



Guidelines for listing qualifications on the NZQCF

New Zealand Certificates Levels 1-6
New Zealand Diplomas Levels 5-7

NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



March 2023

Contents

1.	Introduction	4
	Context.....	4
	The New Zealand Qualifications and Credentials Framework.....	4
	Principles underpinning the design of qualifications on the NZQCF.....	5
	Quality assurance	6
	Te Hono o Te Kahurangi quality assurance	6
	Who can apply for approval to list?	7
2.	Use of te reo Māori	8
3.	Application requirements	9
	Stakeholders and evidence of need - additional requirements	9
4.	NZQCF Listing	13
	Title	13
	Type, level, and credits.....	14
	Purpose.....	16
	Outcome statement.....	18
	Skill Standards	20
	Classification.....	21
	Specification.....	22
	Review period	24
5.	Responsibilities of qualification developers.....	26
6.	Award of the qualification.....	27
7.	How to apply for listing.....	28
8.	Reviewing NZQCF Qualifications	30
	Stages of a qualification review	30
9.	NZQCF application forms and templates	33
10.	Appendices	34

1. Introduction

This document provides guidance and support to education organisations applying to the New Zealand Qualifications Authority (NZQA) for listing New Zealand Certificates at levels 1-6 and New Zealand Diplomas at levels 5-7 on the New Zealand Qualifications and Credentials Framework (NZQCF).

To list a New Zealand qualification on the NZQCF, an application must meet the requirements of the Qualification and Micro-credential Listing and Operational Rules 2022.

These guidelines set out the NZQA's expectations for a quality application that meets the Rules. They address and explain each listing requirement and offer guidance on the evidence required to support an application.

Changes made since April 2020

In January 2023 the Qualification and Micro-credential Listing and Operational Rules 2022 were updated in line with amendments to the Education and Training Act 2020, which came into effect on 1 August 2022. As a result, this guide has been updated to:

- include Level 7 diplomas
- include skill standards
- remove the requirement for application for approval to develop
- remove the 'additional requirements' for applications from Workforce Development Councils.

These guidelines include and replace the 2018 *Guidelines for Review of New Zealand Qualifications*.

Context

Section 452 of the Education and Training Act 2020 (The Act) gives NZQA the authority to make rules for the quality assurance processes for which it is responsible. Under section 436 of the Act, qualifications must be listed on the NZQCF.

The [Qualification and Micro-credential Listing and Operational Rules 2022](#) govern the listing of micro-credentials on the NZQCF.

The New Zealand Qualifications and Credentials Framework¹

The NZQCF is designed to optimise the recognition of educational achievement and its contribution to New Zealand's economic, social and cultural success.

The NZQCF:

- conveys the skills, knowledge and attributes a graduate has gained through completing a qualification or credential
- requires the development of integrated and coherent qualifications and credentials that meet industry and community workforce needs
- enables and supports the provision of high-quality education pathways
- enhances confidence in the quality and international comparability of New Zealand qualifications and credentials

¹ This sub-section is from [The New Zealand Qualifications Framework](#), p.2

- contributes to Māori success in education by recognising and advancing mātauranga Māori
- represents value for money, is sustainable and robust.

Principles underpinning the design of qualifications on the NZQCF²

Needs based

- The usefulness, relevance and value of the qualification is based on its relationship to the workforce and skill needs of individuals, groups of learners, employers, industry and communities. Evidence is required to establish and demonstrate these workforce and skill needs.
- The qualification explicitly acknowledges the cultural and social aspirations of Māori, Pacific and/or other identified communities, where appropriate.

Focused on outcomes

- Clear specification of outcomes makes the purpose of the qualification transparent, enables comparisons with other qualifications (both nationally and internationally) and increases portability of the qualification internationally.
- Clear outcomes make explicit what graduates can “do, be and know” on completion of the qualification. Clear outcomes also indicate pathways to further education, employment and/ or a contribution to their community.

Flexibility

- Qualifications can be achieved in different settings including the workplace and education institutions.
- Programmes that lead to a qualification allow learners to achieve it in ways most suited to their educational, work or cultural needs and aspirations. This may include credentialing learning obtained formally or informally towards the qualification.

Trust and accountability

- Qualifications are developed collaboratively with a wide range of stakeholders in an environment of mutual trust and accountability. The relationships between these parties, like those between government agencies and tertiary education organisations, are based on good communication and collaboration. Parties can rely on the integrity of the processes used and the information provided.

² This sub-section is from [The New Zealand Qualifications Framework](#), p.3

Quality assurance

NZQA quality assures applications for listing from NZQA-recognised education organisations (see [Who can apply for approval to list?](#)).

NZQA's decision to list is based on the quality and sufficiency of evidence provided. Key evaluation questions enable consistent and reliable decisions.

In the evaluation process, NZQA will be clear about the information and evidence on which decisions have been made. An evaluation decision of *approved*, *not approved*, or *request for information (RFI)* will be made based on the overall quality of the application. The intention of an RFI is to address minor gaps in the evidence provided and may lead to an approved or not approved outcome.

The application process is detailed in Section 7 [How to apply for listing](#)

Te Hono o Te Kahurangi quality assurance

Te Hono o Te Kahurangi is the name of a unique whare ako framework and methodology used by NZQA to carry out quality assurance in the tertiary sector. The framework recognises ākongā Māori choosing to achieve educational success through Mātauranga Māori as relevant to their worldview, context and practices. Six dynamic and interconnected kaupapa are at the heart of Te Hono o Te Kahurangi. The kaupapa act as a common point of reference for education organisations and Evaluators to guide evaluative conversations and decisions about:

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

Each education organisation is expected to demonstrate how their organisational priorities relate to each application type, or review type, through expressions of ngā kaupapa of Te Hono o Te Kahurangi. The six kaupapa are:

- Rangatiratanga
- Whanaungatanga
- Manaakitanga
- Pūkengatanga
- Kaitiakitanga
- Te Reo Māori

Qualifications evaluated using Te Hono o Te Kahurangi quality assurance must include either a cultural pathway, an education pathway or an employment pathway relevant to ākongā, whānau, hapū, iwi, and where appropriate hapori Māori, and other relevant industries or communities (Listing Rule 4.1)

For more information, please refer to the NZQA website: Guidelines for Te Hono o Te Kahurangi evaluative quality assurance: <https://www2.nzqa.govt.nz/assets/Maori/Te-Hono-o-Te-Kahurangi/guidelines-for-te-hono-o-te-kahurangi-evaluative-quality-assurance.pdf>

Who can apply for approval to list?

NZQA accepts applications from:

- Workforce Development Councils
- Te Pūkenga - New Zealand Institute of Skills and Technology
- wānanga
- NZQA registered private training establishments (PTEs)
- government training establishments
- Ngā Poutoko Aromatawai Māori (formerly NZQA Māori Qualification Services and NZQA National Qualification Services)
- or other body that NZQA recognises as capable of meeting the responsibilities of a qualification developer.

NZQA does not expect applications from universities unless the title of the proposed qualification begins with the words “New Zealand”.

2. Use of te reo Māori

A qualification may be listed in te reo Māori instead of or in addition to English, and in place of the words “New Zealand” a reo Māori translation for “New Zealand” may be used for the purposes of rule 5.2(a).

The use of te reo Māori in listed qualifications must be consistent with aspirations for Mātauranga Māori.

Where qualifications are listed in te reo Māori, the listing details in rule 4.1(c) and (d)(i) will contain an English description.

Listing rules 7.1, 7.3, 7.4

Education organisations can choose between two evaluative approaches when they send an application to NZQA. They can choose either the standard approach, or Te Hono o Te Kahurangi.

If an organisation uses kaupapa Māori and has a mātauranga Māori focus, Te Hono o Te Kahurangi allows engagement with NZQA using Māori approaches and values. The framework also contains practices that will add to learner success by assuring national consistency.

In addition to providing the relevant information required under NZQCF Listing Rules 4-7, applicants must provide the information that Te Hono o Te Kahurangi quality assurance framework requires.

Applicants with qualifications that are written in te reo should contact NZQA: email tehono@nzqa.govt.nz

3. Application requirements

NZQA evaluates the qualification against the requirements of the [Qualification and Micro-credential Listing and Operational Rules 2022](#) and considers the application using the following key evaluation question:

<i>How well does the qualification meet the overall requirements for listing on the NZQCF?</i>	
Listing approved	<p>ALL of the following</p> <p>The qualification meets the requirements for listing.</p> <p>The qualification’s purpose and outcomes match the identified needs of employers, industry and/or communities.</p> <p>No significant gaps or weaknesses in the application or evidence provided.</p>
Listing not approved	When ANY of the above are not evident.

Stakeholders and evidence of need - additional requirements

For all applications other than WDC applications the following must be provided.

For WDC applications see [Workforce Development Councils \(WDCs\) applications](#).

1. A stakeholder profile which identifies individuals and/or organisations with a “stake” in the outcome of the qualification, including mandatory stakeholders.
 2. A list of the stakeholders from the stakeholder profile that had significant involvement in the development of the qualification.
 3. Stakeholder attestations, with those attestations showing the nature, degree and reason for each stakeholder’s involvement in the development of the qualification.
 4. Evidence of a comprehensive needs analysis that identifies and confirms the distinct need in New Zealand for the qualification, or in the other country or countries in which the qualification has a predominant use (*including evidence of satisfying the requirements of the relevant regulatory body or bodies of that country or those countries*)
 5. Evidence of decisions made in the development of the qualification.
- Listing rule 11.2

1. Stakeholder profile

The involvement and engagement of a wide range of relevant stakeholders is necessary to ensure New Zealand qualifications are based on identified valid community and/or workforce needs and are fit for purpose. Stakeholders must be appropriate, credible, representative, and recognised by their industry or community as able to speak with authority on behalf of the sector they represent.

Identifying stakeholders

Individuals or organisations that may have an interest or 'stake' in the outcome of a qualification include:

- learners
- employers
- registration bodies
- industry and professional associations and/or societies, specialist groups
- tertiary education organisations i.e. Te Pūkenga - New Zealand Institute of Skills and Technology, private training establishments, wānanga, universities, government training establishments
- national peak bodies
- student associations
- local government
- community and cultural groups
- rūnanga and iwi organisations
- whānau
- non-government organisations, not-for-profit organisations, and the voluntary sector
- international qualification developers
- technical experts, manufacturers, or suppliers.

Mandatory stakeholders

Mandatory stakeholders are:

- a WDC where the qualification in the application relates to any of its specified industries
- any other standard setting body where the qualification in the application relates to an area of responsibility of that standard setting body
- regulatory bodies where the qualification in the application relates to an area of responsibility of that regulatory body
- providers who are likely to be accredited to provide a programme leading to the qualification, or a sample of providers of a similar qualification.

Each stakeholder's inclusion in the profile must be supported by an explanation of why they are appropriate, credible and representative.

2. A list of stakeholders with significant involvement

List the stakeholders involved in:

- confirming the need for the qualification and providing input into the strategic purpose and outcome statements
- informing and supporting the development of the qualification, ensuring the structure and specification align with the intended outcomes.

3. Stakeholder attestations

The nature and degree of involvement of a specific stakeholder will vary across the stages of qualification development but should always be appropriate for the qualification and the purpose for which the stakeholder was selected.

Applications must clearly describe the nature, level of and reason for stakeholder involvement.

4. Needs analysis

Applications must identify the distinct and genuine need for each qualification, at the national level and/or in terms of specific sector, industry, iwi or community needs. The case to justify the qualification should be clear, convincing, and supported by robust evidence.

This is typically in the form of a report or similar supporting document.

The needs analysis identifies the skill sets required and the roles undertaken in the relevant community or industry. The identified skills and roles, current skill gaps, and any potential strategic benefits of the qualifications will be reflected in the strategic purpose statement and the graduate outcome statement of the qualification.

The analysis should include social and cultural consideration of both Māori and Pacific people, and people who may have barriers to learning, if appropriate.

Evidence to inform the needs analysis may come from a wide range of sources which should be referenced in a summary. Data sources may include:

- WDCs
- Regional Skills Leadership groups
- sector specific reports e.g. BERL, Infometrics
- Ministry of Business, Innovation and Employment and Statistics New Zealand e.g., Occupation Outlook reports
- qualification usage data (obtained on request to NZQA)
- community/industry organisations workforce data
- information included in Investment Plans
- national and international benchmarking, where known.

5. Evidence of decisions made in the development of the qualification.

Evidence of stakeholder involvement and support is required:

- completion of individual attestation forms by stakeholders (including mandatory stakeholders)
- a record of the consultation undertaken e.g. surveys, workshops
- a summary of how stakeholder feedback was used to inform the qualification development.

Workforce Development Councils (WDCs) applications

WDCs are required under Section 366 of the Act to provide skills and workforce leadership, identify the current and future needs of their specified industries, and develop and maintain industry qualifications. WDCs carry out their functions, including industry engagement and collaboration, in accordance with their specific Order in Council.

WDCs are therefore required to submit different information to support applications for quality assurance and approval:

- For new qualification listing, a high-level summary of stakeholder engagement, and the need for qualification, is required.
- For reviewed qualifications, a summary of the review process, stakeholders consulted, and review outcomes is required.

For both new and reviewed qualifications, these summaries are published on the NZQA website using a Change Report.

See sections:

[How to apply for listing](#)

[Reviewing NZQCF Qualifications](#)

4. NZQCF Listing

Title

The title for the qualification properly reflects the qualification:

Must not include the name of a person, organisation, or product unless the applicant satisfies the quality assurance body that there is a sound educational justification for the inclusion.

Listing rule 4.1 (a) and 5.2 (d)

The title should be a concise, accurate and informative indication of the purpose of the qualification.

Designators should identify the main discipline or subject of the qualification.

Consider:

- national or international acceptability and recognition
- requirements of professional bodies formally involved in the qualification
- alignment with the New Zealand Standard of Classification of Education (NZSCED)

After the words “New Zealand” or “NZQCF” (*except for NCEA*) will be the qualification type, then the designator that identifies the main discipline or subject field of the qualification, followed by its level:

The title may include other qualifiers such as:

- (i) the country or countries other than New Zealand in which it has a predominant use:
- (ii) optional discipline and focus qualifiers:
- (iii) strands that recognise achievement or specialties:

Listing rule 5.2 (b) and (c)

Qualifiers may be added to the title of the qualification if this improves general understanding of the qualification. Qualifiers should reflect the level of the qualification and be suitable for certification.

Strands must be included in the title.

Examples of titles listed in English:

With or without level:

- New Zealand Certificate in Entertainment and Event Technology
- New Zealand Certificate in Fixed Fire Protection Systems (**Level 4**)

With discipline or context:

- New Zealand Certificate in Agriculture (**Farming Systems**) (Level 3)
- New Zealand Certificate in Adult Literacy and Numeracy Education (**Vocational/Workplace**) (Level 5)

With elective strands (to recognise more than one speciality):

- New Zealand Certificate in Trade Baking (Craft) (Level 4) **with strands in Bread,**

Cake and Biscuit, and Pastry

With optional strands (to recognise additional outcomes):

- New Zealand Certificate in Electricity Supply (Line Mechanic Distribution) (Level 4) **with optional strand in Live Low Voltage Lines.**

Qualifications designed for use in a country or countries other than New Zealand may use 'NZQCF':

- NZQF Certificate in Early Childhood Education (Level 4) with optional strand in Practice-based Care (will be updated to NZQCF at next review)

Where qualifications are listed in te reo Māori, the listing details in rule 4.1(c) and (d)(i) will contain an English description.

Listing rule 7.4

Example of titles listed in te reo Māori

Te Pōkaitahi Reo (Rumaki, Reo Rua) (Te Kaupae 4)

- *New Zealand Certificate in Te Reo (Rumaki, Reo Rua) (Level 4)*

Te Pou Tautoko i te Ora (Kaupae 4)

- *New Zealand Certificate in Social Services (Māori) (Level 4)*

Te Puāwaitanga o te Mokopuna (Kaupae 4)

- *New Zealand Certificate in a Māori World View of Early Learning (Level 4)*

Type, level, and credits

List a suitable qualification type and level that recognises the achievement of a set of graduate outcomes for a particular purpose through formal certification.

List the credit value.

Listing rule 4.1 (b) and 4.1 (e)

The qualification must be assigned a level between 1-7 on the NZQCF. The level assigned must provide a best match between the level descriptors and the outcomes of the qualification. Each graduate profile outcome must be at the level of the qualification.

In cases where a qualification includes strands, each strand must be at the same level as the qualification.

Type and Level³

Qualifications are designed to identify the underpinning skills, knowledge and attributes graduates need to perform a range of roles across a broad context. Qualifications set out what a person must “do, be and know”.

Knowledge is what a graduate knows and understands. It is described as a progression from ‘basic general knowledge’ through to knowledge which is ‘factual’, ‘operational’, ‘theoretical’, ‘technical’, ‘specialised’ and ‘frontier’ knowledge.

Complexity of knowledge is described together with breadth and/or depth in the field of study or work.

Skills are what a graduate can do. The dimension of integration, independence and creativity is important to describing skills progression and reflects the degree of familiarity of the task/ problem requiring:

- predictability or unpredictability
- analysis and judgement
- extent to which the processes involved are standardised or require adaptation and innovation.

Skills are described in terms of:

- the type, range and complexity of processes
- the types, range and complexity of problems and solutions.

Application of knowledge and skills is the context in which a graduate applies knowledge and skills. Specifically:

- application is expressed in terms of self-management and leadership in a profession or responsibility for the performance of others
- the context may range from highly structured to dynamic.

Further information

Further context for determining type, level and credit value for a qualification is set out in the [NZ Qualifications Framework](#) (which will be updated to refer to the NZQCF).

Tables for NZQCF level, types and credits are also set out in the Appendices:

[Appendix](#)

[NZQCF Structure](#)

[Appendix Summary of qualification definitions](#)

[Appendix Level](#)

³ This sub-section is from [The New Zealand Qualifications Framework](#), pp. 5-6

Credits

The qualification must be assigned a credit value that reflects the notional learning time the learner needs to meet all the qualification outcomes. One credit represents a notional 10 hours of learning time. Notional learning includes all directed, self-directed and assessment time.

Indicative credit values are assigned to each outcome in the graduate profile of the qualification. The total of these values must equal the credit value for the qualification. This is to guide programme developers on the weighting to be applied to each part of their programme. Indicative credits should be rounded up to the nearest five credits.

Purpose

The purpose of the qualification clearly states:

- for qualifications evaluated using Te Hono o Te Kahurangi quality assurance for qualifications, the use of the qualification in Aotearoa, New Zealand, or one or more other countries, and its relevance to ākonga whānau, hapū, iwi, and where appropriate hapori Māori and other relevant industries or communities,
- for all other evaluated qualifications, the use of the qualification in New Zealand, or the use of the qualification in one or more other countries, and its relevance to students, industry, employers.

NZQA will list a qualification at levels 1 to 6 only where it is satisfied that the qualification does not duplicate an existing qualification, that there is a distinct need for the qualification, and that it will meet the outcomes as stated in the outcome statement required in rule 4.1(d).

Listing rule 4.1 (c) (i) and (ii) and rule 14.1

Strategic purpose statement

A strategic purpose statement identifies why the qualification should be listed on the NZQCF.

The strategic purpose statement for each qualification must address the use of the qualification in New Zealand, or the use of the qualification in one or more other countries, and its relevance to learners, industry, employers, and/or ākonga whānau, hapū, iwi, and where appropriate hapori Māori and other relevant industries or communities.

The usefulness, relevance and value of the qualification is described in terms of its relationship to the skill and knowledge needs of learners, employers, industry, iwi and communities.

The qualification explicitly acknowledges the cultural and social aspirations of Māori, Pacific and/or other identified communities including those with non-physical barriers to learning, where appropriate.

The strategic purpose statement is usually structured as two-three statements that clearly identify the:

- target group of learners, industry and/or community that will benefit from the qualification
- standard level of responsibility and/or autonomy at which the graduate will operate or a definition of the scope of practice. This refers to any relevant industry or professional standards, licensing or professional registration requirements.

Example: New Zealand Diploma in Intelligence Analysis (Level 6)

- *The purpose of this qualification is for analysts in the intelligence sector to advance*

their knowledge, skills and techniques to produce intelligence within a complex and dynamic context.

- *This qualification is suitable for personnel who work in intelligence analysis roles within the intelligence sector.*
- *Graduates will be capable of delivering intelligence outcomes in strategic, operational and/or tactical intelligence contexts.*

Example: New Zealand Diploma in Ngā Toi (Level 5)

- *This qualification is intended for practitioners seeking to broaden practical, technical, and theoretical knowledge, consistent with tikanga and reo in Ngā Toi.*
- *Graduates of this qualification will contribute to Aotearoa as practitioners of Ngā Toi within defined contexts; able to complete projects and assist in the protection and enhancement of Ngā Toi.*

Duplication

NZQA will list a qualification at levels 1 to 6 only where it is satisfied that the qualification does not duplicate an existing qualification, that there is a distinct need for the qualification, and that it will meet the outcomes as stated in the outcome statement required in rule 4.1(d).⁴

Listing rule 14.1

The proposed qualification must not duplicate an existing qualification.

Duplicate qualifications have similar or a core of common graduate outcome statements, employment pathways and/or strategic purpose.

The application must include an explanation and justification for a proposed new qualification if it has substantial similarities to current qualification/s on the NZQCF.

⁴ This rule should also apply to Level 7 diplomas. This will be included when the Listing Rules are updated.

Outcome statement

The outcome statement:

- (i) Includes a graduate profile which describes the knowledge, skills, and attributes that the graduate will be able to demonstrate upon achieving the qualification
- (ii) Identifies the education pathways to other qualifications if any
- (iii) Identifies
 - (A) for qualifications evaluated using Te Hono o Te Kahurangi quality assurance for qualifications, either a cultural pathway, an education pathway or an employment pathway relevant to ākonga, whānau, hapū, iwi, and where appropriate hapori Māori, and other relevant industries or communities
 - (B) for all other evaluated qualifications, either or both of the employment pathways or any contribution to the community whānau, hapū, iwi, or hapori Māori

Listing rule 4.1 (d)

1. Graduate profile outcomes

A graduate profile describes what a person awarded the qualification can do, be and know. The description should reflect the full range of graduate capabilities and competencies.

The following model is useful for this:

Capabilities

- personal e.g. take responsibility, remain calm under pressure
- interpersonal e.g. work with senior staff effectively, contribute to the team
- cognitive e.g. set and justify priorities, solve problems

Competencies

- role-specific e.g. technical skills
- generic e.g. organise work and manage time, literacy and numeracy

Write the graduate profile so that each outcome within it uses descriptors that are at the NZQCF level of the qualification (e.g. the outcomes of a Level 4 certificate must align with the definition and characteristics of a graduate of a Level 4 certificate).

The graduate profile starts with the stem, *Graduates will be able to:*

Each graduate profile outcome must be written in the form of:

- **active verb** which illustrates the use of the outcome e.g. analyse, apply, plan, cost, communicate
- **subject** which describes what the graduate will be doing
- **context** which reflects the conditions under which the graduate will perform the outcome

Graduate profile outcomes must be able to be met indirectly with evidence gathered for the assessment of learning outcomes in a programme. However, the graduate profile outcomes should not be too

specific or narrow. The detail that is required will be specified in learning outcomes at course/component level in the programmes designed for the qualification.

Each outcome statement contributes to meeting the needs identified in the strategic purpose. Where the qualification includes strands, specific outcomes for each strand must be clearly identified in the graduate profile.

Where the qualification has context (recognised by a qualifier in the title, for example *Applied*) all of the graduate profile outcomes must apply to that context.

Examples of graduate profile outcomes

New Zealand Certificate in Electrical Equipment in Explosive Atmospheres (Level 4)

Graduates of this qualification will be able to:

- *Apply the necessary principles, procedures, and statutory requirements to safely enter and operate in an explosive atmospheres site.*
- *Maintain explosion-protected electrical equipment in explosive atmospheres.*
- *Plan and carry out the installation of explosion-protected electrical equipment in explosive atmospheres.*

Te Tūāpapa Hei Whai i te Ao Mārama (Kaupae 4)

Graduates of this qualification will be able to:

- *Establish quality relationships between tāngata whaikaha, their whānau and a range of stakeholders as an expression of whanaungatanga*
- *Support tāngata whaikaha and their whānau to access a range of appropriate disability, health, and social services as an expression of kaitiakitanga*
- *Provide knowledge, technologies, resources and any initiatives that support tāngata whaikaha and their whānau as an expression of pukengatanga*
- *Support tāngata whaikaha and their whānau to strengthen their connection to their whenua and people (whānau, hapū, iwi and their communities of choice) as an expression of tūrangawaewae*
- *Enable tāngata whaikaha and their whānau to have greater personal leadership, choice, and control over disability supports as an expression of rangatiratanga.*

Strands

Elective Strands are needed where there are additional graduate profile outcomes that recognise key role-specific specialities that cannot be incorporated into the overall graduate profile.

A qualification with elective strands can only be completed and awarded with at least one strand.

Optional strands will be approved when they are needed as a credential but not by all learners. Optional strands are for additional achievement rather than a narrow focus on skills or use of a specific technology.

A qualification with optional strands can be completed and awarded without a strand.

2. Education pathway to other qualifications

An education pathway outlines the further learning a graduate of the qualification can undertake. For example, a Level 3 certificate can be the first step on a pathway that leads to a Level 6 diploma.

There are some general qualifications where the educational pathway may only be broadly defined because it will depend on the learners' own preferences and appropriate achievement. However, a minimum expectation is that any one level of qualification should prepare the graduate to undertake study at the next NZQCF level.

Example: New Zealand Certificate in Avalanche Risk Management (Level 5)

This qualification can lead to the New Zealand Certificate in Avalanche Risk Management (Level 6) with optional strands in Advanced Avalanche Hazard and Mitigation Planning, Advanced Avalanche Forecasting and Data Management, Advanced Avalanche Search and Rescue Planning, and Avalanche Education [Ref: 3491].

3. Employment, cultural, community pathways

The employment pathway identifies the areas in which a graduate may be qualified to work, or the contribution they may make to their community.

Example: New Zealand Certificate in Introductory Snowschool Instruction (Applied) (Level 4) with strands in Ski, Snowboard, Telemark, and Cross-Country

Graduates may work teaching or assisting beginner skiers, telemark skiers, snowboarders or cross-country skiers within a snowschool environment as an entry level instructor or teaching assistant.

Example: New Zealand Certificate in Fashion (Level 4)

This qualification is primarily intended to provide a pathway to further education rather than employment.

Graduates of this qualification may be employed in junior assistant and/or support roles in related fields of fashion, decorative arts or other creative industries.

Example: New Zealand Certificate in Youth Work (Level 4)

Graduates will be qualified to work in intermediate roles in the youth work sector: for example, leading or managing programmes, projects and events delivered by peer support groups, youth service agencies and community or marae or faith-based groups.

Skill Standards

Where there are 'suitable skill standards on the Directory that fit with the listed purpose and outcome statement required by rule 4.1(c) and (d), those skill standards must be set out.'

Listing rule 5.3 (c)

Skill standards are defined in the Education and Training Act 2020 as:

- (a) a specification of skills, the levels of performance in those skills, and the learning outcomes associated with those skills; and
- (b) in relation to any vocational education and training (or proposed vocational education and training), a specification of some or all of the skills in which training is (or is proposed to be) received, the levels of performance in those skills intended to be

attained by people receiving the training, and the learning outcomes associated with those skills.

Skill standards are the building blocks of vocational qualifications.

Skill standards that fit with the listed purpose must be used. Skill standards may be used across a number of qualifications, particularly where the learning outcomes are not specific to an industry or community need.

Learning outcomes in skill standards provide:

- a clear link from the skill standard to the graduate profile of the qualification
- the framework for providers to design and deliver teaching and assessment that supports learning and consistent achievement.

Standard setting bodies (Workforce Development Councils and NZQA) lead the collaborative development of skill standards for their industries/sectors.

Workforce Development Councils (WDCs) are new leaders in the vocational education and training system, with a very clear focus on skills leadership. Providers are responsible for structuring the individual learner journey and delivering a great learning experience. The collaborative development and implementation of skill standards provides the opportunity for WDCs and providers to work together to ensure employer and learner needs are met.

Where skills standards are not available when a qualification is listed, the qualification should be reviewed to include them as soon as they are available.

Classification

The assigned six-digit code from the New Zealand Standard of Classification of Education (NZSCED) system.

Listing rule 4.1 (f)

NZSCED is a subject-based classification system for micro-credentials, programmes and qualifications. The classification system consists of three levels of detail (broad, narrow and detailed fields) defining each subject or field of study.

Example: New Zealand Certificate in Computing (Foundation User) (Level 2)

- 080904 Management and Commerce>Office Administration>Text and Information Processing

Example: New Zealand Certificate in Aviation (Ground Handling)

- 031505 Engineering and Related Technologies>Aerospace Engineering and Technology>Aircraft Operation

Each qualification listed on the NZQCF requires a NZSCED code at the detailed field level like the examples above. NZSCED Detailed Fields of Study can be searched for via:

<https://www.educationcounts.govt.nz/data-services/code-sets-and-classifications/new-zealand-standard-classification-of-education-nzsced/nzsced-detailed-fields-of-study>

Specification

A suitable specification that contains the mandatory conditions set out in rule 5.3 and the optional conditions set out in rule 5.4 for programmes leading to the award of the qualification, which must enable the qualification to be achieved through a range of contexts and learning pathways.

Listing rule 5.2 (e)

The specification is intended to provide guidance to educators and trainers in their interpretation of the qualification and development of programmes. This guidance should support good education and training practice and assessment.

Evidence requirements for assuring consistency of outcomes

Qualification developer and programme providers together must provide assurance that the graduates of programmes leading to New Zealand qualifications have achieved the graduate profile to a comparable standard.

The qualification developer is responsible for determining, with relevant stakeholders, the examples of convincing evidence required for demonstrating consistency for the qualification.⁵

Evidence will be gathered and used by programme providers as part of self-assessment activities, to ensure quality of educational performance. The listed information should guide programme developers on sources of suitable evidence.

Examples

Evidence may include analysis of:

- *graduate and/or stakeholder/end-user feedback on outcome achievement.*
- *evidence of effective processes to ensure programmes continue to meet current industry needs.*
- *a range of workplace evidence demonstrating that graduates meet the graduate profile outcomes.*
- *evidence of effective internal and external quality assurance systems to assure that graduates meet the graduate outcomes of the qualification.*
- *assessment information leading to the achievement of the graduate outcomes.*
- *moderation outcomes which may include moderation/benchmarking across common programmes.*

See also:

Guidelines for assuring national consistency of graduate outcomes for qualifications listed on the New Zealand Qualifications Framework⁶

⁵ *Guidelines for assuring national consistency of graduate outcomes for qualifications listed on the New Zealand Qualifications Framework*, p.10

⁶ These *guidelines* will be updated to include Level 7 diplomas.

<https://www.nzqa.govt.nz/providers-partners/consistency-grad-outcomes/guidelines-assuring-consistency/>

Minimum standard of achievement and standards for grade endorsements

The minimum standard of achievement, and standards for grade endorsements such as merit or excellence (where applicable) must be stated.

The minimum standard required for award of the qualification is the achievement of all of the outcomes in the graduate profile, including the outcomes for specific strands (as appropriate).

The standard may also include other requirements such as meeting regulatory body certification or specifying the maximum time for completing the qualification.

Any grade endorsements awarded to learners on completing the qualification must be clearly differentiated and specified. It is common practice for only one grade to be available for the award of each qualification (e.g. Merit **or** Excellence).

Other requirements for the qualification (including regulatory body or legislative requirements)

Other specific requirements for the qualification such as regulatory body or legislative requirements may need to be included in the qualification e.g. criteria for obtaining a license.

General conditions

For the purposes of rule 5.2(e) optional conditions include:

5.4 (a) entry requirements, including a range of contexts and learning pathways, and minimum literacy levels:

5.4 (b) general guidance for programme developers:

5.4 (c) the context for delivery or assessment:

5.4 (d) any practicum requirements.

Listing rule 5.4

Entry requirements may include pre-requisites to meet regulatory body or legislative requirements, such as for health and safety.

Information in the specification should be sufficient to enable programme developers to clearly map qualification outcomes with the requirements, sequence and/or components of their programme. There may be information on outcomes that need to be achieved or assessed in a specific order or context. For example:

- in some industries, health and safety outcomes must be achieved before learners go into workplaces or onto worksites
- in mātauranga Māori qualifications, some outcomes could be interwoven throughout the learning and assessment

The context for delivery or assessment may be specified, and/or any practicum requirements. For example, some qualifications may be designed only for delivery in the workplace, or have internship/practicum requirements, or involve controlled assessment in order to be awarded.

New Zealand programmes

If the qualification is deemed by a qualification developer to be gained only via national curriculum approved by NZQA as a New Zealand Programme, this must be clear in either or both of the 'Qualification Award' or 'General conditions for programmes' sections with the Qualification Specifications.

Conditions for each graduate profile outcome

Skill standards

Where there are (i) 'suitable skill standards on the Directory that fit with the listed purpose and outcome statement required by rule 4.1(c) and (d), those skill standards must be set out.'

Listing rule 5.3 (c)

Mandatory skill standards must be set out. See section on Skill standards, page 18.

Industry standards

Where there are (ii) 'standards required for meeting legislative or professional registration requirements, those standards must be set out.'

Listing rule 5.3 (c)

If there are mandatory regulatory body, industry, unit standards or other requirements that contribute to meeting specific graduate profile outcomes then these must be set out.

Credits

Each graduate profile outcome is weighted with an indicative credit value. (One credit to 10 notional learning hours.)

Indicative credit values reflect the balance of capabilities and competencies in the graduate profile and give guidance to programme developers to design components that reflect the qualification in duration and learning content.

Review period

The intended period for review is usually no longer than 5 years from listing and no longer than 5 years from each review thereafter.

The qualification developer must review the qualification within each review period specified for it, following the current guidelines published by the quality assurance body on its website.

Listing rules 4.1 (i) and 15.1

Every qualification has a listed review date, such as June 2028. This means that the qualification developer needs to begin a formal review process before that date.

The period for ongoing review is usually five years but developers might choose to have a review date in three years for a new qualification; extended to five years following the first successful review.

Where skills standards are not available when a qualification is listed, the qualification should be reviewed to include them as soon as they are available.

NZQA will use the review period to determine the date for review once the qualification is approved and publish this date on the NZQCF.

See Section 8 - [Reviewing NZQCF Qualifications](#)

Extension for qualification review dates

Requests for extensions to review dates may be made via the [online portal](#), including a review date extension application form, and a change report for publication, as supporting documents.

5. Responsibilities of qualification developers

Qualification developers must:

- review the qualification within each review period specified for it, following the current guidelines published by the quality assurance body on its website:
- actively participate and cooperate in the process of NZQA initiated wider reviews of suites of qualifications, and of individual qualifications, and provide information requested by NZQA for the purposes of the process.
- Qualification developers have a further responsibility to actively participate and cooperate in the process of assuring consistency of graduates of New Zealand qualifications at levels 1 – 6 and diplomas at level 7.

Listing rules 15.1 and 15.2

Education organisations wishing to list New Zealand qualifications on the NZQCF must be capable of meeting all the responsibilities of a qualification developer:

- determining the core evidence requirements to assure national consistency of graduate outcomes achieved by graduates
- ensuring a qualification is reviewed within each review period specified
- actively participating and cooperating in NZQA initiated wider reviews of suites of qualifications if requested
- clarifying the evidence requirements for assuring national consistency when requested by programme owners and other stakeholders.

Where there is a group of organisations collaborating in the development of a single qualification, the group needs to either:

- nominate one of the organisations' body corporates to undertake the functions and responsibilities of the qualification developer, or
- establish a body corporate to undertake the functions and responsibilities of the qualification developer. Where the body is not currently recognised as a tertiary education organisation, they will need to obtain a TEO reporting code to list the qualifications.

Unsatisfactory review

NZQA may consider from the outcome of a review that satisfactory outcomes are not being achieved for learners. If this happens, NZQA may request a further review process including consultation with known stakeholders; or reach an interim decision and engage stakeholders to inform a final decision. This may lead to changes to relevant listing details of the qualification and/or assigning expiring status to it. (Listing rule 17.)

6. Award of the qualification

The listing must include the name or kind of body that awards, or combination of bodies that award, the qualification.

Listing rule 4.1 (h)

Qualifications may be awarded by:

- (a) an institution with a programme approval
- (b) an institution accredited to provide an approved programme
- (c) the qualification developer where there is good reason
- (d) NZQA where there is good reason

Listing rule 18.2

Issuing certificates

The printing specifications for the formal certification document are available on the NZQA website: <https://www.nzqa.govt.nz/assets/qualifications-and-standards/NZ-certificate-diploma-specifications.pdf>

These are:

- qualification title and level
- NZQCF reference number
- date of issue and/or award
- the name or logo of the awarding body or qualification developer
- NZQCF logo
- the language of instruction of a programme leading to the award of the qualification if this is a language other than English or te reo Māori.

The formal certification document may also include the title of the approved programme that was completed.

7. How to apply for listing

Application instructions are set out on the NZQA website: <https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/listing-qualifications-on-the-nzqf/submitting-application-for-approval-of-a-qualification/>

When the application is received, an NZQA case number is emailed to the applicant. This number stays with the application through to its outcome.

The application is assigned to the Approvals and Accreditation team or Quality Assurance Māori team. When allocated, an email will advise the applicant of the Evaluator's name and contact details.

Supporting documents

- the completed application form
- a summary of the stakeholder profile and determined need
- separate documents for each qualification prepared in the approved Word template
- a change report, for publication on the NZQA website
- additional supporting documents (other than WDCs): full stakeholder profile and needs analysis reports; and completed and signed attestations from key stakeholders.

How the application is evaluated

Evaluation

The Evaluator will assess the application against the criteria in the NZQA Rules and will consider the application as a whole with the key evaluation question. *How well does the qualification meet the overall requirements for listing on the NZQCF?*

Request for information (RFI)

What does it mean?

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

Further work may be required. Where possible, suggestions are made to assist the applicant. In some cases, the RFI will comprise questions about missing or unclear documentation. The findings of the evaluation are set out in an RFI report. The Evaluator will be available to explain or clarify the RFI.

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 are set out in a report linked to the criteria in the NZQA Rules. The Evaluator will be available for a phone call or meeting, or to provide clarification via email, in response to the outcome letter and report.

If applications are approved the education organisation will receive an approval letter.

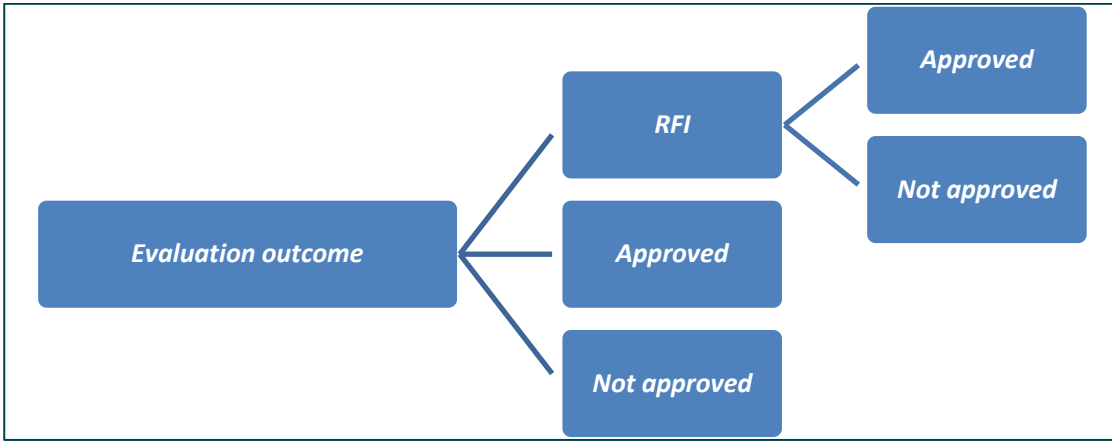


Figure 1: Evaluation Process

8. Reviewing NZQCF Qualifications

Qualifications must be periodically reviewed to ensure they remain relevant, fit for purpose and continue to meet the needs of the learners, industry and stakeholders. Qualification reviews are part of the lifecycle of a qualification and ensure the purpose and graduate profile read clearly, meet the needs of end users and guide programme owners.

Every qualification has a listed review date. The qualification developer needs to begin a formal review process **before** that date.

Stages of a qualification review

Stage 1 - Preparing for a qualification review

Leading up to a qualification review, NZQA will contact the qualification developer and provide a support pack which includes:

- qualification documents (word versions)
- data on the usage of the qualification
- graduate information
- other data to help inform the analysis for the qualification.

NZQA will notify any education organisation that has approval and/or accreditation for a programme leading to the qualification.

After receiving the support pack, the qualification developer should:

- a) gather any additional data from the industry to help inform the review, for example:
 - industry, community or other end-user workforce and skill trends.
 - occupational skill profiles.
 - feedback on the utility of the current qualifications, including usage, developing programmes, consistency reviews
 - changes in legislation, or social, industry and technological shifts
 - changes to qualifications that offer education and/or employment pathways.
- b) establish a stakeholder profile for each qualification in the review:
 - the individuals, groups or organisations with an interest in the outcome of a qualification,
 - confirmed as appropriate, credible and representative of all stakeholders.

Stage 2 - Planning the review

The objective of the review is to determine if the existing qualifications are still relevant, fit for purpose and continue to meet the needs of the stakeholders they were developed for.

The plan provides clarity on the agreed approach, timelines, and respective roles and responsibilities. The qualification developer needs to establish how decisions will be made and how they will undertake the qualification development work.

A plan should include:

- objectives and scope of the review
- roles and responsibilities including how decisions will be made and how the work will be undertaken
- approach to consultation and communication

- timelines and deliverables
- resources
- risks that may impact the review.

The planned approach should be cost effective and appropriate for the stakeholders involved.

Stage 3 - Conducting the review

The relationships between current roles/skills and the current qualifications should be clearly identified and recorded. This step might involve:

- identifying the current roles/skill sets in the sector
- arranging the roles/skill sets to reflect progression from entry level to advanced level
- matching the current qualifications in the review to the identified roles/skill sets
- identifying any roles that have changed since the previous qualification review; or roles that the sector is phasing out
- identifying skills gaps in the current qualifications and/or new roles with no matching qualifications.

Stakeholders and the qualification developer work together to:

- confirm that the roles/skill sets identified are comprehensive and an accurate reflection of the current and future needs of the sector
- analyse the gathered information to determine whether the current qualifications are fit-for-purpose
- assess each qualification to determine if changes are required, or if any new qualifications are required
- finalise the qualifications
- collate stakeholder attestations.

A qualification review has four possible outcomes:

Outcome	Result	Category
There are minor changes to the qualification	New version of the qualification but the ID [Ref] remains the same New review date is set	A
There are moderate changes to the qualification	New version of the qualification but the ID [Ref] remains the same New review date is set	B
There are major changes to the qualification	New qualification with a new ID [Ref] developed to replace the existing qualification The replaced qualification will expire	C
The qualification is no longer required by industry	The qualification will expire with no replacement	D

C Category (new ID [Ref] number)

Qualification developers should consider the operational impact on TEO programmes when deciding category of review.

A change to **qualification type** (i.e. Certificate to Diploma) **or to NZQCF level** represents a Category C or major change; these changes affect reporting, and funding, and may have other provider impacts. The qualification needs a new ID (Ref number).

Stage 4 - Reporting the review

When the review is complete, the qualification developer must prepare a change report with recommendations for the reviewed qualification(s). This is submitted with the reviewed and/or new qualifications arising from the review and will be published on the NZQA website.

NZQA advise approved programme owners that the review is complete.

What to submit

- Completed application form
- Reviewed qualification documents: tracked change versions and clean final versions
- New Qualification documents
- NZQCF Change report that includes:
 - a table showing the outcomes of the review
 - each qualification included in the review along with a recommendation for any change to these qualifications, including the proposed date for a change to qualification status (e.g. from current to reviewed (expiring) or discontinued)
 - a summary of any new qualifications needed
- A Review Report (not for publication) that includes:
 - a summary of the review process, consultation with stakeholders and their support for the changes.
- Evidence of consultation with stakeholders and their support for the changes (not required for WDCs).

9. NZQCF application forms and templates

[Application form - new and reviewed](#)

[Change report template](#)

[Extension of review date application](#)

[Qualification template](#)

[Review report template](#)

[Stakeholder attestation](#)

10. Appendices

1. NZQCF Structure - qualifications

Level	Qualification types
1	Certificate
2	Certificate
3	Certificate
4	Certificate
5	Certificate Diploma
6	Certificate Diploma
7	Diploma Graduate Certificate Graduate Diploma Bachelor's Degree
8	Postgraduate Certificate Postgraduate Diploma Bachelor's Honours Degree
9	Master's Degree
10	Doctoral Degree

2. Summary of qualification definitions

	Certificate Level 1	Certificate Level 2	Certificate Level 3	Certificate Level 4	Certificate Level 5
Purpose	To qualify individuals with basic knowledge and skills for work, further learning and/ or community involvement	To qualify individuals with introductory knowledge and skills for a field(s)/areas of work or study	To qualify individuals with knowledge and skills for a specific role(s) within fields/ areas of work and/ or preparation for further study	To qualify individuals to work or study in broad or specialised field(s) / areas	To qualify individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or study
Outcomes	<p>A graduate of a level 1 certificate is able to:</p> <ul style="list-style-type: none"> • demonstrate basic general and/or foundation knowledge • apply basic skills required to carry out simple tasks • apply basic solutions to simple problems • apply literacy and numeracy skills for participation in everyday life • work in a highly structured context • demonstrate some responsibility for own learning • interact with others. 	<p>A graduate of a level 2 certificate is able to:</p> <ul style="list-style-type: none"> • demonstrate basic factual and/or operational knowledge of a field of work or study • apply known solutions to familiar problems • apply standard processes relevant to the field of work or study • apply literacy and numeracy skills relevant to the role in the field of work or study • work under general supervision • require some responsibility for own learning and performance • collaborate with others. 	<p>A graduate of a level 3 certificate is able to:</p> <ul style="list-style-type: none"> • demonstrate some operational and theoretical knowledge in a field of work or study • select from and apply a range of known solutions to familiar problems • apply a range of standard processes relevant to the field of work or study • apply a range of communication skills relevant to the role in the field of work or study • apply literacy and numeracy skills relevant to the role in the field of work or study • work under limited supervision • demonstrate major responsibility for own learning and performance • adapt own behaviour when interacting with others • contribute to group performance. 	<p>A graduate of a level 4 certificate is able to:</p> <ul style="list-style-type: none"> • demonstrate broad operational and theoretical knowledge in a field of work or study • select and apply solutions to familiar and sometimes unfamiliar problems • select and apply a range of standard and non-standard processes relevant to the field of work or study • apply a range of communication skills relevant to the field of work or study • demonstrate the self-management of learning and performance under broad guidance • demonstrate some responsibility for performance of others. 	<p>A graduate of a level 5 certificate is able to:</p> <ul style="list-style-type: none"> • demonstrate broad operational or technical and theoretical knowledge within an aspect(s) of a specific field of work or study • select and apply a range of solutions to familiar and sometimes unfamiliar problems • select and apply a range of standard and non-standard processes relevant to the field of work or study • demonstrate complete self-management of learning and performance within defined contexts • demonstrate some responsibility for the management of learning and performance of others.
Credits	A minimum of 40 credits at level 1 or above	A minimum of 40 credits at level 2 or above	A minimum of 40 credits at level 3 or above	A minimum of 40 credits at level 4 or above	A minimum of 40 credits at level 5 or above

	Certificate Level 6	Diploma Level 5	Diploma Level 6	Diploma Level 7
Purpose	To qualify individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specialised / strategic context	To qualify individuals with theoretical and/or technical knowledge and skills within a specific field of work or study	To qualify individuals with theoretical and/or technical knowledge and skills in specialised / strategic contexts	To qualify individuals with specialised and technical knowledge and skills within a professional context
Outcomes	<p>A graduate of a level 6 certificate is able to:</p> <ul style="list-style-type: none"> • demonstrate specialised technical or theoretical knowledge with depth within an aspect(s) of a field of work or study • analyse and generate solutions to familiar and unfamiliar problems • select and apply a range of standard and non-standard processes relevant to the field of work or study • demonstrate complete self-management of learning and performance within dynamic contexts • demonstrate responsibility for leadership within dynamic contexts. 	<p>A graduate of a level 5 diploma is able to:</p> <ul style="list-style-type: none"> • demonstrate broad operational or technical and theoretical knowledge within a specific field of work or study • select and apply a range of solutions to familiar and sometimes unfamiliar problems • select and apply a range of standard and non-standard processes relevant to the field of work or study • demonstrate complete self-management of learning and performance within defined contexts • demonstrate some responsibility for the management of learning and performance of others. 	<p>A graduate of a level 6 diploma programme is able to:</p> <ul style="list-style-type: none"> • demonstrate specialised technical or theoretical knowledge with depth in a field of work or study • analyse and generate solutions to familiar and unfamiliar problems • select and apply a range of standard and non-standard processes relevant to the field of work or study • demonstrate complete self-management of learning and performance within dynamic contexts • demonstrate responsibility for leadership within dynamic contexts. 	<p>A graduate of a level 7 diploma is able to:</p> <ul style="list-style-type: none"> • demonstrate specialised technical or theoretical knowledge with depth in one or more fields of work or study • analyse and generate solutions to unfamiliar and sometimes complex problems • select, adapt and apply a range of processes relevant to the field of work or study • demonstrate advanced generic skills and/or specialist knowledge and skills in a professional context or field of study.
Credits	A minimum of 40 credits at level 6 or above	A minimum of 120 credits from level 4 or above, including at least 72 credits at level 5 or above	A minimum of 120 credits from level 5 or above, including at least 72 credits at level 6 or above	A minimum of 120 credits from level 5 or above, including at least 72 credits at level 7 or above

Source: <https://www.nzqa.govt.nz/qualifications-standards/understanding-nzqf/>

3. Levels

Dimension	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Knowledge	Basic general and/or foundation knowledge	Basic factual and/ or operational knowledge of a field of work or study	Some operational and theoretical knowledge in a field of work or study	Broad operational and theoretical knowledge in a field of work or study	Broad operational or technical and theoretical knowledge within a specific field of work or study	Specialised technical or theoretical knowledge with depth in a field of work or study	Specialised technical or theoretical knowledge with depth in one or more fields of work or study	Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles	Highly specialised knowledge, some of which is at the forefront of knowledge, and a critical awareness of issues in a field of study or practice	Knowledge at the most advanced frontier of a field of study or professional practice
Skills	Apply basic solutions to simple problems	Apply known solutions to familiar problems	Select and apply from a range of known solutions to familiar problems	Select and apply solutions to familiar and sometimes unfamiliar problems	Select and apply a range of solutions to familiar and sometimes unfamiliar problems	Analyse and generate solutions to familiar and unfamiliar problems	Analyse, generate solutions to unfamiliar and sometimes complex problems	Analyse, generate solutions to complex and sometimes unpredictable problems	Develop and apply new skills and techniques to existing or emerging problems	Critical reflection on existing knowledge or practice and the creation of new knowledge
	Apply basic skills required to carry out simple tasks	Apply standard processes relevant to the field of work or study	Apply a range of standard processes relevant to the field of work or study	Select and apply a range of standard and non-standard processes relevant to the field of work or study	Select and apply a range of standard and non-standard processes relevant to the field of work or study	Select and apply a range of standard and non-standard processes relevant to the field of work or study	Select, adapt and apply a range of processes relevant to the field of work or study	Evaluate and apply a range of processes relevant to the field of work or study	Mastery of the field of study or practice to an advanced level	

Dimension	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10
Application [of knowledge and skills]	Highly structured contexts	General supervision	Limited supervision	Self-management of learning and performance under broad guidance	Complete self-management of learning and performance within defined contexts	Complete self-management of learning and performance within dynamic contexts	Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study	Developing identification with a profession and/ or discipline through application of advanced generic skills and/or specialist knowledge and skills	Independent application of highly specialized knowledge and skills within a discipline or professional practice	Sustained commitment to the professional integrity and to the development of new ideas or practices at the forefront of discipline or professional practice
	Requiring some responsibility for own learning	Requiring some responsibility for own learning and performance	Requiring major responsibility for own learning and performance	Some responsibility for performance of others	Some responsibility for the management of learning and performance of others	Responsibility for leadership within dynamic contexts		Some responsibility for integrity of profession or discipline	Some responsibility for leadership within the profession or discipline	
	Interacting with others	Collaborating with others	Adapting own behaviour when interacting with others							
			Contributing to group performance							