2020 Review of Early Childhood Education (ECE) Qualifications

Governance and Working Group Background and Brief

July 2020

**Prepared by NQS as Qualification Developer
on behalf of and in collaboration with the sector**

Contents

1. Project scope

The project scope includes:

- the review of the suite of five ECE qualifications at Levels 2-6 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

Appendix A provides a pathways map for the qualifications, and appendix B provides a list of the ECE qualifications within the scope of this review (with links to the qualification documents).

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.

2. Background information

New Zealand qualifications at Levels 1 to 6 are based on industry or community workforce needs and are developed collaboratively with stakeholders. Qualifications should be flexible enough to allow a range of programmes to be developed to meet different contexts and learner needs.

The current qualification developer (rather than 'owner') for the ECE qualifications is *NZQA Qualifications Services on behalf of and in collaboration with the sector*.

As a result of the *Reform of Vocational Education* (RoVE), ECE qualifications are expected to be transferred to the new *Health, Community and Social Services Workforce Development Council* (WDC) following its establishment (sometime after this qualifications review).

This brief has been created to assist with the review of the suite of ECE qualifications [Ref: 2848 – 2852], which will be done in accordance with requirements to review qualifications and to list qualifications on the New Zealand Qualifications Framework (NZQF).

The review will reflect on strategic considerations related to whether the current qualifications still meet the needs of the sector, including intended purpose, education, employment and community pathways, and determine and gaps and what suite of ECE qualifications is now required.

The purpose/intent of the [current suite of ECE qualifications](#) is summarised below:

- **Level 2** - a parenting qualification (*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 Governance Group (GG) will provide strategic oversight of the review and guidance to the Working Groups (WGs) which undertake the detail review of the qualification documents.

3. Review approach

The review will be facilitated by the current qualification developer, with a contributory model 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 from distinct parts of the sector.

The Governance Group (GG) 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 submission for quality assurance.

The review will consider:

- the skills needs of the ECE 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, programme owners/providers (see appendix C), consistency reviews (see appendix D); employers/sector and other stakeholders pre-review input (appendix E)

- the alignment of the qualifications with the new rules/guidelines for reviewing qualifications, and the new qualification template (appendix F), making any changes required to meet current listing requirements

Two working groups will be convened, one to review the certificates and one to review the diplomas – see section 3.

The Governance Group may review qualification specifications and conditions which need to be consistent across the whole suite. e.g. specific requirements for consistency, practical experience or other requirements.

The recently reviewed IT and Computing qualifications approved in June 2020 provide an indication of what will/won't be acceptable in the qualification documents for the entire suite.

At all significant stages, stakeholders will be kept informed and invited to contribute ideas, comment and feedback, and to endorse the reviewed qualifications as fit for purpose.

Timeframes / Milestones

The Review is aiming to have reviewed qualifications listed by 31 December 2020, or as soon as practical after.

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 (current quals mapped to workforce requirements; identify any issues/gaps)   March-June 2020
- 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. Information gathering and analysis

Feedback and data has been gathered and analysed to inform the review of the qualifications. This includes approved programmes and graduate data (appendix C), consistency review feedback (Appendix D), and feedback from programme owners/providers, employers/sector and other stakeholders (Appendix E).

Qualification usage and completion data

Key findings from the analysis of data for accredited providers of approved programmes, enrolment and completion (graduate) data 2017 – 2019 follows (detail provided in appendix C).

- All five qualifications have programmes approved and graduates
- Relatively low uptake of the qualifications at Level 2 and Level 6, but increasing
- There are between 3 and 14 organisations (ITPs, PTEs and a school) with 50 programmes approved towards the five ECE qualifications
- The trend shows an increasing number of enrolments and graduates each year for these qualifications, presumably as providers transition from expiring qualifications
- There have been 3,207 graduates between 2017 and December 2019
- For the five ECE qualifications, there were 331 graduates in 2017 increasing to 1,157 in 2018 and 1,719 in 2019
- Most enrolments are at Level 4 (nearly 3000 in 2019) but most graduates are at Level 5
- Large numbers of enrolments compared to completions for most of the qualifications over the three years, particularly Level 4 (averaging 25%; but in 2019 only 17% of the nearly 3000 enrolments at Level 4 have graduated).

Graduates of ECE Qualifications by year 2017-2019
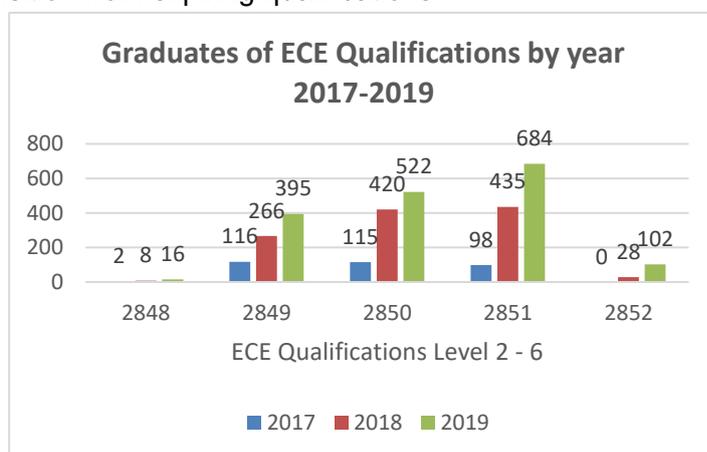
Consistency review feedback

Consistency review events for three of the five ECE qualifications (Levels 3-5) were held in August and September 2019, for graduates up to December 2018.

Feedback from these events informs the 2020 review of the qualifications, mainly from a programme owner and graduate perspective. More detailed findings are contained in appendix D, including links to the consistency review reports (which are all available from here).

Generally providers and graduates seemed happy with the qualifications. The main exception relates to graduate consistency and challenges meeting qualification requirements with offshore delivery. The key recommendation for strategic (GG) consideration is the suggestion to develop an international/global version of the qualification/s for delivery offshore.

> *Recommendation to the Qualification Developer (L5):*
>
> *Overall there was positive feedback about the qualification, and a range of different programmes have been developed within scope. In response to some concern regarding off-shore delivery the suggestion to develop an international/global version of the qualification that enables delivery off shore was discussed. General discussion included*

ECE Level 4 and Level 5 focus, two GPOs that could be improved, and the change from the Vulnerable Children's Act 2014 (VCA) to Children's Act 2014 (reprint 21 December 2018).

No consistency events have yet been held for the Level 2 and 6 qualifications (*L6 deferred due to lockdown until 27 Oct 2020*).

The key observations and queries covered in appendix D are also captured in the general and strategic considerations section below.

Stakeholder pre-review feedback

The majority of respondents providing feedback between 30 March and early July were positive about the suite of qualifications. Some themes that emerged were consistent with issues raised during consistency reviews, reinforcing the need for consideration during this review.

Main points in feedback for consideration (see appendix E for more detail):

* perhaps too many levels - some requirements seem repetitive (at each level), as are the titles
* maintaining education pathway progressions
* clarify requirements for progressions e.g. University Entrance, ITE programmes
* size of level 2 – perhaps increase from 40 to 60 credits to align with YG (funding)
* consider whether any strands are needed (or optional strands)
* ensure focus on practical experience retained
* consider an option better suited to offshore delivery (more global/less NZ focus)
* detail content suggestions/considerations for the working groups (re GPOs etc)

The Ministry of Education provided environmental feedback to inform the review.

* *The Early Learning Action Plan 2019 – 2029 He taonga te tamaiti* (ELAP) signals a shift towards a more highly qualified and diverse workforce, and a greater emphasis on supporting the workforce to integrate te reo Māori and inclusive practices into all early learning services.
* In 2019, the Minister announced to a move towards a level 4 Early Childhood Education certificate becoming the minimum qualification for home-based educators.
* As part of Budget 2020, Minister Hipkins announced that a higher funding band will be reinstated for teacher-led, centre-based services that employ a fully qualified and certificated teaching workforce (the '100% funding band').
* Between 2018-2020 the Ministry Gazetted new person responsible qualifications for Playcentre *(transitioning to Level 4 qualification Ref 2850)*
* IELTS has been viewed by some as a barrier to teacher registration and students gaining entry to initial teacher education programmes, particularly for Pacific peoples. In response, on 1 January 2019 the Teaching Council changed its English language policy to offer people a wider range of test options to demonstrate this competency.
* The Action Plan for Pacific Education 2020-2030 sets out how to ensure diverse Pacific learners and their families are safe, valued, and equipped to achieve their education aspirations.
* Ka Hikitia (the Māori Education Strategy) and Tau Mai Te Reo (the Māori Language in Education Strategy) were released mid July 2020. Both strategies apply across the education sector, from early learning to tertiary education.

5. Governance Group - strategic and general considerations

The **Governance Group** has the strategic oversight of the review.

Some key questions when reviewing or designing new qualifications

- What issues need to be addressed?
- What does the sector and community need?
- Who are the qualifications for (target market)?
- What will graduates be equipped to do (jobs etc)?
- How do we know?
- What structure might meet requirements?

Some considerations

- What has changed in ECE in the past five years that impacts the qualifications?
- Qualifications support professional ECE educator practice (and parenting for Level 2). Are they intended to do anything else?
- Context – can all contexts be supported within a single qualification? Do some specialisms/contexts actually require a different qualification?
- Pathways (employment and education) - do we still need qualifications at all levels?
- What size – any changes? e.g. feedback Level 2 should increase from 40 to 60 credits
- Specific feedback from consistency reviews and stakeholder feedback, including:
  - Level 3 - if there is still a place for Level 3, what are the employment pathways (*with transitioning to a fully qualified home-based workforce via a Level 4 qualification*)?
  - Level 4 – increasingly important as minimum qualification for home-based sector; is English language capability a barrier to entry? Is it suitable for other pathways (e.g. parent-led)?
  - Level 5 – should there be more of a 'practice-based focus' like Level 4?
  - Offshore delivery – is a separate more generic ECE qualification targeting off-shore delivery and pathways (less NZ specific) needed? If so, at what level/s?
- GPO conditions in the ECE qualifications are generally too prescriptive and there is a trend to no or fewer conditions. Options to assure consistent interpretation of intent.
- Practical experience – any changes?

The decisions required…

- **Pathways map** - how well does the current pathways map of ECE qualifications (appendix A) coherently meet current ECE needs, and what (if any) structural changes are required to ensure the qualifications still map to workforce and community needs?

  This may involve consideration of things such as:
  - whether any changes are required to size (credits) e.g. L2 (40 or 60 cr)
  - whether qualifications at each level are still required i.e. will any expire?
  - Whether the titles are changed or remain the same (*similar except for level*)
  - whether (optional) strands at any level are required (e.g. for nanny or Pasifika)
  - options to meet the need of NZ qualifications for offshore programme delivery and pathways)
  - Confirming or adjusting the current pathways map of ECE qualifications at Levels 2-6

- **Purpose and pathways** - checking the current qualifications still reflect the intent for the strategic purpose and pathways identified (*see separate table compiling all qualifications*)

    o Level 2 – parenting focus; education pathway to NCEA and Levels 3-5
    o Level 3 & 4 – home-based sector and parent-led centres educators (Level 4); education pathway towards higher levels/ITE programmes (Levels 3 & 4)
    o Level 5 & 6 – for educators in ECE centres, nannies, and an education pathway for ITE programmes

- **Qualification specifications** (across the suite) - checking the current qualifications overarching statements intent and relevance (see appendix G)
    o qualification award, consistency, entry (other) requirements,
    o general conditions – regulatory, Te Tiriti o Waitangi, diverse contexts, programme design, practical experience

- **Support resource** – do qualifications stand on their own or do we need to create a qualification support resource?

- **Working group guidance** – GG input to the next section to guide the working groups on the review

6. Working groups – detailed qualification review

The working groups comprise subject matter technical experts who will focus on the detailed review and development work. The working group should consider this brief, strategic guidance from the Governance Group, relevant changes in the sector, and other resources and key documents.

The underpinning premise of the mandatory reviews was to ensure that the proposed qualification graduate profiles were sufficiently general and flexible to enable a range of programmes, in differing modes of delivery and contexts, to be developed and still retain meaning for the sector.

The qualifications should be written in plain language, be relevant to many contexts; and use future proof language.

Two working groups are being convened to review the qualifications – one for the Level 2-4 Certificates, and one for the Level 5 and 6 Diplomas.

Governance group guidance for the working groups

The Governance Group met on 14 July, and below is a summary of the key decisions followed by specific additional guidance to the two working groups

1. Endorsement of the draft ECE qualifications review plan – with minor amendments

2. Clarification of key strategic considerations – reconfirming the need for all five qualifications, with options for the WG to explore increasing Level 2 from 40 to 60 credits, and possibly an NZQF qualification for offshore audience and pathways

3. Agreed minor changes to the strategic purpose statements, pathways, qualification specifications and general conditions

ECE Certificates Working group

This working group will be reviewing three ECE Certificate qualifications.

- NZ Certificate in Early Childhood Learning and Care (Level 2) [Ref 2848]
- NZ Certificate in Early Childhood Education and Care (Level 3) [Ref 2849]
- NZ Certificate in Early Childhood Education and Care (Level 4) [Ref 2850]

The Governance Group have requested consideration of the following:

- consideration and draft changes and development to meet the general guidance for reviewing qualifications

- important to have transitional pathways maintained (towards ITE)

- no new strands intended to credential any optional additional learning such as Pasifika or nanny

- option for L2 to increase from 40 to 60 credits – WG to identify additional GPOs, keeping the feedback and parenting focus in mind

- changing employment pathway for L3, transitioning to L4 re homebased

- GG have adjusted the *strategic purpose statements* and checked the education and employment pathways, but the SG invite the WG to review and propose any further refinements

- GG have reviewed the *qualification specifications* (applying across the suite), so no further changes are required

- GG have reviewed the *general conditions for programmes* (applying across the suite) and confirmed the intent to retain practical experience. The GG invite the WG to review and propose any further refinements, particularly whether we require practical in the L2 & 3 quals

- possible offshore qualification (NZQF) to meet more generic offshore ECE audience and pathways – WG may explore further if time permits.

ECE Diplomas Working group

This working group will be reviewing two Diploma qualifications at Levels 5 & 6:

- NZ Diploma in Early Childhood Education and Care (Level 5) [Ref 2851]
- NZ Diploma in Early Childhood Education and Care (Level 6) [Ref 2852]

The Governance Group have requested consideration of the following:

- consideration and draft changes and development to meet the general guidance for reviewing qualifications

- important to have transitional pathways maintained (towards ITE)

- no new strands intended to credential any optional additional learning such as Pasifika or nanny

- GG have adjusted the *strategic purpose statements* and checked the education and employment pathways, but the SG invite the WG to review and propose any further refinements.

- GG have reviewed the *qualification specifications* (applying across the suite), so no further changes are required.

- GG have reviewed the *general conditions for programmes* (applying across the suite) and confirmed the intent to retain practical experience. The GG invite the WG to review and propose any further refinements, particularly whether we require practical in the L2 & 3 quals.
- possible offshore qualification (NZQF) to meet more generic offshore ECE audience and pathways – WG may explore further if time permits.

General guidance

The **Working Groups** undertake the detailed review of each qualification, and will need to ensure the qualifications remain relevant, fit for purpose and meet the needs of the learners, industry and stakeholders, considering:

- guidance from the Governance Group (see above)
- any detailed suggestions to be considered from consistency events or feedback from stakeholders? (*summarised by qualification, plus general feedback - see Appendix D & E*)
- ensuring the current qualifications wording is reviewed to ensure it meets any changed intent for the strategic purpose and pathways identified
- the alignment of the qualifications with the new rules, notably the current template. This will include streamlining the consistency section and other general qualification information (*suggestions as per reviewed IT and computing quals – see Appendix G*)
- any changes required to these qualifications to better align with good educational and employment pathways
- how well the graduate profile outcomes accurately capture what a graduate will know and be able to do (*consider consistency feedback and updated approach from newly listed quals – general approach is to simplify outcomes and remove or significantly reduce the number of conditions associated with each GPO*)
- consideration of soft skills and how these are expressed
- consideration of whether the qualifications explicitly refer to/embrace any new and emerging thinking and technologies, and set implicit/explicit expectations regarding how these should be considered during programme development and delivery
- any general updates in language where appropriate e.g. ECE or Early learning?
- maintaining cohesiveness across the suite.

General guidance relevant to each qualification the working group is reviewing:

- review the existing qualifications purpose and outcome statement wording (*see appendix H*)
  - o strategic purpose statement (why and what for);
  - o outcome statement
    - o education pathway (what the graduate will be ready to study next, and what qualification they may come from);
    - o employment and community pathway (what graduate can be - check/confirm jobs equipped for; check for/add community pathways);
    - o graduate profile (what graduate will be able to do, know, understand)
  - o conditions relating to each graduate profile (if any), and indicative credits

- review and develop qualification specifications and general conditions (see appendix G)

- o some specifications and conditions are consistent across the suite e.g. qualification award, consistency requirements, minimum standard of achievement *(done by GG)*
  - o General conditions for programme may also be standard or vary slightly – programme design, professional practice, practical experience requirements *(draft done by GG)*

- working groups should use language that is generic enough to embrace a range of philosophies, types of services and emerging trends.

NZQF qualifications - for off-shore delivery:

There are currently six NZQF qualifications listed – developed specifically for delivery to an offshore audience. Key things seem to be that there is an expectation they are both delivered offshore and that the pathways are offshore.

- NZQF Diploma in Computer Applications (Level 6) Ref: 3715 (WINTEC)
- NZQF Diploma in Networking (Level 6) Ref: 3716 (WINTEC)
- NZQF Diploma in Engineering (Level 6) Ref: 3717 (WINTEC)
- NZQF Diploma in Interior Design (Level 6) Ref: 3908 (WINTEC)
- NZQF Certificate in English for Engineering (Level 5) Ref: 4000 (Otago Poly)
- NZQF Diploma in Construction (Level 6) Ref: 4055 (WINTEC)

7. Resources and key documents

This document is intended to provide the key information for working groups to enable them to progress the review of the ECE qualifications, along with the booklet of qualification documents. Information in the appendices includes:

- Appendix A: Pathways Map - ECE qualifications version 1 - February 2016.
  To show the range of approved qualifications and how they fit in the suite

- Appendix B: ECE qualifications Review Schedule List – 2020 (*including links to the Ngā Mokopuna - A Māori World view of Early Learning qualifications also listed in February 2016, which are [currently being reviewed](#) by Maori Qualification Services*).

- Appendix C: ECE qualifications - programme, enrolment and graduate date

- Appendix D: ECE Consistency review event findings August-September 2019

- Appendix E: Stakeholder pre-review feedback on ECE qualifications

- Appendix F: Blank qualification template (May 2019)

- Appendix G: Qualification specifications extracted from Level 6 IT qualifications (old and new).
  Shows different approach and will need to be consistent across the suite at the same level.

- Appendix H: Strategic Purpose Statement and Graduate Profile Guidance. *For help when considering the wording of the qualification documents - strategic purpose statements (SPS), graduate profile outcomes (GPO), etc..*

- Appendix I: NZQF Qualification types & level descriptor tables
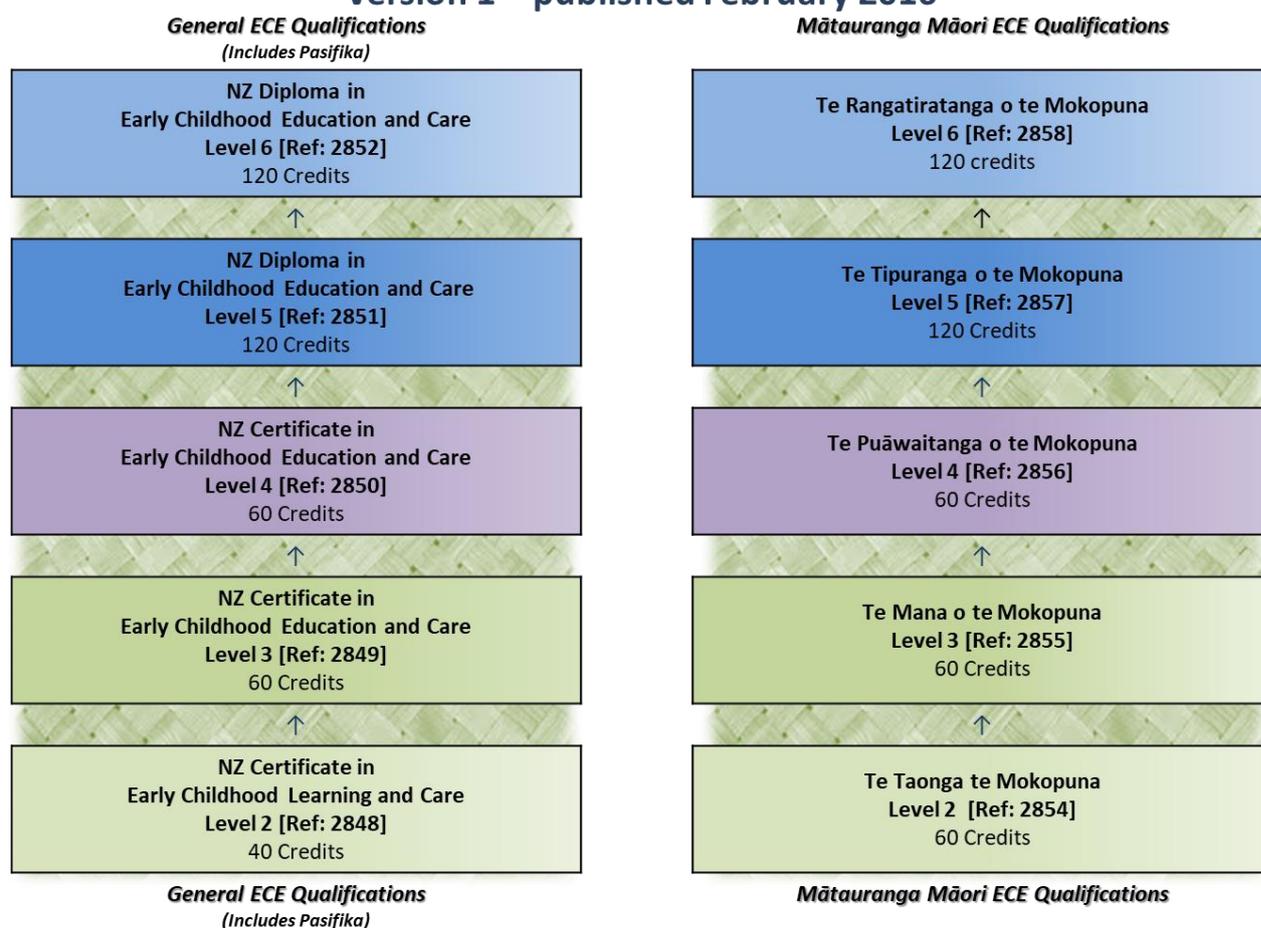
Additional information is available as follows:

- *Guidelines for review of NZ Qualifications at levels 1-6 for listing on the NZQF* can be accessed at https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/review-quals/guidelines/.

- Information on listing qualifications on the NZQF can be accessed at: http://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/listing-qualifications-on-the-nzqf/.

- *Guidelines for Approval of NZ Qualifications at levels 1-6 for listing on the NZQF* can be accessed at: http://www.nzqa.govt.nz/assets/Studying-in-NZ/New-Zealand-Qualification-Framework/Guidelines-for-approval-of-New-Zealand-qualifications-at-levels-1-6.pdf.

- The review webpage has background information and documents related to the current and past ECE qualifications reviews, including links to ECE qualifications approved in February 2016, standards that align to the Level 2-4 qualifications, which can be accessed at https://www.nzqa.govt.nz/qualifications-standards/qualifications/early-childhood-education-qualifications/.

- The *[Landscape of ECE unit standards mapped to new NZ qualifications at Levels 2-4](#)* provides details of the standards' titles and credits, by level.

To show the range of approved ECE qualifications and to assist with seeing where any new ones might fit in the suite.

Please note that is only the general suite that is within the scope of this review.

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

General ECE Qualifications
(Includes Pasifika)

Mātauranga Māori ECE Qualifications

General ECE Qualifications (Includes Pasifika)	Mātauranga Māori ECE Qualifications
NZ Diploma in Early Childhood Education and Care Level 6 [Ref: 2852] 120 Credits	Te Rangatiratanga o te Mokopuna Level 6 [Ref: 2858] 120 credits
NZ Diploma in Early Childhood Education and Care Level 5 [Ref: 2851] 120 Credits	Te Tipuranga o te Mokopuna Level 5 [Ref: 2857] 120 Credits
NZ Certificate in Early Childhood Education and Care Level 4 [Ref: 2850] 60 Credits	Te Puāwaitanga o te Mokopuna Level 4 [Ref: 2856] 60 Credits
NZ Certificate in Early Childhood Education and Care Level 3 [Ref: 2849] 60 Credits	Te Mana o te Mokopuna Level 3 [Ref: 2855] 60 Credits
NZ Certificate in Early Childhood Learning and Care Level 2 [Ref: 2848] 40 Credits	Te Taonga te Mokopuna Level 2 [Ref: 2854] 60 Credits

General ECE Qualifications
(Includes Pasifika)

Mātauranga Māori ECE Qualifications

This review excludes the five Mātauranga Māori Ngā Mokopuna - A Māori World view of Early Learning qualifications also listed in February, which are currently being reviewed by Maori Qualification Services.

Appendix B: ECE Qualifications Review Schedule List – 2020

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. 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**
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

Appendix C: ECE qualifications - programme, enrolment and graduate data

Feedback and data has been gathered and analysed to inform the review of the five ECE qualifications listed in February 2016 and being reviewed in 2020.

This includes 2017-2019 approved programme, enrolment and graduate data, supplied in confidence by the Tertiary Education Commission (TEC) as at May 2020, and only includes usage data from funded providers.
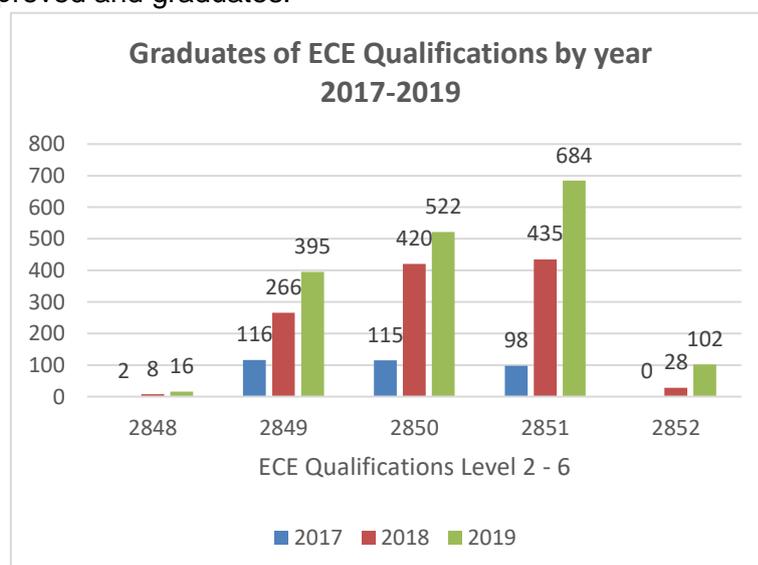
ECE Qualifications usage and completion data

Below is a summary of accredited providers of approved programmes, enrolment and completion (graduate) data 2017 – 2019.

ECE Qualifications – programmes, enrolments, completions 2017 -2019					
Qual #	Qualification title	Programmes approved	TEOs with graduate data	Enrolments 2017 - 2019	Completions 2017 - 2019
2848	NZ Certificate in Early Childhood Learning and Care (Level 2) (40 credits)	5	3	53	26
2849	NZ Certificate in Early Childhood Education and Care (Level 3) (60 credits)	14	14	1388	777
2850	NZ Certificate in Early Childhood Education and Care (Level 4) (60 credits)	14	12	4235	1057
2851	NZ Diploma in Early Childhood Education and Care (Level 5) (120 credits)	14	13	2864	1217
2852	NZ Diploma in Early Childhood Education and Care (Level 5) (120 credits)	3	3	347	130
	Total for 5 ECE qualifications	**50**	**45**	**8887**	**3207**

Data source: TEC - Supplied from NZQA Quality Assurance Division (QAD).

- All five qualifications have programmes approved and graduates.

- Relatively low uptake of the qualifications at Level 2 and Level 6, but increasing.

- There are between 3 and 14 organisations (ITPs, PTEs and a school) with 50 programmes approved towards the five ECE qualifications.

- There have been 3,207 graduates between 2017 and December 2019. For the five ECE qualifications, there were 331 graduates in 2017 increasing to 1,157 in 2018 and 1,719 in 2019.

- Most graduates are at Level 5

Graduates of ECE Qualifications by year 2017-2019

ECE Qualification	2017	2018	2019
2848	2	8	16
2849	116	266	395
2850	115	420	522
2851	98	435	684
2852	0	28	102

ECE Qualifications Level 2 - 6

Total graduates of ECE Qualifications by year 2017-2019					
Qual #	Qualification title	2017	2018	2019	Completions 2017 - 2019
2848	NZ Certificate in Early Childhood Learning and Care (Level 2) (40 credits)	2	8	16	26
2849	NZ Certificate in Early Childhood Education and Care (Level 3) (60 credits)	116	266	395	777
2850	NZ Certificate in Early Childhood Education and Care (Level 4) (60 credits)	115	420	522	1057
2851	NZ Diploma in Early Childhood Education and Care (Level 5) (120 credits)	98	435	684	1217
2852	NZ Diploma in Early Childhood Education and Care (Level 5) (120 credits)	0	28	102	130
	Total by year for 5 ECE qualifications	**331**	**1157**	**1719**	**3207**

Data source: TEC - Supplied from NZQA Quality Assurance Division (QAD).

- Most annual enrolments are at Level 4, particularly in 2019 (nearly 3000) - presumably as a result of the changes announced regarding the move to a qualified home-based educator workforce

- There have been 8,887 enrolments between 2017 and December 2019. The trend shows an increasing number of enrolments each year for these qualifications.

- There are a large numbers of enrolments compared to completions for most of the qualifications over the three years (L2 49%, L3 56%, L4 25%, L5 42%, L6 37%).

- In 2019 only 17% of the nearly 3000 enrolments at Level 4 have graduated.

Appendix D: ECE Consistency review event findings August – September 2019

Consistency review events for three of the five ECE qualifications (Levels 3-5) were held in August and September 2019, for graduates up to December 2018. Feedback from these events informs the 2020 review of the qualifications (*Level 6 consistency review postponed due to COVID – now 27 Oct 2020*).

The consistency review reports are available from https://www.nzqa.govt.nz/providers-partners/consistency-grad-outcomes/consistency-review-reports/, and linked in below. Additional notes have been included from the discussions at the events.

Key observations/queries/recommendations from the consistency events:

- Generally providers and graduates seemed happy with the qualifications
- For some quals, too many GPOs and conditions – combine/refine and merge conditions into GPO where possible
- Graduates are more likely to have an education pathway than an employment pathway
- Level 3 - if there is still a place for Level 3, what are the employment pathways (*with transitioning to a fully qualified home-based workforce via a Level 4 qualification*)?
- Level 4 – increasingly important as minimum qualification for home-based sector; is English language capability a barrier to entry? Other pathways?
- Level 5 – should there be more of a 'practice-based focus' like Level 4?
- Offshore delivery – is a separate more generic ECE qualification targeting off-shore delivery and pathways (less NZ specific) needed? If so, at what level/s?
- Levels 2 & 6 – no consistency reviews held yet so reliant on feedback from other sources

Some general themes emerged from the consistency review events, and changes can be considered in the 2020 ECE qualifications review.

- **NZ Certificate in Early Childhood Education and Care (Level 3)** (60 credits) – 7 August 2019
  - Level 3 ECE Final consistency report
  - 14 programmes approved and eight providers with 400 graduates up to December 2018
  - dual pathways (tertiary and secondary); second chance learners – fees free for many in first year of tertiary study.
  - ongoing need for Level 3 queried since Level 4 has been set by Government as the new minimum for home-based sector quality funding. Whilst this may impact some provision, attendees confirmed the ongoing need for L3 to staircase learners, as many enrolled are high need learners that aren't ready for L4 or L5. Also useful to be combined with another qualification for a one year programme, such as the NZ Certificate in Study and Career Preparation (Level 3) [Ref: 2863] or with English Language qualifications if help needed with language skills for preparation for ITE.
  - consistency event confirmed purpose and GPOs accurately reflect what a graduate should be able to be, do and know
  - some concern raised re scope of coverage expected around legislation (GPO6 can be quite challenging for some). Group thought perhaps more interpretation of requirements in the unit standard (29870) than issues with wording in the qualification itself.
  - Vulnerable Children's Act 2014 (VCA) changed to Children's Act 2014 (reprint 21 December 2018) – applies across the suite

- **NZ Certificate in Early Childhood Education and Care (Level 4)** (60 credits) – 21 August 2019
  - Level 4 ECE Final consistency report
  - 14 programmes approved and nine providers with 547 graduates up to December 2018
  - recognition that Level 4 is increasingly important as the base level for the home-based sector and this should be fully considered in the 2020 qual review
  - consistency feedback supported and embraced the practice-based intent of the Level 4 qualification – working well for delivery in NZ *(not quite so much for offshore delivery and practical requirements)*
  - attendees agreed it was compulsory to include practical experience and that some GPOs couldn't be demonstrated without it – but there was some flexibility in the number of hours (approx. 60 hours)
  - offshore delivery – is a separate qualification needed that provides more international than NZ application?
  - Home-based and English language capability – no clear solution re minimum EL requirements for Level 4 learners and embracing/encouraging ECE immersion/bilingual homebased options in range of languages/cultures
  - GPO 4 check wording for L3 & 4 - respectful, reciprocal, and responsive relationships
  - some concern re the interpretation of level for GPO6 legislation (more about perceived complexity in unit standard than wording of GPO)
  - GPO7 diversity - feedback that the unit standard 29881 (L4, 4cr) was really good

- **NZ Diploma in Early Childhood Education and Care (Level 5)** (120 credits) – 23 – 24 September 2019 –
  - Level 5 ECE Final consistency report
  - 14 programmes approved and twelve providers with *533* graduates up to December 2018
  - positive feedback about the qualification
  - query regarding whether there should be more of a 'practice-based focus' like Level 4 (*rationale v1 – L4 primarily for home-based; L5 often mix of centre based, nanny, further study prep)*
  - some concern re offshore delivery, and developing an international/global version of the qualification that more readily enables delivery/access in an off-shore location may be required. This may include less NZ specific focus on biculturalism, legislation etc and scope for relevant local/regional content/context etc and more flexibility on practical experience requirements
  - GPO1 Support for inclusion of neuroscience
  - GPO3 May need more credits for care-based practice (nanny request)
  - GPO8 Emphasis could be more on developing personal philosophy of practice than history of ECE

Recommendation to the Qualification Developer:

Overall there was positive feedback about the qualification, and a range of different programmes have been developed within scope. In response to some concern regarding off-shore delivery the suggestion to develop an international/global version of the qualification that enables delivery off shore was discussed. General discussion included ECE Level 4 and Level 5 focus, two GPOs that could be improved, and the change from the Vulnerable Children's Act 2014 (VCA) to Children's Act 2014 (reprint 21 December 2018).

Appendix E: Stakeholder pre-review feedback on ECE qualifications

Stakeholder pre-review feedback to inform the ECE qualifications 2020 review

The majority of respondents providing feedback between 30 March and early July were positive about the suite of qualifications. Some themes that emerged were consistent with issues raised during consistency reviews, reinforcing the need for consideration during this review.

Main points in feedback for consideration

- maintaining education pathway progressions
- perhaps too many levels - some requirements seem quite repetitive (at each level) as are titles
- size of level 2 – perhaps increase from 40 to 60 credits to align with YG (funding)
- consider whether any strands are needed (or optional strands)
- ensure focus on practical experience retained
- clarify requirements for progressions and involve Teaching Council e.g. University Entrance, ITE programmes
- consider an option better suited to offshore delivery (more global/less NZ focus)
- detail content suggestions/considerations for the working groups (re GPOs etc)

Summary and themes emerging in feedback: 30 March – July 2020

- 19 separate submissions– including from programme owners, providers, employers (ECE centres), professional associations
- overall support for the suite of qualifications from Level 2 to Level 6 – different entrance and exit points, flexible pathways to ITE, concern expressed if all levels not available
- one view that the current framework misleads at the lower level to encourage graduates to believe they can work in the ECE sector (Level 4 minimum for home-based)
- from an employer's perspective, simplicity in the framework is just as critical as ensuring that the standards associated with graduating at each level are appropriately set and designed to meet both academic and employment requirements
- recognise the responsibility and importance of education providers provision of pathways and suites of qualifications that enable progression by learners ranging from a *focus on care* to a *focus on education*
- perhaps too many levels of qualification for what is an increasingly specialist and professional role; can provide for significant financial costs for students but meets the needs of the sector in terms of the diversity of qualifications available for priority learners, second chance education learners and learners in general
- Level 2 and 3 qualifications are seen as fit for purpose but some issues in schools setting
- Level 2 size - increase from 40 to 60 credits (60 cr suits YG funding – 40 credits problematic for YG or VPs)
- Level 3 and 4 qualifications are a bit repetitive (too similar) – and questions around the employment pathway for L3 with changes in home-based sector transitioning to Level 4 minimum
- Level 4 - a stranded model could be considered – with options for parent-led, nannying, homebased (and maybe Pasifika/language nest?)
- one view that Level 4-6 should be changed to be more suitable for online offshore delivery – for international markets
- the qualifications are working for their intended purpose and meet the needs of learners
- currently these qualifications meet the needs of the sector in terms of the diversity of qualifications available for priority learners, second chance education, and learners in general.
- multiple entry points work well in providing flexible pathways for the diversity of learners to achieve their goal/s. Range of qualifications provides students opportunities to gain the confidence to complete a higher qualification or work towards a degree/teaching qualification.

- not identified any specific gaps but if levels 2, 3 and 4 were not available this would present a different scenario and less options for learners.
- make more overt what content is delivered as it links to the Graduate Profiles (support document?)
- too many levels of qualification for what is an increasingly specialist and professional role
- the ECE sector continues to be critical of the quality of graduates entering the sector (this observation mainly applies to teachers qualifying at level 7 or above, but expectations set)
- opportunity to address concerns around teacher supply for the profession and the new Early Childhood Action Plan
- strengthen the link to teacher/educator wellbeing
- clarify requirements for progressions e.g. University Entrance, ITE programmes.
- query regarding the term Diploma rather than Certificate for Level 5 and 6 qualifications
- ensure qualifications retain requirements for meaningful training in bicultural practice
- you cannot fit a qualification based on Kaupapa Maori into a mainstream framework – *advised the review of the MM ECE qualifications is being undertaken by colleagues in MQS*
- more on special needs, attachment theory, in depth learning around play (at heart of ECE)
- schools perspectives – NCEA, unit and achievement standards - raise the profile of early childhood education and attract quality candidates for the profession
- some detailed feedback on specific qualification content (for WGs) – VCA to Children's Act; updating ethical code to *Our Code: Our Standards*.
- feedback from a Centre structured around a framework was applied in the following categories for each qual - reflective practice, goal setting, wellbeing, Te Tiriti o Waitangi, inclusive teaching, playbased learning, child-led learning, pacific learning, curriculum knowledge, relationships with whanau, sustainability, social justice.

Feedback specific to a qualification (*GPO suggestions tracked into draft qualifications*)

ECE qualification	Feedback
NZ Cert in Early Learning and Care Level 2 (#2848)	• fit for purpose but some issues in schools setting • increase from 40 to 60 credits (60 cr aligns with YG funding – 40 credits problematic for YG or VPs); • title - make it clearer it is more about basic childcare or parenting
NZC in ECEC Level 3 (#2849)	• fit for purpose but some issues in schools setting • questions around the employment pathway for L3 with changes in home-based sector transitioning to Level 4 minimum • Level 3 and 4 qualifications are a bit repetitive/similar - still a place for L3?
NZC in ECEC Level 4 (#2850)	• Level 3 and 4 qualifications are a bit repetitive (too similar) • home-based sector transitioning to Level 4 minimum – primary pathway • should a stranded model be considered – with options for parent-led, nannying, homebased (and maybe Pasifika/language nest?) • addressing barriers to entry e.g. English language capability
NZ Dip in ECEC Level 5 (#2851)	• offshore delivery option • Query regarding the term Diploma rather than Certificate for Level 5 and 6 qualifications • Should it be more practice focussed like Level 4
NZ Dip in ECEC Level 6 (#2852)	• query regarding the term Diploma rather than Certificate for Level 5 and 6 qualifications • With ITE programmes, do we need a Level 6 qualification; offshore?
NZQF Cert?	• options for qualification suited for off-shore delivery

Qualification details

Qualification number/Te nama o te tohu mātauranga				
English title/Taitara Ingarihi				
Māori title/Taitara Māori				
Version number/Te putanga		**Qualification type/Te momo tohu**		
Level/Te kaupae		**Credits/Ngā whiwhinga**		
NZSCED/Whakaraupapa				
Qualification developer/Te kaihanga tohu				
Next review /Te rā arotake				

Outcome statement/Te tauāki ā-hua

Strategic Purpose statement/ Te rautaki o te tohu

Graduate Profile/Ngā hua o te tohu

Education Pathway/ Ngā huarahi mātauranga

Employment, Cultural, Community Pathway/ Ko ngā huarahi ā-mahi, ā-ahurea, ā-whānau, ā-hapū, ā-iwi, ā-hapori anō hoki

Qualification Specifications/ Ngā tauwhāititanga o te tohu

Qualification Award/ Te whakawhiwhinga o te tohu	
Evidence requirements for assuring consistency/ Ngā taunaki hei whakaū i te tauritenga	
Minimum standard of achievement and standards for grade endorsements/ Te pae o raro e tutuki ai, ngā paerewa hoki hei whakaatu i te taumata o te whakatutukinga	
Other requirements for the qualification (including regulatory body or legislative requirements)/ Kō ētahi atu here o te tohu (tae atu hoki ki ngā here ā-hinonga whakamarumaru, ki ngā here ā-ture rānei)	
General conditions for programme/ Ngā tikanga whānui o te hōtaka	

Conditions relating to the Graduate Profile /Ngā tikanga e hāngai ana ki nga hua o te tohu

Qualification outcomes/ Ngā hua		Credits/Ngā whiwhinga	Conditions/Ngā tikanga
1.			
2.			
3.			

Transition information/ He kōrero whakawhiti

Replacement information/ He kōrero mō te whakakapi	
Additional transition information/ Kō ētahi atu kōrero mō te whakakapi	

Appendix G: Qualification Specifications extracted from ECE qualifications

The qualification specifications are relatively consistent across the suite. The template 'boxes' for the qualification specifications have changed slightly since the original review. Also a more abbreviated version of information is now included – see recently reviewed IT & Computing qualification for how evidence requirements for qualification award, evidence requirements for assuring consistency, minimum standard of achievement, other requirements etc is handled (copied in below).

The *General conditions for programme* section may include programme entry information where essential, as there is no longer a section for that information.

For comparison purposes, below is an extract from the *Qualification Specifications* of the current ECE qualifications, and for the recently approved IT and Computing qualifications.

This is followed by the *General conditions for the programme leading to the qualification* extract for the current ECE Certificates and Diploma qualifications. This includes the practical experience requirements.

Qualification specifications *(same for all ECE quals L2 - 6)*

	Current ECE quals version 1	**Recently approved IT quals**
Qualification award	This qualification may be awarded by any education organisation with an approved programme towards this qualification accredited under section 250 of the Education Act 1989. The graduate will be awarded the qualification by the education organisation when the accredited and approved programme has been successfully completed. The formal document certifying the award of this qualification will display the full qualification title, date of award, the NZQF logo, and may also include the name and/or logo of the qualification developer or programme owner or other awarding education organisation.	This qualification may be awarded by any education organisation with an approved programme of study or industry training leading to this qualification.
Evidence requirements for assuring consistency	The core evidence requirements for assuring consistency may include: - effective internal and external moderation systems and processes, including results relating to graduate outcomes; - results of end-user surveys and actions taken or proposed from feedback. This includes consultation with graduates and employers to obtain destination information and end-user feedback specifically assessing the graduates	Evidence requirements should include: - an overview of the mapping of the programme learning outcomes and assessments to the graduate profile outcomes - effective internal and external moderation systems and processes, including analysis of results relating to graduate profile outcomes; - analysis of graduate destination data, and actions taken or proposed

	Current ECE quals version 1	Recently approved IT quals
	against the graduate profile (e.g. employment, progression, further study); - samples of assessment materials and learners assessments/work (e.g. portfolios of work); - evidence of any benchmarking activities. Detailed information regarding arrangements for managing consistency will be published and updated via the NZQA website. For more information, please visit http://www.nzqa.govt.nz/providers-partners/consistency-of-graduate-outcomes/ and download the guidelines.	from results and feedback. This includes consultation with graduates, employers, stakeholders, and next tutors to obtain destination information and end-user feedback specifically assessing the graduates against the graduate profile outcomes (e.g. employment, progression, further study and certification); - evidence of any benchmarking activities.
Minimum standard of achievement and standards for grade endorsements	Achieved	Achieved.
Other requirements for the qualification (including regulatory body or legislative requirements)	***Academic (for Level 4 qual)*** There are no mandatory prerequisites to meet regulatory body or legislative requirements for this qualification. Learners enrolling are expected to show potential to study at Level 4 with adequate literacy and numeracy skills. ***Academic (for Level 5 qual)*** There are no mandatory prerequisites to meet regulatory body or legislative requirements for this qualification. ***Academic (for Level 6 qual)*** Learners enrolling must hold the *New Zealand Diploma in Early Childhood Education and Care (Level 5)* [Ref: 2851], or equivalent knowledge, skills, and experience. ***Safety checks*** Completion of this qualification requires practical experience within an early childhood setting. These placements will require the candidate to pass a safety check consistent with the requirements of the Vulnerable Children Act 2014. For more information on the Vulnerable Children Act 2014, safety checking regulations and guidelines see http://childrensactionplan.govt.nz/.	***None*** ***Any academic/entry requirements go into the 'general conditions' section, something like:*** ***Programme entry*** *It is recommended that people enrolling have achieved the NZ Certificate in XXX (Level X) [Ref: XXXX], or equivalent knowledge, skills and experience.* ***(****Level 4) – here or SPS?*** *This is the minimum qualification requirement for licensed home-based educators.* ***Programme entry (Level 6)*** People enrolling must hold the *New Zealand Diploma in Early Childhood Education and Care (Level 5)* [Ref: 2851], or equivalent knowledge, skills, and experience. *Change Vulnerable Children's Act to Children's Act throughout*

General conditions for the programme leading to the qualification

	Level 3 & 4 (differences)	*Level 5 & 6*
General conditions for programme	***Regulatory*** Programmes must reflect quality practice and maintain currency with amendments to, and replacements of, relevant legislation, regulations, Australia/New Zealand standards (AS/NZS), and security responsibilities including cyber safety. - Current legislation and regulations can be accessed at http://legislation.govt.nz - Current regulatory framework and licensing criteria for ECE can be accessed from the Ministry of Education at http://www.education.govt.nz/ - Current AS/NZS standards can be accessed at http://standards.co.nz Programmes must consider relevant ECE codes of ethics. Terminology is based on the New Zealand early childhood curriculum framework, Te Whāriki. ***Te Tiriti o Waitangi/The Treaty of Waitangi*** Programmes leading to this qualification will be underpinned by te Tiriti o Waitangi/The Treaty of Waitangi, and the New Zealand early childhood curriculum framework Te Whāriki. This may include threading te reo Māori and tikanga Māori learning throughout programmes. ***Diverse contexts*** Programmes can be developed which allow for training that encourages the use of the child's first language and culture. There is potential to develop and deliver programmes towards this qualification bilingually (e.g. Samoan and English); and a specific philosophy or context may be identified in programmes leading to the award of this qualification. Consideration should be given to bicultural, multicultural, gender issues, and inclusive practice when designing programmes, in relation to encouraging a greater diversity within the ECE sector.	***Regulatory*** Programmes must reflect quality practice and maintain currency with amendments to, and replacements of, relevant legislation, regulations, Australia/New Zealand standards (AS/NZS), and security responsibilities including cyber safety. - Current legislation and regulations can be accessed at http://legislation.govt.nz - Current regulatory framework and licensing criteria for ECE can be accessed from the Ministry of Education at http://www.education.govt.nz/ - Current AS/NZS standards can be accessed at http://standards.co.nz Programmes must consider relevant ECE codes of ethics. Terminology is based on the New Zealand early childhood curriculum framework Te Whāriki. ***Te Tiriti o Waitangi/The Treaty of Waitangi*** Programmes leading to this qualification will be underpinned by te Tiriti o Waitangi/The Treaty of Waitangi, and the New Zealand early childhood curriculum framework, Te Whāriki. This may include threading te reo Māori and tikanga Māori learning throughout programmes. ***Diverse contexts*** Programmes can be developed which allow for training that encourages the use of the child's first language and culture. There is potential to develop and deliver programmes towards this qualification bilingually (e.g. Samoan and English); and a specific philosophy or context may be identified in programmes leading to the award of this qualification. Consideration should be given to bicultural, multicultural, gender issues, and inclusive practice when designing programmes, in relation to encouraging a greater diversity within the ECE sector.

	Programme design	**Programme design**
	Principles and practices of literacy and numeracy are inherent and are recommended to be embedded within programmes leading to this qualification. Academic study skills should be integrated in programme design.	Progressions should be clearly considered in the programme design, along with any restrictions on portability of learning being explicitly outlined. Not all programmes of study will enable graduates to cross credit and enrol in an initial teacher education programme.
	Completion of a comprehensive First Aid course, offered by an approved provider, is recommended. This may be a requirement for licensing for some types of ECE service e.g. home-based.	**Add:** *The Teaching Council of Aotearoa New Zealand and NZQA have specific requirements for initial teacher education programmes at Level 7. Requirements for progressions should be clearly considered in the programme design.*
	The Education Council of Aotearoa New Zealand (Education Council – formerly NZ Teachers Council) and NZQA have specific requirements for initial teacher education programmes at Level 7. Requirements for progressions should be clearly considered in the programme design e.g. University Entrance.	
	Practical experience	**Practical experience**
	Practical experience is an essential component of programmes leading to the award of this qualification and it is recommended that programmes include learners completing approximately **60 hours** supervised practice in an ECE setting.	Practical experience is an essential component of programmes leading to the award of this qualification and it is recommended that programmes include learners completing approximately **120 hours** supervised practice in an ECE setting.
	Programmes must develop the structure and requirements for learners to engage in professional practice, including supervision and assessment of learners' skills and competence in an authentic ECE setting. Specific assignment tasks, competencies, and responsibilities should be evident in the learner's practice. These should be cumulative over the course of the programme.	Programmes must develop the structure and requirements for learners to engage in professional practice, including supervision and assessment of learners' skills/competence in an authentic ECE setting. Specific assignment tasks, competencies, and responsibilities should be evident in the learner's practice. These should be cumulative over the course of the programme.
	Programmes need to provide evidence of opportunities to work with infants, toddlers and young children.	Programmes need to provide evidence of opportunities to learn about and work with infants, toddlers, and young children.
	Programmes may be designed to meet the practicing requirements of educators working in a particular sector e.g. home based, Playcentre.	Programmes may be designed to meet the practicing requirements of educators working in a particular sector e.g. nanny, NZ Playcentre Area Supervisor.
	For the purposes of this qualification, the following definitions are provided:	For the purposes of this qualification, the following definitions are provided:
	- *Supervised* – the learner will have a suitably qualified/experienced supervising/supporting mentor who will	- *Supervised* – the learner will have a suitably qualified/experienced supervising/supporting mentor who will assess the student's practice against

	Level 3 & 4 (differences)	Level 5 & 6
	assess the student's practice against requirements (e.g. for a licensed home-based service this may be the visiting teacher or coordinator). *ECE setting* – this must be a recognised early childhood education (ECE) service, which may include a certificated playgroup or a licensed centre-based service, parent-led service, hospital-based service, home-based service; or culturally based environment. The home-based service may be the child's own home, or the home of the educator.	requirements (e.g. for a licensed home-based service this may be the visiting teacher or coordinator). - *ECE setting* – this must be a recognised early childhood education (ECE) service, which may include a certificated playgroup or a licensed centre-based service, parent-led service, hospital-based service, home-based service; or culturally based environment. The home-based service may be the child's own home, or the home of the educator.

Appendix H: Strategic Purpose Statement and Graduate Profile Guidance

An extract from the Guidelines for approval of NZ qualifications at levels 1-6 for listing on the NZQF, and some additional guidance.

OUTCOME STATEMENT

Outcomes statements include a strategic purpose statement; graduate profile outcomes; education pathway; employment and community pathway.

Strategic Purpose Statement (SPS)

The strategic purpose statement reflects the need for the qualification and describes how it "earns its place on the NZQF." It clearly states the qualification's use and relevance to learners, industry and the communities.

It is structured as three statements that clearly identify the:

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

The strategic purpose statement is reflected in the outcomes within the graduate profile.

An example from the NZ Certificate in Computing (Intermediate User) (Level 3) [Ref:2592] approved June 2020 follows:

> The **purpose** of this qualification is to provide Aotearoa New Zealand organisations and communities with graduates who have intermediate level user computing skills, and can be **employed in** a range of roles, operating effectively with skills that will meet standard professional conventions and be internationally relevant.

> This qualification may build on existing skills and can be used to recognise the achievement of relevant knowledge and skills by those already employed.

> **Graduates** of this qualification will have the **skills** to enable them to **proceed to** further study and contribute to society by supporting digital proficiency and using their digital capability in a range of community and voluntary areas.

Graduate Profile Outcomes (GPOs)

A graduate profile:
- comprehensively describes what a person awarded the qualification must be able to collectively do, be and know
- considers the full range of capabilities and competencies the graduates will need. Such as:
  Capabilities
  - personal e.g. take responsibility, remain calm under pressure
  - interpersonal e.g. work with senior staff effectively, contribute to the team
  - cognitive e.g. set and justify priorities, solve problems
  - role-specific e.g. technical skills

- generic e.g. organise work and manage time, literacy and numeracy

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

- is written so that each outcome statement in the graduate profile uses descriptors that are at the level of the qualification (e.g. the outcomes of a level 4 certificate must align with the definition and characteristics of a graduate of a level 4 certificate).

  NOTE: The individual learning required to meet those outcomes will commonly comprise intermediate level *learning* outcomes building towards the higher level graduate outcomes. The intermediate learning outcomes will not be included in the graduate profile but will be included in the programme leading to the qualification.

- starts with the stem:
  *The graduate (of this qualification) will be able t*o:

- outcome statement must be written in the form of:
  - <u>active verb</u> which illustrates the use of the outcome e.g. analyse, apply, plan, cost, communicate
  - <u>subject</u> which describes what the graduate will be doing
  - <u>context</u> reflects the conditions under which the graduate will perform the outcome
  Example (ex 1809 Level 4 NZC Residential Property Management) –
  Graduates of this qualification will be able to:
  - *establish and maintain residential tenancies in accordance with New Zealand legislation for the residential property and/or community housing sector*
  - *operate with broad legal, operational, and theoretical knowledge of the property when undertaking work as a property manager*
  - *establish and maintain professional relationships with landlords, tenants, and related parties*
  - *professionally market, manage, and report on a residential property portfolio*
  - *manage maintenance of residential rental properties*
  - *support tenants in dealing with relevant agencies and amenity providers*
  - *resolve tenancy conflicts using third parties where appropriate*

- outcome statement must be able to be assessed directly or indirectly through evidence gathered
- outcome statements each contribute to meeting the needs identified in the qualification strategic purpose statement. Where the qualification includes strands, specific outcomes for each strand must be clearly identified within the graduate profile.

Each outcome statement will be weighted with an indicative credit value that must add to the qualification credit value. Indicative credit values reflect the balance of capabilities and competencies in the graduate profile and give guidance to programme developers.

Specific conditions relating to the graduate profile outcomes.

- GPO conditions are now generally discouraged and most will be expected to be removed, whilst ensuring the intent is maintained (*often by strengthening the outcome wording, or unpacking intent further in a supporting guidance or supplementary information document*).

- The GPO conditions were intended to 'unpack' the intent of the outcomes (*which are generally quite broadly written to allow delivery in a range of contexts*) and specify conditions that would assist programme developers with interpretation when designing programmes towards the qualifications.

- The conditions were there to provide clarity and lead to consistency across a range of programmes that may be developed. Some qualification developers have been moving to a 'guiding document' to further unpack the intent, and this is an option for this review.

- GPO conditions in the ECE qualifications are generally too prescriptive and there is a trend to fewer conditions. The reviewed IT And Computing qualifications provide an indication of reducing the conditions.

CONSIDER THE FOLLOWING TO REVIEW THE GRADUATE PROFILE

Read it as a whole – does it describe the role referred to in the strategic purpose statement? Does it map back to the identified needs? Has anything changed - does it reflect current and future workforce skill needs?

- Is it clear what the graduate will actually be able to do when they have completed the qualification?

Are the core activities (functions) they will undertake in their role clear? Are they described meaningfully without itemising each step?

- What skills will they need to use, and knowledge will they need to apply, and in what context?
- What role do they have in a team?
- What is the scope of their responsibility as a result of completing the qualification?
- What kinds of problems will they have to manage?
- What responsibility do they have for maintaining safety/the environment?
- To whom and what are they responsible for communicating?

Does the graduate profile allow for both current and likely future needs – is it forward looking?

Does the graduate profile provide a clear and flexible framework for designing a range of programmes to meet different learner and other needs?

Can the graduate profile be clearly attested to through learning, teaching and assessment activities, without being overly restrictive in scope?

Can the graduate profile realistically be achieved within the specified credit value?

Appendix I: 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: Understanding New Zealand qualifications http://www.nzqa.govt.nz/studying-in-new-zealand/understand-nz-quals/.

I.1   Qualification Types on the NZQF

The NZQF has 10 levels, with level 1 being the least complex and level 10 the most complex.

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

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.
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.

Certificate	Purpose	Outcomes	Credit requirements
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.
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.

I.2 NZQF 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 after graduating at a particular level. 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
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

LVL	KNOWLEDGE	SKILLS	APPLICATION
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/understand-nz-quals/