



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Guidelines for implementing a Tertiary Education Qualification Statement in New Zealand

June 2009

Citation: New Zealand Qualifications Authority and Ministry of Education. 2009.
Guidelines for implementing a Tertiary Education Qualification Statement in New Zealand
Wellington: New Zealand Qualifications Authority and Ministry of Education

Published in June 2009

ISBN 978-1-877444-30-2 (online)

This document is available on New Zealand's National Education Information Centre
website: <http://www.neic.govt.nz>

Contents

<i>Introduction</i>	4
<i>Fields of the Tertiary Education Qualification Statement</i>	5
<i>Implementation options</i>	10
<i>Option A: transcript-plus</i>	11
<i>Option B: stand-alone document</i>	16
<i>Other implementation guidelines</i>	19
<i>Appendix 1: Comparison of Diploma Supplement and TEQS fields</i>	20
<i>Appendix 2: Field separation for transcript-plus model</i>	22



Introduction

In February 2009 a discussion paper, *Considering a Diploma Supplement or equivalent for New Zealand*, was released to the tertiary education sector for consultation. The discussion paper was jointly produced by the New Zealand Qualifications Authority (NZQA) and the Ministry of Education (Ministry), with input from the Diploma Supplement Reference Group. Through this consultation process, NZQA and the Ministry sought to ascertain whether the tertiary education sector thought a Diploma Supplement or equivalent was desirable for New Zealand and whether it was feasible to implement.

The consultation period ran for three months and the deadline for submissions was 30 April 2009. Twenty-seven submissions were received from a broad range of tertiary education providers. The feedback from these submissions has helped form the basis of these implementation guidelines.

One of the key outcomes of the submission process was that some providers are keen to implement a Diploma Supplement or equivalent in the near future, and these guidelines are provided to assist with this process. They balance the need for international recognition of New Zealand qualifications, while providing information in a way that reflects the unique nature of New Zealand's tertiary education system. Other providers indicated that they preferred to wait until further adoption and acceptance of the Diploma Supplement or equivalent occurs internationally before deciding whether to issue it to their students.

This paper outlines the fields that should be used by providers if or when they choose to implement a Diploma Supplement or equivalent (which the Reference Group recommend calling the 'Tertiary Education Qualification Statement', or TEQS, in New Zealand). This paper forms the guidelines for implementation. Uniformity of information is very important because the format of each provider's TEQS will be different.

Note that implementation of a TEQS is not mandatory: providers remain free to decide whether to implement it or not.

For a full analysis of the data received from submissions, please refer to *Considering a Diploma Supplement or equivalent for New Zealand: Submission results and analysis*, which can be accessed from the National Education Information Centre website www.neic.govt.nz



Fields of the Tertiary Education Qualification Statement

Uniformity of information provided in a TEQS is very important, particularly because individual providers will design the format of their TEQS to suit their student management systems. Irrespective of which option a provider may adopt, the information provided will be the same.

The following fields are recommended for inclusion in all TEQS produced by providers. Most fields have a recommended construction; in a few cases it is suggested that providers implement the field locally.

SECTION 1

INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

Field	Guidelines
1.1 Family name(s)	e.g. "Smith"
1.2 Given name(s)	e.g. "John"
1.3 Date of birth (<i>day/month/year</i>)	This field is optional.
1.4 Student identification number or code (<i>if available</i>)	Use the provider-specific student ID number here.

SECTION 2

INFORMATION IDENTIFYING THE QUALIFICATION

Field	Guidelines
2.1 Name of qualification and (<i>if applicable</i>) title conferred (<i>in original language</i>)	Use the qualification name as it appears on the graduation certificate.
2.2 Main field(s) of study for the qualification	<p>As a norm, qualifications with majors should be set out like this:</p> <ul style="list-style-type: none">2.1 Bachelor of Arts2.2 Politics <p>If there is more than one major, all majors should be listed (in the form that best suits each provider's system); e.g.:</p> <ul style="list-style-type: none">2.2 Politics and History2.2 Politics, History2.2 Politics History <p>Where there are qualifications that do not have specific majors, the discipline is to be identified, e.g.:</p> <ul style="list-style-type: none">2.1 Master of Laws2.2 Law2.1 Bachelor of International Business2.2 International Business2.1 Bachelor of Nursing2.2 Nursing



Fields of the Tertiary Education Qualification Statement

SECTION 2 (cont...)

INFORMATION IDENTIFYING THE QUALIFICATION

Field	Guidelines
2.3 Name and status of awarding institution (<i>in original language</i>)	This field is for local implementation, but the following format is recommended: "Laidlaw College, established in 1922, formerly known as Bible College of New Zealand, is a degree-granting private training establishment recognised under section 236 of the Education Act 1989".
2.4 Name and status of institution (<i>if different from 2.3</i>) administering studies (<i>in original language</i>)	State "Not applicable", or the name and status of the institution administering studies (as per 2.3).
2.5 Language(s) of instruction/examination	Default to "English". Change to "te reo Māori" or "New Zealand Sign Language" if appropriate.

SECTION 3

INFORMATION ON THE LEVEL OF THE QUALIFICATION

Field	Guidelines
3.1 Level of qualification	Take the qualification level from the New Zealand Register of Quality Assured Qualifications, e.g.: <ul style="list-style-type: none">• "Level 5 National Diploma"• "Level 6 National Diploma"• "Level 7 Bachelor Degree"• "Level 8 Honours Degree"• "Level 9 Masters Degree"• "Level 10 Doctorate".
3.2 Official length of programme	State the credits, then the full-time equivalence, e.g.: "360 credits; three years full-time equivalent".
3.3 Entry requirement(s)	Take wording for this field from course outlines, prospectuses or calendars, as appropriate.



Fields of the Tertiary Education Qualification Statement

SECTION 4

INFORMATION ON THE CONTENTS AND RESULTS GAINED

Field	Guidelines
4.1 Minimum requirements to secure the qualification	Take wording for this field from course outlines, prospectuses or calendars, as appropriate.
4.2 Graduate profile	Use the graduate profile relevant to that qualification.
4.3 Programme details (e.g. papers or courses studied), and the individual grades/marks/credits obtained (<i>the information on an official transcript would be used here</i>)	<p>Depending on the implementation option adopted, it is likely this field will either be the transcript as it already exists, or the information for this field will be sourced directly from transcripts.</p> <p>A TEQS should be issued for each qualification, including separate ones for conjoint or double degrees. Each TEQS would include a record of a full transcript, but should include a statement saying something like, "Papers studied may include papers from other courses of study over and above the minimum requirements for this qualification". Providers will need to work out what best suits their system when producing TEQS for conjoint or double degrees.</p> <p>Providers may wish to include a qualification completion date here.</p> <p>This field should record all the student's results, including fails.</p>
4.4 Grading scheme and, if available, grade distribution guidance	Use the provider's grading scheme.
4.5 Overall classification of the qualification (<i>in original language</i>)	State "Not Applicable" or "First Class" or "Merit" etc if appropriate.



Fields of the Tertiary Education Qualification Statement

SECTION 5

INFORMATION ON THE FUNCTION OF THE QUALIFICATION

Field	Guidelines
5.1 Access to further study	<p>Use generic statements to outline pathways to further study; e.g. "Graduates with bachelors degrees with honours may be eligible for direct admission to relevant masters and doctoral programmes".</p> <p>Ensure the wording for this field reflects the information on the Register of Quality Assured Qualifications.</p>
5.2 Professional status (if applicable)	<p>State "Not Applicable" or text along the lines of "Graduates may apply for registration to the Nursing Council of New Zealand" to indicate that registration or membership may not occur as of right.</p>

SECTION 6

ADDITIONAL INFORMATION

Field	Guidelines
6.1 Information about the student's achievements	<p>This field is optional</p>
6.2 Information about the institution	<p>Include the provider's website. Outline the role, nature and functions of the provider if desired. This section is to be implemented locally, though statements here should be free from any value judgements, equivalence statements or suggestions about recognition.</p>
6.3 Further information sources	<p>Include websites as appropriate to the provider; e.g.:</p> <ul style="list-style-type: none">New Zealand Qualifications Authority www.nzqa.govt.nzNew Zealand Vice-Chancellors' Committee www.nzvcc.ac.nzInstitutes of Technology and Polytechnics Quality www.itpq.ac.nzNew Zealand Register of Quality Assured Qualifications www.kiwiquals.govt.nzNew Zealand Association of Private Education Providers www.nzapep.co.nz



Fields of the Tertiary Education Qualification Statement

SECTION 7

CERTIFICATION

Field	Guidelines
7.1 Date	Date document was issued
7.2 Signature	It is recommended that these fields be left to individual providers to implement as best suits their systems and processes.
7.3 Capacity	
7.4 Official stamp or seal	

SECTION 8

DESCRIPTION OF THE NEW ZEALAND TERTIARY EDUCATION SYSTEM

Field	Guidelines
Description of the New Zealand tertiary education system	Include suggested text: "The description of New Zealand's tertiary education system can be found on New Zealand's National Education Information Centre website www.neic.govt.nz ".



Implementation options

There are two main ways providers can implement a Tertiary Education Qualification Statement, if they choose to do so.

Option A: transcript-plus model

Option A involves providing information alongside an academic transcript. Any information in the TEQS fields that is not included in the academic transcript would be provided in the accompanying documentation (see Appendices 1 and 2). This means that a student would have two pieces of documentation that would need to be read together to form a Diploma Supplement equivalent.

This option may suit those providers that have a large student body or those that have well-developed academic transcripts. The benefit for providers in adopting this model is that they can continue to issue academic transcripts as normal, and provide this additional information on request to those students who would find use for it. This option would particularly suit qualifications that are delivered conjointly or involve a significant amount of cross-crediting.

Option B: stand-alone document

Option B involves providing a stand-alone document, modelled on the European Diploma Supplement, to a graduate on or after the completion of a qualification. This option would provide results within this overall document rather than separately as a transcript. An academic transcript would need to be available for students prior to completing the qualification, as a Diploma Supplement is only provided on or after completion.

This option may suit those providers that have a small student body or those that have flexible student management systems. It would benefit students in that all information on their qualification is provided in the one document. It would particularly suit qualifications that are not delivered conjointly or do not involve a significant amount of cross-crediting.

Examples of both options are provided below.

Option A is a transcript-plus model, and two examples are provided to show how this may work. Both examples provide the same information, but in different ways. The first example provides all the fields of a Diploma Supplement, but refers a reader to the academic transcript for the programme details field (4.3). The second example provides the fields of the Diploma Supplement that are not already included in the academic transcript. It is generic to a qualification, rather than to a student, which provides efficiencies in production and archiving costs.

Option B, is a stand-alone document, and most closely aligns to the European-style Diploma Supplements.



Option A: transcript-plus
Example one

TERTIARY EDUCATION QUALIFICATION STATEMENT

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name(s)

White

1.2 Given name(s)

David

1.3 Student identification number or code (if available)

2439550

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of the qualification and (if applicable) title conferred

The Open Polytechnic of New Zealand Diploma in Information and Library Studies (Level 6)

2.2 Main field(s) of study for the qualification

Librarianship and Information Management

2.3 Name and status of the awarding institution (in original language)

The Open Polytechnic of New Zealand is a tertiary education institution recognised as a polytechnic under section 162(4)(b)(ii) of the Education Act 1989.

2.4 Name and status of institution (if different from 2.3) administering studies (in original language)

Not applicable

2.5 Language(s) of instruction/examination

English

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification

Level 6, Diploma

3.2 Official length of programme

120 credits; one year full-time equivalent



3.3 Entry requirements

Applicants must meet the following entry requirements:

- have successfully completed the Open Polytechnic Diploma in Information and Library Studies (Level 5)
- or**
- have successfully completed the New Zealand Library Studies Certificate
- or**
- have successfully completed an equivalent qualification as assessed by the Programme Leader
- or**
- have relevant work experience as assessed by the Programme Leader.

If under 20 years of age:

- have successfully completed at least 60 credits at National Certificate of Educational Achievement Level 3.

An applicant who does not meet the above criteria may be eligible for entry upon the approval of the Programme Leader, who will consider the applicant's likelihood of success.

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Minimum requirements to secure the qualification

Candidates must gain a total of 120 credits; 80 credits from four core compulsory courses of 20 credits each and 40 credits from a set of elective courses of 20 credits each.

4.2 Graduate profile

Students completing the Diploma in Information and Library Studies programme will have the skills, knowledge and attitudes to work in a variety of library and information environments. They will:

- have highly developed information literacy and problem-solving skills
- have knowledge of information technology as a tool in information provision
- provide client-focused services.

In addition, graduates at this level will be able to:

- manage libraries and information centres in a climate of continued change
- develop and implement policy
- understand the place of modern libraries in a business world.

4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits/obtained

See academic transcript

(Please note that the transcript includes all courses studied, not just those credited to meet the requirements of the particular programme.)

4.4 Grading scheme and, if available grade distribution guidance

A+	85 – 100
A	80 – 84
A-	75 – 79
B+	70 – 74
B	65 – 69
B-	60 – 64
C+	55 – 59
C	50 – 54
D	40 – 49
E	0 – 39
AEG	Aegrotat Pass



4.5 Overall classification of the qualification (in original language)

Not applicable

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

Graduates with a Diploma in Information and Library Studies (Level 6) qualification can gain entry to The Open Polytechnic of New Zealand Bachelor of Arts or Bachelor of Applied Science.

5.2 Professional status (if applicable)

Not applicable

6 ADDITIONAL INFORMATION

6.1 Information about the student's achievements

Recipient of an Erenora Puketapu-Hetet Scholarship 2006/2007

6.2 Information about the institution

The Open Polytechnic was first established in 1946 as the Technical Correspondence School, providing resettlement training for returned servicemen and -women following World War II. In 1963 it became the Technical Correspondence Institute (TCI) and began offering national training in trades subjects. As part of wider education reforms, the institution was renamed The Open Polytechnic of New Zealand in 1990, becoming the specialist national provider of open and distance learning at tertiary level.

6.3 Further information sources

www.openpolytechnic.ac.nz

7 CERTIFICATION

7.1 Date of completion of all course requirements

27 November 2007

7.2 Signature

The Academic Registrar

7.3 Capacity

Academic Registrar

7.4 Date of issue

20 January 2008

8 INFORMATION ON THE NATIONAL TERTIARY EDUCATION SYSTEM

A description of New Zealand's tertiary education system can be found on New Zealand's National Education Information Centre website www.neic.govt.nz



Option A: transcript-plus

Example two



TERTIARY EDUCATION QUALIFICATION STATEMENT

This Tertiary Education Qualification Statement, when read in conjunction with the Lincoln University Academic Transcript, constitutes a Diploma Supplement equivalent for the purposes of the UNESCO-Council of Europe Diploma Supplement.

INFORMATION IDENTIFYING THE QUALIFICATION AND THE INSTITUTION

Name of the qualification and (if applicable) title conferred

Bachelor of Science

Main field(s) of study for the qualification

Agricultural Biochemistry and Biotechnology

Name and status of the awarding institution (in original language)

Lincoln University, established in 1990, University as set out in section 162 of the Education Act 1989

Name and status of institution (if different from above) administering studies (in original language)

Not applicable

Language(s) of instruction/examination

English

INFORMATION ON THE LEVEL OF THE QUALIFICATION

Level of qualification

Level 7, Bachelors Degree

Official length of programme

360 credits; three years full-time equivalent

Entry requirements

A New Zealand University Entrance Qualification or the equivalent. In addition, students must meet English-language competency requirements.

INFORMATION ON THE CONTENTS AND RESULTS GAINED

Minimum requirements to secure the qualification

Candidates must pass 360 credits, including 270 credits from the Schedule of Courses for the qualification, to include at least 90 credits at the 100 level, 90 credits at the 200 level and 75 credits at the 300 level. Candidates must satisfy the requirements of one of the named major subjects or an individual major.

Graduate profile

Students completing the BSc degree will have a firm grounding in the basic sciences. They will be able to apply the basic sciences to complex real-world problems, including processes in the environment, in ecosystems or in biota, or at the biochemical level. Graduates will be able to continue on to postgraduate study for a masters degree or PhD in one area of interest, usually defined as the major. The aim of the degree is to enable students to become graduates who have:

Personal attributes:

- a thorough understanding of the scientific method and an ability to correctly interpret the results of scientific studies
- an ability to apply the scientific method to help solve problems, both independently and as part of a team
- competence in the use of statistics and biometrics, in the design of experiments and data analysis
- transferable skills in data acquisition and processing



-
- the ability to collect, collate, critically review and communicate information effectively in both written and oral form to both lay and expert audiences
 - an awareness of the key principles and practices underpinning sustainable development
 - an awareness of the ethical implications of scientific research
 - competence in at least one area as defined in the BSc regulations
 - the capacity for self-directed learning in later life or career development
 - an understanding of science in a real-world context through exposure to industry and sectors that utilise this science

Interactive attributes:

- an appreciation of the requirements for working as part of an interdisciplinary team
- interpersonal skills, including an ability to relate to a wide range of backgrounds and communities

Specific programme attributes:

(these attributes are developed through the various majors)

Major in Agricultural Biotechnology and Biochemistry

- have a good understanding of the molecular basis of the processes within cells and organisms
- have an understanding of the physiology and genetics of either plants or animals
- have the ability to search, interpret and use bioinformatics databases
- understand and be able to use a range of instrumental and laboratory techniques in agricultural biotechnology and biochemistry.
- be able to apply this fundamental knowledge and skills to solve real-world problems in agriculture.

Overall classification of the qualification (in original language)

Not applicable

INFORMATION ON THE FUNCTION OF THE QUALIFICATION

Access to further study

Graduates with bachelors degrees have access to a range of different graduate and postgraduate certificates and diplomas and, depending on the grades achieved, access to bachelors honours degrees and masters degrees.

Professional status (if applicable)

Not applicable

ADDITIONAL INFORMATION

Institution information

The Lincoln School of Agriculture was first established in 1880. The school became known as the Canterbury Agricultural College in 1896. In 1927 the College became a college of the University of New Zealand, and on the dissolution of the University of New Zealand in 1962 the College was renamed Lincoln College and became a constituent college of the University of Canterbury. On 1 January 1990, with the passing of the Education Amendment Act 1989, Lincoln College was renamed Lincoln University, and with the passing of the Education Amendment Act 1990, Lincoln University became an autonomous university.

Further information sources

www.lincoln.ac.nz

www.nzqa.govt.nz

Tertiary education system information

For information on the New Zealand tertiary education system, refer to the National Education Information Centre website

www.neic.govt.nz



Option B: stand-alone document



TERTIARY EDUCATION QUALIFICATION STATEMENT

This Diploma Supplement equivalent is based on the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of this Tertiary Education Qualification Statement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

Section 1: Qualification Holder			
Family Name:	Smith	Given Name(s):	Jane Louise
AIS Student ID#:	20090347		
Section 2: Qualification Identification			
Name of Qualification:	Bachelor of Tourism Management		
Main Field of Study:	Tourism Management		
Name and Status of Awarding Institution:	AIS St Helens Degree-granting Private Training Establishment		
Name and Status of Administering Institution:	Not applicable		
Language of Instruction/Examination:	English		
Section 3: Qualification Level			
Level of Qualification:	Level 7 (Refer Section 8)		
Length of Programme:	360 credits; three years full-time equivalent		
Entry Requirements:			
1.	(i)	National Certificate of Educational Achievement Level 3 and university entrance; or	
	(ii)	successfully undertaken previous tertiary study; or	
	(iii)	successfully completed the requirements for a local or national L 4 qualification in Travel and Tourism; or	
	(iv)	hold an equivalent overseas entry qualification; and	
2.	be 17 years of age or older; and		
3.	English proficiency level equivalent to IELTS 6.0 (no band less than 5.5); or		
4.	gain approval under Admission Regulation 3: Special Admission.		



Section 4: Information on the Contents and Results**Programme Requirements:**

(i) Complete 21 courses (≤ 9 at Level 5; ≥ 5 at Level 7)

(ii) Complete core courses as follows:

- 2.101 Accounting Principles
- 2.102 Management Principles
- 2.103 Marketing Principles
- 2.120 English Study Writing
- 3.119 Principles of Tourism
- 3.120 Tourism in New Zealand
- 3.121 Tourism Economics
- 3.220 Tourism Regulations
- 3.221 Tourism Marketing
- 3.222 Tourism Management
- 3.223 Human Relations in Tourism
- Plus one of
 - 3.224 Impacts of Tourism
 - 3.225 Asia-Pacific Tourism
 - 3.226 Heritage Tourism Studies
 - 3.261 Research Methods
- 3.310 Applied Tourism Management Project (or 3.336 Research Project)


(iii) No more than six courses from outside the Tourism Management Programme

Programme Details:

Sem 1, 2009	2.120	English Study Writing	Level 5	B+
	3.119	Principles of Tourism	Level 5	B-
Sem 2, 2009	2.115	Business Maths and Stats	Level 5	CC
	3.120	Tourism in New Zealand	Level 5	C+
Sem 3, 2009	2.101	Accounting Principles	Level 5	D
	2.103	Marketing Principles	Level 5	A-
	2.101	Accounting Principles	Level 5	C+
Sem 1, 2010	3.121	Tourism Economics	Level 5	B
	2.102	Management Principles	Level 5	AP
	3.220	Tourism Regulations	Level 6	B-
Sem 2, 2010	3.222	Tourism Management	Level 6	B+
	3.225	Asia-Pacific Tourism	Level 6	D+
	3.112	Computer Skills	Level 5	A-
Sem 3, 2010	3.221	Tourism Marketing	Level 6	A
	3.223	Human Relations in Tourism	Level 6	C
	3.261	Research Methods	Level 6	B+
Sem 1, 2011	3.226	Heritage Tourism Studies	Level 6	B-
	3.313	Tourism Entrepreneurship	Level 7	A-
	3.225	Asia-Pacific Tourism	Level 6	B+
Sem 2, 2011	3.317	Tourism Policy Planning and Dev	Level 7	A
	3.311	Tourism Events Management	Level 7	B-
	3.336	Research Project	Level 7	B+
	3.312	Resorts and Hospitality Management	Level 7	A-

Completed requirements for BTM 29 August 2011



Grading Scheme:	
<i>Passing grades</i>	A+ (≥ 85%), A (80–84%), A- (75–79%) B+ (70–74%), B (65–69%), B- (60–64%) C+ (55–59%), C (52–54%), C- (50–51%) AP (aegrotat pass), CP (conceded pass) CC (cross-credit from external institution)
<i>Failing grades:</i>	D+ (45–49%), D (40–44%), D- (0–39%) E (Not complete – fail)
Overall Classification: Not applicable	
Section 5: Function of Qualification	
Access to Further Study:	Successful completion entitles access to further study subject to the entry requirements of the receiving institution.
Professional Status:	Not applicable
Section 6: Additional Information	
Information about the Student’s Achievement: Top Scholar Award – September, 2011	
Information about the Institution: www.ais.ac.nz	
Further Information Sources: For most recent NZQA audit report: www.nzqa.govt.nz/providers/details.do?providerId=100030001 To search for NZQA description of qualification www.kiwiquals.govt.nz/	
Section 7: Certification	
Date of Completion:	29 August 2011
Signature:	_____
Capacity:	President
Seal:	
Section 8: Information on the New Zealand Tertiary Education System	
A description of New Zealand’s tertiary education system can be found on New Zealand’s National Education Information Centre website www.neic.govt.nz	

Other implementation guidelines

Irrespective of which option a provider may choose to implement, there are some common considerations.

Name

“Tertiary Education Qualification Statement” is the preferred name for Diploma Supplement equivalents issued in New Zealand.

Qualification level

It is recommended that TEQS be issued for qualifications at Level 7 of the Register of Quality Assured Qualifications and above. Some providers may wish to implement a TEQS for Level 5 qualifications and above.

Minimum credits

It is recommended that TEQS should only be issued for qualifications of 120 credits (one year full-time equivalent study) or more.

Issuing

Providers are best placed to determine when they issue a TEQS to students. Some providers may issue them automatically on completion of a qualification or on graduation; others may issue them only on request.

For further information, please refer to the document *Considering a Diploma Supplement or equivalent for New Zealand: Submission results and analysis*, which can be accessed from the National Education Information Centre website www.neic.govt.nz



Appendix I: Comparison of Diploma Supplement and TEQS fields

Diploma Supplement fields	Tertiary Education Qualification Statement fields
1.1 Family name(s)	Include
1.2 Given name(s)	Include
1.3 Date of birth (<i>day/month/year</i>)	Optional
1.4 Student identification number or code (<i>if available</i>)	Include institution number. Do not include National Student Number.
2.1 Name of qualification and (<i>if applicable</i>) title conferred (<i>in original language</i>)	Include
2.2 Main field(s) of study for the qualification	Include
2.3 Name and status of awarding institution (<i>in original language</i>)	Include
2.4 Name and status of institution (<i>if different from 2.3</i>) administering studies (<i>in original language</i>)	Include
2.5 Language(s) of instruction/examination	Include
3.1 Level of qualification	Include
3.2 Official length of programme	Include
3.3 Access requirement(s)	Include; renamed "Entry requirements"
4.1 Mode of study	Exclude
4.2 Programme requirements	Amend to: 4.1 Minimum requirements to secure the qualification; 4.2 Graduate profile
4.3 Programme details (e.g. papers or courses studied), and the individual grades/marks/credits obtained (<i>the information on an official transcript would be used here</i>)	Include; option to include a full academic transcript for this field
4.4 Grading scheme and, if available, grade distribution guidance	Include
4.5 Overall classification of the qualification (<i>in original language</i>)	Include
5.1 Access to further study	Include
5.2 Professional status (<i>if applicable</i>)	Include
6.1 Additional information	Amend to: 6.1 Information about the student's achievements (optional); 6.2 Information about the institution



Appendix I: Comparison of Diploma Supplement and TEQS fields

Diploma Supplement fields	Tertiary Education Qualification Statement fields
6.2 Further information sources	Include; renumber as 6.3
7.1 Date	Include
7.2 Signature	Include
7.3 Capacity	Include
7.4 Official stamp or seal	Include
8. Description of the New Zealand tertiary education system	Include link to centralised description on the National Education Information Centre website



Appendix 2: Field separation for transcript-plus model

To aid providers that wish to provide graduate-specific information in the academic transcript and generic qualification and provider information in a separate document, the fields that would normally be in each document have been outlined below.

Academic transcript

- Family name(s)
- Given name(s)
- Date of birth (day/month/year)
- Student identification number or code (if available)
- Name of qualification and (if applicable) title conferred (in original language)
- Programme details (e.g. papers or courses studied), and the individual grades/marks/credits obtained (the information on an official transcript would be used here)
- Grading scheme and, if available, grade distribution guidance
- Overall classification of the qualification (in original language)
- Information about the student's achievements
- Date
- Signature
- Capacity
- Official stamp or seal.

Plus anything else that is already included on your transcripts.

Qualification and institution information

- Name of qualification and (if applicable) title conferred (in original language)
- Main field(s) of study for the qualification
- Name and status of awarding institution (in original language)
- Name and status of institution (if different from above) administering studies (in original language)
- Language(s) of instruction/examination
- Level of qualification
- Official length of programme
- Entry requirement(s)
- Minimum requirements to secure the qualification
- Graduate profile
- Access to further study
- Professional status (if applicable)
- Information about the institution
- Further information sources
- Description of the New Zealand Tertiary Education System
- Issue date.

There may be some double-up of information; for example, the name of the qualification and the main field of study are likely to appear in both documents.

