



# National Qualifications Framework

FOR TEACHING AND LEARNING



## THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

is administered by the New Zealand Qualifications Authority (NZQA).

It is a collection of unit standards, achievement standards and qualifications.

NZQA say that the NQF is designed to provide:

- nationally recognised, consistent standards and qualifications
- recognition and credit for all learning of knowledge and skills.

The NQF is a three-pronged quality system:

- National standards are registered.
- These are used by accredited organisations.
- A moderation system ensures national consistency.

### Different types of standards

In New Zealand, there are two different types of national standards – unit standards and achievement standards – but all standards define what a learner must know or be able to do.

They express a standard way to measure competence of a skill or knowledge.

Unit standards are used to assess industry-related skills and knowledge.

Achievement standards are used to assess knowledge of the school curriculum.

The standards are credited towards the New Zealand national secondary school qualification – the National Certificate of Educational Achievement (NCEA).

### TIP

Standards are used as assessment tools, not teaching tools. Many standards overlap within a topic or course, so try to aggregate wherever possible.



### Different levels

Each standard or qualification on the NQF is rated on its degree of difficulty or complexity. Depending on how complex a standard might be to achieve, it is assigned a level. A qualification is also given a level, depending on the level of the standards that it includes.

The levels on the NQF are graduated from 1 to 10 – 1 is the least complex and 10 is the most complex.

LEVEL	COMPLEXITY
1–3	Secondary school years 11–13 (Corresponds to NCEA levels 1–3)
4–6	Trades, technical and business qualifications (Most certificates and diplomas are in this range)
7–10	Advanced qualifications of graduate and post-graduate standard

### Accredited organisations

Only organisations that are approved by NZQA to do so may award standards or qualifications from the NQF. NZQA may approve an organisation to be accredited for a particular standard, or for groups of standards according to the hierarchy outlined below.

## Example of the NQF hierarchy

FIELD			
Health			
SUB FIELDS			
Dental Support		Emergency Services	
DOMAINS			
Dental Hygiene	Dental Technology	Ambulance	Pre-Hospital Care
Standards or qualifications	Standards or qualifications	Standards or qualifications	Standards or qualifications

Only organisations that are formally recognised as an educational institution can apply to be accredited. This includes universities, polytechnics, secondary schools, private training establishments (PTEs) or a government training establishment (GTE).

### TIP

Qualifications may be registered at any level of the hierarchy, but standards are only registered within domains.

## Record of achievement

Once an accredited organisation has assessed students against a standard, they must report the results to NZQA.

Each student may access their record of achievement to see any standards or qualifications that they have achieved.

A student may be awarded a national qualification by completing standards at a range of different educational organisations.

**Record of Achievement**

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**Qualification and Achievement Summary**

Qualification	Date
National Certificate of Educational Achievement (Level 2) achieved with merit	31/12/2006
National Certificate of Educational Achievement (Level 2)	08/04/2006
National Certificate of Educational Achievement (Level 1) achieved with excellence	08/04/2006
Scholarship 2006	
Scholarship in Classical Studies (2006)	20/12/2006
New Zealand University Entrance	
University Entrance	06/04/2007

**Standards Achieved**

Each standard can have a range of results including "A" for Achieved, "M" for Achieved with Merit, or "E" for Achieved with Excellence. As some standards can not be assessed at all these results the result code is shown in bold where a candidate has reached the maximum possible result for that standard.

Level	Standard	Credits	Result	Date
Level 3	90721 Respond critically to written text(s) studied	3	M	18/12/2006
	90723 Respond critically to oral or visual text studied	3	A	18/12/2006
	90724 Read and respond critically to unfamiliar prose and poetry texts	3	E	17/12/2006
	90722 Respond critically to Shakespearean drama studied	3	A	18/12/2006
	90725 Construct and deliver an oral presentation	4	E	27/10/2006
	90720 Produce an extended piece of writing in a selected style	4	E	15/09/2006
	90726 Complete independent research on a language or literature topic and present conclusions in writing	4	E	15/09/2006
Level 2	90377 Analyse extended written text(s)	3	M	16/12/2006
	90379 Analyse a visual or oral text	3	E	16/12/2006
	90378 Analyse short written texts	3	M	12/12/2006
	90380 Read unfamiliar texts and analyse the ideas and language features	3	M	10/12/2006
	12005 Read an inclusive variety of written texts and record the reading experience	4	A	04/11/2006
	90374 Deliver a presentation using oral and visual language techniques	3	M	04/11/2006
	90376 Produce crafted and developed creative writing	3	E	04/11/2006
Level 1	90378 Produce crafted and developed formal transactional writing	3	M	04/11/2006
	90054 Read, study and show understanding of extended written text(s)	2	E	15/12/2004
	90056 Visualise to, study and show understanding of a visual or oral text	2	E	14/12/2004
	90055 Read, study and show understanding of a number of short written texts	2	E	13/12/2004
	90057 Read and show understanding of unfamiliar texts	3	E	13/12/2004
	90053 Produce formal writing	3	E	11/12/2004
	90059 Read an inclusive range of written texts and record the reading experience	3	A	30/10/2004
90052 Produce creative writing	3	E	30/10/2004	

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### TIP

No matter how many institutes a student studies at, their record of achievement provides a one-stop view of their achievements.

## Getting onto the framework

All national qualifications and standards are developed by a standards-setting body such as an Industry training organisation (ITO) or the Ministry of Education (MOE).

Once they have been developed, they are registered on the NQF and will be recognised across New Zealand.

There are four standards-setting bodies in New Zealand responsible for developing standards.

Standards-setting body	Development area
Industry training organisations (ITOs)	Develop industry-related unit standards and national qualifications
Māori qualifications services (MQS)	Develop unit standards and national qualifications for field Māori
National qualifications services (NQS)	Develop unit standards and national qualifications for generic skills
Ministry of Education	Develop achievement standards and the NCEA

## Moderation

To ensure that all assessment decisions are fair and reliable, standards on the NQF are subject to national moderation by the standards-setting body for that standard or qualification.

The standards-setting body checks that there is a consistent approach to assessment – so the way that one student is assessed at a school in, say, Northland, is consistent with the way that another student is assessed for the same standard at a school in, say, Taranaki.

Through its moderation processes, the standards-setting body also checks that all assessment decisions are to the national standard – that a candidate has met the appropriate standard in order to be awarded it.

Because standards are nationally recognised, employers, students and educational organisations can feel confident that standards and qualifications are not being awarded inappropriately.