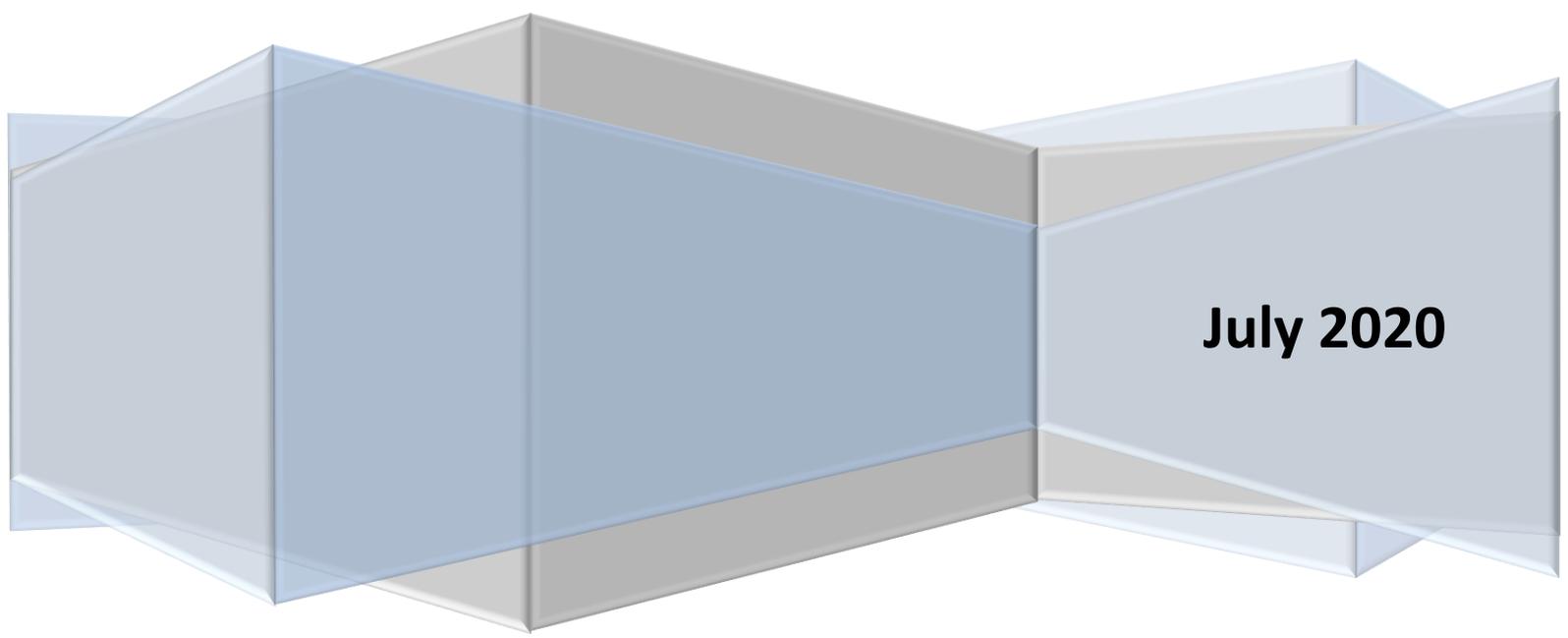


Review Plan

2020 Review of Early Childhood Education Qualifications

Compiled by NZQA NQS



July 2020

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1. Purpose

The purpose of this review plan is to outline how the 2020 review of Early Childhood Education (ECE) qualifications at Levels 2 - 6 on the New Zealand Qualifications Framework (NZQF), excluding qualifications offered by the University sector, will be conducted.

The review will need to ensure the qualifications are useful, relevant, and fit for purpose; valuable to current and future learners, employers and other stakeholders; and meet the new requirements for listing qualifications on the NZQF.

The goal is to meet the approval to list requirements for a reviewed suite of ECE qualifications by 31 December 2020, with stakeholder involvement in and support for the resulting qualifications.

The review plan includes scope; timelines and deliverables; and an outline of the approach including roles and responsibilities, resourcing, stakeholder communication and consultation, constraints and risks, and confirming the evidence of need.

2. Scope

The project scope includes:

- the review of the suite of five ECE qualifications listed on the NZQF in February 2016, as a result of the 2013-2016 mandatory review, and scheduled for review by 31 December 2020;
- the examination of current and probable future job roles, training and qualification needs across the ECE sector, including pathways into and through the sector, to ensure the reviewed suite of qualifications meet current and future workforce and community requirements.

Five ECE qualifications listed in February 2016			
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

Note: This review **excludes** the five Mātauranga Māori *Ngā Mokopuna - A Māori World view of Early Learning* qualifications also listed in February 2016, which are [currently being reviewed](#) by Maori Qualification Services.

Five Mātauranga Māori early learning qualifications also listed in February 2016 – excluded from this 2020 review			
Qual #	Qualification Title	Level	Credits
2854	He Taonga Te Mokopuna (Kaupae 2) (NZ Certificate in a Māori World View of Early Learning)	2	60

2855	Te Mana o Te Mokopuna (Kaupae 3) (NZ Certificate in a Māori World View of Early Learning)	3	60
2856	Te Puāwaitanga o Te Mokopuna (Kaupae 4) (NZ Certificate in a Māori World View of Early Learning)	4	60
2857	Te Tipuranga o Te Mokopuna (Kaupae 5) (NZ Diploma in a Māori World View of Early Learning)	5	120
2858	Te Rangatiratanga o Te Mokopuna (Kaupae 6) (NZ Diploma in a Māori World View of Early Learning)	6	120

3. Approach

The review will be facilitated by the current qualification developer, *NZQA Qualifications Services on behalf of and in collaboration with the sector*, and a contributory model will be applied to cover the costs.

The Governance and working groups will operate in the best interests of the whole sector, acknowledging that members will have been appointed as coming from distinct parts of the sector.

The Governance Group will address issues for the entire suite, provide overarching strategic guidance, and maintain an overview role. They will be asked to guide the working groups and endorse the draft qualifications for consultation and for submission for quality assurance.

Two working groups will be convened, one to review the certificates and one to review the diplomas.

The process of reviewing the ECE qualifications will follow this general approach to determine:

Information gathering and analysis

- the skills needs of the sector and whether these have changed in the past five years to impact this qualifications review
- policy changes that may impact the demand/need for ECE qualifications e.g. Review of home-based ECE ([February 2019](#)) and Government decision regarding Level 4 being the minimum level of qualification for quality funding for the homebased sector ([transitioning to fully-qualified release July 2020](#)); Early Learning Strategic Plan (10 year) [release](#) November 2018; Te Whāriki review – [new version](#) published 2017; Children’s Act 2014 ([updated 2018](#))
- feedback to inform the review of the qualifications e.g. qualification usage and completion data; consistency reviews; programme owners/providers, employers/sector and other stakeholders feedback.

Stakeholder profile

- confirm who needs to be involved and consulted
- establish Governance and Working Groups
- the Governance Group will address issues for the entire suite, provide overarching strategic guidance, maintain an overview role, endorse the draft reviewed qualifications for consultation and for submission for quality assurance
- the working group will review the suite of ECE qualifications [Ref: 2848 - 2852], in accordance with requirements to [review qualifications](#) and [list qualifications](#) on the New Zealand Qualifications Framework (NZQF).

Mapping qualifications to workforce needs

- identify categories and specialisations of qualifications needed and whether this has changed
- check how well the current landscape of qualifications coherently delivers the above
- check whether there are any gaps in the suite of ECE qualifications (e.g. is there a need for a more 'global' version of some ECE quals for [delivery offshore?](#))
- advice from the Governance Group to provide the working groups with strategic guidance, including any proposed changes to the landscape or pathway of qualifications.

Issues with current qualifications

- any suggestions to be considered from consistency events or stakeholders feedback?
- do the current qualifications meet the strategic purpose and pathways identified?
- what changes are required to these qualifications to better align with good educational and employment pathways?
- do the graduate profile outcomes accurately capture what a graduate will know and be able to do (*and encompass the intent of the conditions that need to be removed*)?
- check alignment of the qualifications with the new rules/guidelines for reviewing qualifications, and the new qualification template.

Working group to review qualifications

- a working group will be established to review the qualifications to reflect identified needs and Governance group guidance, and to consider stakeholder feedback to inform the review.

Evidence of stakeholder support

- stakeholder support for the landscape of qualifications confirmed
- how well the reviewed qualifications meet the identified needs and receive stakeholder endorsement (stakeholder consultation)
- completed NZQF7 *Involvement in Qualification Review Stakeholder attestation* forms

What reviewed qualifications will be submitted for approval to list

- any structural changes to the current suite? e.g. proposed expiry, new qualifications, new strands

This process will be applied to confirm a pathways map of ECE qualifications (see [current pathways map](#)), which working groups will then develop into the reviewed suite of ECE qualifications.

The **key areas for update will likely include:**

- consideration of feedback from Consistency events and other sources
- the alignment of the qualifications with the new rules, notably the new template
- streamlining the consistency and other general qualification information (e.g. recently reviewed qualifications which provide an indication of what will/won't be acceptable e.g. [IT & Computing](#))
- reducing the number of or removing conditions associated with each GPO
- consideration of the practical experience requirements and how they continue to be explicitly expressed
- consideration of the need to create a qualification supplementary information support resource

The guidelines for the review of NZ qualifications at Levels 1-6 on the NZQF is available from <https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/review-quals/>.

3.1 Roles and responsibilities

The work of the Review will be in accordance with the *Guidelines for review of qualifications at Levels 1-6 on the New Zealand Qualifications Framework (NZQF)*

<https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/review-quals/guidelines/#heading2-6>

The review is being led by the current qualification developer - *NZQA Qualifications Services on behalf of and in collaboration with the sector*, under the strategic guidance of a Governance Group. Responsibilities can be summarised as follows:

- the Governance Group will ensure a strategic direction is established and implemented; network with their representative stakeholders and interested parties; and provide ECE specialist oversight and endorsement for the ECE qualifications developed. Appointing organisations are expected to cover the cost of time and travel for their Governance Group appointee.

Governance Group – Review of Early Childhood Education (ECE) Qualifications	
Name	Organisation
Annika Going	Creative Kids
Cathy Wilson	Montessori Aotearoa of NZ (MANZ)
Selena Fox	New Zealand Tertiary College Limited
Gillian Croad	Playcentre Aotearoa
Erin Maloney	Tiny Nation
Jane Ewens	Toi Ohomai Institute of Technology
Dr Bridget Percy	Universal College of Learning (UCOL)
Ali Glasgow	Victoria University
Peggy Luke-Ngaheke	Waiwhetu Marae; Te Runanga o Te Atiawa ki Te Upoko o Te Ika

Some organisations were approached and declined to nominate a representative for the Governance Group, but have agreed to be part of the e-consultation network. e.g. Ako Aotearoa, Early Childhood Council, Teaching Council of Aotearoa NZ, Ministry of Education.

- As *Qualification Developer on behalf of and in collaboration with the sector*, NZQA NQS will convene, manage and provide administrative support for the ECE Governance Group. NQS will also manage the project team; stakeholder consultation and communications including a public website; workgroup convening and facilitation of qualification review and development work; preparation and submission of the applications to list reviewed or develop new ECE qualifications. The NQS project team contact is Diana Garrett.
- The **Stakeholder** reference group will be made up of all stakeholders (see stakeholders section below), and will be consulted and have opportunity for input to the review.
- Working Group(s)** will be formed from the stakeholder reference group for specific review areas (Certificates and Diplomas). The Governance Group will provide strategic guidance to the working groups on the pathways map of qualifications to be reviewed and developed. Appointing organisations are expected to cover the cost of time and travel for their Working Group appointee.

3.2 Stakeholders

The review will be undertaken in cooperation with current programme owners for ECE qualifications and with other stakeholders, including national peak bodies and industry organisations, with a steadily growing number of interested stakeholders on the email consultation list. The stakeholders being consulted include:

- Accredited providers of programme leading to the award of the ECE qualifications;
- ECE community, including professional groups e.g. Early Childhood Council, Playcentre Aotearoa, Montessori NZ, Teaching Council of Aotearoa NZ, Te Rito Maioha - Early Childhood NZ, NZ HomeBase Childcare Association (HBCA), Home Early Learning Organisation (HELO), Early Education Federation, ITENZ, Te Runanga o Te Atiawa ki Te Upoko o Te Ika, Te Kohanga Reo National Trust, Pasifika – SAASIA; as well as other informal user groups and networking associations
- Employers, childcare centres, home-based ECE providers and other organisations and individuals who express an interest in the qualifications and/or the review, including contractors, community groups
- Government agencies such as Ministry of Education, Tertiary Education Commission (Careers), NZQA, Education NZ; Ministry of Business, Innovation & Employment (including Labour and Immigration NZ); Ministry of Pacific Island Affairs, Ministry of Social Development, Teaching Council of Aotearoa NZ, NZEI - Te Riu Roa
- Providers of programmes leading to the award of the ECE qualifications: ITPs, PTEs, and prospective providers - ITOs, Wananga, schools. Includes on-job assessors for recognition of existing competence
- Students, learners and graduates
- Providers and assessors who use the unit standards developed specifically for the Level 2-4 qualifications
- Other organisations and people who express an interest, including employers and parents

3.2.1 Consultation and communication

The review team is keen to provide as much opportunity as possible for all interested stakeholders to engage and be kept fully informed of progress and decisions as the review progresses.

Stakeholders will be regularly invited to contribute opinions, ideas, and feedback. Communication with stakeholders may be directly from the review mailing list, and/or via other sector mailing lists, and via mailing lists of participating associations; or through links to one of the professional bodies or sector organisations involved in the review. Further dissemination of information may be made through the Early Childhood Advisory Committee (ECAC) convened by the Ministry of Education.

A variety of communication tools are being leveraged during the review process, including webpage, email communications and surveys/consultations. The ECE Governance group reflects a balance of the ECE sector, comprised of nominees from a broad range of ECE sector employer and peak body/professional associations and provider groups, and appointees are expected to liaise with their respective constituents.

Webpage:

An ECE qualifications review webpage <https://www.nzqa.govt.nz/qualifications-standards/qualifications/early-childhood-education-qualifications/> will be maintained for the duration of the review to allow stakeholders and interested parties to track progress and easily access information on the review.

Email account:

An ECE qualifications review email is established ecequals.review@nzqa.govt.nz. People can sign up to the mailing list for consultation on request.

Surveys:

Surveys are being used as a tool to obtain feedback from stakeholders on key areas that inform the review.

Documents and consultation:

Review documents will be made available to all stakeholders as soon as they've been considered by the Governance Group, and the aim is to consult widely. The pathways map of ECE qualifications will be considered by the Governance Group, to ensure it still meets sector needs and/or is adjusted for consideration by the sector.

3.3 Resourcing

The review is being funded on a contributory basis. Some meetings may be electronic due to impacts associated with COVID-19 restrictions.

Governance:

On behalf of and in collaboration with the sector, NZQA NQS is responsible for the operation and administration of the Governance Group, including meeting organisation and facilitation; preparing and disseminating meeting papers and records; logistics around meeting venues and catering.

Appointing organisations are expected to cover the cost of travel for their Governance Group appointee. Some funds may be available to assist with travel costs in some circumstances when no other option is available.

Project management:

NQS is responsible for managing the project team; information gathering and analysis with technical input from the ECE sector; organising and facilitating working groups; maintaining webpages for review progress; preparing documents required for listing qualifications, for endorsement by the Governance Group; completing administrative tasks associated with the review including arranging meeting venue and catering.

Working groups are being resourced on a contributory basis, and the appointee's organisations are expected to cover the cost of time and travel for their Working Group appointee. Some funds may be available to assist with travel costs in some circumstances when no other option is available.

Stakeholders:

Stakeholders are expected to engage with the review contributing their time, expertise, and attendance where appropriate, and respond to communications and consultations in a timely manner.

3.4 Constraints, assumptions and risks

The composition of the Governance Group, and the collaborative approach to the review provides a balance of ECE sector leadership and oversight, and related technical support surrounding the qualification review process.

However there are constraints and assumptions around a number of areas including:

- Interest in and support for the project from the ECE sector and other stakeholders, including commitment and support for the proposed contributory model to resource the review;

- Sourcing appropriate sector related technical input for the situation analysis, including mapping current qualifications to workforce requirements, and identifying any gaps or changes required;
- Limited access to research that may inform the review, and confidentiality of usage information;
- Governance Group will guide and inform the review process to meet rules and regulations set by NZQA QAD, including the design and review of the qualifications;
- The proposed two-day working group meetings will be sufficient for the working groups to review the five qualifications, with follow-up electronic meetings as required;
- Review time constraints, including the delays associated with the COVID-19 lockdown, will allow sufficient opportunity for the design of any new/reviewed qualifications, with feedback loops for testing the market and making recommended improvements to reviewed qualifications;
- Review time constraints will allow sufficient consultation to enable effective engagement, feedback and acceptance from a range of stakeholders and peak bodies with an interest in the use and appropriateness of current and future ECE qualifications.

3.4.1 Risks

There are a number of risks that may impact the review, including:

Risk	Description	Mitigation
1	<p>Stakeholder consultation Review timeframe may be too challenging to enable effective consultation with stakeholders at each stage of the review, and may impact on quality of product.</p>	<ul style="list-style-type: none"> • Signal to stakeholders at the outset that timeframes are tight and keep them informed through website; • ask for timely responses where specific feedback required; • encourage early engagement with the review and lever existing representative groups to spread the word; • explore option to extend submission date if additional stakeholder consultation required (or split reviewed/new submission if required).
2	<p>Time constraints & outputs Required outputs not achieved within proposed timelines; or may not be fit-for purpose or have legitimacy within the sector.</p>	<ul style="list-style-type: none"> • Maintaining the project plan as a living document; • maintaining open and frequent communication between the project lead, Governance group and stakeholders; • preparing for possible obstacles in advance; • clear responsibility areas specified; • adjusting for required changes as they emerge.
3	<p>Governance Concern about composition and balance of Governance group, may lead to a perception of sector interest under-representation.</p>	<ul style="list-style-type: none"> • Proposed composition and appointment process provided as part of review plan; • Opportunity to co-opt additional expertise or members if required, or involve other parties through working groups and/or presentations to the GG; • open and regular communication maintained
4	<p>Review requirements Lack of familiarity around the purpose and requirements of the review of qualifications.</p>	<ul style="list-style-type: none"> • NQS rep facilitating Governance group; • clarify requirements around the review of ECE qualifications and expected outputs at first GG meeting, and make links available from review website; • reinforce level descriptors; • encourage discussion around needs of employers and potential target markets for qualifications.

5	<p>Agreement/Endorsement Consensus may be difficult to reach due to diversity of interests of stakeholders.</p>	<ul style="list-style-type: none"> • Fostering a climate of cooperation and reinforcing the need to make qualifications as relevant and future proof as possible; • thorough analysis to inform and support decisions; • regular updates on review website, and communications through consultation and other networks; • engagement of diverse stakeholders for work group development of proposed qualifications; • Governance group influence of respective stakeholder sectors.
6	<p>Stakeholder attestation forms Challenges in obtaining completed NZQF7 stakeholder attestation forms required as part of submission for approval of reviewed qualifications.</p>	<ul style="list-style-type: none"> • Planning and communication; • Engage regularly with stakeholders and alert to timeframes; • Follow-up 2 weeks prior to submission.
7	<p>Work group participation Sufficient experienced work group participants may be difficult to find due to numbers of reviews, potential shortage of availability and contributory model for expenses.</p>	<ul style="list-style-type: none"> • NQS will enlist the support of the Governance group, stakeholder consultation list and networks to ensure adequate representative coverage for the work groups; • NQS budget a contingency amount to contribute to some of the costs of essential working group members that can't finance their involvement by other means (e.g. secondary school teacher release day).
8	<p>Resourcing Resistance from ECE sector to contribute financially to involvement in the review.</p>	<ul style="list-style-type: none"> • Communications for the review signalling requirement for contributory model; • Sector contribute to costs; • NQS budget a contingency to cover unplanned expenses related to project workgroups and/or Governance Group members.
9	<p>Frameworks and communication ECE sector may not understand distinction between curriculum or framework levels and qualifications framework and associated levels.</p>	<ul style="list-style-type: none"> • Clear communications where frameworks specified, including linkages, levels and links to further information • Clear explanations, including links to various frameworks being considered as part of the review such as Teaching Council <i>Our Code, Our Standards</i> and pathways to ITE qualifications, New Zealand Qualifications Framework (NZQF)

4. Timelines and deliverables

The Review is working towards meeting the key deliverables required for a qualifications review, and to have reviewed qualifications listed by 31 December 2020, or as soon as practical after. The guidelines for a review of NZ qualifications is available from <https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/review-quals/guidelines/#heading2-7>.

An overview of the timelines and deliverables to achieve this are summarised as follows.

Prepare for review: establish relationships; information gathering and analysis

- Preparation for the review – contacts, gather and analyse data, plan March 2020
- Key stakeholder identification and engagement – review approach March-May 2020
- Stakeholders advised of review trigger ex NZQA QAD 23 March 2020
- Webpage creation and consultation lists developed 30 March 2020
- Commencement message and request for pre-review qual feedback, invitation for expressions of interest for Governance and working groups 30 March 2020

Plan and Conduct the review

- Governance group formed and meet June-July 2020
- Review plan – prepare, sign-off and publish June-July 2020
- Results of information gathering and analysis compiled March-June 2020
(current quals mapped to workforce requirements; identify any issues/gaps)
- Governance Group Meet - Guidance for the review, overview and confirm approach and plan, pathways map, consultation, WGs 14 July 2020
- Communication to stakeholders – pathways map, approach July 2020
- Confirm working group membership and arrange meetings July 2020
- Meeting of working group/s convened to review quals (Certs/Diplomas) late July-Aug 2020
- Follow-up working group e-meetings (if required) August 2020
- Governance group endorsement of draft quals for consultation or rework Aug-Sept 2020
- Formal stakeholder consultation - feedback on reviewed quals (3+ weeks) Aug-Sept 2020
- Consideration of stakeholder feedback; possibly reconvene WGs late Sept-Oct 2020
- Revise draft quals and finalise for governance group mid-Oct 2020
- Seek Stakeholder attestations (NZQF7) Oct 2020
- Application documentation prepared (NZQF5,8,7s, change report) Oct 2020
- Governance group endorsement & sign-off of revised quals October 2020
- Application to A&A finalised and lodged late Oct-early Nov

Following submission

- Respond to RFI from A&A re quals (possibly reconvene WGs) Dec 2020/early 2021
- Revised qualifications approved for listing and published early 2021
- Communications update – webpage, stakeholder message Dec 2020/early 2021

Note: If the Governance Group require the draft qualifications to be re-worked following the working group meetings and/or consultation feedback, this will likely impact the timelines by 3-4 weeks, and compromise the target submission date.

Communications: On-going updates to website with key developments.

4.1 Analysis of current ECE qualifications

An analysis of the data available and stakeholder feedback on the current ECE qualifications, including evidence presented at consistency reviews, will be prepared to inform and support the decisions required for the 2020 review of ECE qualifications at levels 2-6 on the NZQF.

Current qualifications will be mapped to workforce requirements to ensure graduate profiles accurately reflect the needs for the specified pathways.

Data gathered will be analysed to determine:

- the qualifications are fit for purpose
- sufficient evidence of need for each qualification
- extent of changes needed to be made to the qualifications
- any other issues (e.g. gaps for new qualifications)

A summary of the purpose/intent of the [current qualifications](#) developed five years ago follows:

- **Level 2** - a parenting qual (not intended specifically for those wanting to be an ECE educator)
- **Level 3 & 4** – for educators in the home based sector and parent-led centres (Level 4), and an education pathway towards higher levels/ITE programmes (Levels 3 & 4)
- **Level 5 & 6** – for educators in ECE centres, nannies, and an education pathway for ITE programmes (Level 6 is mainly for learners that don't yet meet entrance criteria for ITE programmes, and credit recognition may be possible towards the same providers ITE programme).

The brief will provide evidence of investigation, analysis and consultation to inform the decisions of the Governance Group when reviewing the range of five ECE qualifications, and support the application to list any new qualifications.

Consultation will also be undertaken to confirm the need and strategic fit and sufficiency of demand of the reviewed and/or new qualifications.

A draft will be made available to stakeholders during the work group review phase. Feedback from various surveys and new discoveries may be added to the document during the review process.

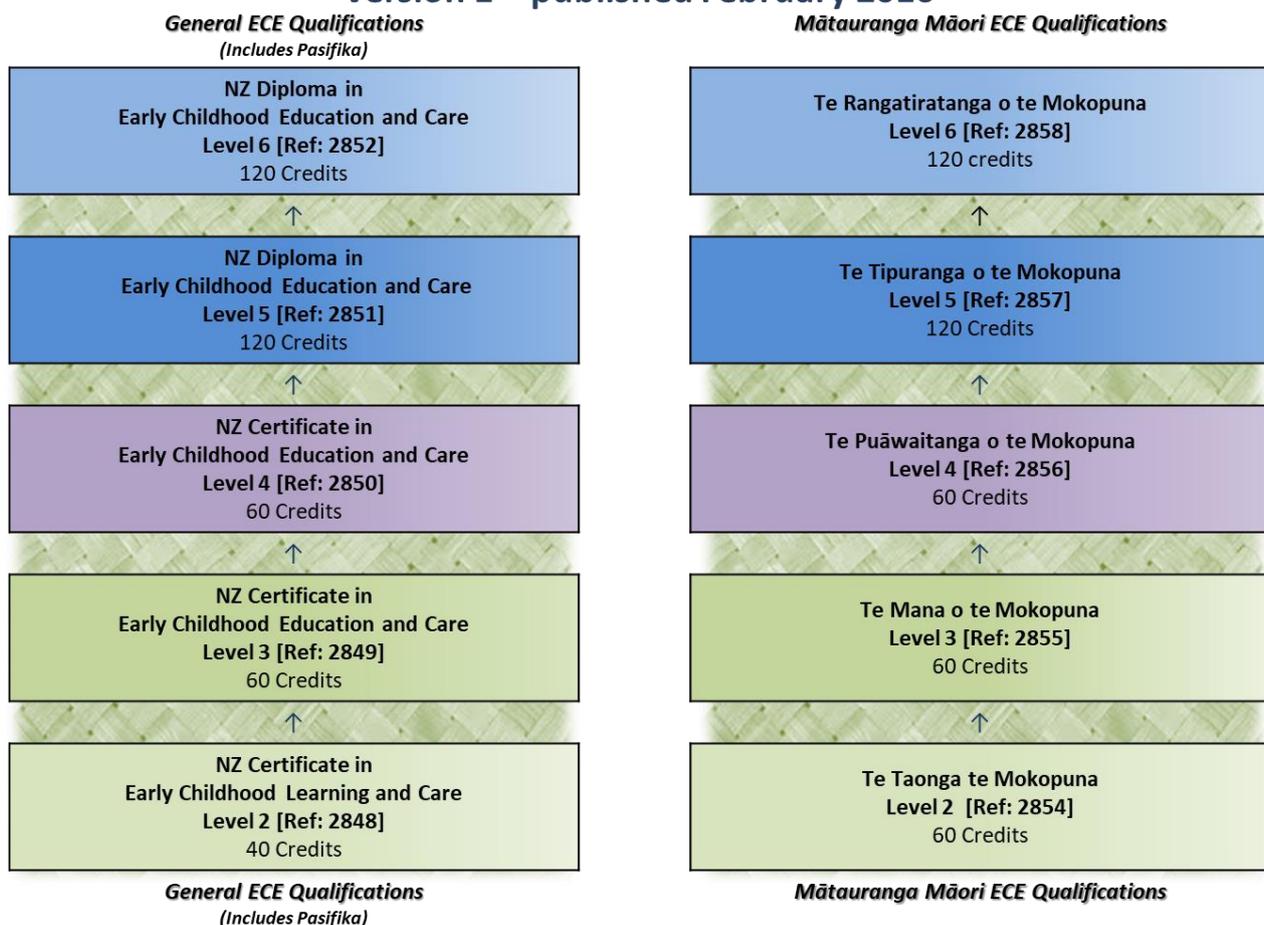
5. Approvals

The review plan has been prepared by the NQS project team for endorsement by the Governance Group before submission to NZQA QAD and publishing.

The Governance Group endorsed the review plan at their 14 July 2020 meeting.

Appendix 1: ECE Qualifications version 1 Pathways Map - February 2016

Early Childhood Education Qualifications Pathways Map version 1 – published February 2016



Appendix 2: ECE Qualifications Review Schedule List – 2020

The suite of five ECE qualifications listed in February 2016			
Qual #	Qualification Title	Level	Credits
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Note: This review **excludes** the five Mātauranga Māori early learning qualifications also listed in February 2016. These qualifications are being reviewed by Maori Qualification Services – see <https://www.nzqa.govt.nz/qualifications-standards/qualifications/nga-mokopuna-a-maori-world-view-of-early-learning/>

Five Mātauranga Māori early learning qualifications also listed in February 2016 – excluded from this 2020 review			
Qual #	Qualification Title	Level	Credits
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2858	Te Rangatiratanga o Te Mokopuna (Kaupae 6) (NZ Diploma in a Māori World View of Early Learning)	6	120

Appendix 3: Reviewing New Zealand qualifications listed on the NZQF

Each New Zealand qualification listed on the New Zealand Qualifications Framework (NZQF) at levels 1-6 must be periodically reviewed to ensure it remains relevant, fit for purpose and continues to meet the needs of the learners, industry and stakeholders.

Qualification reviews are part of the lifecycle of a qualification. They ensure that the purpose and graduate profile are clear, meet the needs of end users and guide programme owners. See <https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/review-quals/#heading2-0> for further information on stages of and guidelines for a qualification review.

Guidelines for review

The [Guidelines for review of New Zealand qualifications at levels 1-6 of the NZQF, 2018 \(PDF, 384KB\)](#) outline the responsibilities of the different parties and stages for a review and provides guidance on managing each stage. This is to enable reviews to be undertaken and completed in a timely and effective manner.

The review will be informed by the principles underpinning qualification design and the requirements for qualifications which are available in the:

- [Guidelines for approval of qualifications at levels 1-6 for listing on the NZQF, 2014 \(PDF, 996KB\)](#)
- [Guidelines for Te Hono o Te Kahurangi evaluative quality assurance, 2018 \(PDF, 1.3MB\)](#)
- [NZQF Listing and Operational Rules 2016](#).

The guidelines give information on how to make an application, what documentation NZQA needs and the criteria that application need to meet. They also detail how NZQA will make decisions about the applications associated with the qualification review.

Listing qualifications at levels 1-6 on the NZQF

Qualifications at levels 1-6 are evaluated and approved separately to the programmes that lead to that qualification.

For new qualifications, the NZQA guidelines that apply are the [Guidelines for approval of New Zealand qualifications at levels 1-6 for listing on the NZQF, 2014 \(PDF, 996KB\)](#)

There is a two-stage process for listing NEW qualifications at levels 1-6: *Application to develop* and *Application for approval*.

Once a qualification is registered on the NZQF, an institution that proposes providing a programme of study or training that leads to the qualification must apply to NZQA for approval of the programme. Details on [programme approval and provider accreditation](#) are available on the NZQA website, including new [guidelines](#). Information on programme approval and accreditation for NZ Certificate courses in Secondary Schools is available [here](#).

About stakeholder attestations (NZQF7)

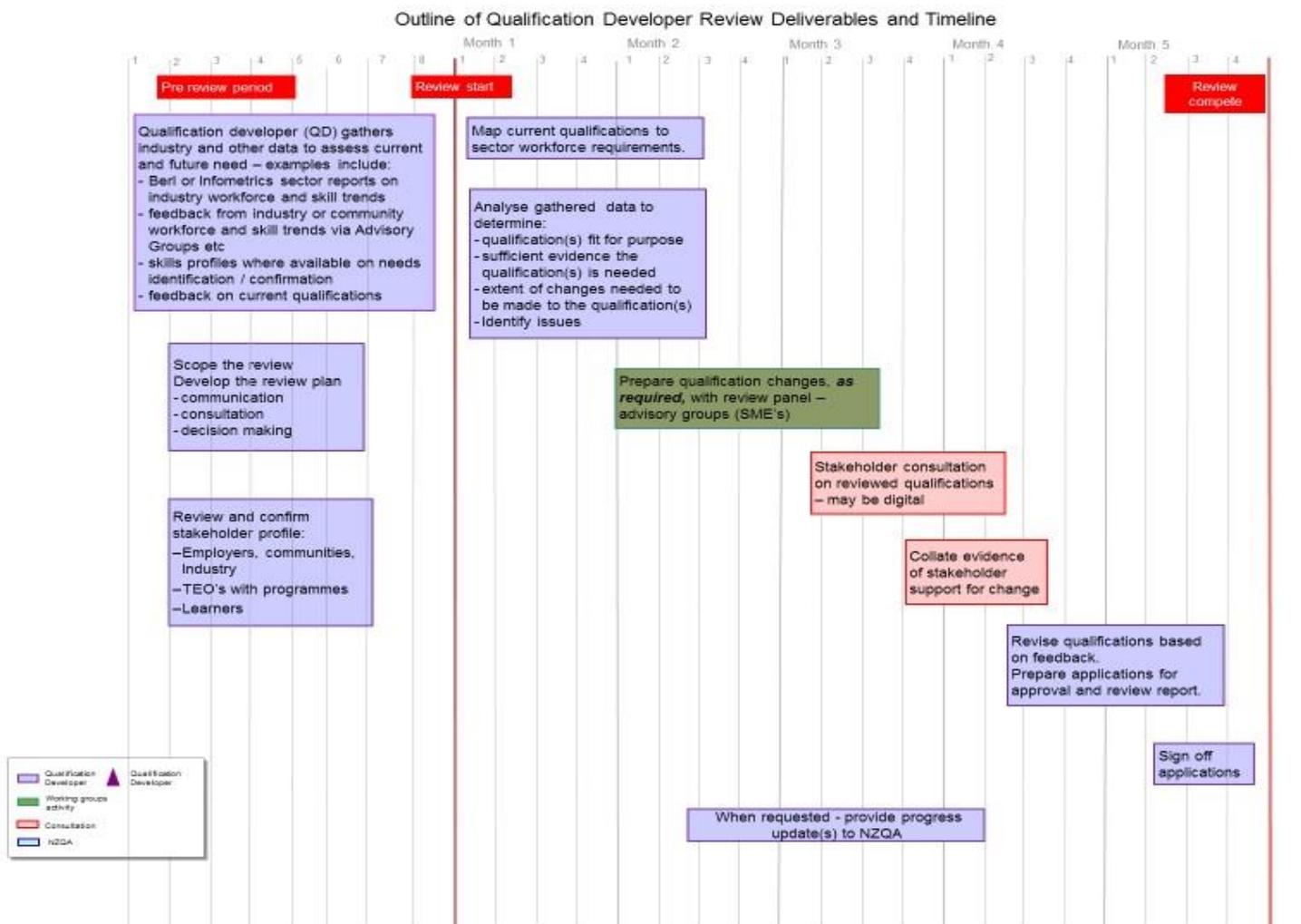
Stakeholder attestations are required from all stakeholders directly involved in the qualification review. They provide evidence of the support for the qualification/s and the extent of collaboration and involvement by stakeholders.

Link to: Involvement in Qualification review Stakeholder Attestation ([NZQF7](#)).

Review outline plan

The four stages of a review (preparing, planning, conducting and reporting) are outlined [here](#).

The 'Plan on a page' [outline of qualification developer review deliverables and timeline](#) follows:



Source: <https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/review-quals/guidelines/#heading2-7>