



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Targeted review of the qualifications system: Progressing the changes

June 2010

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INTRODUCTION

A targeted review of the New Zealand qualifications system in 2009 which focused on certificates and diplomas at levels 1 to 6, aimed to identify better ways of ensuring that qualifications meet the current and future needs of learners, industry and other stakeholders.

The review found that the qualifications system lacks coherence, user-friendliness and clarity. It also identified why there are increasing numbers of similar qualifications in the system. With input from the education sector, NZQA developed and consulted on a package of seven changes to address these issues.

The seven changes, approved by the NZQA Board, were to:

1. develop a unified New Zealand qualifications framework
2. require the use of existing quality assured qualifications and change the design rules for National and New Zealand qualifications to allow for more inclusion of local components
3. require mandatory periodic reviews of qualifications to determine whether they are still fit-for-purpose
4. strengthen and standardise qualification outcome statement requirements
5. introduce a mandatory pre-development assessment stage for qualification developers
6. strengthen recognised industry involvement in qualification development
7. provide the public with clear information about whether a qualification is active, inactive or closed.

Further information on the package of changes and their development is available on <http://www.nzqa.govt.nz/qualifications/review/index.html>.

Aim of this paper

This consultation paper presents proposals for the design, approval and listing of qualifications on the New Zealand Qualifications Framework (2, 4, 5 and 6 in the above list). The proposals contained in this paper have been developed in conjunction with the Project Leaders Group (an agency- and sector-wide advisory group) and other sector-based expert working groups.

These groups have provided guidance to ensure a systems-level focus has been applied to the design of the qualifications system. They have also provided a forum to discuss the implications of each of the changes for learners, industry and the education sector, and to ensure the proposals developed are robust, future-focused, sustainable and flexible.

A list of the agencies and organisations that contributed is attached in Appendix 1.

How to provide feedback

NZQA will engage in face-to-face consultation on the proposals, as well as seeking written submissions. A separate questionnaire for your feedback is provided, with space to respond to questions related to the proposals. Electronic responses are preferred, but hard-copy responses are also welcome.

Please email your feedback to:

qualificationsreview@nzqa.govt.nz

or post to:

Consultation: Progressing the changes
Quality Assurance Division Policy
NZQA
PO Box 160
WELLINGTON 6140

Feedback is due by **23 July 2010**.

Following the period of consultation, responses will be analysed and the design rules and requirements for the approval and listing of qualifications will be finalised.

PROGRESSING THE CHANGES

The main part of this paper focuses on new design rules for qualifications on the New Zealand Qualifications Framework (NZQF) and the process for listing a new qualification on the NZQF. In this first section we set the scene by looking more generally at the changes that are being progressed as a result of the targeted review.

Where are we going?

The NZQF will be established by July this year and will include information on the status of qualifications. Key changes for the design of qualifications at levels 1 to 6, along with new processes for the approval and listing of qualifications, will be implemented from October this year, with the last of the changes (mandatory qualification reviews) commencing from January 2011.

If you are in the position of developing new qualifications after 30 September 2010, the new design rules will apply. The new rules will apply to existing qualifications at levels 1 to 6 through the mandatory review process from early 2011.

Other related work will involve ensuring that criteria for course approvals and external moderation fit in the new environment, and ensuring the Record of Achievement aligns with the changes.

The following results are expected by the end of 2011:

- a significant reduction in the number of qualifications at levels 1 to 6 on the NZQF, including a reduction in the number of qualifications in key priority areas of economic importance
- a system that clearly identifies current qualifications and the education organisations from which they are available
- evidence of increased collaboration and partnership among education providers and industry training organisations, through joint applications for new and reviewed qualifications.

What are we trying to achieve?

The proposals presented in this paper deliver the package of changes and take into account the goals of both the targeted review and the Government's goals under the *Tertiary Education Strategy 2010-2015* for improving the performance of the qualifications system.

The *Tertiary Education Strategy 2010-2015* seeks to improve the performance of the qualifications system by providing incentives for providers to:

- respond better to student needs and industry requirements
- strengthen collaboration
- share resources for greater efficiency
- continue to build international links.

A clear statement or vision of what the new qualifications framework will look like when it is fully implemented is important if we are to measure progress towards

achieving it. The following vision statement describes the expectations of the NZQF in the medium term.

The vision of the New Zealand Qualifications Framework

The New Zealand Qualifications Framework is designed to optimise the recognition of educational achievement and its contribution to New Zealand's economic, social and cultural success.

Specifically, the NZQF will:

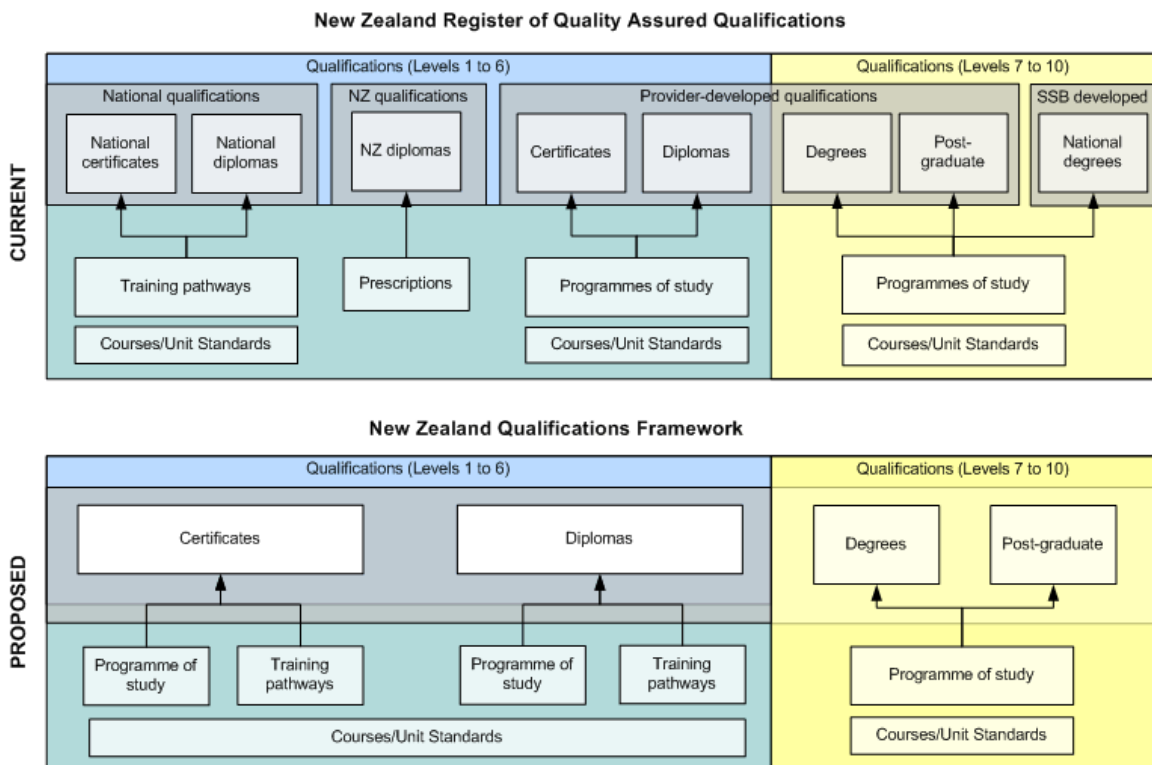
- convey the skills, knowledge and attributes a graduate has gained through completing a qualification
- require the development of integrated and coherent qualifications
- enable and support the provision of high-quality education pathways
- enhance confidence in the quality and international comparability of New Zealand qualifications
- contribute to the strengthening of Māori as a people by enhancing and advancing mātauranga Māori
- represent value for money, be sustainable and robust.

The proposals presented here focus on achieving the above vision and the goals of the Tertiary Education Strategy. The key contributing policies and processes include:

- qualification design and definition that enable a unified qualification system at levels 1 to 6 on the NZQF
- pre-development assessment that ensures new qualifications are useful and relevant, and that any duplication is justified and driven by the interests of learners and employers
- timely quality assurance processes that focus on what is important, and that are simple, credible, robust and cost effective
- mandatory qualification reviews that ensure qualifications remain fit-for-purpose and relevant
- funding mechanisms that support the qualification design rules.

The following figure (1) summarises the proposed changes to the New Zealand qualifications system.

Figure 1: The proposed changes to the New Zealand qualifications system



How will we know if we have achieved the vision?

A range of measures will indicate how well the vision for the NZQF is being achieved. Examples of these are:

- public confidence in the consistency and quality of academic standards where different programmes lead to the same qualifications
- a significant reduction in the number of current qualifications
- qualification outcome statements that meet policy requirements
- information (levels and descriptors) that enable qualifications to be compared internationally
- evidence that collaboration between industry training organisations and tertiary education organisations is informing the development of qualifications
- data is being entered once, at source, and is accurate
- an increase in the use of the NZQF as the primary source of information about New Zealand’s qualifications.

DEVELOPING THE DESIGN RULES

The proposed new approach to qualification design at levels 1 to 6 is based on two key requirements:

- a clear focus on outcomes
- a single set of flexible design rules for these qualifications.

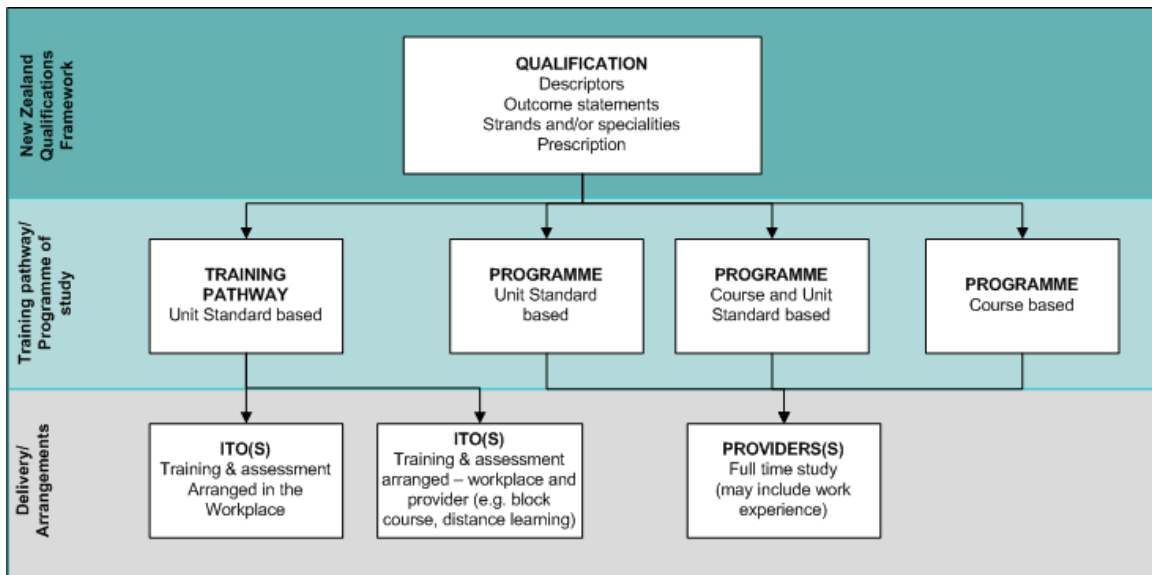
A clear focus on outcomes

Focusing on the outcomes to be achieved from a qualification is a key principle of the NZQF and is closely aligned to the principles underpinning the evaluative approach to quality assurance. There are many benefits from using an outcome statement as the key descriptor of the qualification, not least of which is a focus on what is achieved rather than the means by which it is achieved. This provides for a clear separation between the qualification and the programmes of study¹ and training pathways² that lead to it.

(An explanation and description of the requirements for qualification outcome statements are outlined in Appendix 2.)

Figure 2 illustrates the separation of the qualification from the programme of study and training pathway. NZQA expects to see more collaboration between industry training organisations, tertiary education organisations and course owners in each of the three stages of qualification development, the programme of study or training pathway, and delivery or arrangements.

Figure 2: Separation of the qualification from the programme of study and training pathway



¹ The programme of study is the equivalent of the current ‘course’ and comprises the specific learning activities required to achieve the graduate profile

² A training pathway is the collection of learning and training experiences required to meet the graduate profile. It will specify the unit standards to be assessed and the specific nature of relevant workplace experience.

Consultation questions

1. What are the major strengths and weaknesses of:
 - the shift to describing qualifications in terms of an outcome statement?
 - separating the qualification from the programme of study or training pathway?

A single set of flexible qualification design rules

Having several kinds of qualifications labelled ‘National’, ‘New Zealand’ or by provider name (local) has contributed to confusion, as well as the duplication and proliferation of qualifications in New Zealand. Achieving a unified qualification framework required taking a new look at how qualifications are designed and developed. In response, we are proposing a single set of qualification design rules for all qualifications at levels 1 to 6.

Under this single set of design rules, all qualifications that meet the requirements for the NZQF will be nationally recognised, whether they are developed by industry training organisations, other standard setting bodies or education providers. Each qualification on the NZQF will have a unique title, and, where appropriate, qualifications will be developed as a core with related strands/specialities.

The box below sets out the proposed design rules for all qualifications. These rules would replace criteria for both National qualifications registered on the National Qualifications Framework³ and qualifications registered on the New Zealand Register of Quality Assured Qualifications⁴ at levels 1 to 6.

Consultation questions

2. What, if any issues, do you see in the shift to a single set of design rules for all qualification developers

³ NZQA (2006) *Registration criteria for National Qualifications Framework qualifications*, Wellington: NZQA.

⁴ NZQA (2007) *The New Zealand Register of Quality Assured Qualifications*, Wellington: NZQA

Proposed design rules for qualifications at levels 1 to 6

1. The qualification descriptors and requirements for award are compatible with the information required for registration on the New Zealand Qualifications Framework

- a. The qualification descriptors specify title, qualification type¹, six-digit New Zealand Standard Classification of Education (NZSCED) code, credit value, level, review date, and qualification developer.
- b. The qualification prescription specifies regulations for award, subject area (e.g. field), which may include the number of credits required at each level, and the requirements for the award of strands/specialities and grades such as merit.
- c. Qualifications may be assigned a credit range within defined parameters.
- d. The qualification entry requirements are clearly specified.

2. The qualification specifies clear information about its outcomes

- a. The qualification has an outcome statement that clearly describes the skills, knowledge and attributes within a graduate profile, and the expected education pathways and employment pathways resulting from its achievement.
- b. The outcome statement is appropriate to the designated level of the qualification.
- c. The outcome statement enables comparisons between qualifications on the NZQF and provides the basis on which transfer of credit among qualifications may be facilitated.

3. The qualification is useful and relevant to learners, industry and other key stakeholders

- a. The outcome statement and the requirements for listing a qualification on the NZQF ensure the ongoing use, relevance and value for learners, industry and other key stakeholders of the qualification.
- b. The qualification is inclusive of and relevant to Māori, Pasifika and other communities where this is appropriate.
- c. The qualification is regularly reviewed to maintain ongoing usefulness and relevance.
- d. The qualification has a statement of strategic purpose that clearly justifies its development.

4. The qualification is substantially different from those already registered

- a. The outcomes within the graduate profile are substantially different from those of other qualifications registered on the NZQF.
- b. The qualification has a common core of skills, knowledge and attributes that can have strands which provide for specialities.

5. The qualification is flexible and achievable in different contexts

- a. The qualification prescriptions are sufficiently flexible to be achieved in different learning contexts, including work and study. Accredited bodies are not excluded by qualification size, specified learning processes or assessment conditions.
- b. The qualification descriptors and requirements for award enable programmes of study to be developed that meet the current and perceived future needs of learners, industry and New Zealand society.
- c. The qualification descriptors and requirements for award enable programmes of study to be developed that meet the needs of international learners and markets where this is relevant.

Consultation questions

3. What are the main strengths and weaknesses of the proposed set of design rules for qualifications at levels 1 to 6?
4. Design rule 1b states requirements for the qualification prescription to achieve a balance between consistency and flexibility. Is any other information needed in the prescription to ensure flexibility and consistency of outcomes between programmes of study and training pathways leading to a qualification?

Which of the following two options will best achieve the balance between flexibility and consistency?

- i) subject areas and number of credits required at each level in each subject (e.g. NZSCED fields and sub-fields)
- ii) detailed learning outcomes (e.g. unit standards, course component outcomes)

Are there any others?

5. What impact will design rule 4, which requires a new qualification to be substantially different from those already registered, have on your organisation?
6. How will design rule 5a, which requires qualification prescriptions to be sufficiently flexible to be achieved in different learning contexts (including study and work), affect your organisation?

Testing the approach

This approach to qualification design has been tested using a level 4 National Certificate in Hospitality and a provider qualification that includes the same certificate. The rules will be further tested using other qualification examples during the consultation period in June.

The test involved seeing whether both the National and the provider qualifications could use a common qualification outcome statement. The unit standards from the National Certificate were compared to the course learning outcomes from the provider qualification, and it was found that the same outcome statement could be used for both qualifications.

The only difficulty identified was that one unit standard required skills practice in a commercial environment, which can be difficult for education providers to arrange. One of the proposed design rules requires qualification prescriptions to be sufficiently flexible to be achieved in different learning contexts, including work and study. This rule will encourage collaborative solutions to this issue.

LISTING A QUALIFICATION ON THE NZQF

The review has introduced a two-step process for listing a new qualification on the NZQF:

- pre-development assessment
- approval and listing of the subsequent fully developed qualification.

Both processes require strong involvement from stakeholders to ensure qualifications on the NZQF are fit for purpose and useful.

What is the role of industry and other stakeholders?

Qualifications may have a range of outcomes – vocational, educational and societal. This means that individuals and/or organisations with an interest or ‘stake’ in the outcome of the qualification must be involved in its development.

These stakeholders should be representative, appropriate, credible, and recognised as having the relevant experience, knowledge and views to speak for their communities about the strategic purpose and outcome of the qualification. Mandatory stakeholders include the industry training organisations with gazetted coverage, or other standard setting bodies, and relevant regulatory bodies.

The role of stakeholders is to:

- confirm the *need* for the qualification and provide input into the strategic purpose and provisional outcome statement
- inform and endorse the *development* of the qualification, ensuring the structure and prescription align with the intended outcomes.

The nature and degree of involvement of a specific stakeholder will vary across the stages of qualification development but should always be appropriate for the qualification and the purpose for which the stakeholder was selected.

Pre-development assessment

The purpose of pre-development assessment is to test the need for a new qualification before the qualification developer invests substantial time and money. Pre-development assessment will be a requirement for all developers for qualifications at levels 1 to 6, including industry training organisations and other standard setting bodies. Any costs associated with the assessment process will be borne by the qualification developer.

The decision on the need for a qualification will be based on an assessment by the relevant quality assurance body of the credibility, relevance and adequacy of the evidence provided. The following information will be required when undertaking a pre-development assessment:

- qualification descriptors, including title, qualification type, six-digit NZSCED code, level, credit value, strategic purpose statement, and the name of the qualification developer
- evidence of having checked on the NZQF for equivalent qualifications
- a provisional outcome statement

- evidence of the need for the new qualification, including:
 - a description of how the new qualification will reduce duplication (e.g. by combining existing qualifications, or a justification where similarities to current qualifications on the NZQF have been identified)
 - a credible and robust needs analysis that confirms sufficient supply and demand for the qualification
 - identification of the strategic need or gap the qualification will fill on the NZQF
- a stakeholder profile⁵
- a list of the stakeholders involved in confirming the need for the qualification, the nature and degree of their involvement, and how they are appropriate, credible, representative and recognised
- evidence of stakeholder support and endorsement for the qualification, in particular with the strategic purpose statement and provisional outcome statement
- evidence of support and endorsement from the industry training organisation, standard setting body and/or regulatory body (where one exists)
- an estimate of when the qualification will be ready to be submitted for approval and listing on the NZQF.

Consultation questions

7. What suggestions do you have on how to make the proposals for pre-development assessment more effective?
8. What level of detail do you think is reasonable to require in a provisional outcome statement?
9. How would you expect the outcome statement to change between the pre-development stage and final qualification approval and listing?
10. What are the strengths or weaknesses of the proposals for stakeholder involvement in the confirmation of need and pre-development of a qualification?

⁵An outline of the parties that have an interest in the outcome of the qualification.

Listing the qualification

Following pre-development approval of the qualification, the qualification developer will complete the development of the qualification in order to:

- finalise the outcome statement
- develop the prescription.

It is expected this work will usually be done alongside developing the programme of study or training pathway that leads to the award of the qualification.

The following information and evidence of stakeholder involvement will be required when submitting the qualification for approval and listing on the NZQF:

- stakeholder profile
- a list of the stakeholders involved in the development of the qualification, the nature and degree of their involvement, and evidence that they are appropriate, credible, representative and recognised
- an explanation of any areas of the stakeholder profile that have not been adequately represented, and why
- written support and endorsement by the stakeholders involved, and the industry training organisation, standard setting body and/or regulatory body (if one exists).

Consultation questions

11. What are the strengths and weaknesses of the proposals for stakeholder involvement in the final development, approval and listing of a qualification?
12. How will the formalised requirements for involvement of industry training organisations, other standard setting bodies or regulatory bodies (where one exists) affect your development of qualifications?

WHAT WILL THE CHANGES MEAN?

The following section sets out the impacts of the proposed changes for qualifications at levels 1 to 6 on the NZQF.

What will be included on the NZQF?

All existing quality assured qualifications will be included on the NZQF to be launched before 1 July 2010.

How will a qualification be defined?

All qualifications listed on the NZQF will be nationally recognised, awarded by the accredited provider and can be endorsed with the logo of the NZQF. Qualifications will be in the public domain. This means that qualification developers will own the training pathway and/or programmes of study they develop leading to the qualification, but not the qualification itself.

Each qualification on the NZQF will have a unique title and, where appropriate, qualifications will be developed as a core with related strands/specialities. These requirements will ensure there is no duplication of qualifications.

Qualification titles will no longer include the words National or New Zealand, or the name of the provider; for example, the Lake Te Anau Diploma in Shearing will become the Diploma in Shearing.

There will be a clear distinction between the qualification and the course (programme of study) at levels 1 to 6 on the NZQF. This means there will be greater choice for learners in terms of the programme of study or training pathway leading to each qualification. There may also be more than one provider accredited to provide a single programme of study leading to the qualification.

Local components will be included in the programme of study or training pathway rather than in the qualification.

How will academic standards be maintained where different programmes lead to the same qualification?

A prescription will be part of each qualification to ensure consistency between the programmes of study and training pathways that lead to the qualification. Separate approvals will be needed for each new qualification, and for the programmes of study and training pathways leading to the award of the qualification.

Consistency of qualifications will be improved through the application of ongoing quality assurance processes. Collaborative qualification development is likely to require more external moderation.

How will the changes stop proliferation?

The proposed changes will lead to a strong and enduring system that will reduce the number of qualifications over time. There will be an emphasis on collaboration between industry training organisations, standard setting bodies and tertiary education organisations in developing qualifications and programmes of study. The system will allow qualifications to be put forward individually, but will also encourage combinations of standard setting bodies and education providers.

Since all qualifications at levels 1 to 6 will be in the public domain, it is logical to expect that the sector may focus its effort on producing programmes of study that lead to a qualification. As a result it is possible that the current proliferation will be transferred, leading to the creation of large numbers of programmes of study or training pathways.

NZQA recognises the potential for this and will address the issue in two ways.

- NZQA recommends establishing a ‘market’ for existing programmes of study so that franchising, licensing or a ‘fee for service’ approach to purchasing quality-assured quality programmes of study can be supported. This would potentially improve the ability of providers’ ‘speed to market’, reduce the cost of development and enable them to invest in the business of teaching and learning.
- The course approval processes managed by the quality assurance bodies will take a direct role in determining the extent to which potential new programmes of study are genuinely new and relevant or provide for a type of delivery that is not currently available within the sector. This role sits closely with the market, in that to operate effectively a market would require enough sellers of programmes of study to make the price viable for providers to purchase.

Figure 3 shows the current situation, with individual qualifications and courses owned by TEOs, leading to proliferation. It is derived from actual qualifications in carpentry currently on the Register, although the names of actual providers have been replaced with fictitious names.

Figure 3: Current situation on the New Zealand Register of Quality Assured

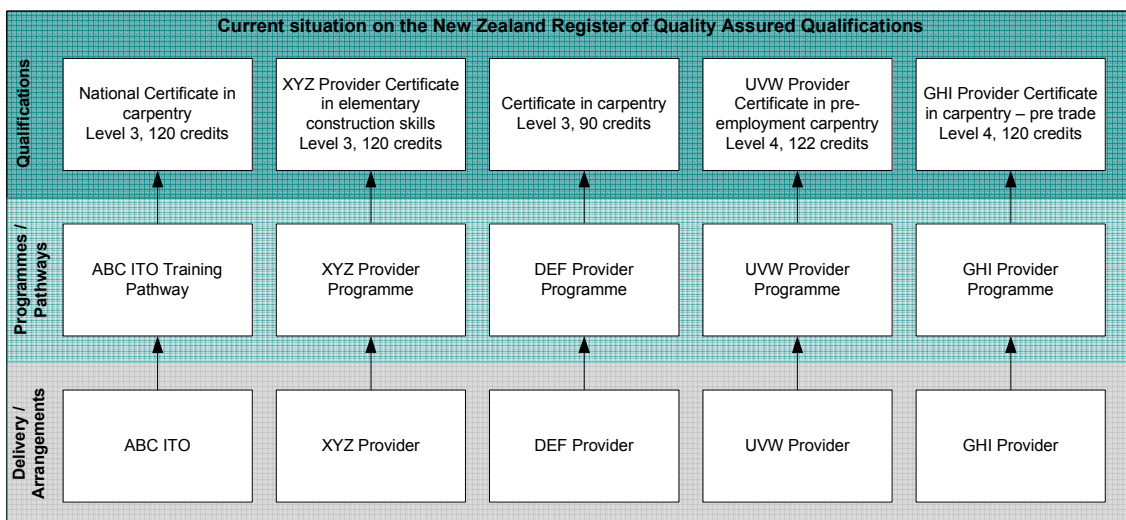
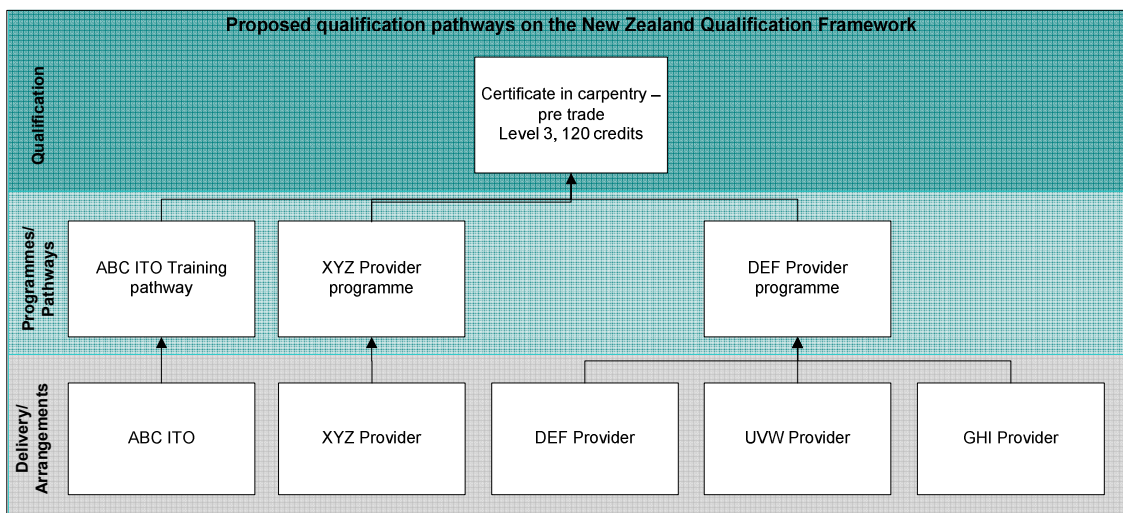


Figure 4 shows the future under the NZQF, where there will be one qualification that is nationally recognised, with programmes of study and/or training pathways leading to it. It also demonstrates collaboration between tertiary education organisations and the operation of the ‘market’ where more than one tertiary education organisations is accredited to deliver the same programme of study.

Figure 4: The effect of the proposed design rules on the proliferation of qualifications



Will the changes lead to qualifications being recognised more easily in New Zealand and internationally?

The focus on a clear, consistent qualification outcome statement containing a graduate profile and education and employment pathways will lead to improved portability and recognition of qualifications within the local and international labour markets.

The reputation of providers will be based on the quality of the learning environment they provide through their programmes of study, rather than on the ownership and delivery of qualifications.

Credit recognition and recognition of prior learning will be more straightforward because learners and providers will be able to match components and standards to the overall graduate profile.

What do the changes mean for industry training organisations?

The standard setting and leadership roles of industry training organisations are strengthened through the explicit requirements for industry training organisations involvement in confirming need and developing all qualifications under their gazetted coverage.

In developing qualifications, industry training organisations will determine the descriptors and qualification outcome statement prior to developing the unit standards. This change ensures that the outcome statement drives the development of the unit standards.

Industry training organisations will continue to develop training pathways and could also become course owners if they develop an approved programme of study. As at present, they will not be able to deliver the programme of study but could license or on-

sell it to tertiary education organisations in the market. However, industry training organisations could not require other tertiary education organisations purchase or use only their programme of study.

When will the changes take effect?

The new design rules will apply to all new qualifications at levels 1 to 6 from October 2010. The design rules will be applied to existing qualifications at levels 1 to 6 through the mandatory review process, which is scheduled to start early in 2011. Areas of economic importance where proliferation and duplication have been identified will be priority areas for review.

Qualifications will be reviewed and adapted over time to increase their durability. There will no longer be a requirement for the rule requiring a provider to seek re-approval if there is 5 percent change in the qualification and programme of study.

In the meantime, qualification developers may want to voluntarily initiate reviews of their qualifications. Collaboration will be encouraged between qualification developers to review current qualifications in areas where there is known duplication, as long as it involves all relevant accredited education organisations.

DEFINITIONS OF SELECTED TERMS USED IN THIS PAPER

A **qualification** has requirements for certification established by a recognised standard-setting body or an education provider. It is defined by its title, qualification type, six-digit NZSCED code, level, credit value and strategic purpose. It includes the qualification outcome statement and the prescription.

A **qualification outcome statement** describes the range of functions and/or scope of practice the graduate is able to perform in relation to the level of the qualification awarded.

A **qualification prescription** specifies the regulations and requirements for the award of the qualification (including any strands/specialities) and subject area, which may include the number of credits required at each level.

Nationally recognised relates to a qualification that has been quality assured and listed on the NZQF.

The **programme of study** is the equivalent of the current 'course' and comprises the specific learning activities required to achieve the graduate profile.

Standard setting bodies are industry training organisations, NZQA (National Qualifications Services and Māori Qualifications Services) and the Ministry of Education, which are recognised by NZQA as nationally representative of experts in particular fields for the purposes of establishing standards.

A **training pathway** is the collection of learning and training experiences required to meet the graduate profile. It will specify the unit standards to be assessed and the specific nature of relevant workplace experience.

APPENDIX 1: SECTOR ADVISORS

Project Leaders Group

- Business New Zealand
- Council of Trade Unions
- Department of Labour
- Industry Training Federation
- New Zealand ITP
- ITP Quality
- Metropolitan Institutes of Technology and Polytechnics
- Ministry of Education
- New Zealand Association of Private Education Providers
- Te Taihū o Ngā Wānanga
- Tertiary Education Commission

Working group members and expert advisors

- Ako Aotearoa
- AMES Training and Resource Centre Ltd
- Business New Zealand
- Christchurch Polytechnic and Institute of Technology
- Electrotechnology ITO
- Hospitality Standards Institute
- Industry Training Federation
- ITP Quality
- Manukau Institute of Technology
- Māori Qualifications Services (NZQA)
- Media Design School
- Ministry of Education
- National Qualifications Services (NZQA)
- New Zealand Institute of Sport
- Nursing Council
- Otago Polytechnic
- Te Kokiri Consultancy
- Te Taihū o Ngā Wānanga
- Te Wānanga o Aotearoa
- Tertiary Education Commission
- Tranzqual ITO
- UNITEC

APPENDIX 2: QUALIFICATION OUTCOME STATEMENT

The following describes what the qualification outcome statement encompasses and the proposed requirements.

A qualification outcome statement:

- explains clearly to prospective learners and parents, whānau, employers and other educational organisations what the graduate is expected to be able to do, know and understand as a result of learning
- describes the range of functions and/or scope of practice the graduate of the qualification is able to perform
- describes the performance of the graduate in relation to the level of the qualification awarded (e.g. the outcomes of a level 4 certificate must align with the definition and characteristics of a graduate of a level 4 certificate)
- needs to be sufficiently comprehensive to enable comparisons between individual qualifications.

A qualification outcome statement for the New Zealand Qualifications Framework (NZQF) will have three components:

- a graduate profile
- an education pathway
- an employment pathway.

The ***graduate profile*** outlines the capabilities of the graduate as a result of achieving the specified programme of study or training pathway leading to the award of a qualification. It defines the minimum level of skills, knowledge, understanding and attributes a graduate awarded the qualification can demonstrate.

The graduate profile should:

- specify the key capabilities the graduate will have as a result of the programme of study or training pathway (i.e. what the graduate will ‘do and know and be’)
- specify requirements for eligibility for licensing or professional registration and any critical practice or employment elements
- use descriptors that reflect the level of the qualification – this assists in demonstrating progression and the level of performance expected of the graduate
- appropriately reflect the range of skills, knowledge and attributes applicable to the particular programme of study or training pathway.

The ***education pathway*** outlines the further education pathways a graduate of the qualification can undertake. For example, a certificate can be the first step on a pathway that leads through diploma to a bachelor’s degree.

There are some general qualifications where the educational pathway may only be broadly defined because it will depend on the learners’ own preferences and appropriate achievement. However, a minimum expectation is that any one level of qualification should prepare the graduate to undertake study at the next NZQF level.

The ***employment pathway*** identifies the areas in which a graduate may be qualified to work. For general qualifications such as Bachelor of Arts it may not be possible to suggest a logical employment pathway because this will depend on the learners' own preferences.

Examples of outcome statements for two qualifications that meet the criteria are included below. These are excerpts from qualifications on the New Zealand Register of Quality Assured Qualifications, with their current titles.

EXAMPLE A

Diploma in Webmastery (Level 6)

Holders of this qualification will be able to:

- install and configure a web browser and internet, proxy and mails servers
- develop a complex website with an effective navigational interface
- set up file server networks under a mixed environment
- know internet and domain name protocols
- apply knowledge of security, copyright and privacy issues associated with the internet
- competently apply technical and conceptual thinking, self reliance and motivation for continued learning and professional development
- show enquiring, flexible, creative and critical attitudes towards contemporary issues and underlying theoretical concepts
- communicate effectively
- be an effective team member
- have an awareness of bicultural issues and an ability to function positively in a multicultural society.
- The Diploma in Webmastery can build on from the Certificate in Computing and Communications Technology and can lead to the Bachelor of Computing Systems (Level 7).

Graduates of this diploma will have the skills to take up occupations in the workforce in any of the following disciplines: webmastery, website development and website security. This qualification may also provide employment in technical support in a network or web development environment.

EXAMPLE B

National Certificate in Mental Health (Mental Health Support Work, Level 4)

On completion of this certificate graduates will:

- integrate relevant theory, experience and skills within their practice as mental health support workers
- work safely and effectively from a bicultural paradigm while acknowledging the multi cultural nature of society
- demonstrate a high level of professional responsibility and decision making as a mental health support worker in a variety of mental health settings

- establish and maintain successful self-care strategies, including participating in supervision within their role as a mental health support worker
- have knowledge and understanding of current legislation that affects their role as mental health support workers
- reflect on their professional development and plan ongoing strategies for improvement, both as independent workers, and as team members
- be competent, creative problem solvers who have the ability to constructively focus on their professional practice as mental health support workers.
- demonstrate leadership skills within the field of mental health support work.

Holders of this qualification may apply for entry into further tertiary education and training programmes relating to this field of study. These include the National Diploma in Mental Health (Mental Health Support Work, Level 6), Bachelor of Nursing or the Bachelor of Social Work.

Graduates of this certificate will have the minimum qualification to enter mental health support work. Employment opportunities include positions within mental health services such as vocational and recreational day services, short-term respite care, supported accommodation, long-term or short-term rehabilitation, consumer led services and various cultural service providers.