

RSE Skills Recognition Project: Final Report



Image: The October 2025 cohort for Hastings NZ: Poutasi Development Trust – RSE scheme preparation and training camp [image credit: Fa’avae Gagamoe, The Tamarix Trust]

PREPARED FOR: Food and Fibre Centre of Vocational Excellence

PREPARED BY: Josh Williams, Skills Group

DATE: October 2025

Contents

Purpose	3
Background.....	3
Stakeholder Engagement Methodology	4
Key Findings from Stakeholder Engagement	4
Steering Group Advice and Guidance	6
Refined Framework	8
Implementation and Sustainability Advice	13
Assessment process	14
Link to formal National Qualifications Frameworks	14
Industry Endorsement of Digital Badges.	15
Award of Badges.....	15
Conclusion	16
Appendix: Online Survey Results Summary	17
Appendix 2 – Mapping to Qualifications Framework Standards	25

Purpose

This report presents findings from stakeholder engagement and outreach activities conducted through the RSE Skills Recognition Framework project between March and September 2025. The stakeholder engagement included surveys, interviews, focus groups and steering group consultations involving approximately 120 stakeholders, including employers, Pacific government representatives, qualification authorities, and RSE workers.

As a result of the feedback and further analysis, this report recommends:

- an alternative model for the proposed framework of digital badges proposed to credentialise achievement in respect of the Skills Framework.
- a revised list of skillsets proposed to be included in the RSE Skills Recognition Framework
- implementation and sustainability recommendations for the RSE Skills Recognition Framework
- revised mapping between the RSE Skills Recognition Framework, and the official National Qualifications Frameworks of New Zealand, Samoa, and Vanuatu.

Background

Skills Group, supported by Food and Fibre CoVE and Muka Tangata, has led work to develop a Skills Recognition Framework for Recognised Seasonal Employer (RSE) workers. The framework seeks to recognise skills and knowledge gained by RSE workers through their placement and RSE work experience.

A ‘straw man’ version of the Skills Framework was developed for consultation. This was underpinned by the scope of work undertaken under the RSE Visa, structured according to the pillars of Muka Tangata’s published [Skills Framework](#), and mapped to units of competency¹ on the New Zealand, Samoa, and Vanuatu Qualifications Frameworks, for the purposes of supporting cross-border and regional recognition.

Both the Skills Recognition Framework concept and ‘straw man’ of five digital badges was then tested with sector stakeholders in New Zealand and labour sending countries. In targeted interviews and focus groups, we tested in-principal support for credentialing RSE workers, and, specifically, the proposal to employ digital badges as the preferred credentialisation option. We also assessed potential content of the Skills Framework, to ensure the framework was informed by, and reflected, industry requirements as well as RSE worker and community aspirations.

As a result of the engagement and outreach, the project has refined its initial framework from five generic badges to a more targeted structure, with progression and elective pathways based on typical responsibilities associated with seasonal work. The proposed content of the revised Badges is set out in this report, including rationale for amendments, additions, and deletions.

¹ Unit or skills standards on the NZQCF, and Units of Competency on the Vanuatu Qualifications Framework and the Samoa Qualifications Framework.

A total of 78 online survey responses were received, including several representing groups and collectives. The online responses were supported and augmented by several targeted interviews, in-person and online meetings, focus groups and talanoa² in Samoa and New Zealand, and discussed in qualifications recognition forums in New Zealand, Samoa, Vanuatu, and Tuvalu.

Through analysis of the quantitative and qualitative feedback, the refined framework now comprises five more distinctive digital badges: Foundational Skills, Rights and Responsibilities, and three operational badges, for Growing, Harvesting, and Packhouse Operations, designed to recognise both technical and transferable skills while supporting career progression for Pacific workers.

Stakeholder Engagement Methodology

The engagement process employed multiple channels to ensure inclusive participation. Direct employer interviews were conducted with major industry employers, including Mr Apple, T&G Global, Seasonal Solutions, and DMS Progrowers. Pacific stakeholder engagement occurred through partnerships with organisations like the Poutasi Development Trust in Samoa, RSE Country Liaison Officers, and coordination on standards and qualifications matters with the Samoa Qualifications Authority and Vanuatu Qualifications Authority. The Initial standards mapping used to underpin and populate the consulted ‘strawman’ version of the framework was also socialised in-country in Vanuatu and Tuvalu by NZQA officials.

An online survey utilising Microsoft Forms gathered quantitative feedback on proposed badge content, with participants rating skill importance on a six-point scale. This robust response rate (n=78) was complemented by focus groups and talanoa with RSE workers and coordinators. The approach was deliberately multi-modal to accommodate geographic dispersion, language preferences, and varying English language and digital literacy skills among stakeholders.

The high survey participation rate demonstrates significant sector investment in skills development, and clear stakeholder enthusiasm for developing a credentialisation process. As an observation, the commitment shown by New Zealand Horticulture and Viticulture employers to look after their RSE workers, both culturally and materially, was impressive and admirable. Reciprocally, the dedication and engagement demonstrated by RSE workers and their representatives to the value of the opportunity was equally impressive. A detailed summary of the survey results is provided in Appendix 1.

Key Findings from Stakeholder Engagement

1. Framework Structure and Prioritisation

Stakeholder feedback revealed reassuring consensus around the inclusion and importance of most skillsets in the strawman, while also highlighting important divergences and differing priorities. For example, in our strawman model, ‘Rules and Regulations’ emerged as the most critical badge for employers, with 87% of employer respondents ranking it the most important of the set. As

² ‘Talanoa’ is a term used in many Pacific languages to refer to chat, discussion, problem solving, and airing of views. We use the term here to reflect that our outreach activity was informed (or facilitated) by cultural advisors supporting the project to create and align with culturally appropriate spaces and protocols.

Horticulture NZ emphasised, "Workers need to understand their rights and responsibilities from day one: this protects both them and their employers."

'Core Skills' ranked second in importance for employers, though interestingly, Pacific representatives ranked it first, noting its relevance for workers' broader career development through the inclusion of transferable skills.

The original five-badge structure received one consistent strand of criticism: that due to the cohort-based and seasonal nature of RSE placements, achieving the horticultural knowledge and technical skills badges would be very difficult, given that RSE workers were likely to either be involved in growing, or harvesting, or packing. Rarely would one RSE worker have an opportunity to experience all three, and certainly this would be impossible in a single seven-month seasonal placement.

As such, there was strong support for a pathways or role-based approach to these three badges, combining the relevant knowledge and technical skills for each role's focus (i.e., growing, harvesting, or packing). Several RSE stakeholders came to this suggestion independently. This suggests a framework where RSE workers could aim to achieve the foundation skills and right and responsibilities badge as a baseline, then work towards one (or more) of the operational badges, depending on their experience and knowledge.

As outlined in further detail below, the proposed 'Technology Systems' badge was the standout poor performer. While Pacific stakeholders were especially keen to remain abreast of technology change and new and emerging tools and techniques as part of broader industry understandings, employers particularly questioned the relevance of a standalone Technology Systems badge. The reasons included:

- testimony from employers suggesting very few RSE workers directly interact with the systems referred to in the badge,
- hence even fewer RSE workers would have exposure to all of the listed systems, making the badge extremely difficult to achieve, and
- employers and workers alike referred to the pace of technology change, which called into question the ongoing currency of the skillsets, at least compared with the more transferable skillsets outlined in the other badges.

2. Content Refinement

Change to "Foundational Skills": Respondents endorsed renaming this badge from "Core Skills" to "Foundational Skills" and emphasised the importance of mental health and wellbeing, financial literacy, and teamwork. The term is seen as an improvement because it better reflects that it is the first of the series of badges, meeting the requirements for the framework to offer opportunities for progression. It also clearly indicates the cross-cutting nature of the badge, as a set of underlying skills which are agnostic of particular roles or operations and, as a design principle, ought to be able to be achieved by a RSE worker in a single season.

The inclusion of driving skills generated substantial debate, and received the lowest level of support in terms of skill importance. Ultimately, we recommend it is removed. It is not intrinsic to, or necessary for, all RSE workers, and becomes a grey area too in terms of the scope of the RSE visa.

Certainly, the majority view of stakeholders was that (the lack of) driving skill should not prevent the achievement of the 'foundation skills' badge.

Horticultural Knowledge: Feedback highlighted the need to differentiate between horticulture and viticulture contexts and to recognise seasonal variation in tasks. Supply chain logistics, whilst initially included, was deemed less relevant for most workers by most respondents, though valued by the sending country representatives for its potential application in home contexts.

Technical Skills: Employers consistently noted that heavy vehicle operation was inappropriate as RSE workers cannot technically be employed in skilled roles under the conditions of their visa. With such broad feedback, the focus definitively shifted to safe use of manual tools and equipment, with strong support for integrating technical elements into operational badges rather than maintaining a standalone category.

Technology Systems: As previously noted, this badge faced the strongest criticism across all respondent groups, with multiple employers noting workers rarely interact directly with harvest management software or monitoring systems. With average ratings between 2.9-4.3 across all components, the substantial dataset confirms the consensus to integrate basic digital literacy into Foundational Skills whilst making advanced technology skills optional or role specific.

Again, the issue with this badge became that, while any RSE worker might have the opportunity to achieve one or two of the skillsets proposed for the badge, it would be exceedingly rare for any RSE worker to cover the whole of the implied range.

Rules and Regulations: Universal agreement on the importance of rules and regulations was demonstrated across all 78 responses, with suggestions to expand this badge beyond employment law to include accommodation safety, group living protocols, and behavioural expectations. An early suggestion to rename this badge "Rights and Responsibilities" gained support for its more empowering framing, which we recommend.

3. Operational Considerations

A critical insight emerged from the data around the need for an elective or pathway model, based on work role or seasonal cohort. A strong majority of interviewed employers supported this approach, backed up by several survey respondents suggesting it unsolicited. T&G Global representatives noted: "Not all workers do all tasks—some are in orchards, others in packhouses, some work winter crops, others summer fruit." This strong statistical support has led to our recommendation to move to 'operational' badges that are more readily achievable through the seasonal placements, and that reflect work contexts rather than generic skill categories.

Steering Group Advice and Guidance

The project Steering Group, comprising representatives from Food and Fibre CoVE, Muka Tangata, NZQA, Pacific qualification authorities, and industry stakeholders, provided crucial strategic direction throughout the framework's development. Their key contributions included establishing the digital badge approach as an "and" not "instead of" in terms of the originally proposed formal credits strategy, ensuring that the badges would complement rather than replace traditional qualifications.

This decision substantially addressed sustainability concerns, given ongoing vocational education reforms in New Zealand. The Digital Badges provide a way to offer tangible, visible, and modern form of skills recognition, with underlying skillsets that can be linked to formal credits on the New Zealand, Samoa, Vanuatu, and eventually Pacific regional qualifications framework, where suitable units of competency can be matched.

A proof-of-concept mapping of the Digital Badge skillsets to formal Framework credits was successfully completed at the strawman stage. As a final deliverable of this project, this mapping has been repeated, now with respect to the 'real' content of the Skills Recognition Framework. This second mapping provides a starting point for relevant agencies and skills authorities in respect of the potential formal recognition across the frameworks, as well as highlighting gaps for standard setters and/or qualifications between identified critical skills and existing framework credentials.

The steering group's endorsement of bilateral recognition agreements rather than pursuing a unified regional framework proved pragmatic, allowing for faster implementation whilst respecting each nation's qualification framework requirements. As Tupa'i Peter Peilua from the Samoa Qualifications Authority noted, the framework must deliver "a genuine skills dividend to labour sending countries, not just the financial dividend."

The steering group also emphasised "circular recognition", understating learning as an ongoing process, where skills developed before, during, and after RSE work. This is especially important given that returning for multiple seasons is common practice. This has shaped the framework's design. This approach ensures training can commence in home countries and be recognised in New Zealand, addressing concerns about 'brain drain' while supporting reciprocal skill development.

A further and unexpected benefit of the work has been that, by identifying and articulating the critical skillsets, the framework effectively outlines a "curriculum" that can support labour sending countries, and groups that support prospective RSE workers, as to what they can expect. As a Poutasi Development Trust leader put it "this gives them [the prospective RSE workers] their purpose: we can tell them 'this is what you are going to get'".

Furthermore, since the great majority (70 percent) of RSE workers undertake more than one seasonal placement, the Skills Framework also provides guidance and motivation for ongoing learning in the months placements, especially given that returning for a further season is the ambition for most. We heard that RSE coordination schemes, particularly in Samoa, would be keen to develop offerings to continue delivering learning towards the badges in the off-season(s) for RSE cohorts, which bodes well for achieving Muka Tangata's 'circular recognition' concept that sparked the project.

Refined Framework

Based on survey feedback, our targeted stakeholder engagement, and steering group guidance, we believe we have validated the underlying skillsets, and overarching proposal to develop and implement a RSE Skills Recognition Framework comprising five digital badges, as follows:

Badge 1: Foundational Skills

Renamed from "Core Skills" per Industry Groups' feedback.

"Driving Skills", from the Strawman framework, has been removed.

Skillset	Rationale/Source
Adaptability to work environment	Expanded from "outdoor environments" per employer feedback
Physical stamina and fitness	Original strawman, validated by all employers
Mental health and wellbeing awareness	Original strawman, rated 5.5/6 in survey
Language and communication skills	Original strawman, rated essential for supervisors
Adaptability to NZ culture	Reframed per T&G and Seasonal Solutions feedback
Time management	Original strawman, rated 5.7/6 in survey
Teamwork	Original strawman, rated 5.8/6 - highest rating in survey
Community leadership	Original strawman, validated as capturing collective leadership per T&G, Mr Apple
Financial literacy	Original strawman, universally rated important
Digital literacy and safety	Original strawman, with "safety" emphasis added per Seasonal Solutions
Personal hygiene, nutrition and self-care	Added per Seasonal Solutions and Mr Apple feedback

Badge 2: Rights and Responsibilities

New title providing more positive and empowering framing (than “Rules and Regulations”)

Skillset	Rationale/Source
Understanding contracts and payslips	Steering Group + Webinar feedback
Workplace health and safety requirements	Original strawman, rated 5.9/6
Accommodation and vehicle safety	Expanded from original, per employer feedback
Group living protocols	Added per employer feedback
RSE scheme requirements and visa conditions	Original strawman, rated 5.7/6
Food safety and hygiene compliance	Original strawman, rated 5.8/6
Behavioural expectations and New Zealand law basics	Added per industry feedback
Insurance and ACC entitlements	Added per industry feedback
Human rights awareness	Added per industry feedback

Badge 3: Growing Operations

(derived from Horticultural Knowledge and Technical Skills strawman badges)

Skillset	Rationale/Source
Pruning methods for specific crops	From original Horticultural Knowledge strawman
Understanding growing seasons and timing	From original Horticultural Knowledge strawman
Pest and disease awareness	High frequency survey suggestion (18 times)
Climate change and weather awareness	Added per interview feedback
Nursery skills and plant propagation	Added per interview feedback
Irrigation systems basics	Added per Hort NZ, employer feedback,
Spraying and disease management basics	Added per Hort NZ, several employers.
Soil preparation and cultivation	Implicit in growing operations, validated through consultation

Badge 4: Harvesting Operations

(derived from the Horticultural Knowledge and Technical Skills strawman)

Skillset	Rationale/Source
Picking techniques and methods	From original Horticultural Knowledge, rated 5.5/6
Crop-specific handling requirements	From original Horticultural Knowledge, rated 5.4/6
Understanding crop quality standards	From original Horticultural Knowledge, rated 5.6/6
Safe use of harvesting tools - secateurs, ladders, buckets	Specified per employer feedback
Manual harvesting equipment operation	From original Technical Skills, clarified as "usually manual"
Harvest timing and weather decisions	Derived from growing seasons understanding.
Gentle handling to minimise damage and waste	Derived from quality/handling feedback

Badge 5: Packhouse Operations

Skillsets adapted from the former 'Technical Skills' badge,, augmented by industry feedback via targeted interviews

Skillset	Rationale/Source
Grading and sorting standards and machinery operation	From original Technical Skills, rated 4.8/6
Pack house operational procedures	From original Technical Skills, rated 5.2/6
Quality control and assessment	Derived from crop quality understanding
Packing techniques and presentation standards	Implicit in pack house operations
Hygiene and contamination prevention	Emphasised in food safety feedback
Basic equipment operation and safety	From Technical Skills strawman
Workplace Health and Safety	Derived from H&S expansion to all work areas
Team coordination in production lines	Derived from teamwork emphasis
Inventory and labelling systems	Implicit in pack house operations, validated through consultation

Implementation and Sustainability Advice

As a specific deliverable of this project, below we provide a set of advice and recommendations to relevant stakeholders in terms of next steps, and necessary activities to implement the Skills Framework.

At the outset of the project, we were aware of externalities in terms of changes in roles and responsibilities for standard setting in the Vocational Education System, and the wider relevant work in both education and immigration spheres. In particular, the NZQA-led Pacific Qualifications Recognition Process is a five-year programme of work which provides an essential vehicle for achieving the project's wider aims of cross-jurisdictional or pan-regional recognition of the Skills Framework.

Concerns about implementation were consistently raised across the broad stakeholder base, including questions about assessment burden, funding for training delivery, and ensuring workers without badges aren't disadvantaged. Several employer representatives asked versions of: "Who will conduct assessments, and at what cost to employers?"

The answer to this question was beyond the scope of our project and further clouded by uncertainty created by the VET redesign. We have been at pains not to overcommit. The commissioning Workforce Development Council for the project (Muka Tangata) is being disestablished at the end of 2025. Notwithstanding this, Muka Tangata has released its Pacific Workforce Plan - *Soko ni Drua* - in August 2025³. This referred to the RSE Skills Recognition Project and its aims, however it is unclear how the full set of deliverables outlined in that plan will be resourced and delivered in future. We anticipate that the incoming Industry Skills Board will take note of *Soko ni Drua* along with the project outputs to date from the RSE Skills Recognition Project, given it reflects stakeholder-validated content for the Skills Framework, and the proposed digital badges construct ready to go.

These externalities are certainly unfortunate, particularly given strong feedback from Employer and Pacific representatives alike supporting this "overdue" development and wanting to see this Skills Framework and system of digital badges come to fruition. That being the case, we want to stress that there are no systemic impediments to a provider or industry grouping implementing the Digital Badges, initially as an informal learning option with industry-endorsed credentials. Industry representatives could be encouraged to lead and stand up the recognition system itself, or in partnership with willing tertiary providers.

In that context, less frequently, we received queries into the relationship between this Skills Framework development and the MFAT-funded training for RSE workers being implemented by EIT. We have enjoyed a good working relationship with EIT through our project, including expressions of support for having the RSE Skills Framework in place, as an opportunity to support and align with it.

However, in the present setup, EIT's Skills-based programmes for RSE workers do not relate to Horticulture and Viticulture, nor are they designed to assess learning and skills gained on-the-job through the RSE experience. The starting point for this work has been the scope of work undertaken (and allowed) under the RSE visa.

³ [Soko-ni-drua-web.pdf](#)

In our view, the education system ought not to confuse the industry. While there is no doubting the value of offering training options to RSE workers in areas not connected to their RSE, equally they are gaining skills through their roles that are also enormously valuable. In time, having gotten used to credentialising RSE workers' skills, it would be good to broaden the Skills Recognition Framework to encompass skills and knowledge outside and beyond the scope of the RSE Visa – recalling the substantial debates around driving skills. This would also help meet the desired outcome to offer progression pathways, especially for returning workers.

However, we also think it is important to maintain a core principle that RSE workers ought to receive recognition for the skills they gain *in and through* their RSE experience, not just via courses delivered independent of their workplace experience.

"This framework is long overdue - we just need to keep it practical and achievable"

- Major Employer

"Recognition matters for our workers' dignity and future opportunities"

- Pacific Government Representative

Assessment process

We recommend that each badge be assessed through naturally occurring workplace evidence where possible, likely a light touch on-job verification model, to minimise additional burden or cost to employers and RSE coordinators. Education providers, either through subsidised or fee-for-service approaches, could offer to undertake the assessments, via, we imagine, a combination of observation, employer verification, and professional conversations.

In theory, the skillsets in the digital badges that can be linked to, and assessed through NZQCF credits, could be bundled as part of an approved programme (or micro-credential). They would therefore be able to attract funding from TEC to subsidise the learning and assessment processes. Those parts of the Digital Badge *not* linked to formal credits would not be able to be subsidised, however, their identification by employers and workers as a critical skillset might itself engender standards setting development by their ISB to address those gaps.

Workers can pursue badges relevant to their roles and experience: we do not expect that all RSE workers would need or achieve all five badges. The framework also allows for progression, with Foundational Skills and Rights and Responsibilities as foundational badges, and then operational badges building on specialised competencies.

Link to formal National Qualifications Frameworks

For the formal award of national recognised units of competency and/or credentials, we propose that where possible, a skillset in a digital badge is linked to NZCQF standards. Where possible, these learning outcomes are then mapped to counterpart standards on the Samoan and Vanuatu

Frameworks, where there are existing standards that are sufficiently similar in terms of learning outcome and level. such that, at foundational level, the achievement of one could be deemed equivalent for the purpose of awarding the others.

Where unit standards exist on national qualification frameworks, the badges would ideally trigger automatic credit recognition, supporting formal qualification pathways, however, we are advised that completing that 'wiring up' of the formal frameworks, and further systems development, would take significantly more time than this project had available.

We consider this situation provides another strong argument for initially offering the RSE Skills Framework as a system of Digital Badges that may, in time, also automatically trigger formal awards or recognition of equivalence. In the New Zealand context, one way for the badges to be formalised (and associated training subsidised) would be for a provider or industry skills board to bundle these linked credits together under a bespoke micro-credential.

In terms of cross-border recognition, we have identified several possible options available to effect that recognition. Most simply, the participating countries could establish (or rely on) macro level mutual recognition agreements that establish equivalence. A further option could be to register a bundled RSE credential (or micro-credential) on all the participating frameworks. Thirdly, and perhaps ideally, achievement of a standard linked to the RSE Skills Framework could lead to the automatic co-award of the mapped units of competency on all participating frameworks.

Full and final decisions on this are sensibly best left in the hands of the ongoing and official Pacific Qualifications Recognition Process, being led by NZQA. As stated earlier, this does not preclude an industry-led approach to standing up the system of Digital Badges based on the RSE Skills Framework being implemented in the interim.

This mapping - of the RSE Skills Framework skillsets to existing Units of Competency on NZQCF, SQF, and VQF - is provided as Appendix 2. It is a working draft for the benefit of participating qualifications Frameworks and those wider qualifications recognition processes.

Industry Endorsement of Digital Badges.

We strongly recommend that the Digital badges be issued with industry endorsement. This could come from peak organisations such as Horticulture NZ and/or NZ Ethical Employers, providing credibility and portability, and itself carry strong cachet and credibility in the labour sending countries.

Several horticulture employers themselves have significant brand recognition and could also endorse and/or award the badges themselves, or in partnership with a tertiary provider. However, smaller employers and operations should not be excluded from the process.

While this suggestion has been put to stakeholders in targeted interviews and discussed at the RSE conference presentation and the stakeholder engagement webinar, the question has not been formally or explicitly put to any one employer or industry association, as this was not within the scope of the project.

Award of Badges

We recommend the badges themselves are established through a secure and encrypted third-party provider, such as Credly, Certifier, or Open Badge.

The creation, maintenance and administration of the awards could be managed directly from an industry association, or via a partnership with a tertiary provider that already issues Badges, with suitable quality protocols and oversight in place. We believe this should be managed and overseen by an industry collective, to ensure the system is inclusive of its smaller members, and to prevent a proliferation of localised provider-led badges, that employ the Skills Framework to issue a plethora of differently-labelled credentials.

Conclusion

The refined RSE Skills Recognition Framework presented here represents a significant evolution from initial concepts, shaped by authentic stakeholder voice from over 100 participants and practical workplace realities. The engagement provides strong validation for moving from generic skill categories to role-specific operational badges that better reflect the diverse contexts in which RSE workers contribute to New Zealand's food and fibre sector.

The emphasis on both transferable and technical skills ensures workers gain recognition valuable in New Zealand and applicable in their home countries, supporting the "circular recognition journey" central to the project's vision. With strong industry endorsement demonstrated through high participation rates and alignment to qualification frameworks, these digital badges offer tangible recognition whilst building pathways for career advancement.

Success will require continued collaboration between employers, training providers, and Pacific partners to ensure assessment is accessible, affordable, and meaningful. As the framework moves to implementation, maintaining the balance between comprehensiveness and practicality will be crucial to achieving the ultimate goal: formal recognition of the valuable skills RSE workers develop through their essential contribution to New Zealand's primary industries.

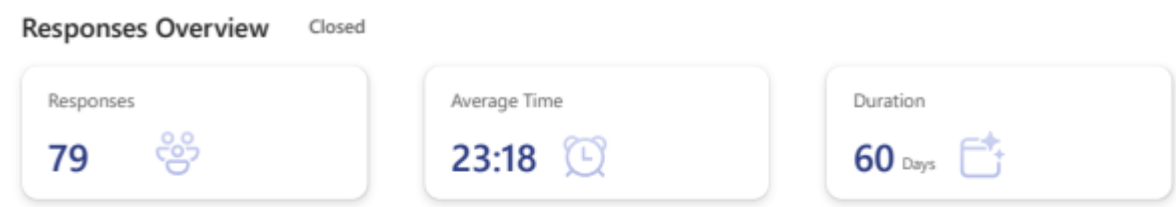
And the very last word is left to a leader in a highly regarded Pacific RSE Scheme, from one of our targeted stakeholder interviews:

“We need this: don’t let this come to nothing”

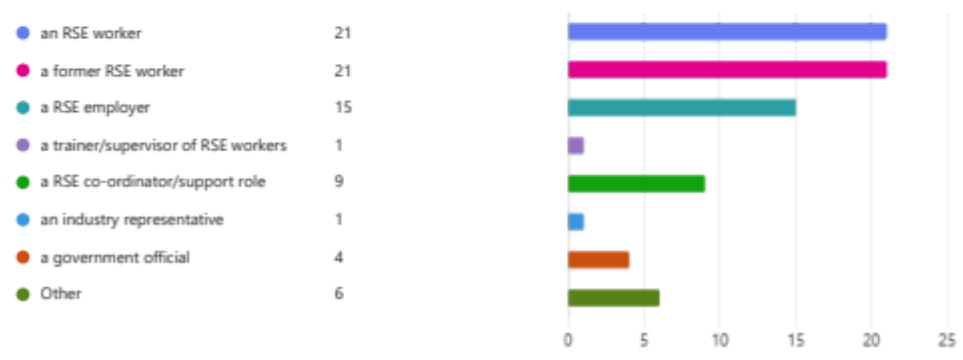
- RSE Leader, Samoa

Appendix: Online Survey Results Summary⁴

Stakeholder Breakdown



1. I am answering this survey as



Several Pacific responses indicated they were on behalf of a collective, usually arising from an in-person focus group.

The overall participation in the online survey is therefore estimated at between 100-120 individuals. “Other” category includes two Samoan Chiefs, a Church Minister, and other community interests.

Overall, this response is strongly informed by current and former RSE workers, and reflects a a good balance between worker and employer perspectives.

⁴ Please note that elements of the survey analysis below have been assisted by AI tools, including Claude.ai and Julius.ai, but human-led and verified.

“Core Skills” Badge Content Ratings

Scale: 1 (Not Important) to 6 (Critically Important)

● Not important ● ● ● ● Critically important



Stakeholder suggestions :

Add hygiene and nutrition content as part of core wellbeing.

Include basic budgeting/financial literacy.

Add ESOL/reading support within communication skills (clarify whether reading is included or add explicitly).

Consider a First Aid component.

Emphasise resilience and adaptability to change within core skills.

Broaden “Mental and physical health” to explicitly include physical health and wellbeing (not just mental health).

Clarify wording around “Cultural fluency” (workers found the term unclear; recommend plain-language phrasing).

Ensure time management is practical and tied to real work contexts.

Make core content more directly relevant to the actual roles/tasks workers do.

Representative Comments:

- *"Teamwork is absolutely critical - our crews work in groups and must coordinate effectively"* - Employer
- *"Financial literacy helps our people send money home wisely and save for their futures"* - Pacific Representative
- *"Driving is nice to have but shouldn't be mandatory - many excellent workers don't drive"* - Industry Body
- *Must learn to speak, read, write English* – RSE Co-ordinator
- *"when I approve someone for the RSE scheme, they must be of the best character ie Faithful, Honest, Punctual, Committed"* – High Chief, Samoa
- *"leadership must take into account the Samoan leadership and customs, that the workers already know or participate in, i.e at church, in the village, in their family/extended family and RPL* – Government Official
- *I am a 6-year returnee. Understanding how to manage and grow my finances is very important to me. I also need to learn more digital skills. I have an iPhone. I mainly use NOTES to keep a tally of my work hours, etc.* – RSE Worker

Badge 2: Horticultural Knowledge



Strongest signals are around pest/disease management and post-harvest/packhouse skills, followed by irrigation/soil/nutrition.

There are also mentions of crop-specific knowledge, weed management, and propagation/grafting.

Practical takeaway: expand the badge to explicitly cover pest/disease/IPM, irrigation and plant nutrition, basic weed control, and post-harvest handling/quality control.

Removal of supply chain skillset is recommended.

Representative Comments:

- *"Quality is king - workers who understand quality requirements reduce waste significantly"* - Mr Apple
- *"Supply chain knowledge is valuable back home but not essential for daily work here"* - T&G Global
- *"it all depends on the cohort , job and season that the worker is going for ie picker or pruning or packer"* - RSE Co-ordinator
- *"Different crops need different skills - one size doesn't fit all"* - Seasonal Solutions

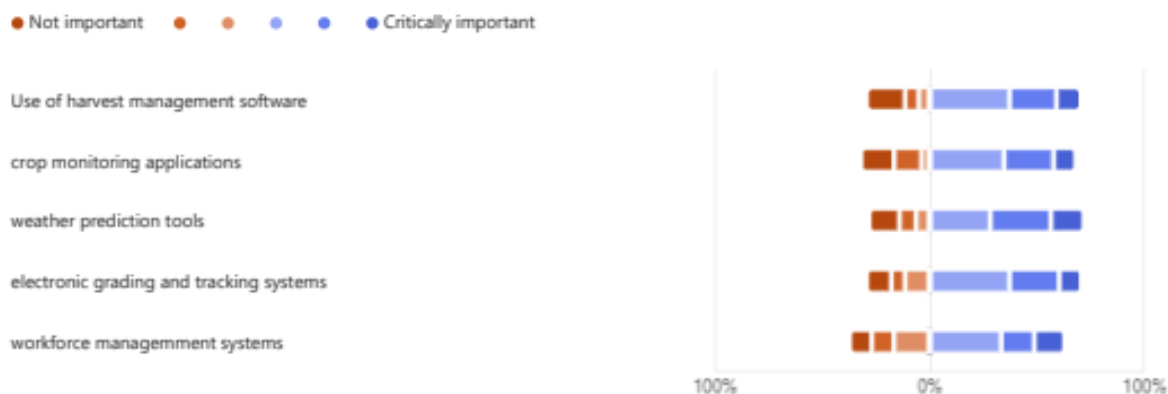
Badge 3: Technical Skills



Representative Comments:

- *"RSE workers cannot legally operate heavy vehicles in most roles - this shouldn't be included"* - Hort NZ
- *"Basic tool safety is essential, complex machinery operation is not"* - DMS Pro growers
- *"Pack house skills are only relevant for pack house workers"* – Employer

Badge 4: Technology Systems



Change Suggestions:

- Focus on common devices/apps workers actually use: mobile apps, scanners/barcodes, basic troubleshooting.
- Keep it practical: logging time/outputs on devices, reading assignments, basic data capture and traceability.
- Optional extension: intro to inventory/trace if relevant on-farm.

Representative Comments:

- *"Most workers never touch these systems - supervisors maybe, but not general crew"* - Multiple Employers
- *"Basic smartphone use for timesheets is about all they need"* - Industry Representative
- *"This feels like management skills, not worker skills"* - Training Provider

Badge 5: Rules and Regulations



Change suggestions

- Interviews highlighted a preference for general and criminal law rather than specifically to employment law.
- Strongest emphasis from stakeholder comments on work rights/pay topics, followed by health and safety; and a few seeking a concise overview for visas/permits where relevant to RSE realities.
- Emphasise work rights, pay, wages, leave, overtime, and contracts in clear, applied scenarios.
- Strengthen health and safety basics: hazards, incidents, PPE, and context-specific food safety.

Representative Comments:

- *"This should be badge #1 - everything else builds on understanding rules and rights"* -, Hort NZ
- *"Workers knowing their rights protects everyone"* - NZ Ethical Employers

- *"Should include behavioural expectations and NZ law basics"* - Government Official
- *I trusted the admin officials to tell me about the visa and employment law* – Former RSE Worker

Overall Badge Prioritisation

Ranking by Stakeholder Group

Rank	Employers	Pacific Representatives	Wider RSE Stakeholders
1	Rules & Regulations	Core Skills	Rules & Regulations
2	Core Skills	Horticultural Knowledge	Core Skills
3	Technical Skills	Technical Skills	Horticultural Knowledge
4	Horticultural Knowledge	Rules & Regulations	Technical Skills
5	Technology Systems	Technology Systems	Technology Systems

Preferred Implementation Model

- **64%** supported an elective/pathway model
- **23%** preferred all skillsets mandatory to award badge.
- **13%** suggested role-specific requirements

Key Qualitative Themes

Most Frequent Suggestions for Additions:

1. Pest and disease awareness (mentioned 18 times)
2. Hygiene and self-care (mentioned 15 times)
3. Contract understanding (mentioned 12 times)
4. Climate change awareness (mentioned 10 times)
5. Nutrition education (mentioned 8 times)

Key benefits

- Clear recognition of skills: Badges provide a simple way to validate and communicate workers' competencies across employers and roles.
- Portability and progression: Creates a portable record workers can carry between seasons and employers, supporting career pathways and mobility.
- Alignment and consistency: Encourages common standards and language across horticulture tasks, improving training consistency.
- Motivation and engagement: Gamified/visible milestones can motivate learning and signal progression to workers and supervisors.
- Employability and matching: Helps employers quickly identify suitable workers for specific tasks (e.g., machinery, packhouse, quality roles).
- Foundation for training: Provides a scaffold for targeted training plans and upskilling (including basic horticulture, safety, and digital tools).

Issues and concerns

- For workers, a core concern that achieving the badges will not help them or increase their pay back home.
- Relevance to actual RSE roles: Risk that some content doesn't match the real duties performed by workers (e.g., heavy vehicles or advanced systems beyond typical scope).
- Specificity vs. vagueness: Several skills need clearer definitions and examples to be meaningful (e.g., machinery types, "cultural fluency," tech tools used on-farm).
- Practicality and context: Need to ensure the badges focus on practical, worksite-relevant tasks and reflect seasonal/context differences.
- Administrative burden: Potential overhead in assessing, issuing, and maintaining badges; unclear who validates and how quality is assured.
- Recognition and uptake: Value depends on employer recognition and consistency; without broad buy-in badges may not influence hiring or pay.
- Worker benefit vs. employer framing: Ensure content supports workers' long-term benefits (e.g., foundational horticulture knowledge to take home) not just immediate employer needs.
- Clarity of names and wording: Some badge titles/terms may confuse stakeholders; plain language and examples are needed.
- Safety and compliance scope: Must balance essentials (work rights/pay, H&S, food safety) without overloading content or duplicating existing compliance training.

Most frequent concerns raised:

- *"Cost and time burden of assessment"* - mentioned by 72% of employers - e.g. *"for these guys deserve getting recognition for their hard work. there are very skilled people with an unfair cap on what they can do – but with our numbers how will we find the time and pay for this, it's a nice to have"*
- *"Workers without badges being disadvantaged"* - raised by 45% of respondents
- *"Language barriers in training delivery"* - noted by 38% of stakeholders
- *"Keeping content relevant across different crops/regions"* - 34% of respondents

Overall Support for Digital Badges:

- **Strongly Support:** 42%
- **Support with Reservations:** 38%
- **Neutral:** 15%
- **Opposed:** 5%

"It's a great idea. They should complete parts of these courses during their time back in Samoa and put them into practice when they are in NZ. I am also not sure how they will be able to use the technical and technological skills when they return to Samoa."

"I feel the whole rewarding through badges as a recognition is very good. Whilst we have some workers who are going on to achieve there may be the development of a gap between the "haves" and the "have nots". I hope this isn't just another paper."

"They need to mean something to me when I get back to Samoa, so I can use it to get more money for my family"

"I am a 10-year returnee. I need to learn more about digital literacy, specifically using a computer to write my reports and other tasks. This knowledge would be useful for my life back in Samoa and also for my children's education/future. If more and more machines are used for fruit picking and sorting, then it would be good to know more about these operations, but this could be my final year; for the newer workers, it would be good for them to learn."

"It is good to know that there is a plan to help our workers with further training and upskilling.. I support the idea that this training should be completed before they go to NZ and continued when they return. They are usually too tired to sit in a classroom; there must be another way. They must also have their rest days for worship and calling their families. This is important for our Samoan teams to be able to stay connected to our way of doing things"

"RSE has been good for me and my family. It has allowed us to build a home, buy 2 cars (1 is a family car and the other one is a taxi). Maybe I could've managed my \$\$ better, but it is a good idea for these digital badges."

Appendix 2 – Mapping to Qualifications Framework Standards

Key for tables below

Category	Explanation
Excellent fit	Excellent match to RSE skillset in content, level, and potential assessment.
Extended fit	Matches RSE skillset well, though the content or level goes beyond what RSE workers are expected to perform.
Partial fit	Covers only part of the RSE skillset; additional units would be needed for full coverage.

Badge 1: Foundational Skills

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
Adaptability to work environment	US 543 Work in a new workplace Level 1 - 3 credits	Excellent fit (preparation for working in new workplace, meeting workplace requirements)	GSWC0112 Work with colleagues and customers Level 1 – 3 credits	MF09010 Apply knowledge of working in a new workplace Level 1 – 3 credits
Physical stamina and fitness	US 505 Manage personal physical fitness with guidance Level 1 - 3 credits	Extended fit	None found	MF05008 Manage personal wellness Level 2 – 3 credits
Mental health and wellbeing awareness	US 26971 Describe factors that contribute to mental health wellbeing and mental health challenges Level 3 - 3 credits	Excellent fit (on edge with extended fit) (factors contributing to mental health wellbeing and challenges, good mental health)	None found	MF05008 Manage personal wellness Level 2 – 3 credits
Language and communication skills	US 33019 Communicate in an organisation Level 2 – 3 credits	Partial fit (language skills)	GSBC0112 Apply basic communication skills Level 1 – 2 credits	MF02001 Use basic English language skills in a workplace Level 1 – 3 credits
	US 9677 Communicate in a team or group which has an objective Level 2 – 3 credits	Partial fit (communication skills with a group)	GSWI0412 Communicate and interact effectively in the workplace Level 1 – 2 credits	MF02012 Participate actively in discussions Level 1 – 3 credits

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
Adaptability to NZ culture	US 29304 Describe elements of own culture, and basic rights and responsibilities of residing in Aotearoa New Zealand Level 1 – 4 credits	Excellent fit (responsibilities of residing in NZ)	None found	None found
Time management	US 12349 Demonstrate knowledge of time management Level 2 - 3 credits	Excellent fit (knowledge of time management)	GSPA0712 Develop a professional attitude Level 1 – 2 credits	MF09012 Demonstrate knowledge of time management Level 2 – 3 credits
Teamwork	US 28650 Work in a team to achieve designated tasks in a primary industry Level 3 - 3 credits	Excellent fit (teamwork procedures in primary industry)	GSWO0512 Participate in team to achieve designated tasks Level 1 – 2 credits GSTW0412 Contribute to team work Level 1 - 1 credit	MF09044 Demonstrate knowledge of contributing to teamwork as an individual Level 1 – 3 credits
Community leadership	US 29303 Demonstrate behaviours appropriate to different types of relationships and contexts Level 1 – 4 credits	Extended fit (community relationships as part of range, with others required)	None found	None found
Financial literacy	US 31666 Apply knowledge of seasonal employment requirements and workplace expectations in a primary industry context	Excellent fit (payslip information, setting up a bank account, applying for an IRD number)	BFFS0911 Apply basic personal finance skills	MF05023 Demonstrate knowledge of budget

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
	Level 2 - 5 credits		Level 2 – 3 credits	management and financial literacy skills
	US 543 Work in a new workplace Level 1 - 3 credits	Excellent fit (Documentation for new workplace- bank account, IRD)		Level 2 – 3 credits
Digital literacy and safety	US 33248 Apply basic skills in digital literacy in structured and familiar contexts (Foundation Skills) Level 1 - 5 credits	Excellent fit (Basic digital literacy skills and maintaining basic digital safety)	ITSI0412 Use, communicate and search securely on the internet Level 1 – 2 credits	IT03002 Operate Digital Devices Level 1 – 3 credits
			ITMS0311 Maintain IT system integrity Level 2 – 3 credits	IT15001 Demonstrate knowledge of cybercrimes, cyber-security and cyber safety Level 1 – 6 credits
Personal hygiene, nutrition and self-care	US 29300 Maintain hauora – personal health and well-being Level 1 - 6 credits	Excellent fit (Nutrition, personal presentation, hygiene, relaxation – nb. range is ‘may include’, self-care can be explicitly referenced)	None found	MF05008 Manage personal wellness Level 2 – 3 credits

Badge 2: Rights and Responsibilities

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
Understanding contracts and payslips	US 31666 Apply knowledge of seasonal employment requirements and workplace expectations in a primary industry context Level 2 - 5 credits	Excellent fit (payslip information, contractual obligations)	BFET0111 Develop basic knowledge on business and economy Level 1 – 3 credits	MF09009 Describe an employment relationship, and the application of employment law to that relationship Level 2 – 3 credits
Workplace health and safety requirements	US 31666 Apply knowledge of seasonal employment requirements and workplace expectations in a primary industry context Level 2 - 5 credits	Excellent fit (clothing and equipment and PPE appropriate to job)	GSHS0112 Follow health, safety and security procedures Level 1 – 3 credits	MF09034 Describe requirements and expectations faced by employees within the workplace Level 1 – 3 credits HE22016 Demonstrate knowledge of Occupational Safety and Health requirements Level 1 – 3 credits
Accommodation and vehicle safety	US 24556 Demonstrate knowledge of the safe operation of a light utility vehicle (LUV)	Partial fit (Vehicle safety – light utility vehicle)	None found	None found

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
	No standard found (regarding accommodation)			
Group living protocols	No standard found		None found	None found
RSE scheme requirements and visa conditions	US 31666 Apply knowledge of seasonal employment requirements and workplace expectations in a primary industry context Level 2 - 5 credits	Excellent fit (seasonal employment contracts - contractual obligations)	None found	MF09011 Demonstrate knowledge of basic employment rights and responsibilities Level 1 – 3 credits
Food safety and hygiene compliance	US 28630 Apply hygiene and food safety procedures to own work area in a primary products food processing operation Level 3 – 5 credits	Excellent fit (food safety, workplace hygiene requirements, hygiene procedures)	GSHP0712 Use hygienic practices for food safety Level 1 – 2 credits	FH06001 Use hygienic practices for food safety Level 1 – 2 credits
Behavioural expectations and New Zealand law basics	US 31666 Apply knowledge of seasonal employment requirements and workplace expectations in a primary industry context Level 2 - 5 credits	Excellent fit (contractual obligations – behavioural, follow work instructions, meet workplace expectations, communicate effectively)	GSPA0712 Develop a professional attitude Level 1 – 2 credits	MF09002 Employ customer service techniques to accommodate customer behavioural styles in a workplace Level 3 – 3 credits
Insurance and ACC entitlements	US 29304 Describe elements of own culture, and basic rights and responsibilities of residing in Aotearoa New Zealand Level 1 – 4 credits	Partial fit (the right to access health services is covered, it references responsibilities for residing in NZ)	BFET0111 Develop basic knowledge on business and economy	MF05023 Demonstrate knowledge of budget management and

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
		which may cover insurance but not explicitly)	Level 1 – 3 credits	financial literacy skills Level 2 – 3 credits
Human rights awareness	US 29304 Describe elements of own culture, and basic rights and responsibilities of residing in Aotearoa New Zealand Level 1 – 4 credits	Excellent fit (human rights in terms of residing in NZ)	None found	None found (only level 4)

Badge 3: Growing Operations

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
Pruning methods for specific crops	US 29497 Hand prune fruit trees Level 2 - 8 credits	Excellent fit (Hand pruning, fruit trees)	None found	AE09016 Demonstrate knowledge of recommended pre-harvest practices in horticultural production Level 3 – 15 credits
	US 29511 Train and hand prune brambles Level 2 - 5 credits	Excellent fit (hand pruning, brambles)	None found	
	US 29512 Train and hand prune mature vines Level 2 - 8 credits	Excellent fit (hand pruning, mature vines)	None found	HE22008 Demonstrate knowledge of recommended safety practices in the use of equipment and machinery and knowledge of pre-harvest practices in horticulture Level 3 – 13 credits
	US 29513 Train and hand prune young vines Level 2 - 5 credits	Excellent fit (hand pruning, young vines)	None found	
Understanding growing seasons and timing	US 816 Demonstrate knowledge of fruit production in NZ Level 2 - 5 credits	Extended fit	None found	AE09007 Demonstrate knowledge of the principles of organic horticultural production Level 3 – 20 credits
Pest and disease awareness	US 29841	Excellent fit	AFIR0312	AE09004 Demonstrate basic knowledge and

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
	Recognise plant pests, diseases, and disorders of a horticulture crop Level 3 - 5 credits	(detailed on recognising plant pests, diseases, and disorders of crops)	Identify and report unusual disease or plant pest signs Level 3 – 2 credits	skills in plant husbandry Level 2 – 20 credits
Climate change and weather awareness	US 19138 Describe weather, climate and micro-climate characteristics, and interpret weather maps for a primary industry operation Level 2 - 4 credits	Excellent fit (understanding of weather information)	AFOR0512 Observe and report on weather Level 1 – 1 credit	AE01001 Prepare for work in agriculture Level 1 – 5 credits
				AE16002 Apply basic knowledge of climate change Level 1 – 8 credits
Nursery skills and plant propagation	US 29492 Select and prepare consumables for continuous post-harvest packing, and update inventory Level 2 - 5 credits	Excellent fit (Care for a nursery crop)	AFNW0112 Support nursery work Level 1 – 2 credits	AE09002 Demonstrate basic skills in plant nursery Level 2 – 11 credits
	US 20560 Grow nursery crops in containers Level 3 - 10 credits	Excellent fit (Grow nursery crops in containers, propagation)	AFTP0312 Tend nursery plants Level 1 – 2 credits	
	US 23781 Grow and pot up plants from stem cuttings Level 2 - 5 credits	Excellent fit (propagation from stems)	AFPP0212 Pot up plants Level 2 – 2 credits	
	US 29505 Propagate plant material by division Level 2 - 3 credits	Partial fit (propagation)	AFPA0612 Undertake propagation activities Level 1 – 2 credits	
	US 29504	Partial fit (nursery skills)		

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
	Prick-out seedlings or rooted cuttings, transplant, and pot-on young plants into containers Level 2 - 4 credits			
	US 27707 Describe plant propagation by budding, grafting, tissue culture and layering Level 2 - 5 credits	Partial fit (propagation)		
Irrigation systems basics	US 22188 Demonstrate knowledge of irrigation systems used in horticulture Level 2 - 5 credits	Excellent fit	None found	AE09016 Demonstrate knowledge of recommended pre-harvest practices in horticultural production Level 3 – 15 credits
Spraying and disease management basics	US 27207 Describe and carry out monitoring of plant pests and diseases Level 3 - 5 credits	Partial fit (monitoring of plant pests and diseases) No units found for spraying	AFCP0612 Control plant pests, diseases and disorders Level 3 – 2 credits	AE09007 Demonstrate knowledge of the principles of organic horticultural production Level 3 – 20 credits
Soil preparation and cultivation	US 22175 Describe soil properties and their effect on plant growth Level 3 - 6 credits	Extended fit (Very detailed soil analysis, more complex than typical RSE worker activities)	AFPS0512 Determine basic properties of soil and/or growing media Level 1 – 2 credits	AE09007 Demonstrate knowledge of the principles of organic horticultural production Level 3 – 20 credits
	US 20570 Describe nursery growing media and soils Level 2 - 5 credits	Extended fit (soil knowledge and preparation, linked to nursery skills)	AFSI0512	

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
			Sample soils and interpret results Level 3 – 2 credits	

Badge 4: Harvesting Operations

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
Fruit picking techniques and methods	US 21212 Harvest a horticulture crop by hand Level 2 - 5 credits	Excellent fit	None found	AE09006 Demonstrate knowledge of maturity indicators and proper harvesting techniques Level 3 – 19 credits
Crop-specific handling requirements	US 21212 Harvest a horticulture crop by hand Level 2 - 5 credits	Excellent fit	None found	AE09006 Demonstrate knowledge of maturity indicators and proper harvesting techniques Level 3 – 19 credits
Manual harvesting equipment operation	US 22186 Prepare equipment, and harvest a horticulture crop by hand Level 3 - 5 credits	Excellent fit	None found	AE09006 Demonstrate knowledge of maturity indicators and proper harvesting techniques Level 3 – 19 credits
Gentle handling to minimise damage and waste	US 21212 Harvest a horticulture crop by hand Level 2 - 5 credits	Excellent fit	None found	AE09006 Demonstrate knowledge of maturity indicators and proper

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
				harvesting techniques Level 3 – 19 creFits
Understanding crop quality standards	US 28619 Identify quality assurance requirements for own work and monitor own work quality in a primary industry operation Level 3 - 5 credits	Excellent fit	None found	AE09010 Demonstrate basic post-harvest techniques and handling procedures Level 3 – 20 credits
Safe use of harvesting tools - secateurs, ladders, buckets	US 21212 Harvest a horticulture crop by hand Level 2 - 5 credits	Excellent fit (picking bags, picking buckets, containers, secateurs, bin shade covers)	None found	AE09006 Demonstrate knowledge of maturity indicators and proper harvesting techniques Level 3 – 19 credits
Harvest timing and weather decisions	US 29825 Collect samples for crop maturity testing Level 3 - 3 credits	Extended fit	AFMW0412 Monitor weather conditions Level 3 – 2 credits	AE09006 Demonstrate knowledge of maturity indicators and proper harvesting techniques Level 3 – 19 credits

Badge 5: Packhouse Operations

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
Grading and sorting standards and machinery operation	US 23355 Grade horticultural produce to pre-determined criteria Level 3 - 10 credits	Excellent fit	None found	AE09006 Demonstrate knowledge of maturity indicators and proper harvesting techniques Level 3 – 19 credits
Pack house operational procedures	US 29844 Stack and store produce in a coolstore or other storage facility, clean surroundings and document cleaning schedule Level 3 - 5 credits	Excellent fit (stack, store produce in storage facility, clean surroundings and document cleaning schedule)	AFHO0112 Carry out postharvest operations Level 2 – 2 credits	AE04004 Demonstrate knowledge of basic health care and husbandry for poultry Level 2 – 11 credits
	US 29509 Stack and move produce manually in a coolstore or other storage facility Level 2 - 5 credits	Excellent fit (stack and move produce manually)		
	US 29510 Stack and secure packed horticultural produce on pallets Level 2 - 5 credits	Excellent fit (stacking and securing packed produce on pallets)	AFOP0321 Carry out post-harvest operations Level 3 – 4 credits	NS24001 Demonstrate basic knowledge of food processing Level 2 – 10 credits
Quality control and assessment	US 29821 Carry out and monitor quality control procedures and input data in a post-harvest operation Level 3 - 8 credits	Excellent fit	AFQC0912 Conduct quality and product care procedures Level 3 – 3 credits	NS24001 Demonstrate basic knowledge of food processing Level 2 – 10 credits

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
Packing techniques and presentation standards	US 29500 Pack graded horticultural produce and report problems Level 2 - 5 credits	Excellent fit	None found	AE04005 Demonstrate basic skills in milk and egg production Level 2 – 2 credits
Hygiene and contamination prevention	US 23359 Maintain hygiene to ensure food safety in a horticulture workplace Level 2 - 5 credits	Excellent fit	None found	MF04030 Develop employability skills Level 1 – 10 credits
	US 29494 Clean down post-harvest equipment ready for changeovers Level 2 - 5 credits	Excellent fit (focus on clean down post-harvest equipment)	None found	HE22009 Demonstrate food safety and good harvesting practices in horticultural production Level 3 – 20 credits
Basic equipment operation and safety	This skillset is covered any of these skillsets: - Grading and sorting standards and machinery operation - Pack house operational procedures - Packing techniques and presentation standards - Inventory and labelling systems		AFBM0221 Operate basic machinery and equipment Level 3 – 4 credits	AE94002 Operate basic machinery and equipment used in agricultural work Level 2 – 10 credits
Workplace Health and Safety	US 31656 Demonstrate knowledge of safe work practices in a primary industry operation Level 2 - 10 credits	Excellent fit (legal requirements of H&S)	GSEP0512 Follow OHS procedures and observe environmental work practices Level 2 – 2 credits	HE22009 Demonstrate food safety and good harvesting practices in horticultural production Level 3 – 20 credits
Team coordination in production lines	US 29842	Excellent fit	None found	MF04030 Develop employability skills

Skillset	Mapped NZQCF standard	Comment	Analysis of NZQCF points to potential counterpart standards:	
			On the VQF	On the SQF
	Select and prepare consumables for continuous post-harvest packing, and update inventory Level 3 - 5 credits	(task coordination on the packing line)		Level 1 – 10 credits
	US 23356 Prepare packaging for horticultural produce Level 2 - 5 credits	Excellent fit	None found	NS24001 Demonstrate basic knowledge of food processing Level 2 – 10 credits
Inventory and labelling systems	US 29837 Palletise produce and complete documentation Level 3 - 5 credits	Extended fit	None found	AE09001 Demonstrate knowledge of safety guidelines in Horticulture Level 2 – 8 credits
				HE22009 Demonstrate food safety and good harvesting practices in horticultural production Level 3 – 20 credits