

The New Zealand Register
of Quality Assured Qualifications



NEW ZEALAND QUALIFICATIONS

AUTHORITY



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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of Quality Assured Qualifications



The introduction of the Register has been a major step forward for New Zealand. It provides a comprehensive list of all quality assured qualifications in New Zealand and enhances New Zealand's capacity to benchmark qualifications internationally.

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SECTION ONE

INTRODUCTION

The New Zealand Qualifications Authority (NZQA) was established in 1990 with a key function of having an overview of qualifications in compulsory and post-compulsory education and training. This function was exercised initially through the development of the National Qualifications Framework (NQF), comprised of National Certificates and Diplomas and their component unit standards. This framework has now been expanded through the development of the New Zealand Register of Quality Assured Qualifications, Te Āhurutanga (the "Register"). In 2001, the NZQA Board agreed the policy framework and qualification definitions for the Register.

A website called KiwiQuals (www.kiwiquals.govt.nz) is the public face of the Register. Details of all qualifications on the Register can be viewed and compared using the search facility on the website.

The Register is the result of extensive consultation and has the support of the New Zealand Vice-Chancellors' Committee (NZVCC) and the Institute of Technology and Polytechnics in New Zealand (ITPNZ).

The Register has a number of key purposes. They are:

- to identify clearly all quality assured qualifications in New Zealand
- to ensure that all qualifications have a purpose and relation to each other that students and the public can understand
- to maintain and enhance learners' ability to transfer credit by the establishment of a common system of credit
- to enhance and build on the international recognition of New Zealand qualifications.

The qualifications on the NQF, comprised of unit and achievement standards, continue to be a key subset of the Register. Benefits for learners are the setting of national standards and credit accumulation.

Registration criteria for qualifications on the Register are intended to ensure that:

- quality assurance of qualifications is consistently applied
- people can compare qualifications
- people can make informed choices about which qualification pathway they will pursue.

The agreed definitions of the names of qualifications support:

- the comparability of qualifications
- the easy understanding of qualifications
- international recognition of qualifications.

The introduction of the Register has been a major step forward for New Zealand. It provides a comprehensive list of all quality assured qualifications in New Zealand and enhances New Zealand's capacity to benchmark qualifications internationally. NZQA is mindful of other activities that are happening internationally in terms of transportability of qualifications (particularly within Europe). In June 2007, New Zealand's request to accede to the Lisbon Convention on the Recognition of Qualifications was approved. This accession will help improve the understanding of the New Zealand qualifications system and the recognition of New Zealand qualifications by the other signatory countries.

This booklet outlines the Register's requirements, qualification definitions and quality assurance responsibilities that underpin all quality assured qualifications in New Zealand.



SECTION TWO OVERVIEW

The New Zealand Register of Quality Assured Qualifications, Te Āhurutanga (the “Register”) is a comprehensive list of all quality assured qualifications in New Zealand, including national qualifications. All qualifications quality assured by a recognised approval and accreditation body are automatically included on the Register and can be viewed and compared via the KiwiQuals website (www.kiwiquals.govt.nz).

The following information is held in the databases supporting the Register and is publicly available via KiwiQuals:

- the title of the qualification
- the level at which the qualification is registered
- the outcome statement, content statement and entry requirement attached to the qualification
- the credit requirements of the qualification
- the subject classification
- qualification developer/provider details.

Developers of non-National Qualifications Framework based qualifications must seek course approval from the relevant quality assurance body and the qualification must be consistent with the definitions of qualifications outlined in this document. The NZVCC definitions and requirements in relation to qualifications fit within the NZQA definitions.

Titles and Levels

The Register has ten levels. Levels are based on complexity; level one is the least complex and level ten the most.

The table below shows the different qualification titles (types) that are defined, and can be used for quality assured qualifications in New Zealand. Each qualification type is defined by an agreed set of criteria which includes the level at which the qualification is registered, and the number of credits required at each level. These qualification definitions are included in Section Five.

Consent to use the terms “national” or “New Zealand” to describe a qualification remains with the NZQA. The quality criteria are included in Section Six.

LEVEL	NAMING SEQUENCE
10	Doctorates
9	Masters Degrees
8	Postgraduate Diplomas and Certificates, Bachelors Degrees with Honours
7	Bachelors Degrees, Graduate Diplomas and Certificates
6	Diplomas
5	
4	
3	Certificates
2	
1	

Learning Outcomes

For each qualification on the Register there must be a statement of learning outcomes. This includes statements about:

- what the whole qualification represents in terms of the application of knowledge, understanding, skills and attitudes; and
- the components of the qualification which, combined, make up the whole qualification.

The Register requires the registration of whole qualifications only. There is no requirement for the registration of components.

Information about and/or links to where publicly available information about the component parts of qualifications and other provider information may be held on the Register.

Copyright

NZQA will continue to hold the copyright to national qualifications and unit and achievement standards. Qualification developers may hold the copyright to New Zealand qualifications, but they will still need to be accessible in the manner outlined in Section Four. The developers of other qualifications will continue to hold the copyright to the qualifications that they develop.

KiwiQuals

The KiwiQuals website (www.kiwiquals.govt.nz) is a searchable database of every qualification on the Register. It provides overseas and New Zealand users with in-depth, reliable, useful information and the tools to search quickly and easily.

Users can search by title or keyword, name of education provider or industry training organisation, subject area, level or credit. KiwiQuals will tell users what skills and knowledge each qualification will give the people who take them, where they are offered and who has developed them. Users can also refine their results, create a shortlist of qualifications that they're interested in and compare them side by side on-line.

Transition

Over time, qualification definitions may be amended. Transition timeframes for meeting amended qualification definitions will be decided by the NZQA Board after consultation with quality assurance bodies. Generally, these would occur within the time that it takes for one equivalent full-time student to complete that qualification type. Qualification developers and providers should contact the relevant quality assurance body for further details.



SECTION THREE

QUALITY ASSURANCE ARRANGEMENTS

There are a number of bodies responsible for approving qualifications in New Zealand. These bodies are responsible for the quality that underpins the delivery of qualifications also. The bodies are the New Zealand Qualifications Authority (NZQA), the New Zealand Vice-Chancellors' Committee (NZVCC) and the Institutes of Technology and Polytechnics Quality (ITP Quality).

NZQA currently approves all degrees outside of universities including degrees above level 7 for institutes of technology and polytechnics, all national qualifications and all qualifications delivered by private training establishments.

The Committee on University Academic Programmes of the NZVCC approves all university qualifications.

The ITP Quality of the Institutes of Technology and Polytechnics in New Zealand approves qualifications at level 7 and below, under delegated authority from NZQA.

A list of publications about related quality assurance processes may be found in Section Seven.



SECTION FOUR

GENERAL REGISTRATION CRITERIA

Levels, Credits, Outcome Statements, Subject Classification

The following general criteria are intended to ensure that:

- quality assurance of qualifications may be consistently applied
- prospective graduates may compare qualifications
- people may make informed choices about which qualification pathway they will pursue.

Outcome Statements

Outcomes statements can provide clarity and focus for qualification development. The development of outcomes for a qualification informs and guides the development of course content, and processes for teaching, learning and assessment.

A qualification outcome statement also gives students and prospective employers an idea of what the qualification holder will have achieved by the end of the qualification.

An outcome statement for a qualification is a description of what the holder of that qualification is expected to have achieved. An outcome statement describes what a qualification represents in terms of application of knowledge, understanding, skills and attitudes, and is an active statement using verbs such as know, understand, apply, synthesise, evaluate, assess, manage. It is not a statement of content, nor is it a list of the goals of a programme.

An outcome statement should:

- be stated as specifically as possible
- improve understanding about the qualification by accurately and clearly describing achievement
- reflect the level of the qualification, by linking to level descriptors and relevant qualification definitions
- allow meaningful comparisons to be made with other qualifications¹
- state expected realistic learner achievement in terms of application of knowledge, understanding, skills and attitudes (graduate profile)
- reflect the purpose of the qualification without restating it
- identify what the qualification might lead on to
- suggest possible employment opportunities for a holder of the qualification (if applicable).

Qualification components, courses, and unit standards

Quality assurance bodies will require that courses and parts of qualifications will be required to have outcome statements. These outcome statements are required to be publicly available in an appropriate way. Public availability may be achieved by publication in a provider's course guidebook, for example, or on the Register.

In the case of unit standards and components of national qualifications (such as achievement standards) public availability **must** occur through national registration on the National Qualifications Framework.

¹With some generalist qualifications, an outcome statement alone would not be sufficient and comparison would have to be made on the content of such qualifications.

Levels

A qualification must be assigned to one of the ten levels. It is possible for qualifications to include credit achieved at levels above and below the level at which the qualification is registered. For example, a level 2 certificate may include credit achieved from above level 2 and below level 2.

Detailed descriptors of levels are available in Appendix A.

Credits

The amount of learning and assessment that is typically required in gaining a qualification is measured in terms of "notional learning hours." This determines the credit value for a course or qualification. In estimating notional learning hours, a qualification developer or provider evaluates how long it would typically take people to achieve the stated outcomes in the context specified. Notional learning hours include direct contact time with teachers and trainers ("directed learning"), time spent in studying and doing assignments etc ("self-directed" or "on-job" learning) and time spent in assessment.

In estimating credit, a provider or developer must be able to explain any significant variance in credit levels in relation to similar qualifications. Reviews of courses and qualifications should include an evaluation of the notional learning hours originally estimated.

Notional learning time can be expressed in terms of credits, where one credit is the equivalent of ten notional learning hours. For government funding purposes, a full-time single year programme translates into 120 credits. The credit system, however, allows for a range of ways for structuring courses that is not limited by the concept of the single year programme as a basic measure.

Classification Systems

Qualification developers and education providers should nominate a New Zealand Standard Classification of Education (NZSCED) classification for their qualification that helps users of the Register website KiwiQuals to search for qualifications by subject. Quality assurance bodies will continue to approve the title of a qualification to ensure that it is appropriately named. Information about the NZSCED classification system is available from the Ministry of Education website at www.minedu.govt.nz.



SECTION FIVE

QUALIFICATION DEFINITIONS

The following qualification definitions are current at the time of printing. The most up-to-date definitions can be found on the KiwiQuals website under About Register.

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 National Certificates of Educational Achievement (NCEA) levels 1–3 (the main qualifications in senior secondary school) and national certificates recognising achievement in a wide variety of industries and subjects. Some national certificates may automatically recognise credit from non-National Qualifications Framework qualifications as outlined by the qualification regulations.

Credit requirements

A certificate must comprise a minimum of 40 credits at levels 1–7.

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 prior 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 non-National Qualifications Framework qualifications as outlined by the qualification regulations.

Credit requirements

A diploma must:

- be registered at levels 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.

Bachelors Degree

A bachelors degree is 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 (s254 *The Education Act*, 1989).

Entry

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

Outcomes

A graduate of a bachelors 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 analytic rigour;
- engage in self-directed learning; and
- demonstrate communication and collaborative skills.

Credit requirements

A bachelor degree requires a minimum of 360 credits from levels 4 to 7. Some bachelors 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 EFTS) degree would normally be equivalent to 480 credits.

Of the credits required for a bachelors degree, a minimum of 72 credits should be at level 7. A maximum of 20 credits should be at level 4 (such that the integrity of the qualification at the higher levels is maintained).

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.

Relationship with other qualifications

A person who holds a bachelors degree may be permitted to enrol for a postgraduate diploma or a 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, professional 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; and
- 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 advanced study; and
- demonstrate intellectual independence, analytic 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.

Bachelors Degree With Honours²

A bachelors degree may be awarded with honours to recognise advanced or distinguished study in advance of a level 7 bachelors degree. This may occur by:

- recognising outstanding achievement in a 480 credit (or more) bachelors degree especially in relation to work of a research nature (typically at level 8); or
- achieving 120 credits at level 8 following a level 7 bachelors degree (either as part of an integrated honours degree or as a separate qualification).

A person with a bachelors degree with honours may be permitted to enrol for a masters degree or a doctoral degree.

Postgraduate Certificate

A postgraduate certificate involves credits from a specified subject and, where appropriate, the cognate 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 bachelors degree or, in special circumstances, a bachelors 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 bachelors 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, analytic rigour and sound communication.

²The definition for the Bachelors Degree with Honours will be reviewed in 2007/08.

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 cognate area will normally have completed all requirements of the relevant bachelors degree. A provider may also admit to a programme leading to the postgraduate diploma a person who has completed all requirements of the bachelors degree with honours in a cognate 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, analytic rigour and the ability to understand and evaluate new knowledge and ideas; and
- 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

Providers of courses leading to masters qualifications are responsible for establishing entry requirements. The minimum entry qualification for a 240 credit masters degree is a bachelors degree or equivalent. For a masters degree of fewer than 240 credits, normally the minimum entry qualification is a bachelors degree with honours or a postgraduate diploma.

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 bachelors degree with honours or a postgraduate certificate or 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; and
- engage in rigorous intellectual analysis, criticism and problem-solving.

If a masters degree includes a substantial component of supervised research, then the results of that research will normally be embodied in a thesis, dissertation, substantial research paper or creative work.

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 bachelors 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 which includes a substantial component of research may be considered for admission to a programme of advanced study and/or original research leading to a doctoral degree.

Doctoral Degrees

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* (2003) and the NZVCC publication *CUAP: Functions and Procedures*.

Definition of doctoral degrees

The doctorate is a research degree that is at a significantly higher level and of significantly higher status than a masterate. It is normally the culmination of a structured sequence of instruction at educational institutions which begins at the bachelor level and reaches a stage beyond the masterate when the student becomes an increasingly independent scholar and makes a substantial and original contribution to knowledge. For the doctorate of philosophy (PhD/DPhil) and the named doctorate this development takes place under the guidance of recognised experts in the field of study and under circumstances which 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); or
- published work (the higher doctorate).

Credit requirements

A doctorate 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)

The thesis constitutes the entire body of work on which the award of the qualification will be judged. Course-work 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, course-work 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 course-work, 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 course-work 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.



SECTION SIX

NATIONAL AND NEW ZEALAND QUALIFICATIONS

Criteria for Use of the Terms National and New Zealand

The following criteria applies to the use of the terms National and New Zealand for qualifications on the New Zealand Register of Quality Assured Qualifications.

1. The use of the terms National and New Zealand is restricted to approved qualifications developed by qualifications developers who can demonstrate that their development process has involved, and has had the support of, the appropriate nationally recognised bodies related to the subject title and major content of the qualification.
2. The terms National and New Zealand are restricted to qualifications that are available for any provider to offer so long as they are appropriately quality assured in line with the qualification developer's and quality assurance body's requirements. The qualification developer will be involved in moderation processes concerned with achieving consistency in assessment towards the qualifications across multiple providers.
3. The term National is restricted to qualifications based on unit or achievement standards – or qualifications that have components for which there is automatically transferable credit. The term New Zealand is available for non-unit standard based qualifications of national standing.

Quality Characteristics of National and New Zealand Qualifications

In addition to the above criteria, National qualifications should have internationally recognized characteristics of a good qualification. They should:

- have a clear purpose;
- be internally coherent;
- recognise broad transferable and generic skills as well as specialised industry and professional skills;
- have clear indications of entry and exit points for intended graduates;
- meet obligations under the Treaty of Waitangi;
- specify quality assurance requirements pertaining to its delivery and attainment (including appeal provisions);
- provide an indication of its relationship with other qualifications; and
- document clearly and openly the above and statements of what people are required to attain to be awarded the qualification.

Qualifications should not prevent someone from doing something that they are capable of doing because of their gender, ethnic origin, disability or unreasonable cost.

A new National or New Zealand qualification should also be significantly different in terms of outcomes being certified from any other National or New Zealand qualification at the same level.



SECTION SEVEN

UNDERPINNING QUALITY ASSURANCE PROCESSES

The following publications should be referred to for further details about related quality assurance processes that complement these registration criteria and principles. You'll find all these publications at www.kiwiquals.govt.nz/publications.

For Industry Training Organisations

Registration Criteria for National Qualifications Framework Unit Standards (Version 2, NZQA, October 2005)

Registration Criteria for National Qualifications Framework Qualifications (Version 3, NZQA, November 2006)

Guidelines and Criteria for the Accreditation of National Standards Bodies to Register Assessors (NZQA, 1993)

Industry Training Organisations – Quality Assurance Standard (NZQA, 2005)

For Education Providers

Criteria, Requirements and Guidelines for Course Approval and Accreditation (NZQA, 2003)

Approval and Accreditation of Courses Leading to Degrees and Related Qualifications (NZQA, 2003)

Quality Assurance (QA Standard One) for PTEs, GTEs and Wānanga (NZQA, 2002)

For Universities

Committee on University Academic Programmes: Functions and Procedures (NZVCC, 2007-2008).

For Institutes of Technology and Polytechnics

Guidelines for Polytechnics Applying for Sub-Degree Approval and Accreditation (ITP Quality, April 2007).

Guidelines for Polytechnics Applying for Degree Approval and Accreditation (ITP Quality, July 2006).

ITP NZ Academic Quality Standards (ITP NZ, 2006).



APPENDIX A

LEVEL DESCRIPTORS

LEVEL	PROCESS <i>Carry out processes that:</i>	LEARNING ON DEMAND <i>Employing:</i>	RESPONSIBILITY <i>Applied:</i>
1	<ul style="list-style-type: none"> are limited in range are repetitive and familiar are employed within closely defined contexts 	<ul style="list-style-type: none"> recall a narrow range of knowledge and cognitive skills no generation of new ideas 	<ul style="list-style-type: none"> in directed activity under close supervision with no responsibility for the work or learning of others
2	<ul style="list-style-type: none"> are moderate in range are established and familiar offer a clear choice of routine responses 	<ul style="list-style-type: none"> basic operational knowledge readily available information known solutions to familiar problems little generation of new ideas 	<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	<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 	<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 	<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
4	<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 	<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 	<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	<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 	<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 	<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

LEVEL	PROCESS <i>Carry out processes that:</i>	LEARNING ON DEMAND <i>Employing:</i>	RESPONSIBILITY <i>Applied:</i>
6	<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 are employed in highly variable routine and non-routine contexts 	<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 	<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
7	<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 	<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 	<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 knowledge and skills 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/or scholarship in a subject area, demonstrating intellectual independence, analytic rigour and effective communication. 		
9	<p>Involves knowledge and skills 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; 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 knowledge and skills 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. 		



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