

NZQA

New Zealand Qualifications Authority
Mana Tohu Matauranga O Aotearoa

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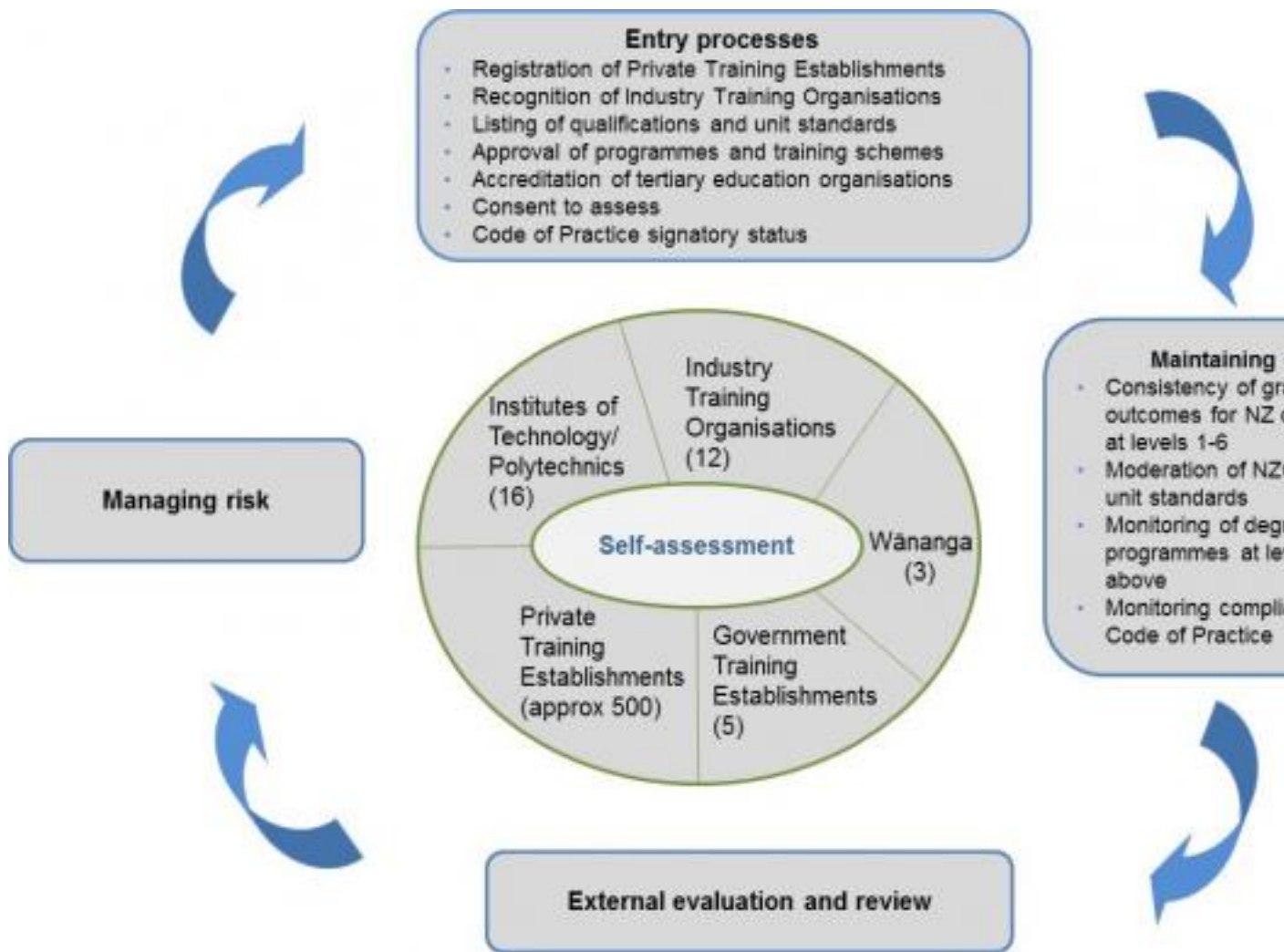
NZQA's quality assurance system for tertiary education organisations

NZQA operates an integrated quality assurance system where all the components support each other.

The basis of the quality assurance system is the Evaluative Quality Assurance Framework (EQAF). It uses an evaluative approach and:

- covers the quality assurance of the non-university tertiary education sector
- uses evaluation theory and practice to reach well-informed, consistent and reliable evidence-based judgements about all aspects of organisational performance and capability
- has a practical focus on outcomes and key contributing processes
- builds awareness and improvement through organisational self-assessment.

The key components of the quality assurance system are represented in the diagram below.



Self-assessment

Tertiary education organisations use [self-assessment](#) at every stage in the process.

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Entry processes

Registration as a private training establishment

A private training establishment must be [registered](#) with NZQA to develop, deliver or use qualifications listed on the New Zealand Qualifications Framework (NZQF) and standards listed on the Directory of Assessment Standards.

Recognition of industry training organisations

NZQA also provides advice to Ministers and the Tertiary Education Commission on the recognition and re-recognition of industry training organisations.

Listing of qualifications on the New Zealand Qualifications Framework (NZQF)

NZQA [lists New Zealand qualifications](#) at levels 1-6 on the NZQF that have defined outcomes that provide a profile of what graduates can do, be and know.

Approval of programmes at levels 1-6 on the NZQF

NZQA [approves programmes at levels 1-6](#) on the NZQF that lead to a listed NZQF qualification and have a structure and components that allow learners to achieve the associated graduate profile.

Approval of degree programmes at levels 7-10 on the NZQF

NZQA [approves degree programmes](#) (at levels 7-10 on the NZQF) if they have appropriate learning outcomes and content, delivery methods, equipment, facilities, staff, regulations, assessment and moderation.

Approval of training schemes

NZQA [approves training schemes](#) if they are genuinely needed by learners and stakeholders.

Accreditation to deliver programmes and training schemes

In order to be [accredited to deliver](#) a programme or training scheme, the applicant must show that the tertiary education organisation has adequate staff, equipment and facilities to deliver it as approved.

Consent to assess against standards on the Directory of Assessment Standards

NZQA grants [consent to assess against assessment standards](#) on the Directory of Assessment Standards when the applicant has support from the standard setting body and meets the requirements associated with the standards.

Maintaining quality

Consistency of graduate outcomes for New Zealand qualifications at levels 1-6 on the NZQF

[Consistency of graduate outcomes](#) provides assurance that in completing different programmes graduates are achieving the same outcomes at an equivalent level.

National external moderation of NZQA-developed unit standards

[National external moderation](#) provides assurance that organisations using NZQA-managed assessment standards are making assessor judgements consistent with the national standard.

Monitoring of degree programmes at levels 7-10 on the NZQF

After a degree programme at NZQF level 7 and above is approved, NZQA appoints an [independent monitor](#) for the degree.

First Aid training requirements

[Training requirements](#) for quality provision of unit standard-based first aid training have been developed to outline requirements to training providers, learners, and employers for first aid training based on current Skills Organisation registered unit standards.

External evaluation and review

[External evaluation and review](#) uses key questions directly addressing achievement, outcomes and key contributing processes to judge the quality of a tertiary education organisation.

The organisation is placed in one of four categories of capability:

Category 1	Highly Confident in educational performance and Highly Confident or Confident in self-assessment
Category 2	Confident in educational performance and Confident or Highly Confident in self-assessment
Category 3	Not Yet Confident in either educational performance or self-assessment
Category 4	Not Confident in either educational performance or self-assessment

Managing risk

NZQA has rigorous processes to [investigate and manage risk](#).

NZQA examines each situation in context and uses the most effective and appropriate tools to address it.

NZQA helps organisations to deal with minor issues.

If the situation is more serious, NZQA will take action (including statutory action), as necessary, to protect learners and resolve the situation.

Te Hono o Te Kahurangi quality assurance

Tertiary education organisations can also choose to use the [Te Hono o Te Kahurangi quality assurance](#) approach.