

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!



The New Zealand Qualifications and Credentials Framework



Version 1

Date

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Foreword | Ngā kupu whakataki

*Tuia i runga, tuia i raro, tuia i roto, tuia i waho, tuia te muka herenga tangata.
Tīhei mauri ora.*

*E ngā ringa whatu, e ngā ringa whero o mua kua takoto ki te takapau o mate,
nāu te taukaea i renarena ai hei oranga mō te iwi, haere atu rā koutou ki te
rangi whakamoeariki.*

*He wāhi anō tō Te Taura Here Tohu Mātauranga o Aotearoa ki tō te Aotearoa
angitū, ā pāpori nei, ā ahurea nei, ā ohanga nei hoki.*

*Ka whakatakatū ngā tohu moroiti o Aotearoa i ngā ākongā kia kuhu atu hei
kirirarau mō te anamata o Aotearoa, o te ao whānui anō hoki.*

Karanga te rā, karanga te rā!

*Come together from all spaces and directions to be joined in unity and
humanity.*

*We acknowledge the departed who put in place the many mechanisms that
support our people. Take your rest.*

*The New Zealand Qualifications and Credentials Framework contributes to
New Zealand's social, cultural and economic success.*

*New Zealand credentials prepare learners to be citizens for the future in
New Zealand and globally.*

In 1991, New Zealand was one of the first countries in the world to establish a national qualifications framework as an important step towards a unified qualifications system. Following further refinements to the qualifications system, the framework developed into the New Zealand Qualifications Framework (NZQF) in 2010 and the Qualifications and Credentials Framework in 2022.

The New Zealand Qualifications Authority – Mana Tohu Mātauranga o Aotearoa is responsible for maintaining this framework under the Education and Training Act 2020.

This document supports the functions established for education in Section 4 of the Education and Training Act 2020. The Act's purpose is to establish and regulate an education system that:

- (a) provides New Zealanders and those studying in New Zealand with the skills, knowledge, and capabilities that they need to fully participate in the labour market, society, and their communities; and
- (b) supports their health, safety, and well-being; and
- (c) assures the quality of the education provided and the institutions and educators that provide and support it; and
- (d) honours Te Tiriti o Waitangi and supports Māori-Crown relationships.¹

The Qualifications and Credentials Framework is mandated through the Act. It includes all approved qualifications and micro-credentials and the rules relating to the framework. It is known as the New Zealand Qualifications and Credentials Framework (NZQCF).

¹ Section 4, Education and Training Act 2020.

Purpose of the document

This document outlines the key features of the NZQCF. It is used by stakeholders – particularly qualification and credential developers – as they design, develop and review qualifications and credentials. It describes the features of qualifications and credentials registered on the NZQCF and how they are quality assured.

Development of the NZQCF

The core architecture of the NZQCF is unchanged from the previous New Zealand Qualifications Framework (NZQF), ensuring it fulfils its primary function as the definitive source of accurate information about all quality assured qualifications and credentials.

At its core, the NZQCF continues to outline a hierarchy of levels of knowledge and skills that describe what graduates can *do, be and know*, along with the characteristics of learning at each level.

An historic strength of the NZQCF has been to include all academic and vocational qualifications in a single framework. The Framework also now includes micro-credentials, allowing a wider range of valuable learning to be captured and recognised. The revised visual representation of the framework shows all qualifications and credentials across a spectrum.

The level descriptors have been revised in response to stakeholder expectations for greater visibility of vocational skills and knowledge along with key transferable skills. The transferable competencies of critical thinking, communication and collaboration are included as sub-domains. The third domain, which was ‘application (of knowledge and skills)’ has been renamed as ‘context, autonomy and responsibility’.

The qualification type descriptions have been updated to align with the outcomes of the revised level descriptors. Some technical requirements have also been revised.

The NZQCF enables mātauranga Māori (Māori knowledge), te ao Māori (Māori worldview) and te reo Māori (Māori language) to be included in qualifications and credentials. Qualifications and credentials are listed in te reo Māori and English.

New Zealand also has a special relationship with the Pacific region and is home to significant numbers of Pacific people. The NZQCF enables the listing of qualifications and credentials that recognise the importance of Pacific knowledges, cultures, and languages.

Section 1: The New Zealand Qualifications and Credentials Framework | Te Taura Here Tohu Mātauranga

Qualifications frameworks | Te Taura Here Tohu Mātauranga

Qualifications frameworks provide a transparent way for qualifications to be recognised and validated. This enables mobility for people both within and across countries.

A framework provides confidence in the credibility and robustness of the qualifications system, and a basis for its evolution. It can be used to progress economic, social, and cultural goals. It can also support career development and progression by setting out the relationships and pathways between qualifications and employment. In a mature qualifications system, both formal and informal learning can be recognised for credit by reference to the Framework.

Frameworks articulate the development of skills, knowledge, and the context in which they are applied along a continuum of agreed levels.

The New Zealand Qualifications and Credentials Framework | Te Taura Here Tohu Mātauranga o Aotearoa

The New Zealand Qualifications and Credentials Framework (NZQCF) is one cornerstone of the education system contributing to New Zealand's economic, social, and cultural success as a society. The Framework includes qualifications and credentials that meet the needs of employers, industries, professional bodies, iwi, communities, and learners.

The NZQCF enables qualifications and credentials to be developed, categorised and quality assured. It is based on outcomes that are described in terms of knowledge, skills, and their context.

It is the definitive source for accurate information about all quality assured qualifications and credentials in New Zealand. This includes senior secondary school and tertiary education. It provides information about the knowledge and experience the holder of a qualification or credential can be expected to have, and the further education and/or employment opportunities to which it leads.

The framework recognises mātauranga Māori as a knowledge system valued alongside other bodies of knowledge, contributing to the advancement of mātauranga Māori across the education system.

It is recognised that kaitiakitanga of mātauranga Māori is the domain of Māori, whānau, hapū and iwi.

Purpose of the NZQCF | Te Whāinga o te NZQCF

- Convey the skills, knowledge, and attributes a graduate has gained through completing a qualification or credential.
- Enable and support the provision of high-quality education pathways contributing to lifelong learning for all learners.
- Enable the incorporation of mātauranga Māori (Māori knowledge), te ao Māori (Māori worldview) and te reo Māori (Māori language) in qualifications and credentials.

- Enable success to be recognised for all learners in education.
- Enable the development of qualifications and credentials that meet the needs of individuals, groups, industry, whānau, hapū, iwi and communities.
- Enhance confidence in the quality and international comparability of New Zealand qualifications and credentials.

Architecture of the NZQCF | Te Hanganga NZQCF

The architecture of the NZQCF includes core design elements that enable qualifications and credentials to be compared and validated within and across frameworks and jurisdictions. These design elements include:

- a visual representation of the Framework (see next page)
- credit value
- level descriptors (see Section 2)
- qualification-type and micro-credential descriptions (see Section 3).

Qualification and credential developers and quality assurers use these elements in combination to determine the type, level and size of a qualification or credential.

Credit value | Whiwhinga

All qualifications and credentials on the NZQCF have a credit value. The credit value relates to the notional amount of learning involved.

In determining the notional amount of learning, the developer estimates how long it would typically take a person to achieve the stated outcomes in the context specified and to demonstrate that achievement through assessment. One credit represents 10 notional hours of learning and assessment. Notional hours are the amount of time a learner will typically spend studying, including all planned learning activities leading towards the achievement of the standard, programme or qualification learning outcomes.

A full-time learner can usually complete 120 credits of learning in a year of study, typically requiring 1200 hours of learning.

Visual representation of the NZQCF | Te ahua o te NZQCF

The following diagram represents the ten levels and the types of qualifications and credentials.



Characteristics of qualifications and credentials included on the NZQCF | Ngā āhuatanga hoahoa o ngā tohu mātauranga me ngā pūkenga tae ana ki te NZQCF anō hoki

Needs-based | Aronga whaitake

The usefulness, relevance and value of qualifications and credentials is based on their relevance to industry, Māori and iwi, the community, and the skill needs and aspirations of individuals and groups of learners. Qualification and credential pathways are designed to contribute to growing and developing people's capabilities.

Qualifications may explicitly acknowledge the environmental, cultural, and social aspirations of Māori, Pacific people, disabled people and other communities.

Focused on outcomes | Aro ki ngā hua

The purpose of qualifications and credentials is transparent through clear specification of outcomes. This enables comparisons with other qualifications and credentials (both nationally and internationally) and assists portability.

Outcomes describe what people can “do, be and know” on completion of their qualification or credential and include transferable skills. They also indicate pathways to further education, employment and/or contribution to the community.

Flexibility | Te Ngāwari

Qualifications and credentials can be achieved through a range of pathways and learning modes. Learning can be delivered and assessed in ways that meet the cultural and learning needs of learners and take place in a wide variety of locations. These include on-campus, online, in workplaces, marae, events, churches, sports clubs and organisations, community settings, sites of cultural significance and the kāinga (home).

Learning acquired both formally and informally – such as through recognition of prior learning – may be credentialed.

Trust and accountability | Te Pono me te Takohanga

Qualifications and credentials are developed collaboratively with a wide range of relevant stakeholders in an environment of mutual trust, benefit, and accountability. The relationships between these parties are based on whanaungatanga, manaakitanga and mahi tahi, and reflect respect, understanding, communication and collaboration. Parties can rely on the integrity of the processes used and the information provided.

Requirements for qualifications and credentials listed on the NZQCF | Ngā herenga kia noho mai ngā tohu mātauranga me ngā whakawhiwhinga ki te NZQCF

There are specific requirements for listing a qualification or credential on the NZQCF which support the transparency of the qualifications system and enable portability and recognition of qualifications and credentials.

The following information covers the key features for all qualifications and credentials listed on the NZQCF:

- title, type and level
- purpose statement
- outcome statement
- credit value
- subject
- status
- review date
- award details.

Title, type and level | Te ingoa, te momo, te kaupae o te Tohu

Qualifications listed on the NZQCF have a title where the generic stem of the title begins with the qualification type and is completed by a designator, which identifies its main discipline or subject field, and the level. The title may include other qualifiers, such as optional discipline and focus qualifiers.

Micro-credentials listed on the NZQCF have a title which identifies it as a micro-credential and identifies its main subject or content and level.

Purpose statement | Tauākī Whāinga Rautaki

A purpose statement clearly states the qualification or credential's use and relevance to learners, industry and the communities. The statement should also acknowledge the cultural and social aspirations of Māori, Pacific people and other communities, where these are reflected in the need for the qualification or credential.

Outcome statements | Tauākī Whakataunga

All qualifications and credentials listed on the NZQCF contain outcome statements which describe the knowledge and skills of a graduate and the context in which they will be applied. The outcome statement is used by prospective employers and other tertiary education organisations to understand what graduates can *do, be and know*. As different learners will achieve the outcomes in different ways, outcome statements indicate the minimum achievement expected.

Each outcome statement includes:

- **Graduate profile** that describes what a person awarded the qualification or credential must be able to collectively *do, be and know*.
- **Education pathways** that identify other qualifications or credentials a graduate could enrol into after completing this qualification or credential. Where qualifications or credentials are standalone, and do not prepare graduates for further study, the outcome statement should make this clear.
- **Employment pathways** or contributions to the community that identify the areas in which a graduate may be qualified to work, or the contribution they may make to their community.

Credit value | Whiwhinga

All qualifications and credentials on the NZQCF have a credit value. The credit value relates to the amount of learning involved and meets the minimum credit requirements for the qualification type.

Subject area classifications | Whakarōpūtanga ā-marau

All qualifications and credentials on the NZQCF are assigned a six-digit code from the New Zealand Standard Classification of Education (NZSCED) classification system. The NZSCED classifies a qualification into a subject area, which can be used when searching for qualifications in an area of interest.

Information about the NZSCED classification system is available from the Ministry of Education website at www.education.govt.nz.

Status | Mana

All qualifications and credentials listed on the NZQCF must display and maintain clear information on the status using the following definitions:

Current

Qualifications and credentials that are current are those which are listed on the NZQCF and can be offered by education organisations.

Expiring

Qualifications and credentials which are expiring are those which are either being replaced with a new qualification or credential or the decision has been made for them to be discontinued. This will normally be as a result of a review.

The qualification or credential may continue to be available to existing individuals while they complete their programme, but no new learners are able to enrol. Current candidates will need to complete the qualification or credential before the expiry date.

Discontinued

Qualifications and credentials designated as discontinued will no longer be available or awarded.

Review of qualifications and credentials | Arotakenga o ngā tohu me ngā whakawhiwhinga

All qualifications and credentials on the NZQCF are reviewed periodically to ensure that they remain useful and relevant, and continue to meet the needs of the learners, industries and stakeholders for who they were initially developed.

A review provides an opportunity for the developer and relevant stakeholders to reassess the need for the qualification or credential, to determine whether it is still fit-for-purpose.

A qualification review must be completed within five years of either listing the qualification on the NZQCF or of the previous review. To be confident micro-credentials remain relevant and current, they are required to be reviewed more frequently than qualifications. A micro-credential review must be completed within three years of either listing the micro-credential on the NZQCF or of the previous review. Factors to be considered in determining the review period include the rate of change in the discipline, industry or sector and the size of the qualification or credential.

Award of the qualification | Te tukunga o te tohu me ngā whakawhiwhinga

Qualifications and credentials are normally awarded by the education organisation where the learner achieved the award. One exception is the National Certificate of Education Achievement, where NZQA awards the qualification.

The minimum requirements for the formal certification document are available on the NZQA website and include:

- qualification or micro-credential title
- NZQCF reference number
- full legal name of the person it is awarded to
- national student number (NSN)
- date of award and date of issue (if different)
- awarding body
- language(s) of instruction (if other than English or te reo Māori)
- the qualification developer and programme approval holder (optional).

Section 2: Level descriptors | Ngā Tautohu Kaupae

The level descriptors broadly define what a graduate is expected to *do, be and know* as a result of their learning at the time that the qualification or credential is awarded. The level descriptors apply across any context in which learning, aromatawai and/or assessment leading to a qualification or credential takes place.

The level descriptors include three domains: of knowledge, skills and context. These describe where and how graduates operate. All qualification frameworks use similar domains. The NZQCF has 10 levels. The number of levels in qualifications frameworks varies across jurisdictions, with 8 or 10 levels common.

The sub-domains of knowledge, practice and performance, critical thinking, communication, collaboration, and the context are embedded within the level descriptors to ensure consistency of what graduates are expected to know, what graduates are expected to do, and where and how graduates can apply their learning.

Level descriptors | Tautohu Kaupae

Level descriptors specify the outcomes to be achieved for each domain, sub-domain, and level of the Framework. The outcomes increase in complexity across the levels from one to ten. The descriptors are shown in the table on page 16.

Knowledge – What graduates know | Mātauranga

Knowledge is defined as what a graduate knows and understands within a body of knowledge. The knowledge domain includes facts, information, concepts and principles relating to a discipline, field of work or study, or professional practice, and may include mātauranga Māori (Māori knowledge).

It is described as a progression from ‘basic or factual’ knowledge through to ‘operational’, ‘theoretical’, ‘technical’, ‘specialised’ and ‘frontier’ knowledge. Complexity of knowledge is described together with breadth and/or depth of understanding in the field of study or work.

Skills – What graduates can do | Pūkenga

Skills are the ability to complete an action well through deliberate and sustained training or practice. This domain has four sub-domains:

Performance and practice refers to completing, adapting, researching or creating activities, practices, systems and processes.

Critical thinking refers to examining, questioning, evaluating and challenging assumptions to address problems, issues or challenges, or achieve a goal.

Communication refers to giving information for a range of purposes to a variety of audiences and receiving information to gain understanding.

Collaboration refers to working with others towards a common goal.

The dimensions of integration, independence and creativity describe skills progression and reflect the degree of familiarity of the task / problem requiring:

- predictability or unpredictability (ambiguity)
- the type, range and complexity of problems requiring analysis and judgement for each solution
- the extent to which the type, range and complexity of processes involved are standardised or require adaptation and innovation.

Context – where and how graduates operate | Horopaki

The context domain describes levels of autonomy and responsibility, and the environment in which graduates are able to apply their knowledge and skills. The levels progress from operating in structured, more predictable environments to more dynamic, increasingly complex and ambiguous environments. The context also includes expectations for:

- learning or working with or without supervision
- being responsible for self and others
- understanding the scope and limitations of the person's practice.

Level Descriptors Table | Tautohu Kaupae

DOMAIN	Sub-domain	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10
What graduates know <i>Knowledge</i>	Knowledge	Has knowledge of some facts and information relevant to a field of study	Has knowledge of some facts and information and understands some concepts relevant to a field of work or study	Has knowledge of some of the key facts and information in a field of work or study and understands the underpinning concepts	Has knowledge of the key facts and information in a field of work or study and understands the underpinning concepts and key principles	Has in-depth technical or theoretical knowledge in a field of work or study and understands the underpinning concepts and key principles	Has specialised technical or theoretical knowledge in a field of work or study and understands the underpinning concepts and key principles	Has a broad knowledge of a range of technical or theoretical concepts and systematic understanding of an area of professional practice or body of knowledge	Has advanced, specialised, technical or theoretical knowledge and understanding of an area of professional practice or discipline	Has highly advanced, specialised, technical or theoretical knowledge and understanding, some of which is at the forefront of an area of professional practice or discipline	Has expert understanding at forefront of an area of professional practice or discipline and generates new knowledge in a specialist field
What graduates can do <i>Skills</i>	Practice and performance	Performs simple activities	Performs a range of familiar activities	Performs some unfamiliar activities	Performs moderately complex or unfamiliar activities	Customises approach for completing moderately complex or unfamiliar activities	Develops new methods for completing moderately complex or unfamiliar activities	Applies highly developed skills and specialised methods to perform complex activities	Applies advanced skills and specialised methods to perform and adapt complex activities or engage in research	Applies expert skills and methods to create new activities in an area of professional practice or to conduct critical, systematic research	Designs and conducts or supervises substantial research that drives innovation at the forefront of an area of professional practice or discipline
	Critical thinking	Identifies simple problems or goals	Identifies simple problems or goals and recommends a solution or plan	Examines familiar problems or goals and recommends a solution or plan	Examines unfamiliar problems and recommends a solution or plan	Applies problem-solving techniques to generate solutions for moderately complex problems	Adapts problem solving techniques to generate solutions for moderately complex problems	Examines an area of professional practice or body of knowledge and generates solutions for complex problems	Evaluates emerging complex problems in an area of professional practice or body of knowledge and generates and evaluates solutions using sound judgement and integrity	Conducts rigorous intellectual analysis of theories, concepts and issues in an area of professional practice or body of knowledge and demonstrates well-developed judgement and integrity to solve complex unpredictable problems	Investigates a body of knowledge or area of professional practice and demonstrates authoritative judgement through original research that challenges established knowledge and practice
	Collaboration	Contributes to group or team activities	Contributes to group or team activities and acknowledges views and experience of others	Makes a significant contribution to group or team activities and acknowledges views and experience of others	Helps create a collaborative culture within a group or team by role modelling and encouraging the contributions of others	Leads the creation of a collaborative group or team culture	Leads a group or team on moderately complex projects and motivates others	Leads or collaborates within a group or team on cross-functional projects and motivates others	Leads or collaborates with groups, teams, or leaders on complex or cross-functional projects and motivates others	Leads or collaborates with groups, teams, or leaders on complex or cross-functional projects and fosters a culture that values and incorporates diverse perspectives and contributions	Leads or collaborates with specialist and non-specialist leaders, peers, groups or organisations, taking account of social, cultural and ethical considerations
	Communication	Communicates basic information	Communicates basic information and shares ideas on familiar topics	Communicates familiar information and shares ideas on some unfamiliar topics	Communicates familiar information and shares ideas on a range of unfamiliar topics	Communicates moderately complex information and shares ideas with a known audience using an appropriate communication medium and method	Communicates moderately complex information and shares ideas with a range of audiences using customised communication media and methods	Communicates complex information and shares insights with a range of audiences using optimised communication media and methods	Communicates complex information and shares insights with specialist and non-specialist audiences using optimised communication media and methods	Communicates highly complex information and shares insights with specialist and non-specialist audiences using a range of media and methods such as a sustained argument, proposition or professional decision	Communicates highly complex information and shares insights with specialist and non-specialist audiences through a wide range of media, methods and contexts, such as publication, critical dialogue, specialist and community forums
Where and how graduates operate <i>Context</i>	Context, autonomy, and responsibility	Highly structured environments Works or studies mostly under supervision, with limited responsibility for own learning and performance	Highly structured environments Works or studies under some supervision, with some responsibility for own learning and performance	Structured environments Works or studies mostly autonomously, with responsibility for own learning and performance	Structured environments with some unpredictability Works or studies autonomously, with responsibility for own learning and performance, and some responsibility for others in workplace contexts	Dynamic environments Responsible for managing activities and projects and for managing others in workplace contexts	Dynamic environments with some ambiguity Responsible for leading and managing activities and projects and managing one or more teams in workplace contexts	Dynamic environments with frequent ambiguity Responsible for own professional practice and development	Dynamic environments with frequent ambiguity and change Responsible for contributing to the development of a profession or field of study	Dynamic environments with frequent, emerging issues and change Some responsibility for leadership within a profession or field of study	Dynamic environments with frequent, complex issues and unpredictable or uncertain situations Responsible for leading the ongoing development of a profession or field of study or creating substantial organisational or social change

Section 3: Descriptions of micro-credentials and qualification types | Tāutungā o ngā momo tohu

As qualification developers engage with industry, communities and employers, including whānau, hapū and iwi, they may consider if mātauranga Māori relating to a field of study or specific discipline contributes to the graduate outcomes of the micro-credential or qualification.

Micro-credential | Pūkenga-whāiti

A micro-credential certifies achievement of a coherent set of skills and knowledge. It is specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, iwi, hapū and/or the community. A micro-credential typically has a credit value of up to 40 credits.

Qualification | Tohu mātauranga

A qualification formally certifies the achievement of a specified set of learning outcomes to a given standard. A qualification has a minimum of 40 credits and meets the description set out in this section.

Appendix 2 shows the descriptions in a table for easy reference.

Pōkaitahi Kaupae 1 | Certificate level 1

Purpose | Te Whāinga

Qualifies individuals with basic knowledge and skills for a field of study, work and/or community involvement.

Credit requirements | Herenga Whiwhinga

A minimum of 40 credits at level 1 or above.

Outcomes | Putanga

A graduate of a level 1 certificate is able to:

- demonstrate knowledge of some facts and information relevant to a field of study
- perform simple activities
- identify simple problems or goals
- contribute to group or team activities
- communicate basic information
- work in a highly structured environment
- work mostly under supervision with limited responsibility for own learning and performance.

Certificate level 2 | Pōkaitahi Kaupae 2

Purpose | Te Whāinga

Qualifies individuals with introductory knowledge and skills for a field of study, work and/or community involvement.

Credit requirements | Herenga Whiwhinga

A minimum of 40 credits at level 2 or above.

Outcomes | Putanga

A graduate of a level 2 certificate is able to:

- demonstrate knowledge of some facts and information and understanding of some concepts relevant to a field of work or study
- perform a range of familiar activities
- identify simple problems or goals and recommend a solution or plan
- contribute to group or team activities and acknowledge views and experiences of others
- communicate basic information and share ideas on familiar topics
- work in a highly structured environment
- work under some supervision with some responsibility for own learning and performance.

Certificate level 3 | Pōkaitahi Kaupae 3

Purpose | Te Whāinga

Qualifies individuals with knowledge and skills for a specific role(s) within fields/areas of work and/or preparation for further study.

Credit requirements | Herenga Whiwhinga

A minimum of 40 credits at level 3 or above.

Outcomes | Putanga

A graduate of a level 3 certificate is able to:

- demonstrate knowledge of some key facts and information in a field of work or study and understanding of the underpinning concepts
- perform some unfamiliar activities
- examine familiar problems or goals and recommend a solution or plan
- contribute significantly to group or team activities and acknowledge views and experiences of others
- communicate familiar information and share ideas on some unfamiliar topics
- work in a structured environment
- work autonomously with responsibility for own learning and performance.

Certificate level 4 | Pōkaitahi Kaupae 4

Purpose | Te Whāinga

Qualifies individuals with knowledge and skills to work or study in broad or specialised fields/areas.

Credit requirements | Herenga Whiwhinga

A minimum of 40 credits at level 4 or above.

Outcomes | Putanga

A graduate of a level 4 certificate is able to:

- demonstrate knowledge of the key facts and information in a field of work or study and understanding of the underpinning concepts and key principles
- perform moderately complex or unfamiliar activities
- examine unfamiliar problems and recommend a solution or plan
- help create a collaborative culture within a group or team by role modelling and encouraging the contributions of others
- communicate familiar information and share ideas on a range of unfamiliar topics
- work in a structured environment with some unpredictability
- work autonomously with responsibility for own learning and performance and some responsibility for others in workplace contexts.

Certificate level 5 | Pōkaitahi Kaupae 5

Purpose | Te Whāinga

Qualifies individuals with in-depth technical or theoretical knowledge and skills within an aspect(s) of a specific field of work or study.

Herenga Whiwhinga | Credit requirements

A minimum of 40 credits at level 5 or above.

Outcomes | Putanga

A graduate of a level 5 certificate is able to:

- demonstrate in-depth technical or theoretical knowledge within an aspect(s) of a specific field of work or study and understanding of the underpinning concepts and key principles
- customise an approach for completing moderately complex or unfamiliar activities
- apply problem-solving techniques to generate solutions for moderately complex problems
- lead the creation of a collaborative group or team culture
- communicate moderately complex information and share ideas with an unknown audience using an appropriate communication medium and method
- work in a dynamic environment

- take responsibility for managing activities and projects and managing others in workplace contexts.

Diploma level 5 | Pōkairua Kaupae 5

Purpose | Te Whāinga

Qualifies individuals with in-depth technical or theoretical knowledge and skills in a specific field of work or study.

Credit requirements | Herenga Whiwhinga

A minimum of 120 credits at level 4 or above including at least 72 credits at level 5 or above.

Outcomes | Putanga

A graduate of a level 5 diploma is able to:

- demonstrate in-depth technical or theoretical knowledge in a specific field of work or study and understanding of the underpinning concepts and key principles
- customise an approach for completing moderately complex or unfamiliar activities
- apply problem-solving techniques to generate solutions for moderately complex problems
- lead the creation of a collaborative group or team culture
- communicate moderately complex information and share ideas with an unknown audience using an appropriate communication medium and method
- work in a dynamic environment
- take responsibility for managing activities and projects and managing others in workplace contexts.

Certificate level 6 | Pōkaitahi Kaupae 6

Purpose | Te Whāinga

Qualifies individuals with specialised technical or theoretical knowledge and skills within an aspect(s) of a specific field of work or study.

Credit requirements | Herenga Whiwhinga

A minimum of 40 credits at level 6 or above.

Outcomes | Putanga

A graduate of a level 6 certificate is able to:

- demonstrate specialised technical or theoretical knowledge within an aspect(s) of a specific field of work or study and understanding of the underpinning concepts and key principles
- develop new methods for completing moderately complex or unfamiliar activities
- adapt problem-solving techniques to generate solutions for moderately complex problems
- lead a group or team on moderately complex projects and motivate others

- communicate moderately complex information and share ideas with a range of audiences using customised communication media and methods
- work in a dynamic environment with some ambiguity
- take responsibility for leading and managing activities and projects, and leading and managing one or more teams in workplace contexts.

Diploma level 6 | Pōkairua Kaupae 6

Purpose | Te Whāinga

Qualifies individuals with specialised technical or theoretical knowledge and skills in a specific field of work or study.

Credit requirements | Herenga Whiwhinga

A minimum of 120 credits at level 5 or above including at least 72 credits at level 6 or above.

Outcomes | Putanga

A graduate of a level 6 diploma is able to:

- demonstrate specialised technical or theoretical knowledge in a specific field of work or study and understanding of the underpinning concepts and key principles
- develop new methods for completing moderately complex or unfamiliar activities
- adapt problem-solving techniques to generate solutions for moderately complex problems
- lead a group or team on moderately complex projects and motivate others
- communicate moderately complex information and share ideas with a range of audiences using customised communication media and methods
- work in a dynamic environment with some ambiguity
- take responsibility for leading and managing activities and projects, and leading and managing one or more teams in workplace contexts.

Diploma level 7 | Pōkairua Kaupae 7

Purpose | Te Whāinga

A diploma at level 7 qualifies individuals with specialist technical knowledge and skills within a niche area of study or specialist vocational context.

A programme of study leading to a level 7 diploma builds on significant prior achievement within the same or a related area of study.

A diploma at level 7 is comparable in outcomes to a Bachelor's Degree, in areas of study where a degree is neither practical nor possible.

Credit requirements | Herenga Whiwhinga

A minimum of 120 credits at level 5 or above including at least 72 credits at level 7 or above.

Entry | Whakaurunga

Open to those who have achieved 120 credits at levels 5 and 6 on the NZQCF or equivalent, within the same or a related area of study.

Outcomes | Putanga

A graduate of a level 7 diploma is able to:

- demonstrate broad knowledge of a range of technical or theoretical concepts and a systematic understanding of an area of professional practice or body of knowledge
- apply highly developed skills and specialised methods to perform complex activities
- examine an area of professional practice or body of knowledge and generate solutions for complex problems
- lead or collaborate within a group or team on cross-functional projects and motivate others
- communicate complex information and share insights with a range of audiences using optimised communication media and methods
- work in a dynamic environment with frequent ambiguity
- take responsibility for own professional practice and development.

Bachelor's Degree | Tohu Paetahi

Purpose | Te Whāinga

Provides individuals with a systematic and coherent introduction to a body of knowledge² of a recognised major subject³ (or subjects, in the case of a double degree or a double major), as well as to problem-solving and associated basic techniques of self-directed work and learning.

A Bachelor's Degree involves at least one sequential study programme in which content is progressively developed such that it might form a basis for postgraduate study and/or professional practice.

Some Bachelor's Degrees, notably in professional fields such as engineering, the health sciences and law, encompass additional credits and may require a longer period of study. For example, an eight-semester (four-year) degree would normally be equivalent to 480 credits. The degree should specify a spread of credits across levels, so that the qualification demonstrates progression, reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.

²Section 454 of the Education and Training Act 2020 specifies Bachelor's Degrees are mainly taught by people engaged in research. Research is intellectually controlled investigation. It advances knowledge through the discovery and codification of new information or the development of further understanding about existing information. This may also include applied research and rangahau Māori which are equally valid and of equal weighting.

³ A major is defined by Universities New Zealand as a substantial component of a degree (usually at least one-third and often consisting of one subject only) selected by the individual, in accordance with the regulations, as the principal area of study for the degree. In addition, a major normally includes outcomes at the highest level of the degree.

Credit requirements | Herenga Whiwhinga

A minimum of 360 credits at levels 5 to 7, with a minimum of 72 credits at level 7 or above.

Entry | Whakaurunga

Open to those who have met the specified entrance requirements, normally at level 3 on the NZQCF.

Outcomes | Putanga

A graduate of a Bachelor's Degree is able to:

- demonstrate intellectual independence, critical thinking and analytic rigour
- engage in self-directed learning
- demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject
- demonstrate the skills needed to acquire, understand and assess information from a range of sources
- demonstrate communication and collaborative skills.

Relationship with other qualifications | Whaitake ki ētahi atu tohu

A person who holds a Bachelor's Degree might be eligible to enrol in a postgraduate qualification.

Graduate Certificate | Pōkaitahi Paetahi

Purpose | Te Whāinga

Designed primarily as a vehicle for degree or equivalent level diploma graduates to pursue further study at an advanced undergraduate level.

Typically designed as a bridging qualification to postgraduate study for individuals developing educational, professional or vocational knowledge in a new discipline, profession or subject area; and/or as a broadening or deepening of skills or knowledge already gained in an undergraduate qualification.

Credit requirements | Herenga Whiwhinga

A minimum of 60 credits, including at least 40 credits at level 7 or above.

Entry | Whakaurunga

Entry is open to degree graduates. However, subject to the provider's regulations for the award, those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind may be granted admission.

Outcomes | Putanga

In addition to the Bachelor's Degree outcomes, a person with a Graduate Certificate is able to demonstrate some outcomes of a Bachelor's Degree in a new area of study.

Relationship with other qualifications | Whaitake ki ētahi atu tohu

A Graduate Certificate may provide the basis for postgraduate study.

Graduate Diploma | Pōkairua Paetahi

Purpose | Te Whāinga

Allows degree graduates to pursue a significant body of study at an advanced undergraduate level.

Typically designed as a bridging qualification to postgraduate study, as well as broadening knowledge and skills in a familiar subject or discipline; or developing knowledge in a new area.

Credit requirements | Herenga Whiwhinga

A minimum of 120 credits, including at least 72 credits at level 7 or above.

Entry | Whakaurunga

Entry is open to degree graduates. However, subject to the providers regulations for the award, those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind may be granted admission.

Outcomes | Putanga

In addition to the Bachelor's Degree outcomes, a person with a Graduate Diploma is able to demonstrate some outcomes of a Bachelor's Degree in a new area of study.

Relationship with other qualifications | Whaitake ki ētahi atu tohu

A Graduate Diploma may provide the basis for postgraduate study.

Bachelor Honours Degree | Tāhū Paetahi

Purpose | Te Whāinga

Recognises distinguished study at an advanced level. It prepares qualification holders for entry into professional practice in some disciplines and/or provides a supported introduction to independent research carried out at higher levels.

Research in the context of a Bachelor Honours Degree develops an individual's ability to design and undertake a project under supervision, and to report on this in an appropriate way. It sharpens the individual's analytical and communication skills and provides a supported introduction to planning, conducting and reporting on the type of independent research that may be undertaken at higher levels.

The award of honours recognises outstanding achievement, meritorious achievement or a pass; these may be termed first class honours, second class honours: first or second divisions, and third-class honours.

Types:

- A 480-credit (or more) degree – A Bachelor's degree with study at an advanced level that requires a particular level of achievement. It must provide an exit point at the end of the study that meets the requirements for a Bachelor's Degree.
- A discrete 120-credit degree – A discrete degree following a Bachelor's degree.

Credit requirements | Herenga Whiwhinga

- For a 480-credit (or more) degree:

A minimum of 480 credits with at least 90 credits at level 8 and a research component of at least 30 credits at level 8 or 9.

In special cases⁴ it may have fewer than 120 credits at level 8 but no fewer than 30 credits at level 8 and 30 credits at level 9.

- For a discrete 120-credit degree:

A minimum of 120 credits with at least 90 credits at level 8 and a research component of at least 30 credits at level 8 or 9.

Entry | Whakaurunga

- For a 480-credit (or more) degree:

Normally based on achievement of above average performance in relevant credits at level 3 on the NZQCF.

- For a discrete 120-credit degree:

Normally based on achievement of above average performance in the credits within the Bachelor's Degree that are relevant to the proposed honours study.

Outcomes | Putanga

A graduate of a Bachelor Honours Degree is able to:

- engage in self-directed learning and advanced study
- demonstrate intellectual independence, analytic rigour, and the ability to understand and evaluate new knowledge and ideas
- demonstrate the ability to identify topics for original research, plan and conduct research, analyse results, and communicate the findings to the satisfaction of subject experts.

Relationship with other qualifications | Whaitake ki ētahi atu tohu

Achieved to an appropriate standard, a Bachelor Honours Degree should prepare graduates for admission to further postgraduate study.

Postgraduate Certificate | Pōkaitahi Tautara

Purpose | Te Whāinga

Designed to extend and deepen an individual's knowledge and skills.

A Postgraduate Certificate involves credits from a specified subject and related areas. It recognises continuing professional development or academic achievement in advance of a Bachelor's Degree in the same area as the individual's original degree or Graduate Certificate or Diploma.

Credit requirements | Herenga Whiwhinga

A minimum of 60 credits at level 8.

⁴ Special cases are most likely to be degrees in which professional or accreditation requirements make it difficult to meet the 120-credit level 8/9 requirement, e.g. degrees in law or engineering

Entry | Whakaurunga

A Bachelor's Degree, or Graduate Certificate or Diploma in a related subject, or relevant skills and knowledge acquired through appropriate work or professional experience.

Outcomes | Putanga

A graduate of a Postgraduate Certificate is able to show evidence of advanced knowledge about a specialist field of enquiry or professional practice.

Relationship with other qualifications | Whaitake ki ētahi atu tohu

A Postgraduate Certificate provides the basis for further postgraduate study.

Postgraduate Diploma | Pōkairua Tautara

Purpose | Te Whāinga

Designed to extend and deepen an individual's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree, Graduate Diploma or Graduate Certificate.

A Postgraduate Diploma prepares an individual for independent research and scholarship in the principal subject of the diploma.

A Postgraduate Diploma may be awarded with distinction.

Credit requirements | Herenga Whiwhinga

A minimum of 120 credits at levels 7 and above, with a minimum of 72 credits from level 8.

Entry | Whakaurunga

An entrant for a Postgraduate Diploma in a specified subject or, where appropriate, a related area will normally have completed all requirements of the relevant Bachelor's Degree or Graduate Certificate or Diploma, or is deemed to have acquired the relevant skills and knowledge through appropriate work or professional experience, at an additional level.

Outcomes | Putanga

A graduate of a Postgraduate Diploma is able to:

- show evidence of advanced knowledge about a specialist field of enquiry or professional practice
- engage in rigorous intellectual analysis, criticism and problem-solving.

Relationship with other qualifications | Whaitake ki ētahi atu tohu

A person who holds a Postgraduate Diploma may be eligible to enrol in a Master's Degree.

Master's Degree | Tohu Paerua

Purpose | Te Whāinga

Qualifies individuals who apply an advanced body of knowledge in a range of contexts for research, a pathway for further learning, professional practice and/or scholarship.

Master's degrees may be undertaken by thesis, coursework, or a combination of coursework and thesis.

Master's Degrees have three main entry pathways and associated credit requirements:

- Following a Bachelor's Degree
- Following a Bachelor's Degree with a specified level of attainment
- Following a Bachelor Honours Degree or Postgraduate Diploma.

A Master's Degree usually builds on a Bachelor's Degree, Graduate Diploma, Bachelor Honours Degree or a Postgraduate Diploma. It may also build on extensive professional experience of an appropriate kind.

A Master's Degree is at a level demonstrably in advance of undergraduate study. It requires individuals to engage in research, advanced scholarship or demonstrate an advanced body of knowledge in a range of contexts for professional practice.

Master's Degrees are constituted in one discipline or coherent programme of study. They may be undertaken by taught courses or research, or by a combination of both.

Admission as an individual to a Master's Degree is based on the evaluation of documentary evidence (including the academic record) of the individual applicant's ability to undertake postgraduate study in a specialist field of enquiry or professional practice).

Credit requirements | Herenga Whiwhinga

- Following a Bachelor's Degree:
A minimum of 240 credits, with at least 40 credits at level 9 and the remainder at level 8.
- Following a Bachelor's Degree with a specified of attainment:
A minimum of 180 credits (but fewer than 240 credits), with at least 40 credits at level 9 and the remainder at level 8.
- Following a Bachelor Honours Degree or Postgraduate Diploma:
A minimum of 120 credits (but fewer than 180 credits), with at least 40 credits at level 9 and the remainder at level 8.

Entry | Whakaurunga

- For a 240-credit degree:
A minimum entry qualification of a Bachelor's Degree or equivalent.
- For a 180-credit degree:
An entry requirement of a specified minimum level of attainment in a Bachelor's Degree or an equivalent qualification.
- For a 120-credit degree:
A minimum entry requirement of either a Bachelor Honours Degree or a Postgraduate Diploma, or an undergraduate degree followed by relevant professional experience.

Structure | Whakatakotoranga

Master's Degrees are structured in three principal ways:

By thesis

A Master's Degree by thesis, or primarily by thesis, is normally based on a Bachelor Honours Degree or a Postgraduate Diploma in the same field of study. The degree includes at least 120 credits, of which at least 90 credits consist of a research project presented in the form of a thesis, dissertation, substantial research paper or scholarly creative work.

By coursework and thesis

A Master's Degree by coursework and thesis is normally based on an undergraduate degree in the same field of study. The degree includes a thesis, dissertation, substantial research paper or scholarly creative work worth at least 90 credits, and may include up to 150 credits of coursework.

By coursework only

A Master's Degree by coursework only is normally based on an undergraduate degree. The degree is achieved through coursework consisting of courses, project work and research in varying combinations. It may build on undergraduate study in the same academic field, on the more generic graduate attributes of an undergraduate degree in other fields or, in some cases, on relevant professional experience. Master's Degrees that build on generic attributes and/or experience (often called 'conversion Master's') are usually in professional fields and are recognised as appropriate professional preparation by the profession or industry concerned.

In limited situations, a longer coursework Master's Degree of 360 credits and aiming at preparation for professional practice may have a title that includes the word 'doctor'. These are cases where the title does not cause confusion with a doctoral degree at level 10 of the NZQCF and where there are established international conventions for the title within the profession concerned. For example the Juris Doctor is internationally recognised as a postgraduate initial legal qualification.

Outcomes | Putanga

A graduate of a Master's Degree is able to:

- show evidence of advanced knowledge about a specialist field of enquiry or professional practice
- demonstrate mastery of sophisticated theoretical subject matter
- evaluate critically the findings and discussions in the literature
- research, analyse and argue from evidence
- work independently and apply knowledge to new situations
- engage in rigorous intellectual analysis, criticism and problem-solving.

If a Master's Degree includes a component of supervised research of not fewer than 90 credits at level 9, the graduate is also able to:

- demonstrate a high order of skill in the planning, execution and completion of a piece of original research or creative scholarly work
- apply such skills learned during the study programme to new situations.

The research should be completed to internationally recognised standards and demonstrate that the graduate has a capacity for independent thinking.

Relationship with other qualifications | Whaitake ki ētahi atu tohu

A person who holds a Master's Degree achieved to an appropriate standard, that includes a research component, may be considered for admission to a programme of advanced study and/or original research leading to a Doctoral Degree.

Doctoral Degree | Tohu Kairangi

Purpose | Te Whāinga

A degree leading to a substantial and original contribution to knowledge.

It is normally the culmination of study whereby the individual becomes an increasingly independent scholar, which begins at the bachelor level and reaches a stage beyond the masters. For the PhD/DPhil and named doctorates (e.g. DMus), the development takes place under the guidance of recognised experts in the field of study and under circumstances that allow the individual access to appropriate research resources.

The contribution to knowledge is judged by independent experts applying contemporary international standards of the discipline. The hallmark will be the individual's capacity for substantial independent research or scholarly creative activity as attested by their educational institution and/or as demonstrated by submitted work.

The major component of all doctorates is original research, which can include a substantial contribution to an established, multidisciplinary, collaborative research activity.

The body of work that leads to the award of a doctorate will be one or more of the following:

- a thesis (the PhD/DPhil).
- creative work in the visual or performing arts (the PhD/DPhil).
- a thesis or equivalent creative work in combination with coursework (the named doctorate).
- a creative work in the visual or performing arts (the named doctorate) with a thesis (the named doctorate).
- published work.

Credit requirements | Herenga Whiwhinga

A Doctoral Degree requires at least 360 credits at level 10.

Entry | Whakaurunga

A research-focused Honours or Master's Degree achieved to a specified level, an approved international equivalent, or other approved evidence of adequate training and ability.

The following types of Doctoral Degree are recognised:

- Doctorate of Philosophy (PhD / DPhil) | Tohu Kairangi o te Rapunga Whakaaro

A thesis constitutes the entire body of work on which the award of the qualification will be judged. Coursework may also be prescribed for the individual, but this will only contribute to the preparation for research and acceptance into the doctoral programme. Where appropriate, individuals may present a creative work as part of the thesis requirement.

- Doctorate in a specified field or discipline - the named doctorate (e.g. EdD or the DMus) | Tohu Kairangi i tētahi marau tautuhi, akoranga rānei – te ingoa o te tohu kairangi (hei tauira EdD, DMus rānei)

For a doctorate in a specified field, coursework may contribute to the assessed programme of study, but research or the scholarly creative activity and the associated thesis must occupy at least two full-time academic years and contribute not less than two-thirds of the overall credit for the degree.

The coursework, which is to be at a standard in advance of that expected for a master's paper, must be part of a coherent programme with the research work, and should normally cover no more than one full-time academic year.

An individual for a named doctorate must gain a passing grade in both the coursework and the thesis (or its creative work equivalent).

- Higher Doctorate (e.g. the DSc or the DLitt) | Tohu Kairangi Takiura (hei tauira DSc, DLitt rānei)

Higher Doctorates are awarded for independent work of special excellence, as judged by leading international experts, which is completed before a person makes an application to enrol for the degree. Individuals will normally be expected to have completed at least ten years of independent work and to have published extensively.

Publication will normally be in scholarly books and/or in reputable international journals. Individuals in the visual or performing arts will have made equally outstanding contributions in their creative work.

Section 4: Quality assurance arrangements | Whakaritenga whakaū i te kounga

All qualifications and credentials listed on the NZQCF are subject to external quality assurance.

NZQA is primarily responsible for quality assurance matters in the tertiary education and vocational education and training sectors, apart from universities.

The New Zealand Vice-Chancellors' Committee (operating as Universities New Zealand – Te Pōkai Tara) is primarily responsible for quality assurance matters in respect of universities. Universities New Zealand has delegated responsibility for approval and accreditation functions to Universities New Zealand's Committee on University Academic Programmes (CUAP) and has established the Academic Quality Agency for New Zealand Universities (AQA) give further effect to its responsibilities.

Representatives of CUAP, AQA and NZQA meet four times each year to discuss matters of mutual interest, and CUAP nominates university representatives to working groups convened by NZQA to consider a range of academic matters when invited to do so.

Quality assurance of tertiary education organisations (except universities) | Te whakaū kounga o ngā kura amorangi mātauranga (ehara ko ngā whare wānanga)

(NZQA is currently reviewing its quality assurance approach and will revise this section once completed.)

NZQA uses an evaluative approach to assess qualifications and credentials against defined criteria for listing on the NZQCF.

In assessing an application, NZQA will consider the need for the qualification or credential, how it is designed, how it meets stakeholder needs and its strategic purpose, and what the graduate profiles and outcomes are.

Using an evaluative approach supports an environment in which tertiary education organisations take responsibility for quality, evidence and accountability are valued and autonomy is earned. There is a strong emphasis on learner achievement, improving outcomes for learners, business and communities, and demonstrating that what the tertiary education organisation is doing is effective.

Te Hono o Te Kahurangi - A whareako framework

NZQA uses Te Hono o Te Kahurangi – a whareako (house of learning) framework for mātauranga Māori qualifications and organisations.



Te Hono o Te Kahurangi is the unique whareako methodology and framework gifted to NZQA⁵. It is based on six dynamic and inextricably linked kaupapa used to guide the development and quality assurance of mātauranga Māori qualifications and organisations.

The methodology and framework supports Māori achieving success as Māori by prioritising mātauranga Māori as relevant to te ao Māori worldview and Māori lived realities.

Six linked kaupapa are at the heart of Te Hono o Te Kahurangi methodologies and framework. These kaupapa are the common point of reference for learners, educationalists, stakeholders, and evaluators to guide evaluative conversations and decisions about:

- what quality looks like in the educational context of the organisation
- how the organisation knows that they are meeting the identified needs of ākonga, whānau, hapū and iwi, and other key accountabilities
- how the organisation knows that it has sufficient capacity and capability to deliver and sustain excellent educational outcomes
- how well the organisation self-reflects upon its own delivery to improve its overall educational performance.

Each education organisation demonstrates how their organisational priorities relate to the relevant application or review type through expressions of ngā kaupapa of Te Hono o Te Kahurangi.

⁵ Te Hono o Te Kahurangi gifted to NZQA Māori involved in the establishment of this framework for the quality assurance of tertiary education organisations.

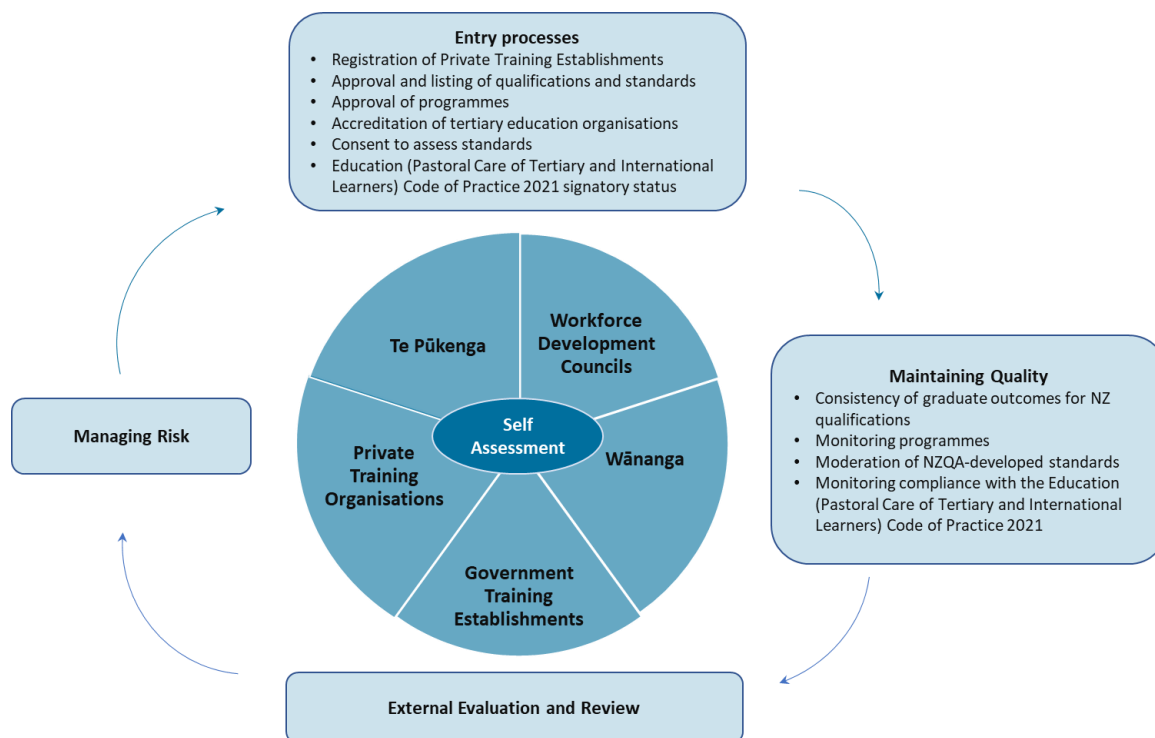
The principles of Te Hono o Te Kahurangi | Ngā kaupapa o Te Hono o Te Kahurangi

The following table outlines definitions and translations of ngā kaupapa o Te Hono o Te Kahurangi.

Ngā kaupapa (The Principles)	Whakamāramatanga (Definitions)	Active translation
Pūkengatanga	E whakahua ana i te mātauranga me ngā pūkenga e mau tonu ai ngā mātāpono, ngā whakaponu, ngā hiahia matua me ngā tūmanako o te iwi.	Represents the knowledge and skills to ensure the principles, beliefs, needs and aspirations of the people are sustained.
Rangatiratanga	Ka hua te rangatiratanga mā te whakatīnana i tā te Māori titiro ki te ao i te wā e uruparetia ana ngā tūmanako me ngā whakahihiritanga o te ākongā, o te whānau, o te hapū, o te iwi, o te hapori Māori, o te hapori whānui.	Autonomy realised through the enactment of a Māori world-view in response to the aspirations and driving motivators of ākongā, whānau, hapū and, where relevant, the Māori community and sector stakeholders.
Whanaungatanga	Ka tuia, ka kumanutia hoki ngā whanaungatanga kia mau tonu ai ngā hononga i runga i te kauuananu, i te pono me te māramatanga, hei painga mō te katoa.	Connecting, fostering, and maintaining relationships based on respect, integrity and understanding for the benefit of all.
Manaakitanga	Te whakaatu i te hāpaitanga o te mana mā roto i ngā whanonga me ngā mahi manaaki i te ākongā, i te whānau, i te hapū, i te iwi, i te hapori hoki.	Manaakitanga realised by mana enhancing behaviour and practices for the care of ākongā, whānau, hapū, iwi, and community.
Kaitiakitanga	Te rokirokitanga, te kaitiakitanga, te hāpaitanga hoki o te ao me ōna taonga hei painga mō te katoa.	Preservation, guardianship and enhancement of the world and its treasures for the benefit of all.
Te Reo Māori	E ora ana, e momoho ana, e matomato ana hoki te tipu o te kākano o te reo Māori.	The Māori language is alive, vibrant, and flourishing.

NZQA's quality assurance system | Te whakaū kounga o ngā kura amorangi mātauranga

The following diagram provides an overview of current quality assurance functions.



Tertiary education organisations (TEOs) are responsible for using self-assessment to maintain and improve their own quality and the outcomes they achieve for their learners and wider stakeholders, especially employers. Self-assessment focuses on identifying, responding to and meeting learner and stakeholder needs, evaluating the effectiveness of organisational processes and practices, and using the understanding gained to make real, worthwhile improvements to outcomes and learner achievement. NZQA does not prescribe how tertiary organisations do this, as every organisation is different, but has published evaluation indicators as a common guide for TEOs and NZQA to reach consistent evidence-based judgements. TEO self-assessment information provides the evidence base for all the quality assurance processes.

Both NZQA and self-assessment processes will be expected to also demonstrate how the core principles of the NZQCF are expressed in the provision of education.

Entry processes | Ngā pūnaha whakauru

A private training establishment (PTE) must be registered with NZQA to deliver qualifications or micro-credentials listed on the NZQCF or standards listed on the DASS. The registration process ensures that the PTE meets all legislative requirements for an educational organisation, including NZQA rules.

The PTE must have governing members who are suitable for delivering education with adequate staff, and equipment and facilities for the education delivered. Furthermore, the PTE must be financially stable with sound quality management systems and practices.

To be listed on the NZQCF a New Zealand qualification at levels 1-6 or a New Zealand diploma at level 7 on the NZQCF must have defined outcomes that provide a profile of

what graduates can do, be and know. Programmes developed by TEOs lead to the award of these New Zealand certificates or diplomas.

For a programme⁶ at levels 1-6 on the NZQCF to be approved (including level 7 diplomas), it must lead to a listed NZQCF qualification, with a structure and components that allow learners to achieve the associated graduate profile. It must also have an appropriate NZQCF level, credit value and amount of learning, and be designed to meet the specific identified needs of learners. It must show a progression of knowledge and skills and how the learning outcomes will be assessed.

Degree programmes⁷ (at level 7-10 on the NZQCF) are approved if they have appropriate learning outcomes and content, delivery methods, equipment, facilities, staff, regulations, assessment and moderation. Degree programmes must also be taught mainly by staff engaged in research. Degree programme applications are evaluated by a panel with the necessary skills and knowledge who advise the TEO and NZQA about the quality of the application.

Micro-credentials certify achievement of a coherent set of skills and knowledge; and are specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, iwi and/or the community.

They are smaller than a qualification and focus on skill development opportunities not otherwise catered for in the regulated tertiary education system.

Micro-credentials must meet the listing and approval requirements.

Consent to assess against assessment standards on the DASS is granted when the applicant has support from the standard setting body and meets the requirements associated with the standards. Sometimes the standard setting body visits the TEO as part of this process.

Maintaining quality | Te whakaū kounga

Assuring Consistency provides confidence that graduates have achieved the outcomes prescribed by the New Zealand certificates and diplomas at levels 1-6 on the NZQCF to an equivalent level. All tertiary education organisations awarding New Zealand qualifications at levels 1-6 must participate. The reviews, facilitated by an independent reviewer, consider the quality of the evidence presented by each TEO to decide if it is sufficient, and if national consistency of the qualification can be confirmed. The process and any follow up are managed by NZQA.

National external moderation ensures that organisations using NZQA-managed standards are making assessor judgements consistent with the national standard. NZQA selects standards for moderation based on TEO history, risk, high use and issues that have been identified with the standards. Moderators look at samples of learner work sent in by TEOs and assess if the judgements are consistent with the national standard. NZQA recommends changes to assessment materials or moderation practice when assessor judgements are not verified by NZQA. NZQA follows up with providers to make sure the issues are addressed.

⁶ Programmes delivered by Te Pūkenga, Wānanga and PTEs.

⁷ Delivered by Te Pūkenga, Wānanga and PTEs.

NZQA also monitors programme delivery at levels 1 - 7 (excluding degree and related programmes) to determine it is in accordance with the approved programme and any specified assessment practices. NZQA follows up to ensure any identified issues are addressed by the TEO.

After a degree programme at NZQCF level 7 and above is approved, NZQA appoints an independent monitor for the degree. The monitor visits the TEO annually to check if the degree is being delivered as approved and reports back to NZQA. NZQA follows up any recommendations from the report with the TEO. After a suitable amount of time, NZQA can give the TEO permission to self-monitor.

External evaluation and review (EER) | Te aromātai me te arotake tarāwaho (EER)

External evaluation and review (EER) is the periodic independent review of tertiary education organisations conducted by NZQA leading to statements of confidence in the organisation's educational performance and capability in self-assessment.

Educational performance means the relative quality of the outcomes achieved by an organisation as a whole, on behalf of its learners and community. It also takes into account the key supporting processes of the organisation and the resources it holds.

Capability in self-assessment refers to the organisation's relative effectiveness in understanding its own mission, the needs of its learners and other stakeholders, taking appropriate actions to meet those needs, and how it responds to change. It includes data-gathering and evidence-based improvements resulting from the same.

EER uses key questions directly addressing achievement, outcomes and key contributing processes to reach evidence-based conclusions about the quality and performance of an organisation. When NZQA detects issues, the evaluation finds the source and size of the problem. Immediately prior to an EER, NZQA requires compliance declarations and gathers information on the organisation from other parts of the quality assurance system and from elsewhere.

The scope of an EER is designed to cover the strengths and weaknesses of the organisation. NZQA evaluates the organisations educational performance and capability in self-assessment on-site and reports a level of confidence in each of these aspects. The report is published on the NZQA website.

The TEO is also placed in one of four categories of capability:

Category 1: Highly Confident in educational performance and Highly Confident or Confident in self-assessment.

Category 2: Confident in educational performance and Confident or Highly Confident in self-assessment.

Category 3: Not Yet Confident in either educational performance or self-assessment.

Category 4: Not Confident in either educational performance or self-assessment.

Managing risk | Te whakahaere mōreatanga

NZQA has rigorous processes to investigate and manage risk. NZQA collects information on organisations from NZQA's quality assurance processes (i.e. EER, applications, visits), complaints received, and concerns raised by government organisations such as Immigration New Zealand. In its investigations NZQA gathers information on whether

there is a risk to students or a breach of NZQA's rules or legislative requirements and takes action - including statutory action - to address these. This can include:

- issuing compliance notices to and imposing conditions on organisations.
- withdrawing quality assurance status granted by NZQA (i.e. registration, consent to assess, approvals, accreditation).
- legal action for breaches of the Education and Training Act 2020.

Quality assurance in Universities | Te whakaū kounga i ngā Whare Wānanga

Universities New Zealand – Te Pōkai Tara is the statutory body with primary responsibility for quality assurance in the university sector. Universities New Zealand has delegated responsibility for approval and accreditation functions to Universities New Zealand's Committee on University Academic Programmes (CUAP). It established the Academic Quality Agency for New Zealand Universities (AQA) to conduct a regular cycle of audits and support quality enhancement activities.

Quality assurance in the university sector ensures that academic processes are of an internationally respected standard. The quality assurance processes use evidence to check that goals are being achieved and that policies and practices are under ongoing review as part of an overall quality enhancement regime.

Key principles

Quality assurance activities are underpinned by twelve principles:

1. Developed by the universities

CUAP and AQA were established by the universities and operate with their full support. Their functions and operating procedures are regularly reviewed.

2. Evidence-based

Universities are required to provide evidence of how their activities and processes meet their stated standards and objectives. Evidence is examined and assessed by peers throughout the quality assurance process.

3. Enhancement-led

Quality assurance is focused on the identification of goals and standards, and the charting of progress towards them. AQA underpins this process by revisiting previous audit recommendations and by facilitating the sharing of good practice in New Zealand universities and abroad.

4. Founded on self-review

Academic quality is ultimately the responsibility of each university. CUAP's moderation processes and AQA's audit cycles begin with self-review. CUAP and AQA are regularly evaluated by independent panels in audit processes that also begin with self-review.

5. Assured by peer review

National and international peer review is a critical element of teaching and research within a university, and is a fundamental component of the quality assurance system. CUAP uses peer review to evaluate proposals from the universities and to moderate recently introduced programmes. AQA audits are conducted by a panel of auditors comprising peers who are national and international experts.

6. Collective and collegial

CUAP and AQA function with the cooperation of all New Zealand universities and the engagement and expertise of individuals representing key stakeholders such as students, employers, professionals and other members of the universities' communities.

7. Individually binding

All universities are subject to the requirements, and bound by the decisions, of the quality assurance system.

8. Internationally endorsed

International auditors are a feature of every AQA audit panel, and CUAP and AQA procedures are informed by professional relationships with similar international agencies. The New Zealand universities' quality assurance system is consistent with international guidelines for good practice and its quality assurance processes are regularly held up as an exemplar for other countries.

9. Independently operated

Universities NZ (the parent organisation of CUAP and AQA) operates independently of government. AQA operates autonomously of Universities NZ with a separate board, staff and independently appointed auditors.

10. Publicly accountable

The principles, procedures and reports of AQA's activities are available to the public through the AQA website. CUAP policies are publically available through its Handbook

11. Te Tiriti o Waitangi

Quality assurance activities acknowledge Te Tiriti o Waitangi principles of partnership, protection and participation.

12. Student partnership

Students are partners in quality assurance. There is a student member of the AQA Board and CUAP and a student, or recent graduate, is included as a member of an academic audit panel.

The Committee on University Academic Programmes | Te Kōmiti me ngā Kaupapa Mātauranga o ngā Whare Wānanga

CUAP is responsible for setting up and applying qualification and regulation approval, accreditation and programme moderation procedures across the university system. This includes managing programme approval, accreditation and moderation procedures, and providing advice and comment on academic developments. It encourages the universities to develop courses of study that will allow the transfer of learners between programmes and institutions, and to maintain standards that are internationally recognised among universities.

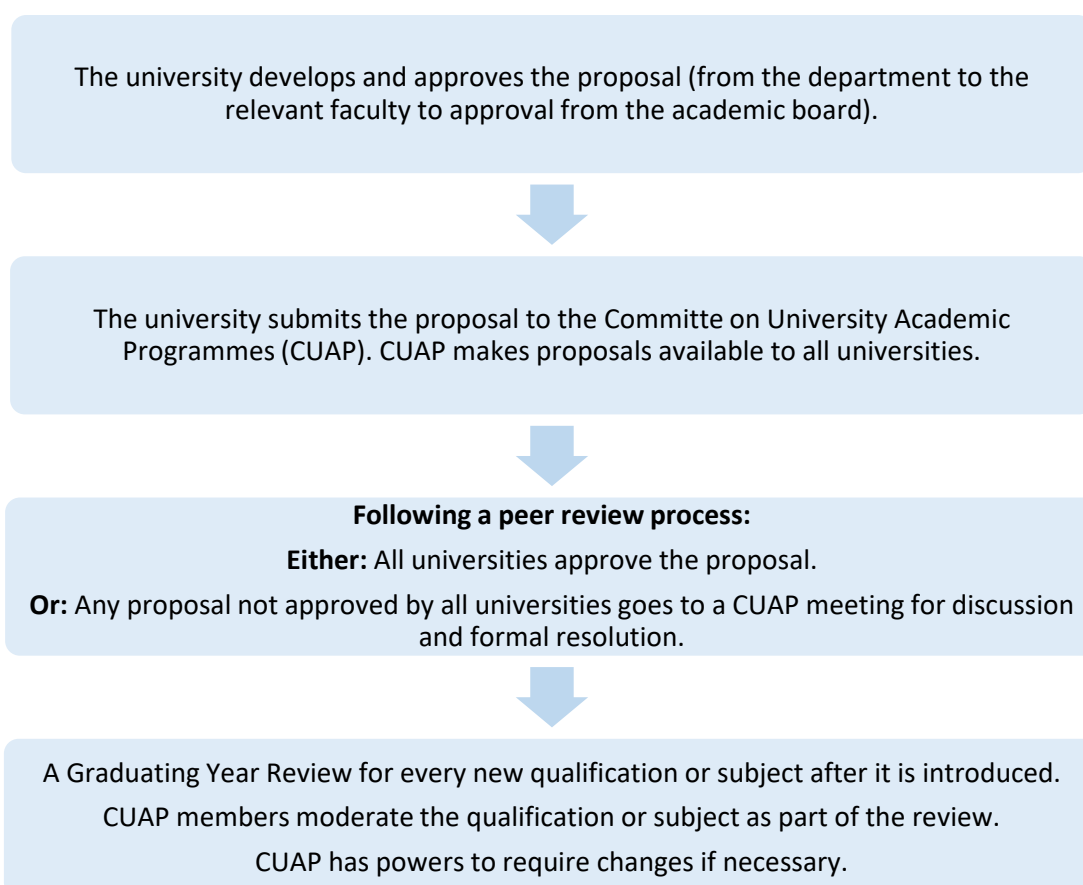
Universities must submit any proposals to offer new qualifications or to make substantial changes to existing qualifications to CUAP. Proposals must meet the criteria which are set by the NZQA in their Rules. These criteria apply to all qualifications offered by tertiary education organisations and are made after consulting with Universities NZ and others in the tertiary sector.

CUAP uses a peer review process to evaluate proposals from the universities. A proposal first goes through various deliberative bodies in a university before it reaches CUAP. CUAP receives proposals, initiates the peer review process, makes any necessary changes and approves proposals in two annual rounds. Proposals that do not have support from all universities are discussed by the Committee. While the outcome is often favourable, there are occasions when the Committee requires some changes or declines the proposal. The Committee's decisions are reported to Universities New Zealand.

After initial approval of qualifications, universities conduct formal reviews of the new programmes within three years of the graduation of the first cohort of students. These reviews involve an appointed convener and at least one panel member from another disciplinary area. CUAP considers the review. If the committee has serious concerns about a programme, it has the power to order changes, seek a second report, require a further review or withdraw approval.

CUAP has a representative from each of the universities, a Chair and Deputy Chair appointed by Universities NZ, and a student representative. They meet twice a year (usually July and October) to consider proposals made by the universities for new qualifications or major changes to existing ones, and once a year to consider other matters.

The Committee on University Academic Programmes proposal processes



The Academic Quality Agency for New Zealand | Te Pokapū Kounga Mātauranga mō ngā Whare Wānanga o Aotearoa

AQA operates independently from the universities. It contributes to the advancement of New Zealand university education by:

- engaging as a leader and advocate in the development of academic quality
- applying quality assurance and quality enhancement processes that assist universities in improving student engagement, academic experience and learning outcomes.

AQA supports universities to achieve excellence in research and teaching through a regular audit of the institution and by promoting quality enhancement practices across the sector.

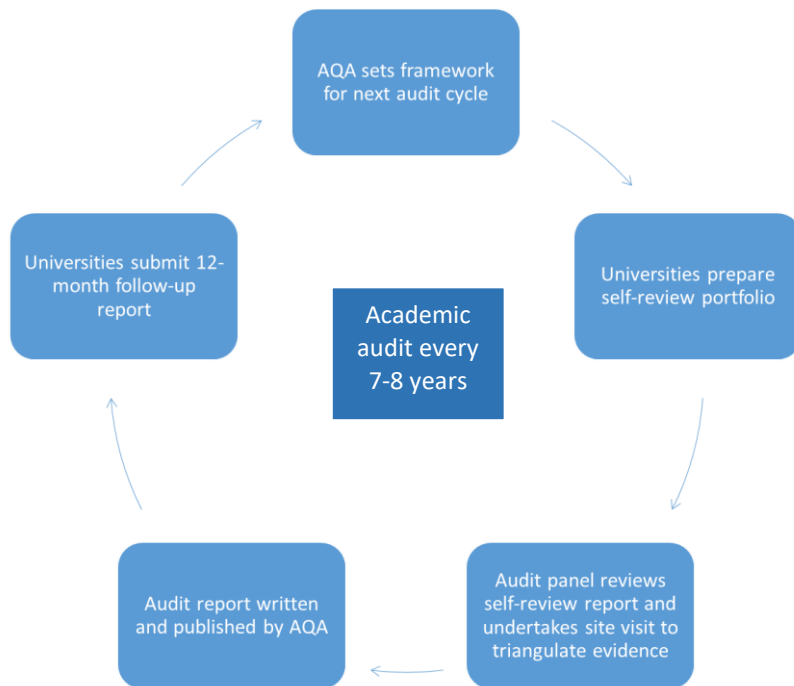
AQA's governing Board is appointed by Universities NZ and includes members from the Vice-Chancellors, the Tertiary Education Union, students and other appropriately experienced people. Academic audits are carried out by panels of auditors who are trained by AQA and appointed from AQA's Register of Auditors and Reviewers. Each panel includes an overseas external auditor.

An audit begins with a process of self-review, creating an audit portfolio that the university uses to evaluate its progress towards achieving the goals and objectives related to the focus of the audit. The audit panel verifies the portfolio through documentary analysis, interviews and site visits. Final audit reports, which are publicly available, commend good practice and make recommendations intended to assist the university in its own programme of continuous improvement. Progress on the recommendations is submitted to the Board of AQA in a follow-up report 12 months later. A report on progress in implementing the recommendations of the previous audit also forms part of the self-review process in the next audit round.

AQA monitors national and international requirements and good practice in higher education quality assurance. It publishes a series of analyses, reports and working papers to help guide good practice. AQA analyses trends from audits and consults stakeholders before finalising the focus(es) of the next audit cycle framework.

AQA has an independent external review every five years. It meets the Guidelines for Good Practice of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE).

The Academic Quality Agency quality assurance cycle



Information about the current cycle of academic audit is on the AQA website at www.aqa.ac.nz.

Appendix 1: Stewardship of the NZQCF | Te Kaitiakitanga o te NZQCF

The New Zealand Qualifications Authority (NZQA) is responsible for maintaining the NZQCF and the regulatory environment relating to it. The NZQCF is established under section 436 of the Education and Training Act 2020.

NZQA sets the overarching statutory rules for the quality assurance of qualifications and the tertiary education organisations that provide them. To implement these rules, New Zealand has two quality assurance agencies with responsibilities for separate parts of the tertiary education sector (section 253 the Education and Training Act 2020):

- NZQA maintains and quality assures New Zealand's qualifications system for the non-university tertiary education sector.
- Universities New Zealand maintains and quality assures the qualifications system for the university sector.

Ongoing development of the NZQCF | Whakapakari haere i te NZQCF

Since a qualifications framework was first introduced in New Zealand in 1991, it has continued to evolve. The framework, and its elements, are periodically reviewed to ensure it remains current, useful and fit for purpose.

A review of the framework, or any element of it, is a collaborative process to ensure it meets the needs of the wide range of stakeholders with an interest in the qualifications system.

Relationship between the NZQCF and other tertiary education settings | Te rangatiratanga o te NZQCF me ētahi atu kaupapa here o ngā amorangi mātauranga kura tuatoru

The NZQCF is foundational to an integrated tertiary education system. While the Framework lists approved qualifications and credentials, quality assurance of education organisations confirms that stakeholders can have confidence in the qualifications and credentials held by individuals.

Subject to government policy and settings, tertiary funding subsidies are only available for qualifications and micro-credentials that are quality assured and listed on the NZQCF. Student loans and allowances, and student and graduate visas for international students, are only granted on the basis of study towards and achievement of qualifications listed on the NZQCF.

Regulatory environment | Te taiao whakahaere

This document outlines the general features for designing, developing, listing and maintaining a qualification on the NZQCF. These features are specified in the *NZQCF Qualification and Micro-credential Listing and Operational Rules 2022*.

Further information to support the development of qualifications is included in the related guidance. For NZQA this is published on its website. For Universities New Zealand, this is the *Committee on University Academic Programmes Handbook*.

Appendix 2: NZQCF Qualification-type descriptions

For all qualifications on the NZQCF, 'knowledge' may include mātauranga Māori (Māori knowledge).

Level	Qualification type Tohu Mātauranga	Purpose Te Whāinga	Credit requirements Herenga Whiwhinga	Outcomes Putanga
1	Certificate level 1 Pōkaitahi Kaupae 1	Qualifies individuals with basic knowledge and skills for a field of study, work and/or community involvement.	A minimum of 40 credits at level 1 or above.	A graduate of a level 1 certificate is able to: demonstrate knowledge of some facts and information relevant to a field of study; perform simple activities; identify simple problems or goals; contribute to group or team activities; communicate basic information; work in a highly structured environment; work mostly under supervision with limited responsibility for own learning and performance.
2	Certificate level 2 Pōkaitahi Kaupae 2	Qualifies individuals with introductory knowledge and skills for a field of study, work and/or community involvement.	A minimum of 40 credits at level 2 or above.	A graduate of a level 2 certificate is able to: demonstrate knowledge of some facts and information and understanding of some concepts relevant to a field of work or study; perform a range of familiar activities; identify simple problems or goals and recommend a solution or plan; contribute to group or team activities and acknowledge views and experiences of others; communicate basic information and share ideas on familiar topics; work in a highly structured environment; work under some supervision with some responsibility for own learning and performance.
3	Certificate level 3 Pōkaitahi Kaupae 3	Qualifies individuals with knowledge and skills for a specific role(s) within fields/areas of work and/or preparation for further study.	A minimum of 40 credits at level 3 or above.	A graduate of a level 3 certificate is able to: demonstrate knowledge of some key facts and information in a field of work or study and understanding of the underpinning concepts; perform some unfamiliar activities; examine familiar problems or goals and recommend a solution or plan; contribute significantly to group or team activities and acknowledge views and experiences of others; communicate familiar information and share ideas on some unfamiliar topics; work in a structured environment; work autonomously with responsibility for own learning and performance.
4	Certificate level 4 Pōkaitahi Kaupae 4	Qualifies individuals with knowledge and skills to work or study in broad or specialised field(s)/areas.	A minimum of 40 credits at level 4 or above.	A graduate of a level 4 certificate is able to: demonstrate knowledge of the key facts and information in a field of work or study and understanding of the underpinning concepts and key principles; perform moderately complex or unfamiliar activities; examine unfamiliar problems and recommend a solution or plan; help create a collaborative culture within a group or team by role modelling and encouraging the contributions of others; communicate familiar information and share ideas on a range of unfamiliar topics; work in a structured environment with some unpredictability; work autonomously with responsibility for own learning and performance and some responsibility for others in workplace contexts.
5	Certificate level 5 Pōkaitahi Kaupae 5	Qualifies individuals with in-depth technical or theoretical knowledge and skills within an aspect of a specific field of work or study.	A minimum of 40 credits at level 5 or above.	A graduate of a level 5 certificate is able to: demonstrate in-depth technical or theoretical knowledge within an aspect(s) of a specific field of work or study and understanding of the underpinning concepts and key principles; customise an approach for completing moderately complex or unfamiliar activities; apply problem-solving techniques to generate solutions for moderately complex problems; lead the creation of a collaborative group or team culture; communicate moderately complex information and share ideas with an unknown audience using an appropriate communication medium and method; work in a dynamic environment; take responsibility for managing activities and projects and managing others in workplace contexts.
	Diploma level 5 Pōkairua Kaupae 5	Qualifies individuals with in-depth technical or theoretical knowledge and skills within a specific field of work or study.	A minimum of 120 credits at level 4 or above including at least 72 credits at level 5 or above.	A graduate of a level 5 diploma is able to: demonstrate in-depth technical or theoretical knowledge in a specific field of work or study and understanding of the underpinning concepts and key principles; customise an approach for completing moderately complex or unfamiliar activities; apply problem-solving techniques to generate solutions for moderately complex problems; lead the creation of a collaborative group or team culture; communicate moderately complex information and share ideas with an unknown audience using an appropriate communication medium and method; work in a dynamic environment; take responsibility for managing activities and projects and managing others in workplace contexts.
6	Certificate level 6 Pōkaitahi Kaupae 6	Qualifies individuals with specialised technical or theoretical knowledge and skills within an aspect(s) of a specialised or strategic context.	A minimum of 40 credits at level 6 or above.	A graduate of a level 6 certificate is able to: demonstrate specialised technical or theoretical knowledge within an aspect(s) of a specific field of work or study and understanding of the underpinning concepts and key principles; develop new methods for completing moderately complex or unfamiliar activities; adapt problem-solving techniques to generate solutions for moderately complex problems; lead a group or team on moderately complex projects and motivate others; communicate moderately complex information and share ideas with a range of audiences using customised communication media and methods; work in a dynamic environment with some ambiguity; take responsibility for leading and managing activities and projects, and leading and managing one or more teams in workplace contexts.
	Diploma level 6 Pōkairua Kaupae 6	Qualifies individuals with specialised technical or theoretical knowledge and skills in specialised/strategic contexts.	A minimum of 120 credits at level 5 or above including at least 72 credits at level 6 or above.	A graduate of a level 6 diploma is able to: demonstrate specialised technical or theoretical knowledge in a specific field of work or study and understanding of the underpinning concepts and key principles; develop new methods for completing moderately complex or unfamiliar activities; adapt problem-solving techniques to generate solutions for moderately complex problems; lead a group or team on moderately complex projects and motivate others; communicate moderately complex information and share ideas with a range of audiences using customised communication media and methods; work in a dynamic environment with some ambiguity; take responsibility for leading and managing activities and projects, and leading and managing one or more teams in workplace contexts.

Level	Qualification type Tohu Mātauranga	Purpose Te Whāinga	Credit requirements Herenga Whiwhinga	Entry Whakaurunga	Outcomes Putanga	Further information Kōrero Anō
7	Diploma level 7 Pōkairua Kaupae 7	Qualifies individuals with specialist technical knowledge and skills within a niche area of study or specialist vocational context.	A minimum of 120 credits at level 5 or above including at least 72 credits at level 7 or above.	Open to those who have achieved 120 credits at levels 5 and 6 on the NZQCF or equivalent, within the same or a related area of study.	A graduate of a level 7 diploma is able to: demonstrate broad knowledge of a range of technical or theoretical concepts and a systematic understanding of an area of professional practice or body of knowledge; apply highly developed skills and specialised methods to perform complex activities; examine an area of professional practice or body of knowledge and generate solutions for complex problems; lead or collaborate within a group or team on cross-functional projects and motivate others; communicate complex information and share insights with a range of audiences using optimised communication media and methods; work in a dynamic environment with frequent ambiguity; take responsibility for own professional practice and development.	A programme of study leading to a level 7 diploma builds on significant prior achievement within the same or a related area of study. A diploma at level 7 is comparable in outcomes to a Bachelor's Degree, in areas of study where a degree is neither practical nor possible.
	Bachelor's Degree Tohu Paetahi	Provides individuals with a systematic and coherent introduction to a body of knowledge of a recognised major subject ¹ (or subjects, in the case of a double degree or a double major), as well as to problem-solving and associated basic techniques of self-directed work and learning.	A minimum of 360 credits at levels 5 to 7, with a minimum of 72 credits at level 7 or above.	Open to those who have met the specified entrance requirements, normally at level 3 on the NZQCF. A programme of study leading to a Bachelor's Degree builds on prior study, work or experience.	A graduate of a Bachelor's Degree is able to: demonstrate intellectual independence, critical thinking and analytic rigour; engage in self-directed learning; demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject; demonstrate the skills needed to acquire, understand and assess information from a range of sources; demonstrate communication and collaborative skills. A person who holds a Bachelor's Degree might be eligible to enrol in a postgraduate qualification.	A Bachelor's Degree involves at least one sequential study programme in which content is progressively developed such that it might form a basis for postgraduate study and/or professional practice. Bachelor's Degrees are taught mainly by people engaged in research ² (see Section 454, 3a of the Education and Training Act 2020). Some Bachelor's Degrees, notably in professional fields such as engineering, the health sciences and law, encompass additional credits and may require a longer period of study. For example, an eight-semester (four-year) degree would normally be equivalent to 480 credits. The degree should specify a spread of credits across levels, so that the qualification demonstrates progression, reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.
	Graduate Certificate Pōkaitahi Paetahi	Designed primarily as a vehicle for degree or equivalent level diploma graduates to pursue further study at an advanced undergraduate level. Typically designed as a bridging qualification to postgraduate study for individuals developing educational, professional or vocational knowledge in a new discipline, profession or subject area; and/or as a broadening or deepening of skills or knowledge already gained in an undergraduate qualification.	A minimum of 60 credits, including at least 40 credits at level 7 or above.	Entry is open to degree graduates. However, subject to the regulations of the award, those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind may be granted admission.	In addition to the Bachelor's Degree outcomes, a person with a Graduate Certificate is able to demonstrate some outcomes of a Bachelor's Degree in a new area of study. A Graduate Certificate may provide the basis for postgraduate study.	
	Graduate Diploma Pōkairua Paetahi	Allows degree graduates to pursue a significant body of study at an advanced undergraduate level. Typically designed as a bridging qualification to postgraduate study, as well as broadening knowledge and skills in a familiar subject or discipline, or developing knowledge in a new area.	A minimum of 120 credits, including at least 72 credits at level 7 or above.	Entry is open to degree graduates. However, subject to the regulations of the award, those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind may be granted admission.	In addition to the Bachelor's Degree outcomes, a person with a Graduate Diploma is able to demonstrate some outcomes of a Bachelor's Degree in a new area of study. A Graduate Diploma may provide the basis for postgraduate study.	

¹ A major is defined by Universities New Zealand as a substantial component of a degree (usually at least one-third and often consisting of one subject only) selected by the individual, in accordance with the regulations, as the principal area of study for the degree. In addition, a major normally includes outcomes at the highest level of the degree.

² Section 454 of the Education and Training Act 2020 specifies Bachelor's Degrees are mainly taught by people engaged in research. Research is intellectually controlled investigation. It advances knowledge through the discovery and codification of new information or the development of further understanding about existing information. This may also include applied research and rangahau Māori which are equally valid and of equal weighting.

Level	Qualification type Tohu Mātauranga	Purpose Te Whāinga	Credit requirements Herenga Whiwhinga	Entry Whakaurunga	Outcomes Putanga	Further information Kōrero Anō
8	Bachelor Honours Degree Tāhū Paetahi	Recognises distinguished study at an advanced level. It prepares qualification holders for entry into professional practice in some disciplines and/or provides a supported introduction to independent research carried out at higher levels.			A graduate of a Bachelor Honours Degree is able to: engage in self-directed learning and advanced study; demonstrate intellectual independence, analytic rigour, and the ability to understand and evaluate new knowledge and ideas; demonstrate the ability to identify topics for original research, plan and conduct research, analyse results, and communicate the findings to the satisfaction of subject experts. Achieved to an appropriate standard, a Bachelor Honours Degree should prepare graduates for admission to further postgraduate study.	The award of honours recognises outstanding achievement, meritorious achievement or a pass. These may be termed first class honours, second class honours: first or second divisions, and third-class honours. Research in the context of a Bachelor Honours Degree develops an individual's ability to design and undertake a project under supervision, and to report on this in an appropriate way. It sharpens the individual's analytical and communication skills and provides a supported introduction to planning, conducting and reporting on the type of independent research that may be undertaken at higher levels.
		Types: A 480-credit (or more) degree A Bachelor's degree with study at an advanced level that requires a particular level of achievement. It must provide an exit point at the end of the study that meets the requirements for a Bachelor's Degree.	A minimum of 480 credits with at least 90 credits at level 8 and a research component of at least 30 credits at level 8 or 9. In special cases ³ it may have fewer than 120 credits at level 8 but no fewer than 30 credits at level 8 and 30 credits at level 9.	Normally based on achievement of above average performance in relevant credits at level 3 on the NZQCF.		
		A discrete 120-credit degree A discrete degree following a Bachelor's degree	A minimum of 120 credits with at least 90 credits at level 8 and a research component of at least 30 credits at level 8 or 9.	Normally based on achievement of above average performance in the credits within the Bachelor's Degree that are relevant to the proposed honours study.		
	Postgraduate Certificate Pōkaitahi Tautara	Designed to extend and deepen an individual's knowledge and skills. A Postgraduate Certificate involves credits from a specified subject and related areas. It recognises continuing professional development or academic achievement in advance of a Bachelor's Degree in the same area as the individual's original degree or Graduate Certificate or Diploma.	A minimum of 60 credits at level 8.	A Bachelor's Degree, or Graduate Certificate or Graduate Diploma in a related subject, or relevant skills and knowledge acquired through appropriate work or professional experience.	A graduate of a Postgraduate Certificate is able to show evidence of advanced knowledge about a specialist field of enquiry or professional practice. A Postgraduate Certificate provides the basis for further postgraduate study.	
	Postgraduate Diploma Pōkairua Tautara	Designed to extend and deepen an individual's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree, Graduate Diploma or Graduate Certificate. A Postgraduate Diploma prepares an individual for independent research and scholarship in the principal subject of the diploma.	A minimum of 120 credits at levels 7 and above, with a minimum of 72 credits from level 8.	A relevant Bachelor's Degree, Graduate Certificate or Graduate Diploma, or relevant skills and knowledge acquired through appropriate work or professional experience.	A graduate of a Postgraduate Diploma is able to: show evidence of advanced knowledge about a specialist field of enquiry or professional practice; engage in rigorous intellectual analysis, criticism and problem-solving. A person who holds a Postgraduate Diploma may be eligible to enrol in a Master's Degree.	A Postgraduate Diploma may be awarded with distinction.

³ Special cases are most likely to be degrees in which professional or accreditation requirements make it difficult to meet the 120-credit level 8/9 requirement, e.g. degrees in law or engineering.

Level	Qualification type Tohu Mātauranga	Purpose Te Whāinga	Credit requirements Herenga Whiwhinga	Entry Whakaurunga	Structure Whakatakatoranga	Outcomes Putanga	Further information Kōrero Anō	
9	Master's Degree Tohu Paerua	Qualifies individuals who apply an advanced body of knowledge in a range of contexts for research, a pathway for further learning, professional practice and/or scholarship.	Master's Degrees have three main entry pathways and associated credit requirements.	Providers of programmes leading to a Master's Degree are responsible for establishing entry requirements. Admission as an individual to a Master's Degree is based on the evaluation of documentary evidence (including the academic record) of the individual applicant's ability to undertake postgraduate study in a specialist field of enquiry or professional practice.	Master's Degrees are structured in three principal ways: By thesis A Master's Degree by thesis, or primarily by thesis, is normally based on a Bachelor Honours Degree or a Postgraduate Diploma in the same field of study. The degree includes at least 120 credits, of which at least 90 credits (at level 9) consist of a research project presented in the form of a thesis, dissertation, substantial research paper or scholarly creative work. By coursework and thesis A Master's Degree by coursework and thesis is normally based on an undergraduate degree in the same field of study. The degree includes a thesis, dissertation, substantial research paper or scholarly creative work of at least 90 credits at level 9, and may include up to 150 credits of coursework. By coursework only A Master's Degree by coursework only is normally based on an undergraduate degree. The degree is achieved through coursework consisting of courses, project work and research in varying combinations. It may build on undergraduate study in the same academic field, on the more generic graduate attributes of an undergraduate degree in other fields or, in some cases, on relevant professional experience. Master's Degrees that build on generic attributes and/or experience (often called 'conversion Master's') are usually in professional fields and are recognised as appropriate professional preparation by the profession or industry concerned. ⁴	A graduate of a Master's Degree is able to: show evidence of advanced knowledge about a specialist field of enquiry or professional practice; demonstrate mastery of sophisticated theoretical subject matter; evaluate critically the findings and discussions in the literature; research, analyse and argue from evidence; work independently and apply knowledge to new situations; engage in rigorous intellectual analysis, criticism and problem-solving. If a Master's Degree includes a component of supervised research of not fewer than 90 credits at level 9, the graduate is also able to: demonstrate a high order of skill in the planning, execution and completion of a piece of original research or creative scholarly work; apply such skills learned during the study programme to new situations. The research should be completed to internationally recognised standards and demonstrate that the graduate has a capacity for independent thinking. A person who holds a Master's Degree achieved to an appropriate standard, that includes a research component, may be considered for admission to a programme of advanced study and/or original research leading to a Doctoral Degree.	A Master's Degree usually builds on a Bachelor's Degree, Graduate Diploma, Bachelor Honours Degree or a Postgraduate Diploma. It may also build on extensive professional experience of an appropriate kind. A Master's Degree is at a level demonstrably in advance of undergraduate study. It requires individuals to engage in research, advanced scholarship or demonstrate an advanced body of knowledge in a range of contexts for professional practice. Master's Degrees are constituted in one discipline or coherent programme of study. They may be undertaken by taught courses or research, or by a combination of both.	
		Pathways	Following a Bachelor's Degree	A minimum of 240 credits, with at least 40 credits at level 9 and the remainder at level 8.	A minimum entry qualification of a Bachelor's Degree or equivalent.			
		Following a Bachelor's Degree with a specified level of attainment	A minimum of 180 credits (but fewer than 240 credits), with at least 40 credits at level 9 and the remainder at level 8.	An entry requirement of a specified minimum level of attainment in a Bachelor's Degree or an equivalent qualification.				
		Following a Bachelor Honours Degree or Postgraduate Diploma	A minimum of 120 credits (but fewer than 180 credits), with at least 40 credits at level 9 and the remainder at level 8.	A minimum entry requirement of either a Bachelor Honours Degree or a Postgraduate Diploma, or an undergraduate degree followed by relevant professional experience.				

⁴ In limited situations, a longer coursework Master's Degree of 360 credits and aiming at preparation for professional practice may have a title that includes the word 'doctor'. These are cases where the title does not cause confusion with a doctoral degree at level 10 of the NZQCF and where there are established international conventions for the title within the profession concerned. For example the Juris Doctor is internationally recognised as a postgraduate initial legal qualification.

Level	Qualification type Tohu Mātauranga	Purpose Te Whāinga	Credit requirements Herenga Whiwhinga	Entry Whakaurunga	Further information Kōrero Anō
10	Doctoral Degree Tohu Kairangi	<p>A research degree leading to a substantial and original contribution to knowledge.</p> <p>It is normally the culmination of study which begins at the bachelor level and reaches a stage beyond the masters, whereby the individual becomes an increasingly independent scholar. For the PhD/DPhil and named doctorates (e.g. DMus), the development takes place under the guidance of recognised experts in the field of study and under circumstances that allow the individual access to appropriate research resources.</p>	A Doctoral Degree requires at least 360 credits at level 10.	A research-focused Honours or Master's Degree achieved to a specified level, an approved international equivalent, or other approved evidence of adequate training and ability.	<p>The contribution to knowledge is judged by independent experts applying contemporary international standards of the discipline. The hallmark will be the individual's capacity for substantial independent research or scholarly creative activity as attested by the educational institution and/or as demonstrated by submitted work.</p> <p>The major component of all doctorates is original research, which can include a substantial contribution to an established, multidisciplinary, collaborative research activity.</p> <p>The body of work that leads to the award of a doctorate will be one or more of the following:</p> <ul style="list-style-type: none"> • a thesis (the PhD/DPhil) • creative work in the visual or performing arts (the PhD/DPhil) • a thesis or equivalent creative work in combination with coursework (the named doctorate) • a creative work in the visual or performing arts (the named doctorate) with a thesis (the named doctorate) • published work.
<p>The following types of Doctoral Degree are recognised:</p> <p>Doctorate of Philosophy (PhD / DPhil) Tohu Kairangi o te Rapunga Whakaaro</p> <p>A thesis constitutes the entire body of work on which the award of the qualification will be judged. Coursework may also be prescribed for the individual, but this will only contribute to the preparation for research and acceptance into the doctoral programme. Where appropriate, individuals may present a creative work as part of the thesis requirement.</p> <p>Doctorate in a specified field or discipline - the named doctorate (e.g. EdD or the DMus) Tohu Kairangi i tētahi marau tautuhi, akoranga rānei – te ingoa o te tohu kairangi (hei tauira. EdD, DMus rānei)</p> <p>For a doctorate in a specified field, coursework may contribute to the assessed programme of study, but research or the scholarly creative activity and the associated thesis must occupy at least two full-time academic years and contribute not less than two-thirds of the overall credit for the degree. The coursework, which is to be at a standard in advance of that expected for a master's paper, must be part of a coherent programme with the research work, and should normally cover no more than one full-time academic year.</p> <p>An individual for a named doctorate must gain a passing grade in both the coursework and the thesis (or its creative work equivalent).</p> <p>Higher Doctorate (e.g. the DSc or the DLitt) Tohu Kairangi Takiura (hei tauira. DSc, DLitt rānei)</p> <p>Higher Doctorates are awarded for independent work of special excellence, as judged by leading international experts, which is completed before a person makes an application to enrol for the degree. Individuals will normally be expected to have completed at least ten years of independent work and to have published extensively. Publication will normally be in scholarly books and/or in reputable international journals. Individuals in the visual or performing arts will have made equally outstanding contributions in their creative work.</p>					

