TOI MAI
Workforce
Development
Council

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 ####)

Contents

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	On successful completion of this component, learners will be able to: LO 1: Prepare for a conservation activity in a team context LO 2: Discuss two or more control methods for the conservation activity LO 3: Select appropriate control methods, technology and data collection techniques for a conservation activity LO 4: Undertake activity using selected technical system and method in line with best practice LO 5: Record basic details of daily work, including location and data collection LO 6: Complete self-reflection on using local tikanga and kawa practices in a conservation activity		
Topics	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 Conservation 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 Kaitiakitanga • Sustainable custodial treatment of the environment in accordance with the tikanga and kawa of local iwi or hapū.
Methods (optional)	All assessments must take place during a real conservation activity in a team. The activity must be complex enough to allow the application of a monitoring technique and data collection in the conservation activity.
Standard(s) (if applicable)	TBC