



NEW ZEALAND QUALIFICATIONS FRAMEWORK
TE TAURA HERE TOHU MĀTAURANGA O AOTEAROA

The New Zealand
Qualifications Framework



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Requirements
for listing and maintaining qualifications
on the
New Zealand Qualifications Framework
Te Taura Here Tohu Mātauranga o Aotearoa

**This document replaces the policy document formerly associated with the
New Zealand Register of Quality Assured Qualifications.**

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Section 1. The New Zealand Qualifications Framework

Te Taura Here Tohu Mātauranga o Aotearoa

In 2009, the New Zealand Qualifications Authority (NZQA) Board agreed to develop the New Zealand Qualifications Framework (NZQF) as a single unified framework to replace the New Zealand Register of Quality Assured Qualifications (the Register) and the National Qualifications Framework. The NZQF has been developed under section 253(1)(c) of the Education Act 1989.

Established 1 July 2010, the NZQF 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

This policy document outlines the general requirements for designing, developing and listing a qualification on the NZQF.

Searching the NZQF

The NZQF contains a comprehensive list of all quality assured qualifications in New Zealand. Learners and employers, both here and overseas, can search the NZQF online for accurate and current information on quality assured qualifications.

The following information is available on all qualifications listed on the NZQF:

- the title, type and level of the qualification
- the credit value of the qualification
- the outcome statement (graduate profile, education and employment pathways or contribution to the community)
- the subject area of the qualification
- whether the qualification is current, expiring or discontinued
- qualification review date
- details on the qualification developer.

NZQF users can compare different qualifications and see which providers are offering them. This assists learners when making decisions on which qualifications to undertake, and when, and where.

The NZQF clearly states a qualification's level of complexity and the kinds of skills a learner could expect to gain by completing that qualification. There is also information on pathways between lower and higher level qualifications in the same subject. This is important for learners when making decisions on the level and type of qualification required for employment or further study.

Ongoing development of the NZQF

The NZQF will continue to evolve over time. Starting in 2011, existing qualifications at levels 1 to 6 will be subject to a review. The reviews will result in a reduction in the number of similar qualifications on the NZQF and align reviewed qualifications to the requirements for listing qualifications at levels 1 to 6 on the NZQF.

New and reviewed qualifications at levels 1-6 listed on the NZQF will have 'New Zealand' in the title of the qualification. The use of New Zealand indicates that the qualification is a quality-assured New Zealand qualification. The use of 'National' or a provider name in a qualifications title is being phased out as qualifications are reviewed. 'National' will be used to distinguish secondary school qualifications at levels 1-3, namely, National Certificates of Educational Achievement.

Additionally, all new qualifications at levels 1 to 6 will be subject to ongoing reviews to ensure qualification developers keep their qualifications up-to-date and fit-for-purpose. The status of a qualification will be updated following a review.

Section 2. Quality assurance arrangements

There are two quality assurance bodies responsible for approving qualifications in New Zealand. These bodies are also responsible for the quality that underpins the delivery of qualifications.

NZQA is responsible for quality assuring all non-university tertiary education organisations, and approves qualifications developed by these organisations. It delegates quality assurance for institutes of technology and polytechnics (ITPs) to ITP Quality.

The New Zealand Vice-Chancellors' Committee also known as Universities New Zealand, is responsible for quality assuring all universities, and approves qualifications developed by these organisations.

Qualification developers must seek qualification approval from the relevant quality assurance body. All qualifications must be consistent with the general listing requirements outlined in Section 3. Qualifications at levels 1 to 6 must also meet the requirements outlined in Section 4, in order to be listed on the NZQF.

Section 3. General listing requirements for qualifications at levels 1 to 10 on the NZQF

All qualifications listed on the NZQF:

- are subject to quality assurance
- will have the qualification title and details publicly available
- are defined by a qualification type and level
- are allocated a credit value
- will have a subject area classification.

Qualification types and levels¹

All quality assured qualifications listed on the NZQF fit into a qualification type. Each qualification type is defined by an agreed set of criteria which includes the level at which the qualification is listed and the number of credits required at each level. The definitions for qualification types are provided in Appendix A.

The NZQF has ten levels. The level descriptors are provided in Appendix B. Levels are based on complexity, with level one the least complex and level ten the most complex. All qualifications on the NZQF are assigned one of the ten levels. It is possible for qualifications to include credit achieved at levels above and below the overall level at which the qualification is listed.

Table 1: Level descriptors and qualification types on the NZQF

Level	Naming sequence
10	Doctorates
9	Masters Degrees
8	Postgraduate Diplomas and Certificates, Bachelors Degrees with Honours
7	Bachelors Degrees, Graduate Diplomas, Graduate Certificates
6	Diplomas
5	
4	Certificates
3	
2	
1	

Outcome statements

All qualifications listed on the NZQF contain outcome statements which describe the knowledge, skills and attributes of a graduate. This is useful for prospective

¹ Qualification type definitions and level descriptors are currently being revised. These will be included in an updated policy document early in 2011

employers and other tertiary education organisations, and for comparing qualifications. Different learners will achieve the outcomes in different ways, so outcome statements are an indicator of the minimum achievement expected from a qualification.

Each outcome statement must include information on:

- **Graduate profiles** that identify the expected learning outcomes of a qualification. This is captured in notions of what a learner will know and be able to do when they achieve the qualification.
- **Education pathways** that identify other qualifications that a graduate can enrol into after completing this qualification. Where qualifications are standalone, and do not prepare graduates for further study, the outcome statement should make this clear.
- **Employment pathways** or contribution to the community that identify the areas in which a graduate may be qualified to work, or the contribution they may make to their community.

Credit value

All qualifications on the NZQF have a credit value. The credit value relates to the amount of learning in the qualification.

In determining the amount of learning in a qualification, a qualification developer estimates how long it would typically take a person to achieve the stated outcomes in the context specified and to demonstrate that achievement through assessment. This determines the credit value for a qualification. One credit is equal to ten notional learning hours.

Notional learning hours include:

- direct contact time with teachers and trainers ('directed learning')
- time spent in studying, doing assignments, and undertaking practical tasks ('self-directed' or 'on-task' learning)
- time spent in assessment.

A qualification developer must be able to explain any significant variance in credit values in relation to similar qualifications. Reviews of qualifications and programmes should include an evaluation of the notional learning hours originally estimated.

For government funding purposes, a full-time single year programme is equal to 120 credits. However, the credit system allows for a range of ways for structuring programmes, which is not limited by the concept of a single year programme measure.

Subject area classifications

All qualifications on the NZQF are assigned a six-digit code from the New Zealand Standard Classification of Education (NZSCED) classification system. The NZSCED classifies a qualification into a subject area, which can be used when searching for qualifications in an area of interest. Information about the NZSCED classification system is available from the Ministry of Education website at www.minedu.govt.nz.

Section 4. Specific requirements for listing NZQF qualifications at levels 1 to 6

The following listing requirements have been developed by NZQA for listing qualifications at Levels 1-6 on the NZQF. The requirements exclude university qualifications at these levels.

Applying to list a qualification on the NZQF

- LR1. A qualification developer seeking to list a qualification on the NZQF must apply to NZQA in two distinct stages and meet the requirements for:
1. pre-development approval must include all requirements specified in LR2 (a – h, and l)
 2. final approval and listing a qualification must include all requirements in LR2 (a – l).
- LR2. To be listed on the NZQF, a qualification must contain the following information that meets the requirements of the specified listing requirement:
- a. title (LR3 – 5)
 - b. qualification type (LR6)
 - c. level (LR7)
 - d. credits (maybe a range within defined parameters) (LR8)
 - e. New Zealand Standard Classification of Education (NZSCED) code (LR9)
 - f. name and legal status of the qualification developer (LR10)
 - g. a statement of strategic purpose (LR11)
 - h. a qualification outcome statement (LR12)
 - i. award of the qualification (LR13 – 14)
 - j. period for review (LR15)
 - k. a specification which contains mandatory and optional conditions for programmes leading to the award of the qualification (LR16 – 18)
 - l. stakeholder support for the qualification (LR19 – 21).

Qualification title

- LR3. A qualification listed on the NZQF must have a title where the generic stem of the title begins with the legally protected term ‘New Zealand’, followed by its qualification type and is completed by a designator, which identifies its main discipline or subject field. The title may include other qualifiers, such as optional discipline, level and focus qualifiers.
- LR4. Qualification titles may include strands that recognise achievement of specialities.
- LR5. Names of trademarked products, training and assessment material, tertiary education organisations, or commercial organisations are not permissible terms within the title.

Qualification type, level, credits and classification

- LR6. Specify the qualification type in accordance with the relevant qualification type definition.
- LR7. Specify the level on the NZQF of the qualification in accordance with the relevant level descriptor.
- LR8. Specify the number of credits required to complete the qualification where one credit is equivalent to 10 hours notional learning.
- LR9. Assign a 6-digit NZSCED classification code.

Qualification developer

- LR10. A qualification must be developed by an organisation that NZQA accepts as a legal entity.

Statement of strategic purpose

- LR11. The statement of strategic purpose clearly states the qualification's use and relevance to learners, industry and the communities. It is developed from identification of the need for the qualification and must demonstrate the qualification is substantially different to other qualifications listed on the NZQF.

Qualification outcome statement

- LR12. The qualification clearly and concisely states information about its outcomes. It contains a graduate profile that clearly describes the skills, knowledge and application within outcome statements and expected education and employment pathways or contribution to the community resulting from achievement of the qualification.

Award of NZQF qualifications at levels 1 to 6

- LR13. NZQF qualifications at levels 1 to 6 may be awarded by NZQA, the qualification developer, the programme owner, the industry training organisation arranging training leading to the qualification in the industry for which it is recognised under section 5 of the Industry Training Act 1992; or by any education provider accredited under section 259 of the Education Act 1989 to deliver a programme leading to the qualification.
- LR14. The formal document certifying the award of an NZQF qualification bears the NZQF logo, which indicates the qualification is quality assured in New Zealand, and the name or logo of the qualification developer or other awarding body.

Period of review

- LR15. The qualification must be regularly reviewed to maintain ongoing usefulness and relevance. The qualification developer specifies the period for the review, which must be no longer than five years after listing the qualification on the NZQF or the previous review.

Specification

- LR16. The qualification specification contains mandatory and optional conditions for programmes leading to the award of the qualification. The qualification must

normally be able to be delivered in a range of contexts and achieved through a range of pathways.

LR17. Mandatory conditions include:

- quality assurance arrangements to ensure consistency of outcomes in the graduate profile
- arrangements for credit transfer and recognition of prior learning
- pre-requisites to meet regulatory body or legislative requirements such as for health and safety (where applicable)
- critical standards from the Directory of Assessment Standards, or regulatory body or industry standards, mapped to outcomes in the graduate profile (where applicable)
- strands that provide for specialties, in addition to a common core of skills, knowledge and application (where applicable)
- the minimum standard of achievement and standards for grade endorsements such as merit or excellence (where applicable).

LR18. Optional conditions may include:

- entry requirements including pathways, minimum literacy level
- structure of the programme, including the sequence of critical standards or graduate profile outcomes
- the context for delivery or assessment
- other requirements such as the maximum time for completion and practicum.

Evidence of stakeholder involvement and support

LR19. Individuals and/or organisations with an interest or ‘stake’ in the outcome of the qualification must confirm the need at a national level for the qualification and participate in and endorse the qualification outcomes.

LR20. Mandatory stakeholders include the industry training organisations with gazetted coverage, or other standard setting bodies, regulatory bodies, and the education providers who may or are currently delivering a programme leading to the qualification. Where there is not a standard setting body, stakeholders must include relevant community, industry, employer or professional groups.

LR21. Where the qualification developer can show exceptional circumstances, NZQA may waive the requirements of LR19.

Appendix A: Qualification types

NB *The following definitions for qualification types are currently being revised and will be included in an updated policy document early in 2011.*

Certificate

Certificates may be used in a wide range of contexts across all levels, up to and including level 7, and are often used to prepare candidates for both employment and further education and training.

‘National Certificates’ (certificates approved to use the term ‘National’) recognise skills and knowledge that meet nationally endorsed standards (unit and achievement standards).

National Certificates may be gained in a wide range of areas. They include the NCEA and National Certificates recognising achievement in a wide variety of industries and subjects.

Some National Certificates automatically recognise credits from provider-developed qualifications, as outlined by the qualification regulations.

Credit requirements

A Certificate must comprise a minimum of 40 credits at levels 1 to 7.

The level of a Certificate is determined by beginning with the highest level credits and counting back until a total of 40 credits is reached. The level at which the total of 40 is reached determines the level of the Certificate.

Diploma

Diplomas often prepare learners for self-directed application of skills and knowledge. These qualifications often build on prior qualifications or experience, and recognise capacity for initiative and judgement:

- across a broad range of educational and vocational areas
- in technical, professional, and/or management roles.

‘National Diplomas’ (diplomas approved to use the word ‘National’) recognise skills and knowledge meeting nationally set standards (unit and achievement standards). Some National Diplomas automatically recognise credit from provider-developed qualifications as outlined by the qualification regulations.

Credit requirements

A Diploma must:

- be registered at level 5, 6 or 7, with the top 72 credits defining the level at which it can be registered, and
- have at least 120 of all credits contributing to the qualification at level 4 or above.

The level of a Diploma is determined by beginning with the highest level credits and counting back until a total of 72 credits is reached. The level at which the total of 72 is reached determines the level of the Diploma.

Bachelor Degree

A Bachelor Degree is defined as a systematic and coherent introduction to the knowledge, ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major).

It requires meeting specified requirements, as set down in the relevant degree regulations, and involves at least one sequential study programme in which content is progressively developed to the point where a candidate is prepared for postgraduate study and supervised research. It prepares a candidate for advanced study, as well as directed research and scholarship, in the major subject(s) of the degree.

Bachelor degree programmes are taught mainly by people engaged in research; and emphasise general principles and basic knowledge as the basis for self-directed work and learning. See section 254 of the Education Act 1989.

Entry

A programme of study leading to a Bachelor Degree builds on prior study, work or experience, and is open to those who have met the specified entrance requirements.

Outcomes

A graduate of a Bachelor Degree programme is able to:

- demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major)
- demonstrate the skills needed to acquire, understand and assess information from a range of sources
- demonstrate intellectual independence, critical thinking and analytical rigour
- engage in self-directed learning
- demonstrate communication and collaborative skills.

Credit requirements

A Bachelor Degree requires a minimum of 360 credits from levels 4 to 7. Some Bachelor Degrees, notably in professional fields such as engineering, the health sciences and law, encompass additional credits and may require a longer period of study. For example, an eight-semester (four-year) degree would normally be equivalent to 480 credits.

Of the credits required for a Bachelor Degree, a minimum of 72 credits should be at level 7. A maximum of 20 credits should be at level 4, so that the integrity of the qualification at the higher levels is maintained².

The degree should specify a spread of credit across levels, so that the qualification reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.

² Programme to course

Relationship with other qualifications

A person who holds a Bachelor Degree may be able to enrol for the Postgraduate Diploma or the Masters Degree.

Graduate Certificate

A Graduate Certificate is designed primarily as a vehicle for degree graduates to pursue further study at an undergraduate level. The Graduate Certificate can be designed as a bridging programme for candidates developing educational, professional or vocational knowledge in a new discipline, profession or subject area and/or as a broadening or deepening of skills or knowledge already gained in an undergraduate programme.

Entry

Entry is open to degree graduates. However, those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind may be granted admission.

Outcomes

A person with a Graduate Certificate is able to:

- acquire and possess knowledge, analyse and solve problems, work and study independently
- demonstrate intellectual independence, analytical rigour and sound communication skills.

Credit requirements

The Graduate Certificate:

- is registered at level 7 and requires a minimum of 40 credits at level 7, and
- requires a minimum of 60 credits from levels 5 or above.

Relationship with other qualifications

The Graduate Certificate may provide an entry point to postgraduate study.

Graduate Diploma

A Graduate Diploma is designed as a vehicle for degree graduates to pursue further study at an undergraduate level. The programme can be designed to broaden knowledge and skills in a familiar subject or discipline, or develop knowledge in a new area.

Entry

Entry is open to degree graduates. However, those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind may be granted admission.

Outcomes

A person with a Graduate Diploma is able to:

- engage in self-directed learning and advance study, and

- demonstrate intellectual independence, analytical rigour, and the ability to understand and evaluate new knowledge and ideas.

Credit requirements

A Graduate Diploma:

- is registered at level 7 and requires a minimum of 72 credits at level 7; and
- requires a minimum of 120 credits from levels 5 or above.

Relationship with other qualifications

A Graduate Diploma may provide the basis for postgraduate study.

Bachelor Honours Degree

A Bachelor Honours Degree recognises distinguished study at an advanced level, and may be either a 480-credit degree that requires a particular level of achievement, or a discrete 120-credit degree following a Bachelor Degree.

The award of honours recognises outstanding achievement, meritorious achievement or a pass in papers that include the highest 120 credits of the degree. These may be termed first class honours, second class honours: first or second divisions, and third class honours.

Entry requirements

Entry to honours study is normally based on achievement of above average performance in the credits that are relevant to the proposed honours study.

Outcomes

A graduate of a Bachelor Honours Degree is able to:

- engage in self-directed learning and advanced study
- demonstrate intellectual independence, analytic rigour, and the ability to understand and evaluate new knowledge and ideas
- demonstrate the ability to identify topics for original research, plan and conduct research, analyse results, and communicate the findings to the satisfaction of subject experts.

Credit requirements

A minimum of 120 credits at level 8, with a research component that represents at least 30 credits at that level.

Relationship with other qualifications

Achieved to an appropriate standard, a Bachelor Honours Degree will prepare graduates for consideration for entry to doctoral studies.

Note:

Where the honours degree is a 480-credit (or more) programme, it must provide an exit point at the end of the study that meets the requirements for a Bachelor Degree.

Some honours degrees (for example Bachelor of Laws with Honours) approved prior to 1 January 2006 have a minimum of 60 credits at level 8. These qualifications will be grand-parented under previous rules.

Research in the context of a Bachelor Honours Degree develops a student's ability to design and undertake a project under supervision, and to report on this in an appropriate form. It sharpens the student's analytical and communication skills and provides a supported introduction to planning, conducting and reporting on the type of independent research that may be undertaken at higher levels.

Postgraduate Certificate

A Postgraduate Certificate involves credits from a specified subject and, where appropriate, its associated areas. It serves as a qualification recognising continuing professional development in the same area as the candidate's original degree.

A candidate will normally have completed all requirements of a Bachelor Degree or, in special circumstances, a Bachelor Degree with Honours. The Postgraduate Certificate is designed to extend and deepen a candidate's knowledge and skills through formal instruction and directed inquiry.

Entry

Postgraduate Certificates require a Bachelor Degree in a cognate subject or relevant skills and knowledge acquired through appropriate work or professional experience.

Outcomes

A graduate of a Postgraduate Certificate programme is able to:

- acquire and assess knowledge, analyse and solve problems, work and study independently; and
- demonstrate intellectual independence, analytical rigour and sound communication.

Credit requirements

The Postgraduate Certificate requires a minimum of 60 credits at level 8.

Relationship with other qualifications

A Postgraduate Certificate provides the basis for further postgraduate study.

Postgraduate Diploma

A Postgraduate Diploma is designed to extend and deepen a candidate's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree. It provides a candidate with a systematic and coherent survey of current thinking and research in a particular body of knowledge, and may include instruction in the relevant research methodologies.

Entry

A candidate for the Postgraduate Diploma in a specified subject or, where appropriate, a related area will normally have completed all requirements of the relevant Bachelor Degree. A provider may also admit to a programme leading to the Postgraduate Diploma a person who has completed all requirements of the Bachelor Degree with

Honours in a related subject, or who is deemed to have acquired the relevant skills and knowledge through appropriate work or professional experience.

Outcomes

A graduate of a Postgraduate Diploma programme is able to:

- engage in self-directed learning and advanced study
- demonstrate intellectual independence, analytical rigour, and the ability to understand and evaluate new knowledge and ideas
- demonstrate the ability to identify topics for original research, plan and conduct research, analyse results and communicate the findings to the satisfaction of subject experts.

Credit requirements

The Postgraduate Diploma requires a minimum of 120 credits from levels 7 and above, with a minimum of 72 credits from level 8.

Relationship with other qualifications

A Postgraduate Diploma may be awarded with distinction. It prepares a candidate for independent research and scholarship in the principal subject of the diploma. A person who holds a Postgraduate Diploma may be enrolled for a Masters Degree or a Doctoral Degree.

Masters Degree

Masters Degrees are constituted in one discipline or coherent programme of study. They may be undertaken by taught courses or research or by a combination of both. Masters degrees usually build on undergraduate degrees, bachelor with honours degrees or postgraduate diplomas. They may also build on extensive professional experience of an appropriate kind. The outcomes of Masters Degrees are demonstrably in advance of undergraduate study, and require students to engage in scholarship and/or research.

Structure of Masters Degrees

Masters Degrees are structured in three principal ways:

1. By thesis or primarily by thesis

Entry to a Masters Degree by thesis is normally based on a Bachelor Degree with Honours or a postgraduate diploma in the same field of study. The degree consists of a research project that is presented in the form of a thesis, dissertation, substantial research paper or creative work, worth at least 90 credits.

2. By coursework and thesis

Entry to a Masters Degree by coursework and thesis is normally based on an undergraduate degree in the same field of study. The degree includes a thesis, dissertation, substantial research paper or creative work worth at least 90 credits and may include up to 150 credits of coursework.

3. By coursework only

Entry to a Masters Degree by coursework worth 120 to 240 credits is normally based on an undergraduate degree. The degree is achieved through coursework consisting of courses, project work and research in varying combinations. It may build on undergraduate study in the same academic field, or it may build on the more generic graduate attributes of an undergraduate degree in other fields, or in some cases on relevant professional experience. Masters Degrees that build on generic attributes and/or experience (often called 'conversion masters') are usually in professional fields and are recognised as appropriate professional preparation by the industry concerned.

Entry

Providers of courses leading to Masters Degrees are responsible for establishing entry requirements. The minimum entry qualification for a 240-credit Masters Degree is a Bachelor Degree or equivalent. For a Masters Degree of fewer than 240 credits, normally the minimum entry qualification is a Bachelor Degree with Honours or a Postgraduate Diploma or undergraduate degree followed by relevant professional experience.

Admission as a candidate for a Masters Degree is based on the evaluation of documentary evidence (including the academic record) of the applicant's ability to undertake postgraduate study in a specialist field of enquiry or professional practice. The candidate must have attained, through formal study, professional or other experience, a high order of knowledge about the principal subject(s), and have demonstrated interest in, and an aptitude for, scholarship.

An applicant who holds either a Bachelor Degree with Honours or a Postgraduate Certificate or Postgraduate Diploma may be exempted from all or some of the taught courses.

Outcomes

A graduate of a Masters Degree programme is able to:

- show evidence of advanced knowledge about a specialist field of enquiry or professional practice
- demonstrate mastery of sophisticated theoretical subject matter
- evaluate critically the findings and discussions in the literature
- research, analyse and argue from evidence
- work independently and apply knowledge to new situations
- engage in rigorous intellectual analysis, criticism and problem-solving.

If a Masters Degree includes a component of supervised research of not fewer than 30 credits, the graduate is also able to:

- demonstrate a high order of skill in the planning, execution and completion of a piece of original research, and
- apply research skills learned during the study programme to new situations.

The research should be completed to *internationally-recognised* standards and demonstrate that the graduate has a capacity for independent thinking.

Credit requirements

The Masters Degree is at least 240 credits, except where it builds on four years of prior study at Bachelor Degree level or above, in which case it can be fewer than 240, but no fewer than 120, credits.

The Masters Degree must comprise a minimum of 40 credits at level 9 with the remainder at level 8.

Relationship with other qualifications

A person who holds a Masters Degree achieved to an appropriate standard, and including a research component of at least 30 credits, may be considered for admission to a programme of advanced study and/or original research leading to a Doctoral Degree.

Doctoral Degree

These definitions should be considered in conjunction with the accreditation and approval processes outlined in the NZQA publication *Approval and Accreditation of Courses leading to Degrees and Related Qualifications* (2010) and the NZVCC publication *CUAP: Functions and Procedures*.

Definition of Doctoral Degree

The Doctoral Degree is a research degree that is at a significantly higher level and of significantly higher status than a Masters Degree. It is normally the culmination of a structured sequence of instruction at educational institutions that begins at the bachelor level, and reaches a stage beyond the Masters Degree when the student becomes an increasingly independent scholar by making a substantial and original contribution to knowledge.

For the PhD/DPhil and the named doctorate, the development takes place under the guidance of recognised experts in the field of study and under circumstances that allow the student access to appropriate research resources.

The doctorate is awarded on the basis of an original and substantial contribution to knowledge as judged by independent experts applying contemporary international standards. The hallmark will be the candidate's capacity for substantial independent research or creative activity as attested (for the PhD/DPhil and the named doctorate) by his/her educational institution and/or as demonstrated by submitted work.

The major component of all doctorates is original research. The body of work that leads to the award of a doctorate will be one of the following:

- a thesis (the PhD/DPhil)
- creative work in the visual or performing arts (the PhD/DPhil)
- a thesis or equivalent creative work in combination with coursework (the named doctorate)

- a thesis in combination with a creative work in the visual or performing arts (the named doctorate)
- published work (the higher doctorate).

Credit requirements

A Doctoral Degree requires at least 240 credits worth of advanced research at level 10.

The following types of Doctoral Degree are recognised:

Doctorate of Philosophy (PhD/DPhil)

A thesis constitutes the entire body of work on which the award of the qualification will be judged. Coursework may also be prescribed for the student, but this will only contribute to the preparation for research and acceptance into the doctoral programme. Students in the visual or performing arts may present a creative work in the place of the thesis.

Doctorate in a specified field or discipline – the named doctorate (e.g. EdD or the DMus)

For a doctorate in a specified field, coursework may contribute to the assessed programme of study, but research and its associated thesis must occupy at least two full-time academic years and contribute not less than two-thirds of the overall credit for the degree.

The coursework, which is to be at a standard in advance of that expected for a masterate paper, must be part of a coherent programme with the research work, and should normally cover no more than one full-time academic year.

A candidate for a named doctorate must gain a passing grade in both the coursework and the thesis or its creative work equivalent.

Higher Doctorate (e.g. the DSc or the DLitt)

Higher Doctorates are awarded for independent work of special excellence, as judged by leading international experts, which is completed before a person makes an application to enrol for the degree. Candidates will normally be expected to have completed at least ten years of independent work and to have published extensively.

Publication will normally be in scholarly books and/or in reputable international journals. Candidates in the visual or performing arts will have made equally outstanding contributions in their creative work.

APPENDIX B: Level descriptors

NB: The following level descriptors are currently being revised and will be included in an updated policy document early in 2011.

Level	Process	Learning demand	Responsibility
1	Carry out processes that: <ul style="list-style-type: none"> • are limited in range • are repetitive and familiar • are employed within closely defined contexts 	Employing: <ul style="list-style-type: none"> • recall a narrow range of knowledge and cognitive skills • no generation of new ideas 	Applied: <ul style="list-style-type: none"> • in directed activity • under close supervision • with no responsibility for the work or learning of others
2	Carry out processes that: <ul style="list-style-type: none"> • are moderate in range • are established and familiar • offer a clear choice of routine responses 	Employing: <ul style="list-style-type: none"> • basic operational knowledge • readily available information • known solutions to familiar problems • little generation of new ideas 	Applied: <ul style="list-style-type: none"> • in directed activity • under general supervision and quality control • with some responsibility for quantity and quality • with possible responsibility for guiding others
3	Carry out processes that: <ul style="list-style-type: none"> • require a range of well developed skills • offer a significant choice of procedures • are employed within a range of familiar contexts 	Employing: <ul style="list-style-type: none"> • some relevant theoretical knowledge • interpretation of available information • discretion and judgement • a range of known responses to familiar problems 	Applied: <ul style="list-style-type: none"> • in directed activity with some autonomy • under general supervision and quality checking • with significant responsibility for the quantity and quality of output • with possible responsibility for the output of others

Level	Process	Learning demand	Responsibility
4	Carry out processes that: <ul style="list-style-type: none"> • require a wide range of technical or scholastic skills • offer a considerable choice of procedures • are employed in a variety of familiar and unfamiliar contexts 	Employing: <ul style="list-style-type: none"> • a broad knowledge base incorporating some theoretical concepts • analytical interpretation of information • informed judgement • a range of sometimes innovative responses to concrete but often unfamiliar problems 	Applied: <ul style="list-style-type: none"> • in self-directed activity • under broad guidance and evaluation • with complete responsibility for quantity and quality of output • with possible responsibility for the quantity and quality of the output of others
5	Carry out processes that: <ul style="list-style-type: none"> • require a wide range of specialised technical or scholastic skills • involve a wide choice of standard and non-standard procedures • are employed in a variety of routine and non-routine contexts 	Employing: <ul style="list-style-type: none"> • a broad knowledge base with substantial depth in some areas • analytical interpretation of a wide range of data • the determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements 	Applied: <ul style="list-style-type: none"> • in self-directed and sometimes directive activity • within broad general guidelines or functions • with full responsibility for the nature, quantity and quality of outcomes • with possible responsibility for the achievement of group outcome
6	Carry out processes that: <ul style="list-style-type: none"> • require a command of wide-ranging highly specialised technical or scholastic skills • involve a wide choice of standard and non-standard procedures, often in non-standard combinations 	Employing: <ul style="list-style-type: none"> • specialised knowledge with depth in more than one area • the analysis, reformatting and evaluation of a wide range of information • the formulation of appropriate responses to resolve both concrete and abstract problems 	Applied: <ul style="list-style-type: none"> • in managing processes • within broad parameters for defined activities • with complete accountability for determining and achieving personal and/or group outcomes

Level	Process	Learning demand	Responsibility
	<ul style="list-style-type: none"> are employed in highly variable routine and non-routine contexts 		
7	<p>Carry out processes that:</p> <ul style="list-style-type: none"> require a command of highly specialised technical or scholastic and basic research skills across a major discipline involve the full range of procedures in a major discipline are applied in complex, variable and specialised contexts 	<p>Requiring:</p> <ul style="list-style-type: none"> knowledge of a major discipline with areas of specialisation in depth the analysis, transformation and evaluation of abstract data and concepts the creation of appropriate responses to resolve given or contextual abstract problems 	<p>Applied:</p> <ul style="list-style-type: none"> in planning, resourcing and managing processes within broad parameters and functions with complete accountability for determining, achieving and evaluating personal and/or group outcomes
8	<p>Involves skills and knowledge that enable a learner to:</p> <ul style="list-style-type: none"> provide a systematic and coherent account of the key principles of a subject area; and undertake self-directed study, supervised research and scholarship in a subject area, demonstrating intellectual independence, analytic rigour and effective communication 		
9	<p>Involves skills and knowledge that enable a learner to:</p> <ul style="list-style-type: none"> apply that knowledge, understanding, and problem-solving ability in new or unfamiliar environments, commonly through research or scholarship; and demonstrate mastery of sophisticated theoretical subject matter, including the ability to integrate knowledge and handle complexity; and communicate conclusions, and the knowledge and rationale underpinning these, commonly by way of a thesis, dissertation, report, or creative work 		
10	<p>Involves skills and knowledge that enable a learner to:</p> <ul style="list-style-type: none"> Provide an original contribution to knowledge through research or scholarship, as judged by independent experts, applying international standards 		