**Form 2**

**Micro-credential Listing, Approval and Accreditation**

Developers’ and/or providers’ form to apply for listing, approval and accreditation, to make changes to a micro-credential, or to update a deemed micro-credential (training scheme) \*

**Using this form**

Please refer to the [Micro-credential Guidelines](https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/micro-credentials/guidelines-training-scheme-micro-credential/) when filling in this form.

**Apply online**

Apply as an ‘Other’ application type through the NZQA [application portal](https://www.nzqa.govt.nz/login/).

In the application name include ‘micro-credential listing, approval and accreditation’

Upload this form and all supporting documents.

**\* For changes,** please include a tracked changed version of the micro-credential/deemed micro-credential and include a cover letter explaining the changes.

**Vocational micro-credentials that include standards**

Providers that do not hold consent to assess for the standards in the micro-credential must request support for consent to assess from the relevant Workforce Development Council(s). If all the standards belong to the same WDC this could be done at the same time as requesting micro-credential support. See each WDC’s website for more information on process.

**Te Hono o Te Kahurangi quality assurance**

Applicants can request that Te Hono o Te Kahurangi quality assurance is used for assessment of the application. In addition to meeting the requirements of this form, the application should relate to ngā kaupapa o Te Hono o Te Kahurangi. For more information see [Te Hono o Te Kahurangi quality assurance](https://www.nzqa.govt.nz/maori-and-pasifika/te-hono-o-te-kahurangi/) or email tehono@nzqa.govt.nz.

Expressions of ngā kaupapa o Te Hono o Te Kahurangi can be used in all facets of this micro-credential application. Applicants may choose to express their own mātāpono in the application as well.

**Title (Micro-Credential)**

**Level, credits**

**Micro-credential number** (if known/NZQA to complete)

**Reporting Code** (If known/NZQA to complete)

**TEO Name (MOE ####)**

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# Listing

## Classification (NZSCED)

Guidelines Section 3.3

|  |
| --- |
|  |

## Purpose

Guidelines Section 3.4

For Te Hono o Te Kahurangi applications, providers can use this section to describe their strategic direction; community aspirations and guiding kaupapa.

|  |
| --- |
| The purpose of this micro-credential is  |

## Outcome

Guidelines Section 3.4

For Te Hono o Te Kahurangi applications, the skills and knowledge may include te ao Māori practices and contexts.

|  |
| --- |
| On successful completion of this micro-credential, learners/ākonga will be able to  |

## Assessment standards

Guidelines Section 3.5

Expressions of THoTK kaupapa / provider kaupapa may guide the decision to select assessment standards in the micro-credential.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ID | Title | Level | Credit | Version |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

## Review period

Guidelines Section 3.6

|  |
| --- |
| Month Year |

# Approval

## Learning outcomes

Guidelines Section 4.1

For Te Hono o Te Kahurangi applications, the skills and knowledge can include te ao Māori practices and contexts, and meeting the needs of whānau, hapu, iwi and hāpori.

|  |
| --- |
| [The specific knowledge, skills, understanding and attitudes a learner will achieve on completion of the micro-credential or through each component of the micro-credential if there is more than one.] |

## Need and acceptability

Guidelines Section 4.2

Expressions of THoTK kaupapa / provider kaupapa are evidenced in the stakeholder support for this micro-credential.

|  |
| --- |
| [Provide an overview of stakeholder support and demand] |

## Admission

Guidelines Section 4.3

Expressions of THoTK kaupapa / provider kaupapa ensure ākonga are well supported by provider regulations and policies.

|  |
| --- |
| Entry requirements  |

## Credit recognition and transfer, recognition of prior learning

Guidelines Section 4.3

Expressions of THoTK kaupapa / provider kaupapa ensure ākonga are well supported by provider regulations and policies.

|  |
| --- |
|  |

## Length and Structure

Guidelines Section 4.3

Expressions of THoTK kaupapa / provider kaupapa is purposeful to the length and structure of the micro-credential.

|  |
| --- |
| LengthThis micro-credential requires a minimum of ### hours of learning and assessment. StructureThis micro-credential has # components:And is intended to be delivered in the following order (if applicable)See details in - APPENDIX 1 - COMPONENT DESCRIPTOR |

## Assessment methods

Guidelines Section 4.3

Expressions of THoTK kaupapa / provider kaupapa supports the chosen assessment methods.

|  |
| --- |
| Requirements (the use of achieved/not achieved (competency) or graded (achievement) criteria; rules for re-assessment or re-submission; assessment intervals and/or reporting requirements).Include specific assessment tool and activities in the accreditation section |

## Moderation

Guidelines Section 4.3

Expressions of THoTK kaupapa / provider Kaupapa are evident in moderation practices.

Refer to the CMR for the standards (if applicable)

|  |
| --- |
| Pre-assessment moderation Post-assessment moderation |

## Completion

Guidelines Section 4.3

Expressions of THoTK kaupapa / provider kaupapa support ākonga to meet the requirements to complete the micro-credential.

|  |
| --- |
| All components must be completed to be awarded this micro-credential. |

## Review process

Guidelines Section 4.4

Expressions of THoTK kaupapa / provider Kaupapa guide the review policy and procedures.

|  |
| --- |
| Planned procedures for review |

# Accreditation

## Consent to assess

Guidelines Section 5.2

Expressions of THoTK kaupapa / provider kaupapa can be used to show how the provider meets the consent and moderation requirements.

Indicate the standards’ CMRs if consent to assess is required:

|  |  |
| --- | --- |
| ID/domain  | CMR |
|  |  |
|  |  |
|  |  |

## Delivery

Guidelines Section 5.3

Expressions of THoTK kaupapa / provider Kaupapa may guide the delivery approach, modes and methods.

|  |
| --- |
| Approach, mode, and methods |

## Assessment

Guidelines Section 5.4

Expressions of THoTK kaupapa / provider kaupapa supports the chosen assessment tools and activities.

|  |
| --- |
| Assessment materials – tools and activities  |

## Staffing

Guidelines Section 5.5

Expressions of THoTK kaupapa / provider kaupapa support Kaiako to deliver the micro-credential. In addition to meeting their roles, responsibilities and experiences.

|  |
| --- |
| Roles and responsibilities, qualifications and experience of delivery staff  |

## Facilities

Guidelines Section 5.5

Expressions of THoTK kaupapa / provider kaupapa in the suitability of delivery sites.

|  |
| --- |
| Delivery site/s |

## Educational and physical resources

Guidelines Section 5.5

Expressions of THoTK kaupapa / provider kaupapa for the selection of resources.

|  |
| --- |
| LMS, online and physical resources; materials, equipment, clothing etc |

## Student support services

Guidelines Section 5.5

Expressions of THoTK kaupapa / provider kaupapa to describe the support services available to ākonga.

|  |
| --- |
| Information for studentsLearning support/Workplace support etc |

## Review

Guidelines Section 5.6

Expressions of THoTK kaupapa / provider kaupapa guide the review policy and procedures.

|  |
| --- |
| How organisational capability will be reviewed and developed |

## Appendix 1 - Component Descriptor/s Example

##### Component Title 1

|  |  |  |  |
| --- | --- | --- | --- |
| **Level**  |  | **Credits** |  |
| **Mode** |  | **Duration (weeks)** |  |
| **Total learning hours** |  | **Estimated hours per week** |  |
| **Learning outcomes** | On successful completion of this component, learners will be able to…LO 1: LO 2:  |
| **Topics** (Indicative content) |  |
| **Ngā kaupapa arahi** (THoTK or provider)(if applicable) |  |
| **Standard(s)** (if applicable) |  |
| **Delivery Methods / Learning Activities** | In-house training Sessions, on-job, block courses, lectures, online activities etc  |
| **Resources** |  |
| **Assessment tools and activities**  | E.g., presentation, test, portfolio (ensure assessment tools align with LOs and standards) |