



BCATS

BUILDING, CONSTRUCTION
AND ALLIED TRADE SKILLS

Programme of Study:

Programme title: New Zealand Certificate in Building, Construction, and Allied Trades Skills
Programme Level: 3
Programme credits: 40
Programme ID: 126206-1

This programme leads to the award of:

Qualification title: New Zealand Certificate in Building, Construction, and Allied Trades Skills
Qualification number: 3845
Qualification Level: 3
Qualification credits: 40
Version: 1
NZSCED: 040399 Architecture and Building>Building>Building not elsewhere classified

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Introduction

The Building and Construction Industry Training Organisation (BCITO) has developed this programme of study on behalf of secondary schools. BCITO has developed this as the qualification developer of the qualification it relates to and as the Standard Setting Body for the unit standards the programme consists of. BCITO cannot apply for accreditation to deliver it.

Tertiary Education Providers (TEPs) can also seek accreditation for this programme of study for those of secondary school age not enrolled in a secondary school and for second chance learners. Please contact BCITO in the first instance to discuss.

Every school and TEP seeking accreditation will need to include in their application NZQA-required details of how they will deliver and assess the programme.

Criterion 1: Qualification to which the programme leads

This programme of study will allow those with accreditation for it to award graduates with the New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 3) [Ref: 3845] (Credits 40).

Criterion 2: Title, aims, learning outcomes, and coherence

Title

The title of this programme of study is the New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 3) (ID: 126206-1)

Programme aim/strategic purpose

The purpose of this programme of study is to further develop learners' knowledge, skills, and experience of building, construction, and allied trades, resulting in the award of the qualification to which it leads and assisting with the achievement of the National Certificate of Educational Achievement (NCEA) or future employment.

This programme of study is primarily for use by the providers of education to secondary school students and those of secondary school age enrolled in alternative education and/or those enrolled in second-chance learning programmes.

It does not require graduates to be commercially competent. For the avoidance of doubt, someone who is commercially competent is able to confidently and safely repeat varied tasks, to the required standard and within commercially viable timeframes, without need to be instructed, and to do so in different situations throughout employment.

The programme of study consists of unit standards to enable its achievement to contribute also to NCEA's credit requirements.

Graduate outcomes

Graduates will be able to perform construction tasks and undertake a Building, Construction, and Allied Trades Skills (BCATS) project, under limited supervision. They can undertake their project in a range of construction and allied trades learning environments such as school workshops, training establishments, outdoor areas, and industry placement workplaces.

Those who achieve the New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 3) through this programme of study are expected to have the combination of skills, knowledge, and attributes that will make them desirable employees and be in an excellent position for post-school success in the industry.

Graduate profile

Graduates of this programme of study will be awarded the New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 3) [Ref: 3845] in recognition they can, through undertaking a BCATS project consistent with NZQF Level 3 criteria:

- work safely and contribute to a health and safety culture in a BCATS environment
- apply understanding of the properties of materials to select and use them for a BCATS project
- develop and use project documentation to plan and undertake a BCATS project
- communicate effectively and work collaboratively while undertaking a BCATS project
- measure and complete calculations to plan and undertake a BCATS project
- select, use, and maintain a range of tools, equipment and machinery to undertake a BCATS project
- incorporate the work of other building, construction and allied trades into a BCATS project schedule.

Education pathway

The New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 2) [Ref: 3844] or equivalent skills and knowledge, is a prerequisite for entry to this programme of study.

People enrolled in this programme will primarily do so in conjunction with working to achieve the National Certificate of Educational Achievement (NCEA) Level 3.

Graduates may choose to continue their education with a variety of qualifications relevant to the built environment and their chosen trade.

Employment pathway

Graduates of this programme will have the skills and knowledge to obtain entry-level roles and apprenticeships in building, construction, and allied trades' sectors.

Learning outcomes

This programme of study has been developed to meet the qualification graduate outcomes. Details of how the learning outcomes will be achieved will vary according to the requirements of the project and how the organisation seeking accreditation structures their programme.

The learning outcomes of this programme of study align to the qualification's purpose as shown in the table below.

All eight of the unit standards are compulsory. All eight of the unit standards are Level 3.

The table below summarises the learning outcomes, associated assessments and resources associated with each graduate profile outcome.

Aim	SPECIFICATION	LEARNING		ASSESSMENT			
		Learning outcomes	Learning hours	Credits	US	Unit standard title	Resources
To enable students to plan and safely undertake a BCATS project, and to consider and note any variances between the intended and actual outcome and any remedial actions required.	Candidates will plan and undertake at least one BCATS project under limited supervision.	Prepare for, undertake, and quality assure a Stage 3 BCATS project.	120	12	29684	Undertake a Stage 3 BCATS project	All standards have, as their base resource: <ul style="list-style-type: none"> • <i>Assessment Guidelines for Level 3 Building Construction and Allied Trades Skills (BCATS) unit standards</i> • <i>Stage 3 BCATS Project; Guide for Level 3 Building, Construction, and Allied Trades Skills (BCATS) unit standards</i>

							<ul style="list-style-type: none"> • <i>Student Work Diary</i> • <i>Assessment Record Sheets</i> • Information informing the specific project <p>Other resources will be as required of the BCATS project but all organisations seeking accreditation to offer this programme must have ready access to a workshop.</p>
	GRADUATE PROFILE OUTCOME	Learning outcomes		Credits	US	Unit standard title	Resources
To enable students to keep themselves and others safe in their BCATS environment as they prepare for and undertake their project(s).	Work safely and contribute to a health and safety culture in a BCATS environment.	Work safely and contribute to a health and safety culture through safe health and safety practices throughout the project, completing a Site Specific Safety Plan that includes completing hazard identification and risk assessment and management, and reporting and following up on any accidents, incidents and near misses.	20	2	29677	Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment	Above plus <i>Safety</i> student handbook and Site-specific Safety Plan (SSSP) template.

To enable students to consider the merits of different materials to make decisions about what materials are best for their project.	Apply understanding of the properties of materials to select and use them for a BCATS project.	Apply knowledge of the properties of a broad range of materials, relevant to their project, to select and safely use them for a Stage 3 BCATS project. Knowledge includes identification, physical properties, methods and reasons for using materials.	40	4	29678	Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project	Above plus the <i>Materials</i> student handbook and relevant Safety and Product Data sheets.
To enable students to document how they plan, undertake, and quality assure a project and keep good records throughout.	Develop and use project documentation to plan and undertake a BCATS project.	Develop and use relevant project documentation that includes: breaking the project down into job stages; specifying project requirements, relevant workplace practices, required materials, tools, equipment and machinery; information storage and retrieval; quality control procedures; and record keeping.	80	8	29679	Develop and use BCATS project documentation for a Stage 3 BCATS project	Above plus the <i>Documentation</i> student handbook.
To enable students to learn and practice communication skills needed to effectively with colleagues and customers within their BCATS environment.	Communicate effectively and work collaboratively while undertaking a BCATS project.	Demonstrate communication skills and work collaboratively with other parties involved in a Stage 3 BCATS project.	50	5	29680	Communicate and work collaboratively in a Stage 3 BCATS project	Above plus <i>Collaborate</i> student handbook.
To enable students to learn and apply measurements and	Measure and complete calculations to	Perform measurements and calculations needed to	30	3	29681	Measure and calculate for a	Above plus <i>Measure and Calculate</i> student handbook.

calculations required for a BCATS project.	plan and undertake a BCATS project	successfully undertake the project.				Stage 3 BCATS project	
To enable students to consider what tools, equipment, and machinery will best meet the needs of their BCATS project and recognise their safe use and maintenance of them.	Select, use, and maintain a range of tools, equipment and machinery to undertake a BCATS project.	Select and safely use and maintain required tools and equipment and select, set-up, and safely operate required machinery. (Restricted machinery must be used in a manner consistent with the school's policies.)	40	4	29682	Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project	Above plus <i>Tools</i> student handbook.
To enable students to consider the needs and roles of other trades and plan their contribution to a project.	Incorporate the work of other building, construction and allied trades into a BCATS project schedule.	Incorporate the work requirements of at least two other building, construction, and allied trades into a BCATS project schedule.	20	2	29683	Incorporate other building, construction and allied trades into a Stage 3 BCATS project schedule	Above plus project documentation.

Note: The contextualisation of the GPOs to the project and the integrated nature of the programme means that it is unlikely the total hours required to achieve the outcomes will be equivalent to the 40 credits' nominal learning hours of 400 hours. As demonstrated in the following table, students will simultaneously be learning and applying their knowledge of, for example, tools, materials, safety, communication, and maths, as they are preparing for and undertaking their project. It is not possible to separate the programme of study's unit standards into a 'complete one then do the next' model.

Programme coherence

The unit standards included in this programme were designed to be able to be achieved in one 'course' utilising integrated assessment. The table below shows how the evidence requirements for all seven of the other Level 3 BCATS unit standards can be met as students prepare for, undertake, and compare their project as per the requirements of US 29684, *Undertake a Stage 3 BCATS project*.

Please note that, typical of any project in the building and construction sector, a reasonable amount of project documentation would need to be developed prior to the interactions shown in this table.

US 29684 Undertake a Stage 3 BCATS project	US 29677	US 29678	US 29679	US 29680	US 29681	US 29682	US 29683
Outcome 1 Prepare to undertake a Stage 3 BCATS project							
ER 1.1 Material and equipment requirements are identified from BCATS project documentation.	All	2.1	1.1- 1.3	All	All	1.1 2.1	
ER 1.2 Work area and required materials, tools, equipment and machinery are set up to meet the project requirements in accordance with BCATS project documentation and workplace practice.	All	2.2	1.2- 1.3	All	All	2.2	
Outcome 2 Undertake a Stage 3 BCATS project							
ER 2.1 Materials, tools, equipment and machinery are used to meet the project requirements in accordance with BCATS project documentation and workplace practice.	All	1.1- 1.4 2.3	1.2- 1.4	All	All	1.2- 1.4 2.3- 2.5	
ER 2.2 Each stage of the production process is undertaken in accordance with BCATS project documentation.	All	2.1- 2.3	1.1- 1.3	All	All	All	2.1

US 29684 Undertake a Stage 3 BCATS project	US 29677	US 29678	US 29679	US 29680	US 29681	US 29682	US 29683
ER 2.3 Any amendments to the project are recorded in project documentation in accordance with workplace practice.	All		1.3 1.5	1.6	All		2.1
ER 2.4 Identified quality control procedures are implemented during the production process in accordance with workplace practice.	All	2.1- 2.3	1.4	All	All	All	2.1
Outcome 3 Compare a Stage 3 BCATS project against project requirements							
ER 3.1 Project outcome is checked and measured against project requirements.	All		1.4- 1.5	All	All		
ER 3.2 Any variances between the project outcome and the project requirements are identified.	All		1.4- 1.5	All	All		
ER 3.3 Any remedial actions required are identified.	All		1.5	All	All		

The programme of study introduces students to holistic, integrated learning and assessment, all contextualised to the project they are undertaking.

Criterion 3: Delivery methods

Target learners

As per the purpose of this programme of study, the target learners are primarily secondary school students and those of secondary school age enrolled in alternative education and/or those enrolled in second-chance learning programmes. Learners will already have successfully completed the New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 2) [Ref: 3844] (40 credits) or be able to demonstrate they have equivalent skills and knowledge.

The diversity of learners and circumstances was considered in designing this programme. The standards, which comprise this programme of study, are accessible for all learners throughout their broad range of community, socio-economic, and geographical contexts. Māori and Pasifika educational success, and the success of those in both advantaged and disadvantaged areas, were considered in the development of the qualification and the Level 3 BCATS unit standards.

While there are project criteria that must be met, the project on which the programme is contextualised is not stipulated. This flexibility enables educators to focus their students' learning using materials within their means, in meaningful and relevant contexts, and to do so in various environments such as workshops, school outdoor areas, community, workplaces, and marae.

Level 3 BCATS projects have already included recycling materials to refurbish school workshops and to make furniture, constructing bespoke decks for school buildings, incorporating 'foraged' stones into multi-material outdoor seating areas, right through to constructing tiny homes for sale and homes under Housing New Zealand contracts. These are a few examples of projects that demonstrate the inclusiveness of the programme and the variety of projects and contexts that can enable target learners to achieve the qualification outcomes in meaningful contexts.

Consent to assess unit standards and accreditation to deliver the programme of study

Schools have consent to assess the unit standards within the programme but must continue to meet all the Consent and Moderation Requirements (CMR) for Building and Construction [Ref: 0048]. They must apply to NZQA for accreditation to offer this programme of study.

As previously mentioned, every school and TEP seeking accreditation will need to include in their application NZQA-required details of how they will deliver and assess the programme. It is expected these details will include consideration of their target student audience's needs, and the physical resources and environment through which the programme will be delivered.

Teacher/tutor requirements

Teachers and tutors involved in the delivery of the programme must:

- be suitably qualified, including having the necessary skills and knowledge to teach and assess the skills, knowledge, and attributes required of a Level 3 BCATS student
- be able to show evidence of current competence within their discipline
- be able to demonstrate knowledge of and apply safe working practices
- have opportunities for professional development related to assessment and the building, construction, and allied trades
- participate in internal and external moderation and, for schools, in BCITO's school cluster moderation workshops.

Facilities and resources

Organisations wishing to offer this programme of study must have an appropriate range of training equipment and access to specialist equipment, materials, and resources needed to support the learning and assessment activities relevant to the selected project(s) and the environment within which they are undertaken.

It is preferred that students have access to the internet to be able to research, for example, project ideas, product safety data sheets, materials, and project schedules. Where access is not possible, students can instead perform this research through, for example, contacting companies directly, visiting building suppliers, and using resources held by their school and/or public library.

Regardless of what project(s) are initially intended to be offered, each organisation seeking accreditation to offer this programme must have ready access to a suitable workshop.

Delivery methods

The programme of study will be delivered by a broad range of secondary schools. There are a number of ways schools can deliver it.

Known factors that will influence delivery decisions include senior management support, annual subject credit caps, timetable flexibility, and whether or not a school has an internal trade academy programme or sends students to an Institute of Technology or Polytechnic trade academy.

This programme of study is not suitable for distance learning. While students will need time and support to develop and maintain project documentation, complete their work diaries, and undertake research, the majority of their time is expected to be spent working on their project.

In no particular order, examples of delivery methods already shared with BCITO are below.

Schools without credit caps, who allow double-subjects, and/or have a trade academy

These are schools who are able to offer the full programme of study within one year. Information to support assessment decisions can be collected throughout the year, with final assessment decisions made once the project is completed/sufficiently undertaken to meet unit standard and project quality requirements.

Schools with credit caps

Many schools have a limit of how many credits can be achieved per subject per year, making the achievement of a 40 credit qualification in one year problematic. To be able to award the qualification within these caps, BCITO is aware of and supports schools delivering the programme in these ways:

- **BCATS subject line plus Gateway**

BCITO has a programme, *BCITO Gateway Advanced*, which includes BCITO Training Advisors supporting and assessing students throughout their Level 3 Gateway work placements.

BCITO recommends that students on this programme focus on at least the following unit standards during their BCITO Gateway Advanced programme.

US #	Unit standard title	Credits
29677	Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment	2
29680	Communicate and work collaboratively in a Stage 3 BCATS project	5
29681	Measure and calculate for a Stage 3 BCATS project	3

BCITO recommends Gateway students also taking BCATS standards as a subject these two unit standards in their school BCATS environment.

US #	Unit standard title	Credits
29679	Develop and use BCATS project documentation for a Stage 3 BCATS project	8
29683	Incorporate other building, construction and allied trades into a Stage 3 BCATS project schedule	2

Which of the remaining three standards are assessed in school BCATS environment will be determined by teacher preference, with BCITO assessing any remaining ones as part of the student's structured workplace learning and assessment programme.

Results for those achieved within school are reported by the subject teacher in accordance with standard practices. As per the terms of the Memorandum of Understanding between the school and BCITO, schools report the ones assessed by BCITO with BCITO as the assessing provider and the school as reporting provider.

- **BCATS subject line plus a TEP-run programme**

There are schools who offer BCATS as a subject line plus have an arrangement with a Ministry of Education-funded Secondary Tertiary Pathways (Trades Academy) delivered by their local Institute of Technology or Polytechnic.

As with those who take BCATS as a subject as well as Gateway, students will work on a different Stage 3 BCATS project in each environment. Which unit standards will be assessed in each environment will be in accordance with the agreement between the school and the provider.

- **Single subject line**

Providing they have offered a combined Level 1 and 2 BCATS programme in Year 11, schools can deliver the programme over two school years, starting from Year 12.

Schools delivering this programme of study over two years can use a different Stage 3 BCATS project each year or break a very large group project into two distinct phases.

With two exceptions, neither project/project phase will be able to be completed without learning and applying skills and knowledge applicable to all the evidence requirements of all the unit standards¹¹. However, being clear about which ones will be assessed first will enable students – and especially those who do not plan to return for Year 13 – to know what information they need to collect to gain credit for learning and work undertaken in Year 12.

It is expected that the following unit standards will not be assessed until the end of the second year.

¹¹ The exceptions are US 29683, *Incorporate other building, construction, and allied trades into a Stage 3 BCATS project*, which can be achieved in isolation from an actual project, and the Site Specific Safety Plan required for US29677, *Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment*, which needs to be completed only once.

US #	Unit standard title	Credits
29677	Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment	2
29679	Develop and use BCATS project documentation for a Stage 3 BCATS project	8
29684	Undertake a Stage 3 BCATS project	12
	Total	22

Any standards assessed in Year 12 instead of Year 13 will depend on the adequacy of information collected in Year 12 to support assessment decisions and the stage of project completion (for example, the first Stage 3 project or the first stage of the two-year Stage 3 BCATS project was completed or all but completed in Year 12).

Programme content and components

Learning and assessment are integrated as the student undertakes a Stage 3 BCATS project.

The project must meet NZQF Level 3 requirements. It will therefore consist of tasks which require some planning and may contain dependencies and potential variations to plans. Learners will plan and undertake their BCATS project under limited supervision.

Graduates will achieve, through undertaking their project, the unit standards in the table below.

US #	Unit standard title	Credits	Level	Version
29684	Undertake a Stage 3 BCATS project	12	3	1
29677	Follow safe workplace practices, and contribute to a health and safety culture, in a BCATS environment	2	3	1
29678	Demonstrate knowledge of, select, and use materials for a Stage 3 BCATS project	4	3	1
29679	Develop and use BCATS project documentation for a Stage 3 BCATS project	8	3	1
29680	Communicate and work collaboratively in a Stage 3 BCATS project	5	3	1
29681	Measure and calculate for a Stage 3 BCATS project	3	3	1
29682	Select, use, and maintain tools, equipment and machinery for a Stage 3 BCATS project	4	3	1
29683	Incorporate other building, construction and allied trades into a Stage 3 BCATS project schedule	2	3	1
Total credits		40		

Teaching and learning resources

To support teaching and assessment, BCITO has developed a suite of project guidance, assessment guidance and resources, and learning resources specifically to meet the learning needs of those working towards achieving all or part of the requirements of the New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 3) [Ref: 3845]. Additional support is available through BCITO's national office and field staff.

Guidance on the projects and evidence expectations can be found in BCITO's *Assessment Guidelines for Level 3 Building, Construction, and Allied Trades Skills (BCATS) Unit Standards* and its supplementary *Stage 3 BCATS Project; Guide for Level 3 Building, Construction, and Allied Trades Skills (BCATS) Unit Standards*. Learning and assessment is further supported by student handbooks, a student work diary, assessment record sheets, and, of course, the expertise of the teacher/tutor.

It is not possible for anyone to provide all the information needed for every possible project that could meet the Stage 3 BCATS project criteria. It is instead intended that students will use the guidance and materials supplied by BCITO as the starting point from which they, with the support of their teachers, seek information specific to the particular project they choose to undertake.

Achieving the qualification requires students to plan, undertake, and quality assure a Level 3 BCATS project. This project allows them to develop and enhance a range of skills and knowledge and to apply them naturally during the course of undertaking the project.

Because Level 3 BCATS is intended to prepare great employees for the building, construction, and allied trades, embedded within the resources is the development of behaviours, attitudes, beliefs and personal qualities employers want of staff, as is articulated in the Employability Skills Framework.

Through the use of a student work diary to record information to support assessment decisions, students learn habits essential for a successful apprenticeship and ongoing success in a sector where daily recording of activities are industry best practice.

Care has been taken to introduce students to tertiary expectations of best practice in collecting information to support assessment decisions. Aside from the student work diary, both teacher and student resources state when different types of evidence must, should, and/or could be used. A student completing this programme of study would be expected to have collected a portfolio of written, diagrammatical, photographic and verbal evidence that is supported by their assessors' observations.

Assessment

This programme consists entirely of unit standards; assessment is therefore competency based.

The New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 3) is intended to ensure that graduates are in the best position possible to enter into and succeed in the industry post-school. Assessment materials and approaches therefore work to introduce students to BCITO's assessment model. Information to support assessment decisions is collected throughout the preparation, undertaking, and evaluation of the project and should largely be produced in a non-contrived, natural manner.

The *Assessment Guidelines for Level 3 Building, Construction, and Allied Trades Skills (BCATS) unit standards* specify BCITO's expectations of when and which information to support assessment decisions must/ should/could/ be written, verbal, photographic and observational.

Moderation

All organisations accredited to deliver this programme must undertake internal post-assessment moderation and have evidence of this available during external moderation.

BCITO performs external moderation of school unit standard assessments through a series of cluster moderation workshops. These additionally provide attending teachers with professional

development opportunities, including being able to benchmark planned and/or current projects and information required to support unit standard assessment decisions.

On a case by case basis, BCITO reserves discretion to undertake external moderation for individual schools through postal and/or on-site visits.

Consistency arrangements

BCITO, as the programme owner, will be responsible for attending a consistency review run by NZQA.

This will involve review of evidence associated with graduates' achievement of outcomes, and agreeing acceptable thresholds for qualification outcome achievement, and areas for improvement.

To demonstrate how graduates are achieving the qualification graduate profile outcomes, BCITO will produce evidence in a high-level report.

BCITO may require a sample of schools to produce additional supporting evidence. All schools with graduates of this programme of study are required to provide this evidence when asked.

Evidence may include the following:

- programme statistics such as completion data and graduate destination data
- evidence from internal and/or external moderation processes
- evidence of stakeholder engagement to ensure that programmes continue to meet the ongoing needs of the industry sector
- regular feedback gathered from learners, teachers, and employers
- any other relevant evidence as appropriate.

Further information about the consistency process can be found at

<http://www.nzqa.govt.nz/providers-partners/consistency-of-graduate-outcomes/>

As mentioned in the Moderation section, schools will continue to be expected to attend cluster moderation workshops to assist with benchmarking progress towards consistent outcomes for graduates.

Criterion 4: Acceptability of the programme and consultation

In 2015, BCITO undertook extensive consultation with stakeholders that confirmed the need for a new, Level 3 qualification to be added to the BCATS suite in order to meet the needs of final-year secondary school students and provide better preparation for their transition to work and further learning. This consultation included a survey sent to 302 schools, PTEs, ITPs, and Wānanga, a working group with school representatives, and meetings with 15 National Advisory Groups consisting of industry representatives. It resulted in Approval to Develop in 2016.

A further survey sent to 690 education stakeholders in 2018 resulted in more than 87% of respondents attesting to its need. Meetings with industry representatives on the 15 National Advisory Groups resulted in almost 100 industry representatives formally attesting their support. The New Zealand Certificate was approved and listed in 2018.

To support schools to offer all or part of the qualification, eight Level 3 BCATS unit standards, totalling 40 credits, were developed and approved in October 2016. BCITO then developed teacher and student resources in preparation for the unit standards to be rolled out to all schools in 2018.

Over 3,800 Level 3 BCATS unit standard results were reported in 2018 by 111 schools and TEOs, rising to over 5,700 reported by 173 schools in 2019.

The programme leading to the New Zealand Certificate in Building, Construction, and Allied Trades Skills (Level 3) was discussed at 31 cluster moderation days with teacher representatives from 265 schools in 2018 and again in 2019. Two concerns were raised.

1. That 40 credits is too much for one year for most schools within existing credit caps and that a 20 credit programme leading to a 20 credit qualification would be better. The explanation about minimum NZQA qualification credits was accepted. Some schools are already rearranging their BCATS programmes to allow the award of the Level 3 qualification in a way that fits in with school credit-caps.
2. That 40 credits is not enough for schools with full-time full-year trades' academy programmes and that 60 credits would be better. After discussions with the small number of schools with these programmes, teachers are comfortable with a standard 40 credit programme and qualification as a baseline. BCITO is working on developing additional unit standards, to be submitted as a micro-credential, to recognise the additional richness of learning students on full-time full-year programmes will have.

In addition to discussions at the cluster moderation days, BCITO staff are always available to support individual schools with any queries or ponderings they have.

The delivery methods included in this programme of study reflect how schools are already delivering or preparing to deliver 40 credit Level 3 BCATS programmes.