



NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

**Consultation on
changes to the NZQCF
and NZQA Rules**

October 2024



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Introduction

The New Zealand Qualifications Authority (NZQA) has reviewed the New Zealand Qualifications and Credentials Framework (NZQCF) to ensure it remains fit for purpose, flexible and adaptive to the future needs of learners, employers, iwi and other stakeholders. We have identified three main changes that we propose in this consultation document. These have been informed by our engagement with many stakeholders and experts, which is summarised on our consultation webpage at <https://www2.nzqa.govt.nz/nzqcf-and-rules-consultation/>.

We are also updating the NZQCF technical document ('booklet'), to make it more accessible and usable for different New Zealand audiences, while recognising its primary users are qualification developers and providers.

We have reviewed our Rules and have identified Rule changes that will facilitate the proposed changes to the NZQCF and support the ongoing quality and credibility of qualifications and micro-credentials on the NZQCF. Additionally, we are proposing changes to the English language proficiency requirements, making some corrections and minor terminology changes.

The changes to the NZQCF and Rules are important for qualification developers, standard-setting bodies, education providers (tertiary providers, wharekura and secondary schools), and quality assurance agencies. We are now seeking your feedback on them.

We acknowledge that wider system changes are currently being considered which will affect Te Pūkenga, standard setting bodies and universities. The changes to the NZQCF and Rules being proposed in this consultation are not impacted by these wider changes.

Background

The NZQCF is New Zealand's national qualifications and credentials framework. A national qualifications and credentials framework provides a transparent way for qualifications and credentials to be recognised and validated, and it enables mobility for people within and across countries. The framework, and associated quality assurance of qualifications, credentials and education providers, provides confidence in the credibility and robustness of a country's qualifications and credentials system and, through its settings, economic, social and cultural goals can be progressed. Specifically, the NZQCF enables qualifications and credentials to be accurately and consistently compared and publicly listed. All qualifications and credentials listed on the NZQCF are quality assured. This means that learners, employers and other stakeholders can have confidence in New Zealand's qualification and credentials system.

NZQA is responsible under the Education and Training Act 2020 (section 433) to maintain the NZQCF and the related regulatory environment, including setting rules.

NZQA describes the NZQCF in a technical document ('booklet'). The booklet is primarily used by qualification and credential developers, and quality assurance bodies, both nationally and internationally. It outlines the context and technical elements of New Zealand's qualifications and credentials.

Summary of key changes

This consultation is in two parts. The first part covers changes to the NZQCF, focusing on the three key changes and the updated booklet. The second part covers changes to two of the NZQA Rule sets to support the quality and integrity of the NZQCF, as well as making some corrections and minor technical changes.

Changes to the NZQCF

1. Updated visual representation of the NZQCF

The updated visual representation includes micro-credentials and presents qualifications and credentials across a spectrum rather than as a hierarchy.

2. Updated level descriptors

We have worked with international experts to update the level descriptors. These describe what is expected of a graduate at each level of the NZQCF. The first two domains, 'knowledge' and 'skills', have not changed. We have renamed the third domain to 'context, autonomy and responsibility'. It was previously 'application (of knowledge and skills)'. In the skills domain, we now include transferable competencies of critical thinking, communication and collaboration as sub-domains. A fourth sub-domain, 'performance and practice', is intended to make vocational outcomes more visible.

3. Updated qualification-type descriptions

Following earlier consultation on known issues with qualification-type definitions, we have updated the qualification-type descriptions. This includes alignment with the outcomes of the revised level descriptors and clarifying the level 7 diplomas, level 8 Bachelor Honours degrees, level 9 Master's Degrees and level 10 Doctoral Degrees. We also include a description of micro-credentials.

Changes to NZQA Rules

1. Changes to the Qualification and Micro-credential Listing and Operational Rules

To facilitate the changes to the NZQCF, we propose Rule changes to align qualifications with the NZQCF qualification-type descriptions and level descriptors and include these in the Rules. We also propose strengthening the Rules for awarding qualifications and micro-credentials. This will support the ongoing quality and credibility of qualifications and micro-credentials on the NZQCF.

2. Changes to the Programme Approval, Recognition and Accreditation Rules

In addition to aligning qualifications with the NZQCF, we propose Rule changes to clarify the alignment of programmes with the qualifications they lead to. We also propose changes to clarify requirements for completing a programme, awarding credit and for applications using the Te Hono o Te Kahurangi Kaupapa.

We are updating the English language requirements to clarify the requirement for in-person testing, expand the range of evidence of English language that can be accepted and require providers to verify test results. We will also update the Table in the Rules that sets out the internationally recognised English proficiency outcomes for international students.

3. Other minor Rule changes and corrections

While we are making changes to our Rules, we are taking the opportunity to update some terminology and make some corrections.

The following are included in the appendix of this document and available on our consultation webpage:

- A full-size version of the NZQCF visual representation
- The draft NZQCF booklet
- The proposed additions to accepted evidence of English language proficiency.

We will also publish additional information including FAQs and information sessions on our webpage.

How to have your say

Submissions can be made online at <https://www2.nzqa.govt.nz/nzqcf-and-rules-consultation/> or by email to rules@nzqa.govt.nz with "NZQCF and Rules consultation" in the subject. You can answer the questions included in this document or provide any additional information or comments.

Submissions close at 11.59pm on 17 November 2024. Once submitted, your information will become a formal record for this programme of work.

If you have any questions, need more information, or would like to provide your feedback in another form, please contact us at rules@nzqa.govt.nz.

Use of information

The information provided in your submission will be used to inform the NZQA Rules changes, NZQCF information, supporting guidelines and operational processes. All personal information you supply to NZQA will only be used to assist in the development of the NZQCF, Rules and supporting processes and resources. We will retain this information in accordance with NZQA policies and processes. We may contact you directly to ask for clarification of any parts of your submission.

NZQA may upload PDF copies of submissions received to its websites and may share the submissions with the Ministry of Education and with other agencies. We may also quote you or use excerpts from your submission in the consultation summary or reports. We will consider that you have consented to this unless you clearly specify otherwise in your submission. Your submission may be publicly disclosed in official documents or as required by the Official Information Act 1982.

The information which identifies either your personal or organisational association with the education sector will be used in the analysis and included in official reports. This level of information enables us to better understand your association with the sector.

For further information on how your personal information is managed, see www.nzqa.govt.nz/participantprivacy.

After the consultation

NZQA will analyse the responses to this consultation and publish a summary. We will consider all feedback and make any appropriate amendments to the NZQCF and Rules.

We expect to publish a range of information about the NZQCF to make it more accessible and understandable to different audiences. This will include the updated NZQCF booklet.

Subject to the approval of the NZQA Board and the Minister, the rule changes are expected to come into effect in the second quarter of 2025. We will publish the updated rules on the NZQA website.

Process for making rule changes

The [Education and Training Act 2020](#) (the Act) provides the legal framework for making NZQA Rules.

NZQA Rules are secondary legislation made under the Act. The Act sets out the policy framework. Rules contain detailed requirements, including standards and processes, for putting policy into operation. The development of rules is also guided by the requirements in the [Legislation Act 2019](#). Compliance with rules is required because they form part of New Zealand education law.

The proposed rules must be approved by the Board of NZQA and the Minister before coming into effect. Any issues raised during consultation will be analysed and considered in preparing the proposed rules for the NZQA Board and the Minister to approve.

Part One: proposed changes to the NZQCF

Change 1: Updated visual representation of the NZQCF

We have changed the visual representation of the Framework. We include micro-credentials in the new visual and present qualifications and credentials across a spectrum rather than a hierarchy. This shows that qualifications and credentials at any level have equal standing.

The two diagrams below show the changes from the current visual representation.

Figure 1: Current visual representation of the New Zealand Qualifications Framework

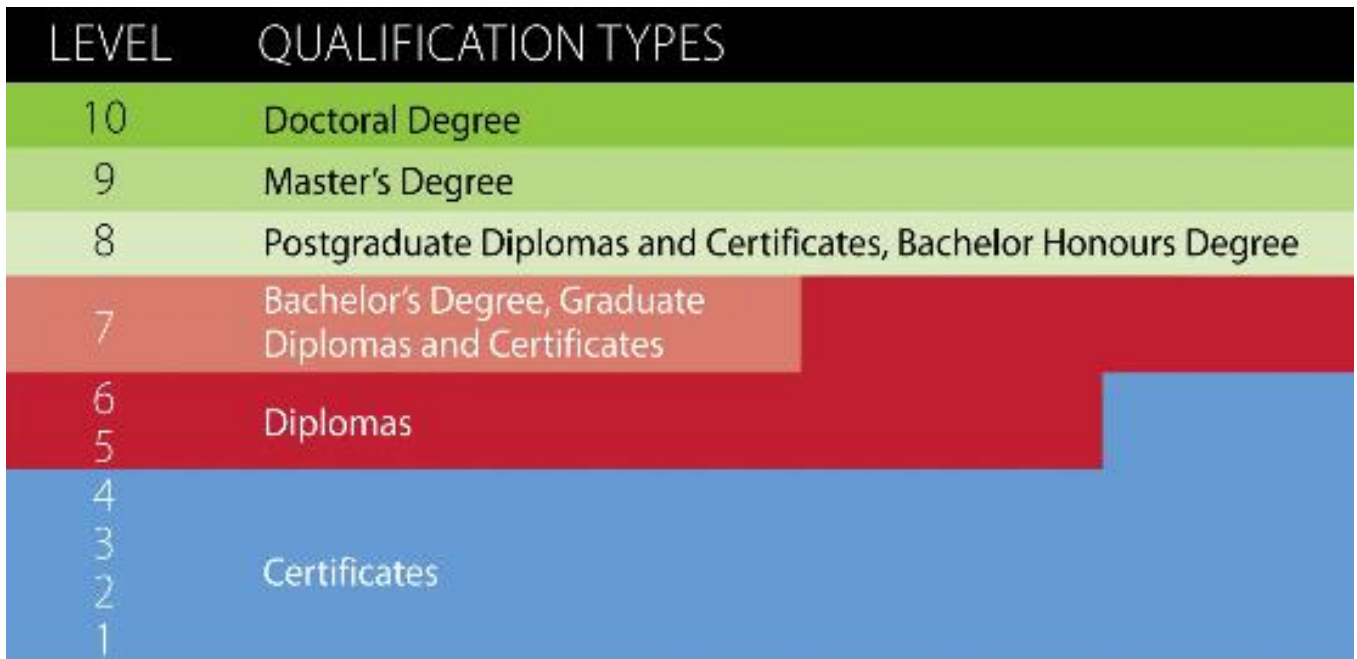


Figure 2: Revised visual representation of the New Zealand Qualifications and Credentials Framework



Change 2: Updated level descriptors

Previous consultation has confirmed the importance of including the transferable skills of critical thinking, collaboration and communication into the level descriptors, to prepare learners with the skills they need to succeed in the 21st century.

We also heard the current level descriptors are oriented to academic outcomes and do not accurately represent vocational or professional outcomes and contexts. A consequence is that some vocational qualifications may not be listed at their appropriate level on the NZQCF potentially leading to vocational pathways being less attractive to ākongā and their whānau.

We have worked with international experts on the descriptions of the levels and the domains. The first two domains, 'knowledge' and 'skills' have not changed. We have renamed the third domain to 'context, autonomy and responsibility'. It was previously 'application (of knowledge and skills)'. In the skills domain we now include transferable competencies of critical thinking, communication and collaboration as sub-domains. A fourth sub-domain, 'performance and practice', is intended to make vocational outcomes more visible.

Each domain has been revised to ensure consistency with the overall approach and clarify the step-ups between levels.

The updated level descriptors are shown in the draft NZQCF booklet.

Question 1:

Will the level descriptors enable you to develop qualifications, credentials, courses, standards or assessments that reflect the needs and expectations of employers, communities and learners in relation to transferable skills? Please explain your response.

Question 2:

How well do the level descriptors describe the outcomes that you would expect graduates to be able to demonstrate at each level?

What are level descriptors?

Level descriptors are a critical component of any qualifications and credentials framework. Level descriptors define at each level of the NZQCF, what graduates are expected to be able to demonstrate upon achievement of the qualification or other credential. Level descriptors are commonly expressed in three domains: knowledge, skills and the context in which they are applied or their attributes.

What are domains?

Domains are the high-level concepts which categorise the learning outcomes of qualifications (and other credentials). Globally, 'knowledge' and 'skills' are near-universal qualification framework domain terms, but there is considerable variation in both the number, purpose and content of additional domains. Countries tend to use additional domains to describe the distinctive nature of their education system and sense of nationhood, such as links to their national curricula, national priorities and their national sense of identity (values, rights and responsibilities).

The current Framework uses the three domains of 'knowledge', 'skills' and 'application (of knowledge and skills)' with some of these domains including more than one concept. For example, the 'skills' domain includes 'critical thinking', and some process-related skills. 'Application' includes contexts and levels of autonomy as well as collaboration, although not all are separately defined or described at all levels.

Change 3: Updated qualification-type descriptions

We have updated the qualification-type descriptions. The outcomes for qualifications at levels 1 to 6 reflect the updated level descriptors. The purpose statements of level 7 diplomas, level 8 Bachelor Honours degrees, level 9 Master's degrees and level 10 Doctoral degrees are updated to reflect decisions made as part of previous consultation.

Level 7 diplomas

Historically, the purpose of level 7 diplomas has not been clear and there have been some persistent quality concerns for some of these qualifications. Previous consultation has indicated that level 7 diplomas are useful, particularly in vocational education where it may not be appropriate to meet the research requirements for Bachelor's Degrees¹ (the most prominent type of qualification at level 7).

We amended the purpose statement of the level 7 diplomas and clarified entry and credit requirements to ensure that learners attain level 7 outcomes on graduation.²

Level 8 Bachelor Honours degrees

When frameworks are compared across jurisdictions as part of New Zealand's international qualifications recognition work, the equivalence of the level 8 Bachelor Honours degrees to other countries' qualifications can be difficult to establish.

To help facilitate better understanding of the Bachelor Honours degree, we have described the requirements for the two types of Honours degrees (the 480-credit degree and the discrete 120-credit degree) in more detail. We have also updated the purpose to clarify that 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.

Level 9 Master's Degree

The description has been updated to allow for an 'extended' Master's Degree. This type of Master's Degree is often distinguished by its title. For example, in Australia, a Masters (extended) in Legal Practice may be called a 'Juris Doctor'. This qualification type exists in a wide range of jurisdictions such as Australia, Singapore, Hong Kong, Canada and the United States.

As for other Master's degrees, it is listed at level 9 on the framework but requires a longer study time to achieve. We have worked with Universities New Zealand on this change to reflect international practice.

Level 10 Doctoral Degree

The Doctoral Degree definition has been extended to include where a candidate makes a substantial contribution to an established, multidisciplinary, collaborative research activity. This reflects the changing nature of research.

Micro-credentials

We have included a description of micro-credentials. This is based on the requirements for micro-credentials set out in the [rules for listing micro-credentials on the NZQCF](#).

The micro-credential description is: *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 generally has a credit value of up to 40 credits.*

Question 3:

Do the changes made to the descriptions of level 7 diplomas, level 8 Bachelor Honours degrees, level 9 Master's degrees and level 10 Doctoral degrees clarify these qualifications?

¹ Under the Education and Training Act 2020, degrees and degree-related qualifications must be taught by research-active staff.

² Currently, level 7 diplomas have no entry requirements and no explicit requirement for any credits to be at levels 5–6.

The updated NZQCF booklet

We have refreshed the NZQCF booklet to include these changes and to make it more accessible and usable for different New Zealand audiences, while recognising its primary users are qualification developers and providers. We intend to republish the NZQCF booklet using NZQA's design and publication standards, including accessible design and bilingual texts. Final editorial changes and work on the design of the NZQCF booklet will be undertaken following consultation.

From time-to-time, current qualification and credential types need updating, and new qualification or credential types are identified which may be relevant to the New Zealand environment. Currently, these changes only occur at the time of the periodic review of the Framework. We are proposing to introduce the ability to make changes to qualification types or their descriptors more easily by way of rule changes. This would require appropriate consultation and could occur as the need arose without waiting for the next Framework review.

Question 4:

Do you have any concerns about allowing new qualification and credential types to be added to the NZQCF as needed (with consultation) rather than waiting for the next review of the NZQCF?

Question 5:

Do you have any other comments on the draft NZQCF booklet?

Part Two: proposed changes to the NZQA Rules

Changes to the Qualification and Micro-credential Listing and Operational Rules 2022

Aligning with NZQCF qualification-type descriptions and level descriptors

The Qualification and Micro-credential Listing and Operational Rules require a qualification to have a "suitable qualification type and level" (Rule 4 criterion 1b). *Level* is defined as "any of levels 1 to 10 set out in the first column of the NZQCF structure". *Qualification type* is defined as "a type of qualification listed in the second column of the NZQCF structure". We have received feedback that these definitions are confusing and not specific enough.

To be listed on the NZQCF, a qualification should align with the description of that qualification type and the level descriptors for the level at which it is listed. We propose updating the rules to clarify that qualifications must align with the NZQCF level descriptors and qualification-type descriptions, and micro-credentials must align with the NZQCF level descriptors and micro-credential description. These will be included in the appendix of the rules.

Awarding qualifications and micro-credentials

We propose adding a rule to clarify when organisations can award qualifications and micro-credentials and removing the qualification or micro-credential developer from the list of organisations that can award qualifications and micro-credentials (Rule 18.2).

We have identified inconsistent approaches by tertiary education organisations to awarding qualifications. We have also received questions about what needs to be met for a qualification to be awarded. We see benefit in being explicit that a qualification is awarded when the learner has successfully completed the programme leading to the qualification (with the exception of NCEA) and a micro-credential is awarded when the learner has successfully completed the learning or training (the approved content) leading to the micro-credential award. This will ensure that all requirements for the qualification or micro-credential are met, learners are properly enrolled with a provider, and providers are responsible for the quality of the graduate.

A qualification or micro-credential developer who does not deliver a programme leading to the qualification or the micro-credential is unlikely to know if a learner has successfully completed the learning or training leading to the qualification or micro-credential, therefore should not be the one to award it. Rather the provider who delivers it should award it. We propose removing the qualification or micro-credential developer from the list of awarding bodies. The Rules will still allow a provider who has accreditation, programme approval or micro-credential content approval to award the qualification or micro-credential. If a provider cannot award the qualification or micro-credential for some reason, NZQA can award it and will work with the qualification or micro-credential developer and the provider to do so.

Reporting completed qualifications and micro-credentials

We propose including a new rule to require tertiary education organisations who award a qualification or micro-credential listed on the NZQCF (except for NCEA or by universities) to a learner to report it within 4 months. This may be reported as a programme completion via the TEC (for funded providers), or through NZQA's qualification check (batch reporting) or online portal. This is so NZQA can ensure all qualifications and micro-credentials that a person achieves are added to their record of achievement. It also allows NZQA to confirm that a person has been awarded a qualification or micro-credential. If NZQA cannot confirm that a person has been awarded a qualification or micro-credential, that person may face difficulties in having their qualification or micro-credential recognised despite having paid for their learning journey.

Formal documentation

When a qualification or micro-credential is awarded, it is usually done by issuing a physical or electronic certificate. We propose including a requirement for tertiary education organisations (except universities) issuing certificates or awards to include the following information on the award:

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

In addition, we propose including a requirement for tertiary education organisations (except universities) issuing qualifications at levels 1-6, level 7 diplomas and micro-credentials to meet the specifications set by NZQA. The specifications include information on the use of the NZQCF logo and other logos, and the information that must be included. We currently make the specification documents available on our website and expect them to be followed, however they are not in the Rules. This proposal is to make our expectations for a standardised award explicit and mandatory, so that the award can be easily identified and verified by NZQA when required.

Applications using Te Hono o Te Kahurangi kaupapa

To ensure the Rules better enable the evaluation of applications using Te Hono o Te Kahurangi quality assurance, we propose expanding Rule 11.3(b) to include a requirement for applicants to provide a *self-reflective summary* which shows how the organisation meets the criteria as expressed through ngā kaupapa o Te Hono o Te Kahurangi.

Question 6:

Will the requirement for qualifications to align with the NZQCF level descriptors and qualification-type descriptions help with the development of qualifications?

Question 7:

How will the proposal to clarify when qualifications and micro-credentials can be awarded affect you?

Question 8:

Do you have any concerns about removing qualification developers from the list of who can award a qualification? Please explain.

Question 9:

How will the requirement to report all qualifications and micro-credentials affect you? Will you be able to report through one or more of the mentioned channels? Is there another option that could be included?

Question 10:

Is the proposed information to be included on awards appropriate? Should anything else be included, or not required?

Question 11:

Do you have any concerns about the proposal for applications under Te Hono o Te Kahurangi quality assurance to include a self-reflective summary?

Changes to the Programme Approval, Recognition and Accreditation Rules 2022

Further aligning programmes and qualifications

Currently, the Programme Approval, Recognition and Accreditation Rules require a programme to meet the definition of the qualification type listed in the Table in the Appendix to the Qualification and Micro-credential Listing and Operational Rules. We have received feedback that the reference to the qualification type in the Table is confusing.

We propose updating the rules to refer to the qualification-type descriptions which will be included in the appendix (as for the Qualification and Micro-credential Listing and Operational Rules). We will also update criterion 2 to include that the programme must meet the minimum credit value and level of the qualification to which it leads, in addition to the graduate profile and specifications (currently required). This will ensure that a programme aligns fully with the qualification it leads to.

Requirements for award

A programme is required to have regulations that specify requirements for normal progression within the programme (Rule 4.1 Criterion 5). We propose expanding this to also include requirements for successful completion, such as the mandatory outcomes or components that must be achieved. In this way it is clear when a learner has successfully completed the programme and can be awarded the qualification.

Recognition of prior learning / credit recognition and transfer

The Programme Approval, Recognition and Accreditation Rules require a programme to have clear, relevant and appropriate regulations that specify requirements for credit recognition and transfer (CRT) and recognition of prior learning (RPL). CRT refers to a formal process for recognising credit already achieved by a learner toward a qualification or micro-credential as credit for comparable outcomes in that particular programme. RPL refers to a formal assessment of a learner's current knowledge and skills gained through prior learning to determine achievement of learning outcomes or standards in that particular programme and award the associated credit and/or standards.

We are aware of concerns regarding New Zealand qualifications that are awarded through CRT or RPL, where there has been no delivery by a New Zealand tertiary education provider. In some instances, learners have enrolled in unapproved programmes and upon completion been awarded a qualification on the NZQCF through CRT. This is not consistent with government policy for learners to be enrolled with providers and have access to support and services offered to learners. There are also concerns about providers "recognising" an overseas qualification and issuing a New Zealand qualification through RPL. This is not consistent with international practice for the recognition of overseas qualifications. NZQA has an international qualification assessment service that compares overseas qualifications to the NZQCF, following international standards.

We propose clarifying in the Rules that providers (other than universities) not only have robust policies and processes for CRT and RPL, but also set out any requirements for CRT and RPL within the programme. This may include what or how much can be recognised, specific learning outcomes or standards that can or cannot be achieved through CRT or RPL, where relevant (i.e. it may not be appropriate for safety requirements or requirements for registration to be gained through RPL), and if any specific assessment is required to grant RPL or CRT. Any CRT and RPL processes must be suitable for the programme being approved. We are aware of some current arrangements where CRT / RPL is used for full recognition, where these concerns have been mitigated to some degree. We will discuss with those programme approval holders we are aware of if there are ways to maintain their current status.

We will also update our guidance material to provide information on what we consider to be appropriate CRT and RPL processes. RPL processes must include assessing the learner against component learning outcomes to award credit or against the outcomes of the standard to award the standard. If the learner has already learnt something through work or informal learning, they may not need to repeat that learning, but must be able to demonstrate they meet the component learning outcomes or the standard. These assessments should be kept in the same way all assessment materials are kept. Providers should also keep clear records of how credit has been awarded through CRT or RPL, including how it aligns to the learning outcomes or standards. If a standard is awarded by RPL or CRT, it should be reported as achieved.

Note this will not prevent RPL or CRT being applied for standards leading to NCEA or replace universities' regulations for credit recognition.

Applications using Te Hono o Te Kahurangi kaupapa

As for qualification and micro-credential applications, we will ensure the Rules better enable the evaluation of programme applications using Te Hono o Te Kahurangi quality assurance. We propose expanding Rule 12.2 to include the requirement for applicants to provide a *self-reflective summary* which shows how the organisation meets the criteria as expressed through ngā kaupapa o Te Hono o Te Kahurangi.

English language proficiency requirements

Expand the range of evidence of English language that can be accepted

We propose adding a list of countries from which English as a subject at secondary school is accepted for the purposes of rule 22.1(a) of the Programme Approval, Recognition and Accreditation Rules. This list will include Denmark, Finland, Germany, the Netherlands, Norway and Sweden, and will set out the outcomes required, as shown in Appendix 3. This addition will provide easier access for study abroad students from northern Europe. It will make tertiary education in New Zealand more attractive for students from these countries and help tertiary education providers diversify their international market.

Currently our rules accept prior education in English (completion of secondary schooling or higher education) as evidence of English proficiency. That education must have been in New Zealand, Australia, Canada, the Republic of Ireland, South Africa, the United Kingdom or the United States. We propose adding Fiji, Kiribati, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu and Vanuatu to this list. These Pacific Island countries use English as the main language of instruction in their schools (noting that Vanuatu also has Francophone schools which are excluded). These countries are signatories to the Pacific Agreement on Closer Economic Relations (PACER) Plus, which New Zealand is also a signatory to. By including these countries in the list in our Rules, we are reducing costs and barriers for learners from these countries to access tertiary education in New Zealand. This aligns with our commitments under PACER Plus.

Update the Table for Internationally Recognised English Proficiency Outcomes for International Students

We propose including the new LanguageCert Academic test alongside the LanguageCert International ESOL test, which is currently accepted. LanguageCert has introduced the new Academic test and will phase out the International ESOL test over time. The new Academic test has been accepted by other countries, including the UK Visa and Immigration Authority. The proposed LanguageCert Academic outcomes are shown in Appendix 3.

We will also list the new NZCEL Level 3 (Academic) qualification alongside on the NZCEL Level 3 (Applied) qualification.

We will update the Table to reflect current names and terminology used and to clarify that only tests taken in an approved or otherwise recognised test centre of the Test provider can be accepted. This will properly reflect the decision NZQA made in 2022 to not accept online or "at home" language tests.

We also propose including a requirement for all tests to be verified by enrolling institutions through the test provider. Every test provider offers a free online verification service to ensure the test is authentic. We will include this requirement as it has become increasingly clear that a document, whether scanned or hard copy, is no longer reliable evidence on its own.

Question 12:

Will the requirement for a programme to meet the credit value and level of the qualification to which it leads help with the development of programmes?

Question 13:

Do you have any concerns about the proposal to include programme completion requirements?

Question 14:

How will the proposal to set out requirements for CRT and RPL within a programme affect you?

Question 15:

Do you have any concerns about the proposal for applications for Te Hono o Te Kahurangi quality assurance to include a self-reflective summary?

Question 16:

Do you have any comments on changes to the English language requirements?

Other minor Rule changes and corrections

Note that the numbering may change if new rules are added.

Qualification and Micro-credential Listing and Operational Rules 2022

We will correct the rule 11.7 reference to rule 11.3(c) or (d), to refer to rule 11.2(c) or (d).

We will update rule 14.1 to include level 7 diplomas. This is for consistency as level 7 diplomas are included with qualifications at levels 1-6 throughout the rules.

We will add micro-credentials to the heading of rule 18 (Awarding).

Programme Approval, Recognition and Accreditation Rules 2022

We will make the following corrections:

- Renumber the revocation rule to 23 (not 19).
- Renumber rule 5.4 to 5.3, and rule 16.3(e) to 16(3)(d).
- Hyphenate undergraduate (under-graduate) in rule 13.1, for consistency.
- Remove the reference to data requirements in rule 16.1. This requirement was previously removed elsewhere.
- Correct Rule 4.1 Criterion 4 to so that “any required endorsement by a WDC under section 366(1)(g) of the Act must have been obtained” is a separate sentence.
- Change rule 18 to rule 22 in the TOEFL test in the Table at the end of the rules.

Micro-credential Approval and Accreditation Rules 2022

We will update Rule 8.3 to be explicit that NZQA will grant micro-credential approval as well as accreditation to deliver approved micro-credentials.

We will make the following technical corrections:

- Remove Rule 3.2 as it is not relevant to this Rule set.
- Replace the full-stop with a colon at the end of 12.1(c).
- Remove the space after the dash in “sub- contracting” and “sub- contractor” in 14.1 and 14.2.

Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022

We will correct Rule 9.6 to say “considers” rather than “consider”.

Offshore Programme Delivery Rules 2022

We will reword rule 7.1(b) to say "explain how the language of instruction will be communicated", rather than “explain how that will be communicated.”

Quality Assurance (including External Evaluation and Review (EER)) Rules 2022

We will correct the rule 7.6 reference to the “scope of the review that is set under rule 7.5” to refer to rule 7.4, which is the correct reference.

Private Training Establishment Registration Rules 2022

We will update the terminology for accounting principles, financial reporting, assurance reviews and auditor's reports to give greater clarity about what must be provided to NZQA. This will align with CAANZ recommendations. We will also update the reference to the Financial Reporting Act, to refer to the current relevant section.

Student Fee Protection Rules 2022

We will change "audit opinion" and "opinion" in Rules 13.2 and 13.3 to "assurance engagement(s)". This is because the standard that we require these to follow is now called an *assurance engagement* and the reports are called *assurance engagements*.

Student Funds Trust Deposit Exemption Rules 2022

The word "Trust" is missing from the citation of the 2021 rules that were revoked in rule 5.1.

Question 17:

Do you have any comments about these changes and corrections?

Final comments

Please provide any further comments you would like to make. You may want to consider:

- Any impact these changes would have on you or your organisation
- Any groups or individuals who would be disadvantaged by these changes, and how
- Any implementation issues that we should consider
- Anything else you would like to tell us about these proposals.

Appendices

1. Draft NZQCF visual representation
2. Draft NZQCF booklet
3. The proposed additions to accepted evidence of English language proficiency