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## Introduction

### Purpose

The Vocational Excellence Framework comprises a set of rubrics developed and maintained to establish **the consistent set of criteria** by which the Food and Fibre sector can measure the level of vocational excellence achieved in the design and delivery of Vocational Education and Training (VET) services.

### Definition<sup>1</sup>

A **rubric** is typically an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards, or **to measure their attainment against a consistent set of criteria**.

### Objective

The Food and Fibre Centre of Excellence in Vocational Education (FFCoVE) was formed to promote excellence in vocational education in New Zealand's food and fibre sector. To do this, it needs to be able to define and communicate what excellence is, and how it contrasts with everything that is not excellent. The framework presented in this document designed to do this.

### Using the Framework

The framework can be used in several ways including:

- Guiding project design, including encouraging project developers to address systematic opportunities rather than creating standalone examples of innovation
- Identifying existing examples of excellence to promote
- Monitoring the state of vocational education in the Food and Fibre sector

### Design Principles

In developing this framework, the aim was to:

- Build from a research-base but also incorporate the practical experience and perspectives of people working within New Zealand's VET system
- Adapt international research to a local context including by providing a cultural overlay
- Create a tool that make it easy to apply for the uses described above
- Make the framework modular, making it easy to expand and adapt
- Set a high bar for achieving excellence – most of the current vocational education system is assessed as being acceptable or good, but not excellent, using the framework

### Development Process

The rubrics began as a set of measures developed for the FFCoVE by Skills Consulting Group (SCG) as part of a literature review which sought overseas examples of excellence in

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<sup>1</sup> Adapted from the Glossary of Education Reform (<https://www.edglossary.org/rubric/>)

vocational education. SCG developed in initial attribute framework based on four As<sup>2</sup>; Availability, Accessibility, Acceptability and Adaptability.

### Ongoing improvement

The framework is intended to be a living one and is therefore subject to a continuous improvement regime.

### Structure of the Framework

The framework consists of 12 rubrics grouped into three areas:

- The **People** area comprises the characteristics and attributes of **influencers** in the VET system and poses the key questions:
  - When the VET system is excellent, what are employers doing?
  - What are excellent educators doing?There are currently two rubrics in this area:
  - Educators
  - Employers and industry bodies
- The **Provision** area covers area comprises the characteristics and attributes of **VET provision and delivery** in the VET system and poses the key question:
  - What has been identified as excellent in the 'stuff' of VET?There are currently eight completed rubrics in this area with a ninth under development:
  - Face-to-face learning
  - Work-based learning
  - Digital and distance learning
  - Blended modes of delivery
  - Underserved learners
  - Adult learners and career changers
  - Pastoral care (methods)
  - Assessment (methods)
  - Ākonga Māori (under development)
- The **Processes** area comprises the characteristics and attributes of the **contextual processes** that support VET systems and poses the key question:
  - What has been identified as excellent in the processes of VET?There are currently two rubrics in this area:
  - Skills recognition and credentials
  - Funding models

### Structure of the Rubrics

Each rubric comprises a two dimensional matrix as illustrated below.

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<sup>2</sup> See [Tomaševski's "4As" framework \(2001\)](#)

## Vocational Excellence Framework

Each rubric is broken down into up to five attributes (not all of which are used in every rubric)

The factors assigned to each attribute will differ according to the area being assessed

Attributes	Example Factors	Acceptable	Good	Excellent
Participation	<ul style="list-style-type: none"> <li>• Breaking down barriers</li> <li>• Pastoral care</li> <li>• Outcomes</li> </ul>			
Access	<ul style="list-style-type: none"> <li>• Modes of delivery</li> <li>• Individual learning plan</li> </ul>			
Skills and competencies	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Technical/Domain competency</li> <li>• Soft skills</li> <li>• Technology</li> <li>• Credentials</li> </ul>	For each attribute, criteria have been developed to describe what <b>Acceptable</b> , <b>Good</b> and <b>Excellent</b> would look like		
Systems	<ul style="list-style-type: none"> <li>• Set up</li> <li>• Monitoring</li> <li>• Curriculum, materials &amp; resources</li> </ul>			
Innovation	<ul style="list-style-type: none"> <li>• Responsive to industry needs</li> <li>• Responsive to social needs</li> </ul>			

### Ideas for Future Development

A four-step approach is proposed to maintain and grow the framework:

- **Address gaps** – The framework was not developed to be complete. Many parts of the VET system are not covered, or well-covered, by the existing rubrics.
- **Include non-formal learning** – While some of the framework is relevant to non-formal learning, it fits best with the formal VET system. The framework should be adapted and expanded to cover the non-formal training system.
- **Expand consultation** – Each rubric was tested with a small number of stakeholders and changes made since may not have been reviewed with them. There is ample scope for improvement by seeking further input and ideas.
- **Incrementally improve** – As and when new projects are commissioned, identify which rubrics apply and use the projects to test their currency. Amend as necessary to accommodate new elements and/or develop new rubrics as necessary.

## People-related Rubrics

### Educators

*Educators* here refers to a broad and diverse definition of people who provide instruction or education. Examples of educators may include, but are not limited to, teachers, tutors, trainers, training advisors / brokers etc.

Attribute	Acceptable	Good	Excellent
<p><b>Skills and competencies</b> Educators demonstrate:</p> <ul style="list-style-type: none"> <li>• Specific technical/domain/industry knowledge</li> <li>• Professional training in teaching methods</li> <li>• Connections with industry</li> </ul>	<ul style="list-style-type: none"> <li>• Have competent domain knowledge.</li> <li>• Have a willingness to develop an identity as an educator.</li> <li>• Have intentions to participate in pedagogy/andragogy pre-service training.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>• Have professional training in adult teaching methods (including pre-service training).</li> <li>• Are culturally responsive and have a commitment to biculturalism.</li> <li>• Have an ability to inspire others.</li> <li>• Are respected and trusted by their learners.</li> <li>• Have relevant and appropriate industry connections.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>• Have respected domain knowledge.</li> <li>• Are highly proficient in foundational teaching principles and adult teaching methods.</li> <li>• Utilise inclusive reflection practice, including cultural responsiveness, commitment to biculturalism, and disability confidence.</li> <li>• Have a passion for teaching.</li> <li>• Have relevant and appropriate connections with the education community.</li> </ul>
<p><b>Systems</b> Educators develop training plans to ensure skills development is effective and consistent with industry standards.</p>	<ul style="list-style-type: none"> <li>• Use an informal training plan, which:                             <ul style="list-style-type: none"> <li>• Considers learners' needs, as well as location and delivery mode.</li> <li>• Is relevant to their current industry and its requirements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Develop a formal training plan, which:                             <ul style="list-style-type: none"> <li>• Considers learners' needs, as well as location and delivery mode.</li> <li>• Is informed by policy guidance and regulatory frameworks.</li> </ul> </li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>• Have a formal training plan that is culturally and locally responsive.</li> </ul>
<p><b>Innovation</b> Educators take a lifelong approach to their own learning, responding to changing external contexts.</p>	<ul style="list-style-type: none"> <li>• Are up to date on industry standards.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>• Undertake continuous professional learning and development (e.g., upskilling in different delivery modes, developing teaching practice such as community of practice, or undertaking a formal adult education qualification).</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>• Are responsive to evolving learner and community needs (e.g., modifying practice to meet individual learners' needs; seamlessly transitioning between a range of delivery modes)</li> </ul>

**Employers and Industry Bodies**

Attribute	Acceptable	Good	Excellent
<p><b>Participation</b> Employers are involved in, and value, VET opportunities.</p>	<ul style="list-style-type: none"> <li>Are aware of, and access, training opportunities for employees.</li> <li>Engage with appropriate training providers.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Contribute to the wider training network (e.g., support local or regional skills initiatives, involved with training design).</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Take a leadership approach to labour market training (e.g., is involved with VET reference groups).</li> <li>Are actively involved in public-private partnerships (PPP).</li> </ul>
<p><b>Access</b> Employers are aware of workforce training needs and actively support employees to upskill.</p>	<ul style="list-style-type: none"> <li>Are aware of organisation and employee training needs as a whole, and seek opportunities to upskill employees accordingly.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Make efforts to support employees with specific learning needs.</li> <li>Empower employees to continually upskill.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Proactively enable employee participation in training by removing barriers.</li> <li>Empower employees to seek additional training for current and future employment.</li> </ul>
<p><b>Systems</b> Employers use good processes and systems to define and deliver workforce training.</p>	<ul style="list-style-type: none"> <li>Demand quality training products and services.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Document training needs and responses in a written training plan.</li> <li>Partner with communities and education stakeholders to develop training opportunities (e.g., flexible work experience partnerships).</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Are actively engaged in defining and delivering quality training products and services.</li> <li>Are part of a community and/or industry body that prioritises workforce training.</li> </ul>
<p><b>Skills and credentials</b> Employers have the skills and credentials to contribute to the training process.</p>	<ul style="list-style-type: none"> <li>Have the necessary subject-matter skills to pass on to their own employees.</li> <li>Can identify learning and career pathways for their employees.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Have good skills in training their employees.</li> <li>Contribute to learners’ pastoral care and training needs.</li> <li>Are involved in the development of quality employee training products and services (is involved with national qualification development and reviews).</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Have recognised credentials in training their employees.</li> </ul>

## Provision-related Rubrics

### Face-to-face Learning

*Face-to-face learning* is used here as a concise way to describe a ‘default’ mode of provision – provided mainly on-campus, delivered face-to-face and typically aimed at learners near the start of their working lives. Much of the content of this rubric will also apply to other forms of provision described in the following rubrics.

Attribute	Acceptable	Good	Excellent
<b>Participation</b> Face-to-face learning encourages participation by addressing barriers, easing transitions and ensuring wrap-around pastoral care, particularly amongst underserved learners.	<ul style="list-style-type: none"> <li>Barriers to entry (e.g., financial, language, accessibility) are addressed to support diverse learner participation.</li> <li>Pastoral care focuses on manaakitanga and building relationships.</li> <li>Initiatives are developed to ease transitions in learner pathways (e.g., Trades Academies).</li> </ul>	<i>As for Acceptable, plus</i> <ul style="list-style-type: none"> <li>Learner outcomes offer continuity to learner pathways and are complementary to workplace contexts.</li> </ul>	<i>As for Good, plus</i> <ul style="list-style-type: none"> <li>Learners’ needs and requirements are met, if reasonable and safely possible.</li> </ul>
<b>Access</b> Face-to-face learning is flexible to meet learners’ needs, circumstances and outcomes.	<ul style="list-style-type: none"> <li>Learners’ needs and circumstances are accommodated with flexible timetabling and delivery, including physical access needs (e.g., wheelchair access).</li> </ul>	<i>As for Acceptable, plus</i> <ul style="list-style-type: none"> <li>Learners’ physical and neurodiverse needs and circumstances are accommodated (e.g., physical access, different learning styles and preferences).</li> </ul>	<i>As for Acceptable, plus</i> <ul style="list-style-type: none"> <li>Learners’ needs and circumstances are accommodated as part of individual learning plans.</li> <li>Campus based delivery can be fully customised to be workplace integrated.</li> </ul>
<b>Skills and competencies</b> Face-to-face learning develops workplace competency amongst learners, increasing their employability.	<ul style="list-style-type: none"> <li>Learners can access:                             <ul style="list-style-type: none"> <li>Pre-employment training courses.</li> <li>Basic health and safety training.</li> </ul> </li> <li>Learners become familiar with relevant technology used in the workplace (e.g. standard computer software).</li> <li>Learners upskill in communication and wellbeing soft skills.</li> </ul>	<i>As for Acceptable, plus</i> <ul style="list-style-type: none"> <li>Learners become comfortable with relevant technology used in the workplace.</li> <li>Learners upskill in interpersonal relationship, problem-solving, critical thinking and time management soft skills.</li> </ul>	<i>As for Good, plus</i> <ul style="list-style-type: none"> <li>Learners become confident with relevant technology used in the workplace.</li> <li>Develop relationships in the industry and region to facilitate career pathways.</li> </ul>

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Attribute	Acceptable	Good	Excellent
<p><b>Systems</b> Systems are in place to ensure that Face-to-face learning delivers workplace competency grounded in real world practice.</p>	<ul style="list-style-type: none"> <li>Systems and content are integrated and underpinned by real world practice.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Systems are regularly evaluated to remain current.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Systems are:                             <ul style="list-style-type: none"> <li>Regularly evaluated and updated to remain current.</li> <li>Multi-modal with seamless transitions between modes and geographical locations.</li> </ul> </li> </ul>

Work-based Learning

Attribute	Acceptable	Good	Excellent
<p><b>Participation</b> Work-based learning encourages participation from employees and placement students by addressing barriers, particularly amongst underserved learners.</p>	<ul style="list-style-type: none"> <li>Solutions to participation barriers are sought, when a barrier is identified (e.g., academic opportunities to upskill in numeracy and literacy).</li> <li>Pastoral care is provided to nurture confidence and connection.</li> </ul>	<ul style="list-style-type: none"> <li>Barriers to participation are monitored by employer and training advisors.</li> <li>Employer and training advisors are highly skilled in pastoral care.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Barriers to participation are actively addressed by employer and training advisors (e.g., prior learning is assessed for tailored offering; hybrid offerings available across learning institutions to suit learners’ circumstances).</li> <li>Employer and training advisors are particularly skills in pastoral care for underserved learners.</li> </ul>
<p><b>Access</b> Employers are committed to upskilling employees and actively facilitate work-based learning opportunities.</p>	<ul style="list-style-type: none"> <li>Employees have opportunity to access wider learning opportunities (e.g., digital resources).</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Programmes are facilitated through the employer and supported by external training advisors.</li> <li>Programmes are flexible to meet learners’ circumstances.</li> <li>Programmes are assessed using quality assurance processes.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Programmes are actively facilitated through employer and supported by external training advisors.</li> <li>Partners with external training advisors.</li> </ul>
<p><b>Skills and competencies</b> Work-based learning develops technical competency, wider employability, career progression, and industry permeability.</p>	<ul style="list-style-type: none"> <li>Employees develop technical competency aligned with on-the-job tasks.</li> <li>Programme aligns with minimum standards of practice.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Employees achieve quality assured and industry recognised credentials.</li> <li>Employees upskill in soft skills.</li> </ul>	<p><i>As for Good, plus.</i></p> <ul style="list-style-type: none"> <li>Employee career progression enhances industry permeability.</li> </ul>
<p><b>Innovation</b> Work-based learning responds to evolving industry and social needs.</p>	<ul style="list-style-type: none"> <li>Programmes keep up with technological industry advancements.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Programmes are responsive to evolving needs of the region or industry (e.g., appropriate technologies are utilised for assessment).</li> </ul>	<p><i>As for Good, plus.</i></p> <ul style="list-style-type: none"> <li>Programmes evolve in the way they are structured to meet the changing needs of the region or industry (e.g., micro-credentials are used, short courses provided to meet immediate needs of a region and upskill learners)</li> </ul>

Digital and Distance Learning

Attribute	Acceptable	Good	Excellent
<p><b>Participation</b> Digital solutions open up opportunities for pastoral care, connecting learners to learners, and learners to educators.</p>	<ul style="list-style-type: none"> <li>Pastoral care is provided as required by learners.</li> <li>Learning Management Systems (LMS) connect learners to course content and other learners (e.g., blogs, forums, chats) and educators.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Pastoral care to support digital and distance learning is provided through offline interactions (e.g., phone calls to address technology issues).</li> <li>Digital solutions enable independent, peer-to-peer connection with particular consideration to underserved learners.</li> <li>Appropriate digital solutions, instructions for how to implement them, and opportunities for upskilling are available to educators.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Digital solutions enable a learning support ecosystem (e.g., network distributed learning enabling active connections from learner to learner, and learner to educator).</li> </ul>
<p><b>Access</b> Digital and distance learning is an accessible delivery mode, which can remove time and replace barriers to participation, increasing access to opportunity and outcomes.</p>	<ul style="list-style-type: none"> <li>Digital and distance learning, where appropriate:                             <ul style="list-style-type: none"> <li>Supports onsite learning, or is offered as single mode learning.</li> <li>Is accessible through common digital and mobile technologies, where appropriate.</li> </ul> </li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Digital and distance learning, where appropriate:                             <ul style="list-style-type: none"> <li>Supports and complements onsite learning as part of a blended programme (e.g., pushing content out to learners or encouraging sharing between peers).</li> <li>Is accessible through common digital and mobile technologies (e.g., mobile phones or laptops).</li> <li>Provides digital devices and connectivity to eligible learners.</li> </ul> </li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Digital and distance learning, where appropriate:                             <ul style="list-style-type: none"> <li>Is fully flexible with onsite learning as part of a blended programme.</li> <li>Utilises assistive technology for eligible learners.</li> </ul> </li> </ul>
<p><b>Systems</b> Digital solutions maintain or enhance learner outcomes, whilst protecting their rights to privacy and confidentiality.</p>	<ul style="list-style-type: none"> <li>A secure, reliable, verifiable and user-friendly learning environment is provided.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Content and instructional design is adapted to suit digital platforms, maintaining or enhancing learner outcomes.</li> <li>Digital technologies, where appropriate, are used to:                             <ul style="list-style-type: none"> <li>Support assessment requirements (e.g., evidence of learning, point in time assessments, e-portfolios).</li> </ul> </li> <li>Create opportunities to capture and reflect on lessons and share practices.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Technological advances that enhance outcomes are communicated and shared throughout the sector (e.g., simulation to replicate real world circumstances).</li> </ul>

## Blended Modes of Delivery

Attribute	Acceptable	Good	Excellent
<p><b>Access</b> Blended delivery programmes bring learning to learners at the time and place that suits them.</p>	<ul style="list-style-type: none"> <li>Offers at least two delivery modes, one site-based and one digital.</li> <li>Supports learner-centred learning where appropriate.</li> <li>Supports employer-led delivery.</li> </ul>	<ul style="list-style-type: none"> <li>Offers a combination of appropriate delivery modes.</li> <li>Can transition between different delivery modes.</li> <li>Supports self-directed multi-mode learning (e.g., flexibility around time and place).</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Offers a combination of delivery modes, that best suit learners as part of their individual learning plan.</li> <li>Has a seamless transition between delivery modes.</li> <li>Supports learner-centred, self-determined formal and informal learning (e.g., flexibility around the 'what').</li> </ul>
<p><b>Skills and competencies</b> Blended programmes utilise the strengths of different modes of delivery, enhancing potential learner outcomes.</p>	<ul style="list-style-type: none"> <li>Learner outcomes are consistent across modes of delivery.</li> <li>Educators are capable of teaching across different modes.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Offers digital solutions which compliment on-campus or work based learning (e.g., technology-enabled remote learning options).</li> <li>Educators work to improve their capability in blended mode delivery.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Offers digital solutions which enhance learner outcomes, providing practical and applied skills through simulations, virtual reality or artificial intelligence where appropriate and relevant.</li> <li>Educators actively seek to improve their capability in blended mode delivery.</li> </ul>
<p><b>Innovation</b> Blended programmes meet evolving industry and social needs.</p>	<ul style="list-style-type: none"> <li>Blended programmes meet specific industry needs.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Providers and industry work together to deliver the programmes and share effective practice.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Blended programmes meet evolving industry and social needs (e.g., rapid creation or scaling up of specific projects to meet regional demand).</li> </ul>

## Underserved Learners

*Underserved learners* includes all learners that currently experience inequitable outcomes including, but not exhaustively, Māori, Pacific, neurodiverse, physically disabled, learners with low literacy and numeracy; Examples of local and representative groups and organisations here include iwi, industry and employers.

Attribute	Acceptable	Good	Excellent
<p><b>Access</b> There is equity of access to learning programmes; time and location barriers are removed; the needs of diverse, underserved learners have been listened to, understood and acted upon.</p>	<ul style="list-style-type: none"> <li>System builds towards equity of access based on targets where:                             <ul style="list-style-type: none"> <li>Tools and actions have been put in place to address barriers to enrolment (e.g., support to complete forms, provision for remedial foundation skills in numeracy and literacy, etc.).</li> <li>Alternate modes of delivery are available to meet the needs of the learner.</li> </ul> </li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>System consults with learners, local and representative groups and organisations to improve equity of access where:                             <ul style="list-style-type: none"> <li>Barriers to enrolments are reduced.</li> <li>Targets are community influenced.</li> <li>Modes of delivery are flexible to meet the needs of the learner.</li> <li>The learner pathways for groups of ‘like’ learners are considered in programme development.</li> </ul> </li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>System integrates input from learners, local and representative groups and organisations to achieve equity of access where:                             <ul style="list-style-type: none"> <li>Barriers to enrolment are consistently overcome.</li> <li>Modes of delivery are fully flexible and can adapt to meet the needs of the learner.</li> <li>Programmes are developed to be learner-centric and customised to learners’ needs.</li> </ul> </li> </ul>
<p><b>Participation</b> There is equity in the opportunity of participation; the needs of diverse, underserved learners have been listened to, understood and acted upon.</p>	<ul style="list-style-type: none"> <li>Some tools and actions have been put in place to build towards parity of participation considering:                             <ul style="list-style-type: none"> <li>Barriers to learning (e.g., financial support, transport, cost of living, using assisted technologies, etc).</li> <li>Learners’ needs (e.g., cultural, physical, social, neurological).</li> </ul> </li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Tools and actions have been developed through consultation with learners, local and representative groups and organisations.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Tools and actions are actively developed and reviewed to build towards parity of participation with learners, local and representative groups, and organisations.</li> <li>Connections between ‘like’ learners are actively facilitated.</li> </ul>

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Attribute	Acceptable	Good	Excellent
<p><b>Systems</b> Curriculum and learning environment is responsive to the needs of different underserved learner segments.</p>	<ul style="list-style-type: none"> <li>Providers reflect on current practice and put in place tools to close the outcomes gap.</li> <li>Poor quality practices in institutions or workplaces are identified.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Providers demonstrate progress in reducing the outcomes gap.</li> <li>Learners, local and representative groups and organisations are consulted on programme design and delivery.</li> <li>Outcomes are flexible and consistent with regional and national expectations.</li> <li>Educators are equipped and capable to deliver for all learners' needs.</li> <li>Previous learning experience is considered when developing individual learner pathways.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Providers close the outcomes gap; there is parity in outcomes between underserved learners and all other learners.</li> <li>Poor quality practices in institutions or workplaces are monitored and addressed.</li> <li>Learners, local and representative groups and organisations input into programme design and delivery.</li> <li>Learning materials, resources and curriculum are culturally relevant and tailored to meet the intersectional needs of learners.</li> </ul>

Adult Learners and Career Changers

Attribute	Acceptable	Good	Excellent
<p><b>Participation</b> Acknowledges demand amongst adult learners and career changers.</p>	<ul style="list-style-type: none"> <li>Mechanisms exist for adult learners and career changers to participate in learning.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Adult learners and career changers have equal opportunities to participate in learning.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Barriers to participation are mitigated (e.g., cost flexibility, learners’ life-stage needs, opportunity cost of participation is minimised).</li> <li>Employers recognise and nurture skill potential in employees.</li> </ul>
<p><b>Access</b> Modes of delivery and individual learning plans cater to the specific access needs of adult learners and career changers.</p>	<ul style="list-style-type: none"> <li>Flexible modes of study and support are available to accommodate different learners’ needs.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Individual learning plans are tailored to the needs and circumstances of adult learners and career changers (e.g., prior learning is recognised, transitional support is available for learners with limited prior academic or employment experience).</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Fully flexible modes of study and support are available.</li> </ul>
<p><b>Systems</b> Programme design is flexible and adapted to suit adult learners and career changer needs, and acknowledge prior experience.</p>	<ul style="list-style-type: none"> <li>Flexible and discrete learning is available (e.g., modular bitesize courses).</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Flexible, discrete and stackable learning is available such as modular bitesize courses that can be aggregated into larger skills packages (e.g., micro-credentials stack to become full qualifications).</li> <li>Individual skills are recognised (e.g., badging framework) .</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Prior learning and experience is recognised (e.g., connections are made and recognised between formal, non-formal and informal education systems).</li> </ul>

Pastoral care (Methods)

Attribute	Acceptable	Good	Excellent
<p><b>Participation and access</b> Holistic and culturally responsive pastoral care drives parity of participation and access. Providers understand the value of providing pastoral care, enhancing wellbeing and outcomes in learners.</p>	<ul style="list-style-type: none"> <li>Pastoral care is available for learners during the learning programme.</li> <li>Learners are aware of the available pastoral support and ways to access it.</li> <li>All stakeholders in the system are aware of the benefits of pastoral care systems and processes.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Pastoral care is available for all learners regardless of modes of delivery.</li> <li>Learners can access throughout learning journey, including pre and post learning (e.g., to help potential learners identify correct learning programmes).</li> <li>All stakeholders in the system actively seek to utilise pastoral care systems and processes.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Bespoke, holistic pastoral care is available to suit different needs and preferences (e.g., covers academic, cultural, emotional needs, is responsive to where learners are on their learning/career pathway).</li> <li>All stakeholders in the system are consistent in their implementation of pastoral care systems and processes.</li> </ul>
<p><b>Systems</b> Systems are in place to ensure pastoral care meets learners needs and is monitored to ensure outcomes are achieved.</p>	<ul style="list-style-type: none"> <li>Providers are seeking opportunities to provide pastoral care by:                             <ul style="list-style-type: none"> <li>Engaging with learners to ensure the pastoral care provided meets their needs.</li> </ul> </li> <li>Monitoring participation to ensure all learners are equally supported.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Providers are actively seeking opportunities to provide pastoral care by:                             <ul style="list-style-type: none"> <li>Engaging with local communities to provide input into, or deliver culturally relevant interventions (e.g., mentorship programmes).</li> </ul> </li> <li>Monitoring and reviewing their systems to ensure all learners are equally supported.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Providers are actively seeking opportunities to provide personalised pastoral care by:                             <ul style="list-style-type: none"> <li>Engaging with learners to address their individual needs.</li> <li>Engaging with learners, local representative groups, organisations and communities to input into or deliver culturally relevant interventions.</li> </ul> </li> <li>Monitoring participation to ensure all learners are equally supported; using metrics to continually inform/update the delivery model; monitoring risks of discontinued activities and actively mitigating risks.</li> </ul>

Assessment (Methods)

Attribute	Acceptable	Good	Excellent
<p><b>Participation</b> Effective and efficient systems are in place to recognise prior learning (RPL) or experience in order to support learner progression.</p>	<ul style="list-style-type: none"> <li>Formative and summative assessment is used to understand current competency.</li> <li>Support is given to learners navigating forms of assessment.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Outcomes-based formative and summative assessment contributes to RPL or RCC.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Learners have on-demand access to assessment tools for transparency of accreditation processes.</li> <li>Formal, informal and non-formal learning has potential to be recognised.</li> </ul>
<p><b>Access</b> All learners have equitable access to assessors and the assessment process, supporting equity of outcomes.</p>	<ul style="list-style-type: none"> <li>Some interventions are in place to promote equity in the assessment process for all learners (e.g., all learners receive timely feedback from assessors).</li> <li>Providers work with employers to identify locations for assessment.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Interventions are in place to promote equity in the assessment process for all learners.</li> <li>Interventions are reviewed and improved.</li> <li>Barriers to assessment are considered by the providers, and appropriately mitigated.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Fully flexible interventions are in place to promote equity in the assessment process for all learners (e.g., learners can be assessed for modular credentials without needing to be enrolled in a full programme).</li> </ul>
<p><b>Skills and competencies</b> Assessors are skilled and competent to carry out valid, reliable and equitable assessments.</p>	<ul style="list-style-type: none"> <li>Assessor has achieved occupational standards or an adult education qualification.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Assessor actively participates in personal development, moderation and peer moderation.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Assessor has achieved occupational standards and an adult education qualification.</li> <li>Assessor actively effects personal development, moderation and peer moderation.</li> <li>Assessor is highly skilled at flexible assessment, pulling together different forms of evidence to inform assessment.</li> </ul>
<p><b>Systems</b> Assessment methods are reviewed to ensure equity of outcomes for all learners.</p>	<ul style="list-style-type: none"> <li>Assessment methods are reliable and linked to recognisable credentials.</li> <li>Moderation occurs between institutions with a transparent recognition framework (e.g., NZQA).</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Methods and frameworks are transparent.</li> <li>Moderation occurs at a national level.</li> <li>Multiple methods and adaptive assessment tools support fit-for-purpose, learner-centric assessment</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Assessment methods are fully flexible to fit learners' specific needs (e.g., support multiple forms of non-written submissions).</li> <li>Assessment methods are culturally responsive.</li> <li>Assessment processes are regularly reviewed and improved.</li> </ul>

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Attribute	Acceptable	Good	Excellent
		(e.g., non-written submissions such as read-aloud or video are supported)	
<b>Innovation</b> Assessment systems adapt to keep pace with the sector and technology.	<ul style="list-style-type: none"> <li>Providers are aware of new technology in the assessment methodologies space.</li> </ul>	<i>As for Acceptable, plus</i> <ul style="list-style-type: none"> <li>Assessment systems utilise technological advances to achieve automated, adaptive or integrated systems (e.g., evidence of learners' skills are directly delivered to providers and employers).</li> </ul>	<i>As for Good, plus</i> <ul style="list-style-type: none"> <li>Assessment systems seamlessly integrate adaptive technological advances (e.g., RCC and RPL can be conducted anytime via online systems).</li> </ul>

Ākongā Māori (under development)

Attributes	Acceptable	Good	Excellent
<p><b>Systems</b> Systems led change for Māori by Māori delivers exceptional learning experiences and aspired to learning outcomes through responsive practices and relevant provision.</p>	<ul style="list-style-type: none"> <li>Provider is aware of need to improve practices and provision to enhance outcomes for ākongā Māori, including:                             <ul style="list-style-type: none"> <li>Responsiveness of their practice.</li> <li>Relevance of the provision.</li> </ul> </li> <li>Involving mana whenua, whānau, community and Māori organisation.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Provider understands the role of practices and provision in enhancing outcomes for ākongā Māori and prioritises addressing unmet needs:                             <ul style="list-style-type: none"> <li>Engaging with ākongā, mana whenua, whānau and community.</li> </ul> </li> <li>Incorporating tikanga Māori, te reo Māori and Mātauranga as appropriate.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Provider has put in place practices and provision that enable ākongā Māori to achieve aspired outcomes:                             <ul style="list-style-type: none"> <li>Reciprocal relationship with mana whenua, whānau and Māori organisations.</li> </ul> </li> <li>Māori pedagogy utilised across the system.</li> </ul>
<p><b>Access</b> The lifelong learning needs of ākongā Māori inform processes, practices and provision.</p>	<ul style="list-style-type: none"> <li>Provider acknowledges barriers of access for ākongā Māori:                             <ul style="list-style-type: none"> <li>Enrolment processes are improved</li> </ul> </li> <li>Programmes have built in numeracy, literacy and financial management options.</li> <li>Alternate modes of delivery are available to meet the needs of the learner.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Provider seeks to understand and mitigate barriers to access by:                             <ul style="list-style-type: none"> <li>Monitoring gaps in provision and uptake by level and area of study.</li> </ul> </li> <li>Engaging with ākongā, mana whenua, whānau, community and industry.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Provider has put in place provision and processes that enable equitable access for ākongā Māori.</li> <li>Programmes are developed that support iwi / hapū / whānau initiatives and aspirations.</li> </ul>
<p><b>Participation</b> Manaakitanga, whanaungatanga and taukana-teina are incorporated to build a sense of belonging and trust.</p>	<ul style="list-style-type: none"> <li>Provider acknowledges the unmet needs of ākongā Māori that lead to disparity in participation.                             <ul style="list-style-type: none"> <li>E.g., financial support, transport, cost of living, use of assisted technologies, age of learner, industry image.</li> </ul> </li> <li>Provider puts in place some practices to meet cultural needs:</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Provider understands the importance of cultural competency for participation:</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Provider has embedded culturally competent processes that enable Māori to be successful as Māori.</li> </ul>

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	<ul style="list-style-type: none"> <li>E.g., a strong induction to set tone and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Manaakitanga and whanaungatanga are understood and reflected in practices.</li> <li>The mana motuhake of the ākonga is acknowledged (e.g. individual learning plan is developed to set up for success).</li> <li>Tuakana-teina is nurtured.</li> <li>Kanohi ki te kanohi is encouraged (if possible) as part of a flexible, multi-mode programme.</li> <li>Kaupapa Māori specific services and spaces are available.</li> </ul>	
<p><b>Skills and competencies</b> Reciprocal relationships and cultural competency ensure relevant, responsive programmes and enhance learner outcomes.</p>	<ul style="list-style-type: none"> <li>Educator acknowledges the importance of balancing their teaching practice with regionally specific Mātauranga Māori.</li> <li>Educator knows how to access support for learner’s cultural needs.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Educator understands the importance of: <ul style="list-style-type: none"> <li>Incorporating Mātauranga Māori into their programming.</li> <li>Building relationships with mana whenua / iwi to enable the sharing of that knowledge.</li> </ul> </li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Educator has a strong reciprocal relationship with mana whenua / iwi, respectful of each others’ expertise.</li> <li>Mātauranga Māori content is woven with integrity into the programme led by mana whenua / iwi.</li> </ul>

FFCoVE is happy to receive suggested improvements to this rubric – email [projects@foodandfibrecove.nz](mailto:projects@foodandfibrecove.nz)

Processes-related Rubrics

Skills Recognition and Credentialisation

Attribute	Acceptable	Good	Excellent
<p><b>Participation</b> Recognised and certified credentials motivate participation.</p>	<ul style="list-style-type: none"> <li>Learners can achieve credentials recognised and accepted locally.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Learners can achieve nationally recognised credentials or industry certifications that are national portable and closely tied to career progression.</li> <li>There are a range of credentials available to accommodate different learners' needs and circumstances.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Learners can achieve internationally recognised credentials or industry certifications with international portability.</li> </ul>
<p><b>Access</b> There are flexible pathways to achieve credentials that recognise learners' needs, supporting transitions and life long learning.</p>	<ul style="list-style-type: none"> <li>There is some recognition of transferable skills (e.g., entry-level learners have options to achieve credentials for basic skills, learners are able to give evidence of skills via direct demonstration or an e-portfolio).</li> </ul>	<ul style="list-style-type: none"> <li>There is good recognition of transferable skills and credentials between institutions.</li> <li>Modular credentials are responsive to transitions and lifelong learning (e.g., stackable micro-credentials adapt to the changing nature of work and requirements of differing workplaces).</li> <li>Credentials are somewhat flexible to adjust to different learners' circumstances.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>There is excellent recognition of transferable skills and credentials between institutions.</li> <li>RPL works well.</li> <li>Credentials are seamlessly flexible to adjust to different learners' circumstances.</li> </ul>
<p><b>Systems</b> Systems are developed and monitored based on current best practice, and with a commitment to cultural responsiveness and biculturalism.</p>	<ul style="list-style-type: none"> <li>Systems adhere to the principles of universal design in education.</li> <li>Providers seek to understand the current and future needs of learners and industry.</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Providers seek to understand current and future needs of whānau and the communities.</li> <li>Mātauranga Māori is appropriately embedded, applied and protected to meet learning needs of Māori.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Providers have an in-depth understanding of current and future needs of learners, whānau, industry and communities.</li> </ul>
<p><b>Innovation</b> Skills recognition and credentials are reviewed regularly to meet evolving industry, economic and social needs.</p>	<ul style="list-style-type: none"> <li>Regular reviews ensure alignment with industry needs and workforce developments.</li> <li>Quality is assured through external moderation (e.g.,</li> </ul>	<p><i>As for Acceptable, plus</i></p> <ul style="list-style-type: none"> <li>Skills recognition and credentials are developed in the broader context of schools and pre-employment credentials.</li> <li>Quality is assured through external moderation at a national level (e.g., the scope, scale and rigour of the assurance system improves).</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Skills recognition and credentials are developed in consultation with local and representative groups and organisations.</li> <li>Regular reviews:</li> </ul>

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Attribute	Acceptable	Good	Excellent
	<p>moderated by other institutions).</p>		<ul style="list-style-type: none"> <li>• Ensure active alignment is maintained at pace with industry needs and workforce developments.</li> <li>• Consider evolving social, economic, environmental, physical, spiritual and cultural wellbeing needs.</li> </ul>

## Funding Models

Attribute	Acceptable	Good	Excellent
<p><b>How much is funded</b> The total level of funding reflects both:</p> <ul style="list-style-type: none"> <li>The cost</li> <li>The value of training.</li> </ul>	<ul style="list-style-type: none"> <li>Costs are fully funded but there is no recognition of value or understanding of outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Costs are fully funded and there is some recognition of value and outcomes.</li> <li>Funding is stable enough to allow for longer term value and outcomes to be realised and provide long-term certainty to support workforce development.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>There is full recognition of value and outcomes (e.g., the cost and value of supporting underserved learners is calculated and reflected in funding, provision is evaluated for return on investment).</li> </ul>
<p><b>Who pays the funding</b> The share of funding contributed by stakeholders (learner, employer, government...) strikes an appropriate balance between:</p> <ul style="list-style-type: none"> <li>Encouraging participation</li> <li>Reflecting how the benefits are shared.</li> </ul>	<ul style="list-style-type: none"> <li>The share of funding paid by each stakeholder is largely set by a funding formula and/or what stakeholders are willing to pay.</li> </ul>	<ul style="list-style-type: none"> <li>The share of funding paid by each stakeholder is weighted on outcomes (e.g., employers and learners both pay fees alongside the government contribution).</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>The share of funding paid by each stakeholder can be adjusted to encourage participation (e.g., government scholarships are available to support learner participation where needed).</li> </ul>
<p><b>What is funded</b> The activities that are funded strike an appropriate balance between:</p> <ul style="list-style-type: none"> <li>Giving providers flexibility to respond to learners' needs</li> <li>Providing a good value to funders.</li> </ul>	<ul style="list-style-type: none"> <li>Most funding is allocated to delivery and assessment costs.</li> </ul>	<ul style="list-style-type: none"> <li>Funding covers actual training costs, such as enhanced levels of pastoral care, RPL and marketing.</li> <li>Funding models consider adverse effects of incentivising (e.g., incentivising one mode over another irrespective of which will be best for the learner).</li> <li>Funding models ensure equitable access for all learners.</li> </ul>	<p><i>As for Good, plus</i></p> <ul style="list-style-type: none"> <li>Funding is weighted to support training costs that demonstrably deliver value (e.g., RPL is funded for a career changer to progress into a high value course of study; an underserved learner is funded for additional pastoral care to enable completion of the programme).</li> </ul>
<p><b>How funding adapts</b> Funding models respond to changing external contexts.</p>	<ul style="list-style-type: none"> <li>Funding levels and mechanisms are reviewed periodically to reflect changes in costs.</li> </ul>	<ul style="list-style-type: none"> <li>Funding levels and mechanisms can be adjusted from time to time to reflect medium to long-term changes in external contexts (e.g., funding reflects changes in technologies used in industry).</li> </ul>	<ul style="list-style-type: none"> <li>Funding levels and mechanisms can be adjusted dynamically to address short-term changes in external contexts (e.g., pandemic response).</li> </ul>