Early Childhood Education Qualifications
Mandatory Review

Working Group Brief

May 2014

Prepared by NQS on behalf of the ECE Governance Group
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1. Introduction

The Early Childhood Education Review Governance Group (ECEGG) proposes a suite of nine new ECE qualifications – six certificates and three diplomas. The new qualifications are designed to recognise generalist ECE skills and knowledge and also specialist areas, and be achievable in different contexts.

The ECEGG proposes two streams sitting side by side – ‘General’ ECE qualifications and ‘Mātauranga Māori’ ECE qualifications developed under Mātauranga Māori Evaluative Quality Assurance (MM EQA). The suite of qualifications provides a range of community, employment and education pathways to enable people to gain skills to equip them for roles in early childhood education and care. The qualifications will also prepare learners for more advanced academic study which may lead to registration as an ECE teacher.

The approach is intended to meet the identified need for flexible learner pathways and responds to:

- issues identified in the analysis of current qualifications and their use
- needs identified in the literature search and wider needs analysis
- needs identified from the ECE sector around job roles and qualification needs
- identified needs and aspirations of ākonga, wider communities (including whānau, hapū, iwi, and haporan Māori) and other key stakeholders, and to advance mātauranga Māori as a body of knowledge

The draft qualifications landscape outlines early childhood education certificate and diploma qualifications being proposed to be developed at levels 1 - 6 for the NZQF. The following diagram shows the proposed suite of ECE qualifications that working groups are being asked to develop.

![Diagram of proposed ECE qualifications pathway map]
The proposed qualifications were endorsed by the recent consultation, and will now be developed by working groups. Once approved, the new qualifications would replace all 35 early childhood education qualifications currently on the framework at levels 1-6, excluding qualifications offered by the university sector. Further detail on the proposed suite of qualifications is contained in section 4 and appendix I.

The ECEGG proposes two working groups - one to develop the proposed stream of general ECE qualifications (which include Pasifika), and one to develop the proposed Mātauranga Māori stream of ECE qualifications. The working group members have a wide range of perspectives to reflect the diversity of the sector. The working groups will operate in the best interests of the whole sector, acknowledging that members will have been appointed as coming from distinct parts of the sector.
2. Key tasks for working groups

The ECE Qualifications Review working groups will provide technical expertise in developing a cohesive set of ECE qualifications, which are fit for purpose and meet the needs of the community, employers and learners. The critical task for the Working Groups is to complete the strategic purpose statement and outcome statement for the qualifications each group has been assigned. This consists of the:

- Strategic purpose statement
- Graduate profile
- Education pathway
- Employment pathway
- Community pathway (where appropriate)

These need to be written in a way that anyone can understand. **Prior to the meeting**, please familiarise yourself with this working group brief and the detailed requirements for each of these components which are listed on pages 14-17 of the *Guidelines for approval of qualifications at levels 1-6 for listing on the New Zealand Qualifications Framework*, [http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/guidelines-listing-nzqf-applications.pdf](http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/guidelines-listing-nzqf-applications.pdf). Guidance is also available in appendix F.

The underpinning premise of the mandatory reviews is to ensure that the proposed qualifications graduate profiles are sufficiently general and flexible enough to enable a range of programmes, in differing modes of delivery and contexts, to be developed, and still retain meaning for the sector.

ECE is a diverse and dynamic sector, and working groups should use language that is generic enough to embrace a range of cultural contexts and educational philosophies. This should allow providers to develop programmes towards qualifications including internationally recognised certifications, if they wish (e.g. Montessori).

This brief identifies the qualifications each working group is tasked with developing, and provides some information from the Governance Group to assist you. The qualification strategic purpose statement and outcome statements (includes the graduate profile; employment, education and community pathways) for each qualification will detail the distinctness of each in the proposed suite of new qualifications, and show the proposed linkages between them. The following is intended to provide some guidance when developing the qualifications.
3. Key messages from the Governance Group

The ECEGG has considered the needs analysis and expert input from the sector, and proposed a landscape of draft qualifications for consideration and consultation by the sector, providers and other interested parties.

The ECEGG is looking specifically at early childhood qualifications, and is aware there are other reviews of qualifications in related areas that may have some impact on this review.

The ECEGG has determined that it will draw on principles and concepts from Te Ao Māori, and make a genuine attempt to ensure these concepts and principles are reflected throughout the review.

The ECEGG has agreed that all early childhood education qualifications will reflect the principles and strands of Te Whāriki. The ECE qualifications are expected to be delivered and obtained in a range of cultural contexts and educational philosophies.

The ECEGG proposes a qualifications landscape that includes two streams of ECE qualifications. It is proposed that a Mātauranga Māori suite of ECE qualifications will sit alongside the general ECE qualifications developed from this review. The proposed qualifications will be designed to cover the core body of knowledge required in educator and care roles in the ECE sector and are expected to provide a good grounding to enable learners to progress to higher level study or be more knowledgeable about early learning in a community and family context.

The ECEGG proposes that Pasifika cultural contexts are catered for within the general ECE qualification stream. The ECEGG proposes that other cultural contexts and philosophical perspectives are also catered for within the general ECE qualification stream.

The draft landscape consultation document was a starting point for discussion and covered qualifications leading to further education and employment. The qualifications are intended for those looking for core skills in early childhood education and care for use in early childhood education and care, including those of special character and other work environments, home or centre based, in the community, and elsewhere.

The ECEGG acknowledges that a high proportion of the current ECE professional workforce is level 7 degree or diploma-qualified. The focus of this review is to provide lower level qualifications to equip the ECE workforce to be successful in a variety of settings, and employment and education pathways are a key component of proposed new qualifications at levels 1-6.

The proposed ECE landscape has been designed to provide certificates and diplomas with progression from fundamentals of early learning care, through to more advanced ECE knowledge and academic skills.

The ECE qualifications will be developed to be delivered as stand-alone qualifications and/or to be packaged with qualifications in other disciplines to allow broader programmes to be developed. Te Whāriki principles and strands complement the principles of Mātauranga Māori Evaluative Quality Assurance (MM EQA), and reinforce the importance of meaningful
engagement and the lens through which the review will be conducted. Refer to Appendix A for more detail.

The ECEGG intends to use a MM EQA pathway to develop the Mātauranga Māori suite of ECE qualifications, and this will require that all programmes towards these qualifications also be developed using the MM EQA approach. One work group will specifically focus on the development of the Mātauranga Māori suite of ECE qualifications. It is also proposed that the Aotearoa context and the Māori worldview are pivotal to the approach taken within the general suite of qualifications, which will aim to provide fit for purpose educators for future generations of young New Zealanders.

It should be noted that the structure has evolved slightly following consultation feedback, and may evolve further following work group activity around qualification development. It is proposed that qualifications are designed so that programmes can be developed which allow for training that encourages the use of the child’s first language and culture (imperative to grow the richness of their own language) and ensure there is potential to deliver new qualifications bilingually (e.g. Samoan and English) at the programme level.

### Core body of knowledge

It is envisaged that the qualifications will be developed to include a core body of knowledge in the following, embracing a future focus:

- Curriculum studies – NZ Early Childhood Curriculum, Te Whāriki
- Child development, learning and care
- Holistic health and wellbeing
- Whānau and community
- Cultural identity and contexts for practice in Aotearoa
- Special character and philosophy
- Professional studies - development and practice, digital engagement capability

The Working Group is asked to note existing relevant practice standards/capability frameworks/guidelines which may inform the development of graduate profile statements:

- Ako Aotearoa – A Foundation for Progression: Graduate Profiles for Level 1 and 2 qualifications - [https://akoaotearoa.ac.nz/communities/foundation-graduate-profiles](https://akoaotearoa.ac.nz/communities/foundation-graduate-profiles)
- New Zealand Teachers Council Graduating Teacher Standards [http://www.teacherscouncil.govt.nz/content/graduating-teacher-standards](http://www.teacherscouncil.govt.nz/content/graduating-teacher-standards)
- New Zealand Teachers Council Registered Teachers Criteria [http://www.teacherscouncil.govt.nz/content/registered-teacher-criteria](http://www.teacherscouncil.govt.nz/content/registered-teacher-criteria)
- NZQF qualification descriptors. Refer to Appendix D.
Further background on:

- the scope and principles of design are covered in section 5, and appendix A
- Resources and key documents are provided in section 6
- Technical guidance for working groups is provided in section 7, and appendix C, D, E, F, G
- the proposed qualification landscape is detailed in section 4, and appendix I.

Working groups are invited to provide suggestions or comments on the proposed qualifications as part of their feedback to the ECEGG. There will be further opportunity for sector feedback around the draft qualifications later in the review process.
4. Proposed qualifications landscape

The ECEGG proposes a suite of nine new ECE qualifications – six certificates and three diplomas.

The ECEGG proposes two streams sitting side by side – ‘General’ ECE qualifications and ‘Mātauranga Māori’ ECE qualifications (developed under MM EQA). The suite of qualifications provides a range of community, employment and education pathways, to enable people to gain skills to equip them for a range of ECE roles in society and to prepare them for the more advanced academic requirements for registered teacher qualifications.

The proposed new qualifications are intended to:

- recognise generalist ECE skills and knowledge and also specialist areas
- be achievable in different contexts, and incorporate different philosophies
- ensure there is potential to deliver new qualifications bilingually (e.g. Samoan and English) at the programme level
- recognise the need for flexible learner pathways, and enable graduates to pursue a range of educational, employment and community outcomes
- meet identified needs and aspirations of ākonga, wider communities (including whānau, hapū, iwi, and hapori Māori) and other key stakeholders, and to advance mātauranga Māori as a body of knowledge.

The NZQF descriptions of qualifications and levels are contained in appendix D. The ECEGG has considered these, and the landscape includes Diplomas at level 5 and 6 rather than Certificates. The consultation document for the foundation and bridging review draft qualifications is included as appendix J, and should be considered when developing level 2-4 qualifications.

Following is more detail on the intent behind each of the proposed qualifications, and the diagram in Appendix I aims to capture the key points.

4.1 Proposed general early childhood education qualifications – including Pasifika

4.1.1 Level 2 - NZ Certificate in Early Childhood Learning and Care (40 credits)

The ECEGG propose a 40 credit level 2 introductory qualification to provide early learning and life skills, primarily relating to childcare and engaging students in formal recognised learning.

It is intended to improve community and family outcomes, support vulnerable children, and engage priority learners; with scope for the parent to learn alongside the child. It may, but won’t necessarily, lead to pursuing a career in ECE teaching. It is an area that does not appear to be specifically catered for in the foundation and bridging qualification review.

Links with vocational pathways and assisting with obtaining NCEA Level 2 are possibilities to be considered further. A qualification at this level is seen to have potential to combine with other foundation learning for programme development. E.g. proposed te reo Māori qualifications.
4.1.2 Level 3 - NZ Certificate in Early Childhood Education and Care (60 credits)

The ECEGG propose a 60 credit qualification at level 3 to provide the foundation body of knowledge of early childhood education and care in a variety of contexts.

This qualification is intended as the entry level qualification for prospective ECE educators, parents, whānau, caregivers. It is seen as suitable for those active in the education and care of young children, or in the community as a part-time educator.

Engaging priority learners, and improving community and family outcomes, are seen by the ECEGG as important considerations at this level.

Links with vocational pathways and assisting with obtaining NCEA Level 2, NCEA Level 3 and University Entrance are possibilities to explore further.

An alternative is an ECE strand (30 credits) in the proposed foundation qualification - NZ Certificate in Study and Career Preparation (Level 3) (60 credits). Consideration may be given to this when developing the level 3 qualification (see appendix J).

4.1.3 Level 4 - NZ Certificate in Early Childhood Education and Care (40-60 credits)

Level 4 represents the base level ECE qualification for individuals who want to be educators but are not necessarily pursuing being a ‘qualified teacher’ as a career; and for those requiring ECE contextualised learning to develop skills for higher level learning. It is seen as particularly important for Pasifika learners, and as a suitable base level for home based carers.

Graduates are likely to be community educators, ECE teacher aides, or volunteers in ECE contexts, and may operate one-to-one, in a small group or as part of a team. Graduates would be enabled to understand and act in accordance with the context of an early childhood environment, and have an applied knowledge of learner needs and of the theories, models and techniques required in order to be effective within the scope and context of their practice.

The ECEGG proposes 40-60 credit ECE level 4 qualification/s primarily to meet the needs of those learners that aren’t able to move directly to a level 5 or level 7 qualification. It would be expected to assist graduates to undertake further ECE study, and to meet entrance requirements for a level 7 ECE teaching qualification (University Entrance).

It may also be suitable for prospective ECE educators requiring an exit qualification stating a specific context.
The ECEGG agreed to include level 4 qualifications in the landscape for consultation, and seek working group feedback on options and alternative possibilities. These may include:

- one general qualification, with outcomes capable of being contextualised in a range of different cultural or philosophical contexts e.g. Pasifika
- one qualification such as: NZ Certificate in Early Childhood Education and Care, with possible endorsements or strands in Home-based, Parent-led, Nanny, Pasifika, or Academic skills; OR
- separate distinct qualifications with specialisms.

Section 5.3 of this document, and appendix E, provide further information on structural options for qualification design.

4.1.4 Level 5 - NZ Diploma in Early Childhood Education and Care (120 credits)

Level 5 represents the base level qualification for a proficient educator. Graduates would have a broad applied knowledge of learner needs, and of the theories, models and techniques required in order to be effective within the scope and context of their practice.

The ECE GG proposes one ECE level 5 diploma qualification, flexible enough to allow for programme development in a specific context. The ECEGG invites the WG to develop a generic diploma qualification that can be contextualised and meet a range of needs. Consideration of structural options to best meet the needs of a wide range of philosophies and contexts may be explored further, and may not be confirmed until feedback from work group development work is available.

The working group are to develop the ‘general’ option, but may provide feedback to the ECEGG on the alternatives:

- one general qualification with endorsements specifying the context (*limitations for learners in only being able to have one context specified*)
- one stranded qualification – the same core outcomes, plus additional learning unique for each specialism e.g. Nanny, Pasifika (*strand is shown in brackets as part of the title*)
- optional endorsements – a base qualification plus a significant area of additional study that only some learners require

Section 5.3 of this document, and appendix D and E, provide further information on structural options for qualification design.

The qualification would be expected to equip graduates to meet entrance requirements for a level 7 ECE teaching qualification, and progressions should be clearly considered in the qualification design.
4.1.5 Level 6 - NZ Diploma in Early Childhood Education and Care (120 credits)

The ECEGG proposes a 120 credit level 6 qualification to provide an applied body of ECE knowledge and learning for a broad range of areas of ECE practice. It will combine higher level academic and critical thinking skill development, and provide a possible education pathway to further study for those pursuing a career as an ECE educator/teacher.

It was agreed that this qualification may be important for degree delivering institutions outside of the university sector, and for learners who don’t yet meet the academic requirements for direct entry to degree level ECE study, including international learners. This qualification may also meet the requirements for leadership development aspects, and programmes to be developed to meet external accreditation requirements.

It is important to note that the NZ Teachers Council and NZQA have specific requirements for initial teacher education programmes at level 7, which level 5 and 6 qualifications would need to match to enable consideration for credit recognition.

The qualification would be expected to assist graduates to meet entrance requirements for a level 7 ECE teaching qualification. Progressions should be clearly considered in the qualification design; along with any restrictions on portability of learning being explicitly outlined.
4.2 Proposed Mātauranga Māori qualifications - Levels 2-5

The ECEGG proposes a suite of Mātauranga Māori ECE qualifications developed under MM EQA sitting alongside the suite of mainstream ECE qualifications. The Mātauranga Māori ECE qualifications are intended to involve te reo immersion and come from a Māori worldview and whānau context.

Qualification and programme design considerations are important, as links to qualifications that may emerge from the Tikanga Māori and Te Reo Māori qualifications reviews are still being explored.

The proposed ‘Mātauranga Māori’ ECE qualifications (developed under MM EQA) include three certificates and one diploma:

- NZ Certificate in Mātauranga Māori – He Taonga te Mokopuna (Level 2) (40 credits)
- NZ Certificate in Mātauranga Māori – Te Mana o te Mokopuna (Level 3) (60 credits)
- NZ Certificate in Mātauranga Māori – Te Puawaitanga o te Whānau (Level 4) (60 credits)
- NZ Diploma in Mātauranga Māori – Te Rangatiratanga o te Whānau (Level 5) (120 credits)

It is intended that Kaumātua will give appropriate qualification titles to the final Mātauranga Māori ECE qualifications.

The Mātauranga Māori content, which will include Māori child rearing practices, Māori Human Development Theory, Māori pedagogical practices and Māori methods of assessment and evaluation, will integrate naturally with tikanga Māori. Te reo Māori will be the vehicle for this knowledge.

4.2.1 Level 2 - NZ Certificate in Mātauranga Māori – He Taonga te Mokopuna (40 credits)

Mātauranga Māori stream proposes a 40 credit foundation qualification that represents the mokopuna as a taonga within their whānau, hapū, iwi. This qualification is intended for whānau who wish to learn te reo, tikanga and te ao Māori alongside their tamariki/mokopuna within a te reo immersion setting. It is also a foundation qualification suited to secondary school students and for rangatahi (youth) who have left school.

- He taonga te mokopuna - a whānau, a hapū, a Iwi, a wairua
  - Introduction to Whānau Hapū, Iwi
- Te reo me ngā tikanga Māori,
  - Introduction to Pepehā - whakapapa
  - Understanding of Māori concepts such as manaakitanga, whanaungatanga within the whānau, hapū iwi context
- Whāngai i ngā mokopuna
  - Early introduction to parents
  - Parenting in the whānau context
  - Introduction to traditional Māori child rearing practices mai te hapūtanga tae noa ki te whānautanga
- Role of the tane and wahine
- Reclaim; reaffirm things that are of value to Māori – kaupapa Māori
4.2.2 Level 3 - NZ Certificate in Mātauranga Māori – Te Mana o te Mokopuna (60 credits)

The Mātauranga Māori stream proposes a 60 credit level 3 introductory qualification that establishes the mana of the mokopuna within the whānau, hapū, iwi. This qualification is intended for whānau who wish to engage with the cultural learning and development of their tamariki /mokopuna in an immersion setting. The qualification can be taught jointly with a 60 credit te reo Māori qualification or stand alone for example in a rūmaki reo Māori. The qualification integrates the following areas of learning.

- Te reo me ngā tikanga Māori
  - Basic karakia, waiata tamariki,
  - Building on pepehā – whakapapa
- Ngā tikanga a te maraeā, a hapū, ā iwi
- Engagement with whānau, hapū, iwi.
  - Going out to whānau, hapū, iwi.
- Language acquisition practice
- Holistic Human development from a Māori world view
- Introduction to Te Whāriki
  - History, Ngā Kaupapa Whakahaere, Ngā Taumata Whakahirahira
- Knowledge of kaupapa Māori

4.2.3 Level 4 - NZ Certificate in Mātauranga Māori – Te Puāwaitanga o te Whānau (60 credits)

This Level 4, 60 credit, Mātauranga Māori qualification is intended for prospective kaiāwhina who wish to work in or support an immersion te reo Māori setting with tamariki /mokopuna and their whānau. It could also be for prospective kaiāwhina who wish to pursue a career as a kaiako kōhungahunga or kaiako kōhanga reo and are unable to move directly into Level 5 or Level 7 Mātauranga Māori qualification.

The ākonga (under supervision) will be able to

- Practice Tikanga a te Marae within the immersion setting
- Engage with the tamariki /mokopuna in te reo Māori
- Engage with whānau and practice manaakitanga, whanaungatanga, aroha
- Demonstrate knowledge of Te Whāriki through contributing to planning
- Carry out planned activities with the tamariki /mokopuna
- Demonstrate knowledge of language development and language acquisition of tamariki /mokopuna
- Increase competency in te reo me ngā tikanga Māori
- Demonstrate knowledge of kaupapa Māori across a variety of Māori contexts
4.2.4 Level 5 - NZ Diploma in Mātauranga Māori – Te Rangatiratanga o te Whānau (120 credits)

The Mātauranga Māori stream proposes a 120 credit, Level 5 Mātauranga Māori diploma as a base level qualification for a proficient kaiāwhina who wishes to pursue a career as a kaiako Kōhungahunga in an immersion te reo Māori setting; and is unable to move directly into a Level 7 qualification. This diploma is also ideal for graduates from Wharekura who may wish to work in an immersion setting or Kōhanga Reo.

Graduates of the Mātauranga Diploma, Te Rangatiratanga o te Whānau would have a broad applied knowledge of tamariki /mokopuna learning and development within their whānau, hapū and iwi as well as Māori history, theories, models and practices in the following areas

- Historical context of te reo Māori in Aotearoa
- Rangahau - Researching own Hapū/Iwi
- Te reo me ngā tikanga Māori
- Implement Te Whāriki – planning to assessment
- Te Oranga o te Whānau, Hapū, Iwi

This qualification may also prepare learners to pathway into a level 7 teacher qualification.
5. Background – scope and principles of design

An ECEGG has been appointed to provide the strategic leadership and governance of the Review. The working groups are to provide the ECE sector technical expertise to develop the proposed qualifications.

5.1 Review Scope and NZ Qualifications Framework Levels 1-6

The following is a brief outline of the scope for this review. The review is limited to considering the 35 ECE-related qualifications at levels 1 to 6 on the NZQF as listed in appendix H.

This includes certificates and diplomas offered by institutes of technology and polytechnics (ITPs), private training establishments (PTEs), and other tertiary education providers (OTEPs). Note that qualifications offered by universities are specifically excluded.

The project excludes qualifications in other areas that may have some links to ECE, such as general teacher aide or tertiary teaching qualifications, Te Reo Māori and Tikanga Māori qualifications. However the intention is to maintain communication and connection with other reviews that are related to the ECE review project.

Please see and read the draft needs analysis, which is available on the review website, for more information.

5.2 Principles for qualification design

In developing the proposed suite of ECE qualifications, the ECEGG suggests qualifications and a structure that is intended to be flexible for learner pathways and as far as possible responds to the needs of a wide range of learners, whānau, hapū, iwi, employers and other stakeholders, and ultimately the children of Aotearoa New Zealand.

The ECEGG suggests qualifications that recognise generalist skills and knowledge relevant to many philosophies and contexts, and includes a suite of Mātauranga Māori qualifications to be developed alongside the general suite of ECE qualifications. The qualifications are designed to allow a range of exit points to meet the diverse needs of the community and ECE sector. They will also enable people to gain skills to equip them to progress to the more academic aspects required of the ECE teaching qualifications at level 7, which may lead to registration as a teacher.

Details of the principles, including the kaupapa Māori principles, for the development of the proposed suite of qualifications, are included as appendix A.

5.3 Terminology – structural options for design of qualifications

In developing the proposed qualifications the ECEGG considered the range of qualification types and levels. An overview of the qualification types and levels on the NZQF are included as appendix D and are available at: http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/understand-nz-quals/

The NZQF has 10 levels, with level 1 being the least complex and level 10 the most complex. Certificates and Diplomas are defined by an agreed set of criteria, and the table in appendix D describes the types of qualifications listed on the NZQF at levels 1 to 6.
The level descriptors provide a detailed description of each level in terms of learning outcomes, using common domains and dimensions of progression. Knowledge, skills and application describe what a graduate at a particular level is expected to know, do and be.

A New Zealand qualification may be listed with strands, optional endorsements or contextual endorsements where there is an identified need and all listing requirements have been met. Each qualification has a strategic purpose statement and an outcome statement, comprising the graduate profile outcomes, education and employment pathways, and may include a community pathway.

All qualifications must be flexible to allow the qualification to be achieved in different contexts. A range of programmes of study or training can be developed to lead to the qualification and allow achievement of the qualification in ways most suited to learners’ educational, work, or cultural needs and aspirations.

- A base qualification describes a qualification with or without strands that has an optional endorsement.
- An optional endorsement describes a significant area of study or specialisation that only some candidates will require. This is additional to the learning for the base qualification, which may or may not have strands.
- A strand is a major or significant area of study or specialisation, one of which must be chosen by each candidate. A common core is studied by ALL candidates, and a credit value is assigned to the extra learning for each of the strands. The strategic importance of the strand and its purpose are a key consideration.
- A contextual endorsement describes recognition of the context within which the graduate profile has been demonstrated. Contextual endorsement is only available when recognising the context in which the profile was achieved is of importance to the industry/sector, and clear parameters for the context are specified as conditions on the qualification (within the qualification specification). The graduate profile is common to each context.

Further information on strands and optional endorsements is available in appendix E.

It is important to understand the distinction between qualifications and programmes of study when designing the new suite of qualifications.

**Important note – Contexts and Programmes of study**

The graduate outcomes of all new qualifications will be written in a way that allows for achievement in different contexts. This will be done to give education providers maximum flexibility in adapting existing programmes of study or developing new programmes of study leading to the qualification. This may include delivering new qualifications bilingually (e.g. Samoan and English) at the programme level.

An education provider’s point of difference and specialisation will now exist at the programme level (not the qualification level).

6. Resources and key documents

This document is intended to provide the key information for working groups to enable them to start developing the proposed suite of ECE qualifications.

Information in the appendices includes:

- **Appendix A**: Principles for proposed general and Mātauranga Māori ECE qualifications design
- **Appendix B**: Mandatory deliverables – Requirements and Guidelines
- **Appendix C**: MM EQA – Ngā Pātai tuākuna (KEQs)
- **Appendix D**: NZQF Qualification types and level descriptor tables
- **Appendix E**: Strands and optional endorsements – *For guidance in understanding the structural options available for qualification design*
- **Appendix F**: Strategic Purpose Statement and Graduate Profile Guidance. *For help when considering the wording of the qualification documents - strategic purpose statements (SPS), graduate profile outcomes (GPO), etc.*
- **Appendix G**: Qualification Template guidance - *the documents that need to be completed*
- **Appendix H**: ECE Qualifications Mandatory Review Schedule List 2014 – *list of all the current qualifications within the scope of this review – by level and by provider*
- **Appendix I**: Proposed Landscape of Early Childhood Education qualifications

Additional information is available as follows:

- **Mātauranga Māori Evaluative Quality Assurance** (*MM EQA*) – *for Mātauranga Māori qualifications*


- The ECE review webpage has background information and documents related to the ECE qualifications review, including the:
  - proposed ECE qualifications landscape consultation document
  - draft needs analysis
  - Governance Group membership and meetings
  - Sector meeting notes

The ECE review has links to/synergies with a number of other mandatory reviews which are at various stages. The draft qualifications and other information about these reviews are generally available from the links included below.


- **Foundation and Bridging Education Qualifications Review (FaB)** - for foundation learning and bridging qualifications. [Draft qualifications](http://www.nzqa.govt.nz/qualifications-standards/qualifications/foundation-and-bridging-qualifications/review-of-foundation-and-bridging-qualifications/) are available for consultation until 30 May 2014, and should be considered when developing the ECE qualifications.

- **Te Reo Māori Qualifications Review** – for te reo qualifications (2013/14 – *Te Whare Wānanga o Awanuiārangi and NZQA MQS*). [Draft qualifications](http://www.nzqa.govt.nz/qualifications-standards/qualifications/te-reo-maori-qualifications/review/) are available for consultation until 28 May 2014, and should be considered when developing the ECE qualifications.

7. Technical guidance for working groups

The resources and key documents provide the main input to guide the working groups in this first phase of development. The working groups will be expected to:

- develop New Zealand qualifications, in accordance with the advice and working brief provided by the Governance Group;
- provide feedback on the draft qualifications and any justified suggestions for change to the Governance Group;
- adjust the draft qualifications, following feedback, where appropriate;
- prepare the qualifications for Stage One of the review: Application for Approval to Develop a Qualification.

The need for the qualifications must be established in the first stage. Further information on mandatory deliverables associated with qualification reviews is attached as appendix B.

Key evaluative questions (KEQs) are asked in the evaluation of qualifications that are submitted for ‘application to develop’ and ‘application to list’. It may be useful to be aware of the KEQs as workgroups prepare the strategic purpose statement and outcome statements for the qualifications their working group has been assigned.

Mātauranga Māori suite of ECE qualifications:

For the qualifications being developed under Mātauranga Māori Evaluative Quality Assurance (MM EQA), all six Pātai tuākuna (KEQs) must be answered in stage 1 and again in stage 2, and these are available in the Te hono o te kahurangi ‘MM EQA tools’ document (p13-15).

The pātai tuākana are high-level, open-ended questions focusing on the quality and value of relevant Mātauranga Māori outcomes and key contributing processes. The KEQs are the required framework for the evaluation process. Ngā pātai tuākana are prescriptive. Any application to list a qualification on the NZQF will be expected to provide the evidence used to answer ngā pātai tuākana.

1. E tautoko ana te hunga e tika ana hei tautoko? To what extent have relevant stakeholders influenced/contributed to the qualification design?
2. He aha ngā tūmomo whāinga a ngā ākonga, whānau, hapū, iwi, hapolri e tutuki ai i tēnei tohu? How well does the qualification’s strategic purpose match the needs of learners, whānau, hapū, iwi, hapori and other relevant stakeholders?
3. He aha te momo ka puta i tēnei tohu? To what extent will the qualification enable graduates to pursue intended educational, employment, community and / or cultural outcomes?
4. He aha ngā painga ka riro i te whānau, hapū, iwi, hapori me ētehi atu inā tutuki ai ngā whāinga i te ākonga?
What is the value of the qualification for key stakeholders including whānau, hapū, iwi, hapori and learners?

5. E taea rānei te kī, he rangatira, he whai-mana, he Māori tonu te hanga o te tohu nei? To what extent is the qualification unique, distinctly Māori in shape and form and have mana?

6. He aha ngā āhuatanga o te tohu nei e ora ai te reo, e mana ai ngā tikanga? To what extent does the qualification contribute towards the preservation, promotion and advancement of te reo Māori and tikanga Māori?

Further information on ngā pātai tuākana (KEQs) and nga pātai tēina are available in appendix C.

General suite of ECE qualifications:

For the general suite of ECE qualifications, there are two key evaluative questions (KEQs) applied to ‘approval to develop’ qualifications, and two KEQs for ‘approval to list’ the qualification on the NZQF.

The purpose of the work group meetings May/June 2014 is to prepare qualifications for stage 1 ‘approval to develop’, and it may be useful to keep in mind the following KEQs:

   KEQ D1 How well has the need for the qualification(s) been established?
   KEQ D2 How well do the qualification’s strategic purpose, graduate profile and general design address the identified needs of employers, industry and/or communities (i.e. relevant stakeholders)?

This means that the need for the qualification must be validly established at this first stage, and having established the need for the qualification, the question is around how well the qualification has been designed to purposefully respond to the validly identified and prioritised needs of relevant stakeholders.

The working group focus is on preparing the qualifications to meet the requirements of the second question. The needs analysis provides information to support the development of the qualifications. There are a range of sections that may directly assist the working groups in developing the qualifications.

It is proposed that work groups be reconvened at a later date to refine the draft qualifications following ECEGG and stakeholder feedback, and to do more development work for the next stage.

The focus in the second stage of the review is around refining the draft qualifications, and ensuring they are designed to purposefully respond to the identified and prioritised needs of relevant stakeholders.

Once the qualifications have been approved for development, the review moves onto the ‘approval to list’ stage. At this second stage, there are two further KEQs.

   KEQ L1. To what extent does the qualification(s) design match the specific, validly identified needs of stakeholders?
   KEQ L2. How well does the qualification meet the overall requirements for listing on the NZQF?

The focus is about the qualification matching the specific needs of stakeholders, and the overall adequacy and readiness of the qualification design for delivering and meeting its strategic purpose statement, graduate profile and outcomes; and being at a publishable standard.
Qualifications should be:
- Written so anyone can understand
- Relevant to many contexts
- Using future proof language
- Flexible to enable
  - a range of programmes
  - different modes of delivery
  - different cultural contexts and philosophical perspectives
  - possible international certification links (don’t need to specify – programmes can do that)

The aim is to get the qualifications as 'good as they can be' and suitable for a range of programmes to be developed.

When developing the draft qualifications, working groups should consider the resources and key documents previously mentioned, particularly the Strategic Purpose Statement and Graduate Profile Guidance (Appendix F).

The work groups will draft strategic purpose statements (SPS), graduate profile outcomes (GPOs), pathways, and may consider some conditions specific to the GPOs that are drafted.

**Strategic Purpose Statements**
- SPS identifies why the qualification should be on the NZQF. It should include three key elements:
  - The learner group
  - Industry or community end users that benefit from the qualification (includes cultural and social aspirations)
  - Industry or professional standards or requirements that define the scope of practice for graduates
- Possible stems for writing the SPS:
  - The purpose of this qualification is to ... 
  - This qualification is designed for people who are experienced....
  - Graduates will be capable of ....
  - X will benefit by ....

**Graduate profile outcomes**
Describe what a graduate can
- DO KNOW UNDERSTAND
- BE – employment pathways (jobs equipped for...)
- BE – education pathways (from, and next steps)
- BE – community pathways (benefits to society)
• E.g. of an acceptable GPO - *Determine client requirements, prepare and present recommended solution to client*
• Guidance in the listing document (p14-17) and appendix F re guidance on SPS & GPOs

**Qualification specifications and conditions**

These are not required until the second phase following approval to develop being granted for the draft qualifications. The work groups may add in some qualification specifications and conditions to capture the thinking and intent during the development process (e.g. any entry requirements and specific conditions relating to the graduate profile outcomes), but this is not the priority in stage 1.

- The conditions are intended to ‘unpack’ the intent of the outcomes (which are generally quite broadly written to allow delivery in a range of contexts) and specify mandatory and/or optional conditions that will assist programme developers with interpretation when designing programmes towards the new qualifications.
- The conditions are there to provide clarity and lead to consistency across a range of programmes that may be developed.
- GPO conditions may be mandatory or optional; and conditions may refer to:
  - topics that must be covered (e.g. Q2303);
  - evidence that must be provided (e.g. Q2085)
  - requirements that must be applied (e.g. Q2302)
  - unit standards (e.g. Q1816)

Listed qualifications that demonstrate these conditions are included in brackets above (eg Q2303).

The proposed landscape of early childhood education qualifications is contained in Appendix I, with more detail about each proposed qualification contained in section 4 of this document.

There has been some discussion around the most appropriate title and structure for the qualifications, and the ECEGG welcome receiving the work group views and suggestions in the feedback.
Appendix A: Principles for proposed general and Mātauranga Māori ECE qualifications design

In developing this proposal, the Governance Group suggests qualifications and a structure that as far as possible meet the needs of a wide range of learners, whānau, hapū, iwi, employers and other stakeholders.

In early childhood education settings, all children should be given the opportunity to develop knowledge and an understanding of the cultural heritages of both partners to Te Tiriti o Waitangi.

The approach is intended to be flexible for learner pathways and responds to:

- Issues identified in the analysis of current qualifications and their use
- Needs identified in the needs analysis
- The needs of specific groups of learners:
  - students wanting to gain a full ECE qualification prior to entering the workforce (domestic, international, secondary/tertiary, full time/part time, Māori, Pasifika);
  - employees wanting to gain a full ECE qualification i.e. those already in the workforce, who may be employer sponsored or part time self-funded learners;
  - people seeking employment who might need specific ECE skills and/or to improve their competency in a specific context;
  - second chance learners, up-skilling or re-training adults;
  - Communities, whānau, hapū, or iwi wanting to improve their skills and knowledge in ECE as a key aspect of life skills; and to support the development of young children.
- Alignment with ongoing professional education and development in the ECE sector
- Consideration of developing ECE qualifications to prepare for the requirements for teacher registration

The proposal suggests qualifications that recognise generalist skills and knowledge relevant to many philosophies and contexts, and also includes a suite of Mātauranga Māori qualifications to be developed alongside the general suite of ECE qualifications. The qualifications are designed to allow a range of exit points to meet the diverse needs of the community and ECE sector. They will also enable people to gain skills to equip them to progress to the more advanced academic study required of the ECE teaching qualifications at level 7, which may lead to registration as a teacher.
A.1 Te Whāriki – Ngā Kaupapa Whakahaere me Ngā Whenu (The Principles and strands)
There are four broad foundation principles at the centre of Te Whāriki, the early childhood curriculum. The strands and goals arise from the principles and are woven around these principles in patterns that reflect the diversity of each early childhood education service. Together, the principles, strands, goals, and learning outcomes set the framework for the curriculum Whāriki.

In early childhood education settings, all children should be given the opportunity to develop knowledge and an understanding of the cultural heritages of both partners to Te Tiriti o Waitangi.

The Whāriki Principles and Strands will be reflected in the full suite of Early Childhood Education qualifications i.e those in both the General and Mātauranga Māori streams.

Source: Te Whariki
The following table shows the linkages between Te Whāriki and the MM EQA principles.

<table>
<thead>
<tr>
<th>Te Whāriki</th>
<th>Te Whāriki meanings</th>
<th>Equivalent MM EQA principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whakamana (Empowerment)</td>
<td>Mā te whāriki o te kōhanga reo e whakatō te kaha ki roto i te mokopuna, ki te ako, kia pakari ai tana tipu. <em>The early childhood curriculum empowers the child to learn and grow.</em></td>
<td>Rangatiratanga Manaakitanga</td>
</tr>
<tr>
<td>Kotahitanga (Holistic development)</td>
<td>Mā te whāriki o te kōhanga reo e whakaata te kotahitanga o ngā whakahaere katoa mō te ako a te mokopuna, mō te tipu o te mokopuna. <em>The early childhood curriculum reflects the holistic way children learn and grow.</em></td>
<td>Whanaungatanga Manaakitanga</td>
</tr>
<tr>
<td>Whānau Tangata (Family and community)</td>
<td>Me whiri mai te whānau, te hapū, te iwi, me tauiwi, me ō rātou wāhi nohonga, ki roto i te whāriki o te kōhanga reo, hei āwhina, hei tautoko i te akoranga, i te whakatipuranga o te mokopuna. <em>The wider world of family and community is an integral part of the early childhood curriculum.</em></td>
<td>Whanaungatanga Manaakitanga Tūrangawaewae</td>
</tr>
<tr>
<td>Ngā Hononga (Relationships)</td>
<td>Mā roto i ngā piringa, i ngā whakahaere i waenganui o te mokopuna me te katoa, e whakatō te kaha ki roto i te mokopuna ki te ako. <em>Children learn through responsive and reciprocal relationships with people, places, and things.</em></td>
<td>Whanaungatanga Manaakitanga Tūrangawaewae</td>
</tr>
<tr>
<td>Mana Atua (Well-being)</td>
<td><em>The health and well-being of the child are protected and nurtured.</em></td>
<td>Manaakitanga Whanaungatanga</td>
</tr>
<tr>
<td>Mana Whenua (Belonging)</td>
<td><em>Children and their families feel a sense of belonging.</em></td>
<td>Tūrangawaewae</td>
</tr>
<tr>
<td>Mana Tangata (Contribution)</td>
<td><em>Opportunities for learning are equitable, and each child's contribution is valid.</em></td>
<td>Tūrangawaewae Whanaungatanga</td>
</tr>
<tr>
<td>Mana Reo (Communication)</td>
<td><em>The languages and symbols of their own and other cultures are promoted and protected.</em></td>
<td>Kaitiakitanga Tūrangawaewae Whanaungatanga Manaakitanga Rangatiratanga Pūkengatanga Tikanga Māori</td>
</tr>
<tr>
<td>Mana Aotūroa (Exploration)</td>
<td><em>The child learns through active exploration of the environment.</em></td>
<td>Kaitiakitanga Tūrangawaewae Whanaungatanga</td>
</tr>
</tbody>
</table>
A.2 Ngā Kaupapa (MM EQA kaupapa principles – philosophical base)

The Early Childhood Education Governance Group has agreed that the ECE Mātauranga Māori qualifications will be developed under the framework of the following kaupapa Māori principles that have been adapted from the Mātauranga Māori Evaluative Quality Assurance (MM EQA), and which reinforce the importance of meaningful engagement and the lens through which the review will be conducted.

Te Hono o te Kahurangi

<table>
<thead>
<tr>
<th>Kaupapa</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whanaungatanga</td>
<td>The care of ākonga, whānau, hapū, iwi and mātauranga Māori relationships will be a fundamental outcome of the review.</td>
</tr>
<tr>
<td>Manaakitanga</td>
<td>The duty of care and expression of mana-enhancing behaviours and practices will be evident between all review participants.</td>
</tr>
<tr>
<td>Pūkengatanga</td>
<td>The skills and knowledge of those directly involved in the review will ensure the values, beliefs, needs and aspirations of all participants are respected.</td>
</tr>
<tr>
<td>Kaitiakitanga</td>
<td>All review participants will ensure that the authenticity, integrity and use of mātauranga Māori is protected, maintained and transmitted appropriately.</td>
</tr>
<tr>
<td>Rangatiratanga</td>
<td>The review will reflect a unique and distinctively Māori approach to ensure the needs of ākonga, the wider community and other key stakeholders are met.</td>
</tr>
<tr>
<td>Tūrangawaewae</td>
<td>The review process will ensure all stakeholders are engaged, able to contribute and their contributions are acknowledged.</td>
</tr>
<tr>
<td>Te reo Māori</td>
<td>Te reo Māori, as the co-leading means for expressing and transmitting Māori knowledge, values and culture, will be practiced, promoted and celebrated.</td>
</tr>
<tr>
<td>Tikanga Māori</td>
<td>Tikanga Māori, as the co-leading means for preserving, protecting and transmitting ngā tuku ihotanga, will be practiced, promoted and celebrated.</td>
</tr>
</tbody>
</table>

The mātāpono for the ECE Māori qualifications have been developed under the framework of the Mātauranga Māori Evaluative Quality Assurance (MM EQA) and the Kaupapa Māori principles within that framework. Close links to the reo and Tikanga Māori qualification reviews has been identified, and are seen as important facets of the early childhood education review.
A.3  Ngā Taumata o Te Reo in early childhood education

Ngā Taumata o te reo in early childhood education reflect the different levels of learning te reo and are to be applied specifically to the Mātauranga Māori suite of qualifications. They are modelled on the Poutama Concept of progressive learning, and link to the NZQF level descriptors. They also meet with the wider aspirations for ECE with links to Tikanga and Te Reo Māori.

<table>
<thead>
<tr>
<th>Ngā Taumata o te reo (Levels of Te Reo Māori acquisition)</th>
<th>Ngā Kaupae o te NZQF (NZQF Levels of learning)</th>
<th>Ngā Āheinga o te Reo (Te Reo Māori Competencies)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngā tikanga me te reo kia Māori</td>
<td>Level 5-6</td>
<td>Increased use and application of Te Reo and Tikanga in a range of ECE contexts</td>
</tr>
<tr>
<td>Ngā tikanga me te reo kia rere</td>
<td>Level 4</td>
<td>Application and use of Te Reo and Tikanga in a limited range of ECE contexts.</td>
</tr>
<tr>
<td>Ngā tikanga me te reo kia tika</td>
<td>Level 2-3</td>
<td>Focus on language and customs acquisition for use in an early learning context</td>
</tr>
</tbody>
</table>

This model shows the acquisition levels of te reo Māori in an ECE context where fluency and competency in te reo Māori enable the kaiako to impart knowledge more effectively and with confidence.
Appendix B: Mandatory Deliverables – Requirements and guidelines

All qualifications must be consistent with the general listing requirements outlined in Section 3 of The New Zealand Qualifications Framework.

New qualifications at Levels 1-6 must also meet the requirements outlined in Section 4 of this document, if they are to be listed on the NZQF.

NZQA offers guidelines for approval of qualifications at Levels 1-6 for listing on the NZQF.

To assist qualification developers in considering their approach to managing consistency for new qualifications, NZQA will be introducing new arrangements for managing consistency across levels 1-6 qualifications on the New Zealand Qualifications Framework. Further information, including decisions reached after consideration of feedback to the August 2013 consultation document can be found on the website under Managing national consistency of graduate outcomes for New Zealand qualifications. Industry and sector feedback is outlined in the report of consultation: Consistency of graduate outcomes of NZ qualifications: management, funding, and relationships with national external moderation.

Summary of requirements for application to develop qualifications

Approval to develop a qualification

Applications for approval to develop a qualification must include the following information and evidence:

- Qualification title, type, level and credit value
  New Zealand Standard Classification of Education (NZSCED) code (it may also include the Directory of Assessment Standards classification)
- A statement of strategic purpose
- A qualification outcome statement (including graduate profile, and education and employment pathways)
- Identification of any duplication with existing qualifications on the NZQF
- Explanation of need for qualification and evidence of confirmation of need
- The Stakeholder Profile for the qualification
- Description of stakeholder involvement and evidence of support
- Name and legal status of the qualification developer

The process and templates for submitting applications to NZQA can be found on the NZQF page of the NZQA website.

Listing qualifications on the NZQF¹

Qualification developers must seek approval to develop and list qualifications on the New Zealand Qualifications Framework (NZQF) from the relevant quality assurance body.

The development of New Zealand qualifications at Levels 1-6 and their subsequent listing on the NZQF involve two distinct stages.

1. Application to develop

Initially, developers apply to NZQA for approval to develop a qualification. This stage ensures all new qualifications are relevant and do not duplicate those already on the NZQF.

NZQA requires the following forms and information at this stage:

- NZQF1 - Application for Approval to Develop a Qualification at Levels 1-6
- NZQF2 - Involvement in Pre-Development Stage Stakeholder Attestation

along with:

- a needs analysis, and
- evidence showing how decisions were made, so the quality assurance body analyst can understand how agreement was reached on the qualification detail – “the story”.

To report results of the qualifications review process, complete and submit:

- NZQF5: Report of the Qualifications Review
- NZQF6: Outcomes of a Qualifications Review: Changing the status of current qualifications
  Qualification owners need to complete NZQF6 to confirm their acceptance of the proposed new suite of qualifications arising from the review.

About stakeholder attestations

Stakeholder attestations are required from all stakeholders directly involved in the qualification development. They provide evidence of the support for the qualifications and the extent of collaboration and involvement by stakeholders.

Link to: details about submitting an application for approval to develop a qualification.

2. Application for approval

The second stage occurs once the qualification has been developed and involves applying for NZQA approval. Once approved, that qualification is listed on the NZQF.

To submit an application for approval of a qualification, the following forms must be completed and information provided:

- NZQF3 - Application for Approval of a Qualification at Levels 1-6
- NZQF4 - Involvement in Qualification Development Stakeholder Attestation

Link to: details about submitting an application for approval of a qualification.

Once a qualification is registered on the NZQF, an institution that proposes providing a programme of study or training that leads to the newly listed qualification must apply to NZQA for approval of the programme. Details on programme approval and provider accreditation are available on the NZQA website, including new guidelines.
Appendix C: Mātauranga Māori Evaluative Quality Assurance – Ngā Pātai Tuākana (KEQs)

For the qualifications being developed under Mātauranga Māori Evaluative Quality Assurance (MM EQA), guidance is available in Te Hono o Te Kahurangi.

All six Pātai tuākuna (KEQs) must be answered in stage 1 and again in stage 2, and further information is available in the Te Hono o Te Kahurangi ‘MM EQA tools’ document (p13-15).

The pātai tuākana are high-level, open-ended questions focusing on the quality and value of relevant Mātauranga Māori outcomes and key contributing processes.

The KEQs are the required framework for the evaluation process. Ngā pātai tuākana are prescriptive. Any application to list a qualification on the NZQF will be expected to provide the evidence used to answer ngā pātai tuākana.

<table>
<thead>
<tr>
<th>Ngā Pātai Tuākana</th>
<th>Ngā Pātai Tēina</th>
</tr>
</thead>
<tbody>
<tr>
<td>E tautoko ana te hunga e tika ana hei tautoko?</td>
<td>Ko wai te hunga e whai-pānga ana ki tēnei tohu?</td>
</tr>
<tr>
<td>To what extent have relevant stakeholders influenced/contributed to the qualification design?</td>
<td>E tautoko ana rātou i te tohu nei? He aha ai?</td>
</tr>
<tr>
<td>Whakatutuhia mai ngā wāhanga o te tohu nei i uru atu ai ngā whakaaro o te iwi, hapū, hapori?</td>
<td>How were stakeholder needs and aspirations identified?</td>
</tr>
<tr>
<td>- How were stakeholder needs and aspirations identified?</td>
<td>- What steps were taken to ensure the stakeholder contribution is representative and appropriate for their groups and/or communities?</td>
</tr>
<tr>
<td>- Specifically how have stakeholders’ comments, feedback and interests been incorporated into the qualification development?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ngā Pātai Tuākana</th>
<th>Ngā Pātai Tēina</th>
</tr>
</thead>
<tbody>
<tr>
<td>He aha ngā tūmomo whāinga a ngā ākonga, iwi, hapū, hapori e tutuki ai i tēnei tohu?</td>
<td>Me pēwhea e tutuki ai ngā whāinga a te iwi, hapū, hapori?</td>
</tr>
<tr>
<td>How well does the qualification’s strategic purpose match the needs of learners, ākonga, iwi, hapū, hapori and other relevant stakeholders?</td>
<td>Mā wai e ki kua tutuki?</td>
</tr>
<tr>
<td>Whakamāramatia mai te āhua o te tangata ka puta i te tohu nei?</td>
<td>I pēwhea tā koutou rapu i ngā tūmanako o ngā ākonga, iwi, hapū, hapori?</td>
</tr>
<tr>
<td>- How were stakeholder needs analysed and prioritised?</td>
<td>- How were the results of the needs assessment considered and incorporated into the specified outcomes and strategic purpose of the qualification?</td>
</tr>
<tr>
<td>- How does the evidence from the needs analysis provided confirm a valid need for the qualification?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ngā Pātai Tuākana</th>
<th>Ngā Pātai Tēina</th>
</tr>
</thead>
<tbody>
<tr>
<td>He aha te momo ka puta i tēnei tohu?</td>
<td>He aha ngā mahi ka taea e ia te pikau hei oranga mō tōna ākonga, hapū, hapori?</td>
</tr>
<tr>
<td>To what extent will the qualification enable graduates to pursue intended educational, employment, community and/or cultural outcomes?</td>
<td>How well do the specified outcomes reflect the qualification’s strategic purpose, and/or appropriate education/employment/community pathways?</td>
</tr>
<tr>
<td>Whakamāramatia mai te āhua o te tangata ka puta i te tohu nei?</td>
<td>- Is the graduate profile appropriate to the designated level of the qualification?</td>
</tr>
<tr>
<td>- How will the realisation of the critical statements of the graduate profile be reviewed and evaluated to ensure the necessary consistency between programmes leading to the qualification?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ngā Pātai Tuākana</th>
<th>Ngā Pātai Tēina</th>
</tr>
</thead>
<tbody>
<tr>
<td>He aha ngā painga ka riro i te whānau, hapū, iwi, hapori me ētehi atu inā tutuki ai ngā whāinga i te ākonga?</td>
<td>He aha ngā momo taonga, mātauranga ka tiakina ai e te hunga ka puta i te tohu nei?</td>
</tr>
<tr>
<td>What is the value of the qualification for key stakeholders including ākonga, hapū, iwi, hapori and learners?</td>
<td>Ka pēwhea te āhua o te tiaki i ngā taonga tuku iho?</td>
</tr>
<tr>
<td>- He aha ngā momo taonga, mātauranga ka tiakina ai e te hunga ka puta i te tohu nei?</td>
<td>Ka taea e ngā ākonga ka puta nei te ihu te manaaki i ō rātou whānau, hapū, iwi?</td>
</tr>
<tr>
<td>- Specifically, how will this qualification enable graduates to contribute to the maintenance, promotion and celebration of taonga Māori?</td>
<td>- Specifically, how will the qualification enable graduates to actively participate as citizens of the world?</td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>What similar qualifications exist, and how, specifically, is this qualification differentiated from them?</td>
<td>He aha ngā āhuatanga o te tohu nei e Māori ai tōna hanga?</td>
</tr>
<tr>
<td>Do the title, type, level and credits reflect the qualification’s strategic purpose and outcomes?</td>
<td>Mā te aha te tohu nei e mana ai, e rangatira ai?</td>
</tr>
<tr>
<td>What specific provisions are made in the qualification to allow it to be achieved in different delivery contexts?</td>
<td>Ki te whakairia te tohu nei ki te NZQF, ka manaakitia e ngā iwi?</td>
</tr>
<tr>
<td>How frequently will the qualification need to be reviewed to ensure its on-going usefulness and relevance?</td>
<td>Ko wai te hunga ka hiahia ki tēnei tohu mātauranga?</td>
</tr>
<tr>
<td>To what extent is the application, and the underlying process for a qualification to be approved, complete and robust?</td>
<td>He aha ngā hua ki te tangata ka whai i tēnei tohu?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What similar qualifications exist, and how, specifically, is this qualification differentiated from them?</td>
<td>He aha ngā āhuatanga o te tohu nei e Māori ai tōna hanga?</td>
</tr>
<tr>
<td>Do the title, type, level and credits reflect the qualification’s strategic purpose and outcomes?</td>
<td>Mā te aha te tohu nei e mana ai, e rangatira ai?</td>
</tr>
<tr>
<td>What specific provisions are made in the qualification to allow it to be achieved in different delivery contexts?</td>
<td>Ki te whakairia te tohu nei ki te NZQF, ka manaakitia e ngā iwi?</td>
</tr>
<tr>
<td>How frequently will the qualification need to be reviewed to ensure its on-going usefulness and relevance?</td>
<td>Ko wai te hunga ka hiahia ki tēnei tohu mātauranga?</td>
</tr>
<tr>
<td>To what extent is the application, and the underlying process for a qualification to be approved, complete and robust?</td>
<td>He aha ngā hua ki te tangata ka whai i tēnei tohu?</td>
</tr>
</tbody>
</table>
## Appendix D: NZQF Qualification Types and Level Descriptor Tables


### D.1 Qualification Types

The NZQF has 10 levels, with level 1 being the least complex and level 10 the most complex. Certificates and Diplomas are defined by an agreed set of criteria, and the table below describes the types of qualifications listed on the NZQF at level 1 to 6.

<table>
<thead>
<tr>
<th>Diploma</th>
<th>Purpose</th>
<th>Outcomes</th>
<th>Credit requirements</th>
</tr>
</thead>
</table>
| **Level 6** | A diploma at level 6 qualifies individuals with theoretical and/or technical knowledge and skills in specialised/strategic contexts. | A graduate of a level 6 diploma programme is able to:  
- demonstrate specialised technical or theoretical knowledge with depth in a field of work or study  
- analyse and generate solutions to familiar and unfamiliar problems  
- select and apply a range of standard and non-standard processes relevant to the field of work or study  
- demonstrate complete self-management of learning and performance within dynamic contexts  
- demonstrate responsibility for leadership within dynamic contexts. | This diploma is listed at level 6. It must contain 72 credits at level 6 and have at least 120 of all credits contributing to the qualification at level 5 or above. |
| **Level 5** | A diploma at level 5 qualifies individuals with theoretical and/or technical knowledge and skills within a specific field of work or study. | A graduate of a level 5 diploma is able to:  
- demonstrate broad operational or technical and theoretical knowledge within a specific field of work or study  
- select and apply a range of solutions to familiar and sometimes unfamiliar problems  
- select and apply a range of standard and non-standard processes relevant to the field of work or study  
- demonstrate complete self-management of learning and performance within defined contexts  
- demonstrate some responsibility for the management of learning and performance of others. | This diploma is listed at level 5. It must contain 72 credits at level 5 and have at least 120 of all credits contributing to the qualification at level 4 or above. |
| **Certificate** | Purpose | Outcomes | Credit requirements |
| **Level 6** | A certificate at level 6 qualifies individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specialised/strategic context. | A graduate of a level 6 certificate is able to:  
- demonstrate specialised technical or theoretical knowledge with depth within an aspect(s) of a field of work or study  
- analyse and generate solutions to familiar and unfamiliar problems  
- select and apply a range of standard and non-standard processes relevant to the field of work or study  
- demonstrate complete self-management of learning and performance within dynamic contexts  
- demonstrate responsibility for leadership within dynamic contexts. | This certificate is listed at level 6 and must comprise a minimum of 40 credits at level 6 or above. |
<table>
<thead>
<tr>
<th>Certificate</th>
<th>Purpose</th>
<th>Outcomes</th>
<th>Credit requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 5</strong></td>
<td>A certificate at level 5 qualifies individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or study.</td>
<td>A graduate of a level 5 certificate is able to: • demonstrate broad operational or technical and theoretical knowledge within an aspect(s) of a specific field of work or study • select and apply a range of solutions to familiar and sometimes unfamiliar problems select and apply a range of standard and non-standard processes relevant to the field of work or study • demonstrate complete self-management of learning and performance within defined contexts • demonstrate some responsibility for the management of learning and performance of others.</td>
<td>This certificate is listed at level 5 and must comprise a minimum of 40 credits at level 5 or above.</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>A certificate at level 4 qualifies individuals to work or study in broad or specialised field(s)/areas.</td>
<td>A graduate of a level 4 certificate is able to: • demonstrate broad operational and theoretical knowledge in a field of work or study • select from and apply solutions to familiar and sometimes unfamiliar problems • select and apply a range of standard and non-standard processes relevant to the field of work or study • apply a range of communication skills relevant to the field of work or study • demonstrate the self-management of learning and performance under broad guidance • demonstrate some responsibility for performance of others.</td>
<td>This certificate is listed at level 4 and must comprise of a minimum of 40 credits at level 4 or above.</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>A certificate at level 3 qualifies individuals with knowledge and skills for a specific role(s) within fields/areas of work and/or preparation for further study.</td>
<td>A graduate of a level 3 certificate is able to: • demonstrate some operational and theoretical knowledge in a field of work or study • select from and apply a range of known solutions to familiar problems • apply a range of standard processes relevant to the field of work or study • apply a range of communication skills relevant to the role in the field of work or study • apply literacy and numeracy skills relevant to the role in the field of work or study • work under limited supervision • require major responsibility for own learning and performance • adapt own behaviour when interacting with others • contribute to group performance.</td>
<td>This certificate is listed at level 3 and must comprise of a minimum of 40 credits at level 3 or above.</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>A certificate at level 2 qualifies individuals with introductory knowledge and skills for a field(s)/areas of work or study.</td>
<td>A graduate of a level 2 certificate is able to: • demonstrate basic factual and/or operational knowledge of a field of work or study • apply known solutions to familiar problems • apply standard processes relevant to the field of work or study • apply literacy and numeracy skills relevant to the role in the field of work or study • work under general supervision • require some responsibility for own learning and performance • collaborate with others.</td>
<td>This certificate is listed at level 2 and must comprise of a minimum of 40 credits at level 2 or above.</td>
</tr>
</tbody>
</table>
D.2 Level descriptors

The table below provides a detailed description of each level in terms of learning outcomes, using common domains and dimensions of progression. Knowledge, skills and application describe what a graduate at a particular level is expected to know, do and be. The term application encompasses responsibility, behaviours, attitudes, attributes and competence.

<table>
<thead>
<tr>
<th>LVL</th>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>APPLICATION</th>
</tr>
</thead>
</table>
| 1   | Basic general and/or foundation knowledge | Apply basic solutions to simple problems  
Apply basic skills required to carry out simple tasks | Highly structured contexts  
Requiring some responsibility for own learning  
Interacting with others |
| 2   | Basic factual and/or operational knowledge of a field of work or study | Apply known solutions to familiar problems  
Apply standard processes relevant to the field of work or study | General supervision  
Requiring some responsibility for own learning and performance  
Collaborating with others |
| 3   | Some operational and theoretical knowledge in a field of work or study | Select and apply from a range of known solutions to familiar problems  
Apply a range of standard processes relevant to the field of work or study | Limited supervision  
Requiring major responsibility for own learning and performance  
Adapting own behaviour when interacting with others  
Contributing to group performance |
| 4   | Broad operational and theoretical knowledge in a field of work or study | Select and apply solutions to familiar and sometimes unfamiliar problems  
Select and apply a range of standard and non-standard processes relevant to the field of work or study | Self-management of learning and performance under broad guidance  
Some responsibility for performance of others |
| 5   | Broad operational or technical and theoretical knowledge within a specific field of work or study | Select and apply a range of solutions to familiar and sometimes unfamiliar problems  
Select and apply a range of standard and non-standard processes relevant to the field of work or study | Complete self-management of learning and performance within defined contexts  
Some responsibility for the management of learning and performance of others |
<table>
<thead>
<tr>
<th>LVL</th>
<th>KNOWLEDGE</th>
<th>SKILLS</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Specialised technical or theoretical knowledge with depth in a field of work or study</td>
<td>Analyse and generate solutions to familiar and unfamiliar problems&lt;br&gt; Select and apply a range of standard and non-standard processes relevant to the field of work or study</td>
<td>Complete self-management of learning and performance within dynamic contexts&lt;br&gt; Responsibility for leadership within dynamic contexts</td>
</tr>
<tr>
<td>7</td>
<td>Specialised technical or theoretical knowledge with depth in one or more fields of work or study</td>
<td>Analyse, generate solutions to unfamiliar and sometimes complex problems&lt;br&gt; Select, adapt and apply a range of processes relevant to the field of work or study</td>
<td>Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study</td>
</tr>
<tr>
<td>8</td>
<td>Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles</td>
<td>Analyse, generate solutions to complex and sometimes unpredictable problems&lt;br&gt; Evaluate and apply a range of processes relevant to the field of work or study</td>
<td>Developing identification with a profession and/or discipline through application of advanced generic skills and/or specialist knowledge and skills&lt;br&gt; Some responsibility for integrity of profession or discipline</td>
</tr>
<tr>
<td>9</td>
<td>Highly specialised knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice</td>
<td>Develop and apply new skills and techniques to existing or emerging problems&lt;br&gt; Mastery of the field of study or practice to an advanced level</td>
<td>Independent application of highly specialised knowledge and skills within a discipline or professional practice&lt;br&gt; Some responsibility for leadership within the profession or discipline</td>
</tr>
<tr>
<td>10</td>
<td>Knowledge at the most advanced frontier of a field of study or professional practice</td>
<td>Critical reflection on existing knowledge or practice and the creation of new knowledge</td>
<td>Sustained commitment to the professional integrity and to the development of new ideas or practices at the forefront of discipline or professional practice</td>
</tr>
</tbody>
</table>

Appendix E: Strands and optional endorsements

Requirements for Strands and Optional or Contextual Endorsements

Purpose

This document outlines the approach to be taken when strands, optional endorsements or contextual endorsements are included within a New Zealand qualification. The document should be read in conjunction with the *Guidelines for approval of qualifications at levels 1-6 on the New Zealand Qualifications Framework*.

Rationale

A New Zealand qualification will be listed with strands, optional endorsements or contextual endorsements where there is an identified need and all listing requirements have been met.

Optional endorsements in New Zealand qualifications will be considered when a stranded qualification structure will not be suitable. Optional and contextual endorsements are considered to be exceptions and therefore a clear justification for their inclusion must be provided. This justification must be supported by evidence not only for the need for the qualification but also the proposed structure.

Definitions

‘base qualification’ describes a qualification with or without strands *that has an optional endorsement*.

‘strand’ describes a major or significant area of study or specialisation, one of which must be chosen by all candidates.

‘optional endorsement’ describes a significant area of study or specialisation that only some candidates may require.

‘contextual endorsement’ describes recognition of the context within which the graduate profile has been demonstrated. Contextual endorsement is only available when recognising the context in which the profile was achieved is of importance to the industry and clear parameters for the context are specified.

Principles

**Strategic and needs based**

The usefulness, relevance and value of the qualification (including any strands or optional endorsements) is based on its relationship to the needs of learners, employers, industry and communities. These needs must be readily demonstrated.

**Focused on outcomes**

Clear specification of outcomes makes the purpose of the qualification transparent, enables comparisons with other qualifications (both nationally and internationally) and increases portability of the qualification.

Clear outcomes make the pathways for graduates to further education, employment and/or a contribution to their community, more explicit.
Evaluative quality assurance emphasises the achievement of outcomes relevant to the needs and aspirations of significant stakeholders, particularly learners. NZQA uses an evaluative approach in the quality assurance of qualifications and programmes.

**Flexibility**
The qualification is achievable in different contexts.

A range of programmes of training or study can lead to the qualification and allow achievement of the qualification in ways most suited to learners' educational, work or cultural needs and aspirations.

**Interpretation**

1. The specific outcomes for strands and optional endorsements must be consistent with the main disciplinary emphasis of the qualification. This means they must be consistent with the NZSCED assigned to the qualification.

2. The Strategic Purpose Statement must clearly identify the purposes of the base qualification, the strands and any optional or contextual endorsement(s). It will clearly show who will benefit from the qualification, the strands and any optional or contextual endorsements.

3. Where the qualification includes strands and/or optional endorsements, specific outcomes for each must be clearly identified within the graduate profile. Contextual endorsements are not reflected in the outcomes within the graduate profile.

4. The education pathway should include the qualification with strands, optional endorsements or contextual endorsements, where there is a relevant pathway.

5. The employment pathway should identify areas in which graduates with strands, optional endorsements or contextual endorsements may be qualified to work, where these exist.

6. The credit value assigned to a strand should reflect that it is a specialisation ‘that represents a major or significant component of the qualification’. This also applies to an optional endorsement. While size is not the only consideration, a 10 credit strand/optional endorsement for a 50 credit qualification would represent a significant component but a 2 credit strand/optional endorsement for a 50 credit qualification would not.

   It may be appropriate to consider the percentage of credits for strand or optional endorsement in relation to the core of the qualification. However, the strategic importance of the strand or optional endorsement and its purpose would be the main consideration.

7. The credit value for strands will depend on the disciplines or competence being recognised. However, the credit value of an optional endorsement should not be equal to, or exceed, the credit value that would allow it to be a qualification in its own right, that is 40 credits for a certificate and 120 credits for a diploma.

8. A qualification with an optional endorsement(s) must include sufficient content in the graduate profile outcomes of the base qualification so that it is meaningful as a
9. All strands and optional endorsements must be at the same level as the base qualification.

10. Contextual endorsement is available for New Zealand qualifications where the context within which a graduate profile is demonstrated needs to be recognised. Clear parameters defining the contextual endorsement must be provided within the qualification specification – conditions on the qualification.

**Evaluation**

An evaluative approach is used to approve a qualification for listing on the New Zealand Qualifications Framework. The following enquiry questions focus specifically on the structure of qualifications, including strands and optional endorsements:

- How well have stakeholder (learner, employer, industry, community) needs been incorporated into the qualification design?
- How well do the specified outcomes reflect the strategic purpose of the qualification?
- What specific provisions are made in the qualification to allow it to be achieved in different cultural and delivery contexts?
- To what extent are the mandatory and optional conditions specified appropriate for the strategic purpose and outcome statement?

**Listing Requirements**

LR11, LR12, LR16, LR17, LR18.
Base qualification with Strands and an optional endorsement:

- Core
- Strand A
- Strand B
- Strand C
- Optional Endorsement

Base qualification with optional endorsement:

- Core
- Optional Endorsement

Base qualification including the ability to either meet the general requirements or to specialise with an optional endorsement:

- Core
- General Skills
- Contextual Endorsement

For example: Everyone must complete the core compulsory outcomes and then must gain a further 70 credits of *Horticulture* skills. If the graduate got these skills across a range of Horticulture sub-sectors they would achieve a New Zealand Certificate in Horticulture. However if a graduate specialised within those 70 credits, gaining 50 credits in the area of *Vegetable Production*, then they would be awarded the New Zealand Certificate in Horticulture (Vegetable Production).
Appendix F: Strategic Purpose Statement and Graduate Profile Guidance

STRATEGIC PURPOSE STATEMENT AND GRADUATE PROFILE

Strategic Purpose Statement

The strategic purpose statement reflects the need for the qualification and describes how it “earns its place on the NZQF.” Includes three key elements:

- The learner group, where this is defined
- Industry or community end users including cultural and social aspirations – where these are reflected in the Needs Analysis
- Industry or professional standards or requirements that define the scope of practice

The strategic purpose statement is reflected in the outcomes within the graduate profile.

Graduate Profile

A graduate profile must (be):

- Comprehensive, describing what a person with this qualification must be able to do, know and be – it describes a whole role or set of capabilities and enables programme design that can be made available to a wide range of learners
- Sufficiently open to accommodate current and future needs, including technological shifts – stability and flexibility
- Balanced appropriately between knowing, being and doing for the level, qualification type and strategic purpose
- Consider the full range of capabilities the graduate may need:
  - Personal e.g. take responsibility, remain calm under pressure
  - Interpersonal e.g. work with senior staff effectively, contribute to the team
  - Cognitive e.g. set and justify priorities, solve problems
  - Role-specific e.g. technical skills
  - Generic e.g. organise work and manage time, literacy and numeracy
- Start with the stem:
  - The graduate (of this qualification) will be able to:
- Use plain English to present a complete and easily understood picture for all stakeholders including learners
- Written so that each statement uses descriptors that reflect the level of the qualification and contain:
  - Verb e.g. Analyse, apply, plan, cost, communicate
  - Subject
  - Context
- Each statement in the profile will be weighted with an indicative credit value allocation that reflect the balance of capabilities
- Able to be assessed directly or indirectly through evidence gathered
• Individually contribute to meeting the needs identified in the strategic purpose statement
• Incorporate any industry or professional standards, licensing or professional registration requirements, or critical practice/employment elements.

This way we are moving away from ‘education-speak’ as our industry love to put it – to clearly stating what it is the graduate will ‘do, be and know’ – but in broader terms.

Use the following to review the graduate profile:
Read it as a whole – does it describe the role referred to in the strategic purpose statement? Does it map back to the Needs Analysis?
• Is it clear what the graduate will actually be able to do when they have completed the qualification?

Are the core activities (functions) they will undertake in their role clear? Are they described meaningfully without itemising each step?
• What skills will they need to use and knowledge will they need to apply and in what context?
• What role do they have in a team?
• What is the scope of their responsibility as a result of completing the qualification?
• What kinds of problems will they have to manage?
• What responsibility do they have for maintaining safety/the environment?
• To whom and what are they responsible for communicating?

Does the graduate profile allow for both current and likely future needs – is it forward looking?

Does the graduate profile provide a clear and flexible framework for designing a range of programmes to meet different learner and other needs?

Can the graduate profile be clearly attested to through learning, teaching and assessment activities, without being overly restrictive in scope?

Can the graduate profile realistically be achieved within the specified credit value?
# Appendix G: Qualification Template Guidance

<table>
<thead>
<tr>
<th>Title</th>
<th>New Zealand Certificate/Diploma in ….</th>
</tr>
</thead>
<tbody>
<tr>
<td>Version</td>
<td>1</td>
</tr>
<tr>
<td>Qualification type</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>Credits</td>
</tr>
<tr>
<td>NZSCED</td>
<td></td>
</tr>
<tr>
<td>DAS classification</td>
<td></td>
</tr>
<tr>
<td>Qualification developer</td>
<td></td>
</tr>
<tr>
<td>Next review</td>
<td>Mmmm YYYYY</td>
</tr>
<tr>
<td>Approval date</td>
<td>Dd Mmmm YYYYY</td>
</tr>
</tbody>
</table>

## Strategic purpose statement

1. ID target learner group
2. Industry or community that will benefit from the qual
3. The standard at which the graduate will operate

The purpose of this qualification is to provide New Zealand with people who … *(skills)* and who are or can be employed in … *(roles)*.
The purpose of this qualification is to …
This qualification is designed for people who are experienced ….
Graduates will be capable of …. X will benefit New Zealand by …. 

## Graduate profile

**Do – Know – Understand**
- flexible/accommodate different contexts
- balanced between knowing and doing
- Capabilities: personal, interpersonal, cognitive, technical skills, generic
- credit value
- incorporate industry or professional standards etc.

Graduates of this qualification will be able to:

- e.g. Determine client requirements, prepare and present recommended solution to client

## Education pathway

**Be – from and next steps**

Graduates of this qualification may undertake further study towards …
This qualification provides a pathway to ….. This may include:
This qualification provides an education pathway from:

## Employment pathway

**Be – jobs equipped for; any community pathways**

Graduates of this Certificate will have the skills and knowledge to work or gain employment in roles such as …. in the …. Industry

## Qualification specifications

<table>
<thead>
<tr>
<th>Qualification award</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrangements for managing consistency</td>
<td></td>
</tr>
<tr>
<td>Credit transfer and recognition of prior learning arrangements</td>
<td></td>
</tr>
<tr>
<td>Minimum standard of achievement and standards for grade endorsements</td>
<td></td>
</tr>
<tr>
<td>Entry requirements (including prerequisites to meet regulatory body or legislative requirements)</td>
<td></td>
</tr>
</tbody>
</table>
## Qualification conditions

Overarching conditions relating to the qualification

<table>
<thead>
<tr>
<th>Conditions for programme structure</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Conditions for programme context</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other conditions</th>
</tr>
</thead>
</table>

### Specific conditions relating to the Graduate profile

<table>
<thead>
<tr>
<th>Qualification outcomes</th>
<th>Indicative Credits</th>
<th>Conditions e.g. topics, evidence, requirements to be applied</th>
<th>Mandatory or Optional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Transition information

<table>
<thead>
<tr>
<th>Replacement information</th>
</tr>
</thead>
</table>

(Write any additional transition information here or delete the row)
## Appendix H: ECE Qualifications Mandatory Review Schedule List - 2014

### Early Childhood Education - by level & credits (35 qualifications)

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Developer</th>
<th>Level</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AO3240</td>
<td>Certificate in Parenting and Care of Children</td>
<td>Aoraki Polytechnic</td>
<td>2</td>
<td>42</td>
</tr>
<tr>
<td>PC1953</td>
<td>Te Ara Tuatahi Mo Te Reo Maori</td>
<td>Te Kohanga Reo National Trust Board</td>
<td>2</td>
<td>120</td>
</tr>
<tr>
<td>403</td>
<td>National Certificate in Early Childhood Education and Care</td>
<td>NZQA National Qualifications Services</td>
<td>3</td>
<td>63</td>
</tr>
<tr>
<td>PC9083</td>
<td>Wellington Nannies College Certificate in Early Childhood Education</td>
<td>Wellington Nannies College Limited</td>
<td>3</td>
<td>74</td>
</tr>
<tr>
<td>PC1147</td>
<td>Nanny Centre Certificate in Early Childhood Education and Care</td>
<td>Apostolic Nannies College Limited</td>
<td>3</td>
<td>86</td>
</tr>
<tr>
<td>PC9641</td>
<td>Eastbay REAP Certificate in Early Childhood (Teacher Aide)</td>
<td>Eastbay REAP</td>
<td>3</td>
<td>108</td>
</tr>
<tr>
<td>PC1717</td>
<td>Certificate in Early Childhood Education</td>
<td>KAAT Trust</td>
<td>3</td>
<td>114</td>
</tr>
<tr>
<td>AO3263</td>
<td>Certificate in Early Childhood Studies (Level 3)</td>
<td>Aoraki Polytechnic</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>PC1211</td>
<td>Ashton Warner Certificate in Nanny Education</td>
<td>Ashton Warner Nanny Academy</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>PC9620</td>
<td>Tusi Pasi O Aoga Amata Certificate in Early Childhood Education</td>
<td>Pacific Training Institute</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>113797</td>
<td>Certificate in Early Childhood Education and Out of School Care</td>
<td>New Zealand Career College Limited</td>
<td>3</td>
<td>124</td>
</tr>
<tr>
<td>OP4310</td>
<td>Certificate in Early Childhood Practice (Level 4)</td>
<td>The Open Polytechnic of New Zealand</td>
<td>4</td>
<td>40</td>
</tr>
<tr>
<td>PC9598</td>
<td>Certificate in Early Childhood Education (Introduction)</td>
<td>New Zealand Tertiary College Limited</td>
<td>4</td>
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<tr>
<td>MN4500</td>
<td>MIT Certificate in Early Childhood Education (Level 4)</td>
<td>Manukau Institute of Technology</td>
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<tr>
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<td>Workforce Development Limited</td>
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<tr>
<td>2410</td>
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<tr>
<td>TA4943</td>
<td>Certificate in Early Childhood Education - Te Pihiora</td>
<td>Eastern Institute of Technology</td>
<td>4</td>
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</tr>
<tr>
<td>1269</td>
<td>National Certificate in Pacific Islands Early Childhood Education</td>
<td>NZQA National Qualifications Services</td>
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<td>PC9619</td>
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<tr>
<td>OP5423</td>
<td>The Open Polytechnic of NZ Certificate in Early Childhood</td>
<td>The Open Polytechnic of New Zealand</td>
<td>5</td>
<td>80</td>
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<tr>
<td>PC9403</td>
<td>Aperfield Montessori Diploma in Early Childhood Education</td>
<td>Aperfield Montessori Trust</td>
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<tr>
<td>PC1993</td>
<td>Diploma in Teaching (Early Childhood Education)</td>
<td>Bethlehem Tertiary Institute</td>
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<tr>
<td>109540</td>
<td>Diploma in Nanny Education</td>
<td>Nanny Education Organisation of New Zealand</td>
<td>5</td>
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<tr>
<td>110016</td>
<td>Diploma in Early Childhood Education</td>
<td>New Zealand Career College Limited</td>
<td>5</td>
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<tr>
<td>PC9774</td>
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<td>New Zealand Tertiary College Limited</td>
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<td>Te Kohanga Reo National Trust Board</td>
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<td>WR3009</td>
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<td>5</td>
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<tr>
<td>430</td>
<td>National Certificate in Early Childhood Education and Care</td>
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<td>5</td>
<td>126</td>
</tr>
<tr>
<td>109272</td>
<td>The Nanny Centre (NZ) Certificate in Childcare, Education and Home Management</td>
<td>Apostolic Training Centres Limited</td>
<td>5</td>
<td>153</td>
</tr>
<tr>
<td>PC1992</td>
<td>REAP Diploma in Early Childhood Education and Care</td>
<td>Eastbay REAP</td>
<td>5</td>
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<tr>
<td>PR4911</td>
<td>Diploma in Early Childhood Education</td>
<td>Whitireia Community Polytechnic</td>
<td>5</td>
<td>260</td>
</tr>
<tr>
<td>982</td>
<td>National Certificate in Pacific Islands Early Childhood Education (Pasifika Management)</td>
<td>NZQA National Qualifications Services</td>
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<tr>
<td>111434</td>
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<td>Maria Montessori Education Foundation</td>
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</tr>
<tr>
<td>PC9565</td>
<td>Playcentre Education Diploma in Early Childhood and Adult Education</td>
<td>Playcentre Education</td>
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<td>190</td>
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<tr>
<td>PC2773</td>
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<td>6</td>
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<tr>
<td>Code</td>
<td>Title</td>
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<td>Level</td>
<td>Credits</td>
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<tr>
<td>AO3240</td>
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<tr>
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<tr>
<td>PC9403</td>
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<tr>
<td>PC9641</td>
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<td>PC1992</td>
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<tr>
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<td>Certificate in Early Childhood Education - Te Pihiora</td>
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<tr>
<td>PC2773</td>
<td>Certificate in Early Childhood Teaching</td>
<td>New Zealand Tertiary College Limited</td>
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<tr>
<td>403</td>
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<td>National Certificate in Pacific Islands Early Childhood Education</td>
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<td>Playcentre Education Diploma in Early Childhood and Adult Education</td>
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<td>PC1954</td>
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<tr>
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<td>The Open Polytechnic of New Zealand</td>
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</tr>
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<td>WR3009</td>
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<td>Waiariki Institute of Technology</td>
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<td>PC9083</td>
<td>Wellington Nannies College Certificate in Early Childhood Education</td>
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<tr>
<td>PR4911</td>
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<tr>
<td>PC5549</td>
<td>Certificate in Early Childhood Education</td>
<td>Workforce Development Limited</td>
<td>4</td>
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### General ECE Qualifications

<table>
<thead>
<tr>
<th>Level</th>
<th>Qualification</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6</td>
<td>NZ Diploma in Early Childhood Education and Care (Level 6)</td>
<td>120</td>
<td>Applied body of ECE knowledge for a broad range of areas of ECE practice. Advanced understanding of learner needs and development, and techniques required to be effective. Further development of academic and critical thinking skills in preparation for final stages of ECE qualified teacher study. Suitable for those wishing to pursue a career as an ECE educator/teacher and likely seeking to continue to become a qualified teacher but not quite meeting strict entry requirements particularly where English is an additional language; Pasifika learners, International students.</td>
</tr>
<tr>
<td>L5</td>
<td>NZ Diploma in Early Childhood Education and Care (Level 5)</td>
<td>120</td>
<td>Base level qualification for a proficient educator. Contextualised application of knowledge for a broad range of areas in ECE practice. Progress understanding of the needs of young children, and develop techniques required to be effective within the scope and context of ECE practice. Bridging knowledge and academic skills development for those seeking entry to ECE qualified teacher study. Targeted at those pursuing a career as an ECE educator in specific settings (e.g. centre-based, home-based). Includes those who do not want to pursue an ECE teaching qualification, but are active in the education and care of young children.</td>
</tr>
<tr>
<td>L4</td>
<td>NZ Certificate in Early Childhood Education and Care (Level 4)</td>
<td>40-60</td>
<td>Contextualised ECE knowledge and academic skills development for those seeking entry to ECE qualified teacher study. Contextualised use and application of knowledge for a specified area of ECE. Targeted at those pursuing a career as an ECE educator in specific settings. Includes those who may not pursue an ECE teaching qualification, but are active in the education and care of young children, including in the community or as an educator (e.g. Home-based or Parent-led).</td>
</tr>
<tr>
<td>L3</td>
<td>NZ Certificate in Early Childhood Education and Care (Level 3)</td>
<td>60</td>
<td>Foundation body of knowledge for all early childhood educators – variety of contexts. Stand-alone qualification and/or primary education pathway to further ECE study. Assist in achievement of NCEA L2/L3; engage priority learners; improve community and family outcomes. Targeted at prospective ECE educators, parents, whānau, caregivers; or those who may not necessarily pursue being an ECE educator as a career but may be active in education and care in some form, including in the community.</td>
</tr>
<tr>
<td>L2</td>
<td>NZ Certificate in Early Childhood Learning and Care (Level 2)</td>
<td>40</td>
<td>Introductory qualification in early learning and life skills relating to childcare. Possibility to combine with other qualifications to form programmes to improve community and family outcomes. Targeted at parents/caregivers, adult learners wishing to engage in formal recognised learning. Intended to improve community and family outcomes, support vulnerable children and engage priority learners.</td>
</tr>
</tbody>
</table>

### Mātauranga Māori ECE Qualifications

<table>
<thead>
<tr>
<th>Level</th>
<th>Qualification</th>
<th>Credits</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>L6</td>
<td>NZ Diploma in in Mātauranga Māori - Te Rangatiratanga o te Whānau (Level 5)</td>
<td>120</td>
<td>Base level qualification for a proficient kaiawhāna. Focused on the advanced application of Mātauranga Māori ECE skills working with Māori children and whānau in a Te Reo Māori immersion setting. Strong emphasis on Mātauranga Māori ECE literacy, practice and research, alongside proficiency in Te Reo Māori and tikanga Māori. Targeted at whānau who may wish to pursue a career as a kaiawhāna or kaiako at kōhanga reo, puna reo or other ECE care, but are unable to move directly to a Level 7 qualification.</td>
</tr>
<tr>
<td>L5</td>
<td>NZ Certificate in Mātauranga Māori - Te Puāwaitanga o te Whānau (Level 4)</td>
<td>60</td>
<td>Qualification focused on the use and application of Mātauranga Māori ECE skills working with Māori children and whānau in a Te Reo Māori immersion setting. Intended for prospective kaiawhāna who wish to work or support in an immersion Te Reo Māori setting, or those wishing to pursue a career as a kaiāwhina or kaiako at kōhanga reo and are unable to move directly into Level 5 or Level 7 Mātauranga Māori qualification.</td>
</tr>
<tr>
<td>L4</td>
<td>NZ Certificate in Mātauranga Māori - Te Mana o te Mokopuna (Level 3)</td>
<td>60</td>
<td>Introductory qualification that would advance Te Reo Māori, tikanga Māori, child learning and development, whānau development principles using a whānau-centric model. Focus on the mana of the mokopuna within whānau, hapū, iwi. Intended for parents and whānau who wish to engage with cultural learning and development of their tamariki in kōhanga reo, puna reo or other ECE care.</td>
</tr>
<tr>
<td>L3</td>
<td>NZ Certificate in Mātauranga Māori - He Taonga te Mokopuna (Level 2)</td>
<td>40</td>
<td>Foundation qualification that would encompass Te Reo Māori, tikanga Māori, and whānau development principles using a whānau-centric model. Focused on the mokopuna as a taonga within whānau, hapū, iwi. Targeted learners would be parents and whānau who wish to learn alongside, and communicate with their tamariki in kōhanga reo, puna reo or other ECE care; or as a foundation qualification for rangatahi.</td>
</tr>
</tbody>
</table>
Working groups met on 18 – 19 March to write the strategic purpose statements and outcome statements for the proposed qualifications. Drafts were edited and approved by the Governance Group.

- Graduate outcomes in the NZ Certificate in Foundation Skills (Levels 1 and 2) were based on the core capabilities (Ako Aotearoa, 2014). Programmes of study leading to these qualifications can be delivered in a setting relevant to learners such as Building, Mechanics, or Administration. At this stage, it is not planned to add formal contextual endorsements.

- Graduate outcomes in the NZ Certificate in Study and Career Preparation (Levels 3 and 4) aim to develop more specialised knowledge, skills and capabilities to prepare learners for specific education or career pathways. Several specialised strands, for example, Health, Engineering, are proposed.

- A range of programmes of study or training can lead to each qualification and allow achievement of the qualification in ways most suited to learners’ educational, work or cultural needs and aspirations.

The Governance Group believes that there is a need for a range of qualifications at levels 1 and 2. This opinion has been informed by:

- A Foundation for Progression: Graduate Profiles for Levels 1 and 2 Qualifications (Ako Aotearoa, 2014).
- Current and planned activity in the Ministry of Education on the National Certificate in Educational Achievement (NCEA) and vocational pathways.
- New Zealand qualifications recommended or developed by other reviews at levels 1 – 2 which prepare learners for further study and employment in specific occupations.
- Particular needs identified by stakeholders, for example, Steiner School Certificates.
- Consultation with the foundation education community (there are specific groups of learners, such as older students who did not succeed at secondary school, whose needs are not sufficiently met by NCEA in its current form).
<table>
<thead>
<tr>
<th>Title</th>
<th>NZ Certificate in Foundation Skills (Level 1)</th>
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</thead>
<tbody>
<tr>
<td>Level</td>
<td>1</td>
</tr>
<tr>
<td>Strategic purpose statement</td>
<td>The purpose of this qualification is to recognise the capabilities of individuals that enable them to participate more confidently and effectively within a range of communities relevant to them, and to be better prepared for further learning. Holders of this qualification will have the confidence, skills, knowledge, and attributes needed to progress to further and more focused learning, and to participate in their communities. This will benefit both whānau and communities by supporting positive family and community participation and re-engaging individuals with learning pathways. Graduates will be able to apply core capabilities in a range of simple and structured contexts, to a level that prepares them to succeed in an NZQF level 2 qualification.</td>
</tr>
<tr>
<td>Graduate profile</td>
<td>Graduates will be able to:</td>
</tr>
<tr>
<td></td>
<td><strong>Self</strong> (30 Credits)</td>
</tr>
<tr>
<td></td>
<td>– Use self-management strategies with guidance. e.g. manage personal well-being, financial literacy, time-management</td>
</tr>
<tr>
<td></td>
<td>– Identify one’s own cultural identity and begin to identify similarities and differences in individuals’ perspectives.</td>
</tr>
<tr>
<td></td>
<td>– Set and work towards simple goals.</td>
</tr>
<tr>
<td></td>
<td><strong>Community and Work</strong> (10 credits)</td>
</tr>
<tr>
<td></td>
<td>– Follow basic health and safety practices.</td>
</tr>
<tr>
<td></td>
<td>– Participate as part of a team/group.</td>
</tr>
<tr>
<td></td>
<td>– Interact positively and confidently with others in familiar contexts.</td>
</tr>
<tr>
<td></td>
<td>– Understand basic te Ao Māori concepts and the role of te Tiriti in Aotearoa.</td>
</tr>
<tr>
<td></td>
<td><strong>Learning</strong> (20 credits)</td>
</tr>
<tr>
<td></td>
<td>– Use basic language, literacy and numeracy learning and technology skills for everyday life.</td>
</tr>
<tr>
<td></td>
<td>– Apply solutions to simple problems.</td>
</tr>
<tr>
<td>Education pathway</td>
<td>This qualification is intended as a starting point for engaging or re-engaging with learning. Holders of this qualification will be able to progress to further study or training at NZQF level 2 and in some cases level 3. This may be an industry or sector-focused qualification, and may in some cases include the New Zealand Certificate in Foundation Skills (Level 2).</td>
</tr>
<tr>
<td>Employment and community pathway</td>
<td>A graduate will be able to participate in their whānau and wider community, and work in structured, supervised entry level roles.</td>
</tr>
<tr>
<td>Title</td>
<td>NZ Certificate in Foundation Skills (Level 2)</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------------</td>
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<tr>
<td>Level</td>
<td>2</td>
</tr>
<tr>
<td>Credits</td>
<td>60</td>
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</tbody>
</table>

### Strategic purpose statement

The purpose of this qualification is to recognise the capabilities of individuals that enable them to contribute more confidently and effectively within a range of communities relevant to them, and to be better prepared for further learning, training, community participation, and work in a more specific area or industry.

Holders of this qualification will have the confidence, skills, knowledge, and attributes needed to contribute positively to their communities and to progress to further and more focused education and training, including improved employment outcomes. This will benefit whānau, communities, and employers by supporting positive contributions to these contexts and re-engaging individuals with learning pathways.

Graduates will be confident in applying core capabilities in a range of familiar contexts, to a level that prepares them to succeed in an NZQF level 3 qualification.

### Graduate profile

Graduates will be able to:

**Self (20 Credits)**
- Select and apply self-management strategies.  
  e.g. manage personal well-being, financial literacy, time-management
- Manage own learning and study.
- Describe own cultural identity and other diverse perspectives in Aotearoa NZ, including Māori and Pasifika.
- Set and work towards short term to long term goals.

**Community and Work (20 credits)**
- Identify and apply health and safety practices.
- Participate and contribute constructively as part of a team/group.
- Interact positively and confidently with others in a range of contexts.
- Apply basic knowledge of te Ao Māori concepts and NZ culture, including Tiriti o Waitangi principles.
- Apply core knowledge and skills to a relevant context.

**Learning (20 credits)**
- Apply language, literacy and numeracy skills and technology to a known context.
- Apply standard techniques to solve problems.

### Education pathway

This qualification is intended as a starting point for engaging or re-engaging with learning. In some cases, it may also be used by holders of the New Zealand Certificate in Foundation Skills (level 1) to further develop their core capabilities.

Holders of this qualification will be able to progress to further and more focused study or training at NZQF level 3.

### Employment/community pathway

A graduate will be able to contribute within their whānau and wider community, and work in entry level roles.
| Title | New Zealand Certificate in Study and Career Preparation (Level 3)  
(with possible strands in Health, Mātauranga Māori, Engineering, Humanities, Police Studies)  
See note below |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>3</td>
</tr>
<tr>
<td>Credits</td>
<td>60</td>
</tr>
</tbody>
</table>
| Strategic purpose statement | The purpose of this qualification is to recognise the capabilities of individuals that enable them to enter and succeed in further study. This qualification is also for people who wish to develop the skills, knowledge and attributes necessary for specific career pathways that require further education and training.  
Holders of this qualification will have the skills, knowledge, and attributes necessary to succeed in study at higher levels and to participate in relevant work environments where appropriate. This will benefit tertiary education providers and employers in New Zealand.  
Graduates will be confident in applying a range of skills, knowledge, and capabilities, to a level that prepares them to succeed in an industry or discipline-specific NZQF level 4 or 5 qualification. |
| Graduate profile | Graduates will be able to:  
**Self and community** (15 credits)  
- Self-manage learning in familiar settings with support.  
- Express and apply knowledge of self and community to familiar settings.  
- Work effectively in groups with limited support.  
**Core competencies** (15 credits)  
- Locate, select, and apply relevant information from a variety of specified sources in a planned way.  
- Communicate clearly using a range of media, in a way which is fit-for-purpose.  
- Solve problems in familiar contexts.  
- Engage with online environments and digital technologies, in a range of settings, with support.  
- Apply literacy and numeracy skills to a specific field.  
- Identify possible opportunities for future study or career pathway.  
**Strands** (30 credits)  
- Apply core knowledge and skills to topics specific to the strand. |
<p>| Education pathway | Holders of this qualification will be able to progress to further study or training at NZQF level 4 or 5. |
| Employment pathway | Graduates of this Certificate will be prepared to pursue a career pathway that includes further education and training, and will have enhanced employment opportunities in relevant industries. |</p>
<table>
<thead>
<tr>
<th>Title</th>
<th>New Zealand Certificate in Study and Career Preparation (Level 4) (with possible strands in Health, Mātauranga Māori, Engineering Humanities, Police Studies) See note below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>4</td>
</tr>
<tr>
<td>Strategic purpose statement</td>
<td>The purpose of this qualification is to recognise the capabilities of individuals that enable them to enter and succeed in further study at degree or diploma level. This qualification is also for people who wish to develop the skills, knowledge and attributes necessary for specific career pathways that require further education and training at an advanced level. Holders of this qualification will have the skills, knowledge, and attributes necessary to succeed in study at higher levels and to participate in relevant work environments where appropriate. This will benefit tertiary education providers and employers in New Zealand. Graduates will be confident in applying a range of skills, knowledge, and capabilities, to a level that prepares them to succeed in an industry or discipline-specific NZQF qualification at level 5 or above, including degree education.</td>
</tr>
<tr>
<td>Graduate profile</td>
<td>Graduates will be able to:</td>
</tr>
<tr>
<td></td>
<td>Self and community (15 credits)</td>
</tr>
<tr>
<td></td>
<td>- Self-manage learning in a variety of settings under broad guidance.</td>
</tr>
<tr>
<td></td>
<td>- Express and apply knowledge of self and community to a range of settings, including a chosen field of study or career pathway.</td>
</tr>
<tr>
<td></td>
<td>- Work effectively in groups under broad guidance, with some responsibility for the performance of others.</td>
</tr>
<tr>
<td></td>
<td>Core competencies (15 credits)</td>
</tr>
<tr>
<td></td>
<td>- Locate, select, and apply relevant information from a variety of sources in a planned way.</td>
</tr>
<tr>
<td></td>
<td>- Communicate in a clear and reasoned way which is fit-for-purpose, using a range of media.</td>
</tr>
<tr>
<td></td>
<td>- Use critical thinking in problem-solving.</td>
</tr>
<tr>
<td></td>
<td>- Engage confidently with online environments and digital technologies, in a range of settings.</td>
</tr>
<tr>
<td></td>
<td>Strands (30 credits)</td>
</tr>
<tr>
<td></td>
<td>- Apply core knowledge and skills to topics specific to the strand.</td>
</tr>
<tr>
<td>Education pathway</td>
<td>Holders of this qualification will be able to progress to further study or training at NZQF level 5 (degree, diploma or certificate).</td>
</tr>
<tr>
<td>Employment pathway</td>
<td>Graduates of this Certificate will be prepared to pursue a career pathway that includes further education and training at an advanced level, and will have enhanced employment opportunities in relevant industries.</td>
</tr>
</tbody>
</table>

Note: if strands are included in the qualification, then specific outcomes for each strand must be clearly identified within the graduate profile.