

Consultation document

Early Childhood Education Qualifications Review 2020

Overview

The suite of Early Childhood Education (ECE) qualifications listed on the NZQF in February 2016 is scheduled for review by December 2020. These qualifications are as follows:

Qual #	Qualification Title	Level	Credits
2848	NZ Certificate in Early Childhood Learning and Care (Level 2)	2	40
2849	NZ Certificate in Early Childhood Education and Care (Level 3)	3	60
2850	NZ Certificate in Early Childhood Education and Care (Level 4)	4	60
2851	NZ Diploma in Early Childhood Education and Care (Level 5)	5	120
2852	NZ Diploma in Early Childhood Education and Care (Level 6)	6	120

The current qualification developer, *NZQA Qualifications Services on behalf of and in collaboration with the sector*, is leading the review under the strategic guidance of a Governance Group, and with the expert input of working groups.

- Pre-review feedback was received from stakeholders between late March and July 2020.
- The Governance Group met 14 July and approved the review plan and provided the strategic guidance for the working groups.
- Two working groups were convened to undertake the detailed review of the qualifications – the Diplomas working group met 30-31 July and the Certificates working group met 4-5 and 17 August
- The Governance group reconvened 26 August to consider the draft reviewed qualifications prior to this consultation.

The following section includes the key changes proposed in the reviewed qualifications – general changes across the suite and changes specific to each qualification. The draft reviewed qualifications are available from the [2020 ECE qualifications review webpage](#).

This consultation closes on Wednesday 30 September 2020

Please submit your response [online](#).

A list of consultation questions is included in this document.

You may choose to respond to some or all of the consultation questions, for some or all of the qualifications.

If you prefer, additional comments and submissions in relation to this ECE qualifications consultation may be sent to ecequals.review@nzqa.govt.nz

Key changes proposed in reviewed qualifications

The following are the key changes being proposed, however please review the currently published and draft reviewed qualifications to see all changes.

Major changes to qualifications

- Changing the title and size of the Level 2 Certificate; proposing:
 - NZ Certificate in **Care for the Developing Child** (Level 2) (60 credits) – new, to replace NZ Certificate in Early Childhood Learning and Care (Level 2) (40 credits) [Ref:2848]
- Changing the title of the Level 3 Certificate; proposing the addition of introductory skills:
 - NZ Certificate in Early Childhood Education and Care (**Introductory Skills**) (Level 3)
- Proposing a new qualification designed ONLY for offshore delivery and pathways:
 - NZQF Certificate in Early Childhood Education (Level 4) with an optional strand in Practice-based Care (90-120 credits) [Ref NEW – NZQF offshore]

General changes across the suite

- The strategic purpose statements and the education pathways have been amended slightly to reflect foundational and introductory (Levels 2 and 3), and to reinforce practice-based at Level 4 and 5 including reference to Level 4 being the minimum qualification requirement for licensed home-based educators.
- Education and employment pathways have been updated to reflect current pathways.
- Qualification specifications have been updated to use standardised statements for qualification award, consistency requirements, minimum standard of achievement, other requirements (including regulatory), in line with current listing requirements.
- General conditions for programmes have been updated to use many standardised statements under sub-headings for Programme entry, Te Whāriki and resources (including a list of supporting resources), Te Tiriti o Waitangi/The Treaty of Waitangi, Diversity and inclusion (was *Diverse contexts*), Programme design, and Practical experience.
- New statements under *Programme design* – to compensate for the removal of GPO conditions and recognition these things apply across all GPOs
 - Programmes must include a holistic view of child development and learning, and contemporary Māori and Pacific Peoples education developments and implications for culturally responsive practice.
 - Programmes must consider the significance of the *First 1000 days of Life* (from conception to two years) and the impacts on brain development and lifelong learning.
- Practical experience has been re-endorsed as essential across the suite (except Level 2), however requirements were eased at Level 3 to provide for an appropriate setting to be *a simulated environment or a recognised early childhood education (ECE) service*.
- The number of graduate profile outcomes (GPOs) and the conditions for GPOs were reduced/removed where possible, to enable greater flexibility for programme development and meet current listing requirements.
- Changes were made to the order of the outcomes, and adjustments made to credit weightings to

'round' where possible to multiples of 5 credits.

- The qualifications were updated to better match current sector practice and needs, and to align with the current rules/guidelines for reviewing qualifications.

More detailed changes made in each reviewed qualification

Level 2

NZ Certificate in Early Childhood Learning and Care (Level 2) (40 credits) [Ref 2848] – proposed to expire

NZ Certificate in Care for the Developing Child (Level 2) (60 credits) [Ref: NEW L2 replacing 2848]

- Title change proposed to emphasise care and better reflect the intent - *NZ Certificate in Care for the Developing Child (Level 2)*
- Size/Credits - an increase from 40 to 60 credits is proposed to support more flexible provision options and overcome constraints with youth guarantee, SAC 1 and 2 programmes and vocational pathway credit minimums; recognising 60 credits may be less attractive in a school environment.
It was noted that no programmes have been approved for any secondary school (*unit standards offered, but not a full qualification*), and at Levels 2-3 there is potential to develop programmes with some achievement standards to enable schools to provide a pathway to UE/ITE programme entry for those interested in a teaching career.
- General conditions for programme:
 - Programme design addition - Programmes must include a holistic view of child development and learning, consider the significance of the *First 1000 days of Life* (from conception to two years) and the impacts on brain development and lifelong learning.
 - other adjustments to qualification specifications applied across the suite, but no specified practical experience for Level 2
- Graduate profile outcomes - minor wording changes, generally to incorporate the deleted GPO conditions and strengthen care; addition of a new outcome; credits adjusted - largely rounding to multiples of 5
 - GPO1 (new outcome - 15 credits) *Identify factors that contribute to the holistic wellbeing of the mother and the kukune/foetus during haputanga/pregnancy and the mokopuna/children across the early years, including the impact on a child's brain development and lifelong learning.*
 - GPO2 (was GPO1) – increased emphasis on care practices, and wellbeing; removed conditions; increased from 12 to 15 credits
 - GPO3 (was GPO2) – added play environments, removed condition; reduced from 12 to 10 credits
 - GPO4 (was GPO3) – embedded conditions into outcome; increased from 4 to 5 credits
 - GPO5 (was GPO4) - embedded some conditions into outcome, removed reference to an appropriate early childhood learning and care setting; reduced from 6 to 5 credits
 - GPO6 – changed learning to development: *to support the care and development of mokopuna/children*, increased from 3 to 5 credits
 - GPO7 (was GPO5) – changed to include the ways the support services and networks are available to assist mokopuna/children and whānau/families; increased from 3 to 5 credits
- Replacement - the current 40 credit 2848 qualification is proposed to be replaced by a new 60 credit qualification, with 2848 expiring in 3 years.

Level 3

NZ Certificate in Early Childhood Education and Care (Level 3) [Ref 2849]

- Title change proposed to emphasise introductory focus - *NZ Certificate in Early Childhood Education and Care (Introductory Skills) (Level 3) [Ref 2849]*
- Pathways – added ECE support worker to employment pathway, and noted more likely an education than employment pathway with the transition to a Level 4 minimum qualification for home-based care
- General conditions for programme:
 - Programmes design addition: Programmes must include a holistic view of child development and learning, and Māori and Pacific Peoples education developments and implications for culturally responsive practice.

Programmes must consider the significance of the *First 1000 days of Life* (from conception to two years) and the impacts on brain development and lifelong learning.
 - Practical experience: endorsed as essential however requirements were eased to provide for an appropriate setting to be *a simulated environment or a recognised early childhood education (ECE) service*.
- Graduate profile outcomes - wording changes to all GPOs generally to incorporate the deleted GPO conditions (for all but GPO1); deleted GPO5; credits adjusted - largely rounding to multiples of 5
 - GPO1 – curriculum but shift of focus from own practice to priorities for children’s holistic L&D; reduced conditions; no change to credits (20)
 - GPO2 – stronger focus on care practices (environment and wellbeing) embedding removed conditions; legislation and regulations moved from GPO6; no change to credits (10)
 - GPO3 - embedded removed conditions into reworded outcome; increased from 7 to 10 credits
 - GPO4 – merged ethics from GPO5 to here (personal wellbeing and professional practice) and deleted old GPO5 (3 credits reallocated); no change to credits (5)
 - GPO5 (was GPO8) - embedded removed conditions into reworded outcome; decreased from 7 to 5 credits
 - GPO6 – legislation/regulations moved to GPO2; focus on operation of an ECE setting changed to *services and agencies to assist in the care and protection of mokopuna/children and whānau/families*; increased from 4 to 5 credits
 - GPO7 - *describe* changed to *explore*; increased credits from 4 to 5

Level 4

NZ Certificate in Early Childhood Education and Care (Level 4) [Ref 2850]

- Title and credits – reconfirmed as appropriate, no change proposed
- Employment pathway – added pou reo (language/cultural support workers), relievers
- General conditions for programme - Programme design addition:
 - Programmes must include a holistic view of child development and learning, and Māori and Pacific Peoples education developments and implications for culturally responsive practice.

Programmes must consider the significance of the *First 1000 days of Life* (from conception to two

years) and the impacts on brain development and lifelong learning.

- Graduate profile outcomes - wording changes to all GPOs generally to incorporate the deleted GPO conditions (for all but GPO4 and GPO6); deleted GPO6 – merged into GPO3; credits adjusted - largely rounding to multiples of 5
 - GPO1 – wording adjusted and condition removed; no change to credits (10)
 - GPO2 – refocus on *culturally responsive learning experiences, Te Whāriki and supporting documents*; conditions removed; no change to credits (10)
 - GPO3 – legislation/regulations/services moved from GPO6 to GPO3 (*content and credits merged into GPO3*), removed conditions; changed from 7 and 8 to 15 credits)
 - GPO4 - wording adjusted to embed some of the conditions; no change to credits (10)
 - GPO5 - wording adjusted to embed conditions; increased from 3 to 5 credits
 - GPO6 (was GPO8) – *bicultural* changed to *culturally responsive and inclusive*, conditions adjusted; decreased from 8 to 5 credits
 - GPO7 – *Understand* changed to *apply knowledge of*; increased from 4 to 5 credits

Level 5

NZ Diploma in Early Childhood Education and Care (Level 5) [Ref 2851]

- Purpose adjusted to clarify the graduate’s scope of practice, include practice-based education and care, and remove the ITE pathway (stays in pathways section)
- Employment pathway – added education support roles
- General conditions for programme - Programme design addition:
 - Programmes must include a holistic view of child development and learning, and Māori and Pacific Peoples education developments and implications for culturally responsive practice.

Programmes must consider the significance of the *First 1000 days of Life* (from conception to two years) and the impacts on brain development and lifelong learning.
- wording changes to all GPOs generally to incorporate the removed GPO conditions, and credits adjusted - largely rounding to multiples of 5 credits
 - GPO1 (was GPO7) - removed bicultural, added tikanga to conditions, no change to credits
 - GPO2 (was GPO1) added historical influences from GPO8 and increased from 20 to 25 credits
 - GPO3 (was GPO2) removed bicultural, added *supporting resources*, decreased from 22 to 20 credits
 - GPO4 (was GPO3 & part GPO6 - removed) legislative, regulatory & UNCROC moved from GPO6 to here, embedded conditions in outcome, increased from 15 to 20 credits
 - GPO6 (was GPO5 & part GPO6 - removed) changed from reflection to include professional and ethical practice (ex GPO6) and emphasise personal wellbeing, increased from 8 to 10 credits
 - GPO7 (was GPO9) – shifted from practising *cultural responsiveness* to using knowledge of *cultural competencies*; kept conditions to ensure Pasifika focus not lost
 - GPO8 - changed emphasis away from history (moved to GPO1) to emerging personal philosophy of practice, and decreased from 8cr to 5cr

Level 6

NZ Diploma in Early Childhood Education and Care (Level 6) [Ref 2852]

- Purpose adjusted to clarify the graduate's scope of practice, include practice-based education and care, and remove the ITE pathway (stays in pathways section)
- Employment pathway – adjusted second paragraph re voluntary roles and scope of practice
- wording changes to all GPOs generally to incorporate the removed GPO conditions, and credits adjusted - largely rounding to multiples of 5 credits
 - GPO1 (was GPO7) - removed *principles inherent* and *bicultural*, adjusted conditions, no change to credits (20)
 - GPO2 (was GPO1 and part GPO8) - added *socio-cultural influences* and *own professional philosophy of practice*, added infant and toddler pedagogies from condition; adjusted condition to emphasise L&D in curriculum areas; increased from 25 to 30 credits
 - GPO3 (was GPO2) - reworded to incorporate conditions, adjusted to specify *Te Whāriki and supporting resources* (which have been included in a list in the general conditions); removed conditions; no change to credits (30cr)
 - GPO4 (was GPO3 and part GPO6 and GPO8) – provision and care, legislative/regulatory embedded here (but not specified); removed all conditions; increased from 8 to 15 credits
 - GPO5 (was GPO9) some changes to conditions to ensure cultural beliefs and importance of child's first language focus not lost; no change to credits (10)
 - GPO6 (was GPO4) - changed focus to reflection on own identity and holistic wellbeing and professional development; removed all conditions; reduced credits from 7 to 5 credits
 - GPO7 (was GPO5) - adjusted to incorporate condition re leadership theories and approaches, enhancing professional practice, removed conditions; no change to credits (5)
 - GPO8 (was GPO6) - adjusted to add advocacy for the child ex conditions; removed all conditions; no change to credits (5)
 - Current GPO8 deleted – intent and credits redistributed to GPO2 & 4

Offshore Level 4 draft qualification

NZQF Certificate in Early Childhood Education (Level 4) with an optional strand in Practice-based Care (90-120 credits - *strand of 30 credits*) [Ref NEW – NZQF offshore]

- Purpose and pathways – for exclusive off-shore delivery; not as a pathway to NZ quals; bit unclear for non-practice-based strand
- Qualification specifications and conditions – off-shore focus with removal of NZ specific language where appropriate
- GPOs – generalised away from NZ specific focus: L&D, curriculum, environment, communications and relationships, cultural competencies, emerging personal philosophy; strand – learning experiences and professional practice

Consultation questions

The questions the review is seeking feedback on for the Level 2 to 6 qualifications are:

- Do you agree in principle with changing the title of this qualification? (*for Level 2 and 3 only*)
- Do you agree in principle with increasing the size of this qualification from 40 to 60 credits? (*Level 2 only - yes/no/no view*)
- Overall, do you support the proposed changes to the content of this reviewed qualification?
- Please tell us any feedback you have on the draft reviewed qualification.

And for the draft offshore qual:

- Do you agree in principle with developing an NZQF qualification aimed at offshore delivery and pathways, proposed as a Level 4 Certificate?
- Overall, do you support the proposed content of this new qualification?
- Please tell us any feedback you have on the draft new qualification.

Thank you for considering and providing feedback on the reviewed ECE qualifications.

Please complete the [online survey](#) by Wednesday 30 September.

If you prefer, additional comments and submissions in relation to this ECE qualifications review consultation may be sent to ecequals.review@nzqa.govt.nz

Further information on the review is available from the [2020 ECE qualifications review webpage](#).

Contact or further submissions: ecequals.review@nzqa.govt.nz