The New Zealand Qualifications Framework

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The bird that partakes of the berry, his is the forest.

The bird that partakes of knowledge, his is the world.
# New Zealand’s Education System

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<th>Tertiary Education</th>
<th>Universities</th>
<th>Wānanga</th>
<th>Institutes of Technology and Polytechnics</th>
<th>Private Training Establishments</th>
<th>Industry Training Organisations</th>
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<td>Primary and secondary schooling (ages 5-18)</td>
<td>Secondary schools (year 7-13)</td>
<td>Secondary schools (year 9-13)</td>
<td>Wharekura</td>
<td>Composite and special schools (years 1-13)</td>
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<td>Intermediate schools</td>
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<td>Kura kaupapa Māori</td>
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<td>Contributing Primary schools</td>
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<td>Early Childhood Education (ages 0-5)</td>
<td>Playcentre</td>
<td>Kindergarten</td>
<td>Education and Care Centres</td>
<td>Homebased services</td>
<td>Te Kohanga Reo</td>
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Quality assurance bodies in the New Zealand education system

- **Education Review Office**
  - Administer school examinations
  - Schools, Early Childhood Education & Care Centres

- **New Zealand Qualifications Authority (Rules)**
  - Administer school examinations

- **Universities New Zealand (formerly known as the NZ Vice Chancellors' Committee)**
  - Committee on University Academic Programmes
  - Academic Quality Agency for NZ Universities

- **Institutes of Technology / Polytechnics Private Training Establishments, Wānanga**

- **Universities**
The New Zealand Qualifications Authority (NZQA)

- NZQA is a Crown entity – i.e. a government agency with a Board
- Established by the Education Act 1989
- The NZQA Board is appointed by the Minister for Tertiary Education, Skills and Employment
- NZQA’s role - ensures the New Zealand qualifications system is credible and robust, nationally and internationally

Core functions:

- Managing the New Zealand Qualifications Framework
- Setting the rules for quality assurance in the tertiary sector
- Independent quality assurance of non-university education providers
- Administering the secondary school assessment system
- Recognising qualifications from other jurisdictions

Code of Practice for the Pastoral Care of International Students
Integrated qualifications system

- The New Zealand Qualifications Framework (NZQF) is a single unified framework
- The NZQF is the definitive source for accurate information about all quality assured qualifications (senior secondary and tertiary)
- Integrated quality assurance system
- Integrated funding system
- NZQF enables and supports the provision of high-quality education pathways
NZQA’s evaluative quality assurance framework (EQAF)

- Evaluative approach for determining quality and the outcomes of quality education

- Principle-based approach
  - High trust, high accountability
  - Dynamic concept of quality
  - Practical focus on outcomes
  - Strategic and needs-based
  - Flexible

- Introduced across non-university tertiary education sector in 2009
Managing risk

Entry processes
- Approval of qualifications and programmes
- Accreditation of institutions
- Registration of private training establishments

Private Training Establishments (circa 500)
Institutes of technology/Polytechnics (18)

Industry training organisations (12)
Wānanga (3)

Self-assessment
- On-going

External evaluation and review
- Accountability with an improvement focus
- Organisation-level judgements
- Public reporting of performance
History of the New Zealand Qualifications Framework (NZQF)

- **1991** – National Qualifications Framework (NQF)
- **2001/2** – Legislation – Register of Quality Assured Qualifications - Levels extended from 8 - 10 on NQF
- **2008/9** – Targeted Review of Qualifications
- **2010** – New Zealand Qualifications Framework
The New Zealand Qualifications Framework (NZQF) is designed to optimise the recognition of educational achievement and its contribution to New Zealand’s economic, social and cultural success.

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<th>Level</th>
<th>Qualification Types</th>
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<tr>
<td>10</td>
<td>Doctoral Degree</td>
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<tr>
<td>9</td>
<td>Master’s Degree</td>
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<tr>
<td>8</td>
<td>Postgraduate Diplomas and Certificates, Bachelor Honours Degree</td>
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<td>7</td>
<td>Bachelor’s Degree, Graduate Diplomas and Certificates</td>
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<td>6</td>
<td>Diplomas</td>
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<td>Certificates</td>
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New Zealand Qualifications Framework

• NZQF has a clear scope and purpose, is outcomes-based, and has clear level descriptors and learning domains
• NZQF is underpinned by Quality Assurance
• NZQF has detailed listing requirements for qualifications
• NZQF requires the development of integrated and coherent qualifications that convey the skills, knowledge and attributes a graduate has gained through completing a qualification
• NZQF contributes to the strengthening of Māori as a people by enhancing and advancing Mātauranga Māori
• NZQF enables and supports the provision of high-quality education pathways
Qualifications listed on the NZQF:

• Quality assured

• Defined by qualification type and level

• Title and other details publicly available

• Outcome statement includes graduate profile, education and employment pathways

• Allocated a credit value

• Assigned to a subject classification

• Status to indicate if *current, expiring or discontinued*
Lifecycle of qualifications

More information is available at:
www.nzqa.govt.nz/qualifications-standards/quals-development
External Evaluation and Review

- Periodic – at least once every 4 years
- Results in judgements on the PTE’s capability in self-assessment and the quality of its educational performance:

  *Highly confident / Confident / Not yet confident / Not confident*

- All reports are published on the NZQA website
- They clearly state the level of confidence NZQA has in the organisation

Self-assessment and external evaluation & review: Finding evidence through key questions

Tertiary education organisations need to be able to answer the following key questions about programmes, delivery and outcomes:

- How well do programmes and activities match the needs of learners and other interested groups?
- How effective is the teaching?
- How well are learners guided and supported?
- How well do learners achieve?
- What is the value of the outcomes for key interest groups?
- How effective are governance and management in supporting educational achievement?

More information is available at www.nzqa.govt.nz/providers-partners/self-assessment
Managing risk and targeting interventions

• Ongoing monitoring through:
  o Annual returns (PTEs)
  o Targeted visits (TEOs)
  o Compliance declarations linked to External Evaluation and Review (TEOs)

• Improvement plans for categories 3 and 4

• Statutory interventions for ongoing non-compliance e.g. conditions or withdrawing accreditation
Thank you

• Further questions and contact details

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For more information see:
www.nzqa.govt.nz