



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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Guide to Requirements for Consent to Assess for Schools

March 2021

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Part A

Introduction

Purpose of this guide

This document is designed to assist schools wishing to be granted consent to assess against standards on the Directory of Assessment Standards (DAS). In particular, it specifies the requirements to be met for the initial granting of consent to assess, maintaining consent, or extending the scope of consent.

In this document the term “school” refers to “relevant schools” as defined in section 10 of the Education and Training Act 2020. Relevant schools will tend to be secondary and composite schools, which include state, private, state integrated, area, and designated character schools, and wharekura and kura kaupapa.

Background

In August 2011, for the purpose of the Education Amendment Act 2011, NZQA developed the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. These Rules were amended in 2017, 2018, and 2020, then replaced with effect from April 2021. The 2021 version is in Parts B and C (pages 5 – 12 of this document).

Prior to 2011, consent to assess against standards was called “accreditation to assess against standards,” which caused confusion with programme accreditation. The old QA Standard for Schools was turned into a set of guidelines (CAAS Guidelines) to assist schools to meet the requirements for the initial granting of consent, maintaining consent or extending the scope of consent to assess.

Consent to assess

Having consent to assess allows schools to assess against standards on the DAS within the scope of the consent granted.

The requirements to be met for the granting of initial consent to assess, confirmation of ongoing consent to assess and extensions to the scope of the consent to assess for schools are outlined in Appendix 1 of the Consent to Assess Rules - see Part C. Guidelines for the evidence needed to meet the requirements in Appendix 1 appear in Part D - CAAS Guidelines).

Initial granting of consent to assess to schools

In order to be granted initial consent to assess, schools must meet the requirements of the rules in sections 5 and 9 of the Consent to Assess Rules.

In applying for initial consent, a school is required to develop a Quality Management System (QMS) document that addresses the requirements in Appendix 1 of the Consent to Assess Rules.

The QMS will provide evidence of the potential for a school to assess against standards. For guidelines as to the evidence needed see Part D - CAAS Guidelines.

Applications for consent can be for the base scope of assessment alone or for the base scope of assessment and specified other DAS sub-fields, domains and/or standards. For these other DAS applications, evidence is required that relevant Consent and Moderation Requirements (CMR) will be met and relevant consultation with Work Development Councils (WDCs) and other standard setting bodies (SSBs) has been undertaken.

A school that wishes to make an initial consent application should contact its School Relationship Manager or, if one has not yet been assigned, contact the School Quality Assurance and Liaison unit at NZQA.

Maintaining consent to assess for schools

In order to maintain consent to assess, a school must meet the requirements of the rules in section 13 of the Consent to Assess Rules by:

- continuing to maintain, and comply with, the quality management system (see Parts C and D of this document)
- continuing to comply with its relevant obligations in:
 - the current *Assessment (including Examination) Rules for Schools with Consent to Assess*; and
 - in respect of home-schooled students, the current *Assessment (including Examination) Rules for Home-Schooled Students*; and
 - in respect of unit standards continue to meet the Consent and Moderation Requirements for the standards to which the consent relates, and report credits for learners to NZQA.

Examples of failure to meet the requirements of the consent to assess might include, but are not limited to:

- failure to establish a rigorous internal moderation process
- failure to monitor moderation processes and/or act on issues that arise from internal or external moderation
- failure to submit materials for external moderation by the submission date
- failure to include the required material for external moderation
- repeated submission of invalid or incomplete assessment materials for external moderation
- failure to address the identified actions set out in a Managing National Assessment (MNA) report within a reasonable timeframe
- refusal to submit to or not adequately facilitating a Managing National Assessment systems check within a reasonable period of time.

If appropriate steps are not taken to address identified problems, the range of options available to NZQA includes, but is not limited to:

- further MNA systems checks
- refusal to accept internal assessment results for candidates as reported by the school
- imposition of conditions on consent to assess against standards on the DAS
- withdrawal of consent to assess in the relevant DAS sub-fields, domains or standards.

Extending the scope of the consent to assess

The process for extending the scope of the consent to assess applies to schools that already hold consent. In applying for an extension to its scope of consent, a school must meet the requirements of Rule 7.2 of the Consent to Assess Rules by:

- ensuring that its QMS document is up-to-date; and
- providing evidence that the relevant Consent and Moderation Requirements will be met and relevant consultation with WDCs and other SSBs has been undertaken.

A school can obtain information on applying for an extension to its scope of consent by contacting its School Relationship Manager.

Reducing the scope of the consent to assess

Under Rule 7.4, a school holding consent to assess may at any time apply to reduce its scope and should contact the school's School Relationship Manager.

Non-use of standards and classifications in a consent

Where, over a period of two consecutive years, a holder of a consent to assess against standards has not reported credits in respect of a particular field, subfield, domain, or standard within the holder's consent, under Rule 18, NZQA may:

- notify the holder of the situation; and
- unless the holder satisfies NZQA that its consent to assess should not be reduced, NZQA may reduce the consent by removing the particular field, subfield, domain, or standard to which this rule applies.

Part B

Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021

1. Authority

1.1 These Rules are made under section 452 of the Education and Training Act 2020.

2. Commencement

2.1 These Rules commence on the 28th day after the date of approval by the Minister under section 452(5) of the Education and Training Act 2020.

3. Interpretation

3.1 In these Rules, unless the context otherwise requires:

Act means the Education and Training Act 2020

classification means the field, sub-field or domain for a standard

consent and moderation requirements means the standard-setting body requirements listed for standards that relate to the particular skills and knowledge of teachers and assessors, any special resources required for assessing against the standards, learner access to resources, practical experience, and national external moderation

consent to assess means consent to assess against standards on the Directory, provided for in section 449 of the Act

Directory means the Directory of Assessment Standards provided for in section 437 of the Act

industry training micro-credential means a kind of consent to assess consisting of one or more assessment standards on the Directory and which:

(a) certifies the achievement of a specific set of skills and knowledge in workplace training:

(b) has a statement of purpose and clear learning outcomes:

(c) has demonstrable support from the relevant industries, employers, or communities:

(d) has a credit value that is from 5 to 40 credits (*inclusive*):

(e) would typically not duplicate current quality assured learning approved by NZQA

institution has the same meaning as in section 10(5)(a) of the Act

level means any of levels 1 to 10 of the NZQF

NZQA means the New Zealand Qualifications Authority

NZQF means the New Zealand Qualifications Framework

relevant school has the same meaning as in section 10(1) of the Act

standard-setting body means an “approved standard-setting body” within the meaning of that term in section 438 (1) of the Act

Te Hono o Te Kahurangi quality assurance means applying Te Hono o Te Kahurangi whare ako framework and quality assurance tools for consents to assess, as that framework and those tools are published by NZQA from time to time on its website

transitional ITO has the same meaning as in clause 42(1) of Schedule 1 of the Act.

- 3.2 References to rules are to these Rules unless otherwise specified.

Part 1

Applications and use of sub-contractors

- 4. Applications for consent to assess (except relevant schools and transitional ITOs) where the applicant does not already hold a consent to assess**
- 4.1 All applications for consent to assess, where the applicant does not already hold a consent, must contain the following information:
- (a) the name and contact details of the applicant:
 - (b) the scope of the consent sought, covering the classifications and standards, and levels:
 - (c) where the application relates to unit standards, evidence of the assessment by the relevant standard-setting body of the applicant's ability to meet the consent and moderation requirements:
 - (d) evidence of how the applicant will carry out self-assessment and participate in external evaluation and review (*however this is not needed where it has already been provided in a related application for accreditation to provide an approved programme or a related application for training scheme approval*).
- 4.2 Where the application for consent is not associated with a related application for accreditation to provide an approved programme, or a related application for training scheme approval, the application must also contain:
- (a) an explanation of how the scope fits with the applicant's overall business planning and delivery intentions:
 - (b) evidence to show the applicant is able to design study or training, particularly in respect of the standards in the application.
- 4.3 Rules 4.1 and 4.2 do not apply to relevant schools or transitional ITOs except to the extent provided for in rules 5 and 6.
- 5. Applications from relevant schools for consent to assess where the school does not already hold a consent to assess**
- 5.1 Relevant schools applying for consent to assess must provide the details in paragraphs (a) and (b) of rule 4.1 and make available to NZQA where requested a copy of the documentation required in **Appendix 1**.
- 5.2 Where the application includes unit standards, the relevant school must also provide details as required in paragraph (c) of rule 4.1.
- 6. Applications from transitional ITOs where the transitional ITO does not already hold a consent, or where the application relates to standards in respect of which the transitional ITO is not the standard-setting body**
- 6.1 Transitional ITOs applying for consent to assess against standards for which it is the standard-setting body, and where the transitional ITO does not already hold a consent for such standards, must provide:
- (a) the details in paragraphs (a), (b) and (d) of rule 4.1:
 - (b) information on the skills of the workplace assessors the transitional ITO proposes to use for assessments, and information on the management and training of the assessors.

6.2 A transitional ITO applying for consent to assess against standards for which it is not the standard-setting body, and where the transitional ITO does not already hold a consent in relation to such standards, must provide the information:

(a) in rule 6.1:

(b) in paragraph (c) of rule 4.1.

7. Applications from holders of existing consents to assess to extend or reduce the scope of the consent to assess

7.1 A holder of a consent to assess (*other than a relevant school or transitional ITO*) may at any time apply to extend the scope of the consent, providing the details in paragraphs (a), (b), and (c) of rule 4.1.

7.2 A relevant school may at any time apply to extend the scope of the consent, providing, in respect of the standards to which the application relates:

(a) the information required in paragraphs (a), (b) and (c) of rule 4.1:

(b) any updates to the documentation required in **Appendix 1**.

7.3 A transitional ITO may at any time apply to extend the scope of its consent to assess, providing, in respect of the standards to which the application relates, -

(a) where the transitional ITO is the standard-setting body for the standards, the information in paragraphs (a) and (b) of rule 4.1 and the information in paragraph (b) of rule 6.1; or

(b) where the transitional ITO is not the standard-setting body for the standards, the information in paragraphs (a) to (c) of rule 4.1 and the information in paragraph (b) of rule 6.1.

7.4 A holder of a consent to assess may at any time apply to reduce the scope of the consent to assess by removing a classification or removing one or more standards.

8. Requests for Te Hono o Te Kahurangi quality assurance

8.1 When applying for a consent to assess, an applicant may request that Te Hono o Te Kahurangi quality assurance is used for assessment of the application.

8.2 An applicant making a request under rule 8.1, in addition to providing the information required under rules 4 to 7, must provide the information that the Te Hono o Te Kahurangi quality assurance framework and tools require.

8.3 NZQA will evaluate a request made under rule 8.1, together with the information supplied, in accordance with Te Hono o Te Kahurangi quality assurance.

8.4 For the purposes of requests to use Te Hono o Te Kahurangi quality assurance, references in these rules to self-assessment are to be treated as references to self-reflective practice.

9 Applications for approval of an industry training micro-credential

9.1 An institution may apply to NZQA for approval of an industry training micro-credential, and in respect of its application it must:

(a) provide clear evidence of all the features set out in the definition of industry training micro-credential:

(b) identify the standards to be assessed in the micro-credential:

(c) explain the coherence of those standards as an individual learning package:

(d) consult the standard-setting bodies whose standards will be assessed in the micro-credential, and attach a copy of their views:

- (e) be the holder of consent to assess for the standards referred to in paragraph (b) of this rule.

10. Use of sub-contractors

- 10.1 Where an applicant for a consent to assess against standards, or a holder of a consent, proposes to use a sub-contractor which itself is the holder of a consent to assess against those particular standards, the applicant or holder must supply to NZQA the following information prior to using the sub-contractor:
 - (a) a copy of the sub-contracting agreement which must outline the responsibilities and obligations of the parties;
 - (b) the duration of the arrangement;
 - (c) the reasons for the arrangement;
 - (d) confirmation that any advertising and other information provided to prospective students clearly shows that the study or training involved is provided under a sub-contracting arrangement.
- 10.2 Where an applicant for a consent to assess against standards, or a holder of a consent, proposes to use a sub-contractor which does not itself hold a consent to assess against those particular standards, the applicant or holder must apply to NZQA to engage the sub-contractor.
- 10.3 NZQA will only grant approval to an application under rule 10.2 where it is satisfied that:
 - (a) the holder remains responsible for the sub-contractor meeting all of the holder's obligations in relation to the consent; and
 - (b) the sub-contractor will meet all relevant obligations in the Act and in rules made under section 452 of the Act in relation to the consent; and
 - (c) there is an agreement between the holder and the sub-contractor that includes provisions to ensure that NZQA is able to exercise its quality assurance and enforcement powers and functions in respect of the acts or omissions of the sub-contractor relating to the consent; and
 - (d) the information and advertising for the study or training clearly states that it is provided through a sub-contracting arrangement; and
 - (e) all student enrolments are through the holder, and the holder maintains all student enrolment and academic information; and
 - (f) the holder will report credits for the learners and pay the relevant credit reporting fee.
- 10.4 To continue to maintain approval granted under rule 10.3 the holder of the consent to assess must ensure the sub-contracting is conducted at all times in accordance with the requirements set out in paragraphs (a) to (f) of rule 10.3.

11. Approval of applications for consents to assess

- 11.1 NZQA will advise applicants for consents to assess if any of the requirements for the application require further work.
- 11.2 A site visit may be carried out by NZQA. A site visit will be carried out where the consent and moderation requirements specify a site visit.
- 11.3 Where a standard-setting body does not consider that an applicant for consent to assess will be able to meet the consent and moderation requirements, the standard-setting body must provide a written explanation of its reasons to NZQA and any supporting evidence.
- 11.4 Where NZQA is satisfied that the requirements for the application have been met, NZQA will grant the consent and advise the applicant.

- 11.5 Where the standard-setting body has good reasons to consider that an applicant for consent to assess will not be able to meet the consent and moderation requirements, NZQA may impose conditions on the consent under section 450 of the Act.
- 11.6 NZQA will not approve the application, and will advise the applicant accordingly in the following situations:
- (a) where NZQA is not satisfied that the requirements for the application are met; or
 - (b) where the standard-setting body has good reasons to consider that an applicant for consent to assess will not be able to meet the consent and moderation requirements.
- 11.7 NZQA will publish on its website the details of successful applicants for a consent to assess. Those details will be removed when the applicant no longer is the holder of the consent.

12 Approval of applications for industry training micro-credentials

- 12.1 This rule 12 applies to any institution making an application under rule 9 (*for approval of an industry training micro-credential*).
- 12.2 Where NZQA is satisfied that the requirements for the application have been met, NZQA will grant the approval and advise the institution.
- 12.3 Where NZQA does not approve the application, it will advise the institution with the reasons for not approving the application.
- 12.4 NZQA will publish on its website the details of successful applications.
- 12.5 NZQA will remove the published details in the following circumstances:
- (a) when the applicant no longer is the holder of the consent for any of the standards in the approval:
 - (b) where, under sections 449 or 451 of the Act the approval has been withdrawn, expires, or ceases to have effect.

Part 2

Maintaining consent and approval

13. Requirements to be met to maintain consent to assess (*except relevant schools and transitional ITOs*)

- 13.1 To maintain consent to assess in respect of the entire consent or particular classifications or standards, holders of the consent (*except relevant schools and transitional ITOs*) must:
- (a) continue to:
 - (i) meet the consent and moderation requirements for the standards to which the consent relates; and
 - (ii) carry out self-assessment and participate in external evaluation; and
 - (b) accurately report credits for students within 3 months of assessment, unless NZQA has approved a different reporting timeframe for the holder of the consent; and
 - (c) in respect of holders with externally assessed achievement standards in their consent, meet the requirements of the *Assessment (including Examination) Rules for Tertiary Education Organisations with Consent to Assess Entering Candidates for Achievement Standards*, for the time being in force; and
 - (d) pay the credit reporting fees due, by the end of the month following month of the invoice from NZQA.

14. Requirements to be met to maintain consent to assess for relevant schools

14.1 To maintain consent to assess in respect of the entire consent or particular classifications or standards, relevant schools must:

- (a) continue to maintain, and comply with, the quality management system provided for in **Appendix 1**; and
- (b) continue to comply with its relevant obligations in:
 - (i) the *Assessment (including Examination) Rules for Schools with Consent to Assess*, for the time being in force; and
 - (ii) in respect of home-schooled students, the *Assessment (including Examination) Rules for Home-Schooled Students*, for the time being in force; and
- (c) in respect of unit standards continue to meet the consent and moderation requirements for the standards to which the consent relates, and report credits for learners to NZQA.

15. Requirements to be met to maintain consent to assess for transitional ITOs

15.1 To maintain consent to assess in respect of the entire consent or particular classifications or standards transitional ITOs must:

- (a) continue to:
 - (i) meet the consent and moderation requirements for the standards to which the consent relates;
 - (ii) carry out self-assessment and participate in external evaluation; and
 - (iii) maintain levels of at least confident in self-assessment and external evaluation and review;
- (b) accurately report credits for students within 3 months of assessment, unless NZQA has approved a different reporting timeframe for the holder of the consent;
- (c) in respect of holders with externally assessed achievement standards in their consent, meet the requirements of the *Assessment (including Examination) Rules for Tertiary Education Organisations with Consent to Assess Entering Candidates for Achievement Standards*, for the time being in force; and
- (d) pay the credit reporting fees due, by the end of the month following the month of the invoice from NZQA.

16. Requirements to be met to maintain approval of an industry training micro-credential

16.1 Institutions holding NZQA approval of an industry training micro-credential must:

- (a) ensure the micro-credential continues to have the features set out in the definition of industry training micro-credential; and
- (b) carry out an annual review of the micro-credential, including whether there is continued demonstrable support for it from relevant industries, employers, or communities.

17. Use of sub-contractors

17.1 A holder of a consent to assess is not compliant with these Rules where the holder engages a sub-contractor to carry out the delivery of the study or training in respect of the standards to which the consent relates without obtaining the consent of NZQA.

17.2 A holder of a consent to assess is not compliant with these Rules where the sub-contractor engaged by the holder purports to further sub-contract the delivery of study or training in respect of the standards to which the consent relates.

18. Non-use of classifications and standards in a consent

- 18.1 This rule 18 applies to a classification or standard where, over a period of two consecutive years, a holder of a consent to assess has not reported credits in respect of a particular field, subfield, domain, or standard within the holder's consent.
- 18.2 NZQA may notify the holder of the situation.
- 18.3 Following notification to the holder, unless the holder satisfies NZQA that its consent to assess should not be reduced, NZQA may reduce the consent by removing the particular field, subfield, domain, or standard to which this rule applies.

Part 3

Consequential revocations

19. Consequential revocations

- 19.1 The following rules are consequentially revoked:
- (a) Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011
 - (b) Consent to Assess Against Standards on the Directory of Assessment Standards Amendment Rules 2017
 - (c) Consent to Assess Against Standards on the Directory of Assessment Standards Amendment Rules 2018
 - (d) the Consent to Assess Against Standards on the Directory of Assessment Standards Amendment Rules 2020.

Part C

Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021 (CAAS)

Appendix 1

Quality management system

The school has a documented quality management system that:

- (a) reflects the Ministry of Education's "National Education Guidelines" and "National Administrative Guidelines"; and NELP "National Education and Learning Priorities."
- (b) covers the following three sets of requirements:

Defining aims, objectives, directions and targets

1. The school has measurable aims, objectives, directions and targets.

Systems to achieve measurable aims, objectives, directions and targets

2. The school puts into practice quality management systems to achieve its aims, objectives, directions and targets, including:
 - 2.1 **Governance and management** – the school has adequate and appropriate governance and management systems to achieve its aims, objectives, directions and targets
 - 2.2 **Personnel** – the school recruits, manages and develops its staff to achieve its aims, objectives, directions and targets
 - 2.3 **Physical and learning resources** – the school has adequate and appropriate physical and teaching and learning resources to achieve its aims, objectives, directions and targets
 - 2.4 **Student information and support** – the school provides adequate and appropriate information and support services to students
 - 2.5 **Development, delivery and review of programmes** – the school adequately and appropriately designs, develops, delivers and reviews its teaching and learning programmes consistent with its aims, objectives, directions and targets
 - 2.6 **Assessment and moderation** – the school has adequate and appropriate systems of assessment and moderation to meet the expected outcome of learning programmes
 - 2.7 **Reporting on student achievement** – the school adequately and appropriately reports on student achievement.

Achieving aims, objectives, directions and targets

3. The school is achieving its aims, objectives, directions and targets, and can provide assurance that it will continue to do so.

Part D

CAAS Guidelines

Defining aims, objectives, directions and targets

- 1. The school has measurable aims, objectives, directions and targets.**

The school demonstrates this by:

- i. stating in its charter its aims, objectives, directions and targets
- ii. having performance indicators to measure the achievement of its aims, objectives, directions and targets.

Systems to achieve measurable aims, objectives, directions and targets

2. The school puts into practice quality management systems to achieve its aims, objectives, directions and targets, including:

2.1 Governance and management

The school has adequate and appropriate governance and management systems to achieve its aims, objectives, directions and targets.

The school demonstrates this by:

- i. having its Board of Trustees develop a strategic plan, meet regularly and communicate decisions
- ii. having school management regularly report to its Board of Trustees, relevant information to make informed governance decisions
- iii. consulting with its community and managing the school in the community's best interests
- iv. developing and applying a coherent¹ set of policies and procedures (quality management system) within the school and to programmes and assessments carried out off-site
- v. defining clear organisational structures, roles, responsibilities, authorities, lines of reporting and accountability
- vi. defining how it addresses the principles of the Treaty of Waitangi and how it implements plans to improve the performance of its Māori students
- vii. using acceptable financial management practices, achieving acceptable financial performance and allocating funds to reflect the school's stated priorities
- viii. meeting relevant legislative requirements including those for programmes outside the base scope of assessment
- ix. defining fee protection policies and mechanisms for foreign students (where relevant) that meet the *Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021*
- x. defining its internal review processes.

¹ Coherent policies and procedures are complete, currently put into action, understandable and reflect actual practice. This requires that systems, policies and procedures are established, documented, approved, implemented and regularly reviewed. Policies and procedures should be appropriate to the size and nature of the school or, where relevant, to the school's tikanga and kawa and be developed to cover all relevant aspects of the CAAS. Schools may call their quality management systems other names and the policies and procedures may be spread across a number of related documents.

2.2 Personnel

The school recruits, manages and develops its staff to achieve its aims, objectives, directions and targets.

The school demonstrates this by:

- i. using recruitment and selection practices to make sure it has appropriate² personnel with:
 - teaching and subject knowledge
 - assessment and moderation
 - expertise –educational management experience –quality management expertise
 - student support skills
 - financial and administration expertise
- ii. providing fair conditions of employment³
- iii. appraising staff performance⁴
- iv. providing ongoing development⁵ and support for staff.

² The number of personnel will depend on the size and nature of the school. A school may not have permanent staff with the requisite skills and expertise and may have to access the expertise externally.

³ 'Fair conditions of employment' means that the obligations of both the employer and employee are clearly recorded and documented and understood by both parties. At a minimum, staff must be provided with:

- good and safe working conditions
- employment agreements for all staff that comply with the Employment Relations Act 2000
- policies and procedures for EEO, disciplinary procedures, dispute resolution, privacy/protected disclosures and health and safety.
- The school must also be aware of, and responsible for, compliance with all other relevant employment related legislation such as being a good employer as defined in section 597 of the Education and Training Act 2020.

⁴ As required under section 599 of the Education and Training Act 2020.

⁵ The school must also show evidence that planned staff professional development has taken place within the previous twelve months and that it has planned future staff development.

2.3 Physical and learning resources

The school has adequate and appropriate physical, and teaching and learning resources to achieve its aims, objectives, directions and targets.

The school demonstrates this by:

- i. ensuring its premises, facilities and other physical resources are adequate to cater for the number of students and the range of courses offered⁶
- ii. complying with negotiated conditions of any current asset management agreement and implementing a maintenance programme to ensure the school buildings and facilities provide a safe, healthy learning environment⁷
- iii. ensuring the teaching and learning resources⁸ are adequate to support delivery of courses offered and requirements of assessment processes.

⁶ This also applies to any:

- premises and facilities external to the school site
- industry or standard setting body consent and moderation requirements
- physical resources for administrative or collective use e.g. computers.

⁷ This also includes premises and facilities external to the school site.

⁸ This includes:

- teaching and learning resources for individual learning programmes e.g. texts
- independent learning opportunities e.g. library books, internet.

2.4 Student information and support

The school provides adequate and appropriate information and support services to students.

The school demonstrates this by:

- i. providing accurate and sufficient information to students covering:
 - subject choices and courses
 - any fees payable including fees for specialist courses
 - pastoral care, welfare and student support services
 - career guidance
 - school rules, regulations and disciplinary procedures
 - assessment processes, including additional assessment opportunities and appeals of results
 - health and safety procedures
- ii. dealing with students fairly and equitably
- iii. identifying and responding to students' specific learning needs
- iv. providing a safe physical, cultural and emotional environment and access to guidance, support systems and welfare services
- v. complying with the mandatory *Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021* (where relevant).

2.5 Development, delivery and review of programmes

The school adequately and appropriately designs, develops, delivers and reviews its teaching and learning programmes consistent with its aims, objectives, directions and targets.

The school demonstrates this by:

- i. following school procedures to systematically design and develop teaching and learning programmes that:
 - meet New Zealand Curriculum and WDC and other SSB requirements where appropriate
 - are based on the needs of learners and other stakeholders and do not present unreasonable barriers to learning
 - specify the learning outcomes and expected standards of achievement
 - provide for learning outcomes that are achievable within the timeframe of the programme
 - have appropriate content, teaching and learning strategies, teaching and learning resource requirements and assessments
 - address equity issues
 - integrate any off-site practical or workplace components⁹
- ii. timetabling and delivering courses to meet the needs of learners
- iii. systematically monitoring and reviewing all courses and using the results to improve learning outcomes and achievement
- iv. monitoring learner and any other relevant stakeholder satisfaction with the quality of education provided
- v. specifying¹⁰, monitoring and reviewing the standard of delivery and support for any programmes delivered off-site
- vi. maintaining approvals under Section 524 of the Act for classes, courses or programmes intended exclusively or mainly for foreign students
- vii. keeping relevant programmes, outside its base scope of assessment, current with latest industry requirements.

⁹ As well as outlining the relevance of these components, there should be documentation outlining how the quality of learning and assessment in the off-site activities, including field trips, is maintained.

¹⁰ The school is responsible for the quality assurance of off-site components of programmes, no matter what delivery arrangements are in place. Where relevant, contractual agreements or memorandum of understanding must be in place. A school that is contemplating offering New Zealand qualifications at an overseas site must first contact NZQA for information on procedures that must be followed.

2.6 Assessment and moderation

The school has adequate and appropriate systems of assessment and moderation, to meet the expected outcomes of learning programmes.

The school demonstrates this by:

- i. having appropriate procedures for managing assessment processes, including appeals of assessment results
- ii. ensuring, for each course, assessment:
 - processes and decisions are transparent, systematic and consistent
 - methods are appropriate, fair, manageable, and integrated with learning –
 - evidence is valid, authentic and sufficient
- iii. internally moderating assessment materials and judgements to ensure these comply with paragraph (ii) of this clause, 2.6
- iv. complying with the external moderation requirements of NZQA and WDCs and other SSBs.
- v. using assessment information to inform learning and review programmes and/or courses
- vi. ensuring samples of student achievement are adequately stored to meet moderation requirements and to respond to student appeals
- vii. having the necessary consent to assess prior to assessment taking place.

2.7 Reporting on student achievement

The school adequately and appropriately reports on student achievement.

The school demonstrates this by:

- i. systematically recording student achievement¹¹
- ii. reporting appropriately and regularly to:
 - students and parents/caregivers on individual student progress and achievement
 - the school community on the overall achievement of students and groups of students from the school
- iii. transferring student achievement of standards for recording on the NZQA Record of Achievement database:
 - accurately
 - on a regular and timely basis
 - only in relation to the scope of consent to assess granted
- iv. maintaining a reliable system of archiving information on student achievement.

¹¹ The school must keep records of student achievement and make these available on request by NZQA or another appropriate government agency. Record keeping systems must allow for the monitoring of student progress at both a course and qualification level. Systems must comply with the Privacy Act 2020 and the Official Information Act 1982.

Achieving aims, objectives, directions and targets

3. The school is achieving its aims, objectives, directions and targets, and can provide assurance that it will continue to do so.

The school demonstrates this by:

- i. applying appropriate performance indicators to measure and monitor the achievement of aims, objectives, directions and targets and reporting progress in its annual report
- ii. using the results of self-review to update aims, objectives, directions and targets and performance indicators
- iii. regularly collecting feedback from students, parents or caregivers and other stakeholders to confirm the effectiveness of the school and to further improve performance
- iv. using its self-review and evaluation processes to either:
 - confirm that policies and procedures, as set out in the QMS document, are current, are being applied consistently and are effective in achieving desired outcomes, or
 - identify areas for ongoing improvement, which are then actioned
- v. following up external review recommendations and findings.