



# Vocational Pathways

SERVICES INDUSTRIES SECTOR



October 2014, Version 1

[www.youthguarantee.net.nz](http://www.youthguarantee.net.nz)

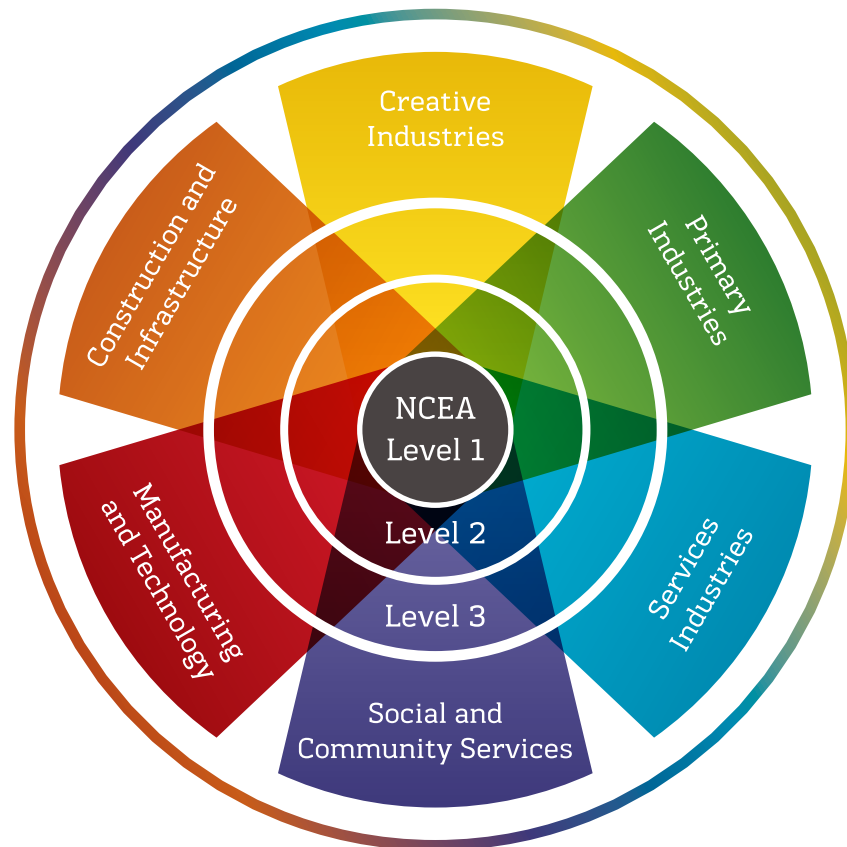
New Zealand Government

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Youth Guarantee:

# Vocational Pathways



Vocational Pathways provide new ways to achieve NCEA Level 2 – the foundation for success in further education and the world of work.

The pathways help you see how your learning and achievement will be valued in the ‘real world’ when you look for a job and start your career.

Achieving Vocational Pathways means that you have developed skills, and achieved in areas that employers value, and that you have skills and knowledge that are relevant for their industries.

By achieving enough credits from the standards recommended by the sector, you can have services industries recognised as your vocational pathway; this makes it easy for employers to see if you have the strengths and abilities they are looking for.

If you are aiming for a career in this sector, the pathway helps you to see which subjects and standards you should do to get to where you want to go.

And if you haven’t decided, but are thinking about the future, the pathways can help you see how your strengths and interests match up to an amazing range of jobs and study options out there.

You can use the Vocational Pathways to see where and how your learning relates to study options and employment opportunities. Visit [www.youthguarantee.net.nz](http://www.youthguarantee.net.nz) to find out more.

# What's the work like?

It's a great sector for young people. If you enjoy working with people you'll get a kick out of it. Good communication and presentation skills are important. Working in teams and dealing with people means you'll need to speak and listen well to others and relate to people from all walks of life. You'll also be able to pay attention to detail. If you can work out how to handle tricky situations diplomatically, you'll go a long way. Knowledge of New Zealand and local culture and heritage is a real asset. And because employers and customers are keen on people who have the X-factor, a willingness to learn and being passionate is also important.

## What qualities will I need?

It's all about people – doing everything you can to meet their needs and help them live their dreams. Usually you're working in a community of like-minded people and it can be very social and loads of fun. There are lots of people who are creative and entertaining. The work is varied but it can also be hard – there are systems and procedures to conform to and you have to be nice, even when others are grumpy. In some jobs, you may need to do shiftwork or work holidays and weekends. It's a sector where you can learn and grow at work, with heaps of on-the-job training. Culture and heritage are strong drivers in this sector. And it's a great sector if you like the idea of travel, because you can take your skills and experience to jobs all over New Zealand and overseas.



“I love helping people feel good about themselves. I get to do that every day!”

*Jason, personal trainer at Les Mills*

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## What's great about this sector?

With skills from this sector you can work and travel the world. You can mix with and meet plenty of interesting people and be doing work that has lots of variety. There's not much sitting around – in these jobs you're the brand, dealing directly with people. In this sector it's easy to work part time – great if you want to use it to support further study. Skills are transferable – with your experience, you can walk in with your CV one day and have a job the next. It can be truly inspirational – from travel to tourism, hairdressing to hospitality, physical fitness to finance services. You're working with and talking to people about how they can achieve their aspirations and make dreams come true. And at the top end, you can earn some very, very good money.

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## What key competencies do employers look for?

They will be expecting to match your key competencies to their work place:

### *Thinking*

You'll need to be able to think quickly to respond to customer needs, understand products, and recall information.

### *Relating to others*

A friendly and professional approach to a wide range of people is required; you'll have great communication skills and be able to relate to people from all walks of life.

### *Participating and contributing*

You'll have the opportunity to work in a strong team environment to make a real difference to your customers and add value to your organisation.

### *Managing self*

You'll take responsibility for: being on time, present yourself well, learn from your mistakes, be willing to learn and listen on the job.

### *Using language, symbols and text*

You'll be able to use basic maths for accurate sales and stock control, money handling and weighing. You'll be able to read and understand policies and procedures, business documents and develop product knowledge.



“My workplace is a mountain playground! It’s awesome meeting and talking to lots of different people every day – most are on holiday and so relaxed so it’s even better!”

**Trevor, lift operator, Remarkables, Queenstown**

## Where might I end up?

Service may be a step towards other jobs and other sectors over time because the skills you will gain are valuable in any role. There are really rewarding careers in the services industries, if your dream is owning the best hotel or travel agency in the world, you can get there.

### You could go on to be a:

Supervisor, Manager, Adviser, Trainer, own your own business or chain of businesses.



# What work could I do?



## In hospitality

Bartender, barista, chef, cook, housekeeping, kitchen hand, laundry, maintenance, hotel/motel resort manager, receptionist, waiter/waitress, maître d', event or conference manager.

## In travel and tourism

Travel agent, tour bus operator, tour guide, ski instructor, administrator, marketer, sales, flight attendant, receptionist, customer services/customer relations, customs and border control officer.

## In hair and beauty

Beautician, spa or massage therapist, hairdresser, barbering, nail technician.

## In retail

Retail assistant, supermarket assistant, retail store manager, window dresser.

## In sport and recreation

Gym manager, personal trainer, fitness instructor.

## In other service industries

Event organiser, writer, journalist, news producer, member of the armed forces (air force, army, navy), advertising copy writer, customer representative, funeral director, printer, film making support, financial service support, legal services support.

## What industries could I work in?

Hair and beauty, entertainment, fashion, funeral services, hospitality, finance, media and news, museums and galleries, retail, sport and fitness, theatre and film, travel and tourism.

## Find out more

about life and jobs in this sector by browsing the:

- Careers NZ website jobs database under the hospitality, tourism, sport and recreation tab
- websites of the relevant industry training organisations: Hairdressing ITO ([www.hito.org.nz](http://www.hito.org.nz)), NZ Skills Connect ([www.nzskillsconnect.co.nz](http://www.nzskillsconnect.co.nz)), Service IQ ([www.servicesiq.org.nz](http://www.servicesiq.org.nz)), Skills Active ([www.skillsactive.org.nz](http://www.skillsactive.org.nz)), The Skills Organisation ([www.skills.org.nz](http://www.skills.org.nz))
- Just the Job videos on YouTube or TVNZ on demand.

## Why is this sector important?

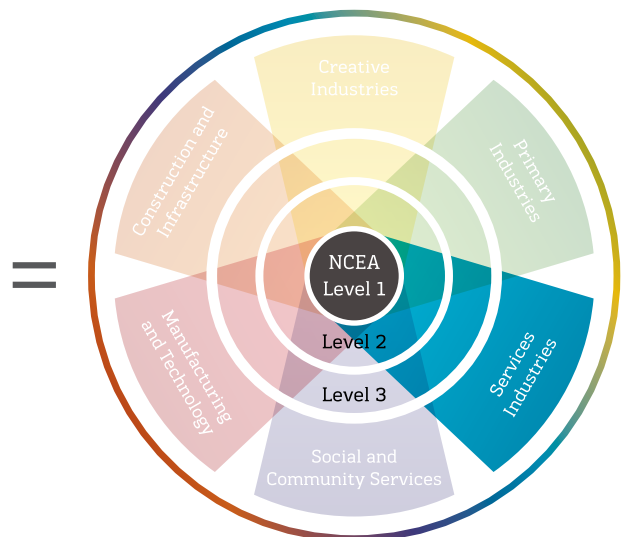
People in this sector are ambassadors for New Zealand. Your actions impact visitors' opinions and experience of our country. This sector makes up a massive 25 percent of New Zealand's workforce, brings in millions of dollars of overseas currency, and meets the needs and aspirations of thousands of New Zealanders at home.



# Vocational Pathways Award

If your NCEA Level 2 includes enough credits from recommended standards, and you meet the NCEA literacy and numeracy requirement, you can have Services Industries awarded as your Vocational Pathway on your NZQA Record of Achievement. This will be a real advantage when you get out there and look for work and training opportunities in the sector.

- Achieve NCEA Level 2
- Meet the NCEA Literacy and Numeracy requirements (20 credits at Level 1 or above)
- Gain 60 Level 2 credits from recommended standards  
*including*
- at least 20 Level 2 credits from sector-related standards



# Recommended Assessment Standards

## for the **Services Industries** Pathway

The assessment standards on the following pages are recommended by the industries across our sector. So if you are looking for a pathway into services industries, you would do well to focus on these subjects and work hard to achieve the standards listed here.

You don't need to do all of these standards! However, if you gain enough credits from the standards we recommend, then you are gaining the skills, knowledge and competencies that are most important to employers in our sector.

But there's another way to look at it: if these are the subjects you enjoy, and these are the sorts of standards that you tend to do well in, then you should definitely consider the Services Industries sector as a possible future for you. As you will see in the next section, there are heaps of opportunities, and a wide range and growing number of jobs at many different levels.

## Level 1

These are the standards we recommend at level 1. If these are areas of strength or interest for you then you're making a great start at gaining the key skills you need in our sector.

Std No.	Title		Credits
<b>Accounting</b>			
90976	1.1	Demonstrate understanding of accounting concepts for small entities	3
90977	1.2	Process financial transactions for a small entity	5
90978	1.3	Prepare financial statements for sole proprietors	5
90979	1.4	Prepare financial information for a community organisation's annual general meeting	4
90980	1.5	Interpret accounting information for sole proprietors	4
90981	1.6	Make a financial decision for an individual or group	3
90982	1.7	Demonstrate understanding of cash management for a small entity	4
<b>Business Studies</b>			
90837	1.1	Demonstrate an understanding of internal features of a small business	4
90838	1.2	Demonstrate an understanding of external factors influencing a small business	4
90840	1.4	Apply the marketing mix to a new or existing product	3
<b>Classical Studies</b>			
91021	1.1	Demonstrate understanding of ideas and values of the classical world	4
91025	1.5	Demonstrate understanding of links between aspects of the classical world and another culture	6
<b>Digital Technologies</b>			
91070	1.40	Demonstrate understanding of basic concepts of information management	3
91071	1.41	Implement basic procedures to produce a specified digital information outcome	4
91072	1.42	Demonstrate understanding of basic concepts of digital media	3
91073	1.43	Implement basic procedures to produce a specified digital media outcome	4



Std No.		Title	Credits
<b>Drama</b>			
90006	1.1	Apply drama techniques in a dramatic context	4
90997	1.2	Devise and perform a drama	5
90999	1.4	Select and use features of a drama/theatre form in a performance	4
90009	1.6	Perform an acting role in a scripted production	5
90011	1.7	Demonstrate understanding of the use of drama aspects within live performance	4
<b>Economics</b>			
90983	1.1	Demonstrate understanding of consumer choices, using scarcity and/or demand	4
90984	1.2	Demonstrate understanding of decisions a producer makes about production	5
90985	1.3	Demonstrate understanding of producer choices using supply	3
90986	1.4	Demonstrate understanding of how consumer, producer and/or government choices affect society, using market equilibrium	5
90987	1.5	Demonstrate understanding of a government choice where affected groups have different viewpoints	4
90988	1.6	Demonstrate understanding of the interdependence of sectors of the New Zealand economy	3
<b>English</b>			
90849	1.1	Show understanding of specified aspect(s) of studied written text(s), using supporting evidence	4
90850	1.2	Show understanding of specified aspect(s) of studied visual or oral text(s), using supporting evidence	4
90851	1.3	Show understanding of significant aspects of unfamiliar written text(s) through close reading, using supporting evidence	4
90052	1.4	Produce creative writing	3
90053	1.5	Produce formal writing	3
90857	1.6	Construct and deliver an oral text	3
90855	1.7	Create a visual text	3
90852	1.8	Explain significant connection(s) across texts, using supporting evidence	4
90853	1.9	Use information literacy skills to form conclusion(s)	4
90854	1.10	Form personal responses to independently read texts, supported by evidence	4
90856	1.11	Show understanding of visual and/or oral text(s) through close viewing and/or listening, using supporting evidence	3
<b>Generic Technology</b>			
91044	1.1	Undertake brief development to address a need or opportunity	4
91053	1.10	Demonstrate understanding of design elements	3
91054	1.11	Demonstrate understanding of basic human factors in design	4
<b>Geography</b>			
91007	1.1	Demonstrate geographic understanding of environments that have been shaped by extreme natural event(s)	4
91008	1.2	Demonstrate geographic understanding of population concepts	4
91009	1.3	Demonstrate geographic understanding of the sustainable use of an environment	3
91010	1.4	Apply concepts and basic geographic skills to demonstrate understanding of a given environment	4
91011	1.5	Conduct geographic research, with direction	4
91012	1.6	Describe aspects of a contemporary New Zealand geographic issue	3
91013	1.7	Describe aspects of a geographic topic at a global scale	3
91014	1.8	Apply spatial analysis, with direction, to solve a geographic problem	3

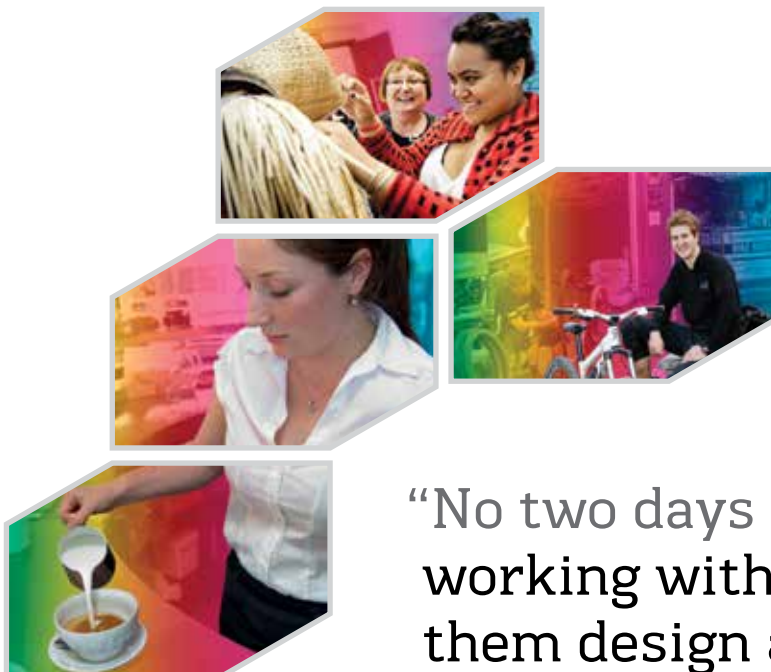
Std No.	Title		Credits
	<b>Health</b>		
90971	1.1	Take action to enhance an aspect of personal well-being	3
90972	1.2	Demonstrate understanding of influences on adolescent eating patterns to make health-enhancing recommendations	4
91097	1.3	Demonstrate understanding of ways in which well-being can change and strategies to support well-being	4
90973	1.4	Demonstrate understanding of interpersonal skills used to enhance relationships	5
90975	1.6	Demonstrate understanding of issues to make health-enhancing decisions in drug-related situations	4
	<b>History</b>		
91002	1.2	Demonstrate understanding of an historical event, or place, of significance to New Zealanders	4
91004	1.4	Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders	4
	<b>Home Economics</b>		
90956	1.1	Demonstrate knowledge of an individual's nutritional needs	5
90957	1.2	Demonstrate understanding of societal influences on an individual's food choices and well-being	5
90958	1.3	Demonstrate understanding of how cultural practices influence eating patterns in New Zealand	5
90959	1.4	Demonstrate knowledge of practices and strategies to address food handling issues	5
90960	1.5	Demonstrate understanding of how an individual, the family and society enhance each other's well-being	4
90961	1.6	Demonstrate understanding of how packaging information influences an individual's food choices and well-being	4
	<b>Languages</b>		
	1.3	Interact using spoken TARGET LANGUAGE to communicate personal information, ideas and opinions in different situations	5
	<b>Mathematics and Statistics</b>		
91026	1.1	Apply numeric reasoning in solving problems	4
91037	1.12	Demonstrate understanding of chance and data	4
91028	1.3	Investigate relationships between tables, equations and graphs	4
91030	1.5	Apply measurement in solving problems	3
91034	1.9	Apply transformation geometry in solving problems	2
	<b>Media Studies</b>		
90989	1.1	Demonstrate understanding of how individuals interact with the media	3
90992	1.4	Demonstrate understanding of characteristics of a media genre	4
90993	1.5	Produce a design and plan for a media product using a specified range of conventions	3
90995	1.7	Demonstrate understanding of rules that govern the media in New Zealand	3
90996	1.8	Write media texts for a specific target audience	3
	<b>Physical Education</b>		
90962	1.1	Participate actively in a variety of physical activities and explain factors that influence own participation	5
90963	1.2	Demonstrate understanding of the function of the body as it relates to the performance of physical activity	5
90964	1.3	Demonstrate quality movement in the performance of a physical activity	3
90965	1.4	Demonstrate understanding of societal influences on physical activity and the implications for self and others	4
90966	1.5	Demonstrate interpersonal skills in a group and explain how these skills impact on others	4
90968	1.7	Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities	3
90969	1.8	Take purposeful action to assist others to participate in physical activity	2
90970	1.9	Demonstrate self management strategies and describe the effects on participation in physical activity	3
	<b>Processing Technologies</b>		
91082	1.60	Implement basic procedures to process a specified product	4
91083	1.61	Demonstrate understanding of basic concepts used in processing	4
91084	1.62	Demonstrate understanding of basic concepts used in preservation and packaging techniques for product storage	4

Std No.	Title		Credits
<b>Science</b>			
90940	1.1	Demonstrate understanding of aspects of mechanics	4
90949	1.10	Investigate life processes and environmental factors that affect them	4
90950	1.11	Investigate biological ideas relating to interactions between humans and micro-organisms	4
90951	1.12	Investigate the biological impact of an event on a New Zealand ecosystem	4
90952	1.13	Demonstrate understanding of the formation of surface features in New Zealand	4
90953	1.14	Demonstrate understanding of carbon cycling	4
<b>Social Studies</b>			
91039	1.1	Describe how cultures change	4
91041	1.3	Describe consequences of cultural change(s)	4
91042	1.4	Report on personal involvement in a social justice and human rights action	4
91043	1.5	Describe a social justice and human rights action	4
<b>Te Reo Māori</b>			
91085	1.1	Whakarongo kia mōhio ki te reo o tōna ao	6
91086	1.2	Kōrero kia whakamahi i te reo o tōna ao	6
91087	1.3	Pānui kia mōhio ki te reo o tōna ao	6
91088	1.4	Tuhi i te reo o tōna ao	6
91089	1.5	Waihanga tuhinga i te reo o tōna ao	6
<b>Te Reo Rangatira</b>			
90135	1.1	Whakarongo ki ngā kōrero o tōna ao	4
90801	1.2	Kōrero i te reo ōkawa	3
90137	1.3	Pānui i ngā tuhinga huhua noa	4
90803	1.4	Āta hanga i tētahi tuhinga	4
90805	1.5	Mātakitaki i te reo ataata	3
90802	1.7	Kōrero i te reo ōpaki	3
90804	1.8	Tuhituhi kōrero e hāngai ana ki te kaupapa	3
<b>Visual Arts</b>			
90913	1.1	Demonstrate understanding of art works from Maori and other cultural contexts using art terminology	4
90917	1.5	Produce a finished work that demonstrates skills appropriate to cultural conventions	4

Std No.	Title	Credits
<b>Generic Computing</b>		
18758	Find information using the Internet	2
<b>Service Sector – Core Skills</b>		
64	Perform calculations for the workplace	2
56	Attend to customer enquiries face-to-face and on the telephone	2

Std No.	Title	Credits
<b>Cook Islands Tourism</b>		
16875	Demonstrate knowledge of tourism in the Cook Islands	2
16876	Demonstrate knowledge of Cook Islands' culture and history in relation to tourism	3
16877	Demonstrate knowledge of the environment in relation to tourism in the Cook Islands	3
<b>Fitness Education</b>		
505	Manage personal physical fitness with guidance	3
<b>Hairdressing</b>		
21939	Demonstrate knowledge of fashion trends in relation to hairstyling	3
<b>Hospitality – Foundation Skills</b>		
15892	Demonstrate knowledge of terminology used for food and recipes in commercial cookery	2
15895	Demonstrate knowledge of boiling and baking in the commercial catering industry	2
15896	Demonstrate knowledge of frying and grilling as cookery methods in the commercial catering industry	3
15897	Demonstrate knowledge of common types and uses of commercial catering equipment	2
15900	Prepare and present meat in the hospitality industry	4
15901	Prepare and present fruit and vegetables in the hospitality industry	3
15919	Prepare and present hot finger food in the hospitality industry	2
15920	Prepare and present sauce and soup in the hospitality industry	2
15921	Prepare and cook a cake, a sponge and a batch of scones in the hospitality industry	3
19770	Prepare and present egg and cheese dishes in the hospitality industry	2
19771	Prepare, cook and present seafood in the hospitality industry	3
21059	Demonstrate knowledge of knife care, use, storage, and carrying for the hospitality industry	2
15891	Demonstrate knowledge of commercial cutlery and crockery types and uses in the hospitality industry	2
15894	Demonstrate knowledge of basic terminology used in commercial food and beverage service	1
15899	Demonstrate knowledge of food and beverage control in the hospitality industry	2
15904	Demonstrate a basic knowledge of alcoholic beverages and beverage service equipment	3
15905	Serve non-alcoholic beverages to tables in the hospitality industry	2
19768	Provide wine or equivalent service to the table	2
19769	Provide food service to the table in the hospitality industry	3
21057	Prepare, construct, and garnish mocktails for the hospitality industry	2
15893	Demonstrate knowledge of commercial guest and accommodation service names and terms	2
15918	Demonstrate knowledge of roles and jobs in the hospitality industry	2
21058	Identify career pathways in the hospitality industry	2

Std No.	Title	Credits
<b>Occupational Health and Safety Practice</b>		
497	Demonstrate knowledge of workplace health and safety requirements	3
<b>Retail and Distribution Core Skills</b>		
11978	Maintain housekeeping in a retail or distribution environment	3
11971	Use safe work practices in a retail or distribution environment	3
<b>Sales Transactions</b>		
11947	Gift wrap customer purchases	2
<b>Stock Control</b>		
11972	Move goods manually and record stock movement in a retail or distribution environment	2



“No two days are the same. I like working with customers to help them design a bathroom”

*Merrilyn, Showroom Manager*

# Level 2

Remember, if your NCEA Level 2 includes 60 credits from recommended standards, including at least 20 credits from sector-related standards, you can have Services Industries recognised as your vocational pathway.

## Recommended Standards

Std No.	Title	Credits
<b>Accounting</b>		
91174	2.1 Demonstrate understanding of accounting concepts for an entity that operates accounting subsystems	4
91175	2.2 Demonstrate understanding of accounting processing using accounting software	4
<b>Art History</b>		
91181	2.2 Examine the meanings conveyed by art works	4
91183	2.4 Examine how media are used to create effects in art works	4
91186	2.7 Demonstrate understanding of art works in relation to their physical environments	4
<b>Business Studies</b>		
90843	2.1 Demonstrate understanding of the internal operations of a large business	4
90844	2.2 Demonstrate understanding of how a large business responds to external factors	4
90846	2.4 Conduct market research for a new or existing product	3
90847	2.5 Investigate the application of motivation theory in a business	3
<b>Chemistry</b>		
91165	2.5 Demonstrate understanding of the properties of selected organic compounds	4
<b>Classical Studies</b>		
91201	2.2 Examine the significance of features of work(s) of art in the classical world	4
<b>Design and Visual Communication</b>		
91337	2.30 Use visual communication techniques to generate design ideas	3
91343	2.36 Use visual communication techniques to compose a presentation of a design	4
<b>Digital Technologies</b>		
91367	2.40 Demonstrate understanding of advanced concepts relating to managing shared information within information systems	3
91368	2.41 Implement advanced procedures to produce a specified digital information outcome with dynamically linked data	6
91369	2.42 Demonstrate understanding of advanced concepts of digital media	4
91370	2.43 Implement advanced procedures to produce a specified digital media outcome	4
91375	2.48 Implement advanced interfacing procedures in a specified electronic environment	3
<b>Drama</b>		
91214	2.2 Devise and perform a drama to realise an intention	5
91220	2.8 Script a scene suitable for drama performance	4
91221	2.9 Direct a scene for drama performance	4
<b>Economics</b>		
91222	2.1 Analyse inflation using economic concepts and models	4
91223	2.2 Analyse international trade using economic concepts and models	4
91224	2.3 Analyse economic growth using economic concepts and models	4
91226	2.5 Analyse statistical data relating to two contemporary economic issues	4
91227	2.6 Analyse how government policies and contemporary economic issues interact	6
91228	2.7 Analyse a contemporary economic issue of special interest using economic concepts and models	4



Std No.	Title	Credits
<b>Education for Sustainability</b>		
90812	2.3 Describe world views, their expression through practices and activities and the consequences for a sustainable future	4
90813	2.4 Describe values and associated behaviours in relation to a sustainable future	3
90814	2.5 Describe aspects of sustainability in relation to a sustainable future	4
90815	2.6 Work cooperatively to develop and present a strategy or design for sustainability in response to a future scenario	3
<b>English</b>		
91098	2.1 Analyse specified aspect(s) of studied written text(s), supported by evidence	4
91099	2.2 Analyse specified aspect(s) of studied visual or oral text(s), supported by evidence	4
91100	2.3 Analyse significant aspects of unfamiliar written text(s) through close reading, supported by evidence	4
91101	2.4 Produce a selection of crafted and controlled writing	6
91102	2.5 Construct and deliver a crafted and controlled oral text	3
91103	2.6 Create a crafted and controlled visual and verbal text	3
91104	2.7 Analyse significant connections across texts, supported by evidence	4
91105	2.8 Use information literacy skills to form developed conclusion(s)	4
91106	2.9 Form developed personal responses to independently read texts, supported by evidence	4
<b>Generic Technology</b>		
91355	2.2 Select and use planning tools to manage the development of an outcome	4
91361	2.8 Demonstrate understanding of sociocultural factors, and how competing priorities are managed, in technology	4
<b>Geography</b>		
91240	2.1 Demonstrate geographic understanding of a large natural environment	4
91241	2.2 Demonstrate geographic understanding of an urban pattern	3
91242	2.3 Demonstrate geographic understanding of differences in development	4
91243	2.4 Apply geography concepts and skills to demonstrate understanding of a given environment	4
91244	2.5 Conduct geographic research with guidance	5
91245	2.6 Explain aspects of a contemporary New Zealand geographic issue	3
91246	2.7 Explain aspects of a geographic topic at a global scale	3
91247	2.8 Apply spatial analysis, with guidance, to solve a geographic problem	3
<b>Health</b>		
91235	2.1 Analyse an adolescent health issue	5
91236	2.2 Evaluate factors that influence people's ability to manage change	5
91237	2.3 Take action to enhance an aspect of people's well-being within the school or wider community	5
91238	2.4 Analyse an interpersonal issue(s) that places personal safety at risk	4
<b>History</b>		
91229	2.1 Carry out an inquiry of an historical event or place that is of significance to New Zealanders	4
91230	2.2 Examine an historical event or place that is of significance to New Zealanders	5
<b>Home Economics</b>		
91299	2.1 Analyse issues related to the provision of food for people with specific food needs	5
91300	2.2 Analyse the relationship between well-being, food choices and determinants of health	4
91301	2.3 Analyse beliefs, attitudes and practices related to a nutritional issue for families in New Zealand	5
91302	2.4 Evaluate sustainable food related practices	5
91303	2.5 Analyse practices to enhance well-being used in care provision in the community	5
91304	2.6 Evaluate health promoting strategies designed to address a nutritional need	4

Std No.	Title	Credits
<b>Languages</b>		
2.1	Demonstrate understanding of a variety of spoken TARGET LANGUAGE texts on familiar matters.	5
2.3	Interact using spoken TARGET LANGUAGE to share and justify information, ideas and opinions in different situations.	5
2.5	Write a variety of text types in TARGET LANGUAGE for genuine contexts.	5
<b>Mathematics and Statistics</b>		
91257	2.2 Apply graphical methods in solving problems	4
91263	2.8 Design a questionnaire	3
91264	2.9 Use statistical methods to make an inference	4
91265	2.10 Conduct an experiment to investigate a situation using statistical methods	3
91266	2.11 Evaluate a statistically based report	2
91267	2.12 Apply probability methods in solving problems	4
<b>Media Studies</b>		
91248	2.1 Demonstrate understanding of the relationship between a media product and its audience	3
91254	2.7 Demonstrate understanding of an ethical issue in the media	3
91255	2.8 Write developed media text for a specific target audience	3
<b>Physical Education</b>		
91327	2.1 Examine the role and significance of physical activity in the lives of young people in New Zealand	3
91328	2.2 Demonstrate understanding of how and why biophysical principles relate to the learning of physical skills	5
91329	2.3 Demonstrate understanding of the application of biophysical principles to training for physical activity	4
91330	2.4 Perform a physical activity in an applied setting	4
91331	2.5 Examine the significance for self, others and society of a sporting event, a physical activity, or a festival	4
91332	2.6 Evaluate leadership strategies that contribute to the effective functioning of a group	4
91333	2.7 Analyse the application of risk management strategies to a challenging outdoor activity	3
91334	2.8 Consistently demonstrate social responsibility through applying a social responsibility model in physical activity	3
91335	2.9 Examine the implementation and outcome(s) of a physical activity event or opportunity	3
91336	2.10 Analyse group processes in physical activity	3
<b>Processing Technologies</b>		
91351	2.60 Implement advanced procedures to process a specified product	4
91352	2.61 Demonstrate understanding of advanced concepts used in processing	4
<b>Social Studies</b>		
91282	2.4 Describe personal involvement in a social action related to rights and responsibilities	5
91283	2.5 Describe a social action that enables communities and/or nations to meet responsibilities and exercise rights	4
<b>Te Reo Māori</b>		
91284	2.1 Whakarongo kia mōhio ki te reo o te ao torotoro	4
91285	2.2 Kōrero kia whakamahi i te reo o te ao torotoro	6
91286	2.3 Pānui kia mōhio ki te reo o te ao torotoro	6
91287	2.4 Tuhi i te reo o te ao torotoro	6
91288	2.5 Waihanga tuhinga auaha, i te reo o te ao torotoro	6

Std No.	Title	Credits
<b>Te Reo Rangatira</b>		
90442	2.1 Whakarongo ki te reo whaikupu	3
90750	2.2 Rangahau, whakarite me te whakaputa whaikorero	3
90752	2.3 Panui i te reo tawhito	3
90754	2.4 Whakaputa i te tuhinga	4
90751	2.7 Whakaputa i te kōrero tene	2
90753	2.8 Panui i te reo hōu	3
90755	2.9 Titotito i te kōrero whakangahau	3
90756	2.10 Mātakitaki me te hanga i te whakaaturanga	3
<b>Visual Arts</b>		
91305-309	2.1 Demonstrate an understanding of methods and ideas from established practice appropriate to design/painting/photography/printmaking/ sculpture.	4
91325	2.5 Produce a resolved work that demonstrates control of skills appropriate to cultural conventions	4

Std No.	Title	Credits
<b>Business Information Processing</b>		
111	Use a word processor to produce documents for a business or organisation	5
<b>Generic Computing</b>		
2784	Create and use a computer spreadsheet to solve a problem	3
20332	Use the Internet for information retrieval in an organisation	3
<b>Manaaki Marae – Takatu Kai</b>		
21232	Describe the roles and responsibilities of ringawera in a marae wharekai	2
21248	Prepare, maintain and clear a buffet in a marae whare kai	2
21251	Set tables, serve kai and clear tables in a marae wharekai	2
21253	Prepare and serve refreshments in a marae wharekai	2
<b>Manaaki Marae – Whāngai Manuhiri</b>		
21245	Prepare fruit and vegetables in a marae wharekai	2
<b>Māori Performance</b>		
13359	Demonstrate knowledge and skills of moteatea	6
13363	Demonstrate knowledge and skills of waiata-a-ringa	6
13367	Demonstrate knowledge and skills of poi	7
13371	Demonstrate knowledge and skills of haka	6
15019	Demonstrate knowledge and skills of whakaraka	3
<b>Te Aho Wahine</b>		
10696	Participate in the preparation of a wharenuī for a pōwhiri	2
<b>Te Ara Tauira Whakairo</b>		
23009	Identify and apply Māori art conventions, design elements and principles to explore whakairo	5
23010	Generate, develop and refine visual ideas in whakairo	5
23011	Demonstrate knowledge of whakairo production for meaning, intention, function and an artist's methodologies	5
23012	Demonstrate knowledge of function and significance to explore the value of whakairo	5

# Sector Related Standards

Std No.	Title	Credits
<b>Processing Technologies</b>		
91353	2.62 Demonstrate understanding of advanced concepts used in preservation and packaging for product storage	4
<b>Social Studies</b>		
91279	2.1 Demonstrate understanding of conflict(s) arising from different cultural beliefs and ideas	4
91281	2.3 Describe how cultural conflict(s) can be addressed	4

Std No.	Title	Credits
<b>Aviation – Core</b>		
19585	Describe the development of aviation from pre World War I through to current times	8
19586	Identify aviation support structures, aircraft types and operations in New Zealand	3
19587	Demonstrate knowledge of internal structures in the civil aviation industry in New Zealand	3
20676	Demonstrate knowledge of aviation career and training options	3
20677	Demonstrate knowledge of the principles of aircraft flight	2
21834	Demonstrate knowledge of introductory aviation terminology	2
<b>Beauty Therapy</b>		
27637	Maintain order and supplies for a commercial beauty salon	4
27638	Provide client service and care and assist the operator to prepare for service in a beauty salon environment	3
27639	Apply knowledge of basic beauty concepts to maintain personal presentation for a commercial beauty salon	3
27640	Demonstrate knowledge of current fashion trends and history related to beauty therapy	3
27641	Describe the relevance of anatomy and physiology knowledge to beauty therapy practice	3
<b>Cook Islands Tourism</b>		
16878	Demonstrate knowledge of, and produce, arts and crafts for tourism in the Cook Islands	3
16880	Demonstrate knowledge of the Cook Islands as a travel destination	3
16881	Demonstrate knowledge of the history of world tourism and Cook Islands tourism	4
16882	Demonstrate knowledge of Cook Islands and world tourism destinations	4
16883	Demonstrate knowledge of Cook Islands tourism as an economic, socio-cultural, and physical process	6
16884	Demonstrate knowledge of Pacific Islands that compete with the Cook Islands as tourism destinations	4
<b>Cookery</b>		
13271	Cook food items by frying	2
13272	Cook food items by baking	2
13273	Cook food items by boiling	2
13274	Cook food items by poaching	2
13275	Cook food items by steaming	2
13276	Cook food items by grilling	2
13277	Cook food items by braising and stewing	2
13278	Cook food items by roasting	2
13279	Cook food items by microwaving	2
13280	Prepare fruit and vegetable cuts	2
13281	Prepare and present basic sandwiches for service	2
13283	Prepare and present salads for service	2
13284	Clean food production areas and equipment	2

13285	Handle and maintain knives in a commercial kitchen	2
13334	Prepare and cook jams	2
13344	Demonstrate knowledge of the characteristics of commercial cookery methods and their applications	3
22234	Compare characteristics of international dishes and prepare and present international dishes	4
24525	Perform food costing calculations in a commercial hospitality environment	4
24526	Apply safe working practices in a commercial kitchen	4

Std No.	Title	Credits
<b>Digital Processes for Print</b>		
23554	Demonstrate knowledge of safe working practices in a digital print environment	5
<b>Distribution</b>		
11985	Maintain safety in a distribution facility	3
<b>Exercise Prescription</b>		
21791	Relate human anatomy and movement to gym equipment and static stretching	4
21792	Demonstrate knowledge of health risk factors and disease, and monitor exercise stress	4
21793	Demonstrate correct technique when using basic gym equipment	2
21794	Demonstrate, instruct, and monitor static stretching	3
21795	Demonstrate, instruct, and monitor safe and correct use of cardiovascular exercise equipment	3
<b>First Aid</b>		
26551	Provide first aid for life threatening conditions	1
26552	Demonstrate knowledge of common first aid conditions and how to respond to them	1
<b>Flight Attendants</b>		
21840	Demonstrate knowledge of alcoholic and non-alcoholic beverages for service on board an aircraft	3
21842	Demonstrate knowledge of and comply with food hygiene requirements on board an aircraft	4
25456	Demonstrate knowledge of in-flight passenger sales service	2
9245	Identify, as a flight attendant, major aircraft components	2
<b>Food and Beverage Service</b>		
14425	Prepare and serve hot and cold non-alcoholic drinks in a commercial hospitality environment	2
14431	Demonstrate knowledge of food service styles and menu types in the hospitality industry	3
14434	Prepare and clear areas for table service in a commercial hospitality environment	3
14436	Provide table service in a commercial hospitality environment	4
14440	Prepare and clear areas for counter food service in a commercial hospitality environment	2
14443	Pack food and beverage orders for takeaway in a commercial hospitality environment	2
17285	Demonstrate knowledge of commercial espresso coffee equipment and prepare espresso beverages under supervision	4
17286	Prepare and present pressed coffee for service	2
17287	Prepare and present filtered coffee for service	2
22428	Prepare and present tea for service	2
25493	Perform crew duties in a quick service restaurant	2
25495	Assemble food products in a quick service restaurant	3
25496	Serve customers in a quick service restaurant	4

Std No.	Title	Credits
<b>Food Safety</b>		
167	Practise food safety methods in a food business	4
20666	Demonstrate a basic knowledge of contamination hazards and control methods used in a food business	2
<b>Hairdressing</b>		
21935	Maintain order and supplies for a commercial hairdressing salon	4
21936	Prepare the client for hairdressing services in a commercial salon	1
21937	Assist a stylist in a commercial hairdressing salon	4
21938	Apply communication skills in a salon environment	2
21940	Demonstrate knowledge of workplace requirements for employment in a commercial hairdressing salon	2
21941	Prepare hair for hairdressing service under supervision	2
<b>Hospitality – Generic</b>		
14466	Demonstrate knowledge of maintaining a safe and secure environment for people in the hospitality industry	2
14462	Maintain personal presentation and greet customers in the hospitality industry	2
14469	Provide customers with information about an establishment in the hospitality industry	2
<b>Interpersonal Communications</b>		
1277	Communicate information in a specified workplace	3
9677	Participate in a team or group which has an objective	3
<b>Merchandising and Marketing</b>		
11949	Create displays using supplied materials in a retail or distribution environment	2
11951	Present goods for sale in a retail or distribution environment	2
<b>Occupational Health and Safety Practice</b>		
17593	Apply safe work practices in the workplace	4
<b>Personal Financial Management</b>		
24695	Demonstrate knowledge of income, taxation, and other deductions for personal financial management	3
24699	Make an informed decision relating to personal income and evaluate its consequences	2
24704	Demonstrate knowledge of banking products and services for personal financial management	2
24707	Set a personal financial goal and plan its implementation	3
<b>Preliminary Journalism Skills</b>		
10817	Investigate the selection and presentation of current daily news	4
10818	Demonstrate knowledge of current events for journalism	4
10819	Conduct interviews for news stories	4
10820	Write short news stories	4
10821	Sub-edit news stories and features	2
10822	Provide photos for news stories and features	3
10824	Write news stories and features to pictures	4
10825	Identify and describe the codes and laws that apply to journalism	3
<b>Printing – Screen</b>		
5129	Reclaim screens using a pressure gun for screen printing	4
5131	Wash up for screen printing	4
<b>Printing Production</b>		
2281	Demonstrate knowledge of the print industry	7
20058	Demonstrate understanding of trade calculations for the print industry	5
340	Demonstrate knowledge of safe working practices in the print industry	5
<b>Reading</b>		
2989	Select, assess, and read texts to gain knowledge	3



Std No.	Title	Credits
<b>Recreation and Sport – Coaching and Instruction</b>		
22770	Demonstrate knowledge of sports coaching, the coaching environment, and sport participants' needs	4
<b>Recreation and Sport – Core Skills</b>		
22769	Demonstrate knowledge of basic skills and rules at a beginner level for a sport	2
<b>Retail and Distribution Core Skills</b>		
11971	Use safe work practices in a retail or distribution environment	3
11991	Demonstrate knowledge of sales policies and procedures in a retail or distribution environment	2
405	Demonstrate knowledge of consumerism	3
11968	Demonstrate and integrate knowledge of legislation applicable to sale of goods and services	4
11974	Participate in a team in a retail or distribution environment	4
12003	Demonstrate knowledge of buying and selling processes in a retail or distribution environment	4
19583	Demonstrate knowledge of products in a retail or distribution environment	4
24997	Demonstrate knowledge of theft and fraud in a retail or distribution environment	5
11941	Establish and maintain positive customer service interactions	2
402	Demonstrate knowledge of the retail sector in New Zealand	2
<b>Retail Produce</b>		
15956	Set up and maintain retail produce merchandising displays	4
<b>Sales Transactions</b>		
403	Receive customer payments	3
11942	Demonstrate knowledge of customers' shopping and buying motives	3
11955	Demonstrate cash handling skills for banking in a retail or distribution environment	2
12008	Sell goods and/or services in a retail or distribution environment	6
<b>Salon Skills</b>		
25439	Demonstrate knowledge of sustainability concepts for a salon	2
<b>Security Staff Services</b>		
21108	Demonstrate knowledge of personal and professional requirements of security personnel	2
27364	Demonstrate knowledge of the security industry in the pre-employment context	4
<b>Service Sector – Core Skills</b>		
57	Provide customer service	2
62	Maintain personal presentation and a positive attitude in a workplace involving customer contact	3
<b>Signmaking</b>		
1053	Construct a sign	5
9132	Use hand and power tools required for signmaking	4
<b>Stock Control</b>		
11958	Demonstrate knowledge of stock management procedures and systems in a retail or distribution environment	4
11975	Pick and assemble goods for dispatch in a retail or distribution environment	3
406	Maintain and take care of stock	4
11962	Fill shelves in a retail or distribution environment	3
11963	Dispatch goods within an agreed timeframe in a retail or distribution environment	4
24997	Demonstrate knowledge of theft and fraud in a retail or distribution environment	5

Std No.	Title	Credits
<b>Visitor Services</b>		
18237	Perform calculations for a tourism workplace	3
23761	Read and comprehend work-related documents in English for a tourism workplace	3
23767	Demonstrate knowledge of and use the Internet in a tourism workplace	2
24724	Demonstrate knowledge of the history of tourism	4
24726	Describe and compare social and cultural impacts of tourism	3
24727	Describe and compare impacts of tourism on the physical environment	3
24728	Demonstrate knowledge of work roles in tourism	3
24729	Demonstrate knowledge of world tourist destinations	4
24730	Demonstrate knowledge of the business of tourism	4
24731	Demonstrate knowledge of destination New Zealand	4
24732	Demonstrate knowledge of tourist characteristics and needs	3
<b>Work and Study Skills</b>		
377	Demonstrate knowledge of diversity in the workplace	2

“To be the leader in our industry we need to be a cut above the rest. These are exciting times, things are changing and technology is improving so fast. Our teams need to be up with the play for our customers and our reputation. Our staff are happy working in a learning environment – just ask our customers.”

*Andy, Central Retail Manager*





# Job Profiles

## for the Services Industries Sector

There are a huge number of roles and occupations available in this sector, ranging from entry level through to high level.

Even for entry level jobs or apprenticeships, NCEA Level 2 is the minimum you need nowadays, because it means you will have a good foundation in the skills and competencies you will need to go further. For other roles, you'll definitely need to further your education after school, by undertaking tertiary study, or training on the job.

More information about all of the roles listed here can be found on the Careers New Zealand Website [www.careers.govt.nz](http://www.careers.govt.nz) along with key information about the job, what it pays, and current opportunities.

To find out the pay, prospects, and study costs of a number of jobs you can also check out the Occupation Outlook – [www.dol.govt.nz/occupation-outlook](http://www.dol.govt.nz/occupation-outlook).



The 'dots' in the following table 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](http://www.careers.govt.nz), or talk to your careers advisor to find out more.

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	•	•			

“I get to send people on holidays and business trips to all sorts of wonderful places as well as travel to experience various destinations myself so I can give first-hand advice to travellers. What really makes my day is when clients come back from their trip and say how wonderful it was and that they are thankful for my expert advice.” *Priscilla, Senior Travel Consultant*

NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
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	•	•			
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			•	•	

NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
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	•				
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	•		•	•	



NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
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		●			
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		●			



NZQF Level	2	3-4-5	5-6	7	8-10
	NCEA Level 2	Trade Certificate	Diploma	Degree	Postgraduate Degree
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	•				
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	•	•	•	•	



“I love meeting new people every day, being in a team environment and having customers leave with a smile.”

*Nikolas, Store Manager*









# Vocational Pathways



[www.youthguarantee.net.nz](http://www.youthguarantee.net.nz)

ISBN 978-0-478-42291-7 (Web)  
ISBN 978-0-478-42292-4 (Print)