

THE NEW ZEALAND

REGISTER

OF QUALITY ASSURED QUALIFICATIONS

TE ĀHURUTANGA



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

THE NEW ZEALAND REGISTER OF QUALITY ASSURED QUALIFICATIONS



www.KiwiQuals.govt.nz

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INTRODUCTION

The New Zealand Qualifications Authority (NZQA) was established in 1990 with a key function of having an overview of qualifications in compulsory and post-compulsory education and training. This function was exercised initially through the development of the National Qualifications Framework (NQF), comprised of National Certificates and Diplomas and their component unit standards. This framework has now been expanded through the development of the New Zealand Register of Quality Assured Qualifications, Te Āhurutanga (the "Register"). In March 2001, the Board of the New Zealand Qualifications Authority agreed the policy framework and qualifications definitions for the Register.

A website called KiwiQuals (www.kiwiquals.govt.nz) is the public face of the Register. Details of all qualifications on the Register can be viewed and compared using the search facility on the website.

The Register is the result of extensive consultation and has the support of the New Zealand Vice-Chancellors' Committee (NZVCC), the Association of Polytechnics in New Zealand and the Association of Colleges of Education in New Zealand.

The Register has a number of key purposes. They are:

- to identify clearly all quality assured qualifications in New Zealand;
- to ensure that all qualifications have a purpose and relation to each other that students and the public can understand; and
- to maintain and enhance learners' ability to transfer credit by the establishment of a common system of credit;
- to enhance and build on the international recognition of New Zealand qualifications.

The National Qualifications Framework, comprised of unit and achievement standards, continues to be a key subset of the Register with benefits for learners associated with the setting of national standards and credit accumulation.

Registration criteria are intended to ensure that:

- quality assurance of qualifications is consistently applied;
- people can compare qualifications; and
- people can make informed choices about which qualification pathway they will pursue.

The agreed definitions of the names of qualifications support:

- the comparability of qualifications;
- the easy understanding of qualifications; and
- international recognition of qualifications.

The introduction of the Register and the KiwiQuals website is a major step forward for New Zealand. They provide a comprehensive list of all quality assured qualifications in New Zealand and enhance New Zealand's capacity to benchmark qualifications internationally.

This booklet outlines the Register's requirements, qualification definitions and quality assurance responsibilities that underpin all quality assured qualifications in New Zealand.

August 2001 (revised October 2003)



OVERVIEW

The New Zealand Register of Quality Assured Qualifications, Te Āhurutanga (the "Register") is a comprehensive list of all quality assured qualifications in New Zealand. All qualifications quality assured by a recognised approval and accreditation body are automatically included on the Register and can be viewed and compared via the KiwiQuals website (www.kiwiquals.govt.nz).

The following information is held in the databases supporting the Register and is publicly available via KiwiQuals:

- the title of the qualification;
- the level at which the qualification is registered;
- the outcome statement attached to the qualification;
- the credit requirements of the qualification;
- the subject classification; and
- qualification developer/provider details.

Qualifications registered on the National Qualifications Framework (NQF) are, by definition, included on the Register.

Developers of non-NQF based qualifications must seek course approval from the relevant quality assurance body and the qualification must be consistent with the definitions of qualifications outlined in this document. The NZVCC definitions and requirements in relation to qualifications fit within the NZQA definitions.

TITLES AND LEVELS

The Register has ten levels and is comprised of qualifications that are registered in accordance with an agreed set of title definitions.

LEVEL	NAMING SEQUENCE
10	Doctorates
9	Masters Degrees
8	Postgraduate Diplomas and Certificates, Bachelors Degrees with Honours
7	Bachelors, Graduate Diplomas
6	Graduate Certificates
5	Diplomas
4	Certificates
3	
2	
1	

Consent to use the terms "national" or "New Zealand" to describe a qualification remain with the NZQA. The quality criteria are included in Section Six.



LEARNING OUTCOMES

For each qualification on the Register there must be a statement of learning outcomes. This includes statements about:

- what the whole qualification represents in terms of the application of knowledge, understanding, skills and attitudes; and
- the components of the qualification which, in their combination, make up the wholeness of the qualification.

The Register requires the registration of whole qualifications only. There is no requirement for the registration of components.

Information about and/or links to where publicly available information about the component parts of qualifications and other provider information may be held on the Register.

CREDIT REQUIREMENTS

Each qualification on the Register must have a credit value attached to it.

SUBJECT CLASSIFICATION

Each qualification on the Register must be placed within a relevant classification system.

TRANSITION

All existing approved qualifications are deemed to be on the Register. Transition to meeting new qualification definitions will occur by August 2006. Qualification developers and providers should contact the relevant quality assurance body for further details on the transition period.

COPYRIGHT

NZQA will continue to hold the copyright to national qualifications and unit and achievement standards. Qualification developers may hold the copyright to New Zealand qualifications, but they will still need to be accessible in the manner outlined in Section Four. The developers of other qualifications will continue to hold the copyright to the qualifications that they develop.



KIWIQUALS

The KiwiQuals website (www.kiwiquals.govt.nz) is a searchable database of every qualification on the Register. It provides overseas and New Zealand users with in-depth, reliable, useful information and the tools to search quickly and easily.

Users can search by title or keyword, name of education provider or industry training organisation, subject area, level or credit. KiwiQuals will tell users what skills and knowledge each qualification will give the people who take them, where they are offered and who has developed them. Users can also refine their search results, create a shortlist of qualifications that they are interested in and compare them side by side on-screen.

	NATIONAL CERTIFICATE in Business Administration (Level 4)	Certificate in Business Administration (Level 4)
Number	0634	300999
Subject/Classification	Business Administration	Business Administration
Organisations	23 Organisations can assist in gaining this qualification	XXXX Polytechnic
Level	4	4
Credit	60	120
Entry Requirements	Not specified	NQSA level 2, or equivalent
Outcome Statement	This national certificate is designed to recognise the diverse roles required in the workplace which incorporate a broad range of business administration competence, and knowledge and skills required of administrators while allowing them to select credit [more details]	Preparation for business sector roles such as office/legal/medical administrator, accounts clerk, word processor operator or sales change administrator. It equates to the National Certificate in Business Administration (Level 4) and provides a staircase to diploma programmes [more details]
Qualification Developer	NQSA Business and Management	XXXX Polytechnic
Quality Assurance Body	New Zealand Qualifications Authority	New Zealand Polytechnic Programmes Committee
Content		The competence, knowledge and skill required of successful administrators. Core skills are covered but the programme allows you to develop specialist skills.

Below the table, there is a 'Create New Comparison' section with two dropdown menus: 'NATIONAL CERTIFICATE in Business Administration (Level 4)' and 'Certificate in Business Administration (Level 4)', followed by a 'Compare Qualifications' button.

In this example, the user has searched for a Certificate qualification using the keyword "business" and "administration". This returned a total of 140 qualifications and the user chose to compare these two.

Although both are Certificate qualifications registered at level 4, they are quite different qualifications, as the search results show. One is a National Certificate and the other is a Certificate. Any registered provider that is accredited to assess for the qualification can offer the National Certificate (in this case there are 23). The Certificate, on the other hand, is only offered by this particular provider.

While they have similar titles, the National Certificate, by comprising 60 credits, is "smaller" than the 120-credit Certificate.

Without being able to compare the two qualifications in this way, a learner, or an employer, might assume that both qualifications were the same.

All existing approved qualifications are on KiwiQuals. All qualifications are being updated to include all of the Register criteria and this will be completed by August 2006. Questions regarding a qualification should be directed to the qualification developer.



QUALITY ASSURANCE ARRANGEMENTS

There are a number of bodies responsible for approving qualifications in New Zealand. These bodies are responsible for the quality that underpins the delivery of qualifications also. The bodies are the New Zealand Qualifications Authority, the New Zealand Vice-Chancellors' Committee, the Association of Polytechnics in New Zealand and the Association of Colleges of Education in New Zealand.

The **New Zealand Qualifications Authority** currently approves all degrees outside of universities and degrees above level 7 for polytechnics, all national qualifications and all qualifications delivered by private training establishments.

The Committee on University Academic Programmes of the **New Zealand Vice-Chancellors' Committee** approves all university qualifications.

The New Zealand Polytechnics Programmes Committee of the **Association of Polytechnics in New Zealand** approves qualifications (level 7 and below) under delegated authority from the New Zealand Qualifications Authority.

The Colleges of Education Accreditation Committee of the **Association of Colleges of Education in New Zealand** approves sub-degree qualifications under delegated authority from the New Zealand Qualifications Authority.

A list of publications regarding the supporting quality assurance processes may be found in Section Seven.



GENERAL REGISTRATION CRITERIA: OUTCOME STATEMENTS, LEVELS, CREDITS, SUBJECT CLASSIFICATION

The following general criteria are intended to ensure that:

- quality assurance of qualifications may be consistently applied;
- prospective graduates may compare qualifications; and
- people may make informed choices about which qualification pathway they will pursue.

OUTCOMES

The outcome statement of a qualification is a description of the nature of what a holder of the qualification should be expected to have achieved. Outcomes must be expressed in terms of both:

- what the whole qualification represents in terms of the application of knowledge, understanding, skills and attitudes; and
- the components of the qualification which, in their combination, make up the wholeness of the qualification.

Only the outcome statements for the whole qualification is required to be on the Register.

There is no standardised way of expressing these outcomes. Since 1991, a range of types of qualifications have been expressed in terms of outcome statements including degrees and related qualifications. The outcomes must, however:

- be stated as specifically as possible (supported by publicly accessible details where qualification components are specified);
- improve understanding about the qualification in accurately describing achievement;
- allow meaningful comparisons to be made with other qualifications, revealing any significant differences between similar qualifications (particularly if there are significant credit transfer restrictions associated with the qualification);
- be capable of being used to determine the level and credits of the qualification or component; and
- enable the transparent operation of a fair system of credit transfer.

Qualification components, courses, and unit standards

Quality assurance bodies will require that courses and parts of qualifications will be required to have outcome statements. These outcome statements are required to be publicly available in an appropriate way. Public availability may be achieved by publication in a provider's course "guidebook", for example, or on the Register.

In the case of National Qualifications Framework unit standards and achievement standards public availability **must** occur through national registration.



QUALIFICATION

DEFINITIONS



LEVELS

A qualification must be assigned to one of the ten levels. It is possible for qualifications to include credit achieved at levels above and below the level at which the qualification is registered. For example, a level 2 certificate may include credit achieved from above level 2 and below level 2.

Detailed descriptors of levels are available in **Appendix A**.

CREDITS

The amount of learning and assessment that is typically required in gaining a qualification is measured in terms of "notional learning hours." This determines the credit value for a qualification. In estimating notional learning hours, a qualification developer or provider evaluates how long it would typically take people to achieve the stated outcomes in the context specified. Notional learning hours include direct contact time with teachers and trainers ("directed learning"), time spent in studying and doing assignments etc ("self-directed" or "on-task" learning) and time spent in assessment.

In estimating credit a provider or developer must be able to explain any significant variance in credit levels in relation to similar qualifications. Reviews of qualifications should include an evaluation of the notional learning hours originally estimated.

Notional learning time can be expressed in terms of credits where one credit is the equivalent of ten notional learning hours. For government funding purposes, a full-time single year programme translates into 120 credits. The credit system, however, allows for a range of ways for structuring courses that is not limited by the concept of the single year programme as a basic measure.

CLASSIFICATION SYSTEMS

Qualification developers and education providers should nominate a New Zealand Standard Classification of Education (NZSCED) classification for their qualification that facilitates users of the Register website KiwiQuals to search for qualifications by subject. Quality assurance bodies will continue to approve the title of a qualification to ensure that it is appropriately named. Information about the NZSCED classification system is available from the Ministry of Education website at www.minedu.govt.nz.

CERTIFICATE

Certificates may be used in a wide range of contexts across all levels up to and including level 7, and are often used to prepare candidates for both employment and further education and training.

"National Certificates" (certificates approved to use the term "National") recognise skills and knowledge that meet nationally endorsed standards (unit and achievement standards). National Certificates may be gained in a wide range of areas. They include the National Certificates of Educational Achievement (NCEA) levels 1-3 (the main qualifications in the senior secondary school) and National Certificates recognising achievement in a wide variety of industries and subjects. Some National Certificates automatically recognise credit from non-National Qualifications Framework qualifications as outlined by the qualification regulations.

Credit Requirements

A certificate must comprise a minimum of 40 credits at levels 1-7.

The level of a certificate is determined by beginning with the highest-level credits and counting back until a total of 40 credits is reached. The level at which the total of 40 is reached determines the level of the certificate.

DIPLOMA

Diplomas often prepare learners for self-directed application of skills and knowledge. These qualifications often build on prior qualifications or experience and recognise capacity for initiative and judgement

- across a broad range of educational and vocational areas
- in technical, professional, and/or management roles.

"National Diplomas" (diplomas approved to use the word "National") recognise skills and knowledge meeting nationally set standards (unit and achievement standards). Some National Diplomas automatically recognise credit from non-National Qualifications Framework qualifications as outlined by the qualification regulations.

Credit Requirements

A diploma must:

- be registered at level 5, 6 or 7, with the top 72 credits defining the level at which it can be registered; and
- have at least 120 of all credits contributing to the qualification at level 4 or above.

The level of a diploma is determined by beginning with the highest-level credits and counting back until a total of 72 credits is reached. The level at which the total of 72 is reached determines the level of the diploma.

GRADUATE CERTIFICATE

A graduate certificate is designed primarily as a vehicle for graduates to pursue further study at an undergraduate level. The graduate certificate can be designed as a bridging programme for candidates developing educational, professional or vocational knowledge in a new discipline, professional or subject area and/or as a broadening or deepening of skills or knowledge already gained in an undergraduate programme.



Entry

Entry is usually open to graduates or to those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind. This may include other level 6 or 7 qualifications.

Outcomes

A person with a graduate certificate is able to:

- acquire and possess knowledge, analyse and solve problems, work and study independently; and
- demonstrate intellectual independence, analytical rigour and sound communication skills.

Credit Requirements

The graduate certificate:

- can be registered at levels 6 or 7;
- requires at least 60 credits from levels 5 to 7; and
- has its level defined by the top 40 credits.

Relationship with Other Qualifications

The graduate certificate may provide an entry point to postgraduate study.

BACHELORS DEGREE

A Bachelors degree is a systematic and coherent introduction to the knowledge, ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major). It requires meeting specified requirements, as set down in the relevant degree regulations, and involves at least one sequential study programme in which content is progressively developed to the point where a candidate is prepared for postgraduate study and supervised research. It prepares a candidate for advanced study as well as directed research and scholarship in the major subject(s) of the degree.

Bachelor degree programmes are taught mainly by people engaged in research; and emphasise general principles and basic knowledge as the basis for self-directed work and learning. (s254 The Education Act, 1989)

Entry

A programme of study leading to a Bachelors degree builds upon prior study, work or experience and is open to those who have met the specified entrance requirements.

Outcomes

A graduate of a Bachelors degree programme is able to:

- a demonstrate knowledge and skills related to the ideas, principles, concepts, chief research methods and problem-solving techniques of a recognised major subject (or subjects, in the case of a double degree or a double major);
- b demonstrate the skills needed to acquire, understand and assess information from a range of sources;
- c demonstrate intellectual independence, critical thinking and analytic rigour;
- d engage in self-directed learning; and
- e demonstrate communication and collaborative skills.

Credit Requirements

A Bachelor degree requires a minimum of 360 credits from levels 4 to 7. Some Bachelors degrees, notably in professional fields such as engineering, the health sciences and law, encompass additional credits and may require a longer period of study. For example, an eight-semester (four-year) degree would normally be equivalent to 480 credits.



Of the credits required for a Bachelors degree, a minimum of 72 credits should be at level 7. A maximum of 20 credits should be at level 4 (such that the integrity of the qualification at the higher levels is maintained).

The degree should specify a spread of credit across levels so that the qualification reflects the requirements of the degree definition and achieves the associated learning outcomes in a way that is appropriate to the subject area.

Relationship with Other Qualifications

A person who holds a Bachelors degree may be permitted to enrol for the Postgraduate Diploma or the Masters degree.

BACHELORS DEGREE WITH HONOURS

A Bachelors degree may be awarded with Honours to recognise advanced or distinguished study in advance of a level 7 Bachelors degree. This may occur by:

- recognising outstanding achievement in a 480 credit (or more) Bachelors degree especially in relation to work of a research nature (typically at level 8); or
- achieving 120 credits at level 8 following a level 7 Bachelors degree (either as part of an integrated Honours degree or as a separate qualification).

A person with a Bachelors degree with Honours may be permitted to enrol for a Masters degree or a doctoral degree.

GRADUATE DIPLOMA

A graduate diploma is designed as a vehicle for graduates to pursue further study at an undergraduate level. The programme can be designed to broaden knowledge and skills in a familiar subject or discipline or develop knowledge in a new area.

Entry

Entry is usually open to graduates or to those who have been able to demonstrate equivalent practical, professional or educational experience of an appropriate kind. This may include other level 6 or 7 qualifications.

Outcomes

A person with a graduate diploma is able to:

- engage in self-directed learning and advance study; and
- demonstrate intellectual independence, analytic rigour, and the ability to understand and evaluate new knowledge and ideas.

Credit Requirements

A graduate diploma:

- is registered at level 7 and requires a minimum of 72 credits at level 7; and
- requires a minimum of 120 credits from levels 5 or above.

Relationship with Other Qualifications

A graduate diploma may provide the basis for postgraduate study.

POSTGRADUATE CERTIFICATE

A Postgraduate Certificate involves credits from a specified subject and, where appropriate, the cognate areas. It serves as a qualification recognising continuing professional development in the same area as the candidate's original degree. A candidate will normally have completed all requirements of a Bachelors degree or, in special circumstances, a Bachelors degree with Honours. The Postgraduate Certificate is designed to extend and deepen a candidate's knowledge and skills through formal instruction and directed inquiry.



Entry

Postgraduate Certificates require a Bachelors degree in a cognate subject or relevant skills and knowledge acquired through appropriate work or professional experience.

Outcomes

A graduate of a Postgraduate Certificate programme is able to:

- a acquire and assess knowledge, analyse and solve problems, work and study independently; and
- b demonstrate intellectual independence, analytic rigour and sound communication.

Credit Requirements

A programme leading to the Postgraduate Certificate requires a minimum of 40 credits at level 8.

Relationship with Other Qualifications

A Postgraduate Certificate provides the basis for further postgraduate study.

POSTGRADUATE DIPLOMA

A Postgraduate Diploma is designed to extend and deepen a candidate's knowledge and skills by building on attainment in the principal subject(s) of the qualifying degree. It provides a candidate with a systematic and coherent survey of current thinking and research in a particular body of knowledge and may include instruction in the relevant research methodologies.

Entry

A candidate for the Postgraduate Diploma in a specified subject or, where appropriate, a cognate area will normally have completed all requirements of the relevant Bachelors degree. A provider may also admit to a programme leading to the Postgraduate Diploma a person who has completed all requirements of the Bachelors degree with Honours in a cognate subject, or who is deemed to have acquired the relevant skills and knowledge through appropriate work or professional experience.

Outcomes

A graduate of a Postgraduate Diploma programme is able to:

- a engage in self-directed learning and advanced study;
- b demonstrate intellectual independence, analytic rigour and the ability to understand and evaluate new knowledge and ideas; and
- c demonstrate the ability to identify topics for original research, plan and conduct research, analyse results and communicate the findings to the satisfaction of subject experts.

Credit Requirements

The Postgraduate Diploma requires a minimum of 120 credits from levels 7 and above with a minimum of 72 credits from level 8.

Relationship with Other Qualifications

A Postgraduate Diploma may be awarded with distinction. It prepares a candidate for independent research and scholarship in the principal subject of the diploma. A person who holds a Postgraduate Diploma may be enrolled for a Masters degree or a Doctoral degree.

MASTERS DEGREE

A Masters degree is normally designed to build on the principal subject(s) of the qualifying degree. Alternatively, a Masters degree may build on relevant knowledge and skills derived from occupational experience, as in the Master of Business Administration (MBA). Different discipline areas have different traditions. Thus national and international comparisons are relevant for a Masters degree in a particular area.

¹ Note that the 40 credit level 9 research aspect of the Masters degree may be met by a dissertation or in some instances a series of papers.



Typically they require students to demonstrate mastery of theoretically sophisticated subject matter; to evaluate critically the findings and discussions in the literature; to research, analyse and argue from evidence; to apply knowledge to new situations; and to engage in rigorous intellectual analysis, criticism and problem-solving.

A Masters degree programme contains a significant element of supervised research. The results of that research are normally embodied in a thesis, dissertation or substantial research paper, but in some cases are incorporated in a series of papers. Creative work may also contribute to the research output. The research should demonstrate a capacity in the candidate for independent thinking.

Entry

A candidate for the Masters degree will normally have completed the Bachelors degree, the Bachelors degree with Honours, the Postgraduate Diploma or, in special circumstances, the Postgraduate Certificate.

A provider may enrol a person who is not a graduate but who is deemed to have acquired the relevant skills and knowledge through work and/or professional experience. Before being enrolled, a person must have attained through formal study, work or other experience, a high order of knowledge about the principal subject(s) of the degree or diploma, and have demonstrated interest in, and an aptitude for, original research.

Outcomes

A graduate of a Masters degree programme is able to:

- a provide appropriate evidence of advanced knowledge about a specialist body of theoretical and applied topics relevant to the degree programme;
- b demonstrate the capacity for self-directed study and the ability to work independently;
- c plan and carry out, to internationally recognised standards, a piece of original research or scholarship which demonstrates a high order of skill in analysis and critical evaluation; and
- d demonstrate effective oral and written communication skills.

Credit Requirements

The Masters degree requires either:

- 240 credits at levels 8 and 9, with a minimum of 40 credits at level 9; or
- when a candidate has a relevant postgraduate diploma or Bachelors degree with Honours – or equivalent professional experience – 120 credits at levels 8 and 9 with a minimum of 40 credits at level 9.¹

Relationship with Other Qualifications

A person who holds the Masters degree may be admitted to a programme of advanced study and original research leading to a Doctoral degree.

DOCTORAL DEGREES

These definitions should be considered in conjunction with the accreditation and approval processes outlined in the NZQA publication *Approval and Accreditation of Courses Leading to Degrees and Related Qualifications* (2003).

Definition of Doctoral Degrees

With the exception of the honorary doctorate (as defined below) the doctorate is a research degree that is at a significantly higher level and of significantly higher status than a masterate. It is normally the culmination of a structured sequence of instruction at educational institutions which begins at the Bachelor level and reaches a stage beyond the Masterate when the student becomes an increasingly independent scholar and makes a substantial and original contribution to knowledge. For the PhD/DPhil and the named doctorate this development takes place under the guidance of recognised experts in the field of study and under circumstances which allow the student access to appropriate research resources.



The doctorate is awarded on the basis of an original and substantial contribution to knowledge as judged by independent experts applying contemporary international standards. The hallmark will be the candidate's capacity for substantial independent research or creative activity as attested (for the PhD/DPhil and the named doctorate) by his/her educational institution and/or as demonstrated by submitted work.

With the exception of the honorary doctorate the major component of all doctorates is original research. The body of work that leads to the award of a doctorate will be one of the following:

- a thesis (the PhD/DPhil);
- creative work in the visual or performing arts (the PhD/DPhil);
- a thesis or equivalent creative work in combination with coursework (the named doctorate);
- a thesis in combination with a creative work in the visual or performing arts (the named doctorate);
- published work (the higher doctorate);
- exceptional contribution to society (the honorary doctorate).

Credit Requirements

A doctorate requires at least 240 credits worth of advanced research at level 10.

The following types of doctoral degree are recognised:

Doctorate of Philosophy (PhD/DPhil)

The thesis constitutes the entire body of work on which the award of the qualification will be judged. Coursework may also be prescribed for the student but this will only contribute to the preparation for research and acceptance into the doctoral programme. Students in the visual or performing arts may present a creative work in the place of the thesis.

Doctorate in a Specified Field or Discipline – the Named Doctorate (e.g. EdD or the DMus)

For a doctorate in a specified field, coursework may contribute to the assessed programme of study but research and its associated thesis must occupy at least two full-time academic years and contribute not less than two-thirds of the overall credit for the degree. The coursework, which is to be at a standard in advance of that expected for a Masterate paper, must be part of a coherent programme with the research work and should normally cover no more than one full-time academic year.

A candidate for a named doctorate must gain a passing grade in both the coursework and the thesis or its creative work equivalent.

Higher Doctorate (e.g. the DSc or the DLitt)

Higher Doctorates are awarded for independent work of special excellence, as judged by leading international experts, which is completed before a person makes an application to enrol for the degree. Candidates will normally be expected to have completed at least ten years of independent work and to have published extensively. Publication will normally be in scholarly books and/or in reputable international journals. Candidates in the visual or performing arts will have made equally outstanding contributions in their creative work.

Honorary Doctorate

Honorary Doctorates are awarded for recognition of exceptional contributions made by the recipient to the institution awarding the degree, to a profession, or to society at large whether at the local, the national or the international level. An institution awarding an honorary doctorate must be accredited to award "earned" doctorates.

NATIONAL AND NEW ZEALAND QUALIFICATIONS



CRITERIA FOR USE OF THE TERMS NATIONAL AND NEW ZEALAND

The following criteria applies to the use of the terms **National** and **New Zealand** for qualifications on the New Zealand Register of Quality Assured Qualifications.

1. The use of the terms **National** and **New Zealand** is restricted to approved qualifications developed by qualifications developers who can demonstrate that their development process has involved and has had the support of the appropriate nationally recognised bodies related to the subject title and major content of the qualification.
2. The terms **National** and **New Zealand** are restricted to qualifications that are available for any provider to offer so long as they are appropriately quality assured in line with the qualification developer's and quality assurance body's requirements. The qualification developer will be involved in moderation processes concerned with achieving consistency in assessment towards the qualifications across multiple providers.
3. The term **National** is restricted to qualifications based on unit or achievement standards – or qualifications that have components for which there is automatically transferable credit. The term **New Zealand** is available for non unit standard based qualifications of national standing.

QUALITY CHARACTERISTICS OF NATIONAL AND NEW ZEALAND QUALIFICATIONS

In addition to the above criteria, National qualifications should have internationally recognised characteristics of a good qualification. They should:

- have a clear purpose;
- be internally coherent;
- recognise broad transferable and generic skills as well as specialised industry and professional skills;
- have clear indications of entry and exit points for intended graduates;
- meet obligations under the Treaty of Waitangi;
- specify quality assurance requirements pertaining to its delivery and attainment (including appeal provisions);
- provide an indication of its relationship with other qualifications; and
- document clearly and openly the above and statements of what people are required to attain to be awarded the qualification.

Qualifications should not prevent someone from doing something that they are capable of doing because of their gender, ethnic origin, disability or unreasonable cost.

A new **National** or **New Zealand** qualification should also be significantly different in terms of outcomes being certified from any other **National** or **New Zealand** qualification at the same level.



UNDERPINNING QUALITY ASSURANCE PROCESSES

The following publications should be referred to for further details about related quality assurance processes that complement these registration criteria and principles.

FOR ITOS ONLY

*Registration Criteria for National Qualifications
Framework Unit Standards* (NZQA, October 2001)

*Registration Criteria for National Qualifications
Framework Qualifications* (NZQA, May 2003)

*Guidelines and Criteria for the Accreditation of National Standards
Bodies to Register Assessors* (NZQA, 1993)

FOR EDUCATION PROVIDERS

Course Approval and Accreditation (NZQA, 2003)

*Approval and Accreditation of Courses
Leading to Degrees and Related Qualifications* (NZQA, 2003)

*Quality Assurance Standard for PTEs, GTEs
and Wānanga (QA Standard One)* (NZQA, 2002)

FOR UNIVERSITIES

Committee on University Academic Programmes: Functions and Procedures (NZVCC, 2003)

APPENDIX A – LEVEL DESCRIPTORS



LEVEL	PROCESS	LEARNING DEMAND	RESPONSIBILITY
1	Carry out processes that: - are limited in range - are repetitive and familiar - are employed within closely defined contexts	Employing: - recall - a narrow range of knowledge and cognitive skills - no generation of new ideas	Applied: - in directed activity - under close supervision - with no responsibility for the work or learning of others
2	Carry out processes that: - are moderate in range - are established and familiar - offer a clear choice of routine responses	Employing: - basic operational knowledge - readily available information - known solutions to familiar problems - little generation of new ideas	Applied: - in directed activity - under general supervision and quality control - with some responsibility for quantity and quality - with possible responsibility for guiding others
3	Carry out processes that: - require a range of well developed skills - offer a significant choice of procedures - are employed within a range of familiar contexts	Employing: - some relevant theoretical knowledge - interpretation of available information - discretion and judgement - a range of known responses to familiar problems	Applied: - in directed activity with some autonomy - under general supervision and quality checking - with significant responsibility for the quantity and quality of output - with possible responsibility for the output of others
4	Carry out processes that: - require a wide range of technical or scholastic skills - offer a considerable choice of procedures - are employed in a variety of familiar and unfamiliar contexts	Employing: - a broad knowledge base incorporating some theoretical concepts - analytical interpretation of information - informed judgement - a range of sometimes innovative responses to concrete but often unfamiliar problems	Applied: - in self-directed activity - under broad guidance and evaluation - with complete responsibility for quantity and quality of output - with possible responsibility for the quantity and quality of the output of others
5	Carry out processes that: - require a wide range of specialised technical or scholastic skills - involve a wide choice of standard and non-standard procedures - are employed in a variety of routine and non-routine contexts	Employing: - a broad knowledge base with substantial depth in some areas - analytical interpretation of a wide range of data - the determination of appropriate methods and procedures in response to a range of concrete problems with some theoretical elements	Applied: - in self-directed and sometimes directive activity - within broad general guidelines or functions - with full responsibility for the nature, quantity and quality of outcomes - with possible responsibility for the achievement of group outcome
6	Carry out processes that: - require a command of wide-ranging highly specialised technical or scholastic skills - involve a wide choice of standard and non-standard procedures, often in non-standard combinations - are employed in highly variable routine and non-routine contexts	Employing: - specialised knowledge with depth in more than one area - the analysis, reformatting and evaluation of a wide range of information - the formulation of appropriate responses to resolve both concrete and abstract problems	Applied: - in managing processes - within broad parameters for defined activities - with complete accountability for determining and achieving personal and/or group outcomes
7	Carry out processes that: - require a command of highly specialised technical or scholastic and basic research skills across a major discipline - involve the full range of procedures in a major discipline - are applied in complex, variable and specialised contexts	Requiring: - knowledge of a major discipline with areas of specialisation in depth - the analysis, transformation and evaluation of abstract data and concepts - the creation of appropriate responses to resolve given or contextual abstract problems	Applied: - in planning, resourcing and managing processes - within broad parameters and functions - with complete accountability for determining, achieving and evaluating personal and/or group outcomes
8	Involves skills and knowledge that enable a learner to: - provide a systematic and coherent account of the key principles of a subject area; and - undertake self-directed study, research and scholarship in a subject area, demonstrating intellectual independence, analytic rigour and sound communication.		
9	Involves knowledge and skills that enable a learner to: - demonstrate mastery of a subject area; and - plan and carry out – to internationally recognised standards – an original scholarship or research project. Demonstrated by: - The completion of a substantial research paper, dissertation or in some cases a series of papers.		
10	Involves knowledge and skill that enable a learner to: - Provide an original contribution to knowledge through research or scholarship, as judged by independent experts applying international standards.		



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