



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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Guidelines for applying for consent to assess standards listed on the Directory of Assessment Standards

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1. Introduction

These guidelines describe the quality assurance approval process for education organisations to assess standards listed on the Directory of Assessment Standards (DAS). This process is called ‘consent to assess’.

The Directory of Assessment Standards is organised by domains, subfields and fields aligned to the levels of the New Zealand Qualifications Framework (NZQF). It can be found at <http://www.nzqa.govt.nz/qualifications-standards/standards/>

Consent to assess may be granted for:

- individual standards, or
- domains of standards.

Consent to assess is required where assessment standards are to be assessed either individually or where they are included as part of an approved programme of study or industry training or an approved training scheme. In these instances, an education provider is also required to be accredited to provide the programme or be granted training scheme approval.

Applications for consent to assess may be made at the same time as a related application for either accreditation to provide an approved programme or for a training scheme approval.

Consent to assess for individual standards is not required if it is already held for the overall domain and at the appropriate NZQF level.

Standard setting bodies

Standards listed on the DAS are set by a recognised standard setting body. Standard setting bodies include industry training organisations, the Ministry of Education for achievement standards and NZQA for standards not covered by another standard setting body.

Each standard setting body specifies the criteria that an education organisation must meet when assessing against the assessment standards for which they are the standard setter. These criteria are specified in the relevant *Consent and Moderation requirements (CMR)*.

Consent to assess is required to provide evidence of the education organisation’s ability to meet the CMR.

For information on consent to assess see <http://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/consent-to-assess/>

A standard setting body is exempt from applying for consent to assess for the standards for which it has gazetted cover and is the standard setter.

The regulatory authority for NZQA Rules is under section 253 of the Education Act 1989. Consent to assess is required under section 252 of the Act. *Refer to section 7 of this document.*

2. The New Zealand Qualifications Framework

NZQA is responsible for protecting the integrity of New Zealand qualifications listed on the NZQF and therefore assuring the quality of programmes and education organisations to provide them.

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

The NZQF will list qualifications that:

- convey the skills, knowledge and attributes a graduate has gained through completing a qualification
- are integrated and coherent
- enable and support the provision of high-quality education pathways
- enhance confidence in the quality and international comparability of New Zealand qualifications
- contribute to Māori success in education by recognising and advancing Mātauranga Māori
- represent value for money, are sustainable and robust.

3. Quality Assurance

NZQA's quality assurance integrates 'front-end' quality assurance with the ongoing self-assessment activities an education organisation undertakes to assure itself of the quality of the graduate outcomes it achieves for its learners and stakeholders. These quality assurance activities include consent to assess.

Quality assurance uses an evaluative approach to reach judgements on a transparent, robust and credible basis, underpinned by the following principles:

- strategic and needs based
- focused on outcomes
- quality as a dynamic concept – including ongoing improvement
- flexibility
- high trust and accountability.

3.1 Te Hono o Te Kahurangi

Te Hono o Te Kahurangi is the framework used for the Mātauranga Māori quality assurance approach for consent to assess standards that are distinctively based on kaupapa Māori principles.

The following kaupapa are used for quality assurance using Te Hono o Te Kahurangi:

- Rangatiratanga
- Manaakitanga
- Whanaungatanga

- Kaitiakitanga
- Pukengatanga
- Te Reo Māori.

4. Using the evaluative approach

The decision to grant consent to assess is based on the quality and sufficiency of the information and evidence in the application. It accurately reflects the assessment practice on which the application is based.

Using an evaluative methodology enables decisions about quality, value and importance to be reached on a consistent and reliable basis, and requires NZQA to:

- be explicit about the information and evidence on which judgements are made as well as the logic of their interpretation and
- write the outcome in a clear, concise report which explains the key factors and reasons for the final decision.

4.1 Decision to grant consent to assess

The decision to grant consent to assess is made by answering the evaluation question:

To what extent does the organisation have the demonstrated capability and resources to assess against the assessment standards?

The decision to grant consent to assess using Te Hono o Te Kahurangi is made by answering the evaluation question:

Kei te tutuki ngā āhuatanga o te whare ako i nga kaupapa o Te Hono o Te Kahurangi

NZQA reviews the information and evidence provided in the self-assessment report and reaches the decision about whether or not to grant consent to assess using the following rubric, which sets out the expected levels of performance in relation to the evaluation question.

‘Good evidence’ is:

- relevant to answering the evaluation question and makes sense in the context of the question
- obtained from more than one source (i.e. is corroborated or triangulated)
- of more than one type (e.g. quantitative and qualitative data).

Rubric: Criteria for rating answers to the evaluation question to grant consent to assess

	Criteria
Consent to assess is granted	<p>ALL of the following:</p> <ul style="list-style-type: none">• Good evidence demonstrating the organisation has the capability and resources to assess the standards in accordance with the consent and moderation requirements• Evidence the standard setting body supports the application• Good evidence that the education organisation can manage the impacts of any specific criteria in the consent and moderation requirements for the assessment standards• No significant gaps or weaknesses in the self-assessment report, and/or the underlying capability and resources of the organisation
Consent to assess is not granted	<p>ANY of the following:</p> <ul style="list-style-type: none">• Insufficient evidence demonstrating the education organisation has the capability and resources to assess the standards in accordance with the consent and moderation requirements• The standard setting body does not support the application• Insufficient evidence that the education organisation can manage the impacts of any specific criteria in the consent and moderation requirements for the assessment standards• Significant gaps or weaknesses in the self-assessment report, and/or the underlying capability and resources of the organisation

5. Granting consent to assess

NZQA will accept applications for consent to assess from NZQA recognised education organisations including schools and tertiary education organisations.

Applications for consent to assess must be made on-line through the secure extranet at <https://secure.nzqa.govt.nz/for-partners/sia-login.do>

5.1 Applications for consent to assess

The following section explains the requirements for organisations seeking consent to assess in a range of situations.

National Certificates in Educational Achievement (NCEAs)

There are specific requirements for organisations, including schools and tertiary education organisations seeking consent to assess for achievement standards leading to the National Certificates in Educational Achievement. Information is available on the NZQA website.

Schools

Where a school seeks an initial consent to assess or to extend its consent beyond base scope, it must submit an application stating the scope of the consent sought. Information on the requirements for schools is available on the NZQA website.

If the application relates to unit standards, it must also include evidence from the standard setting body of the school's ability to meet the consent and moderation requirements.

Tertiary education organisations

All tertiary education organisations (including an industry training organisation where it is not the standard setter) applying for consent to assess must submit a self-assessment report that answers the evaluation question and provides information and evidence:

- The education organisation has met the consent requirements specified in the CMR. These may relate to requirements for:
 - particular skills and knowledge of teachers and assessors
 - any special resources required for assessing against the standards
 - learner access to resources
 - practical experience.
- Confirmation from the relevant standard setting body that the education organisation has the ability to meet the consent and moderation requirements specified in the CMR.

Education providers - where the application is not linked with an application for accreditation

Where the application is not associated with a related application for accreditation to provide an approved programme or a training scheme approval, the self-assessment report must also:

- explain how the scope of the consent to assess fits with the education organisation's overall business planning, education delivery and assessment intentions
- include evidence on the organisation's ability to design, deliver and assess study or training, particularly in respect of the standards in the application.

In particular, the education provider needs to demonstrate it has sufficient capability and physical, teaching, learning and other resources to assess the standards and meet reporting requirements. This includes experience of teaching staff, teaching and learning facilities and learner support services.

Reporting requirements include reporting assessment information to learners and external agencies as well as reporting credits to NZQA within three months of assessment.

Some of this information may already be covered in meeting the specific consent requirements.

5.2 Meeting specific consent requirements

Process for getting standard setting body confirmation

The standard setting body states the process and reasons for the education organisation to demonstrate how it will meet the industry or sector specific requirements. A clear justification is required if the requirements include site approval of the education organisation.

Particular skills and knowledge of teachers and assessors

Information includes a description of the skills, knowledge and experience of relevant teachers and assessors or how the education organisation intends to obtain and maintain these.

Any special resources required for assessing against the standards

Consent requirements may specify specialised equipment required for both learning and assessment against specific standards. The education organisation needs to include details of its arrangements for access to specialised equipment. This may include evidence of

purchase and maintenance, memoranda of understanding with an owner or other suitable arrangements.

Learner access to resources

Where consent requirements specify access to particular resources, the education organisation needs to clearly identify the arrangements for its learners.

Practical experience

Consent requirements may specify practical experience the learner needs to undertake. The education organisation needs to include in its application details of the arrangements for how it will meet this requirement.

6. Agreements between organisations

6.1 Sub-contracting

An education organisation can arrange for another organisation or individual to deliver education and assess standards on their behalf. This is deemed to be a sub-contracting arrangement.

This requirement does not apply to an industry training organisation that appoints and uses registered assessors to assess in its gazetted area of coverage.

There are different requirements when an education organisation engages a sub-contractor depending on whether the sub-contractor involved holds a consent for the standards to be assessed.

If the education organisation proposes to use a sub-contractor, and both have consent to assess, then the education organisation should notify NZQA of the arrangement prior to the assessment being undertaken.

If the education organisation has been granted consent to assess, but the sub-contractor does not hold a consent to assess these particular standards, the education organisation must apply to NZQA for approval to engage the sub-contractor and provide the following information:

- the name of the sub-contractor
- the assessment standards to be assessed under the arrangement
- the reason for the proposed sub-contracting arrangement
- a copy of the sub-contracting arrangement between the education organisation and the sub-contractor
- evidence of internal quality assurance approval by the education organisation, through an Academic Board or similar facility.

The sub-contracting arrangement must specify:

- the names of the parties to the arrangement
- the term of the arrangement
- procedures for resolving any differences which might arise between the parties to the arrangement
- compliance with the arrangement and NZQA rules
- the ongoing monitoring of the arrangement and delivery
- assessment and moderation arrangements

- provision of resources (both physical and human resources)
- arrangements for maintaining and reporting student academic records
- a clear process for reviewing and terminating the arrangement, and
- procedures for protecting learners if the arrangement is terminated.

Criteria for approving sub-contracting arrangements

NZQA will grant approval to an application where it is satisfied that it meets the requirements of the relevant Rules in all sub-contracting arrangements:

- The education organisation remains responsible for the sub-contractor meeting all of the obligations that are relevant to the consent, including all relevant obligations in the Education Act 1989 and rules made under section 253 of the Act.
- There is a formal documented arrangement between the education organisation and the sub-contractor that includes provisions to ensure that NZQA is able to exercise its quality assurance and enforcement powers, and functions in relation to the sub-contractor's provision of the training scheme.
- The information and advertising for the assessment of standards related to the consent must clearly state that it is provided through a sub-contracting arrangement.
- All student enrolments are through the education organisation, which must also maintain academic information.
- The education organisation holding the consent will report credits for the learners and pay the relevant credit reporting fee.

7. Rules and legislation for consent to assess

NZQA Rules are made under section 253 of the Education Act 1989, which gives NZQA the authority to make rules for the quality assurance processes for which it is responsible. Consent to Assess is required under section 252 of the Act.

Consent to assess against standards on the Directory of Assessment Standards Rules 2011 are the NZQA rules covering the granting of consent to assess. These rules can be found at <http://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/standards-and-assessment-rules/consent-to-assess/>

8. Glossary

Term	Description
<i>Achievement standard</i>	A coherent set of learning outcomes and associated assessment criteria, together with technical and management information that supports delivery and assessment; achievement standards specify three different standards of performance and the method of assessment, which may include national external assessment.
<i>Assessment standard</i>	The collective term for unit standards and achievement standards listed on the NZQA Directory of Assessment Standards.
<i>Industry training organisation</i>	A body recognised by the Tertiary Education Commission under the Industry Training Act 1992 as having responsibility for setting standards and arranging the delivery of industry training for a specific industry or area of industry identified in a Tertiary Education Commission gazette notice.
<i>New Zealand certificate or diploma</i>	A qualification that meets the requirements for listing on the NZQF at Levels 1-6 or a Level 7 Diploma.
<i>Programme (approved)</i>	An approved programme is a coherent arrangement of learning or training that is based on clear and consistent aims, content, outcomes and assessment practices, which leads to a qualification listed on the NZQF.
<i>Qualification</i>	Formal certification for a given purpose of the achievement of specified learning outcomes to a given standard.
<i>Quality assurance body</i>	NZQA or New Zealand Vice-Chancellors' Committee (also known as Universities New Zealand).
<i>Stakeholders</i>	Individuals, groups, or organisations with an interest (or 'stake') in the outcomes of the learning and assessment.
<i>Standard setting body</i>	A designated body responsible for developing assessment standards to be listed on the Directory of Assessment Standards.
<i>Tertiary education provider</i>	All or any of the following: <ul style="list-style-type: none"> • an institution (i.e. a polytechnic, institute of technology, technical institute, community college, specialist college, university, wānanga) • a registered establishment (i.e. private training establishment that has been granted registration by NZQA) • a government training establishment • any other person or body that provides, or proposes to provide, tertiary education and that is funded through non-departmental output classes from Vote Education (e.g. adult and community education providers).
<i>Education organisation</i>	An education organisation is any of a tertiary education provider (as above), an industry training organisation, or a New Zealand school.
<i>Unit standard</i>	A coherent set of outcomes and associated performance criteria, together with technical and management information used to inform assessment. Each standard has a defined credit value, and a level, reflecting the complexity of the skills and knowledge recognised by the standard.

