

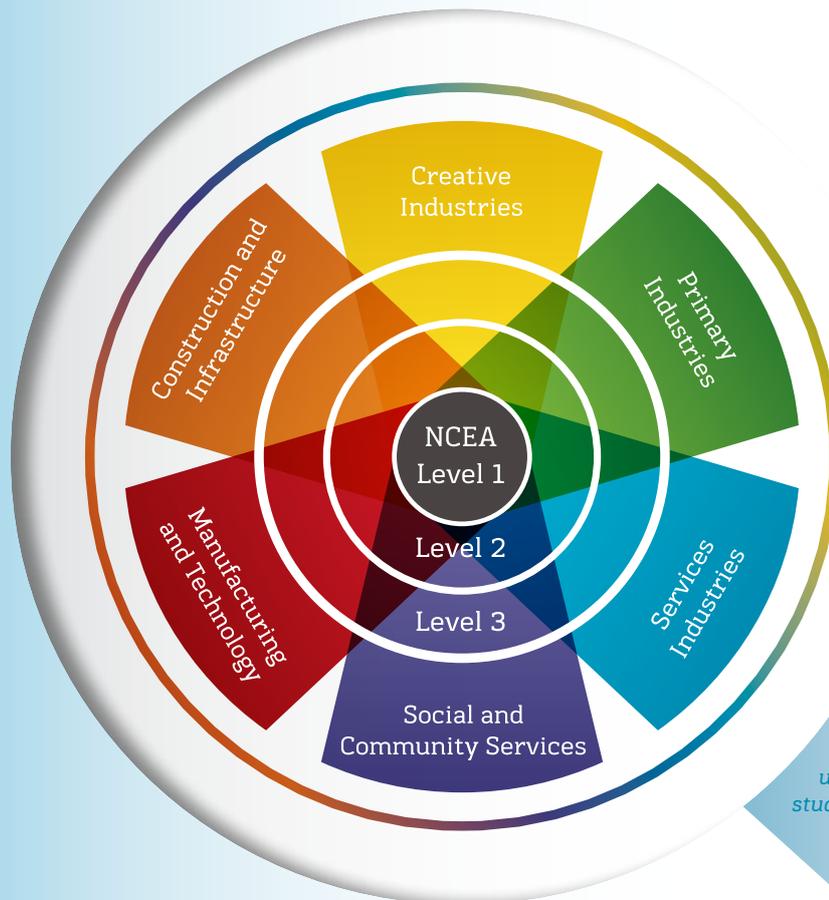
GUIDANCE DOCUMENT

This document provides guidance to schools, ITOs and tertiary providers who wish to develop programmes using the Vocational Pathways. Contexts of learning are provided as examples to encourage development in the sector.



Introduction to Tourism in New Zealand

Guidance for developing a contextualised learning programme for the Services Industries Vocational Pathway



Graduate with NCEA Level 2

Pathway to Level 2-6 industry skills or pathway to university professional study for industry



CONTENTS

- 3 Background**
- 4 Key ideas about Vocational Pathways**
- 6 Getting started**
- 7 Teaching and delivery approaches**
- 8 Key competencies and tertiary competencies**
- 9 Key competencies within the Services Industries Vocational Pathway**
- 10 Contexts of learning programme for Tourism in New Zealand**
- 15 Assessment Approaches**
- 16 Vocational Pathway Award**
- 15 Foundation for further learning**
- 21 Review**
- 22 Appendix**
- 23 References**



Background

Introduction

This document provides guidance for educators who wish to develop learning programmes using particular Vocational Pathways. It outlines key ideas about Vocational Pathways and delivery approaches that align with a Vocational Pathway philosophy, drawing together secondary and tertiary perspectives on the competencies that are required for NCEA Level 2, and exploring the connections within and across pathways. Programme design is a key feature, which includes examples of practice for organisations to consider when thinking about their own contexts. Finally, considerations related to assessment possibilities are discussed. Questions are posed throughout the book for you to deliberate on and share your thinking with your colleagues.

Aim of Vocational Pathways

The New Zealand Curriculum¹ outlines a vision for all young people:

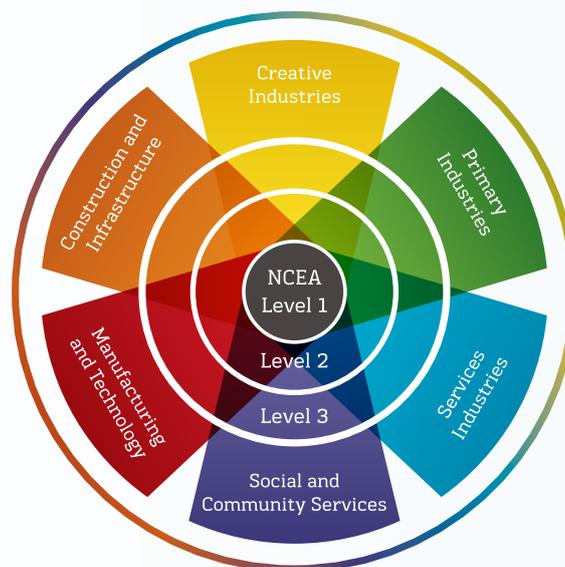
- who will be creative, energetic, and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- who will be confident, connected, actively involved, and lifelong learners.

To achieve this vision we need to provide all young people with an education that enables them to develop the **foundational** knowledge and skills that employers are seeking.² Employers are already reporting difficulty in filling the jobs that are needed to grow their businesses owing to a mismatch between their expectations and the provision of skills and knowledge by potential employees. Furthermore, recent research has shown that employment growth in New Zealand will be stronger for more highly-skilled professions and trades but weaker in low and semi-skilled professions.³ Achieving NCEA Level 2, with Level 1 literacy and numeracy, provides the **foundation** skills, knowledge and competencies that will enable students to transition successfully to further education, training and employment.

Vocational Pathways

Vocational Pathways provide students with a framework to consider their options, identify the relevance of their learning and see the links between education and employment, using tools such as the **'profile builder'**. Using the Vocational Pathways ensures that deliberate steps are made towards equipping all students with the skills, knowledge and competencies that will allow them to succeed. The pathways also provide direct linkages between what students are learning at school, in a tertiary setting, or with an ITO provider, and the skills they will need in the future. At present there are five pathways, and a sixth pathway for Creative Industries will be available in 2014.

Figure One: The Vocational Pathways



1. Ministry of Education, 2007, p.8
2. Harrity, 2013
3. Ministry of Business Innovation and Employment, 2012, p.5

What is a learning programme?

This section aims to clarify the nature of a learning programme within a Vocational Pathway approach. Learning programmes are defined as a set of interconnected courses based on broadly defined outcomes that progress a student towards a particular qualification. A course is generally one component within a programme, described by specifically defined outcomes and includes content and teaching and learning activities, and assessment set within a time frame. For example, in a school setting a student may follow a programme that consists of an 'academy' course, supported by two additional or optional courses. Alternatively it may be an integrated programme developed across curricula

and delivered by several teachers or tutors. Tertiary providers may also work with schools to provide programmes that the schools by themselves cannot offer. You may want to consider the following questions to review the extent to which your learning programmes align with a Vocational Pathways approach.

- How are programmes for all your students presently thought about for development?
- Who has the role of developing these programmes?
- What curricula are the learning programmes based upon?
- How is the student involved in programme creation?
- To what extent do the learning programmes show a direction through study to employment?

Key ideas about Vocational Pathways

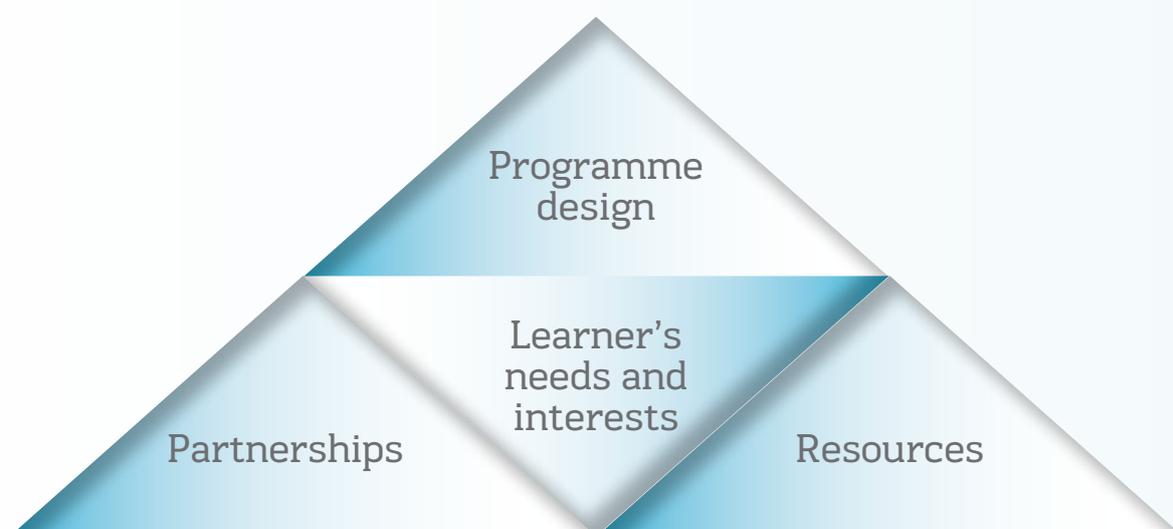
Student-centred approach

Programmes are designed to be responsive; those that respond to the particular needs and interests of students will provide the basis for increased engagement in learning, leading to higher achievement. When an organisation is independently considering the provision of resources and conditions for innovative programmes such as Vocational Pathways, this can appear difficult to achieve. However, by working alongside other partners who share the same aim for their students, the learning options for students broaden (see Figure Two).

Principles of a Vocational Pathways Approach

The Principles of the New Zealand Curriculum⁴ set out what is important and desirable in a programme of learning. Figure Three highlights four of the principles and illustrates how these align with the Principles of the Vocational Pathway approach (See page 5).

Figure 2: Collaborative approach to programme design



4. Ministry of Education, 2007

Figure 3: Principles underpinning programme design

NZ Curriculum Principles	Vocational Pathways Principles
<p>High expectations The learning programme supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.</p> <p>Inclusion The learning programme ensures that all students feel valued and that their learning needs are addressed.</p> <p>Coherence The learning programme offers all students a broad education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to further learning.</p> <p>Future focus The learning programme prepares students for the future.</p>	<p>Principle 1 Programmes of learning and courses are student-centred.</p> <p>Principle 2 Programmes of learning and courses comprise coherent knowledge and skills.</p> <p>Principle 3 Programmes of learning are within a coherent learning pathway leading to New Zealand qualifications and employment.</p> <p>Please refer to Appendix One, which provides guidance for educators when planning programmes that respond to the Principles of the New Zealand Curriculum and Vocational Pathways.</p>

Benefits for learners

Engaged in a programme of learning related to a Vocational Pathway, or across Vocational Pathways, learners could:

1. Gain a foundation experience, knowledge and skills in a Vocational Pathway

- Learners are equipped with a foundational knowledge, understanding and realistic expectation of the employment sector requirements.
- A graduate can achieve NCEA Level 2, which includes literacy (10 credits) and numeracy (10 credits) at Level 1 or above including:
- 60 Level 2 credits from the **recommended** assessment standards for a particular Vocational Pathways sector, of which 20 Level 2 credits are from **sector-related** standards for the same sector, which can be found in the following [link](#).
- May also be eligible for a [Vocational Pathway Award](#) in Services Industries, which can be requested from June 2014 and will be automatically available from 2015.
- May also be eligible for NCEA Level 2 course endorsement, where students have performed exceptionally well (14 credits at excellence or merit) in individual courses.
- May also be eligible for NCEA Level 2 certificate endorsement, if a student gains 50 credits at excellence or merit level.

2. Be prepared for higher learning

- From February 2014 a Vocational Profile will be accessible on the NZQA website.
- A graduate from a Level 2 "Introduction to Tourism in New Zealand" Vocational Pathways programme will have their foundation for higher learning knowledge, skills and valued competencies acknowledged.
- A graduate will achieve NCEA Level 2 through study at Level 7 of The New Zealand Curriculum and in relevant industry knowledge and skills at New Zealand Qualifications Framework Level 2 or higher.
- NCEA Level 2 with one or more VP Awards will allow students to progress either to NZQF Level 4 Apprenticeships and Certificates, or to NZQF Levels 5 to 6 Diplomas, or to NZQF Levels 5 to 7 degree qualifications. The entry point to all three routes is often through Level 3, but direct entry to Level 4 and 5 can occur at the discretion of the educational provider. It is recommended that learners, along with their family and whānau, make well-informed choices using the available educational and careers information and advice.

3. Understand and be aware of the pathways from education towards employment

- See what future courses and qualifications are available after completing the current programme of learning.
- Understand how the programme of learning can lead towards future employment.
- Understand how key competencies are being developed in this programme and how they are valued by future employers in the Services Industries pathway.
- Understand how and why subject knowledge, skills and practices are important in this programme and how they contribute to the world of work across the Services Industries sector.
- Understand how learning in the Services Industries pathway can open up discussion of issues that are important to the wider community and industry.

Getting started

Schools, tertiary organisations and ITOs are at different places on the journey to provide Vocational Pathways for all students. In some instances collaborative relationships between organisations have been forged a long time ago, in an attempt to respond to student needs and interests, whilst in others this is still growing. This section is intended to help you wherever your starting point may be.

Strengthening and building partnerships

Collaboration and communication between secondary, tertiary and ITOs will enable educators to develop a full understanding of their students' needs, and how best to accommodate them. You may want to use the following questions to initiate conversation and reflection.

- What are our learner needs? What evidence do we have to inform us? How do we use it?
- How will students' progress and needs be monitored and shared?
- Who do we currently have relationships with?
- What possible new partnerships could be formed? Who should do this?
- How would new partnerships create benefits for our students?
- How could partnerships be strengthened?
- How will new initiatives be tracked and monitored?
- How could we alter our business model or share funding to accommodate greater changes?

Figure Four: Essential components for designing an effective learning programme

FIRST LEVEL OF PLANNING	
Students	Evidence is used to identify all student needs and interests, and students are engaged in learning.
Current learning programmes	Partners review current programmes and assess to what extent programmes are meeting the needs of the students, including those at risk of disengaging and those currently not achieving.
Community and Industry	Collaboration with the community, possible new partnerships are established, and others strengthened. Resources may be reviewed again.
Resourcing	Partners assess current resourcing and explore possible new options with community input. Educator and other expertise, for example industry, is explored, identified and sourced, this includes the need for particular expertise to support or extend students. The requirements for facilities, equipment, materials and tools are scoped.
SECOND LEVEL OF PLANNING	
Programme design	Programmes created incorporate relevant industry content and the learning areas in the New Zealand Curriculum, and focus on essential skills and key competencies, with progression to further education and employment.
Teaching and learning/delivery approaches	Educators use evidence of teaching approaches that have a positive impact on their students. A reflective approach is used by all educators and students (see teaching and delivery section).
Location of learning	Partners identify and utilise the most appropriate locations for learning.
Connections	Connections with workplace, community and industry are actively maintained.
Assessment approaches	Assessment delivery caters for individual student needs. Quality Assurance processes exist and are monitored.

Teaching and delivery approaches

Regardless of the location of learning, there is extensive, well-documented evidence about the kinds of teaching approaches that consistently have a positive impact on the achievement of students. The research tells us that students learn best when educators:

- create a supportive learning environment;
- encourage reflective thought and action;
- enhance the relevance of new learning;
- consistently make connections between learning and the world of employment;

- facilitate shared learning;
- make connections to prior learning and experience;
- provide sufficient opportunities to learn;
- inquire into the teaching–learning relationship.⁵

Successful integration of E-learning into programmes of learning also supports and motivates students to achieve.⁶ Whilst this list is by no means exhaustive, Figure Five outlines a number of other teaching delivery approaches that could be considered.

Figure Five: Teaching and delivery approaches

Contextualised learning	<ul style="list-style-type: none"> • real life and industry related contexts • cultural contexts • build products where possible, for actual clients.
Problem solving	<ul style="list-style-type: none"> • use problem-based scenarios • use actual situations in real time • OR use virtual simulations.
Skills development	<ul style="list-style-type: none"> • introduce a wide range of foundational skills and competencies • skills are taught and practised regularly in a variety of situations.
Work-integrated learning experiences	<ul style="list-style-type: none"> • visits to a range of relevant industry sites • meet a range of industry employees across levels of the industry • use available funding mechanisms to support work-integrated learning experiences (e.g. Gateway and STAR).
Relationship building	<ul style="list-style-type: none"> • affirmation of identity, language and culture • relationships are positive and learning engages students' interests and cultural perspectives • students' achievements, attitudes, personal backgrounds and interests are sought.
Special education needs	<ul style="list-style-type: none"> • teaching environments are modified to include all students • learning difficulties and/or problematic behaviours lead to appropriate student support.
Health and Safety	<ul style="list-style-type: none"> • the physical and cultural health and safety of individuals, groups and visitors is well managed.
Learning and assessment feedback	<ul style="list-style-type: none"> • all formative feedback is regular, on time, in manageable chunks, and next steps are clearly identified • all summative feedback identifies next steps and sets achievable challenges and goals.
Reflective practice	<ul style="list-style-type: none"> • educators constantly reflect on what is going well and not so well and adjustments are regularly made. Educators encourage students to do the same.



5. New Zealand Curriculum p.33
6. Ministry of Education, 2007

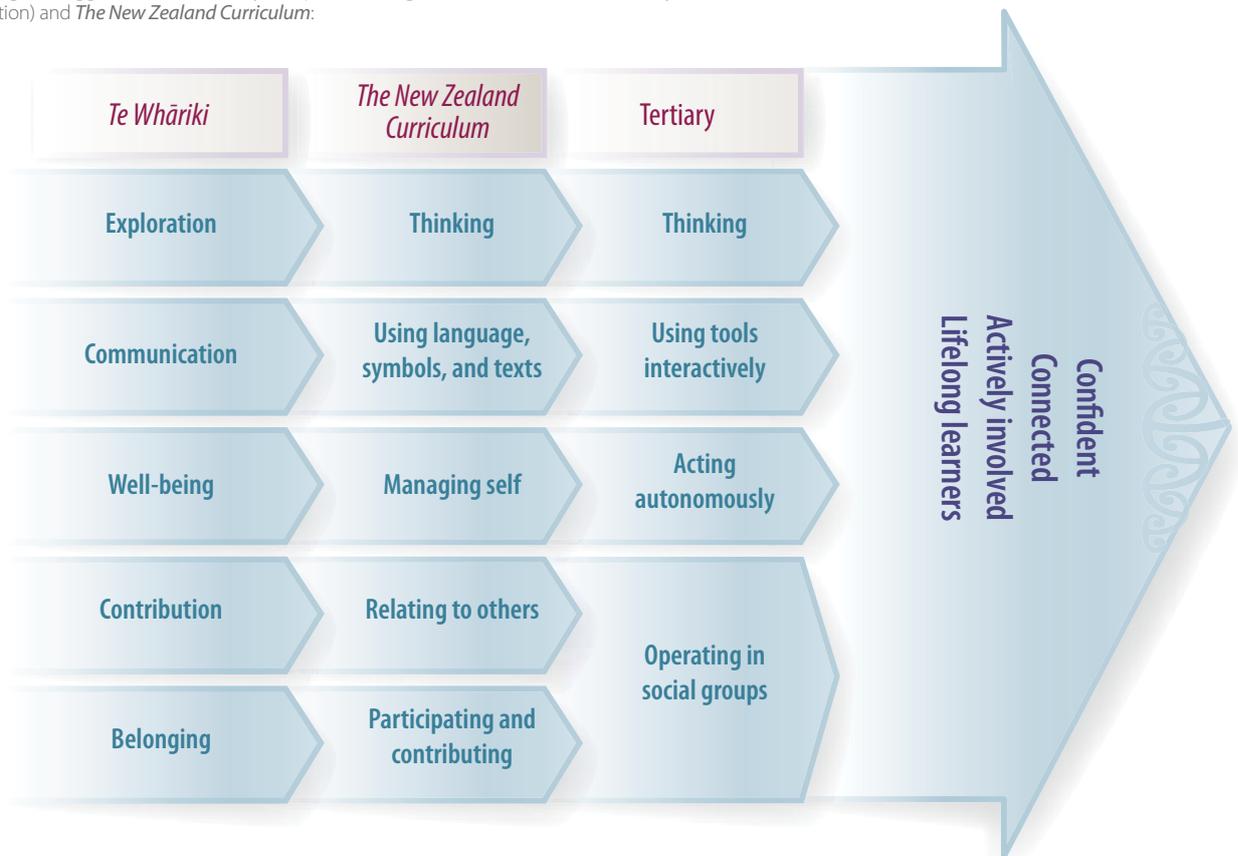
Key competencies and tertiary competencies

For students to successfully live, learn and work as members of society, the development of competencies needs to be an integral element of any programme design. Figure Six shows the competencies that have been developed for schools and tertiary providers and how these align with each other.⁷

[Career management competencies](#) have also been identified as a useful tool for educators to take into consideration when planning programmes and responding to the needs and interests of students.

Figure Six: The key competencies: Cross-sector alignment

This diagram suggests how the tertiary competencies align with those of *Te Whāriki* (Early Childhood Education) and *The New Zealand Curriculum*:



7. Ministry of Education, 2007, P42

Key competencies within the Services Industries Vocational Pathway

Figure Seven: Elements of key competencies that can be experienced, supported and developed, whilst following the Services Industries Vocational Pathway

Key competencies	Elements that can be experienced...	Students who experience key competencies in contexts...
Managing self Acting autonomously	self-motivation time management travel money management gear safety self-respect	are reliable, resourceful, resilient, enterprising can get to where they are meant to be, at the right time
Thinking	making sense of information, ideas and experiences developing curiosity making decisions and shaping actions	are able to ask questions can challenge assumptions or perceptions
Using language symbols and texts Using tools interactively	making meaning of codes of communication and of knowledge understanding and using symbolic systems of language – oral/aural/written/visual Using words, number and images Applying of technologies	are able to understand a range of communication codes can choose which code/notation to use at different times
Relating to others Operating in social groups	actively listening recognising different points of view negotiating sharing ideas	are able to work co-operatively as part of a team can share ideas and information
Participating and contributing Operating in social groups	active involvement contributing in a group making connections with others creating opportunities for others	have a sense of belonging and the confidence to participate in new situations can balance rights, roles and responsibilities

Contexts of learning programme for Tourism in New Zealand

Vocational pathways can provide the opportunity for students to have greater choice of programmes. These programmes should be broad and foundational, located within a relevant employment sector, and not locked into single industries. Partnerships between providers may be required to create more choice. Schools, tertiary organisations and ITOs should aim to provide contexts that are relevant, interesting, challenging and provide for a wide range of abilities.

Some examples of learning contexts have been provided below. This is not an exhaustive list, and is presented to stimulate further thinking and adaptation for contexts that are relevant to your students. Considerations for planning of the teaching and learning approaches related to these contexts have been outlined earlier in this document. Alongside thinking about the examples of contexts for learning, you may wish to use the following questions to check back on your planning.

In your programme of learning and delivery how are you:

- ensuring that the contexts chosen both meet the needs and interests of your students and broaden their horizons?
- building on the Principles of the NZ Curriculum and Vocational Pathways?
- supporting the development of the key competencies, and of career competencies?
- incorporating sound teaching and learning delivery approaches?
- making connections to other areas of learning and experiences?

Figure Eight: Examples of contexts for learning

'You can't have one without the other'	<ul style="list-style-type: none"> • Introduction to tourism and hospitality in New Zealand – tourism, hospitality and good business practices work together; and are all essential for success.
Dimensions for success	<p>Dimensions for success in this pathway include:</p> <ul style="list-style-type: none"> • communication, range of tourist experiences on offer, quality of experience, safety of participants, quality of personal and cultural relationships, quality of food options available, authenticity, accommodation options, travel options, costs, other
Customers count	<ul style="list-style-type: none"> • Introduce customer focused competencies for tourism, hospitality and business. • Investigate successful operators in tourism, hospitality and business, and explore what it means to: • Meet the expectations and requirements of internal and external stakeholders. • Act with stakeholders in mind. • Value the importance of providing high-quality customer service. • Have appropriate cultural competencies alongside interpersonal skills.
Global forces	<ul style="list-style-type: none"> • Introduction to historical global forces and their impacts on New Zealand tourism, hospitality and business. • Explore examples of political, economic and social forces that have disrupted or enhanced tourism, hospitality or business activity. • Examples may include: 2007 global economic recession; natural disasters such as earthquake, tsunami, hurricane, flood; human made disasters such as wars, genocide, terrorism, climate change.
100% pure – natural advantages and disadvantages	<ul style="list-style-type: none"> • Introduction to patterns of geology, geography and climate in New Zealand. • Explore and understand the importance of geology, geography and climate in developing a uniquely New Zealand tourism, hospitality and business sector. • Examples may include: particular rivers, lakes, mountains, sea; particular National Parks; New Zealand as a whole. • Consider whether the reality of New Zealand's environment today measures up to our marketed 'clean green' image? • Consider distance from major populations and low population in New Zealand as advantages for marketing a unique New Zealand tourism experience.

Tyranny of distance	<ul style="list-style-type: none"> • Introduction to the costs of travel for international visitors when coming to New Zealand • Explore the costs of travel to international visitors when coming to New Zealand. • Consider what New Zealand could do in the future to mitigate this costly disadvantage of both time and money? • Introduce the concept of environmental impact risk; in particular the risk to New Zealand tourism from the carbon footprint created by international travel. Consider how this risk could be mitigated, or how distance might be turned into an advantage in the future?
New Zealand cultural values	<ul style="list-style-type: none"> • Introduction to Māori, European and Pasifika cultural values and customary practices as they influence tourism, hospitality and business in New Zealand • Explore Māori concepts of manaakitanga and tikanga • Explore Samoan concepts of “Va’ai fa’alelei” and “lau fa’aaloalo/fa’atamali’i” • Explore Pakeha concepts surrounding food choices and service, and/or mateship • Explore the importance of stories, metaphor and images to New Zealand cultures and their role in communication • Explore ‘authentic’ tourism experiences connected through Māori tikanga • Explore New Zealand businesses who use particular cultural values to enhance a tourism experience and to manage their business; examples may include: Mohio Tours, Footprints of Waipoua, Tamaki Tours, other.
Business skills and knowledge	<ul style="list-style-type: none"> • Introduction to effective business practices for staffing, administration and accounting.. • Understand business skills and qualities required to successfully manage a small, medium or large tourism and hospitality business. • Explore business examples that may include: adventure tourism, iwi based, a travel company, a boutique motel or small tourism business, hotel chain management, other.
Health and Safety practices	<ul style="list-style-type: none"> • Introduction to tourism, hospitality and business related codes of practice in New Zealand. • Examples may include: safety in the New Zealand outdoors and adventure tourism; earthquake preparedness for tourism, hospitality and businesses in New Zealand; water safety for adventure and general tourism in New Zealand; food preparation and safe food handling in tourism and hospitality businesses in New Zealand; general staff health and safety in New Zealand
Marketing and advertising in the tourism business	<ul style="list-style-type: none"> • Introduction to marketing and advertising of tourism in New Zealand. • Find out about successful New Zealand tourism marketing and/or advertising campaigns, and explore the thinking behind these campaigns. • Explore developing a new approach to marketing New Zealand tourism and hospitality opportunities internationally. • Discuss whether New Zealand should continue to market itself internationally as ‘clean and green’. Explore development of an alternative marketing slogan.
History of tourism and hospitality activities in New Zealand 1860–1960	<ul style="list-style-type: none"> • Introduction to history of tourism and hospitality in New Zealand. • Explore historical tourism activities in New Zealand between 1860 and 1960. Compare tourism activities past and present that have made New Zealand an attractive destination? From these patterns consider future directions and/or opportunities. • Examples of historical activities may include: international visitors in 19th century to: pink and white terraces (Te Ōtūkapuarangi and Te Tarata) near lake Rotomahana, viewing native birds and animals, alpine climbing Mt Cook/Aorangi, visits to Franz Josef and Fox glaciers; visits to Ohinemutu or Whakearewarewa villages; Rotorua as a spa destination; carved meeting houses and villages built to promote tourism; kapa haka concert parties and events, other.
Present day tourism and hospitality activities in New Zealand 1960–2013	<ul style="list-style-type: none"> • Introduction to present day tourism and hospitality activities in New Zealand • Explore present day tourism activities in New Zealand between 1960 and 2013. Compare tourism activities past and present that have made New Zealand an attractive destination? From these patterns consider future directions and/or opportunities. • Examples of present day activities may include: national kapa haka competitions; whale watching, wildlife and nature tours, dolphin and seal watching, bird watching, bungy jumping, white water rafting, kayaking, hang gliding, rock climbing, tramping, hiking, camping, mountain climbing, hunting, fishing, sailing, skiing or snowboarding, heli-skiing, para-ponting, biking, boating, jet boating, film tours eg. Lord of the Rings, other.

Future directions for tourism and hospitality activities in New Zealand	<ul style="list-style-type: none"> • Introduction to possible future tourism and hospitality activities in New Zealand. • Imagine and design possible future activities for tourism and hospitality in New Zealand. • Consider the ongoing importance of New Zealand coastal and water management dimensions and the implications of these for tourism: open access for all to the sea and coast for fishing, sea food, swimming, surfing, boating, camping; cultural attitudes to kaimoana and sea food gathering across New Zealand cultures; rules and regulations for fisheries and marine reserves, other.
'Don't leave town until you've seen the country'	<ul style="list-style-type: none"> • Introduction to New Zealanders' domestic holiday and travel patterns within New Zealand. • Compare past and present marketing campaigns between 1900 and 2013 that present holiday options in New Zealand to New Zealanders. From these patterns consider future directions and/or opportunities. • Some additional features to consider may include: Can New Zealanders be tourists in their own country? Are family holidays a thing of the past? What is the ongoing role of small towns with camping grounds, stores, motels, pubs, restaurants, cafes, to provide infrastructure for holiday activities, other.
'Wilderness areas' in New Zealand	<ul style="list-style-type: none"> • Introduction to the different values surrounding 'wilderness' in New Zealand and the role of wilderness in tourism. • Consider consequences of opening up wilderness areas in New Zealand for economic exploration such as for mining and oil, and the possible impacts on New Zealand tourism? • Should wilderness areas be developed for 'lower impact' tourism activities instead? • Investigate the impacts of tourism on natural geographical features, for example, Milford track, Tongariro crossing, Abel Tasman track and waterways. • Explore the advantages and disadvantages of developing new tourist trails. Examples may include the Te Araroa Trail, a national walkway, and a proposed New Zealand cycleway.
'Authenticity' in tourism and hospitality in New Zealand	<ul style="list-style-type: none"> • Introduction to issues of 'authenticity' in tourism and hospitality experiences. • Investigate the history of various tourist products that have been or are sold in tourist shops, and consider the cultural authenticity of these products. • Examples may include: plastic tiki, Māori dolls in traditional costume and Māori-themed tablecloths and tea towels, machine mass-production of tiki and tekoteko (carved figures). • Discuss what is 'cultural property' for Māori or Pasifika communities.
Conflict and conciliation over natural resources and controls	<ul style="list-style-type: none"> • Explore the history of 'appropriation of resources' from Māori, including of geo-thermal land and water, designs and images, and of indigenous management, as an historical source of tourist revenue by the New Zealand government. • Explore recent history as to why this has begun to change since 1970s. • Explore examples of recent iwi engagement in tourism such as Te Arawa, Ngai Tahu, or Tainui, and consider the values that drive their business directions. • Explore the history of Whakarewarewa Thermal Village. • Consider the significance of Ngāi Tahu iwi controlling release of greenstone to ensure authenticity of Māori pendants and sculpture and ensuring that Māori artists benefit.
Explore Māori engagement in the tourism industry today	<ul style="list-style-type: none"> • Introduction to Māori managed tourism. • Explore examples such as: Whale Watch Kaikoura run by Kati Kuri, a sub-tribe of Ngai Tahu iwi; Potiki Adventures based in Auckland and Waiheke island; Ngāi Tahu Tourism businesses in the South Island; Ropata Taylor of the Wakatū Incorporation; Tamaki Tours including Tamaki Māori village in Rotorua, and now in Auckland. • Explore advice given to Māori and Pasifika for establishing tourism businesses in New Zealand today. Maori business advice http://www.tpk.govt.nz/en/services/business/
Explore the role of the New Zealand Ministry of Tourism today	<ul style="list-style-type: none"> • Introduction to Government involvement in New Zealand tourism past and present. • Compare and contrast Government involvement in New Zealand tourism past and present and from these patterns consider future directions and/or opportunities for Government involvement in tourism. • Examples of dimensions to consider may include: perspectives they offer on Māori or non Māori tourist experiences in New Zealand; figures for Māori managed tourism and hospitality activities in New Zealand today; advice provided for setting up new tourism activities in New Zealand?
Innovative business activity in New Zealand tourism and hospitality	<ul style="list-style-type: none"> • Introduction to innovative tourism and hospitality business activity in New Zealand today. • Explore examples of innovative tourism and hospitality businesses and activity in New Zealand today.



Excerpts of programme design

The excerpts of learning programmes illustrate how two providers have gone about meeting the needs of the students within the Services Industries pathway. The intention of these examples is to stimulate discussion about what a programme may look like in your area for all students. Both providers are still currently working with the community

to strengthen their programme approach. Other examples could incorporate programmes that are designed for students to follow the Service Industries pathway, in preparation for degree level study and careers such as tourism management, hospitality management, and business or entrepreneurial management.

Auckland West Vocational Academy

Massey High School established a number of vocational academies under the banner of Auckland West Vocational Academy. These operate in a variety of formats depending on the needs of the target students. All students opt into a complete programme of NZ Curriculum and vocational learning, with tuition shared between Massey High School, Unitec, MIT and other tertiary providers.

Aim: To equip students with the knowledge, skills and competencies they need for successful employment.

Context of learning: The Hospitality Academy is being set up for 2014. Students will attend the Academy two days per week from 2–6pm. In addition to the 8 hours per week of tuition, a significant work experience component will be included. The timing means that students will arrive at the Academy during or at the end of lunchtime, allowing for effective integration with the other New Zealand Curriculum courses. The course has been developed in collaboration with Waitakere College and Service IQ. Students will also have the opportunity to go on a trip to France.

Qualification: Students can achieve a Level 3 National Certificate in Hospitality and NCEA.

Pathway: Students generally go on to further education and training or full time employment.

For more information about Auckland West Vocational Academy please refer to the [Contextualised Learning Examples](#)

Canterbury Tertiary College (CTC)

CTC is a partnership between CPIT, regional providers, industry and local secondary schools, providing a bridge between school, tertiary providers, industry training organisations and employers.

Aim: To provide students with clearer pathways to tertiary and employment.

Context of learning: CTC offers Services Industries Vocational programmes in hairdressing, hospitality and cooking. Most programmes run two days a week throughout the school year, with breaks for the school holidays. A second intake begins in July. Schools vary in their response to students being enrolled in these programmes, some timetable CTC classes to allow for the off site learning, whilst others take a student-by-student approach. The Level 2 hairdressing course is over two years, which includes an apprenticeship in year 2, whilst the other courses run over a year.

Qualification: The hairdressing course leads to a Level 2 Certificate in Elementary Hair Design incorporating a National Certificate in Hairdressing. The other courses in hospitality and cooking provide Level 2 credits. NCEA is also available to students through their school based courses.

Pathway: All courses at CTC can lead to further education training, or employment.

For more information about the Canterbury Tertiary College please refer to the [Contextualised Learning Examples](#)

Design the content and approach for a learning programme.

Consider the following example, which provides a possible framework and some starters for joint planning between secondary, tertiary and ITO providers to develop a learning programme. Partners may need to work together to make sure all the areas below are adequately covered.

Figure Nine: Example of a framework for planning the learning programme

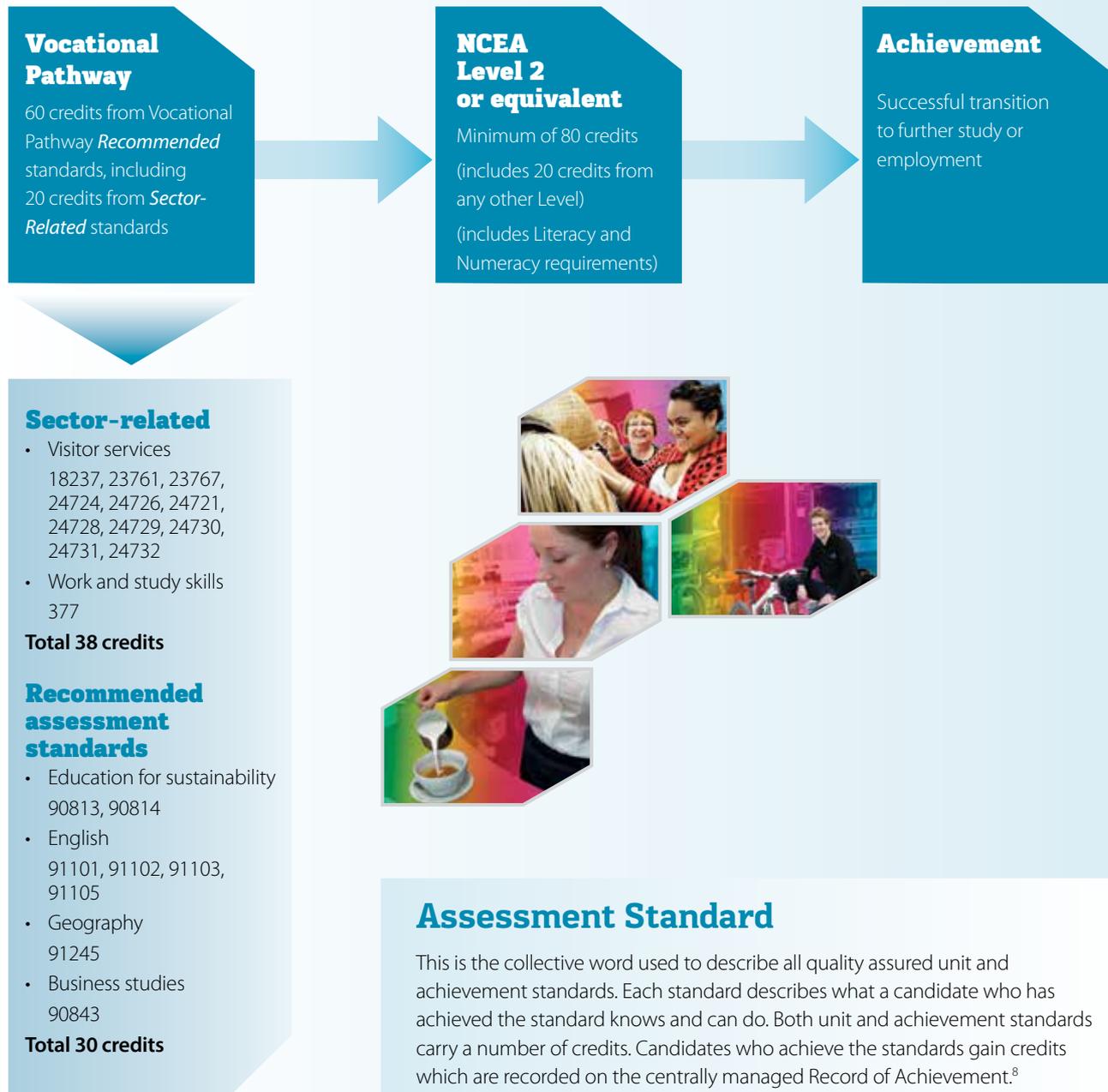
<p>Graduate profile Identify attributes of learners exiting from a learning programme.</p>
<p>Broad Learning Outcomes Identify knowledge, skills and capabilities valued by the sector.</p>
<p>Planning Categories Plan for each of the learning outcomes using these categories:</p>
<p>1. Industry specific content Identify the skills, capabilities and knowledge that are valued.</p>
<p>2. New Zealand Curriculum content Identify relevant content from the New Zealand Curriculum that supports development of valued knowledge, skills and capabilities.</p>
<p>3. Key competencies Consider how the learners will develop the key competencies, core capabilities and soft skills valued in your sector. <i>Refer to pages 8–9 of this document for guidance</i></p>
<p>4. Delivery arrangements and resourcing Consider appropriate resourcing to meet the needs for learners. Examples: – <i>Develop shared delivery arrangements between schools and tertiary providers</i> – <i>Identify learner interests and available businesses and arrange work placement opportunities</i></p>
<p>5. Assessment Use an appropriate balance of recommended and sector-related achievement and unit standards to enable learners to achieve NCEA Level 2 with a Vocational Pathways Award.</p>
<p>Progression Can the learner progress to further qualifications and/or employment from this learning programme?</p>

Assessment Approaches

There are many possible assessment standards available within and across Vocational Pathways for educators and students to choose from, to complement their learning programme. The range of standards for the Services Industries Pathway can be found [here](#).

Figure Ten provides an example of what an assessment programme *could* look like for one student who is following the Introduction to Tourism in NZ programme at NCEA Level 2.

Figure Ten: An example of an assessment programme for one student



8. NZQA: <http://www.nzqa.govt.nz/qualifications-standards/standards/>

Vocational Pathway Award

A Vocational Pathway Award may be gained within the Services Industries Pathway as a result of achieving in the 'Introduction to Tourism in New Zealand' programme. As with any NCEA qualification a vocational pathway student may also gain a certificate of endorsement or a course endorsement.

Figure Eleven: Vocational Pathway Award



Requirements for NCEA Level 2 are:

80 credits, of which:

- a minimum of 60 credits are at Level 2;
- and the other 20 credits are from Level 1 or another Level; and
- include literacy and numeracy credits at Level 1 or above.

Literacy requirement

A minimum of 10 credits through either:

- [specified achievement standards](#) available through a range of subjects and [English for Academic Purposes](#)
- [unit standards](#) (minimum of 10 credits) or unit standards – package of three [literacy unit standards](#) (minimum of 10 credits – **all** three are required).

Numeracy requirement

A minimum of 10 credits through either:

- Achievement standards – [specified achievement standards](#) available through a range of subjects (minimum of 10 credits) or
- Unit standards – package of three [numeracy unit standards](#) (minimum of 10 credits – **all** three are required).

Additional recognition of achievement available

Vocational Pathway Award

Achieves 60 Level 2 credits from the *Recommended* assessment standards for a Vocational Pathway sector, including 20 credits from the *Sector-related* standards for the same sector.

Course Endorsement

Students will gain an endorsement for a course, if, in a single {school} academic year, they achieve:

- 14 or more credits at Merit or Excellence and at least 3 of these credits are from externally assessed standards, and 3 credits from internally assessed standards.

Note: This does not apply to physical education, religious studies and Level 3 visual arts.

Certificate Endorsement

If a student gains 50 credits at Excellence, their NCEA will be endorsed with Excellence.

Likewise, if a student gains 50 credits at Merit (or Merit and Excellence), their NCEA will be endorsed with Merit.

Foundation for further learning

Figure Twelve, taken from the Vocational Pathways [information booklet](#) for the Services Industries Pathway, shows the types of jobs that are available for young people at the different levels of education.

The 'dots' in Figure Twelve show the level (or levels) of qualification usually associated with the role. Sometimes you need a specific qualification to get into a job, but in many areas you can work towards higher qualifications by learning on the job. Check out the job profiles on www.careers.govt.nz, or talk to your careers advisor to find out more.

Figure Twelve: Job opportunities in the Services Industries Pathway

NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Accountant			•	•	
Accounts Officer	•	•	•	•	
Actuary				•	•
Administration Officer	•				
Advertising Specialist			•	•	•
Advertising, Sales and Marketing Manager	•		•	•	•
Aeronautical Engineer				•	•
Aeroplane Pilot			•		
Agricultural Technician				•	
Air Force Airman/Airwoman	•	•	•	•	
Air Force Officer	•	•	•	•	
Air Traffic Controller	•		•		
Aircraft Loader	•	•			
Aircraft Maintenance Engineer		•	•		
Aircraft Refueller	•				
Animal Attendant	•	•			
Archivist					•
Army Officer	•	•	•	•	
Army Soldier	•	•	•	•	
Auctioneer	•				
Auditor				•	•
Baker	•	•			
Bank Worker	•	•			
Barrister				•	•
Bartender	•	•			
Beauty Therapist	•	•			
Bicycle Mechanic	•				
Brewer	•	•	•	•	
Bus Driver	•				
Butcher	•	•			
Buyer	•	•	•	•	
Cafe Worker	•				
Cafe/Restaurant Manager	•	•			
Camping Ground Manager	•	•			
Caretaker	•				
Carpet Cleaner	•				
Cashier	•		•		
Casino Worker	•				
Check-in Agent	•	•			

NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Chef	•	•			
Chemist				•	•
Cinema Projectionist	•				
Cleaner	•				
Conservator					•
Contact Centre Worker	•				
Cook	•	•			
Courier/Postie					
Curator					•
Customs/Freight Broker	•	•			
Debt Collector	•				
Deckhand	•				
Delivery Driver	•				
Demonstrator	•				
Dietitian				•	•
Diver	•	•			
Diversional Therapist	•	•			
Dog Trainer	•		•		
Driving Instructor	•				
Economist				•	•
Energy Auditor	•	•	•	•	•
Events Manager	•	•	•	•	
Exhibition Technician	•	•	•	•	
Finance Manager			•	•	
Financial Adviser			•	•	
Financial Dealer			•	•	
Fitness Instructor	•	•	•	•	
Flight Attendant	•	•			
Florist	•	•			
Flying Instructor			•		
Funeral Director/Embalmer	•		•		
Furniture Packer/Mover					
Gardener	•				
Geologist					•
Geophysicist				•	•
Graphic Designer			•	•	
Gunsmith	•	•			
Hairdresser/Barber		•			
Health and Safety Adviser	•	•	•		
Health and Safety Inspector		•		•	
Heavy Truck Driver	•				

NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Helicopter Pilot			•		
Helpdesk Operator	•	•	•		
Historian				•	•
Hotel Porter	•				
Hotel/Motel Manager	•	•	•		
Housekeeper	•				
Human Resources Adviser				•	
Importer/Exporter	•		•	•	
Industrial Designer				•	•
Service industries			•	•	•
Insurance Agent	•		•	•	
Insurance Claims Officer	•		•	•	
Insurance Loss Adjuster			•	•	
Jeweller	•	•	•	•	
Journalist	•	•	•	•	
Kitchenhand	•				
Laundry Worker/Dry-Cleaner	•				
Legal Executive	•		•		
Light Technician	•	•	•	•	
Locksmith		•			
Mail Sorter	•				
Maitre d'Hotel	•	•			
Make Up Artist	•	•			
Managing Director/Chief Executive	•		•	•	•
Market Research Analyst	•		•	•	
Massage Therapist	•	•	•		
Media Producer	•		•	•	
Meteorologist				•	•
Model	•				
Mortgage Broker	•		•	•	
Motor Vehicle Salesperson	•		•	•	
Navy Officer	•		•	•	
Navy Sailor	•	•	•		
Office Manager	•		•	•	
Outdoor Recreation Guide/Instructor	•	•			
Panelbeater	•	•			
Payroll Officer	•		•	•	
Personal Assistant	•		•	•	
Pest Controller	•				
Pharmacist				•	
Pharmacy Technician		•			



NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Photographic Developer/Printer	•				
Physicist				•	•
Picture Framer	•				
Private Teacher/Tutor				•	
Production Assistant (Film/Television/Radio/Stage)	•		•	•	
Professional Sportsperson	•				
Project Manager			•	•	
Property Manager		•	•	•	
Public Relations Professional			•	•	•
Purchasing/Supply Officer	•	•	•	•	
Railway Shunter		•			
Real Estate Agent		•	•		
Receptionist	•		•		
Records Adviser		•	•	•	•
Recreation Co-ordinator	•		•	•	
Recruitment Consultant	•	•	•	•	
Retail Manager	•	•			
Retail Sales Assistant	•	•			
Sales Representative	•	•	•	•	
Secretary	•	•	•		
Security Officer/Guard	•	•			
Service Station Attendant	•				
Ship's Master		•			
Ship's Officer		•			
Signwriter	•	•			
Solicitor				•	•
Sports Coach/Official	•		•	•	
Statistician				•	•
Stevedore	•	•			
Storeperson	•	•			
Street/Park Cleaner	•				
Survey Interviewer	•		•		
TAB Operator	•				
Taxi Driver/Chauffeur	•	•			
Technical Writer				•	
Telemarketer	•				
Tour Guide	•	•			
Tow Truck Operator	•				
Train Conductor	•				

	NZQF Level	2	3–4–5	5–6	7	8–10
		NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
Train Controller			•			
Train Driver		•	•			
Trainer				•	•	
Travel Agent/Adviser		•	•			
Typist/Data Entry Operator		•		•		
Tyre Technician		•				
Valuer					•	
Vehicle Groomer/Cleaner		•	•			
Veterinarian					•	
Veterinary Nurse		•		•		
Visual Merchandiser		•		•	•	
Waiter/Waitress		•	•			
Watchmaker and Repairer		•	•			
Window Cleaner		•				
Workplace Relations Adviser		•	•	•	•	



Review

The purpose of this booklet was to provide you with some guidance to support you to develop learning programmes within and across the Vocational Pathways. As you continue the development of these programmes you may find it helpful to consider the questions that are posed through the booklet, including the ones on the right.

- What are you currently doing that is working well for students?
- How do you identify those students who are not doing so well, and analyse why this may be the case?
- To what extent are your programmes meeting the needs of your priority learners (Pasifika, Māori and students with special educational needs)?
- How do you currently allocate funding for off-site learning?
- How could funding from partner organisations be used differently to support the partnership approach?
- What may need to be done differently?
- How do you know what needs to be done differently?
- What can you do today?
- What can you do in the longer term?
- Who has consent to assess the Assessment Standards?
- Can this consent be developed across tertiary and secondary providers?
- How do you ensure you meet the requirements of the New Zealand Curriculum, and of industry, for 15–19 year olds?

To find out more information on Vocational Pathways, please visit our website <http://youthguarantee.net.nz/vocational-pathways/>

Appendix

PRINCIPLES

Foundation for further learning principles to help guide providers when developing or reviewing contextualised learning programmes for Vocational Pathways.

PRINCIPLE 1: Programmes of learning and courses are student-centred.

How do educators:

- 1 Explicitly plan for, deliver and assess in response to the prior knowledge and skill, and previous experiences, students bring to the course?
- 2 Use this knowledge to inform teaching decisions about what students need to learn or do next?
- 3 Design the learning environment to be inclusive for all students, including those with moderate education needs?*
- 4 Explicitly plan approaches to teaching and learning delivery that respects all students' current needs, potential, interests, desires, cultural views including world views, and ethnic/gender perspectives?
- 5 Explicitly plan approaches to teaching and learning and assessment delivery that respect the identity, language and culture of all students, ensuring delivery and assessment is conducted through respectful and caring relationships with every student?
- 6 Explicitly plan approaches to teaching and learning and assessment delivery that include a targeted focus on improving achievement outcomes for Māori and Pasifika students, students with special education needs, and students from low socio-economic backgrounds?
- 7 Explicitly investigate the literacy and language needs, and/or numeracy knowledge and skill needs of all students prior to, or at commencement of, every course, and explicitly provide relevant support, actively managing this through all course delivery and assessment?
- 8 Proactively ensure pastoral or broader social support is planned for and available as required?

PRINCIPLE 2: Programmes of learning and courses comprise coherent knowledge and skills.

How do educators:

- 1 Use the Vocational Pathway sector descriptors to guide development of programmes and courses that are educationally coherent and robust, and also situated within a broad vocational employment context?
- 2 Plan programmes that provide a coherent body of systematically organised discipline knowledge and skills, practices and competencies which progress within courses and throughout the programme?
Note: Discipline knowledge would be drawn from relevant sciences, English, technologies, mathematics, design, social sciences, arts, languages etc.
- 3 Plan courses that provide a coherent body of specialist knowledge and skills, practices and competencies from an employment sector that is embedded in a relevant and engaging context?
- 4 Deliver and assess the coherent body of specialist knowledge and skills, practices and competencies from this employment sector's particular field of practice?
- 5 Deliver and assess the coherent body of systematically organised discipline knowledge and skills, practices and competencies at regular intervals in courses throughout the programme?
- 6 Plan partnerships that effectively deliver different types of knowledge in the sites most appropriate for learning different types of knowledge and skills, practices and competencies?
- 7 Plan for and support the development of students' generic competencies, by explicitly embedding opportunities to practice and reflect on these abilities and skills throughout all courses?



* Note resource: [Universal Design for Learning](#)

PRINCIPLE 3: Programmes of learning are within a coherent learning pathway, leading to New Zealand qualifications and employment.

How do educators:

- 1 Situate course learning within broad life/world contexts, using the Vocational Pathway sector descriptions where possible?
- 2 Plan clear and authentic connections within and between programmes, within and between courses and towards next destinations?
- 3 Situate their programmes within a learning pathway that is transparent to the student, has clear and achievable next steps to study or employment and includes genuine progression links to next qualification steps?
- 4 Present their programmes and qualifications to students, their family and whānau, within current and authentic market opportunities for future employment, study or training?

- 5 Demonstrate that their programmes lead every student enrolled towards worthwhile qualifications from NCEA Level 2 to NZQF Level 4, with options for further progress?
- 6 Demonstrate that the qualifications they offer are recognised across New Zealand?

NOTE

These Principles have been developed and tested for consistency against the following documents and strategies:

Tertiary Education Strategy 2010–2015, New Zealand Curriculum 2007, Best Evidence Synthesis for Teacher Professional Learning and Development, and Best Evidence Synthesis for School Leadership and Student Outcomes, Ka Hikitia 2013–2017, Pasifika Education Plan 2013–2017, Success for All Strategy vision and work programme for inclusive education, Better Public Service Targets L2 and L4, Ministry of Education Statement of Intent 2011/12–2016/17, New Zealand Qualifications Framework, and emerging Youth Guarantee and foundation education policy.

References

Harrity, E. (2013). *Vocational Pathways: Using industry partnerships and personalised learning to improve student outcomes*. Retrieved from: http://www.fulbright.org.nz/wp-content/uploads/2013/08/axford2013_harrity.pdf

Ministry of Business Innovation and Employment. (2012). *Medium-Long Term Employment Outlook: Looking Ahead to 2020*. Wellington: MBIE

Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington, New Zealand: Learning Media Ltd.

Links

Best Evidence Synthesis for School Leadership and Student Outcomes

http://www.educationcounts.govt.nz/__data/assets/pdf_file/0015/60180/BES-Leadership-Web.pdf

Best Evidence Synthesis for Teacher Professional Learning and Development

http://www.educationcounts.govt.nz/__data/assets/pdf_file/0017/16901/TPLandDBESentire.pdf

Better Public Service Target Targets L2 and L4

<http://www.ssc.govt.nz/better-public-services>

Career Management Competencies

<http://nzcurriculum.tki.org.nz/Curriculum-resources/Career-education/Career-management-competencies>

Ka Hikitia: Ensuring Success 2013–2017

http://www.minedu.govt.nz/theMinistry/PolicyandStrategy/~/_media/MinEdu/Files/TheMinistry/KaHikitia/KaHikitiaAcceleratingSuccessEnglish.pdf

List of Assessment standards for the Services Industries Pathway

<http://youthguarantee.net.nz/vocational-pathways/education-providers-/service-industries/>

Ministry of Education Statement of Intent

<http://www.minedu.govt.nz/theMinistry/PublicationsAndResources/StatementOfIntent/SOI2013.aspx>

NZQA

<http://www.nzqa.govt.nz/qualifications-standards/standards/>

NZ Qualifications Framework

<http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/>

Pasifika Education Plan 2013–2017

http://www.minedu.govt.nz/NZEducation/EducationPolicies/PasifikaEducation/~/_media/MinEdu/Files/EducationSectors/PasifikaEducation/PEPfoldup12Feb2013.pdf

Science Safety

<http://seniorsecondary.tki.org.nz/Science/Learning-programme-design/Safety-and-ethical-considerations>

Services Industries Vocational Pathway Information booklet

<http://youthguarantee.net.nz/assets/Uploads/MOE-VP-Services-RD2-final3.pdf>

Success for All Strategy

<http://www.minedu.govt.nz/NZEducation/EducationPolicies/SpecialEducation/OurWorkProgramme/SuccessForAll.aspx>

Technology Safety

<http://technology.tki.org.nz/Curriculum-support/Safety-and-Technology-Education>

Tertiary Education Strategy 2010–2015

http://www.minedu.govt.nz/NZEducation/EducationPolicies/TertiaryEducation/PolicyAndStrategy/~/_media/MinEdu/Files/TheMinistry/TertiaryEducationStrategy2010/TES2010to2015.pdf

Universal Design for Learning

http://www.educationcounts.govt.nz/publications/special_education/education-that-fits-review-of-international-trends-in-the-education-of-students-with-special-educational-needs/chapter-sixteen-universal-design-for-learning

Vocational Pathway Award

<http://youthguarantee.net.nz/assets/assets/VP-Award-Profile-FINAL-Amended-Version-3Sept13.pdf>

Vocational Profile builder

<http://youthguarantee.net.nz/vocational-pathways/profile-builder/>



Vocational Pathways

www.youthguarantee.net.nz