

THE NEW ZEALAND NATIONAL QUALIFICATIONS FRAMEWORK



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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INTRODUCTION

Since 1990, the New Zealand Qualifications Authority has been responsible for overseeing the development and implementation of a national qualifications system in New Zealand. It does this in consultation with other educational organisations within New Zealand and in the international context within which qualifications systems must operate. The Qualifications Authority's vision is:

*'Quality learning outcomes for all
Ngā hua akoranga kounga mō te katoa'*²

This paper backgrounds and describes the policy directives, principles, objectives and current practices relating to New Zealand's National Qualifications Framework (NQF). Further information can be obtained from the Qualifications Authority website www.nzqa.govt.nz, which makes freely available all the standards and qualifications which make up the NQF.

BACKGROUND

During the 1980s, a series of reports identified a need to reform education and training in New Zealand to improve competitiveness in global markets, to create a modern education system that would encourage lifelong learning, and to increase skill levels in the labour force. Successive governments have accepted that investment in education and training is of critical importance for the future wellbeing of New Zealand and its citizens. The NQF was seen as a key initiative to respond to New Zealand's need to develop its human resources.

Legislative Basis for the National Qualifications Framework

The Qualifications Authority's national qualifications functions are set out in the following subsections of section 253(1) of the Education Act 1989:

"(a): To oversee the setting of standards for qualifications in secondary schools and in post-school education and training:

(b): To monitor and regularly review, and advise the Minister on, the standards for qualifications in secondary schools and in post-school education and training, either generally or in relation to a particular institution or private training establishment or a particular course of study or training:

(c): To develop a framework for national qualifications in secondary schools and in post-school education and training in which—

All qualifications . . . have a purpose and a relationship to each other that students and the public can understand; and

There is a flexible system for the gaining of qualifications, with recognition of competency already achieved:

(h): To maintain effective liaison with overseas certifying and validating bodies, in order to recognise overseas educational and vocational qualifications in New Zealand and to achieve recognition of New Zealand educational and vocational qualifications overseas:"

The Industry Training Act 1992 links industry based training and assessment to the standards and qualifications registered on the NQF.

² *The New Zealand Qualifications Authority Statement of Intent 2005-2008*, NZQA, June 2005.

Development of the National Qualifications Framework

The NQF was developed through a two year process of policy development and public consultation in 1990-1991.³ On 15 October 1991, the Minister of Education endorsed a set of Qualifications Authority recommendations on the NQF and a timetable for implementation. The NQF was officially launched in November 1991.

Initially the Qualifications Authority decided there would be eight levels of achievement, following the Australian National Training Board's standards framework. The national certificate was originally placed at Levels 1 to 4, and this was extended to Level 7 in March 1995. The national diploma was placed at Levels 5 to 7, initial degrees at Level 7 and advanced degrees at Level 8. The eighth level originally covered all postgraduate qualifications.

The NQF was extended to ten levels in 2001 as part of the development of the criteria for the New Zealand Register of Quality Assured Qualifications (the [Register](#)). The extension has allowed learners, education providers, employers and the general public to accurately recognise and distinguish higher levels of achievement in postgraduate qualifications. The Register is discussed in more detail below.

Qualifications on the NQF are based on 'units of learning' with a standard format and a national catalogue. Since 1993, the units of learning have been known as 'unit standards'. The first unit standards were registered in February 1993. In 2001, the NQF was further developed to allow the registration of 'achievement standards' for school subjects. The NQF was intended to lead to the development of unit standards and qualifications for sectors and disciplines that previously had no qualifications.

The first NQF qualification, a National Certificate in Dairy Manufacturing, was registered on the NQF in January 1994, and the first students graduated with this qualification in May 1995. Many long-established sub-degree qualifications, particularly trade qualifications, were replaced by unit standards based national qualifications registered on the NQF.

A Record of Learning (RoL) was to be kept for all learners gaining credit on the NQF, with the Qualifications Authority being responsible for maintaining the RoL in a central computer database. Every learner gaining credits on the NQF receives a RoL that lists all the NQF standards and qualifications they have achieved regardless of where they were achieved. The first RoL was issued in August 1993. In the first quarter of 2004, the number of learners registered on the NQF exceeded one million for the first time.

In 1996, the New Zealand Vice-Chancellors' Committee (NZVCC) withdrew the university sector from the NQF. Degrees provided by universities are described in terms of course objectives and learning profiles, but are not defined by NQF standards. University qualifications are, however, included in the Register.

In 2002, the Register's qualification terms and definitions replaced the multiplicity of terms and definitions that had existed. No national degrees have been registered at this stage, but the NQF does include a national postgraduate certificate at Level 8.⁴ Although the NQF was

³ Public discussion documents included: *Towards a national qualifications framework: general principles and directions*, October 1990, and *Designing the framework*, March 1991. Feedback from consultation is summarised in *Developing the National Qualifications Framework: A Report to the Board*, 24 September 1991.

⁴ National Postgraduate Certificate in Professional Practice in Design and Construction Consultancy (International Consultancy) [Ref: 0795].

envisaged as encompassing all qualifications available in New Zealand, there are still local qualifications available⁵. Local qualifications are not registered on the NQF. They include university qualifications and qualifications offered in polytechnics, colleges of education, wānanga, and private training establishments (PTEs).

Principles of the National Qualifications Framework

The Board of the Qualifications Authority outlined the principles for the NQF in 1991⁶ in a report entitled *Developing the National Qualifications Framework: A Report to the Board*, under the following three broad headings.

Structure

The framework will establish the parameters for nationally recognised qualifications. It will be simple and easily understood. It will open pathways to learning and underpin the quality monitoring role of the Qualifications Authority. Systems designed to ensure quality will operate throughout: in the development of qualifications and their approval; the accreditation of providers; and the verification of assessment of standards. Quality management will be devolved progressively to providers or provider consortia, where this is consistent with maintaining standards and meeting the needs of user groups. Qualifications within the framework will provide for the recognition of merit and excellence. It is intended that the development of the framework will be evolutionary and cost-effective, led by a partnership among users, providers and government interests.

Learning and Assessment

The primary focus of the framework will be the requirements of the learner. The framework will help in meeting the needs for lifelong education and training, and will cover both general and career learning. The basic component will be the *unit of learning*, defined in terms of learning outcomes, focussing on skills as well as knowledge. Units, available from a variety of providers, will be assigned to the broad levels within the framework. It will be possible to arrange and rearrange them as appropriate into named and clearly identified qualifications.

Assessment will focus on the measurement of learner performance against published standards. How something is taught or learned will not be prescribed by the framework or the Qualifications Authority; this will be the responsibility of the providers. The framework aims to facilitate maximum flexibility in the provision and acquisition of learning.

Certification

There will be a logical sequence of names for nationally recognised qualifications. Assessment and certification for on-job learning will be introduced progressively, to complement that which occurs in off-job education and training. All formal and non-formal learning achievements will be able to lead towards certification. Competencies already achieved will be acknowledged through their equivalence to qualifications already recognised and through the recognition of prior learning.

⁵ 'Local qualifications' are those qualifications that are not unit standard based and therefore not registered on the NQF. Qualifications developed and offered by universities in New Zealand can be described as local qualifications. Other providers also develop and offer local qualifications.

⁶ The principles are quoted directly from *Developing the National Qualifications Framework: A Report to the Board*, 24 September 1991, p. 5.

People who are already qualified and those who are learning under existing systems will not be disadvantaged.

Objectives of the National Qualifications Framework

The NQF was designed to achieve a range of interlinked objectives discussed by Sir Neil Waters (Board Chair) in a paper entitled *The Vision for the National Qualifications Framework*, July 1996, pp.2-4:

- to create a single, co-ordinated framework of qualifications;
- to provide a consistent basis for the recognition of educational achievement wherever that achievement occurs;
- to extend recognition to a wide range of achievements;
- to encourage the integration of ‘academic skills’ with applied skills, and to bring together theory and practice;
- to enable and encourage diversity among providers of education and training, and to recognise academic freedom;
- to reform assessment practices in education and training;
- to raise progressively the standards of educational achievement;
- to shift the practice of teaching to student-centred learning;
- to provide quality assurance for qualifications;
- to enable qualifications to evolve and develop;
- to recognise the principles of the Treaty of Waitangi;
- to provide a rational system of nomenclature for qualifications;
- to provide a system of credit accumulation and transfer;
- to enable qualifications that are flexible;
- to encourage a wider range of educational settings; and
- to provide incentives to increase individual and collective investment in education and training.

THE NATIONAL QUALIFICATIONS FRAMEWORK

The NQF is a subset of the Register and is made up of nationally endorsed standards and qualifications. The Register in addition includes quality assured qualifications that are not based on NQF standards and qualifications, which are known as local qualifications⁷. NQF standards and qualifications are developed by nationally recognised standard setting bodies (SSBs)⁸ and quality assured by the Qualifications Authority.

The NQF is supported by the following processes:

- the quality assurance and registration of national standards and qualifications;
- the accreditation and audit of the organisations that use the national standards and qualifications;
- the moderation of standards by SSBs to ensure national consistency; and
- the periodic review of national standards and qualifications.

⁷ Refer to footnote 5 for a description of local qualifications.

⁸ Nationally recognised standard setting bodies comprise industry training organisations, recognised under the provisions of the Industry Training Act 1992; the Ministry of Education in relation to achievement standards and the National Certificates of Educational Achievement; and the New Zealand Qualifications Authority National Qualifications Services and Māori Qualifications Services, along with Tertiary Assessment and Moderation and the Secondary Education Group Assessment.

The following components of the NQF are discussed in more detail below:

- levels
- national qualifications
- national standards
- standard setting bodies
- classification
- accredited organisations
- assessment
- recognition of prior learning
- moderation.

Levels

Qualifications can be registered at one of ten levels on the NQF. Level depends on the complexity of the skills and knowledge that are being recognised. Level 1 is the least complex and is open-ended downward to capture all learning. Level 10 is the most complex. The levels do not equate to ‘years spent learning’ but reflect the content of the qualification. Levels 1 to 3 are equivalent to Forms 5 to 7 (or years 11 to 13), foundation skills, and introductory trades training. Initial trade certificates are normally at Level 3 to 4, advanced trades, technical and business qualifications are normally at Level 5 to 7, and graduate and post-graduate qualifications are at Level 7 and above. The following qualifications are available on the NQF.

Qualification	Level on NQF
National Certificates	at Levels 1-7 (the majority registered at levels 1-4)
National Diplomas	at Levels 5-7
National Degrees and Postgraduate qualifications	at Levels 7-10

Qualification Titles and Levels⁹

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

⁹ <http://www.kiwiqual.govt.nz/about/levels/index.html>

National qualifications

As at 30 June 2005, there were 990 [national certificates and national diplomas](#) and one national postgraduate certificate registered on the NQF¹⁰ covering a broad range of work and learning. Standards can be used across a variety of qualifications on the NQF.

National standards

As at 30 June 2005, there were 17,056 unit standards and 731 achievement standards registered on the NQF. Each standard registered on the NQF describes what a 'learner needs to know or what they must be able to achieve' in order to meet the standard. NQF standards (unit standards and achievement standards) are developed, through recognised national SSBs, by experts in their fields. The Framework Registration business unit within the Qualifications Authority quality assures unit and achievement standards and national qualifications that have been developed by industry training organisations (ITOs) and other national SSBs.

The Ministry of Education develops all achievement standards. Credit from achievement standards can be used towards the National Certificate of Educational Achievement (NCEA) at Level 1, 2 or 3, as well as a number of other qualifications on the NQF. Achievement standards differ from unit standards in that they have three grades of achievement (achievement, achievement with merit, and achievement with excellence), and the majority are supported by curriculum statements and learning materials.

Unit standards can have two grades of attainment, credit and merit, although, in practice, most industries choose to develop standards that recognise only credit. A very small number of unit standards have been presented for registration with a merit as well as a credit grade.

NQF standards are nationally agreed, so that learners' achievements can be recognised in a number of contexts. NQF credits for knowledge and skills are designed to enable credit transfer between qualifications and providers. All organisations accredited to assess against standards are able to recognise NQF credits awarded by others.

Standard setting bodies

The NQF is built on a process of consensus around fitness for purpose. National standards and qualifications are developed by expert groups (engineers for engineering standards, geographers for geography standards and so on). The draft standards are then circulated to stakeholders for comment and contribution. Once standards are agreed to, they are submitted to the Qualifications Authority for quality assurance and registration. Once registered, they are reviewed by stakeholders and experts on a regular basis, which allows for standards to be refined and updated over time.

ITOs develop standards and national qualifications for specific industries and professions. They are currently responsible for about two thirds of the standards on the NQF.

The Ministry of Education is the SSB responsible for the development of achievement standards on the NQF.

Māori experts, in partnership with the Māori Qualifications Services (MQS) business unit within the Qualifications Authority, have developed a field on the NQF to cater specifically for Māori pedagogy, knowledge and skills. Field Māori covers a diverse range of areas that

¹⁰ National Postgraduate Certificate in Professional Practice in Design and Construction Consultancy (International Consultancy) [Ref: 0795]

reflects the growing demand by industry, Māori communities and educators for formal recognition of Māori skills and knowledge. MQS is responsible for developing most of the national standards and qualifications that are registered in Field Māori (other SSBs also have some standards registered in Field Māori)¹¹. There are more than a dozen qualifications and over 600 unit standards in Field Māori (as at June 2005).

National Qualifications Services (NQS) is responsible for the development, maintenance and promotion of unit standards and national qualifications that are not the responsibility of an industry training organisation or the Māori Qualifications Services.

ITOs are responsible for the development of industry related unit standards and for the national external moderation system associated with those standards. The Ministry of Education, NQS, and MQS are responsible only for the development (and review) of NQF standards.

The Assessment business unit of the Secondary Education Group of the Qualifications Authority is responsible for the national external moderation of achievement standards and some NQS and MQS unit standards. The Tertiary Assessment and Moderation business unit of the Tertiary Education Group of the Qualifications Authority is responsible for the national external moderation of the remaining NQS and MQS unit standards.

Classification

The classification system for the NQF is a hierarchy with three tiers, from most general to most specific, called field, subfield, and domain. The NQF classification system is used to classify standards, to classify and title qualifications, and to provide the scope for accreditation of organisations to deliver training and assessment against NQF standards.

There are 17 fields, each with subfields (see Appendix 3 for a break down of the subfields (as at June 2005)).

Agriculture, Forestry and Fisheries	Humanities
Arts and Crafts	Law and Security
Business	Manufacturing
Community and Social Services	Māori
Computing and Information Technology	Planning and Construction
Core Generic	Sciences
Education	Service Sector
Engineering and Technology	Social Sciences
Health	

Accredited organisations

An education provider must be registered and accredited by the Qualifications Authority or one of its delegated agents to report credits for unit and achievement standards¹². In addition to setting standards, ITOs can also become accredited to register assessors who can assess against NQF standards. ITOs report credits for standards assessed by their registered assessors.

¹¹ There are also three ITOs who have developed standards in Field Māori on the NQF.

¹² Delegated agents comprise the Institutes of Technology and Polytechnics Quality and the Colleges of Education Accreditation Committee.

Accreditation and Moderation Actions Plans (AMAPs), developed by SSBs, set down the industry or sector-specific requirements for the accreditation of organisations to deliver training and assessment, and the national external moderation system that accredited organisations will need to engage in. Every standard registered on the NQF cites the number of its applicable AMAP.

Assessment

Assessment for credit on the NQF involves the collection of evidence of what learners know, understand and can do. The evidence is then judged against criteria expressed in NQF standards. Evidence can be collected from a variety of sources, which depends on the situation of the assessor, the circumstances of the learner, and the requirements of the NQF standard. Evidence may come from formal tests and tasks, from the candidate's workplace or on-going learning activities, from prior achievements or from outside a formal learning or work environment. Assessment against NQF standards can use some or all of these sources of evidence.

Assessment can be carried out by the representative of an accredited provider (a school, private training establishment, wānanga, government training establishment or a tertiary institution) or by an ITO-registered assessor.

Recognition of prior learning

An important principle of the NQF is that skills, knowledge, and understanding gained outside formal education or training can be recognised. Recognition by assessment of prior learning (RPL), also known as recognition of current competence (RCC), acknowledges the skills and knowledge gained outside formal learning; from paid or unpaid work and experience; or from courses or study undertaken.

All NQF assessment has benefited from and embraces the philosophies and assessment practices developed by advocates of RPL.

Moderation

The purpose of moderation is to provide assurance that assessment is fair, valid and at the national standard, and that assessors are making consistent judgements about learner performance.

Internal moderation, among assessors at a single site, at a provider's multiple sites, or among an ITO's registered workplace assessors, is the responsibility of each accredited organisation. Internal moderation helps to ensure consistency of assessment within an accredited organisation over time and between assessors.

National external moderation systems ensure that accredited organisations are conducting assessment that is nationally consistent and at the national standard. Every NQF standard is covered by a national external moderation system. The Moderation Information in a standard's AMAP sets out the moderation system for the standard. It is the responsibility of accredited organisations and SSBs to ensure that their assessors participate in the prescribed national external moderation system.

The National Qualifications Framework in Secondary Schools

Some schools began offering unit standards in the early 1990s. The National Certificate of Educational Achievement (NCEA) was introduced in 2002.

Schools, as accredited providers, have been using unit standards in a range of domains since the early 1990s. The full implementation of the NQF in secondary schools began in 2002 and was completed in 2004, when NCEA replaced School Certificate, Sixth Form Certificate, and University Entrance, Bursaries and Scholarship. This was enabled by the development of achievement standards in specific school learning areas and the registration of NCEA Level 1, Level 2, and Level 3. These qualifications can be gained by learners at schools and other accredited providers using both unit standards and achievement standards.

NEW ZEALAND REGISTER OF QUALITY ASSURED QUALIFICATIONS

One of the most significant advances in New Zealand's qualifications system in recent years has been the development of the [Register](#) (the New Zealand Register of Quality Assured Qualifications), which will be fully implemented by 1 August 2006. The comprehensive listing of qualifications on the Register is a powerful tool for learners and the public to access information on, and make comparisons between, qualifications. All qualifications, including university qualifications and all other quality assured local qualifications, will be represented on the Register in terms of title, level, credits, outcome statements, and subject classification. A clear set of common qualification definitions assists in the easy understanding of qualifications.

The Register aims to:

- show the relationship between qualifications more clearly for candidates and the public;
- facilitate candidates' ability to transfer credit;
- clearly identify all quality assured qualifications; and
- assist in the international recognition of New Zealand qualifications.

Only qualifications that are quality assured by a New Zealand quality assurance body, and that are greater than 40 credits, appear on the Register. The NQF is a subset of the Register.

The following information is held in the database supporting the Register and is publicly available (www.kiwiquals.govt.nz)

- the title of the qualification;
- the level at which the qualification is registered;
- the outcome statement attached to the qualification;
- the credit requirements of the qualification;
- the subject classification; and
- qualification developer and provider details (where available).

Appendix 1: Level Descriptors

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

Level	Process	Learning Demand	Responsibility
	<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 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, research and scholarship in a subject area, demonstrating intellectual independence, analytic rigour and sound communication. 		
9	<p>Involves knowledge and skills that enable a learner to:</p> <ul style="list-style-type: none"> - demonstrate mastery of a subject area; and - plan and carry out - to internationally recognised standards - an original scholarship or research project. Demonstrated by: - The completion of a substantial research paper, dissertation or in some cases a series of papers. 		
10	<p>Involves knowledge and skill 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. 		

Appendix 2: National Qualifications Framework Statistics

Statistical information has been drawn from the 2004 Quarterly Reports up to **December 2004**.

Registered Standards and Qualifications

In the previous 12 months registered standards rose from 16,713 to 16,933. The number of registered qualifications has risen to 960, compared to 925 a year ago.

Learner Registrations

In 2004, there were 106,106 new learners registered on the NQF. Registration is lifelong and with the introduction of the National Certificate of Educational Achievement (NCEA) in 2002-2005, most people will now register while at secondary school.

An apparent decrease from the 128,997 registrations in the previous year reflects a large one-off block not linked to any provider in 2003. The 2004 figure is well above the 85,227 non-school registrations in 2002 and the 83,860 in 2001. Over the life of the NQF, non-school learner registrations are now approaching 800,000, with Private Training Establishments (PTEs) contributing over 38 %, and polytechnics and industry training organisations (ITOs) about 25 % each.

The year ended December 2004 has seen a turnaround in gender registrations. Previously males registered in slightly greater numbers than females in the non-school sectors. In 2004, 52 % of registrations were from females, compared with 48 % in 2003, and 45 % over the life of the NQF.

Unit Standards and Credits

In 2004, learners achieved 2,741,477 standards, which represent 10,323,606 credits. This is an increase of 30 % in the 47,339 qualifications gained over 2003.

In the first quarter of 2004, the milestone of 3,000,000 credits per quarter was exceeded. Wānanga are the principal providers of Level 1 credits. PTEs and ITOs are the main non-school providers of Level 2 and Level 3 qualifications. ITOs dominate Level 4. PTEs are the leading providers at Levels 5-7.

Qualifications

The 47,339 qualifications awarded to non-school learners during 2004 was an increase of 30 % over 2003. During 2003 and 2004, more qualifications were gained in non-school sectors than the total number awarded in all sectors prior to 2003. Since the NQF began, 174,635 non-school NQF qualifications have been awarded.

The major non-school sector growth in NQF qualifications continued in 2004. Notable features are the large increase in credits gained at Wānanga, the continuing increase at ITOs and polytechnics, and the resumption of the traditional increase at PTEs (which remains the first-ranked non-school sector in terms of credits gained by Māori per annum).

In 2004, the fields producing the largest growth rates are Computing and Information Technology (which has rebounded from its 2003 fall to exceed its previous peak), and Education. Service Sector, the field in which the greatest numbers of qualifications are

gained, also recorded considerable growth (53 %) in 2004. Fields showing significant decline over 2003 are sciences, Māori and business.

Over all levels, females gained 53 % of the NQF qualifications gained in 2004, males 47 %, which is the same proportion as 2003.

The number of qualifications awarded in non-school sectors in the last two years slightly exceeds the total number awarded in all sectors prior to 2003.

Māori

New Māori non-school learner registrations have risen by 21,212 in 2004. Māori non-school learners gained 661,785 results, generating 2,320,828 credits. Māori learners gained 11,478 qualifications in the non-school sectors, an increase of 19 % in results over 2003. The approximately 21,000 qualifications gained in non-school sectors by Māori in the last two years compares with just under 16,000 awarded in all sectors prior to 2003.

Non-school Māori registrations continue to rise: the four largest providers rose 12 % compared with 2003. In the past, PTEs dominated Māori registrations, but a drop of 25 % since 2003 has left them in second place, behind Wānanga. After a pause in 2003, PTEs resumed their growth in qualifications attained by Māori.

For Māori, the most active field was again Core Generic, though this was down from its dominant 2003 proportion of 38 %. Next followed Computing and Service Sector. Fields Māori, and Agriculture, Forestry and Fisheries declined.

Pasifika

Pasifika learners gained 2,447 qualifications in the non-school sectors in 2004, an increase of 39% over the 1,755 awarded in 2003. The cumulative total of qualifications gained from the non-school sectors by Pasifika is now 8,957.

Pasifika registrations were up 12% on 2003 across all non-school sectors. PTEs remain the main providers for Pasifika.

Appendix 3: The National Qualifications Framework – Fields and Subfields

As of June 2005

<p>AGRICULTURE, FORESTRY AND FISHERIES Agriculture Animal Care and Handling Equine Forestry Horticulture Pest Management Pork Production Poultry Production Rural Contracting Seafood Sports Turf Wool Harvesting</p>	<p>ARTS AND CRAFTS Dance Drama Electronic Media Film and Television Graphic Arts Music Performance Production Performing Arts General Photographic Imaging Photography Visual Arts</p>
<p>BUSINESS Accounting Business Administration Financial Management Information Management Insurance Management Marketing Not For Profit Systems and Structures Office Systems Public Sector Services</p>	<p>COMMUNITY AND SOCIAL SERVICES Career Practice Civil Defence Community and Workplace Fire and Emergency Management Community Recreation Community Support Diving Fire and Rescue Services Fitness Human Services Journalism Outdoor Recreation Snowsport Social Services Specialist Rescue Sport</p>
<p>COMPUTING AND INFORMATION TECHNOLOGY Computing</p>	<p>CORE GENERIC Core Generic Supported Learning</p>
<p>EDUCATION Adult Education and Training Adult Literacy Education Early Childhood Education and Care Educational Administration Generic Education and Training Pacific Islands Early Childhood Education Special Education Teacher Education</p>	<p>ENGINEERING AND TECHNOLOGY Aeronautical Engineering Blaster Coating Civil Engineering Civil Plant Operation and Management Civil Works and Services Design Electrical Engineering Electricity Supply Electronics Technology Engineering Extractive Industries Gas Industry Highway Construction and Maintenance Industrial Measurement and Control Mechanical Engineering Motor Industry Pavement Surfacing</p>

	Petrochemical Industry Technology Telecommunications Water Industry
HEALTH Dental Support Emergency Services Health Studies Mental Health Natural and Traditional Health and Healing Occupational Health and Safety Pharmacy Public Health	HUMANITIES Christian Ministries Christian Studies Christian Theology Communication Skills English Health and Physical Education Languages Pacific Studies Religious Studies Sports Education
LAW AND SECURITY Biosecurity Compliance and Law Enforcement Offender Management Police Security	MANUFACTURING Boating Industries Cablemaking Clothing Manufacture Dairy Manufacturing Energy and Chemical Plant Food and Related Products Processing Footwear and Leather Trades Furniture Glass and Glazing Industrial Machine Knitting Joinery Leather Manufacturing Manufacturing Skills Meat Inspection Services Meat Processing Outdoor Fabric Products Paperboard Case Manufacturing Plastics Processing Technology Printing Pulp and Paper Manufacturing Solid Wood Processing Steel Manufacturing Supply Chain Management Textiles Manufacture Wood Panels Manufacturing Wood Processing Technology

<p>MĀORI Funeral Services Māori General Education Māori Hauora Mana Wahine Māori Business and Management Māori Education and Training Māori Performing Arts Nga Mahi a Te Rehia Nga Mahi a te Whare Pora Reo Māori Reo Māori Media Seafood Māori Te Matauranga Māori me te Whakangungu Tikanga Tourism Māori Whakairo Whenua</p>	<p>PLANNING AND CONSTRUCTION Architecture Construction Construction Trades Masonry Painting and Decorating Plumbing, Gasfitting and Drainlaying Quantity Surveying Surveying</p>
<p>SCIENCES Environment Home and Life Sciences Mathematics Science Statistics and Probability</p>	<p>SERVICE SECTOR Aviation Beauty Services Call Centres Cleaning and Caretaking Commercial Road Transport Cranes Distribution Driving Funeral Services Hospitality Lifting Equipment Logistics Maritime Property Consultation and Valuation Rail Transport Real Estate Retail and Wholesale LAPSIN Retail, Distribution, and Sales Service Sector Skills Stevedoring and Ports Industry Storekeeping and Warehousing LAPSING Tourism Transport Studies</p>
<p>SOCIAL SCIENCES Anthropology Economic Theory and Practice Social Science Studies</p>	

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New Zealand Vice Chancellors' Committee: <http://www.nzvcc.ac.nz>

Skill New Zealand: <http://www.skillnz.org.nz>

Statistics New Zealand: <http://www.stats.govt.nz>

Tertiary Education Commission: <http://www.tec.govt.nz>

Treasury: <http://www.treasury.govt.nz>