Guidelines for the approval of offshore programme delivery

NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

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Contents

Introduction

This document provides guidance to New Zealand tertiary education organisations (TEOs) seeking to deliver a programme offshore.

These guidelines set out the New Zealand Qualifications Authority's quality assurance process for approval, and explain the special criteria in the [Offshore Programme Delivery Rules 2022](#).

> Changes made since January 2018
>
> In January 2023 the Offshore Programme Delivery Rules 2022 were updated in line with amendments to the Education and Training Act 2020 which came into effect on 1 August 2022.
>
> This guide has been updated to:
>
> - reflect that online offshore delivery no longer requires approval under the Offshore Programme Delivery Rules
>
> - include the requirement for Workforce Development Council (WDC) endorsement
>
> - include the requirement that offshore programmes must produce graduates whose skills are comparable to students taught or trained in New Zealand
>
> - clarify the meaning of 'offshore partner organisations'
>
> - reference the Education (Pastoral Care of International and Domestic Tertiary Students) Code of Practice 2021.

What is Offshore delivery?

Offshore programme delivery means delivery in a country (other than New Zealand, or a Realm Country, Cook Islands, Niue, or Tokelau) of all or part of an NZQA-approved programme by an offshore provider.

- 'Offshore provider' means a university or a Category 1 or Category 2 TEO.
- 'Programme' means a programme that leads to the award of a qualification listed on the New Zealand Qualifications and Credentials Framework (NZQCF).

Delivery may be provided by the offshore provider themselves or in partnership with one or more other offshore providers or partner organisations.

- 'Offshore partner' means an organisation that is used, or is to be used, by an offshore provider for offshore: teaching, training, or supervision of learning activities; assessment; practical training; academic or pastoral support.

Typically, but not always, a programme will have a history of successful delivery within New Zealand before a TEO considers applying to NZQA to deliver it offshore.

The Offshore Programme Delivery Rules do not apply to:

- delivery of the programme via distance or online modes of delivery only, where the programme has been approved for distance or online mode of delivery in New Zealand
- offshore delivery of all or part of a TEO's programme leading to the award of an overseas (i.e., non-NZQCF) qualification

- articulation arrangements where a TEO cross-credits part of an overseas qualification towards a New Zealand qualification.

Who can apply?

TEOs with a Category of 1 or 2 can apply for offshore programme approval.

(For more information refer to Provider categories after external evaluation and review.)

TEOs include:

- private training establishments (PTEs)
- Te Pūkenga
- wānanga
- government training establishments.

TEOs seeking to be offshore providers must be signatories to the Education (Pastoral Care of International and Domestic Tertiary Students) Code of Practice 2021.

TEOs seeking to be offshore providers must submit for approval either:

- an existing approved programme that they have adapted for offshore delivery that also meets the Offshore Programme Delivery Rules 2022, or
- a new programme that meets both the Programme Approval, Recognition, and Accreditation Rules 2022, and the Offshore Programme Delivery Rules 2022.

Offshore approval for programmes delivered by New Zealand universities is the responsibility of the Committee on University Academic Programmes (CUAP).

NZQA rules and guidelines

The following apply:

Offshore Programme Delivery Rules 2022

Programme Approval, Recognition, and Accreditation Rules 2022 (Programme Rules)

Guidelines for programme approval and accreditation of New Zealand Certificates Levels 1-6 and New Zealand Diplomas Levels 5-7

Guidelines for approving and maintaining degrees and related qualifications

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code)

PTE Enrolment and Academic Records Rules 2022

Student Fee Protection Rules 2022

Student Funds Trust Deposit Exemption Rules 2022

Quality Assurance

NZQA quality assures applications for offshore programme delivery based on the evidence provided to meet Offshore Programme Delivery Rule 7.1.

Applications must meet the following criteria.

1. Describe how the offshore programme delivery meets the **special criteria** set out in the Offshore Programme Delivery Rules 2022. These are set out and explained below. There is one Approval criterion and nine Accreditation criteria.

2. Where the language of instruction, assessment or training is not Te Reo Māori or English, explain how that will be communicated to potential students and how that will feature on the certificate of award.

3. Where practical training arrangements are involved, explain how they will be overseen, verified, and assessed, and explain the responsibilities and accountabilities of each party.

4. Where work placements are involved, explain how the employer and workplace are assessed and how the student's safety and well-being during the work placement will be supported.

NZQA will be clear about the information and evidence on which decisions have been made. An application outcome of approved, not approved, or request for information (RFI) will be provided based on the overall quality of the application.

For more information go to:

[Error! Reference source not found.](#)

Te Hono o Te Kahurangi quality assurance

Te Hono o Te Kahurangi is a whare ako framework and methodology NZQA uses for quality assurance in the non-university tertiary sector.

If your organisation uses kaupapa Māori and teaches mātauranga Māori, Te Hono o Te Kahurangi lets you engage with NZQA using Māori approaches and values.

Te Hono o Te Kahurangi guidelines for evaluative quality assurance

These guidelines inform TEOs about how NZQA quality assures educational outcomes. They also show how NZQA prioritises Mātauranga Māori and the acceleration of Māori learner success in the tertiary education context.

[Te Hono o Te Kahurangi Quality Assurance](#)

[Guidelines for evaluative quality assurance](#)

Special approval criterion

CRITERION 1 - PROGRAMME DESIGN AND DELIVERY

The offshore provider ensures the design of the offshore programme is suited to delivery in the host country and suited to the needs of the intended and enrolled students.

The offshore provider ensures that the following matters are comparable to New Zealand based programme delivery:

- programme learning outcomes:
- content:
- acceptability to:
  - o the qualification developer,
  - o relevant academic bodies, employers, WDCs, professional bodies, and other bodies and communities:
- student workload (particularly credit value, level, and duration).

The offshore provider must demonstrate it has obtained any necessary WDC endorsement.

The offshore provider must demonstrate that the offshore programme will produce graduates whose skills are comparable to students taught or trained in New Zealand, and that for offshore programmes leading to professional qualifications, the students will meet the criteria of the relevant New Zealand registration body.

When developing a new programme intended specifically for offshore delivery, it must meet the requirements of Rule 4.1 in the [Programme Rules](#), and be designed to meet the specific needs of the target learner group in the host country.

When adapting an existing programme delivered in New Zealand,

- The adapted programme needs to be 'comparable', rather than 'equivalent' to the existing programme. This acknowledges there will be differences in the offshore delivery context from that of New Zealand.
- The programme and/or component outcomes, content, mode of delivery, and student workload do not need to be the exactly the same as the existing programme. But they should not differ significantly unless there is good reason to do so (with reasons explained in the application).
- Care must be taken to ensure that the adapted programme continues to meet the Programme Rules. The programme and/or component outcomes of the offshore version of the programme must continue to clearly align and contribute to the qualification's strategic purpose and graduate profile outcomes.
- It is expected that most programmes will require adaptation. If the approved programme is already suitable for delivery in the host country or countries, without adapting or tailoring it, the applicant needs to show that there is minimal difference between the needs and expectations of target learners in the host

country and those in New Zealand.
- For a degree level programme, where it leads to registration with another professional body, evidence of consultation and acceptability from the relevant registration and regulatory body is also required.

(For more information on WDC endorsement refer to approval criterion 4 in the [Programme Guidelines](#)).

Criterion 4 in 4.1 of the [Programme Rules](#) regarding collaboration, acceptability and consultation, is covered under Criterion 1 in section 5.1 of the [Offshore Rules.](#)

Special accreditation criteria

CRITERION 2 - OFFSHORE RELATIONSHIPS

The offshore provider must demonstrate that all of its offshore partner organisations:

- are recognised as a legal and reputable entities in the host country and any other country in which they operate:

- where any kind of approval or registration by a relevant authority in the host country is required for what it will be doing, have that approval or registration:

- have an ownership and structure (including in management and administration) suitable for the offshore programme delivery, including appropriate governance and management, financial performance and management, and stability:

- will provide appropriate teaching facilities, educational resources, and student services and support.

Where any of its offshore partner organisations are used for delivery of teaching and/or training, the offshore provider also must demonstrate that those offshore partner organisations:

- have sufficient and appropriate tertiary education experience and/or appropriate experience in training and assessing learning in the workplace or learning environment:

- are lawfully allowed to provide the teaching and/or training in the country in which it is being provided.

TEOs looking to deliver a programme in a host country need to either establish a presence in the country concerned, to deliver the programme directly, itself; or partner with an existing provider in a host country (i.e., an offshore partner).

Criterion 2 concerns the arrangements and relationship between the offshore provider based in New Zealand and the offshore partner operating on their behalf in a host country.

If an offshore provider based in New Zealand is not using an offshore partner this section is still likely to be relevant as there are other relationships the offshore provider may have with organisations or authorities in a host country.

To enable the successful delivery of a programme offshore, offshore providers need to be confident of their partner's integrity, capability and capacity in terms of educational, physical and financial resources.

Partners must be recognised as legal and reputable entities in the host country or host countries concerned. Evidence may include:

- websites and references for the entity on the register of companies (or equivalent) in the country concerned

- the relevant quality assurance body or regulator's website, or other reference (for example their status as a quality assured education provider).

Types of partner organisations

An offshore partner may be a quality assured education provider in a host country. They may be accredited by the relevant authority in the host country to deliver education and/or training in the field, discipline or trade relevant to the programme concerned.

A partner may be an employer, or group of employers, or other entity providing workplace training, practicum or placements.

An offshore partner should be owned and operated in ways that are suitable for the offshore delivery of a programme leading to a New Zealand qualification. This could be evidenced by offshore partner policy and procedures.

The suitability and quality of the offshore partner may be shown through

- overview of the offshore partner's history in providing the same or similar education and/or training.
- evidence of its last evaluation or audit by a relevant quality assurance authority
- an organisational chart and brief profiles (or curriculum vitae) of key staff.

CRITERION 3 - FORMAL AGREEMENT WITH OFFSHORE PARTNER ORGANISATION

The offshore provider must have in place a formal agreement with any offshore partner organisation that is executed by their senior officials with formal legal authority to enter the agreement on behalf of both of them.

The agreement must include provisions that:

- define how the offsite provider and offshore partner organisation will continue to comply with these rules and the deemed programme rules:
- identify clear channels of authority and accountability for decision-making between the offshore provider and the offshore partner organisation for the offshore programme delivery:
- cover compliance with local requirements relating to the offshore programme delivery:
- appropriately manage all actual and potential conflicts of interest.

Contractual agreements should include, where appropriate:

- the names of the parties to the agreement

- clarification that it is ultimately the offshore provider's responsibility for the management of quality systems to maintain training, pastoral care and assessment quality

- reference to procedures for resolving any differences that might arise between the parties to this agreement, including exit arrangements, contract default provisions, and in the event of unexpected programme closure, responsibilities to enrolled learners that may not have completed the programme

- reference to procedures and responsibilities for monitoring the provision of the programme and for the implementation of changes to the programme.

- reference to procedures and responsibilities for provision of staff recruitment and resources for appropriate delivery of the programme

- for degree level programmes, procedures and responsibilities for staff engagement in research

- assessment and moderation arrangements

- responsibility for administrative arrangements such as enrolment and academic records

- welfare and pastoral care responsibilities of the offshore provider under the Code,

- regulations relating to progress of offshore students through the programme, appeals, complaints, and reporting of student results to the offshore provider

- process for addressing any potential conflicts of interest

- privacy/confidentiality arrangements.

Workplace learning offshore

Applications for offshore programme delivery must

- where practical training arrangements are involved, explain how they will be overseen, verified, and assessed, and explain the responsibilities and accountabilities of each party:

- where work placements are involved, explain how the employer and workplace are assessed and how the student's safety and well-being during the work placement will be supported.

Where training is delivered in part on-the-job, or via internships or work placements, due to socioeconomic and other factors it may not always be possible to provide a comparable working and learning environment to that in New Zealand.

The offshore provider's (or offshore partner's) engagement with the learner and the employer to monitor how well the learner is progressing, should not be any different to the standard of care taken by managers or arrangers of training onshore in New Zealand.

Applications, where training is delivered in part on-job, or via internships or work placements, ought to include policy and procedure:

- that includes criteria the offshore provider uses (and expects their offshore partner to use), to evaluate the suitability of workplace learning opportunities an employer or workplace can provide, including the skills and experience of the staff in the workplace expected to supervise, mentor and/or verify; and in ensuring the learner's safety and wellbeing.
- for how the workplace training or placement will be monitored, verified, assessed, moderated, and explain the responsibilities and accountabilities of each party involved in these activities.

If offshore provider communicates the roles, responsibilities, and expectations of workplace by means other than a formal agreement, memorandum of understanding and or policy and procedure, such as detailed letter template, or separate instructions document, this should be included in the application.

CRITERION 4 – RESOURCES

> The offshore provider ensures it has appropriate resources to enable successful outcomes for overseas students, and that the resources are of comparable quality, type and availability to those used in New Zealand.

The application must address how educational and physical resources will be made available to ensure that teaching and learning experiences (including safety and wellbeing under the Code) are comparable to those of learners in New Zealand.

Offshore providers ought to be able to offer their overseas students a learning environment that is the same or similar in quality, type, and in the availability of learning resources, to what its students in New Zealand expect and enjoy.

Site considerations may include suitably sized classrooms, computer labs, particular equipment, tools or machinery, access to suitable bathrooms and cafeteria facilities for the number of students concerned. The offshore provider's delivery sites offshore must be as fit for purpose as those within New Zealand.

The application needs to include evidence or confirmation of legal right to occupy. Education resources may include the online learning platform students use in addition to studying/training face-to-face in person, textbooks and/or workbooks, access to an E-Library, E-journals, or a physical library.

Student services and support may include language, academic writing, or disability support. It may also be support for learners and staff experiencing conflict or have a complaint concerning their experience. (For more information go to CRITERION 7 - STUDENT SUPPORT AND COMPLAINTS.)

Where the resources are not already in place, the offshore provider's acquisition plan with a budget for ensuring the resources required will be in place for learners trained by the offshore partner or offshore partners.

The learning environment:

The Code defines the learning environment as:

the diverse physical and digital locations (e.g. teaching and learning, communal, and student accommodation), contexts, and cultures in which students learn.

While it is acknowledged that some host countries may not have infrastructure comparable to New Zealand in terms of electricity supply, water reticulation and internet coverage, the following should be of the same standard expected in New Zealand:

- ratio of learners to teachers/trainers
- ratio of learners to student support staff
- size of classrooms per learner
- size of common areas/usable outdoor space per learner
- number and currency of textbooks or workbooks (if applicable)
- number of computers per learner (where applicable)
- the currency of the computers including the software they run

- the internet access (where applicable and/or possible)
- other equipment, tools or machinery
- toilet facilities
- prayer rooms (if applicable)
- lighting, heating, or air conditioning
- cleanliness
- car parking, and accessibility to public transport.

CRITERION 5 - ASSESSMENT AND MODERATION

> The offshore provider ensures that assessments conducted offshore apply assessment methods and criteria consistent with approved programmes for New Zealand delivery while allowing for appropriate adaptation for offshore delivery.
>
> The offshore provider undertakes moderation of offshore examinations and assessments.

The offshore provider should allow for delivery of the programme including how, when and where it is assessed, to be adapted to align with the customs and norms of the host country.

The offshore provider is responsible for the internal moderation of assessment materials and the judgements made using them, whether or not an offshore partner is involved.

Consideration should be given to whether assessment conducted offshore is marked and moderated centrally onshore in New Zealand along with the assessment of the same or similar programme domestically. This practice would ensure consistency across the provider's delivery.

Alternatively, the offshore provider's moderation policy must set out how assessment and moderation equivalence onshore and offshore has been established.

The application needs to include:

- The offshore providers full assessment and moderation policy and procedures, where these should have been updated to include procedures for assessment and internal pre- and post-assessment moderation offshore.
- The role descriptions for staff (whether they are based on or offshore) involved in assessment and moderation activities for the delivery of the programme in question, offshore.

CRITERION 6 - ACADEMIC AND OTHER STAFF

> The offshore provider ensures that the qualifications, experience, teaching skills, management, and oversight of offshore teaching staff are suitable and effective for the offshore programme delivery.
>
> The offshore provider's staff selection, management, and oversight are appropriately adapted to offshore delivery.

Academic staff

Teachers, tutors, or trainers must have the adult education teaching/training qualifications and experience, and subject matter expertise (SME) in the subject or trade concerned, comparable to what is required in New Zealand to deliver and assess the same or similar programme. This is regardless of whether the offshore provider is employing its own teaching/training staff in the host country or procuring the services of an offshore partner with its existing teaching/training staff.

If a PTE, the PTE Registration Rules (6.6.1) requires the Offshore provider to ensure its teaching staff are sufficiently experienced and qualified to at least one Level above the students being taught, or have demonstrated equivalent experience, for the tuition they are providing.

Staff engaged in moderation activities should either have adult education teaching/training qualifications and experience, and SME in the subject/field or trade concerned. Or bring their skills and experience to a team of moderators that between them have both qualifications and experience or SME.

For degree-level programmes, the staff who teach the components of the programme must be engaged in active research. The offshore provider should provide a research plan with the application to demonstrate planned research outcomes.

A staff workload allocation table should also be provided for the offshore partner's staff or its own to demonstrate their commitment to undertake research.

Evidence of teacher/trainer and moderation staff capability and capacity can be provided in the form of:

- Role descriptions for teaching/training, assessing, and moderation staff, whether these are the offshore providers own remote staff, or requirements set by the offshore provider for the staffing of its offshore partner or partners.
- Policy and procedure for the professional development of teaching /training, assessing, and moderation staff.
- Policy and procedure for monitoring offshore partner or partners staff research outputs or of its own staff delivering offshore (applicable to degree level programmes)
- If applicable, the offshore providers last education evaluation or audits by the respective authorities in the host country.
- A brief profile of the personnel employed in teaching/training, assessing, and

moderation roles at the offshore providers satellite delivery sites offshore, and/or employed by its offshore partners.

If the programme is assessed against standards from the Directory of Assessment Standards (DASS) there are Consent and Moderation Requirements that include specifications for staff involved in assessing or moderating.

Student support and administration

The TEO should have policies and processes for providing staff with ongoing training and resources, relevant to their roles.

Evidence can be provided in the form of:

- The offshore providers policy and procedure adapted for staff selection, management, professional development of staff, and oversight of its offshore delivery site or offshore partner.
- An organisational chart and role descriptions of student support and administration, and management roles.

CRITERION 7 - STUDENT SUPPORT AND COMPLAINTS

> The offshore provider ensures the student and academic support services, and the procedures to manage student complaints, are effective for offshore programme delivery.
>
> The offshore provider ensures that well-being and safety practices:
>
> - respond effectively to the distinct needs of their offshore enrolled students:
> - comply with the [Education (Pastoral Care of International and Domestic Tertiary Students) Code of Practice 2021](#) as amended or replaced from time to time.

The Code defines safety and well-being as:

having a positive frame of mind, resilience, satisfaction with self, relationships, and experiences and progressing towards learning outcomes sought. It also means being healthy and feeling secure.

Offshore providers must take a whole-of-organisation approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners both on and offshore.

The offshore provider holds the responsibility to ensure:

- the safety and well-being of the learners it enrols in the host country, whether or not an offshore partner is used
- it responds effectively to the needs students it enrols offshore, where these needs may be unexpected and differ to those domestic students share
- the student and academic support services, and the procedures to manage student complaints, are effective for offshore programme delivery.

The application must include policy, procedures and role descriptions for the staff responsible for meeting learner safety and well-being clauses 7- 10, and with regard to complaints, clause 13, in the Code.

Offshore student support systems should be consistent with the cultural context and modes of learning of the offshore students, and address issues and/or difficulties students may experience. The application must include policy for establishing what the needs of the students are, and ensuring support systems are improved over time.

Clause 21 in the Code, which concerns the promotion of physical and mental health awareness, mentions that providers must have practices for supporting learners' connection to their language, identity, and culture.

Student rights may differ from those that apply in New Zealand. The offshore provider needs to encourage offshore students to provide feedback (see clause 17(1)(a)(b) and (2)(c) in the Code), perhaps anonymously, as in some cultures it may not be appropriate for students to complain about the delivery of a programme or its academic staff.

CRITERION 8 - STUDENT INFORMATION

> The offshore provider ensures that relevant and accurate information relating to the programme is provided to intending and enrolled students, including information on the language of programme delivery and assessment, and information on available student support and guidance.

The application should include examples of information to be made available to learners in terms of brochures or prospectus, student handbooks and online content (e.g., online access to the policies, procedure and forms).

Signatories ensure that prospective international tertiary learners receive clear, accessible, accurate and sufficient information, and make informed choices about the study and services a signatory provides before they begin their study. (Clause 36, The Code.)

Part 6 (clauses 39-55) in the Code describe what providers enrolling international learners are required to consider and provide (or provide their parents or legal guardian if the learner is under 18 years of age) in terms of international student information.

In addition to the Code, the international student information must be clear if the programme is provided directly by the offshore provider's staff in the host country; or if the programme is delivered by an offshore partner.

Enrolment is always with the offshore provider, and in the name of the offshore provider, not the offshore partner.

For admission/entry into offshore programmes, other than (a) those designed to teach people English or (b) programmes delivered in a language other than English, prospective learners must meet the NZQA [English language requirements for international students](#).

Language of delivery

Where the language of instruction, assessment or training is not Te Reo Māori or English, explain how that will be communicated to potential students and how that will feature on the certificate of award. (The award of the qualification will state the language of instruction.) If the proposed offshore programme is not intended to be delivered in the English language, or te reo Māori the following should be considered and addressed. Are there, for example:

- qualification conditions and requirements
- translated assessments and other collateral for student feedback/surveys, and handling complaints
- staff other than the tutor, proficient in the relevant language, with programme oversight
- delivery methods suited/adapted to the language of instruction, including LMS and IT support
- procedures to determine the authenticity
- external moderation arrangements

- tutor experience and qualification requirements
- staff with experience in delivering the programme in English?

Also note:

If the learner comes to New Zealand to enrol in another programme and wants to cross credit their previous study, the provider will need to assess their learning and award credit appropriately using their RPL or CRT processes. This is no different from any learner who has an overseas qualification (which they may have learned in another language) seeking CRT or RPL. It is worth keeping in mind that the learner would need to meet the English language entry requirements for the programme in New Zealand, and any part of a programme that is credited through RPL or CRT is not included in their student visa (does not count towards the duration of the visa or work rights).

CRITERION 9 - FEE REFUNDS AND CLOSURES

> The offshore provider ensures that fee refund provisions are clear, and will not undermine the educational reputation of New Zealand.
>
> In the event of programme closure for any reason, the offshore provider ensures there is appropriate alternative provision of education available to offshore students enrolled at the time.

The offshore provider must ensure that fee refund provisions are clear, including when the refund period starts and when it ends.

Refund provisions should be clear in agreements (e.g., tuition agreement) between the learner (or their parent and guardian if under 18) and the offshore provider. They should also be clear in policy and procedure assessable to the learner via the offshore provider's website; or physically, in the student handbook.

If the offshore provider is using an offshore partner to deliver the programme in a host country, it is essential that the offshore provider ensures that learners (and parents or guardians for learners under 18) are aware of the fee refund provisions, including when the refund period starts and when it ends for people enrolling.

In the event of programme closure for any reason, the offshore provider based in New Zealand must ensure there is appropriate alternative provision of education available to offshore students enrolled at the time in the host country.

Evidence in the application may include:

- Links to pages on the offshore provider's website, and/or provide the student handbook specific to the programme to be delivered offshore, that are clear what the offshore providers policies and procedures for fee refunds and programme closures are – including mention of NZQA's student fee protection requirements.
- The templates for letters of confirmation of place/enrolment and start date confirmation, which should include brief reference to student fee protection eligibility and requirements.
- The templates for the tuition agreement the student is expected to sign when agreeing to accept an offer from the offshore provider to enrol.
- The offshore providers policy and procedures should it close; and if using an offshore partner, in the advent that the offshore partner closes before a learner has complete her/his study or training.

CRITERION 10 - QUALITY ASSURANCE AND MANAGEMENT

> The offshore provider ensures that the special considerations for offshore programme delivery are incorporated within its quality assurance and management systems, and that all applicable quality assurance requirements in the host country are identified and met.

The offshore provider must ensure that all applicable quality assurance requirements in the host country are identified, met, and incorporated within the policy and procedures in its quality management system (QMS).

The offshore provider must integrate what is discovered to be needed in the host country into the QMS, to effectively manage quality assurance activities; where each procedure must be clear what role is tasked with actioning it, and what role is responsible for ensuring the procedure is actioned.

The offshore provider must evaluate and document the effectiveness of offshore delivery (including enrolment and academic record keeping, student support, assessment, moderation activities and reporting) in the organisation's self-assessment. Where an offshore partner is used, the offshore provider will need to incorporate an evaluation of the offshore partner's effectiveness in these areas into its own self-assessment.

How to Apply

TEOs may submit an existing approved programme that they have adapted for offshore delivery, or a new programme.

If adapting an existing programme please provide a tracked changes copy of the programme documentation.

How to apply online

Log in to the providers portal

Select TEO Applications

Create an application.

Select '**Other'**

Click on contact details. The contact details page is prepopulated with your organisation's details. You should make any changes necessary to ensure the details are appropriate for the programme.

Follow the instructions and guided application template.

On the supporting documents page, attach and upload the documents that support the application.

Submit.

An email acknowledging receipt of your application will be generated automatically and sent to you.

When the application is received

When the application is received, an email quoting an NZQA case number will be sent to the applicant. This number stays with the application through to its outcome.

The application will be assigned to the Approvals and Accreditation team or Quality Assurance Māori team. Another email will advise the applicant of the Evaluator's name and contact details.

The Evaluator will commence evaluation and will contact the applicant if the submission lacks sufficient evidence for the evaluation to be carried out.

Timeframes

NZQA will process applications within 45 working days, or 30 working days for Category 1 education organisations. This does not include requests for information.

Supporting documents

This guide offers suggestions for supporting documents. Please indicate how the documents support the application if it is not obvious.

There is a simple template for a programme document:

[Appendix 4 Programme document example [DOCX, 18 KB]](#)

Evaluation

The Evaluator will assess the application against the special criteria in the offshore Rules, and the criteria in the Programme Rules, depending on whether it is a new or adapted programme.

Request for further information (RFI)

What does it mean?

Overall, the Evaluator has deemed the application meets the criteria and is supported by documentation of sufficient quality that an RFI should resolve any questions.

There may be further work required and where possible suggestions may be made to assist the applicant. In some cases, the RFI will comprise questions about missing or unclear documentation.

The findings of the evaluation will be set out in a report and the Evaluator will be available to explain or clarify it.

If the Evaluator concludes that the response to the RFI has not addressed the issues raised, then the application will not be approved.

Outcome

Applications will be approved or not approved.

If the application is not approved, the reasons will be set out in a detailed report linked to the criteria in the NZQA Rules. The Evaluator will be available for a phone call or meeting, or will provide clarification via email, in response to the outcome letter and report.

If applications are approved the education organisation will receive an approval letter with a copy of the approved programme details recorded on the NZQA system.

What will it cost?

The work on the application is charged at a rate of $190 per hour plus GST.

[NZQA Fees](#)