



WAIHANGA ARA RAU

**Construction and
Infrastructure**

Workforce Development Council



Kokiri Whakamua

Moving Forward

Agenda



Welcome



Overview

Greg Wallace

Chair

Waihanga Ara Rau PGD
Strategic Reference Group



What have we been
doing and what does
this mean for the
industry?

Mike Grumball

GM Assurance

Waihanga Ara Rau Workforce
Development Council (WDC)



Panel discussion

Greg Wallace

Mike Grumball

Aleyna Hall – CE, PGD Board

Sue Roberts – EarnLearn

Martin Kelly – ICE

Overview

Greg Wallace

Chair

Waihanga Ara Rau PGD Strategic Reference Group



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Key Industry Groups

Strategic Reference Group

Provide strategic advice into workforce requirements and have a role in reviewing and endorsing advice to TEC and skills and workforce plans

Tactical Reference Group

Provide support to specific projects, specific advice or representation, and work to address issues or opportunities for industry

Technical Advisory Group

Provide technical input into the review and development of education products, assurance activities and programme endorsement



Waihanga Ara Rau Strategic Reference Group Members

Industry

- **Greg Wallace** - Chief Executive, Master Plumbers (**Chair**)
- **Colleen Upton** - General Manager, Hutt Gas & Plumbing
- **Jacob Smith** - Contracts Manager, Plumbing & Gas Works
- **Mark Whitehead** - Director, Whitehead Plumbing & Gas
- **Michelle McCarthy** - Administration Manager, Tauranga Hardware & Plumbing

Regulator

- **Aleyna Hall** - Chief Executive, PGD Board

TEC

- **Conrad Herewini** - Relationship Manager, Tertiary Education Commission (TEC)
- **Kim Ulberg** - Principal Relationship Manager, Tertiary Education Commission (TEC)

WDC

- **Mike Grumball** - GM Assurance, Waihanga Ara Rau (**SRG Sponsor**)
- **Fiona Street** - Relationship Manager, Waihanga Ara Rau (**SRG Owner**)

Providers

- **Kaarin Gaukrodger** - Director, Connexis/EarnLearn
- **Sue Roberts** - GM Learning Solutions, Connexis/EarnLearn
- **Antony Russell** - General Manager Specialist Trades, ICE
- **Martin Kelly** - Senior Programme Manager PGD, ICE

Overview

- Most comprehensive review of apprentice training in 30 years
- These changes have undergone considerable consultation with industry
- Feedback: current training relies on assessment and is not fit for purpose
- Currently PGD apprentices complete 17 weeks of block courses, 23 online assessments, and 20 on-job assessments
- PGD technologies and products evolving – regime needs to reflect this
- Workplace assessments part of sector for decades
- Important to recognise training in the workplace.



Greater Flexibility

- Creating a hybrid model with compulsory block courses, and flexibility for individual apprentices and employers
- There is a cost to complete off-job training and assessment. Want workplace training to be recognised, with checks in place
- Apprentices and employers will have a customised plan that meets their needs
- Still have capacity restraints at training facilities, causing over-duration apprentices
- Ultimately, want a regime where apprentices can complete their apprenticeship either on or off-job.



Specialised Training

- We are not removing roofing, instead recognising parts of roofing:
 - PGD still have an exemption under the LBP scheme to complete roofing, as long as they are competent in the skills they are completing
 - Roofing credits in the current plumbing qualification are worth 35 credits, a full roofing qualification has 210 credits
 - Apprentices can complete additional specialised training if they are working in that area.
- Specialised training is required by some manufacturers and suppliers to install their products. As products evolve, we should recognise training as part of the overarching apprentice training regime.



What have we been doing and what does this mean for the industry?

Mike Grumball

GM Assurance

Waihanga Ara Rau Workforce Development Council



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What did the industry tell us?

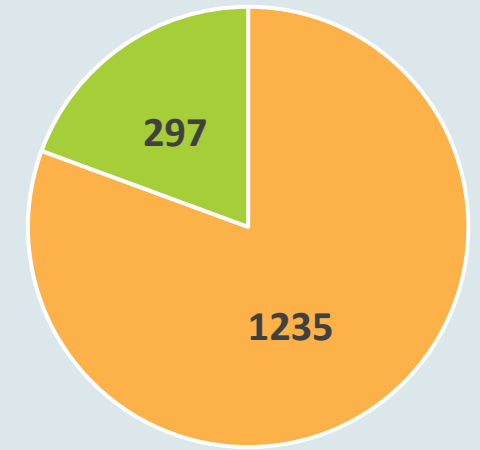
Back in late 2021 the industry told us:

- The current training model wasn't working
- It is taking too long for apprentices to gain their apprenticeship – up to 6½ years if undertaking P, G and D
- There had been an increase in apprentices joining the industry, but the training capacity remained the same
- Covid-19 and the transition of The Skills Organisation as part of the RoVE reforms had delayed access to block courses
- Delays completing an apprenticeship had a flow on effect to get to Certifying level.

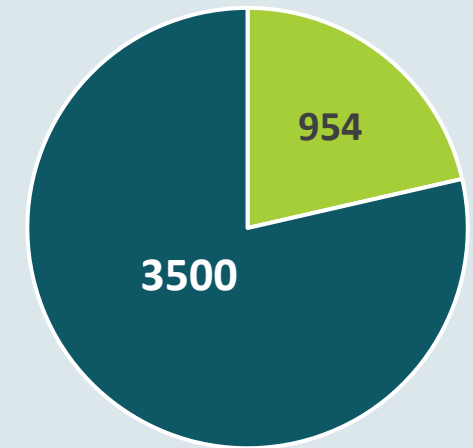


Where did we start?

- Prepared a report to establish a baseline of the current situation. It outlined 3 short-term and 9 long-term recommendations
- Worked directly with Te Pūkenga and ICE to reduce the large number of over-duration apprentices
- Reviewed the Level 3 and 4 qualifications, standards, and the programmes for plumbing, gasfitting, and drainlaying
- Reviewed all PGD providers to identify current capability and capacity to deliver the current training.

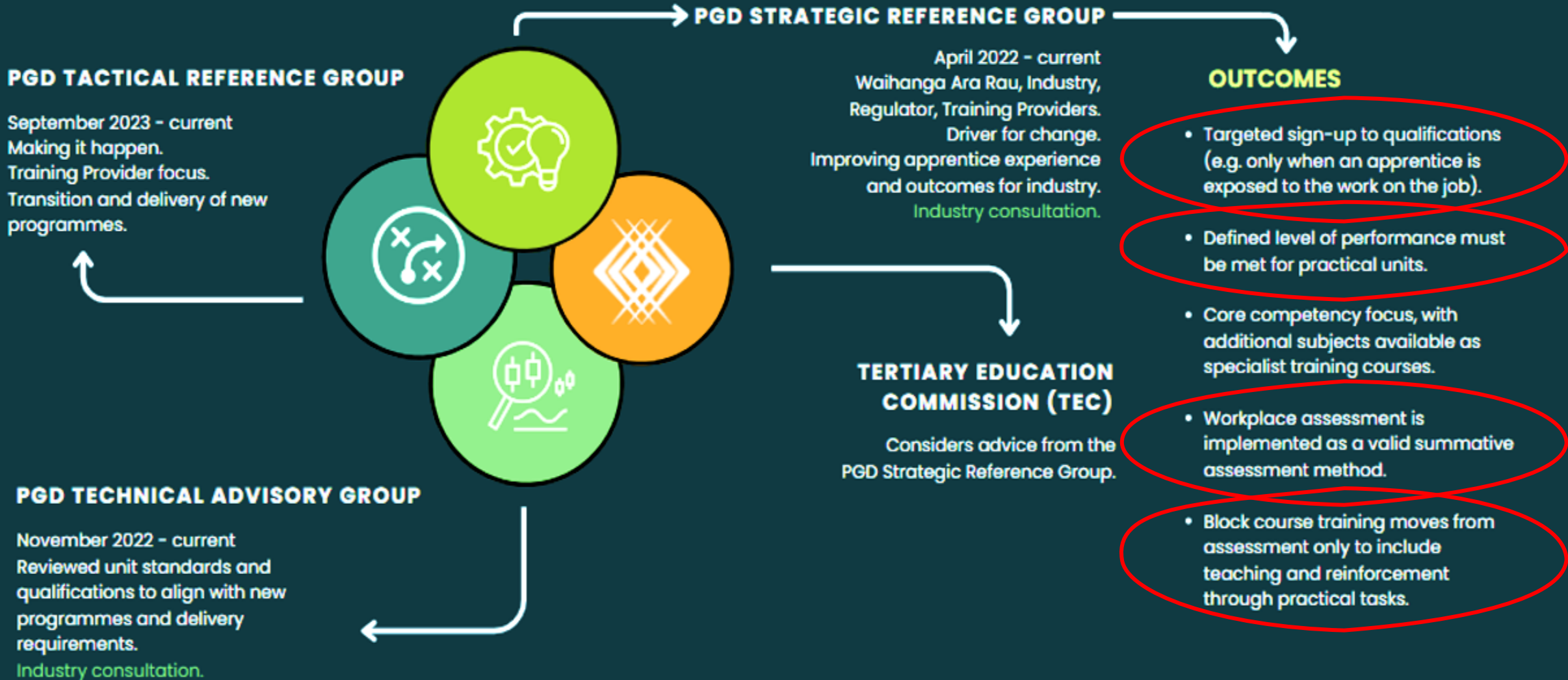


■ Total Overduration ■ Completed



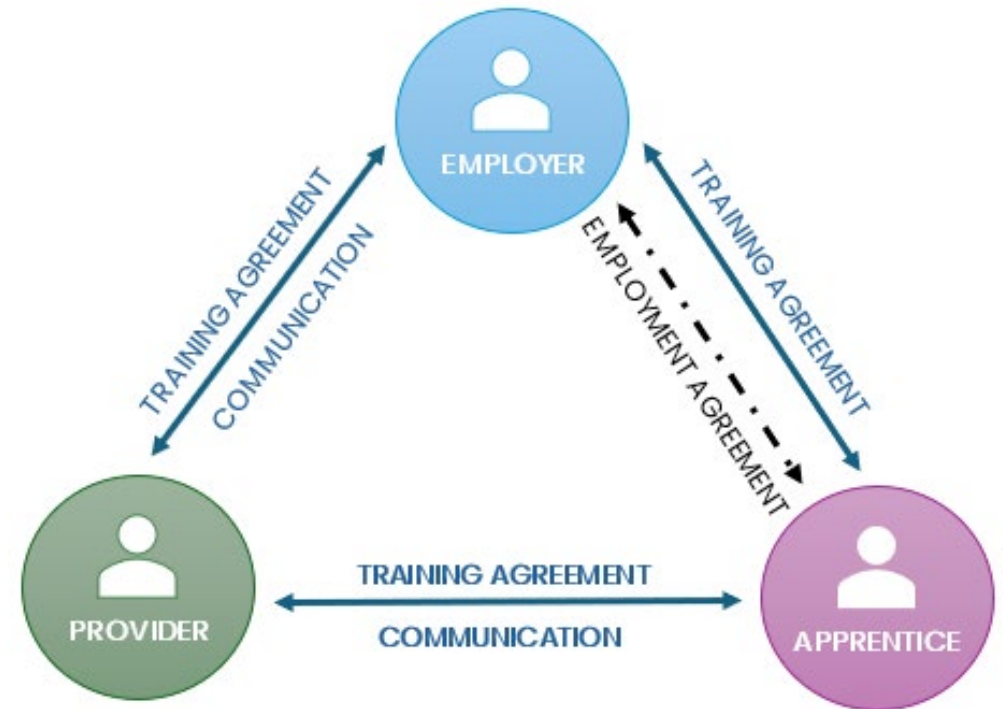
■ Level 3 ■ Level 4

Who was involved?



What is an apprenticeship?

- A formal work-based training programme
- There are three parties to an apprenticeship – the apprentice, the employer, and the training provider
- The apprentice must be employed, have a training agreement, and have an individual training plan
- The employer must ensure the apprentice is taught on the job, and that their work covers the breadth and depth of the skills and experience needed to complete their apprenticeship
- The training provider ensures the apprentice has a training plan and is monitored and mentored throughout the apprenticeship
- There must be clear communication between all parties.



What is new?

Level of Performance

- To be work ready, apprentices must achieve a required level of competency, by completing tasks:
 - to current and relevant legislation, standards, and codes (including safety)
 - in an environmentally sustainable manner
 - within an acceptable timeframe
 - in the workplace
 - in different and unfamiliar contexts.
- The apprentice must also practise the trade in the workplace and meet PGD Board competencies
- This must be verified by a person who holds a relevant, current licence and has had sufficient opportunity to observe the apprentice's performance.

What is new?

Workplace assessment

- Workplace assessment is a new and key assessment method for PGD, with the concept trialled and proven as part of the project
- It is based on naturally occurring evidence gathered in the workplace
- The jobs are observed, and the evidence verified, by the verifier
- An assessor will make the final assessment decision, based on evidence supplied, and sign off
- Examples of evidence: Plans, photos, testing sheets, council inspection records, videos
- In many cases, this evidence is already being collected.

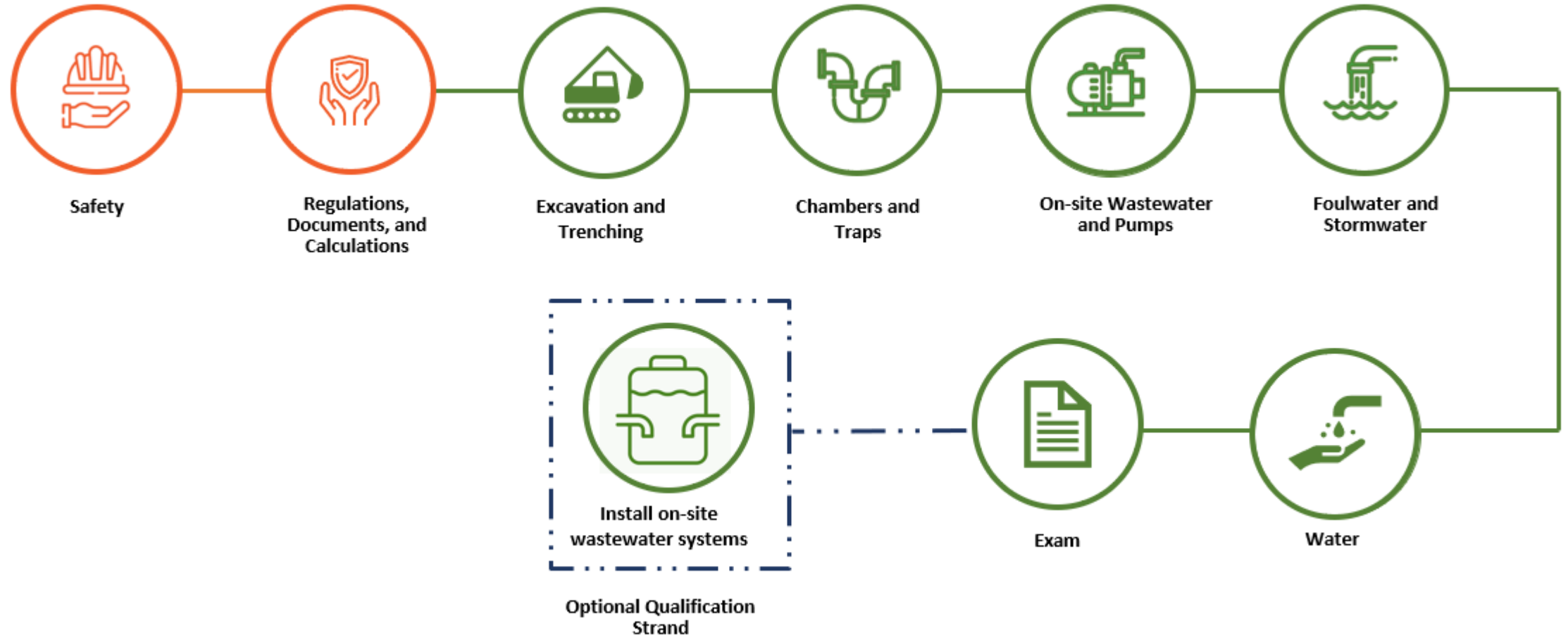


What are we continuing to do?

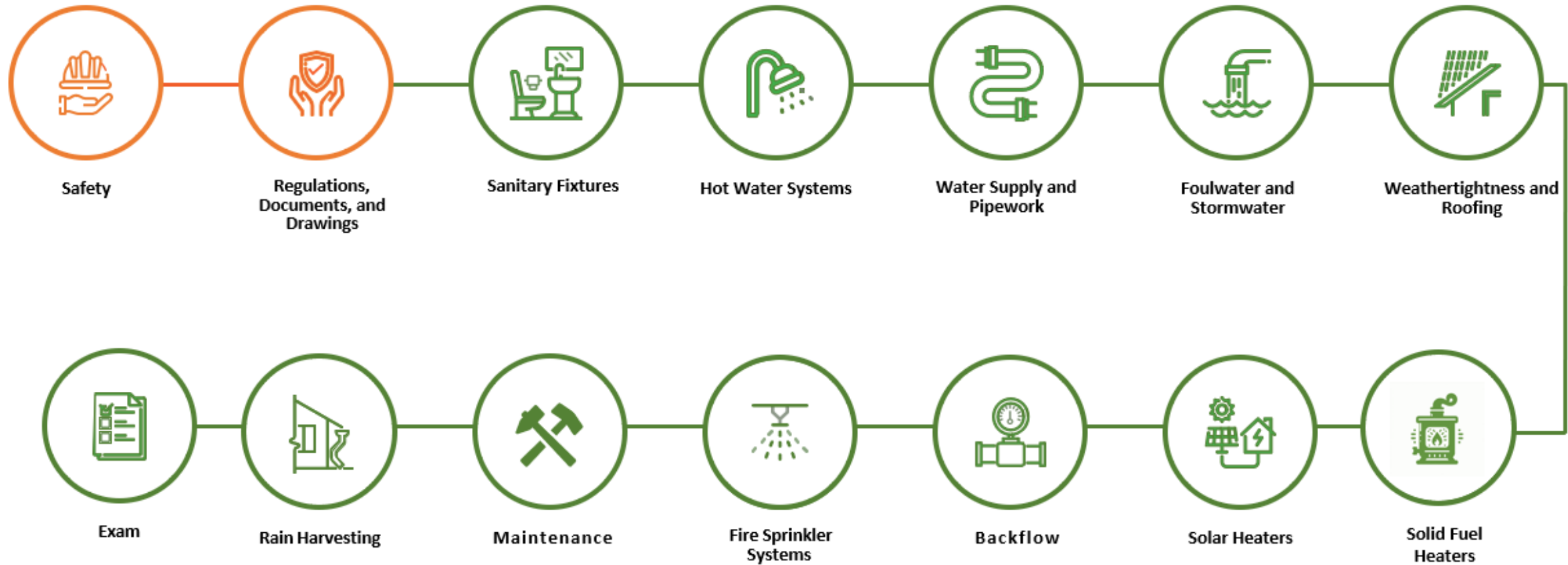
- **Working with providers to:**
 - Improve the current training programmes and remove barriers
 - Reduce the number of over-duration apprentices
 - Implement the new programmes, starting January 2025.
- **Working with the industry to:**
 - Provide funding advice to the Tertiary Education Commission (TEC)
 - Develop micro-credentials for specialist training
 - Complete the review of the Level 3 qualification and programme
 - Develop programme guidance for providers for the implementation of the new programmes
 - Finalise the approval of the qualifications and standards with NZQA.



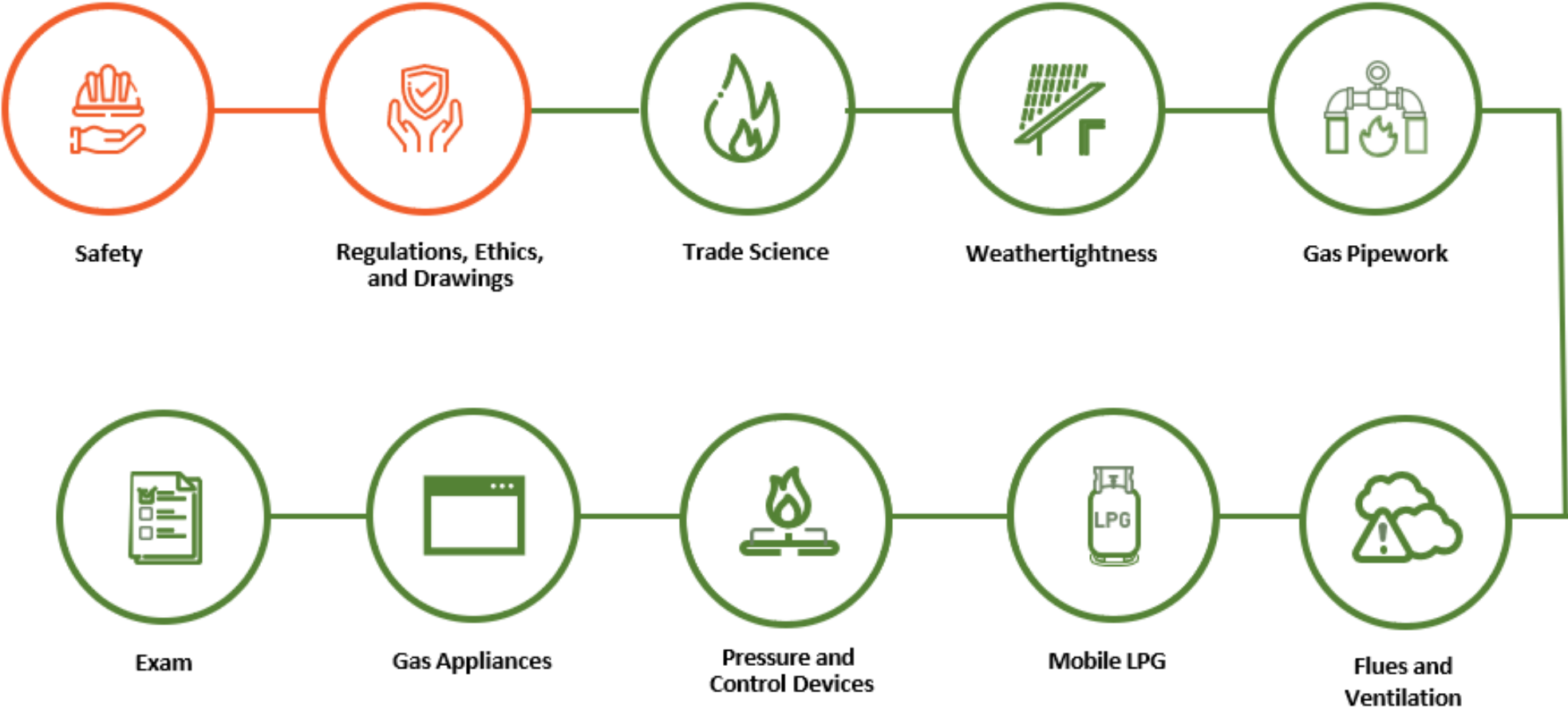
Drainlaying Programme



Plumbing Programme



Gasfitting Programme

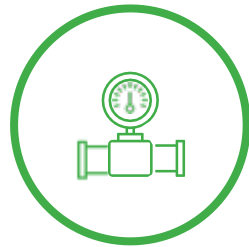


Specialist Subjects

Plumbing



Installing Roofing



Backflow - IQP



Installing Solar Heaters

Gas



Commercial Gas

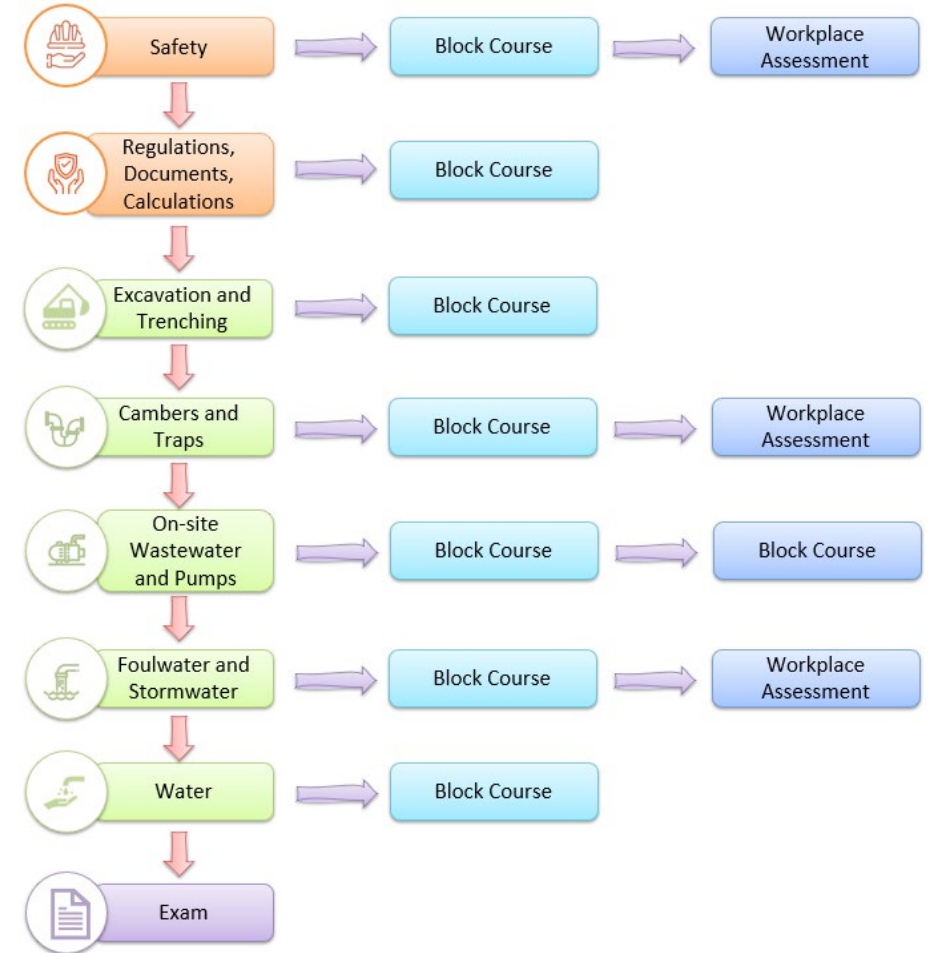
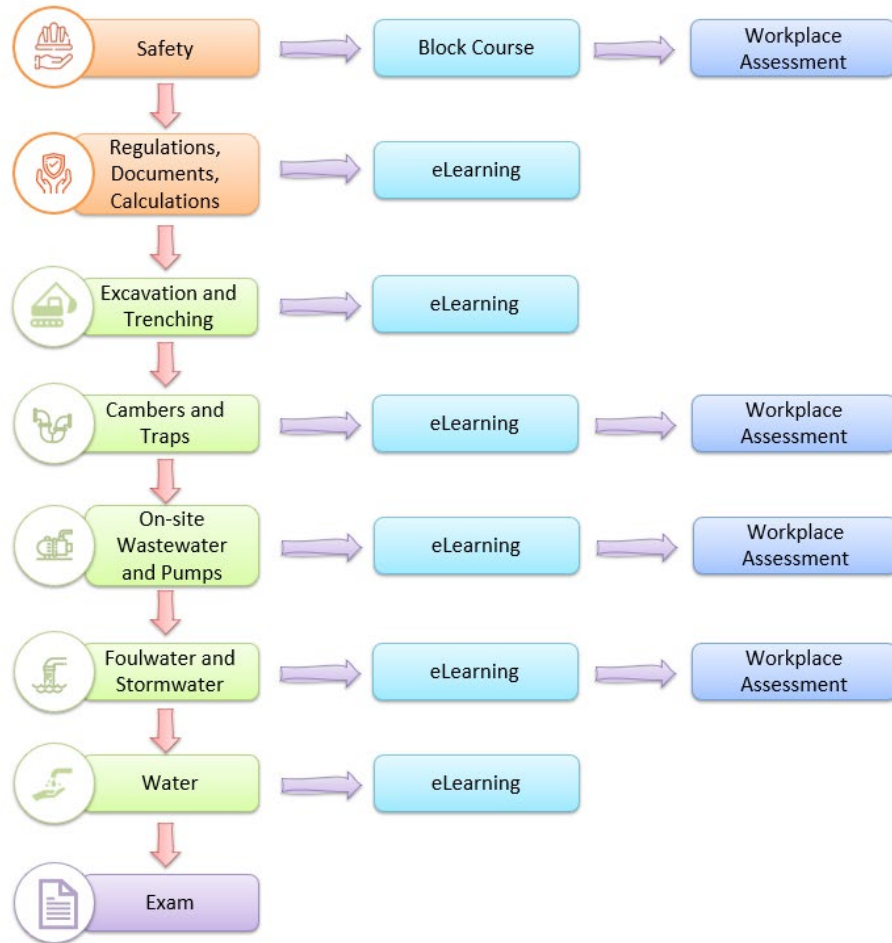


Hydrogen

Note:

- These subjects would be on top of the qualification
- They may become micro-credentials

What might this look like in the future?



What's next?

- Complete approvals process for programme delivery from January 2025
- Providers develop teaching and assessment resources
- Providers to finalise and share what the new delivery model will look like – options for block courses, work-based learning, and work-based assessment
- Continue to support apprentices in the current programmes
- Look at how apprentices can be transitioned to the new programmes
- Work with the sector to attract growth in the number of apprentices
- Monitor and quality assure the new programmes to ensure they meet needs.



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Ngā mihi
Thank you