and work due to the lack of data available. More accessible programmes, work-based learning and flexible delivery need to be funded and available to enable more training for these underrepresented groups.

<sup>1</sup> <https://www.maorifutures.co.nz/research/the-architect-of-my-future/>



**We've heard that industry want more micro-credentials and work-based learning, but the current funding settings don't incentivise shorter-form industry training in order to make it financially viable. Our current workstream prioritises this lever as an area for development, which could identify specific needs for further investment in the future.**

Toi Mai maintains a lot of our advice submitted in previous years and is not in a position to offer a large volume of new, specific investment advice at this moment. There are several ongoing projects from which further insights and advice may emerge in the near future.

Toi Mai has drawn upon findings from our industry qualification reviews and wider industry engagements. These insights align with and build upon the key points raised in last year's advice to TEC. Our engagement with industry continues to reinforce the need for flexibility and innovation in qualification design, especially given the rapid changes in both technology and workforce dynamics within our industries.



Photo by Makea Pokere

---

# SECTION B

## TEC investment advice

---

### B1. Which specific qualifications and credentials do you want to see investment change?

Where this is specific and evidenced, this will be “give effect” advice. Advice may have been evidenced previously, have accompanying evidence this time, or be provided on TEC request.

- Please provide the full, accurate name of the qualification or micro-credential as it appears in New Zealand Qualifications Authority [NZQA] records and ensure the qualifications and/or micro-credentials you list are current (not discontinued or replaced).
- You can advise on changes such as increased learner diversity or mode changes. Please note that what is published in Plan Guidance about modes may depend on future Government decisions around work-based learning.

Qualification or credential	Mode	Specific regions?	Change you are seeking (increase, decrease, change)	Scale of workforce shortages	Evidence status (already supplied, attached, available on request).
<b>Example:</b> New Zealand Certificate in Security (Foundation) (Level 3) (3642)	All Preference for WBL	All regions	Increase	Projections show an expected growth of 3.1% pa for Security Officers between 2022 to 2028 (from 8,782 to 10,584).	Evidenced in advice to TEC Nov-2023

### New qualifications to increase investment for 2026

Introduction to the Aotearoa New Zealand Screen Industry (Micro-credential) [Ref: 5045]	All Preference for WBL	All regions	Increase	Industry is dissatisfied with graduates' skill levels and want to address misalignment of current training through short-form, work-based learning. The purpose of this micro-credential is to provide an accessible entry point into the screen industry, particularly for underserved learners. Recent industry feedback has identified that industry-led learning, delivered in small blocks, can be successful in providing entry into the industry.	There are no providers currently offering this qualification <sup>2</sup> , though we are aware of one provider applying for consent to assess and accreditation.
Exercise Fundamentals (Micro-Credential) [Ref: 5023]	All	All regions	Increase	Industry feedback has identified that there was a need for people to enter the exercise environment earlier in their study pathway under a limited scope of practice to address the lack of interpersonal skills and real-world practical experience required to operate safely and effectively in the industry.	There are no providers currently offering this qualification <sup>3</sup> .
NZC in Outdoor Leadership (Level 4) Ref 3662  NZC in Outdoor Leadership (Instruction) (Level 5) Ref: 3661  NZC in Outdoor Leadership (Guiding) (Level 5) 3660	All	All, particularly Auckland	Increase 30-50 learners a year across the listed qualifications	Toi Mai has engaged with a wide range of outdoor business employers through our industry wānanga. Industry is very concerned by significant skill and workforce shortages (Appendix 1), and the declining volume of graduates from tertiary outdoor recreation programmes which is limiting the pool of talent they can recruit from. This is a particularly critical issue in the Auckland region.	Ngā Kete shows enrolment has dropped across all of these qualifications:  Ref 3662: 120 students in 2021 to 45 in 2024  Ref 3661: 95 students in 2020 to 20 in 2024  Ref 3660: 40 students in 2021 to 20 in 2024



Qualification or credential	Mode	Specific regions?	Change you are seeking (increase, decrease, change)	Scale of workforce shortages	Evidence status (already supplied, attached, available on request).
NZC in Outdoor and Adventure Education (Multi-skilled) (Level 4) Ref: 3765				The major reason for the decrease in enrolments is the financial viability for providers. The low funding rate applied for these courses (as mentioned in Section F) and high staff to student ratio makes them expensive to run.	Ref 3765: 130 students in 2020 to 115 in 2024  Ref 3766: 75 students in 2021 to 60 in 2024.
NZD in Outdoor and Adventure Education (Multi-skilled) (Level 5) Ref: 3766.					

### Toi ā-Ringa (Art & Design) qualifications

New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4) [Ref: 2413]	All	All	1,985 learners a year (up from 1,715 in 2022)	A related provider-based qualification (New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4) [Ref: 2412]) will expire at the end of 2026, and by 2025 providers either will have transitioned or will be in the process of transitioning into programmes leading to this qualification instead. Providers are forecasting that numbers of those now completing Q2413 in their context will be comparable with those who have previously completed Q2412. Between 2020 and 2022 there was a total of 810 EFTS for Q2412 with an average of approximately 270 EFTS per year.	Evidenced in Advice to TEC 2023 <sup>4</sup>
--	-----	-----	---	--	--

### Toi Whānui (Enabling Technologies) qualifications

New Zealand Diploma in Cybersecurity (Level 6) (3837)	All	New provision needed in Waikato and Wellington to meet industry skill need	60 extra students per year	According to OECD's targeted research on building a skilled cybersecurity workforce in five countries, in New Zealand, the number of new job postings for cybersecurity professionals has steadily increased since 2017. Compared to Australia, Canada, the United Kingdom and the United States, New Zealand has the highest demand for cybersecurity analysts, architects and managers. Microsoft has noted a 65% growth in cybersecurity roles without a commensurate increase in the number of people with cybersecurity skills. However, the enrolment in this programme has remained at roughly 68 EFTS annually since 2020, and	Evidenced in Advice to TEC 2023
---	-----	--	----------------------------	--	---------------------------------

<sup>4</sup> [Toi Mai Investment Advice to TEC 2023](#)

<b>Qualification or credential</b>	<b>Mode</b>	<b>Specific regions?</b>	<b>Change you are seeking (increase, decrease, change)</b>	<b>Scale of workforce shortages</b>	<b>Evidence status (already supplied, attached, available on request).</b>
				provision is mainly only in Auckland and Christchurch (with a small cohort in Manawatū) and the second and fourth largest regions for digital technology employment (Wellington and Waikato) have no current provision for pathway into the workforce.	
New Zealand Diploma in Software Development (Level 6) (2604)	All	All	60 extra students per year	Between 2018 and 2022, the workforce size for software engineers has increased by 22.5%. Infometrics has predicted another 5% increase this year. However, enrolments are down from 333 EFTS in 2020 and 2021 to 200 EFTS this year.	Evidenced in Advice to TEC 2023
New Zealand Diploma in IT Infrastructure (Level 6) (4129)	All	All	60 extra students per year	In the 'Building Digital Skills for the Changing Workforce' report, prepared by strategy and economics consulting firm AlphaBeta and commissioned by AWS, 67% of workers surveyed in New Zealand feel they will require training in cloud-based skills by 2025 to progress in their careers. Additionally, the new whitepaper from International Data Corporation (IDC) commissioned by Microsoft predicts by 2026 the adoption of public cloud will generate billions of dollars in new revenue for organisations within the cloud technology ecosystem in Australia and New Zealand. Meanwhile, the cloud adoption and adjacent areas like security, data mining or analytics will create 134,000 jobs in New Zealand. About 20% of these jobs will require specific technical and IT-related digital skills. The enrolment in this program has been at a minimal level since it was introduced in 2020.	Evidenced in Advice to TEC 2023
New Zealand Certificate in Applied Software Development (Level 6) [Ref: 4663]	All	All	60 extra students per year	Between 2018 and 2022, the workforce size for software engineers has increased by 22.5%. Infometrics has predicted another 5% increase this year. This qualification is aimed at career changers.	Evidenced in Advice to TEC 2023

Qualification or credential	Mode	Specific regions?	Change you are seeking (increase, decrease, change)	Scale of workforce shortages	Evidence status (already supplied, attached, available on request).
New Zealand Certificate in Computing (Advanced User) (Level 2) [Ref: 2593]	All	All		This is contrary to Toi Mai's advice from 2023 in which we said no longer fund this qualification, as at that time no one was teaching it. However, we have heard two more providers wish to run this qualification and we support that, especially in terms of upskilling digital literacy. There are many pathways, for example into business administration, with completion of this qualification.	TEC Advice 2023 Provider names available on request

### Toi Puaki (Expressive Arts) qualifications

NZ Certificate in Piano Tuning Technician (Level 4)	Not extramural	All	30 learners in the first year, with potentially smaller intakes in outyears (around 10 learners)	This certificate was developed in 2023 with industry to meet the shortage of piano tuners. The volume of provision required is small as this is a relatively niche but essential industry. However, industry reports an international shortage of skilled piano tuners, an inability to attract skilled staff and difficulty in finding programmes they can enrol in.	Evidenced in Advice to TEC 2023. Toi Mai is concerned there are no programmes developed for this qualification.
NZ Certificate in Entertainment and Event Operations (Level 3) [Ref: 3416]	Not extramural	All	50 learners per year	This certificate and the one below were reviewed in 2022 and are highly valued by the sector. However, during the COVID period there was an exodus of people out of the industry and/or out of the country. As result, industry and related sectors report a critical shortage of event and entertainment technicians across the country.	Evidenced in Advice to TEC 2023
NZ Certificate in Entertainment, Event and Screen Technology (Level 4) [Ref: 3417]	Not extramural	All	50 learners per year	This certificate was reviewed in 2021 to incorporate screen industry roles. During the COVID period there was an exodus of people out of the industry and/or out of the country. As result industry and related sectors report a critical shortage of event and entertainment technicians across the country.	Evidenced in Advice to TEC 2023

---

# SECTION C

## New providers

---

### C1. Are there qualifications or credentials that you want TEC to consider new providers for?

**This advice may impact the approval of new providers.**

- This is the place to signal where you want to see new providers in a specific area of provision, but the provision as a whole is not a priority for growth.
- This may relate to ensuring that the available provision is adequate or more diverse (and that this requires more providers).
- Please note that future Government decisions around work-based learning providers may impact the opportunity for new providers in this mode.
- This section may not be relevant. If that is the case please leave it blank.



Qualification	Mode	Specific regions?	Rationale for inclusion (no more than 50 words)	Evidence status (already supplied, attached, available on request).
<b>Example:</b>  Certificate in Maritime Operations (Level 4)	Not extramural	Any but particularly Northland, Marlborough and Nelson	The volume of provision required is small (as this is relatively niche); however, industry reports both an inability to attract skilled staff and difficulty in finding programmes they can enrol existing staff in.	Appendix 1 – workforce size by region with projected growth  Appendix 2 – summary of industry engagement (with indication of scale)

Toi Whānui, our digital technology industries, signalled a need for increased provision in regional areas and South and West Auckland. The Toi Whānui WDP<sup>5</sup> sets out the need for Toi Mai to work with TEC to increase provision in these areas on Page 77. This is to increase access to technology training in underserved areas and provides an entry point for more Māori and Pacific into the digital technology workforce.

We maintain the following advice for new providers from our Advice to TEC-2023, with particular regard to the priority areas.

New Zealand Certificate in Applied Software Development (Level 6) [Ref: 4663]	All	Regional Areas  South and West Auckland	The country has a great demand for a range of software-related roles. Graduates may progress to further education pathways, including higher-level IT-related qualifications and industry certifications in DevOps, AWS, Software Testing and IT Security. Additionally, they will also have skills and knowledge to be employed in entry-level development roles, such as software developer, web developer and software engineer.	Already supplied – Advice to TEC 2023
New Zealand Diploma in Cybersecurity (Level 6) [Ref: 3837]	Not extramural	Regional Areas  South and West Auckland	We have reached a provision capacity with current providers and need to expand provision to meet workforce demand.	Already supplied – Advice to TEC 2023
New Zealand Diploma in Software Development (Level 6) [Ref 2604]	All	All regions		Already supplied – Advice to TEC 2023

### What will TEC do with this advice?

This advice will inform TEC's criteria for and assessment of new provider requests.

<sup>5</sup> [Toi Whānui WDP, 2024](#)

---

# SECTION D

## New qualifications and credentials

---

### D1. Are there qualifications or credentials that you are developing or plan to develop that will be available in the next 12–18 months?

This section is important for signaling future qualifications or credentials you may wish us to prioritise investment in.

- This is the place to tell us about any qualifications or credentials that you intend to develop or significantly revise that may be available in 2026. Include any new qualifications or credentials that will replace existing ones identified as no longer fit for purpose.
- This will be “have regard” advice until the qualifications and/or credentials are listed on the New Zealand Qualifications and Credentials Framework. Once listed you can get in touch with us to make this give “give effect’ advice. This will follow the process for out-of-cycle advice and may require evidence.

Area of provision and/or qualification/ credential name (if known)	Level	Mode (if specific)	Qualification or micro-credential	Estimated date it will be available	Description of content (10–20 words)	Name of qualification or micro-credential this will replace (if relevant)
<b>Example:</b>  Not yet named – Demolition industry	Level 4	Designed for work-based delivery	Micro-credential	Mid-year 2025	Course will contain content on how to manage personal and environmental safety, and better manage the significant waste that goes to landfills.	N/A
Not yet named – Conservation	Level 2	N/A	Micro-credentials	First quarter of 2025	Content will cover introductory knowledge and application in areas such as field work, pest management, ecology, bio-diversity and mātauranga Māori.	N/A
Not yet named – Conservation	Level 3	N/A	Micro-credentials	First quarter of 2025	Content will cover more specialisation in practical conservation tasks, ecological and habitation restoration, applying mātauranga Māori, data collection, and outcome setting and monitoring.	N/A
Not yet named – Conservation	Level 4	N/A	Micro-credentials	First quarter of 2025	Content will cover carrying out conservation operations, including project initiation and community and stakeholder engagement.	N/A
Not yet named – Screen Industry Craft	Level 3	Designed for work-based learning	Qualification	First quarter of 2025	Content will cover specific knowledge and practical skills in a specific 'below-the-line' screen production crew role.	N/A
Not yet named – Screen Industry Craft	Level 4	Designed for work-based learning	Qualification	First quarter of 2025	Content will cover specific technical knowledge and practical skills in a specific 'below-the-line' screen production crew role.	N/A

Not yet named – Screen Industry Craft	Level 5	Designed for work-based learning	Qualification	First quarter of 2025	Content will cover specialist knowledge and practical skills in various ‘below-the-line’ screen production crew roles.	N/A
Not yet named – Screen Industry Craft	Level 6	Designed for work-based learning	Qualification	First quarter of 2025	Content will cover specialist knowledge and leadership in various ‘below-the-line’ screen production crew roles.	N/A
Performing Arts Emerging Tutor (Micro-Credential)	Level 2	N/A	Micro-credentials	First quarter of 2025	Content will cover assisting a lead tutor to develop a lesson plan for, and to facilitate and review an inclusive performing arts group learning session.	N/A
New Zealand Certificate in Commercial Barbering [Ref: 2115]	Level 4	Mixed but with preference for work-based learning	Qualification	First quarter of 2025	Content will cover skills required to safely and professionally complete barbering cuts and services as a commercial barber.	N/A

### What will TEC do with this advice?

This advice supports TEC’s future investment planning. When new qualifications or credentials are developed, providers will come to TEC for funding. We want to understand what you intend to create or revise and their importance to industry.





---

# SECTION E

## Future workforce needs

---

### E1. What emerging skill needs or major projects will impact future workforce needs and tertiary education for your sectors?

This section captures significant future tertiary education and training needs you see emerging beyond 2026.

- You may be aware of a future skill need or major project in one of your sectors that you expect will impact on workforce needs and tertiary education in the future. For example, this could include:
  - a change occurring in industry
  - a significant shift in the skill needs in a sector (that will impact qualifications and training)
  - a change occurring in industry
- This is “have regard” advice as it does not provide specific, evidenced recommendations for the mix of vocational education and training TEC invests in.
- We encourage you to keep this as **brief introductory headlines**. You may instead refer us to the relevant content on your website or in a WDP.
- If this section isn't relevant, leave it blank.

Area of need or project	Expected occupations or skills that may be impacted	Timeframe	Who is involved (from tertiary education) eg, WDC, providers etc
<p><b>Example:</b></p> <p><i>Growth of solar power</i></p>	<p><i>Engineering, installation technician, electricians</i></p>	<p><i>Unclear</i></p>	<p><i>We are working with the sector to review the current qualification offering to ensure the things are needed are covered. This may result in some new qualifications and credentials being developed.</i></p>
<p>Growing proportion of Māori and Pacific in the future working population</p>	<p>All, but specifically across semi- and high-skilled occupations.</p> <p>There is a disproportionate underrepresentation of Māori and Pacific across our industries, particularly in the higher-skilled and higher-income bands. With a growing, young Māori and Pacific population we see the need to ensure training will encourage more rangatahi to work in our industries, and better skills training for career changers too.</p>	<p>In the year 2040, Māori are expected to account for 58% of the projected working age population growth.<sup>6</sup></p>	<p>Employers, providers, WDCs, TEC</p> <p>We are working to understand what levers are available to encourage more diversity in our qualifications and subsequently, in industries as well.</p>
<p>Transferable skills needs</p>	<p>Research highlights the increasing need for people with transferable skills to move between different industries. Particularly given the changes in workforce and skill needs that will occur due to ongoing technological change.</p>	<p>Ongoing</p>	<p>WDCs and TEC to have a shared understanding of how the transferability of skills can be recognised and credentialised.</p> <p>Employers, providers and school to understand how skills transfer from one job/industry to the next.</p>
<p>Foundational digital skills</p>	<p>To increase the number of people becoming technologists in Aotearoa, we need to invest more in training, including at the foundational level.<sup>7</sup></p> <p>We also foresee that there will be a population need to adopt technology learning in order to respond to new technologies being used in the wider workforce.</p>	<p>Ongoing</p>	<p>We will continue to work with the Digital Technology sector to understand where more investment in training is needed to match skills need.</p>
<p>Skills in utilising and managing ethical AI</p>	<p>Journalism sector in particular</p> <p>There is a growing prevalence of artificial intelligence in different forms of media and modes of delivery. Research and training need to evolve to ensure that the journalism sector will be supported in ways to manage and use AI ethically.<sup>8</sup></p>	<p>Next 5–10 years</p>	<p>Providers and industry will need to continue to work together to ensure training accurately captures the evolving landscape of work.</p> <p>To be updated from Journalism Workforce Development Plan (released in Nov/Dec 2024).</p>

<sup>6</sup> [The Architect of my Future | Tokona te Raki](#)

<sup>7</sup> [Toi Whānui WDP 2024](#)

<sup>8</sup> Journalism WDP to be released late 2024

Social media marketing skills for sole traders	Across all industries with high rates of self-employment (particularly barbering, music, exercise, creative industries.)	Ongoing	Toi Mai is testing a Business Skills for Creative Sector micro-credential that has a self-marketing component.  Providers to ensure marketing is included in any business skills offering.
Increased Health and Safety regulations in Outdoor Recreation Education due to major incidents e.g. Abbey Caves	Outdoor Recreation  We have seen a heavier focus on Health and Safety requirements for outdoor recreation subjects due to the increased number of incidents. This will not only led to a stronger safety focus in the taught content but will also affected the financial viability for providers looking to offer these courses.	Unclear	Toi Mai recommended an increase for funding determinations to MoE regarding Outdoor Ed qualifications.
Hairdressing apprenticeships	Toi Mai anticipates that there will be a decrease in the number of hairdressing employers willing to take on apprentices. This is due to the Level 4 Professional Stylist 2413 being excluded from the Apprenticeship Boost payments <sup>9</sup> from the end of 2024.	2025 onwards	The new list of key occupations was released mid-October, so we haven't had a chance to engage with industry yet.

### What will TEC do with this advice?

This advice will help TEC plan for future education and training investment needs.





---

# SECTION F

## Other information

---

### F2. Are there other system issues for vocational education that you are engaging with other government agencies (including the Ministry of Education) on that you want to share with TEC?

This section provides you with a space to record matters the template does not cover.

- All policy issues (e.g. relating to the Education and Training Act, provider eligibility, learner eligibility, funding rates etc.) are the responsibility of the Ministry of Education (MoE). We expect WDCs to work directly with MoE on these issues.
- You may list these issues here so we are aware of those discussions. There is no requirement to complete this section.
- You may also highlight specific work being undertaken with other government agencies such as the Ministry of Business, Innovation and Employment or the Ministry of Social Development.
- Any issues raised should be relevant to the investment round. Other issues and activities can be discussed with your Relationship Manager and/or communicated through your progress reports to TEC.
- **Note** this is **not** the place to raise issues related to the consultation on vocational education system changes. Please use the official consultation channels to ensure your feedback is considered in the consultation process.

---

---

## Pacific Engagements

General observations across multiple programme endorsement applications relating to Pacific highlight the lack of a strong evidence base for ways that providers engage and upskill their staff with reference to the MoE Action Plan for Pacific Education 2020–2030. Stronger reinforcement at the contract stage and monitoring of this could potentially focus this need for robust evidence at the commissioning stage. This would support the quality assurance function at the operational level.

Through direct engagements with Pacific businesses and sole traders, industry leaders have identified short, sharp business micro-credentials as an immediate and current need to help upskill and reskill Pacific creatives to further diversify their income streams and create employment opportunities for other creative contractors. Unfortunately, there are barriers, mainly in the interpretation of NZQA expectations for providers and standard-setting bodies. Even though the skill gap is identified and the qualification development solution realised, the process of bringing the solution to life is met with many barriers and no real funding alignment. NZQA provider compliance differs from standard-setting body compliance and bureaucracy. Meanwhile the Pacific creative industry and community are still to receive any form of support or upskilling due to the conflicting and competing priorities of the system in which it operates.

## MoE – Review of funding determinations to increase level of funding for Toi Mai related subjects

We submitted to MOE that systemic challenges are resulting in fewer learners accessing Toi Mai qualifications despite increasing industry demand for a skilled workforce. We recommended that the following subjects be funded at higher rates:

- Outdoor recreation: providers are facing financial challenges due to significant decreases in the funding per student. Given the significant health and safety requirements and high costs associated with getting learners “work-ready”, we recommend an increase.
- Make-up artistry: low volume but resource-heavy, niche training area. Delivery costs have increased significantly post-Covid, and we recommend that this area is moved to be on par with other similar occupational training in #22 Trades.
- Piano tuning technician: added to #11 Engineering and Technology as it is a specialist highly skilful trade. This is a niche, low-volume area that will require additional funding to incentivise delivery.
- Performing arts: revised to include funding rates for diplomas and certificates. The previous shift to only fund degrees has led to the degree-ification of many courses in these subject areas. Industry would like to see funding re-distributed back into vocational education.
- Screen: funding subject areas to be revised to include screen industry (rather than radio/television/film). We recommend this is funded at F2 or F3 rates to support the high cost of equipment and facilities to teach this area.
- Construction diving: at the final stages of funding approval, there were issues on agreeing the domestic course fees with TEC.

### What will TEC do with this advice?

We will confirm with the Ministry of Education and/or the New Zealand Qualifications Authority that they are aware of issues raised in this section and that WDCs have raised them.

Where you inform us of work with other government agencies, we will note this but take no direct action.

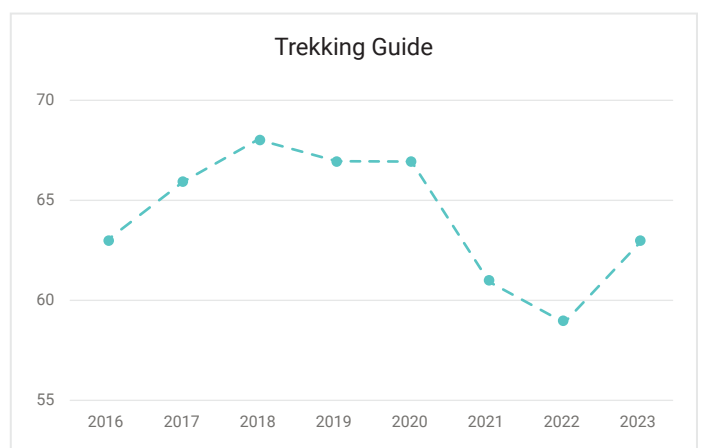
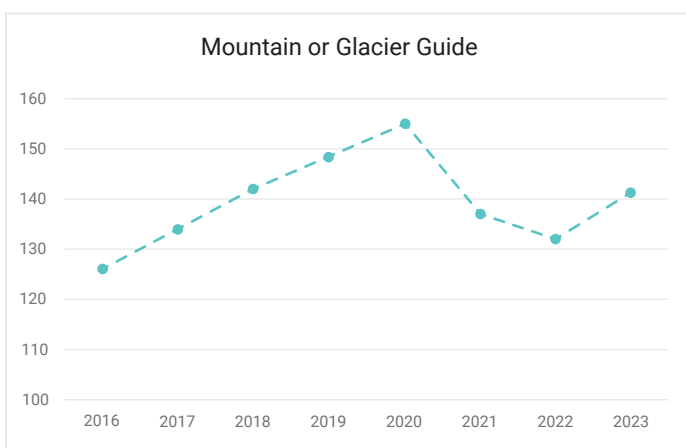
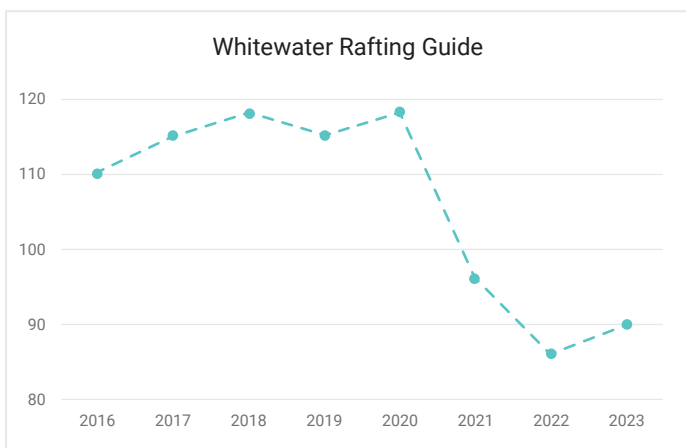
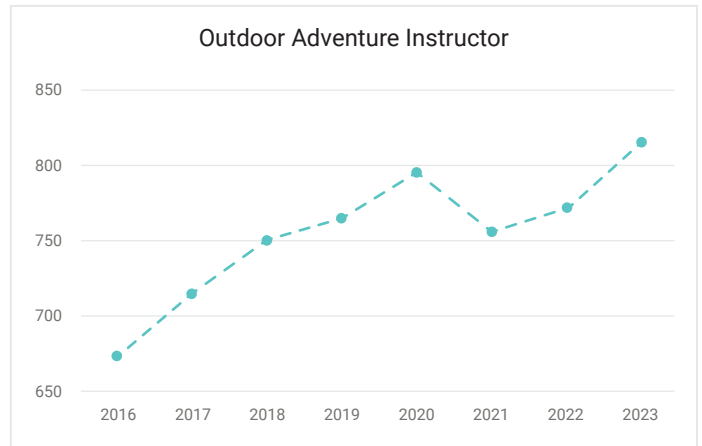
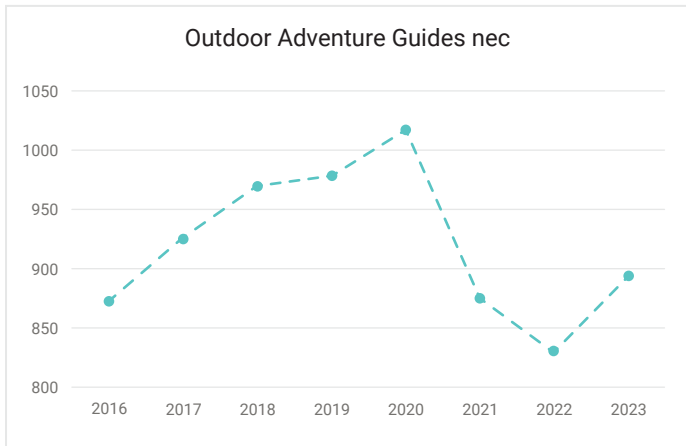
---

# APPENDIX 1

## Outdoor Education Workforce Shortage



# Outdoor recreation employment 2016–2023





**TOI MAI**

Workforce  
Development  
Council

[www.toimai.nz](http://www.toimai.nz)