Mandatory Review of

Early Childhood Education Qualifications

Consultation Document

Draft ECE Qualifications
Prior to *application for approval to list*

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1. Purpose

The current nationwide review of Early Childhood Education (ECE) qualifications invites feedback on the completed draft qualifications to replace those at levels 1 to 6 on the New Zealand Qualifications Framework (NZQF), excluding qualifications offered by the university sector. This consultation document has been developed so interested stakeholders can engage with and provide feedback on the proposed qualifications, which have been refined following feedback and being granted approval to develop.

The purpose of this consultation is to seek stakeholder feedback on the detail of, and support for, the final drafts of ECE qualifications to replace current qualifications. This feedback and support will be used to inform an application for *Approval to List* the qualifications on the NZQF.

The key focus is on the detailed specifications and conditions, and how well they inform programme development in a range of contexts.

Your views please – ECE draft qualification feedback
The individual ECE qualifications documents are available from the consultation page.
The electronic survey designed to capture stakeholder feedback is available at **http://www-rdca-cms.nzqa.govt.nz/about-us/consultations-and-reviews/early-childhood-education-draft-qualifications/**
Alternatively, feedback on the draft ECE qualifications can be sent to **ecequals.review@nzqa.govt.nz** by noon on **Wednesday 4 February 2015.**

If endorsed by this consultation, these qualifications, or a revised set depending on the nature of feedback received, will be submitted to NZQA Quality Assurance for '*approval to list*'. Once approved, the new qualifications will replace all level 1 to 6 ECE qualifications currently on the NZQF. (See the Review Scope on the review webpage for a list of affected qualifications.)

2. Background

The review of ECE qualifications is governed by a group drawn from across the sector. The development of a needs analysis and sector meetings took place in 2013/14, resulting in a draft landscape, which was consulted on and confirmed by the Governance Group. Working groups met May/June 2014, preparing the draft qualifications prior to consultation on the need for and detail of the draft qualification levels, titles, credits, strategic purpose statements, graduate profile outcomes, and employment and education pathways, which took place in July 2014. Stakeholder feedback was considered and minor amendments were made to the suite prior to submitting the needs analysis and proposed qualifications for *approval to develop* to NZQA's Quality Assurance Division on 10 September 2014.

Approval to develop was granted October/November for both suites of proposed ECE qualifications. The Governance Group for the ECE Review (ECE GG) considered the detailed feedback from the

consultation and analyst, and prepared a working group brief to guide the development work required in phase 2.

The working groups were reconvened in November to develop the detail of the qualifications – primarily considering and addressing the feedback, adding in specifications and conditions and refining the draft strategic purpose statements and outcome statements including pathways for each of the proposed qualifications.

- The *specifications* are intended to provide guidance to educators and trainers in their interpretation of the qualification and development of programmes of study or training.

- *Conditions* can be either mandatory or optional, and can apply to the whole qualification or to specific outcomes. They should provide clarity and lead to consistency across a range of programmes. The conditions are intended to 'unpack' the intent of the outcomes, which are generally quite broadly written to allow delivery in a range of contexts. They ensure there is enough information to assist programme developers with interpretation when designing programmes towards the new qualifications.

The ECE GG have considered these draft qualifications in preparation for listing, and are now seeking your views on the draft qualifications and whether they adequately guide programme development and meet the needs of the sector.

Further information about the Mandatory Review of ECE qualifications, including background on the review, the needs analysis, membership of the Governance Group and Working Groups, the Review Plan and working group briefs, a list of all qualifications included in the review, previous consultation documents, and summaries of feedback from consultations can be found on the review webpage: http://www.nzqa.govt.nz/qualifications-standards/qualifications/early-childhood-education-qualifications/review-of-ece-qualifications/.

3.   Draft qualification development

The ECE GG has led the development of the draft qualifications that are intended to be flexible and culturally responsive for learner pathways and, as far as possible, respond to the needs of a wide range of learners, whānau, hapū, iwi, employers and other stakeholders, and ultimately the children of Aotearoa New Zealand. The qualifications are designed to recognise generalist ECE skills and knowledge relevant to many philosophies and contexts as well as specialist areas, and be achievable in different contexts. They are also designed to allow a range of exit points to meet the diverse needs of the community and ECE sector.

The ECE GG proposes two streams sitting side by side – 'General' ECE qualifications and 'Mātauranga Māori' ECE qualifications developed under Mātauranga Māori Evaluative Quality Assurance (MM EQA). Details of the principles, including the kaupapa Māori principles, for the development of the proposed suite of qualifications, were included in the previous consultation and are available from the review webpage.

The approach is intended to meet the identified need for flexible learner pathways and responds to:

- issues identified in the analysis of current qualifications and their use
- needs identified in the literature search and wider needs analysis
- needs identified from the ECE sector around job roles and qualification needs
- identified needs and aspirations of ākonga, wider communities (including whānau, hapū, iwi, and hapori Māori) and other key stakeholders, and to advance mātauranga Māori as a body of knowledge
- stakeholder feedback from qualification consultations in April and July 2014; and analyst feedback in November.

The suite of 10 qualifications provides a range of community, employment and education pathways that will allow people to gain skills to equip them for roles in early childhood education and care. The qualifications will also prepare learners for more advanced academic study, and may assist graduates under specified criteria, to progress to a level 7 initial teacher education qualification.

If you wish to reflect on what changes have been made, copies of the draft qualifications submitted for approval to develop are available from the [review webpage](#). The working group brief prepared to inform development in this phase of the review is also available from the review webpage. This includes feedback from the analyst and a summary of the July stakeholder consultation feedback.

4. Key messages from the Governance Group

4.1 Context and key changes to qualifications

The ECE GG has considered the feedback from the analyst and sector, and the detail in the draft qualifications has responded to this. The key changes and additions to the qualifications involve:

- Clarifying the job roles and level of responsibility of graduates at each of the levels.

- Combining/conflating the graduate profile outcomes (GPOs) – there were too many and some seemed to be embedded within others. Some detail has been transferred to the GPO conditions.

- Allocating indicative credit values to each graduate profile outcome (*at 'approval to develop' credits were allocated just to the heading of a group of outcomes*).

- Adding specifications across the suite – this includes the proposed evidence requirements for assuring consistency, credit recognition, entry requirements, etc.

- Adding conditions across the suite – programme structure, context and other conditions which includes guidance around professional practice, potential for bilingual delivery, practical experience requirements etc.

- Adding conditions to individual GPOs – guidance for unpacking the intent and minimum expectations for programme development.

The qualifications may evolve further based on the feedback provided during the consultation period and will be refined prior to submitting for listing.

Principles and concepts from Te Ao Māori have been drawn on in the development of these qualifications, and the ECE GG has made a genuine attempt to ensure these concepts and principles are reflected throughout the review.

This consultation document and the draft qualifications are a starting point for discussion and cover qualifications leading to further education and employment. All the draft qualifications are intended to reflect the principles and strands of Te Whāriki, and they are expected to be delivered and obtained in a range of cultural contexts and educational philosophies.

The qualifications are intended for those looking for core skills in early childhood education and care to use in a variety of environments, including those of special character and other work environments, home or centre based, in the community, and elsewhere. They have been designed to cover the core body of knowledge required in educator and care roles in the ECE sector and are expected to provide a good grounding to enable learners to progress to higher level study or be more knowledgeable about early learning in a community and family context. The qualifications have been developed to be delivered as stand-alone qualifications and/or to be packaged with qualifications in other disciplines to allow broader programmes to be developed.

The ECE GG acknowledges that a high proportion of the current ECE professional workforce is Level 7 degree or diploma-qualified. The focus of this review is to provide lower level qualifications to equip the ECE workforce to be successful in a variety of settings, and employment and education pathways are a key component of proposed new qualifications at levels 1-6. The ECE landscape has been designed to provide certificates and diplomas with progression from fundamentals of early learning and care, through to more advanced ECE knowledge and academic skills.

4.2   General suite of qualifications

The Aotearoa context and the Māori worldview have been pivotal to the approach taken within the general suite of qualifications, which will aim to provide fit for purpose educators for future generations of young New Zealanders.

The ECE GG proposed that Pasifika cultural contexts be catered for within the general ECE qualification stream, along with other cultural contexts and philosophical perspectives. The qualifications have been designed so that programmes can be developed which allow for training that encourages the use of the child's first language and culture (imperative to grow the richness of their own language) and ensure there is potential to develop and deliver programmes towards the new qualifications bilingually (e.g. Samoan and English).

4.3   Mātauranga Māori suite of qualifications

The Mātauranga Māori suite will sit alongside the general ECE qualifications. An MM EQA pathway has been used to develop the Mātauranga Māori suite, and this will require that all programmes towards these qualifications also be developed using the MM EQA approach.
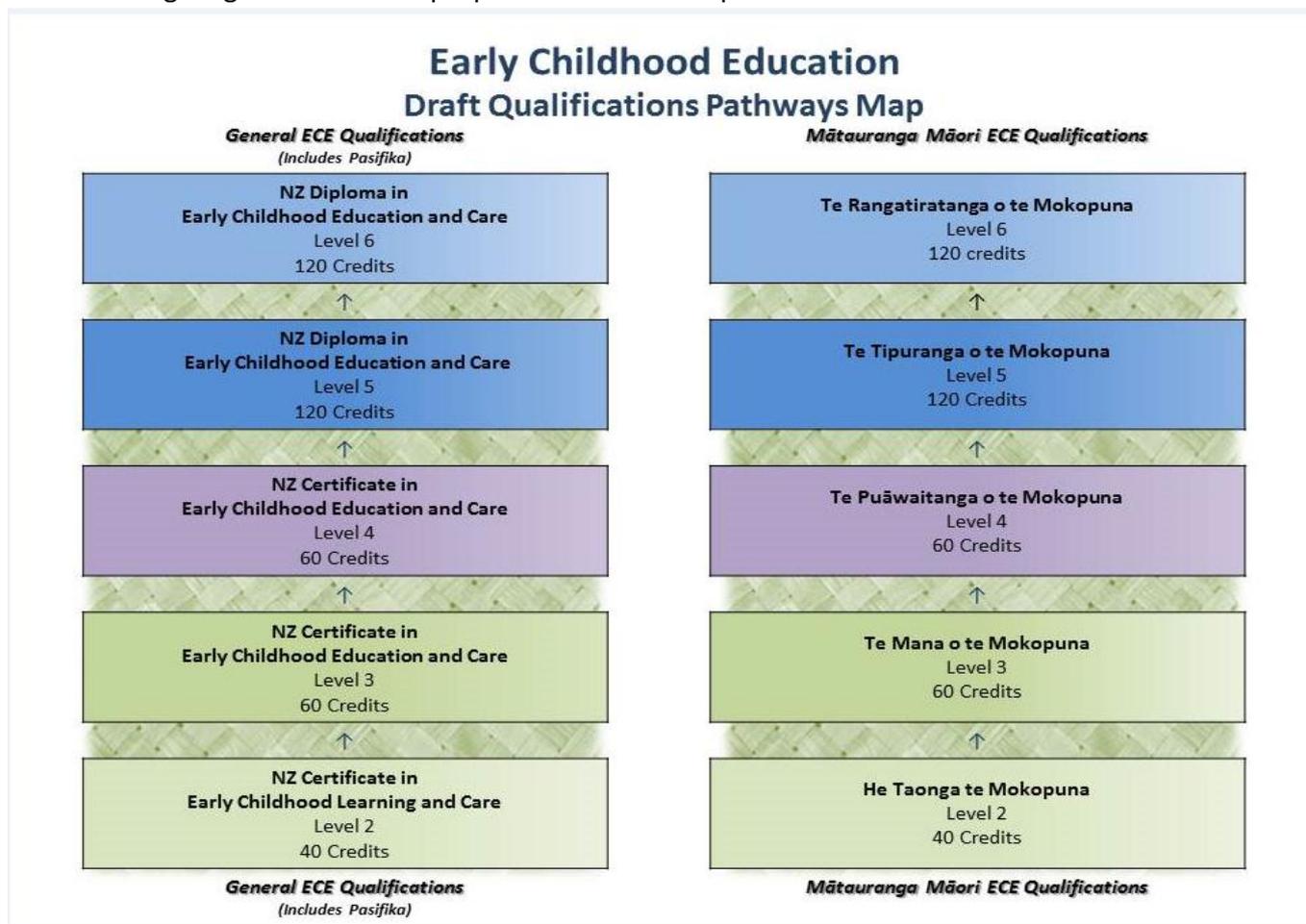
Te Whāriki principles and strands complement the principles of Mātauranga Māori Evaluative Quality Assurance (MM EQA), and reinforce the importance of meaningful engagement and the lens through which the review is being conducted.

5. Revised qualifications

The ECE GG proposes a suite of 10 new ECE qualifications – six certificates and four diplomas – in two streams (General and Mātauranga Māori). The suite of qualifications provides a range of community, employment and education pathways, to equip people for a range of ECE roles in society and to prepare them for more advanced academic requirements and, under specified criteria, to progress to a level 7 initial teacher education qualification. The draft qualifications are intended to:

- provide entry and exit options for learners, without requiring progression through every level
- recognise generalist ECE skills and knowledge and also specialist areas
- be achievable in different contexts, possibly linking to regulatory requirements within the sector
- ensure there is potential to deliver new qualifications bilingually (e.g. Samoan and English) at the programme level
- recognise the need for flexible learner pathways, and enable graduates to pursue a range of educational, employment and community outcomes
- meet identified needs and aspirations of ākonga, wider communities (including whānau, hapū, iwi, and hapori Māori) and other key stakeholders, and to advance mātauranga Māori as a body of knowledge.

The following diagram shows the proposed suite of ECE qualifications.

Early Childhood Education
Draft Qualifications Pathways Map

General ECE Qualifications
(Includes Pasifika)

Mātauranga Māori ECE Qualifications

General ECE Qualifications	Mātauranga Māori ECE Qualifications
NZ Diploma in Early Childhood Education and Care Level 6 120 Credits	Te Rangatiratanga o te Mokopuna Level 6 120 credits
NZ Diploma in Early Childhood Education and Care Level 5 120 Credits	Te Tipuranga o te Mokopuna Level 5 120 Credits
NZ Certificate in Early Childhood Education and Care Level 4 60 Credits	Te Puāwaitanga o te Mokopuna Level 4 60 Credits
NZ Certificate in Early Childhood Education and Care Level 3 60 Credits	Te Mana o te Mokopuna Level 3 60 Credits
NZ Certificate in Early Childhood Learning and Care Level 2 40 Credits	He Taonga te Mokopuna Level 2 40 Credits

General ECE Qualifications
(Includes Pasifika)

Mātauranga Māori ECE Qualifications

The NZQF descriptions of qualifications and levels are contained in Appendix D. The ECE GG has considered these, and the landscape intentionally includes Diplomas at Level 5 and 6 rather than Certificates.

5.1   Draft general early childhood education qualifications – including Pasifika

5.1.1   Level 2 - NZ Certificate in Early Childhood Learning and Care (40 credits)

This introductory level 2 qualification is intended to provide early childhood learning and life skills, primarily relating to childcare enabling graduates to interact with children to benefit themselves and their communities. It will engage students in formal recognised learning, and is also intended to improve community and family outcomes and support vulnerable children, with scope for the parent to learn alongside the child. Experiential learning to engage learners is seen by the ECE GG as an important consideration at this level.   It may, but won't necessarily, lead to pursuing a career in ECE teaching.

Links with vocational pathways and assisting with obtaining NCEA Level 2 are possibilities to be considered further during programme development. A qualification at this level is seen to have potential to combine with other foundation learning for programme development. E.g. draft te reo Māori qualifications.

5.1.2   Level 3 - NZ Certificate in Early Childhood Education and Care (60 credits)

This level 3 qualification is intended to provide the foundation body of knowledge of early childhood education and care in a variety of contexts. It is intended as the entry level qualification for prospective ECE educators, parents, whānau, caregivers. It is also suitable for those active in the education and care of young children, or in the community as a part-time educator.

Engaging priority learners, and improving community and family outcomes, are seen by the ECE GG as important considerations at this level. Links with vocational pathways and assisting with obtaining NCEA Level 2, NCEA Level 3 and University Entrance are possibilities that can be explored during programme development.

5.1.3   Level 4 - NZ Certificate in Early Childhood Education and Care (60 credits)

This level 4 qualification is for individuals who want to provide practice based early childhood education and care but are not necessarily pursuing being a 'qualified teacher' as a career. It may be suitable for developing programmes that would enable prospective ECE educators to acquire an exit qualification in a specific context or philosophy and is seen as particularly important for Pasifika learners, parent-led environments (e.g. Playcentre), and for home based carers.

It is also intended for those requiring ECE contextualised learning to develop skills for higher level learning. This qualification is seen as suitable to combine with other qualifications to meet the needs of those learners that aren't able to move directly to a Level 5 or Level 7 qualification.   It would be expected to assist graduates to undertake further ECE study, and provide a pathway towards meeting entrance requirements for a Level 7 ECE initial teaching qualification.

5.1.4 Level 5 - NZ Diploma in Early Childhood Education and Care (120 credits)

This level 5 qualification is intended to develop proficient ECE educators, and is flexible enough to allow for programme development in a specific context or philosophy. Graduates would have a broad applied knowledge of learner needs, and of the theories, models and techniques required in order to be effective educators within the scope and context of their practice.

The qualification would be expected to equip graduates to meet entrance requirements for a Level 7 ECE teaching qualification, and progressions should be clearly considered in the qualification design. Under specified criteria, it may be able to be recognised towards an initial teacher education qualification, although strict criteria surrounding this would need to be outlined in programmes.

5.1.5 Level 6 - NZ Diploma in Early Childhood Education and Care (120 credits)

This Level 6 qualification is designed to build on previous ECE studies, and is for people who are pursuing a career in early childhood education and care and/or working in specific ECE practice contexts with infants, toddlers, young children and their families. It will combine higher level academic and critical thinking skill development, and may also meet the requirements for leadership development aspects, and programmes to be developed to meet external accreditation requirements.

Whilst this qualification would be unnecessary for most students wishing to complete a teaching qualification, it may provide a possible education pathway to further study for some pursuing a career as an ECE educator/teacher. It may be important for learners who don't yet meet the academic English requirements for direct entry to Level 7 ECE teaching qualification study, including international learners, and for institutions that deliver Level 7 ECE teaching qualifications outside of the university sector who may choose to embed the level 6 diploma into their teaching qualification.

It is important to note that the NZ Teachers Council and NZQA have specific requirements for initial teacher education programmes at Level 7, which Level 5 and 6 qualifications would need to match to enable consideration for credit recognition. Progressions should be clearly considered in the qualification design; along with any restrictions on portability of learning being explicitly outlined.

5.2   Draft Mātauranga Māori qualifications – Levels 2-6

The Mātauranga Māori ECE qualifications developed under MM EQA are intended to involve te reo immersion and come from a Māori worldview and whānau context.

Qualification and programme design considerations are important, as links to qualifications that may emerge from the Tikanga Māori and Te Reo Māori qualifications reviews are still being explored.

The draft 'Mātauranga Māori' ECE qualifications (developed under MM EQA) include three certificates and two diplomas:
- He Taonga te Mokopuna (Level 2) (40 credits)
- Te Mana o te Mokopuna (Level 3) (60 credits)
- Te Puāwaitanga o te Mokopuna (Level 4) (60 credits)
- Te Tipuranga o te Mokopuna (Level 5) (120 credits)
- Te Rangatiratanga o te Mokopuna (Level 6) (120 credits)

The Mātauranga Māori content, which will include Māori child rearing settings and practices, Māori Human Development Theory, Māori pedagogical practices and Māori methods of assessment and evaluation, will integrate naturally with tikanga Māori. Te reo Māori will be the vehicle for this knowledge.

5.2.1   Level 2 – He Taonga te Mokopuna (40 credits)

This level 2 foundation qualification represents the mokopuna as a taonga within their whānau, hapū, and iwi. This qualification is intended for whānau who wish to learn te reo, tikanga and te ao Māori alongside their tamariki/mokopuna within a te reo immersion or bilingual setting. It is also a foundation qualification suited to secondary school students and for rangatahi (youth) who have left school.

5.2.2   Level 3 – Te Mana o te Mokopuna (60 credits)

This level 3 introductory qualification establishes the mana of the mokopuna within the whānau, hapū, and iwi. It is intended for whānau whānui who wish to engage with the cultural learning and development and holistic wellbeing of their tamariki /mokopuna in an immersion or bilingual setting. The qualification can be taught jointly with a 60 credit te reo Māori qualification or stand alone for example in a rūmaki reo Māori.

5.2.3   Level 4 – Te Puāwaitanga o te Mokopuna (60 credits)

This level 4 qualification enables *whakamana i te mokopuna*, the learning, development and holistic wellbeing of the mokopuna to grow within the whānau, hapū and iwi. It is intended for prospective kaiāwhina who wish to work in or support the learning and development of tamariki /mokopuna and their whānau in a te reo Māori immersion or bilingual setting. It could also be for prospective kaiāwhina who wish to pursue a career as a kaiako kōhungahunga or kaiako kōhanga reo and are unable to move directly into a Level 5 or Level 7 Mātauranga Māori qualification.

5.2.4 Level 5 – Te Tipuranga o te Mokopuna (120 credits)

The level 5 qualification is a base level qualification for a proficient kaiāwhina who wishes to pursue a career as a kaiako kōhungahunga in ate reo Māori immersion or bilingual setting; and is unable to move directly into a Level 7 qualification. This qualification is also ideal for graduates from Wharekura who may wish to work in an immersion setting or Kōhanga Reo.

Graduates of this diploma would have a broad applied knowledge of tamariki /mokopuna learning and development within their whānau, hapū and iwi, as well as Māori history, theories, models and practices.

5.2.5 Level 6 – Te Rangatiratanga o te Mokopuna (120 credits)

The level 6 qualification provides a specialised Māori world view in mokopuna and whānau education contexts.   This qualification is intended for kaiako proficient in te reo Māori, who wish to pursue a teaching career in a te reo Māori immersion or bilingual setting.

Graduates of this qualification would have a breadth and depth of knowledge and skills pertaining to the learning, development and holistic wellbeing of the mokopuna within a kaupapa Māori context.

6. Feedback on the draft qualifications

The draft early childhood education qualifications are available as individual qualification documents from the review consultation page: http://www.nzqa.govt.nz/qualifications-standards/qualifications/early-childhood-education-qualifications/review-of-ece-qualifications/

Important note – Contexts and Programmes of study

The graduate outcomes of all new qualifications are written in a way that allows for achievement in different contexts. This is done to give education providers maximum flexibility in adapting existing programmes of study or developing new programmes of study leading to the qualification. This may include delivering new qualifications bilingually (e.g. Samoan and English) at the programme level.

An education provider's point of difference and specialisation will now exist at the **programme level** (not the qualification level).

Further information on programme approval and provider accreditation is available at: http://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/programme-approval-and-provider-accreditation/

Please consider this when providing feedback on the draft qualifications.

Appendix A: Consultation Questions

The purpose of this consultation is to seek endorsement for and stakeholder feedback on the draft Early Childhood Education (ECE) qualifications so that they can be amended to best meet sector and learner needs before being submitted for approval to list.

Feedback on the draft ECE qualifications can be submitted by completing the online survey form at http://www-rdca-cms.nzqa.govt.nz/about-us/consultations-and-reviews/early-childhood-education-draft-qualifications/feedback/**.**
Alternatively, feedback submissions may be sent to ecequals.review@nzqa.govt.nz**.**

Note: The layout of the survey items looks different online, but the content and intent are the same as listed below.

Consultation closes at noon on Wednesday 4 February 2015.

General

1. Please provide your details *(these are to help us understand who our respondents are, and will only be used to analyse this survey)*.

   Name: ……………………………..
   Organisation: …………………………..
   Position: ………………………………………….
   Personal view: Yes/No
   Organisational view: Yes/No
   (where an organisation is named within responses, it may appear in the summary of feedback)

2. Please indicate the stakeholder group you most closely relate to (up to 2 boxes):

   ☐ Polytechnic or Institute of Technology (ITP)
   ☐ Private Training Establishment (PTE)
   ☐ Wānanga
   ☐ Te Kōhanga Reo
   ☐ A secondary school or other educational organisation (including Teen Parent Units)
   ☐ Hapū, iwi or Community group
   ☐ Student/individual
   ☐ ECE sector employer
   ☐ Centre-based ECE sector (including Kindergarten)
   ☐ Home-based ECE sector
   ☐ Hospital based ECE sector
   ☐ Parent-led sector (e.g. Playcentre)
   ☐ Certificated or supported playgroup
   ☐ ECE sector peak body/umbrella group
   ☐ Other (please specify)

The following questions are designed to prompt thinking and feedback as you consider the rationale for each draft qualification detailed in the consultation document. You may choose to provide feedback by responding to all or some of the questions.

Early Childhood Education Qualifications

Overall impressions

1. Do you support the generic qualification specifications and conditions, including the evidence requirements for assuring consistency? (3 scale – 'yes', 'no' and 'no opinion') If not, please state why suggest improvements.

2. Is there sufficient detail and flexibility in each qualification's conditions to develop consistent programmes in a range of contexts? (3 scale – 'yes', 'no' and 'no opinion') If not, please state why and suggest improvements.

3. What specific improvements, if any, could be made to the draft qualifications (General ECE) to ensure they adequately address the needs of all learners and communities, and the specific needs of Pasifika?

4. Do you agree that the overall suite of Early Childhood Education qualifications (both General and Mātauranga Māori) is coherent and provides pathways for candidates in a range of contexts and settings? (3 scale – 'yes', 'no' and 'no opinion').

5. Please provide any overall comments you have about the draft qualifications.

Referring to the draft qualification documents – General ECE qualifications:

6. Do you support the NZ Certificate in Early Childhood Learning and Care (**Level 2**, 40 credits) qualification for listing? *(3 scale – 'yes', 'no' and 'no opinion')*
   a. What could be done to improve this qualification?

7. Do you support the NZ Certificate in Early Childhood Education and Care (**Level 3**, 60 credits) qualification for listing? *(3 scale – 'yes', 'no' and 'no opinion')*
   a. What could be done to improve this qualification?

   b. Do you support the proposed <u>size</u> of this qualification being 60 credits (rather than reducing to 40 credits). *(3 scale – 'yes', 'no' and 'no opinion')*
   If not, please indicate where the credits/learning should be reduced by 20 credits.

8. Do you support the NZ Certificate in Early Childhood Education and Care (**Level 4**, 60 credits) qualification for listing? *(3 scale – 'yes', 'no' and 'no opinion')*
   a. What could be done to improve this qualification?

9. Do you support the NZ Diploma in Early Childhood Education and Care (**Level 5**, 120 credits) qualification for listing? *(3 scale – 'yes', 'no' and 'no opinion')*
   a. What could be done to improve this qualification?

10. Do you support the NZ Diploma in Early Childhood Education and Care (**Level 6**, 120 credits) qualification for listing? *(3 scale – 'yes', 'no' and 'no opinion')*
    a. What could be done to improve this qualification?

11. Do you agree that the general suite of ECE qualifications is coherent and provides pathways for candidates? *(3 scale – 'yes', 'no' and 'no opinion')*

Referring to the draft qualification documents – Mātauranga Māori ECE qualifications:

12. Do you support the He Taonga te Mokopuna (**Level 2**, 40 credits) qualification for listing? *(3 scale – 'yes', 'no' and 'no opinion')*
    a. What could be done to improve this qualification?

13. Do you support the Te Mana o te Mokopuna (**Level 3**, 60 credits) qualification for listing? *(3 scale – 'yes', 'no' and 'no opinion')*
    a. What could be done to improve this qualification?

14. Do you support the Te Puāwaitanga o te Mokopuna (**Level 4**, 60 credits) qualification for listing? *(3 scale – 'yes', 'no' and 'no opinion')*
    a. What could be done to improve this qualification?

15. Do you support the Te Tipuranga o te Mokopuna (**Level 5**, 120 credits) qualification for listing? *(3 scale – 'yes', 'no' and 'no opinion')*
    a. What could be done to improve this qualification?

16. Do you support the Te Rangatiratanga o te Mokopuna (**Level 6**, 120 credits) qualification for listing? *(3 scale – 'yes', 'no' and 'no opinion')*
    a. What could be done to improve this qualification?

17. Do you agree that the Mātauranga Māori suite of Early Childhood qualifications is coherent and provides pathways for candidates? *(3 scale – 'yes', 'no' and 'no opinion')*

Thank you for taking the time to consider the draft ECE qualifications and to provide feedback to inform the review. We value your input.

Please provide your response by **Wednesday 4th February 2015***.*

Appendix B: Summary of feedback from analyst – approval to develop

General ECE qualifications

Overall issues and comments

- All five general suite ECE qualifications have been given approval to develop
- Key issue – "lack of sector consensus on base-level qualifications for the sector and the minimum requirements necessary for competent ECE graduates at different levels of qualification"
- There are seven additional requirements to be provided at approval to list (see table below)
- Clarify support for the Level 2 qualification – evidence of further consultation with parenting programmes, teen parent units, and potential users of the qualification
- Lack of clarity and consensus around what is a base level qualification for ECE
- Indicative credit values – query re size of Level 3 qualification (consider 40 credits); and allocating indicative credits to each outcome rather than heading for a group of outcomes
- Refinement of strategic purpose statements (SPSs) – clarify the target group of learners, scope of practice (not clear), and state the level of responsibility at which the graduates will be able to operate e.g. supervision/guidance
- Further development and consideration of graduate profile outcomes (GPOs) – too many and some seem embedded in others (consider combining some outcomes i.e. where one is implicit within another)
- Refinement of some of the education and employment pathways (e.g. more specific job roles; articulation with degrees at higher levels)
- Ensure the GPOs reflect the SPS (e.g. relating to responsibilities etc and level of operation expected of the graduate)

1. **SPSs**
   - on the whole require some refinement prior to listing
   - clarify the 'target group' of learners and the 'level of responsibility' at which a graduate would be expected to operate.
   - clarify the scope of practice - state the level of responsibility at which the graduates will be able to operate e.g. supervision/guidance
   - SPS should reflect the industry standards that apply to graduates

2. **Graduate profile outcomes (GPOs)**
   - Consideration will need to be given to combining some of the statements to better express the macro capabilities of a graduate
   - Further development of the graduate profile outcomes to ensure that they do not overlap i.e. that some are not embedded within others
   - on the whole GPOs require refinement prior to listing, and need to better reflect the SPS
   - some detail may be better in the GPO conditions

3. **Pathways**
   - Education - check mention of pathways to next qualifications and links to Level 7 qualifications
   - Employment – not clear re types of job roles and level at which graduates will be able to operate

4. **Specific qualification feedback – Level 3 NZ Certificate in Early Childhood Education and Care**
   Analyst feedback on annotated version of the L3 qualification – comments below

   - Credits – Credit value is quite high for a level 3 qualification – given potential tightening of graduate profile outcomes below, consider reducing credit value.
   - SPS - The scope of practice is not clear here. Please clarify the level at which graduates are able to operate e.g. element of supervision or guidance? What constitutes an effective educator at level 3?
   - GPO#1 L&D - In order to do what? Child development theory is a broad field. Consider clarifying purpose. Is not outcome 1 implicit within both outcomes 2 and 4?

- GPO#2 L&D - This seems rather high level for a level 3 qualification. Is this to be done independently or under guidance?
- GPO#3&4 L&D - Is outcome 3 not implicit within outcome 4? Please consider combining outcomes 3 and 4.
- GPO#5 L&D - What will this knowledge be used for? Is not outcome 5 implicit within outcome 2, with learning plans developed in the context of Te Whāriki? Please consider incorporating outcome 5 into outcome 2.
- GPO#8&9 P&P- Is not outcome 9 implicit within outcome 8? Please consider combining these two outcomes.
- GPO#10&11 - Could "settings" refer to the services identified in outcome 10? If so, please consider incorporating outcome 10 into outcome 11.
- Education pathway – show 'from' before 'to', and any qualifications must be listed on NZQF
- Employment pathway - How does this description of potential graduate roles relate to the "effective educator" in the SPS? Please clarify scope of practice across the suite of qualifications, and include some mention of what *roles* a graduate might be expected to be competent of working in.

Refinements required prior to submitting qualifications for approval to list.

Key evaluation question 1:	How well has the need for the qualification been established?
Key evaluation question 1: **Requirements**	**Please provide the following at approval to list:** 1. Clarification regarding whether or not representatives from those parenting groups as referenced in the needs analysis (p. 49) should be consulted for the proposed level 2 qualification, and evidence of this; or, if not, a rationale for this. 2. Evidence of further sector consultation with relevant stakeholders following further development to the proposed qualifications. This should show how stakeholder feedback has informed the final proposed qualification design.

Key evaluation question 2:	How well do the qualifications' strategic purpose, graduate profile, and general design address the identified needs of employers, industry and/or communities (i.e. relevant stakeholders)?
Key evaluation question 2: **Requirements**	**Please provide the following at approval to list:** 1. Indicative credit values assigned to all outcome statements rather than to headings. 2. Strategic purpose statements that include the 'target group' of learners and the 'level of responsibility' at which a graduate would be expected to operate. 3. Further development of the graduate profile outcomes to ensure that they do not overlap. i.e. that some are not embedded within others. 4. Further development of the employment pathways to better articulate specific types of roles following qualification achievement. 5. A detailed change report outlining the transition arrangements for the replaced National qualifications.

Appendix C: KEQs Listing Qualifications – MMEQA and General

The need for the qualifications have been established in the first stage, and the focus is now around refining the draft qualifications, and ensuring they are designed to purposefully respond to the identified and prioritised needs of relevant stakeholders prior to listing.

<u>Mātauranga Māori suite of ECE qualifications:</u>

For the qualifications being developed under Mātauranga Māori Evaluative Quality Assurance (MM EQA), all six Pātai tuākuna (KEQs) must be answered in stage 1 and again in stage 2, and these are available in the Te hono o te kahurangi 'MM EQA tools' document (p13-15).

The pātai tuākana are high-level, open-ended questions focusing on the quality and value of relevant Mātauranga Māori outcomes and key contributing processes.

The KEQs are the required framework for the evaluation process. Ngā pātai tuākana are prescriptive. Any application to list a qualification on the NZQF will be expected to provide the evidence used to answer ngā pātai tuākana.

1. E tautoko ana te hunga e tika ana hei tautoko?
    To what extent have relevant stakeholders influenced/contributed to the qualification design?

2. He aha ngā tūmomo whāinga a ngā ākonga, whānau, hapū, iwi, hapori e tutuki ai i tēnei tohu?
    How well does the qualification's strategic purpose match the needs of learners, whānau, hapū, iwi, hapori and other relevant stakeholders?

3. He aha te momo ka puta i tēnei tohu?
    To what extent will the qualification enable graduates to pursue intended educational, employment, community and / or cultural outcomes?

4. He aha ngā painga ka riro i te whānau, hapū, iwi, hapori me ētehi atu inā tutuki ai ngā whāinga i te ākonga?
    What is the value of the qualification for key stakeholders including whānau, hapū, iwi, hapori and learners?

5. E taea rānei te kī, he rangatira, he whai-mana, he Māori tonu te hanga o te tohu nei?
    To what extent is the qualification unique, distinctly Māori in shape and form and have mana?

6. He aha ngā āhuatanga o te tohu nei e ora ai te reo, e mana ai ngā tikanga?
    To what extent does the qualification contribute towards the preservation, promotion and advancement of te reo Māori and tikanga Māori?

Further information on ngā pātai tuākana (KEQs) and nga pātai tēina are available in appendix C of the original working group brief.

<u>General suite of ECE qualifications:</u>

Now that the qualifications have been approved for development, the review moves onto the 'approval to list' stage. At this second stage, there are two further KEQs.

KEQ L1.   To what extent does the qualification(s) design match the specific, validly identified needs of stakeholders?

KEQ L2.   How well does the qualification meet the overall requirements for listing on the NZQF?

The focus in the second stage of the review is around refining the draft qualifications and ensuring each qualification matches the specific needs of stakeholders, the overall adequacy and readiness of the qualification design for delivering and meeting its Strategic purpose statement, graduate profile outcomes; and being at a publishable standard.

Qualifications should be:

- Written so anyone can understand
- Relevant to many contexts
- Using future proof language (consider fast pace of change – rapid digitisation of all sectors)
- Flexible to enable
    - a range of programmes
    - different modes of delivery
    - different contexts

Appendix D: NZQF Qualification Types and Level Descriptor Tables

The following tables are intended to provide an overview of the qualification types and levels on New Zealand Qualifications Framework (NZQF). More information is available at:
http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/understand-nz-quals/

D.1   Qualification Types

The NZQF has 10 levels, with Level 1 being the least complex and Level 10 the most complex. Certificates and Diplomas are defined by an agreed set of criteria, and the table below describes the types of qualifications listed on the NZQF at Level 1 to 6.

Diploma	Purpose	Outcomes	Credit requirements
Level 6	A diploma at Level 6 qualifies individuals with theoretical and/or technical knowledge and skills in specialised/strategic contexts.	A graduate of a Level 6 diploma programme is able to: • 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.	This diploma is listed at Level 6. It must contain 72 credits at Level 6 and have at least 120 of all credits contributing to the qualification at Level 5 or above.
Level 5	A diploma at Level 5 qualifies individuals with theoretical and/or technical knowledge and skills within a specific field of work or study.	A graduate of a Level 5 diploma is able to: • 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	This diploma is listed at Level 5. It must contain 72 credits at Level 5 and have at least 120 of all credits contributing to the qualification at Level 4 or above.
Certificate	Purpose	Outcomes	Credit requirements
Level 6	A certificate at Level 6 qualifies individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specialised/strategic context.	A graduate of a Level 6 certificate is able to: • 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	This certificate is listed at Level 6 and must comprise a minimum of 40 credits at Level 6 or above.

Certificate	Purpose	Outcomes	Credit requirements
Level 5	A certificate at Level 5 qualifies individuals with theoretical and/or technical knowledge and skills within an aspect(s) of a specific field of work or study.	A graduate of a Level 5 certificate is able to: • 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.	This certificate is listed at Level 5 and must comprise a minimum of 40 credits at Level 5 or above.
Level 4	A certificate at Level 4 qualifies individuals to work or study in broad or specialised field(s)/areas.	A graduate of a Level 4 certificate is able to: • 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.	This certificate is listed at Level 4 and must comprise of a minimum of 40 credits at Level 4 or above.
Level 3	A certificate at Level 3 qualifies individuals with knowledge and skills for a specific role(s) within fields/areas of work and/or preparation for further study.	A graduate of a Level 3 certificate is able to: • 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 • require major responsibility for own learning and performance • adapt own behaviour when interacting with others • contribute to group performance.	This certificate is listed at Level 3 and must comprise of a minimum of 40 credits at Level 3 or above.
Level 2	A certificate at Level 2 qualifies individuals with introductory knowledge and skills for a field(s)/areas of work or study.	A graduate of a Level 2 certificate is able to: • 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.	This certificate is listed at Level 2 and must comprise of a minimum of 40 credits at Level 2 or above.

Certificate	Purpose	Outcomes	Credit requirements
Level 1	A certificate at Level 1 qualifies individuals with basic knowledge and skills for work, further learning and/or community involvement.	A graduate of a Level 1 certificate is able to: • 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 • require some responsibility for own learning • interact with others.	This certificate is listed at Level 1 and must comprise of a minimum of 40 credits at Level 1 or above.

D.2   Level descriptors

The table below provides a detailed description of each level in terms of learning outcomes, using common domains and dimensions of progression. Knowledge, skills and application describe what a graduate at a particular level is expected to know, do and be. The term application encompasses responsibility, behaviours, attitudes, attributes and competence.

LVL	KNOWLEDGE	SKILLS	APPLICATION
1	Basic general and/or foundation knowledge	Apply basic solutions to simple problems Apply basic skills required to carry out simple tasks	Highly structured contexts Requiring some responsibility for own learning Interacting with others
2	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	General supervision Requiring some responsibility for own learning and performance Collaborating with others
3	Some operational and theoretical knowledge in a field of work or study	Select and apply from a range of known solutions to familiar problems Apply a range of standard processes relevant to the field of work or study	Limited supervision Requiring major responsibility for own learning and performance Adapting own behaviour when interacting with others Contributing to group performance
4	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	Self-management of learning and performance under broad guidance Some responsibility for performance of others
5	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	Complete self-management of learning and performance within defined contexts Some responsibility for the management of learning and performance of others

LVL	KNOWLEDGE	SKILLS	APPLICATION
6	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	Complete self-management of learning and performance within dynamic contexts Responsibility for leadership within dynamic contexts
7	Specialised technical or theoretical knowledge with depth in one or more fields of work or study	Analyse, generate solutions to unfamiliar and sometimes complex problems Select, adapt and apply a range of processes relevant to the field of work or study	Advanced generic skills and/or specialist knowledge and skills in a professional context or field of study
8	Advanced technical and/or theoretical knowledge in a discipline or practice, involving a critical understanding of the underpinning key principles	Analyse, generate solutions to complex and sometimes unpredictable problems Evaluate and apply a range of processes relevant to the field of work or study	Developing identification with a profession and/or discipline through application of advanced generic skills and/or specialist knowledge and skills Some responsibility for integrity of profession or discipline
9	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	Develop and apply new skills and techniques to existing or emerging problems Mastery of the field of study or practice to an advanced level	Independent application of highly specialised knowledge and skills within a discipline or professional practice Some responsibility for leadership within the profession or discipline
10	Knowledge at the most advanced frontier of a field of study or professional practice	Critical reflection on existing knowledge or practice and the creation of new knowledge	Sustained commitment to the professional integrity and to the development of new ideas or practices at the forefront of discipline or professional practice

http://www.nzqa.govt.nz/studying-in-new-zealand/nzqf/understand-nz-quals/