

Criteria, Requirements and Guidelines

for

Course Approval and Accreditation

incorporating
The Gazetted Criteria for Course Approval and Accreditation
(published 2008)

Contents

Introduction	3
Terminology	3
General Requirements for Course Approval and Accreditation.....	4
1 Treaty of Waitangi	4
2 Course and Qualification Titles.....	4
2.1 Designators.....	4
2.2 Qualifiers	4
3 Professional Accreditation	5
4 Te Reo Māori: Use in Assessment	5
5 Collaborative Arrangements for Course Approval and Accreditation.....	6
6 Delivering Courses Overseas and Overseas Courses in New Zealand	8
6.1 The delivery and awarding of overseas-based courses in New Zealand.....	8
6.2 The delivery and awarding of New Zealand qualifications overseas.....	8
7 Post-Approval Processes	9
7.1 Monitoring.....	9
7.2 Courses approved for a fixed period	10
7.3 Special review	10
7.4 Changes to NZQA-approved courses.....	10
Guidelines for Criteria and Requirements	13
General Guidelines for Applications.....	13
1. Title, aims, learning outcomes and coherence	14
2. Delivery and learning methods	19
3. Assessment	21
4. Acceptability of the course.....	23
5. Regulations.....	25
6. Resources	28
7. Evaluation and review	31

Introduction

This document has been developed to assist organisations designing courses that require course approval and accreditation by the New Zealand Qualifications Authority (NZQA).

The document should be read in conjunction with:

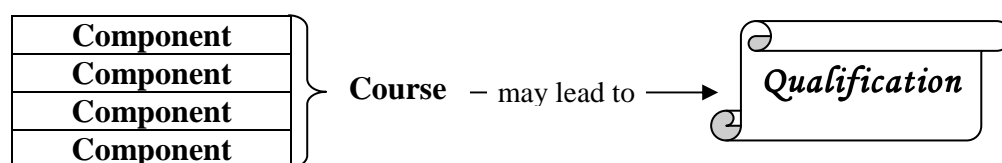
- Course Approval and Accreditation webpage of the NZQA website, which explains the approval process and how to make an application
www.nzqa.govt.nz/providers-partners/registration-and-accreditation/course-approval-and-accreditation.
- The New Zealand Qualifications Framework, which explains the criteria for qualifications www.nzqa.govt.nz/studying-in-new-zealand/nzqf.

For courses leading to degrees and degree-related qualifications, refer to the Approval and Accreditation of Courses Leading to Degrees and Related Qualifications 2003
www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/degrees-app-acc.pdf.

For courses delivered by schools that require approval, contact the Schools Assessment and Liaison team at NZQA.

Terminology

The term *course* is used throughout this document and refers to a full programme of study. This is consistent with the terminology used in the Education Act 1989. A *component* is an identifiable part of a course. A course usually, but not always leads to the award of a *qualification*.



NZQA recognises that applicants may have alternative terms, such as *programme* and *module*, which they may prefer to use in their application documentation.

General Requirements for Course Approval and Accreditation

1 Treaty of Waitangi

It is expected that organisations will, in the development and delivery of courses, give effect to the principles of the Treaty of Waitangi as expressed in their Charter, Profile or Quality Management documents. This will be assessed as part of the evaluation carried out for course approval.

2 Course and Qualification Titles

Course and qualification titles should provide a concise, accurate and informative indication of the aims and outcomes of courses.

Courses will generally use the title of the qualification awarded as a result of successful completion of the course. Qualification titles should be consistent with the requirements of the NZQF www.nzqa.govt.nz/studying-in-new-zealand/nzqf/nzqf-policies and the following conventions for naming qualifications. Use of the terms ‘National’ and ‘New Zealand’ is protected in course and qualification titles and requires approval of NZQA.

A qualification title is made up of two or three parts: a qualification type, a designator and if required, a qualifier.

Qualification Type	Designator	Qualifier	Qualification Title
Certificate	Business		Certificate in Business
Certificate	Computing	Software	Certificate in Computing (Software)
Diploma	Theology	Applied	Diploma in Applied Theology
Diploma	Electronics	Advanced	Diploma in Electronics (Advanced)

2.1 Designators

A designator should identify the main disciplinary emphasis of the qualification and:

- have wide national or international acceptability, or
- be necessary for national or international recognition of that qualification, or
- be a requirement of a professional body that has a formal role in the approval of the qualification.

For example: *Certificate in **Computing***; *Diploma in **Horticulture***

2.2 Qualifiers

Qualifiers may be added to the title of the course and qualification if this improves general understanding of the course and/or qualification. A rationale is required to justify the use of a qualifier. Qualifiers must be placed after the qualification title.

A **discipline** qualifier may be added to indicate that the course and qualification has a tighter focus on a sub-field within the discipline. A discipline qualifier may also be used to indicate a pathway within a course (e.g. a major). This qualifier will be written in brackets following the designator.

For example: *Diploma in Design (Computer Graphics)*

Some courses and/or qualifications may offer learners the option of concentrating on a particular sub-field without formally identifying this in a qualifier.

A **focus** qualifier such as *Applied* may be added to indicate a particular focus of a course and/or qualification.

For example: *Diploma in Applied Theology*

A **level** qualifier such as *Advanced*, *Intermediate* or *Introductory* may be added to Certificate and Diploma titles either before or after the designator.

For example: *Diploma in Advanced Electronics; Certificate in English (Intermediate)*

An awarding organisation qualifier may be added to Certificate and Diploma titles before the title of the qualification.

For example: *ABC Institute Certificate in Naturopathy*

3 Professional Accreditation

Some courses prepare learners for a career as practitioners in a particular field. Where a course is a recognised or required component of professional registration, the professional body will have specific requirements relating to course content and quality. NZQA will, where appropriate, invite a representative of the professional registration body to participate in NZQA's evaluation processes and will take the views of this representative into account in reaching its decisions on approval and accreditation. In situations where the requirements or timeframes of the professional registration body and NZQA do not coincide, NZQA will discuss this with the professional registration body before reaching a decision on an application. NZQA currently has formal agreements in place with the Nursing Council of New Zealand and the New Zealand Teachers' Council on the coordination of evaluation and decision-making.

NZQA may involve a number of other bodies in the evaluation process. Where NZQA considers that a course is of interest to a particular stakeholder group outside the requirements of professional registration, NZQA may seek advice from representatives or members of that group in carrying out its evaluation of an application.

4 Te Reo Māori: Use in Assessment

Te reo Māori is an official language of New Zealand. Learners may wish to be assessed in te reo Māori. NZQA supports this and requires providers to develop appropriate strategies to meet learners' needs.

The provision of te reo in assessment where appropriate will have implications for a number of areas of the providers quality management systems, in particular, the recruitment of staff

competent in te reo Māori and tikanga Māori and the provision of staff development in those areas. Providers must have policies and procedures in place for assessment in te reo Māori, including:

- procedures for learners to notify the provider of their intention to be assessed through te reo Māori,
- timeframes for dealing with requests,
- procedures for accessing assessors with expertise both in the subject or discipline of the course and in te reo Māori and Tikanga Māori,
- arrangements for moderation, and
- translation services, if appropriately qualified assessors and moderators are not available. Providers are encouraged to establish links with other providers to maximise learning and resources. Assessors will be available through the whakaruruhau mo te reo Māori and the Māori academic community.

5 Collaborative Arrangements for Course Approval and Accreditation (Joint Courses or Qualifications)

The development and delivery of courses and qualifications often involves collaboration between organisations. This may include:

- jointly awarded qualifications,
- jointly delivered courses,
- franchised delivery,
- consortium arrangements.

Collaborative arrangements may involve approval by more than one Quality Assurance Body. Such collaborative arrangements may require some flexibility in quality assurance processes to ensure that key issues are satisfactorily addressed in the arrangements and to avoid excessive duplication of external quality assurance measures.

NZQA has established the following requirements to address collaborative arrangements:

Course approval

Each of the partner organisations concerned must be:

- an institution as defined in the Education Act 1989 (i.e. a university, polytechnic, college of education, wānanga or specialist college), or
- a secondary school, or
- a registered government or private training establishment, or
- a body approved by NZQA for course ownership.

Courses that are developed jointly must be approved by each of the relevant Quality Assurance Bodies. For example, a course jointly developed by a polytechnic and a private training establishment will require approval from both the Institutes of Technology and Polytechnics Quality (ITPQ) and NZQA.

Accreditation to deliver a course

Each of the partner organisations concerned must be:

- an institution as defined in the Education Amendment Act 1989 (i.e. a university, polytechnic, college of education, or wānanga), or
- a secondary school, or
- a registered government or private training establishment.

Each of the relevant Quality Assurance Bodies must accredit the relevant partner organisations for the delivery of the course.

Memorandum of cooperation

In addition to the normal documentation required for course approval and/or accreditation, applications for joint courses must include a formal memorandum of co-operation that identifies the respective responsibilities of all parties concerned.

The purposes of the memorandum are to define the means by which the standards of the course will be maintained, to ensure that collaborative arrangements are clearly set out and operate smoothly, and that clear channels of authority, accountability and executive action are identified.

The memorandum of cooperation clarifies the responsibilities for different aspects or elements of the quality of a course. It must be signed by the legally recognised signatories of the parties to the agreement and must specify, as appropriate to the application:

- the names of the parties to the agreement
- the allocation of responsibility for the management of quality systems to oversee and maintain standards
- the procedures for resolving any differences that might arise between the parties to this agreement
- procedures and responsibilities for securing approval and accreditation
- procedures and responsibilities in respect of the management of the course, its ongoing monitoring of, and the provision for the implementation of changes to the course
- assessment and moderation arrangements
- procedures for agreeing on all necessary financial arrangements and the provision of resources, both physical and human
- responsibility for communication of all necessary reports and other information to NZQA
- an indication of the wording which will appear on certificates awarded to learners who have met all the requirements of the course
- responsibility for all administrative arrangements such as student enrolment, student welfare services, decisions relating to progress through the course,

assessment, appeals, reporting student results, and remuneration of monitors and moderators (if applicable)

- procedures for the protection of learners should the arrangement terminate.

6 Delivering Courses Overseas and Overseas Courses in New Zealand

6.1 The delivery and awarding of overseas-based courses in New Zealand

Where an overseas course is to be offered in New Zealand and approval is required, the New Zealand provider will be required to provide evidence of approval by an overseas agency and details of the approval process undertaken by that agency. If the criteria applied to the proposal are sufficiently similar to those of NZQA and the process applied was rigorous, NZQA may be prepared to approve the proposal or to negotiate an amended approval process. NZQA will consider the potential for legal, professional or cultural requirements and concerns to impact on the acceptability of the course for New Zealand conditions.

If the course is to be managed in conjunction with a New Zealand based organisation, a memorandum of co-operation between the partner organisations will be required.

The same considerations will inform the accreditation process. A memorandum of co-operation must specify responsibility for the delivery, assessment, moderation, resourcing, and monitoring of the course.

6.2 The delivery and awarding of New Zealand qualifications overseas

Any organisation considering delivering a course or courses overseas needs to contact the Registration, Approval and Accreditation team at qaadmin@nzqa.govt.nz for detailed information about what is required.

7 Post-Approval Processes

NZQA is also responsible for on going quality audit of all providers of tertiary education other than universities. For some providers this responsibility is delegated to a sector-specific Quality Assurance Body (e.g. Institutes of Technology and Polytechnics Quality (ITPQ)).

Audit processes will include evaluation of information relating to the quality of individual courses as an indicator of the effectiveness of the provider's quality management system.

7.1 Monitoring

In certain circumstances NZQA may determine that a course or category of courses will be subject to ongoing monitoring by NZQA.

7.1.1 The purposes of monitoring

Monitoring of courses by NZQA is designed to reassure NZQA and all stakeholders that:

- the course is being implemented and managed as planned and presented at the time of approval
- appropriate consideration is given to any recommendations made by NZQA
- any modifications made by the provider are broadly consistent with the intent of the course and the ongoing development of a quality course
- there is independent, external input during reviews and consideration of course enhancements
- NZQA is made aware of issues affecting the satisfactory provision of the course.

Monitoring by NZQA is in addition to providers' own monitoring and reviewing of their courses, and to any requirement to notify NZQA of proposed changes.

7.1.2 The monitoring process

Monitoring involves analysis of an annual course evaluation report from the provider to NZQA and returns made by the provider to the Ministry of Education.

During the early years of delivery of a course, NZQA monitoring may also include an annual visit to the provider and a report by a monitor appointed by NZQA. NZQA appointed monitor will report directly to NZQA in terms of the purposes of monitoring as specified in Section 1 above.

The monitor may be accompanied for the first year's visit by an independent evaluator, also appointed by NZQA. NZQA, following discussion with the independent evaluator, the monitor and the provider will determine the involvement of the independent evaluator on future visits. A provider may request the on going participation of the independent evaluator.

7.1.3 NZQA-appointed monitors

If it is determined that a monitor is required, NZQA will seek to appoint a monitor who is experienced in academic processes and expert in the discipline area of the course. They will have an independent and neutral perspective on the course and the provider.

Monitors will be appointed by NZQA following consideration of recommendations from the provider. Where appropriate, NZQA will also ensure that the monitor is acceptable to the relevant professional body.

7.2 Courses approved for a fixed period

Where course approval and provider accreditation is granted for a set period, at the end of the set period, both the approval and accreditation will expire. If the provider wishes to continue to offer the course, a further application for approval and accreditation must be made at least three months prior to the end of the set period. The application must address all criteria.

7.3 Special review

NZQA retains the right to undertake a special review of the approval and/or accreditation of a course. NZQA will establish a special review if it becomes aware of serious or ongoing concerns about the quality and/or stability of the course.

7.4 Changes to NZQA-approved courses

7.4.1 Introduction

From time to time, providers or course owners will identify the need to make modifications or enhancements to approved courses. The need for changes can result from ongoing stakeholder feedback (e.g. student evaluations, teaching staff evaluations, advisory committee recommendations), formal course review, and external factors (e.g. changes to legislation or changes to unit standards by standard-setting bodies (e.g. NZQA or industry training organisations (ITOs)).

Categories of Changes

There are two categories of changes: Category 1 and Category 2.

Category 1 changes can be made without any involvement of NZQA. In general, such changes relate to changes to the components of a course. They have no impact on the overall course level, credit value, or learning outcomes.

Category 2 changes require written approval before being implemented. These changes affect the structure of the course and generally relate to the level, credits, or learning outcomes of the course and may result in a change to the qualification details that appear on the New Qualifications Framework (www.nzqf.govt.nz).

Examples relating to these two categories of changes are given below. Note that the list is not exhaustive; if in doubt, contact NZQA on 0800 697 296 and ask to speak to the Registration, Approval and Accreditation team, or email qaadmin@nzqa.govt.nz.

Category 1 – Changes that DO NOT need prior approval from NZQA

These can include changes to the:

- content of a component
- title of a component
- learning outcomes or purpose/aim statement of a component (but not the overall outcomes or purpose/aim of the qualification)
- level of a component (while retaining the overall level of the qualification)
- credit value of components (while retaining the overall credit value of the qualification)
- purpose statement of a component
- pre- or co-requisite that does not affect the entry requirements for the course
- teaching resources of the component
- teaching/learning strategies of the component
- assessment of the component (quantitative change)
- elective components of the course (addition/deletion) while retaining the overall credit value of the qualification.

In order to effect these changes, course owners should follow the processes in their own quality management system (QMS).

Although these changes do not need to be notified to NZQA, please note that in some circumstances funding bodies may need to be notified.

Check with TEC if you are uncertain whether confirmation of the change is required from NZQA for funding approval.

Category 2 – Changes that require prior approval from NZQA

Applications for Category 2 changes will be evaluated by NZQA. In some cases (such as degree programmes), evaluation by a panel will be required, which may require a site visit and formal approval by the NZQA Board.

Category 2 changes can be changes to the approved course, or to the provider's accreditation to deliver the approved course, or both.

If there are a significant number of changes, a new course approval may be required.

Changes to approved courses and accreditation

These can include changes to the:

- title and/or type of the course
- type of qualification awarded
- level of the course
- credit value of the course
- outcome statement of the course
- entry requirements
- length of the course
- compulsory components (addition or deletion)
- assessment of a component (qualitative change)
- regulations for award of qualification
- exit qualifications (introduction of new ones)
- new majors (for degree programmes)

- changes to the mode of delivery¹
- change to allow for delivery at another site (including overseas sites)²
- change to the scope of accreditation (e.g. new standards or NZDipBus accreditations).

7.4.2 Documentation required

For approval for a Category 2 change, documentation should include details and evidence of:

- full details of the changes
- rationale for the changes
- internal consultation and support for the changes
- external consultation and support for the changes
- transition arrangements for existing learners (where necessary)
- internal formal approval for the changes (academic board or equivalent)
- resourcing (teaching/learning resources, library resources etc.)
- staffing (numbers, qualifications)
- resulting changes to quality management systems
- meeting the requirements for overseas delivery.

The application should include sufficient detail to enable NZQA to confirm that the criteria for approval and accreditation will continue to be met following implementation of the change.

¹ Where accreditation for delivery of approved courses is mode specific (e.g. by contact, distance, “blended” etc), providers are required to apply for extensions to accreditation even if only one component of the course/programme is to be offered via a mode not covered by the original accreditation. Note that accreditation to offer degree courses is always mode specific.

² Where accreditation for delivery of approved courses is site specific, providers are required to apply for an extension to deliver at each additional site. Note that accreditation to deliver any course overseas requires separate, site-specific accreditation, and that accreditation to deliver a degree course is always site specific.

Guidelines for Criteria and Requirements

The seven criteria for course approval and accreditation (gazetted in 2008) are shown in the shaded boxes. The criteria are followed by the requirements for each criterion. An explanation accompanies each requirement, giving evidence needed and extra information you may need.

General Guidelines for Applications

Please refer to the NZQA website for full details of documentation required for applications for course approval and accreditation.

You must include a full description of the course, including a description of each component (including a description of any component from other approved courses that are to be included in the proposed course).

The description of the course should include the following:

- title of the course and the titles of any resulting qualifications
- course outcome statement
- the length of the course in weeks, specifying any teaching weeks, holiday weeks, time spent in work-based training and any other weeks that are included in the course
- an indication of learner workload on a weekly basis
- a table of any unit standards to be assessed in the course
- the sequence in which the components are delivered
- options for progression through the course, including compulsory, elective and optional components, pre- and co-requisites and all entry and exit points
- any links to other courses, either from this provider or from another provider
- a descriptor for each component including:
 - title and any identification code (e.g., the date it was written or other system of version control)
 - the level and credit value of each component
 - mode of delivery, and method of delivery, in terms of classroom, lecture, tutorial, workshop, fieldwork, work-based, distance and online
 - clearly defined learning outcomes (that are consistent with the overall aims and the level of the component)
 - expected standards of performance for each learning outcome
 - the content of the component (i.e. the topics that will be covered that will allow learners to achieve the learning outcomes)
 - assessment information, including the number and type (e.g. open book test, written assignment, oral presentation, practical observation) of all summative assessments
 - a list of the teaching/learning resources that will be used for the delivery of the component.

Further details are included after each requirement.

1. Title, aims, learning outcomes and coherence

The adequacy and appropriateness of the title, aims, stated learning outcomes and coherence of the whole course

APPROVAL ONLY

1.1a The title of the course provides an accurate indication of its subject area.

The course title is used to identify the course. The approved title of a course is listed on NZQA website as an approved course for which providers are accredited. The approved course title should be used when providing information to the Tertiary Education Commission (TEC) and the Ministry of Education (MoE).

For a course that leads solely to a single national qualification, the title of the course and the resulting qualification must be that of the title of the national qualification.

Where a course contains unit standards and the credits exceed the credit requirements for a national qualification by more than 5%, the title of the course and the resulting qualification must be different to that of the national qualification. In this case, the national qualification is embedded in the course.

1.1b The title of any qualifications awarded on the basis of successful completion of the course, or part of the course, is consistent with the title of the course and the requirements on nomenclature in the general registration criteria for the New Zealand Qualifications Framework (NZQF) www.nzqa.govt.nz/studying-in-new-zealand/nzqf/nzqf-policies/ and relevant conventions (Refer to Section 2 Course and Qualification Titles above).

The qualification title is the name of the certification resulting from an approved course. Qualifications (there may be more than one qualifications in a course) are listed on the NZQF

Refer to: www.nzqf.govt.nz

Where possible, the title of the course should be the same as the title of any qualification to which it leads. At all times, the course and qualification titles must clearly identify the subject area. This will ensure that learners are clear about what qualification results from a course.

Refer to: www.nzqa.govt.nz/studying-in-new-zealand/nzqf/nzqf-policies/

For nomenclature of qualifications, refer to Section 2 Course and Qualification Titles above.

The use of 'qualifiers' (Advanced, Intermediate, Applied) is limited to their use in relation to the discipline of the course or qualification, not to the qualification itself.

For example:

*A Diploma in Advanced Aviation is a valid name for a qualification
An Advanced Diploma in Aviation is not valid.*

Where a course does not result in the award of a quality assured qualification, a record of learning or attendance may be awarded to learners to acknowledge their achievements.

NZQA issues a Record of Learning to learners who have achieved unit standards when the learner has 'hooked on' (\$25 registration fee to join NZQA's national learner database) and the provider has submitted the assessment results to NZQA.

- 1.2a The stated aims are clearly defined and appropriate to the nature and level of the qualification to which the course leads.

Subject specialist input required

- 1.2b The aims identify any specifically targeted student body and the relationship between the course and any industrial, professional or community need.

Subject specialist input required

Aims must:

- identify the purpose of delivering the course
- identify why learners should study the course
- consider the needs of industry, needs identified through analysis or market research, or through surveys, evaluations or reviews, and how the course aims to meet these needs
- identify the target group of learners

For example:

An English Language course targeted at international teenage learners would have different aims, outcomes and structure to an English Language course for elderly migrants.

- match the level of the course.

For example:

An aim of a carpentry course may be to provide basic skills for hobby carpenters (level 1 or 2) rather than providing training for master builders (level 4 or 5).

You may wish to include some development background at this point. This will help to show what process has been followed to develop the aims and how the course will be able to meet those aims.

Aims differ from learning outcomes. Aims identify why the course should be delivered; learning outcomes identify what learners should achieve as a result of the course.

For example:

The aim of this carpentry course is to provide well-trained carpenters for the building industry.

The learning outcome for this carpentry course is that

graduates will have the skills and knowledge to practice independently as a carpenter.

The application should demonstrate how the specified aims of the course will be met.

1.3a The course outcome statement is consistent with the requirements of the NZQF.

In a short paragraph, the outcome statement summarises the learning outcomes of the course. The outcome statement:

- expresses what graduates gain as a result of the qualification in terms of applied knowledge, skills, understanding and attitudes
- identifies pathways to further study or into industry
- assists potential learners to understand more about the qualification and where the qualification can lead
- allows meaningful comparison with other qualifications.

For example:

On completion of this qualification, graduates will be able to operate as an office supervisor, with competence in communication skills and with a basic understanding of small business management. The qualification can lead to study at diploma level or directly into the workforce.

Where the course results in a quality assured qualification, the outcome statement is published on the NZQF www.nzqf.govt.nz.

1.3b The proposed course certification is appropriate.

Include a copy or a draft of what learners will receive in recognition of completing the course.

All certifications or awards granted (including certifications that are not quality assured qualifications) must be appropriate. It should have acceptance from industry and must comply with Register criteria.

Records or statements of attendance may be awarded where acknowledgement of attendance is sufficient and where a quality assured qualification is not appropriate. For example, where a learner has not completed requirements for a qualification, or where the course does not meet requirements for a quality assured qualification, such as courses less than 40 credits.

Records or statements of achievement may be awarded where assessments have been achieved and where it is not appropriate to award a quality assured qualification. For example, where the course does not meet requirements for a quality assured qualification, such as courses less than 40 credits).

1.3c Clear learning outcomes are specified for each component of the course.

Subject specialist input required

1.3d Learning outcomes are consistent with the aims of the course.

Subject specialist input required

Components must include learning outcomes.

Although there are many ways of expressing learning outcomes, they are usually written in terms of:

On successful completion of this component, learners will be able to ...

Learning outcomes identify the attitudes, knowledge and skills expected of successful learners. They should be measurable (able to identify when a learner has achieved a learning outcome) and achievable within the component.

Learning outcomes are required for any content not assessed by unit standards.

The learning outcomes must reflect the level of the component. The level and learning outcomes must match the level descriptors for the NZQF:

www.nzqa.govt.nz/studying-in-new-zealand/nzqf/nzqf-levels

Provide evidence that there is consistency between the stated course aims, the outcome statement, the learning outcomes and the level of the course.

1.4a The structure of the course is appropriate to the aims and learning outcomes.

Subject specialist input required

1.4b The combination of components is consistent with the aims of the course.

Subject specialist input required

1.4c The length of the course is clearly defined and is appropriate.

Subject specialist input required

Course structure describes how the components of a course are integrated to provide a balanced and logical learning programme. It demonstrates how learners will achieve the outcomes and aims of the course in the most effective way.

Describe the overall course structure, the components (including credits and levels) and the links between them. A diagram may be helpful.

Demonstrate how the selection of components in the course is appropriate.

1.4d Appropriate levels and credits are allocated to each component of the course.

One credit represents 10 notional hours of learning. This learning includes classroom, supervised and self-directed hours, assessment time, workplace training, assignment writing and fieldwork.

A normal year of fulltime study (including contact hours and self-directed hours) is 1200 hours (120 credits). Any variation from this requires specific justification. Similarly, any variation from 120 NZQF credits in one fulltime year requires specific justification.

Refer to: www.nzqa.govt.nz/studying-in-new-zealand/nzqf/nzqf-levels

- 1.4e The level and credit value of any qualification to which the course leads are appropriate, clearly identified and where necessary, meet the minimum requirements of the NZQF.

The level and credit value of the qualification must conform to requirements for the type of qualification.

Refer to: www.nzqa.govt.nz/studying-in-new-zealand/nzqf/nzqf-policies

When determining the level of a qualification composed of unit standards, the level and credit value of the individual unit standards are used to determine the level of the qualification.

- 1.4f An appropriate New Zealand Standard for Classification of Education (NZSCED) classification is identified. (<http://www2.minedu.govt.nz/step/NZSCED.asp>)

The NZSCED subject classification can be found on the following website:
www.steo.govt.nz/NZSCEDBrowse.aspx?mode=browse

All NZSCED classifications must have **six** digits.

Each qualification has one NZSCED classification. Where courses address different subject areas, the main outcome of the qualification will determine the NZSCED classification.

For example:

The NZSCED classification for a business course with a computing focus may be 080904: Text Processing and Office Tools.

The NZSCED classification for a computing course with a business focus may be 020303 Database Management.

2. Delivery and learning methods

The adequacy and appropriateness of delivery and learning methods, for all modes of delivery, given the stated learning outcomes

ACCREDITATION ONLY

2.1 Proposed modes of delivery and delivery sites are clearly identified.

Subject specialist input required

2.2 Delivery and facilitated learning methods are appropriate to the nature of the course, the learning outcomes, the proposed modes of delivery and the likely student body.

Subject specialist input required

Specify modes of delivery and delivery sites and ensure they are consistent with:

- the target learner group
- the learning outcomes
- learner support needed
- resources available.

Many courses involve mixed mode (or 'blended') delivery methods that include some traditional face-to-face activities such as lectures and tutorials and are supplemented with material and activities delivered through the Internet, by learning packages or CD-Rom for distance learning.

Specify what modes will be used for each part of the course. Include options for distance, part-time and online study.

Specific approval must be sought from NZQA to deliver a course or component by distance learning.

Explain how the modes of delivery will allow the learning outcomes and aims of the course to be achieved. This is particularly important for distance delivery mode. Provide examples of how the course will be delivered.

Specify every delivery site at which the provider intends delivering the course.

Include a justification for the proposed delivery methods in relation to the target learner group and the nature of the course. In all cases, the proposed delivery methods must be supported by feedback from stakeholders.

2.3 Any practical, field-based or work-based components based away from the delivery site are integrated into the course.

Subject specialist input required

Provide a sound educational rationale for any practical, field-based or work-based experience. These parts of a course must be linked directly to the learning outcomes of the course and must be effective in enabling learners to achieve the course outcome.

2.4 Delivery methods do not place learners or the public at risk (e.g., cultural, emotional or physical).

Subject specialist input required

Describe how the safety and welfare of learners is addressed during course delivery.

For example:

*Occupational safety (working with sharp tools or chemicals),
emotional stress (counselling clients, dealing with conflict)
and repetitive strain injury (prolonged keyboard use).*

Provide evidence how these factors will be addressed in the course.

Provide assurance that students will not be at risk regardless of delivery mode or delivery site.

3. Assessment

The adequacy of the means of ensuring that assessment procedures are fair, valid, consistent and appropriate, given the stated learning outcomes

APPROVAL AND ACCREDITATION

The fairness, validity, consistency and appropriateness of the assessment methodology, given the stated learning outcomes

APPROVAL ONLY

3.1 Assessment methodology and planning are appropriate.

Subject specialist input required

3.2 The required standards for assessment are clearly specified in relation to each component of the course.

Subject specialist input required

Assessments must be able to make accurate judgements about whether or not learners have met the learning outcomes.

Assessments and assessment tools must be appropriate in terms of the level of learning they are meant to assess and in terms of accurately assessing the correct skills, attitudes and knowledge of the learning outcomes.

For each component of the course:

- describe the assessment tools (e.g. written examination, open book test, observation of skills, written assignment, verbal presentation)
- provide the standard of performance expected for each learning outcome
- explain how assessment tools will assess specific learning outcomes
- identify the appropriate weighting for each assessment where appropriate.

Assessments must be appropriate for the mode of delivery of the course.

Provide a schedule of assessments for the course.

3.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.

Provide evidence of how learners will receive regular feedback on progress from tutors and supervisors. This could include interviews, formative tests, discussions, self-assessments etc.

Describe how regular feedback will ensure that any learners who are not progressing sufficiently are identified early on and what action will be taken to improve their progress.

Describe how learners will receive results of assessments.

3.4 Moderation processes ensure that assessment is appropriate, fair, valid and consistent.

Explain how moderation policies and procedures in your quality management system will be applied to this course.

Provide plans for internal and external moderation of assessments.

Explain how external and internal moderation is managed for the proposed course. Include how assessments will be selected for moderation, when moderation will take place, who has responsibility for moderation and who will carry out the moderation.

Assessment of unit standards must meet the national moderation requirements.

4. Acceptability of the course

The acceptability of the proposed course to the relevant academic, industrial, professional and other communities, in terms of its stated aims and learning outcomes, nomenclature, content and structure

APPROVAL AND ACCREDITATION

- 4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.

Subject specialist input required

- 4.2 The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.

Subject specialist input required

- 4.3 The interests of stakeholders have been appropriately addressed.

Subject specialist input required

Stakeholders' interests must be reflected in the aims of the course (Criterion 1).

Identify internal and external stakeholders that have interests in the delivery of the course.

Examples of internal stakeholders:

- Academic Board, Board of Studies or equivalent
- Board of Trustees, Board of Directors or equivalent
- Staff (academic and administrative)
- Learners (past, present, future)

Examples of external stakeholders:

- Local and national industry or businesses (prospective employers, prospective providers of internships or work-based training)
- Industry Training Organisations
- Local iwi and community
- Whānau of learners
- The government and its agencies
- Other providers, schools, polytechnics, universities (consider any staircasing to or from the course) in New Zealand or overseas
- Professional bodies
- Professional registration bodies (for example, New Zealand Teachers' Council)

Identify specific interests of stakeholders.

Include direct evidence of stakeholder involvement in developing the course. This may include letters from stakeholders, minutes of Academic Board or equivalent, advisory group meetings, endorsements from stakeholders etc.

Include evidence that procedures for internal approval have been followed according to your QMS.

Include the subject expert report and evidence of how the results of the report have been integrated into the course development.

Demonstrate how stakeholders' comments, feedback and interests have been incorporated into the course development.

Demonstrate how stakeholders' requirements, such as policies and strategies, have been met.

Include copies of any memoranda of understanding or contracts between the provider and other organisations on which the course is reliant. These would include any agreements for delivery, course ownership, subcontracting arrangements, articulation agreements, franchise agreements, staircasing and cross-crediting. Include any agreements with New Zealand organisations and with overseas organisations.

- 4.4 Where a national qualification exists in the same field as the proposed course, a rationale for not offering a course leading to this qualification or its components is provided.

Subject specialist input required

Provide a rationale if national qualifications or unit standards are available and are not used in the course. The rationale must identify why a local qualification is being used. The rationale provided should include relevant stakeholder support.

5. Regulations

The adequacy and appropriateness of the regulations that specify requirements for admission, credit for previous study, recognition of prior learning, course length and structure, integration of practical/work-based components, assessment procedures, and normal progression within a course

APPROVAL ONLY

To assist how the provider has met this criterion, providers may find it helpful to provide a learner handbook, learner course guide or a draft copy.

A learner handbook should include:

- entry requirements
- selection requirements
- regulations for cross-credit, credit transfer and recognition of prior learning
- assessment provisions, including reassessment and appeals
- provisions for dealing with impaired performance
- course structure (see also Criterion 1)
- progress through the course
- requirements for completion of the course and for the award of any qualifications, including provisions for the award of grades etc
- availability of assessment through te reo Māori.

5.1 General and course-specific regulations are clear, comprehensive and fair, and cover the following areas where appropriate:

Course regulations should be available to all learners. Regulations would normally be included in a learner or course handbook. Include a handbook (or a draft) with the application.

5.1a Requirements for admission to the organisation and to the course.

Subject specialist input required

Include any entry information that prospective learners need to know. Entry requirements should include academic requirements, age limits, requirements for literacy, numeracy, experience, previous study and any legislative requirements (police records etc). Include any additional requirements for international learners.

Entry requirements should be appropriate to the level of study. They must not pose any unreasonable barriers to entry. Providers should only accept applicants who have a reasonable likelihood of completing the course, or provide suitable support to do so.

Where the number of course applicants exceeds the number of places available on the course, describe how students will be selected. Include any selection criteria or processes, including interview procedures, submission of evidence

(references etc). Selection criteria must be sufficiently explicit so that they can be explained if challenged.

5.1b Provisions for awarding credit towards a qualification or exemptions from specific course requirements as a result of:

- cross-crediting (from another course within the organisation)
- credit transfer (from a course awarded by another organisation)
- recognition of prior learning (credit awarded for informal or uncertificated learning).

Subject specialist input required

NZQA has developed a policy on Credit Recognition and Transfer. Qualification, course and programme development and design should promote and facilitate credit recognition.

Refer to: www.nzqa.govt.nz/assets/Studying-in-NZ/Tertiary/creditpolicy.pdf

Show how this area of your quality management system is applied to the course.

Provide details of any opportunities or arrangement for cross-credit or credit transfer to or from this course.

Include what is required for learners to gain recognition of previous learning, including gaining credit from non-academic experience. Include any limitations (and rationale) on credit awarded from cross-credit or RPL.

5.1c Course structure, including any specified pre- and co-requisites, compulsory and optional/elective components, practical/work-based components and alternative entry and exit points.

Subject specialist input required

In the course structure, identify pre- and co-requisites, compulsory, elective and optional components, and practical/work-based components and alternative entry and exit points. Provide any further regulations or information on the course structure that has not been included previously.

5.1d Normal progress through the course and minimum and maximum periods for completion of the course.

Identify how long learners are allowed to complete the course. For example, learners may be allowed to repeat parts in a subsequent delivery or may be able to study the course part-time. Include any limits on these arrangements.

5.1e Assessment, including provisions for reassessment and appeals.

Show how this area of your quality management system is applied to the course.

Provide any regulations or procedures for reassessment and appeals.

5.1f Provisions for dealing with instances of impaired performance (e.g. aegrotat passes).

Impaired performance is where learners cannot complete an assessment because of circumstances beyond their control, such as a bereavement, illness or injury. Where appropriate, your quality management system should include provisions for dealing with impaired performance.

Aegrotat passes (where a learner is granted a result for an assessment where for reasons beyond their control the learner could not complete the assessment) are often used to deal with impaired performance instances.

Show how the area of your quality management system that deals with instances of impaired performance is applied to the course.

Describe processes in place for this course that will identify and remedy impaired performance early on.

5.1g Requirements for the award of the qualification.

Describe all requirements that learners must meet to be awarded any qualification or other awards.

For example:

To qualify for the award of Certificate in Business, learners must gain a grade of Pass or better in all compulsory components and at least two of the elective components. They must also have attended at least 80% of all scheduled classes.

5.1h Rules and criteria governing any awarding of merit, distinction or other grades.

Where results other than pass and fail are included, describe the criteria for gaining those grades. This may need to be done for each component or for each assessment.

6. Resources

The capacity of the organisation to support sustained delivery of the course, in all delivery modes, with regard to appropriate academic staffing, teaching facilities, physical resources and support services

ACCREDITATION ONLY

6.1a Teaching staff are adequate in number and appropriately qualified.

Subject specialist input required

6.1b Teaching staff have appropriate experience and expertise in teaching, with regard to the proposed delivery modes.

Subject specialist input required

Identify the likely numbers of learners and the corresponding number of staff involved with the delivery of the course. Where exact learner numbers are not known, identify the staff:learner ratios.

Demonstrate how the personnel element of your quality management system is applied to the proposed course. The minimum qualifications and experience required for teaching staff must be specified.

If staff have already been recruited, or provider's current staff are to deliver the course, brief CVs should be included with the application. Include relevant qualifications and experience in the subject area and in the mode of delivery, as well as appropriate qualifications and experience in teaching and assessing.

If staff are yet to be appointed, person specifications (a profile of the person being sought, minimum qualifications and experience etc) must be supplied.

Identify that you have followed their quality management system in the recruitment of staff.

6.1c In the case of courses with practical, field or work-based components, the roles and responsibilities of the supervisory staff and the institution are formalised.

Subject specialist input required

Agreements between the organisation, learner and the employer (provider of work-based training) must be included with the application. In the agreement, include:

- who will be responsible for the student during work-based components
- how supervisors/employers will provide feedback to the provider
- who will have responsibility for assessment, moderation and evaluation of the work-based components
- how assessment, evaluation and moderation will be reported and co-ordinated.

- 6.1d Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the course implementation timetable are in place.

Include the likely recruitment plans for any planned increase in learner numbers on the course.

Demonstrate how development plans for teaching staff in your QMS will support the course on an ongoing basis.

- 6.2a The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course in all proposed modes of delivery.

Subject specialist input required

- 6.2b The organisation has put in place the necessary teaching facilities and physical resources.

Subject specialist input required

- 6.2c The organisation has established detailed development and acquisition schedules appropriate to the course implementation timetable.

Subject specialist input required

Provide a complete list of the physical, teaching and learning resources to support the delivery of the course.

If specific items have not yet been purchased, submit a detailed acquisition plan and evidence of commitment of the necessary financial resources to enable purchase and delivery in a timely manner, to ensure that the course will be delivered as planned.

Provide learning packages for any distance learning.

For example:

CD-ROMs, workbooks, course notes, textbooks

- 6.3 Adequate and appropriate course information and guidance and support systems are accessible to students.

Include examples of information that you provide to learners. The information should relate specifically to the proposed course. As in other sections, a learner/course handbook (or draft) could be included in the application to demonstrate how this requirement has been met.

General support and guidance services offered to learners are verified during the regular quality audits. Include reference to that part of the quality management system that addresses guidance and support services to learners and how they will be applied to this course.

- 6.4 The organisation's financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.

The quality audit process provides evidence that this requirement has been met. The application should provide assurance from persons responsible for these areas of the organisation that the course can be supported and sustained.

Student Fee Protection must be in place and approved by NZQA prior to course approval and accreditation to deliver the course.

- 6.5 Any changes to the organisation's quality management system necessary to support implementation and sustained delivery of the course have been identified.

Clearly indicate where any changes have been made to the quality management system to accommodate delivery of the proposed course. For example, a provider moving into a new delivery mode or subject area may need to revise its policies and procedures.

7. Evaluation and review

The adequacy and effectiveness of the provision for evaluation and review of course delivery against defined course standards and regulations; for monitoring improvement following evaluation and review; and for determining whether a course shall continue to be offered.

ACCREDITATION

The adequacy and effectiveness of the provision for evaluation and review of courses; for monitoring the on-going relevance of learning outcomes, course standards and quality; and for reviewing course regulations and content

APPROVAL

- 7.1 There is an effective system for the regular monitoring, evaluation and review of courses such that the course approval and accreditation criteria and requirements continue to be met. The system includes structured processes, associated with the academic board (or equivalent), for ensuring that the views of learners and representatives of relevant industries, professions, academic communities, Māori and other stakeholders are taken into account.

Demonstrate how this area of your quality management system is applied to the course.

Explain how ongoing monitoring, evaluation and review of this course will take place, what stakeholders will be involved and who will be responsible for ensuring the process is completed.

Ensure that delivery at all sites and delivery by each mode is evaluated and contributes to the overall course review.

Indicate a date when the organisation will carry out a major review of this course. This review should involve consultation with initial stakeholders. Specify those that will be consulted for the major review. Evidence of the major review will be verified at the next quality audit.

- 7.2 Changes to approved courses are managed consistently with external requirements (e.g. Qualifications Authority course change requirements, Professional Body requirements).

Show how this area of your quality management system is applied to the course. Ensure that all course changes incorporate any requirements set by external bodies are kept up-to-date. External bodies may include NZQA, New Zealand Teachers' Council, renewing contracts with other providers, industry stakeholders etc.