

Guidelines for Sub-Degree Approval and Accreditation and NQF Accreditation

CONTENTS

	<i>Page no.</i>
Contents	2
Definitions/Glossary	4
<u>A. APPLICATIONS FOR COURSE APPROVAL & ACCREDITATION</u>	
1 Types of applications	5
2 Quality management systems	5
3 Academic Audit	6
4 National Qualifications Framework (NQF) Accreditation	6
4.1 <i>Accreditation applications</i>	<i>6</i>
4.2 <i>Accreditation and Moderation Plans (AMAPs)</i>	<i>6</i>
4.3 <i>Industry involvement</i>	<i>7</i>
4.4 <i>NQF accreditation criteria</i>	<i>7</i>
5 Approval and Accreditation	8
5.1 <i>Applications for course approval and accreditation</i>	<i>8</i>
5.2 <i>Approval & accreditation requirements for diplomas of teaching</i>	<i>8</i>
6 Documentation required	9
6.1 <i>Documentation format</i>	<i>9</i>
7 Register of Quality Assured Qualifications	9
<u>B. THE ITP QUALITY APPROVAL & ACCREDITATION EVALUATION PROCESS</u>	
1 Preliminary Evaluation	10
1.1 <i>Evaluation process for ITPs with quality assured status & accreditation</i>	<i>10</i>
1.2 <i>Evaluation process for ITPs without quality assured status/accreditation</i>	<i>10</i>
1.3 <i>Evaluation process for NQF related applications</i>	<i>11</i>
2 Panel Composition	11
3 Document-only evaluation	12
4 A visit to the Institute	12
4.1 <i>The panel and visit date</i>	<i>12</i>
4.2 <i>Arrangements for the visit</i>	<i>12</i>
4.3 <i>Return of application documents</i>	<i>13</i>
<u>C. AFTER THE EVALUATION</u>	
1 Panel report	13
2 ITP Quality Board	14
3 Conditions on approval & accreditation	14
4 Matters of concern requiring a response	14
5 Timeline for processing applications	15
6 Post-approval processes	15
6.1 <i>Monitoring</i>	<i>15</i>
6.2 <i>Changes to approved courses</i>	<i>16</i>
6.3 <i>Withdrawal of approval & accreditation</i>	<i>16</i>
7 Invoicing	16

<u>D.</u>	<u>GAZETTED APPROVAL AND ACCREDITATION CRITERIA</u>	
1	<i>Introduction</i>	17
2	<i>Gazetted criteria and requirements for course approval and accreditation</i>	17
3	<i>Gazetted criteria and requirements for course approval</i>	21
4	<i>Gazetted criteria and requirements for accreditation</i>	24
<u>E.</u>	<u>SPECIAL ISSUES</u>	
1	<i>Delivery at teaching sites</i>	26
2	<i>Review of approval and accreditation</i>	26
3	<i>Course and qualification titles</i>	26
4	<i>Credit Recognition and Transfer</i>	27
5	<i>Consortium arrangements with other providers</i>	28
6	<i>Delivery of overseas based courses in New Zealand</i>	28
7	<i>Delivery and awarding of New Zealand qualifications overseas</i>	29
8	<i>Use of te reo Māori in assessment</i>	29
9	<i>Professional accreditation</i>	29
10	<i>Compliance Notices</i>	30
11	<i>Appeals</i>	30

Definitions/Glossary

- **Academic audit:** A systematic and independent examination to determine whether an ITP's academic quality practices comply with identified academic quality standards, and whether these practices are effective in achieving those standards.
- **Academic Board:** A Board set up by the ITP under legislative authority to oversee development, approval and review of all academic courses offered by the ITP.
- **Academic quality standards:** Statements of quality practice defining the expected performance of ITPs in specified areas of academic quality. (*ITPs are expected to adopt the ITP New Zealand Academic Quality Standards*)
- **Accreditation:** Process for ensuring that ITPs have the capability, including management of quality, to deliver courses based on unit standards registered on the Framework or deliver approved local courses as defined in Section 259 of the Education Act 1989.
- **AMAP:** Accreditation and Moderation Action Plan
- **Conditions:** Conditions may be placed on approvals and/or accreditation under S258A and S259A of the Education Act 1989
- **Compliance Notice:** Compliance notices may be issued as set out in S255A of the Education Act 1989
- **Course/programme:** The term "course" is used in the Education Act, 1989 and the gazetted criteria. Courses are frequently referred to by providers as "programmes". "Course" is one of several words frequently used to refer to components of such a programme (along with "module", "unit" or "paper"). In order to remain consistent with legislation, these guidelines will use "course" to refer to a full programme of study rather than the components of that programme. Where only components of courses are addressed, this will be specified.
- **Course/programme Approval:** Process for ensuring that an ITP course of study meets defined criteria for the purposes of Section 258 of the Education Act 1989.
- **Evaluator:** Person appointed by ITP Quality to assess QMS documentation against the agreed criteria.
- **External Monitor:** Person appointed by ITP Quality to monitor the delivery of courses approved and/or accredited by ITP Quality.
- **Group Accreditation:** Accreditation of a provider to offer a number of units in a specified field, sub-field or domain up to a specified level on the NQF.
- **Industry Body** (includes ITO and NZQA Advisory Groups)
- **ITO:** Industry Training Organisation
- **ITP:** Institute of Technology and Polytechnic
- **ITP New Zealand:** Institutes of Technology and Polytechnics in New Zealand
- **ITP Quality:** Institutes of Technology and Polytechnics Quality
- **MOE:** Ministry of Education
- **Monitoring:** Process for ensuring continuing conformity of course provision and delivery with the requirements and criteria of accreditation for those providers accredited by ITP Quality.
- **Moderation:** Process for ensuring the consistency of assessment with the required standard.
- **NQF:** National Qualifications Framework
- **NZTC:** New Zealand Teachers Council
- **NZQA:** New Zealand Qualifications Authority
- **Panel:** A group of individuals selected by ITP Quality to evaluate courses where appropriate, and capability for accreditation of providers.
- **Panel Chairperson:** person contracted by ITP Quality to lead and facilitate the accreditation and approval process, evaluate documentation, chair accreditation panels, and report with appropriate recommendations.
- **Panel Member:** Person appointed by ITP Quality to an accreditation panel to undertake an evaluation of documentation or a site visit to an ITP to evaluate courses and the capacity of the ITP to teach courses based on unit standards or national course requirements against NZQA accreditation criteria and to make appropriate recommendations to ITP Quality.
- **QAB:** Quality Assurance Body
- **QMS:** Quality Management System
- **Quality Assured:** ITP status awarded by ITP Quality for a period of 4 years
- **QSE:** Quality Systems Evaluator (contracted to ITP Quality)
- **TEC:** Tertiary Education Commission

A. APPLICATIONS FOR COURSE APPROVAL & ACCREDITATION

A1. TYPES OF APPLICATION

These guidelines focus on documentation requirements and evaluation procedures for course approval and accreditation applications for ITP (local) courses at sub-degree level and accreditation applications to assess against unit standards registered on the National Qualifications Framework (NQF).

Courses/ offered in New Zealand ITPs must be approved if:

- the course is required to be approved for funding by a government agency: e.g. Tertiary Education Commission, Ministry of Social Development (for student loans and allowances);
- international students will be enrolled for a course of 12 weeks duration or longer; and/or
- the course is required to be approved by legislation (e.g. courses leading to registration as a teacher or nurse).

Courses may also be approved at the request of a provider or owner where there is no external requirement for approval.

There are two types of application which ITP Quality may consider.

1. **Approval of an ITP (local) course and accreditation to deliver an approved course¹.**
 2. **Accreditation to assess against unit standards registered on the NQF in order to deliver courses based on unit standards (which may lead to both ITP (local) or National qualifications registered on the NZQA National Qualifications Framework (NQF).**
- ***Please note all applications should be made on the relevant ITP Quality application Form (appendix 1), and submitted to applications@itpq.ac.nz Electronic copies of the forms are available on the ITP Quality website at www.itpq.ac.nz***

Please note: Approval and accreditation in relation to **degrees and related qualifications** are addressed separately (see **Approval and Accreditation of Courses Leading to Degree and Related Qualifications**-latest version).

A2. QUALITY MANAGEMENT SYSTEMS

An essential requirement for accreditation to deliver approved courses is a "coherent quality management system of policies and procedures, with mechanisms for evaluation". To satisfy this requirement ITP Quality has determined that an ITP-wide documented quality management system will need to be in place to facilitate the systems-based accreditation process.

The ITP Quality academic audit process audits against the QMS and the ITP New Zealand Academic Standards. This is a separate process introduced in 2000 which looks at the compliance and effectiveness of the QMS (**see Section A3**).

¹ ITPs may apply for accreditation to offer a course that has been approved to another Tertiary Education Organisation.

A3. ACADEMIC AUDIT

Since 2000 ITP Quality has used the audit process to make approval and accreditation decisions based on the confidence it has in an ITP's internal systems for approving "local" courses, subject to certain conditions. This is part of a progression from external control of quality assurance to a system where ITPs manage their own quality assurance verified through periodic external audit.

The outcome of academic audit where the ITP meets all 12 audit standards is *Quality Assured* status.

For information about Full and Limited Scope Audit process refer to **ITP Quality Academic Audit Processes and Guidelines Full and Limited Scope Audits (current version)** available on the ITP Quality website.

A4. NATIONAL QUALIFICATIONS FRAMEWORK (NQF) ACCREDITATION

Introduction

Institutes of Technology and Polytechnics may seek accreditation to assess against unit standards registered on the NQF in order to deliver courses based on unit standards (which may lead to both ITP (local) or National qualifications registered on the NZQA National Qualifications Framework (NQF). The accreditation criteria are to be addressed when submitting applications for accreditation for NQF-related areas (see section A4.4).

A4.1 Accreditation applications

The *Quality Assured status of the ITP* qualifies the ITP to apply for accreditation to unit standards on the NQF when the accreditation option in the AMAP is "evaluation of documentation by NZQA/ITP Quality" (i.e. no other external party is involved).

The conditions of this application process are as follows:

1. accreditation is by Unit, Domain or Sub-field and at least one unit standard must be registered in that Domain/Sub-field at the level requested, as listed on the *NZQA website*;
2. there are no specific industry requirements listed on the AMAP;
3. the ITP has a track record of delivery in a related area;

The ITP should apply to ITP Quality using Form A3 (Appendix 1)

The granting of accreditation, subject to the above conditions, will be assessed by the ITP Quality Board.

A4.2 Accreditation and Moderation Action Plans (AMAPs)

Industry bodies may have specific requirements which need to be addressed by providers seeking accreditation. These requirements are outlined in the registered *Accreditation and Moderation Action Plan* (AMAP) for that industry body.

An AMAP generally contains the following components with regard to accreditation:

- (i) definition of the scope covered by the plan;
- (ii) the specific evidence required by the industry body against the eight criteria for accreditation;
- (iii) information on the accreditation option including the appropriate involvement of industry bodies/expertise at various levels;
- (iv) any regulatory requirements or involvement by regulatory bodies;
- (v) the industry's conditions to waive their involvement in accreditation visits.

An AMAP is effective when registered formally by NZQA. AMAPs are available on the NZQA Website: www.nzqa.govt.nz

In addition to accreditation information, AMAPs outline the national moderation process for accredited providers.

- ***If an AMAP is registered it must be addressed in application documentation***
- ***The AMAP requirements must be addressed clearly within the application documentation as the particular issues will provide a focus for the evaluation process;***
- ***Please note the importance of addressing the special requirements of the AMAP within accreditation applications.***

A4.3 Industry involvement

When applying for accreditation for unit standards registered on the NQF, ITP Quality recommends that the relevant industry body is consulted prior to the ITP's application for accreditation.

The rationale for this is that:

- a) the industry body is aware of the application; and
- b) may provide advice to applicants.

This should make for a smoother application, as the industry body will have time to consider their level of involvement in the process.

Attach copies of any relevant correspondence to your application to ITP Quality.

A4.4. NQF Accreditation Criteria

These accreditation criteria cover applications for accreditation to assess against unit standards registered on the NQF or “group” accreditation to cover a range of unit standards such as Field, Subfield, or Domain.

For the scope of the accreditation there will need to be a coherent quality management system of policies and procedures, with mechanisms for evaluation.

The system will cover the following areas and will meet the specified criteria:-

- 1 The Development and Evaluation of Teaching Programmes**
 - 1.1 There is a system for developing coherent teaching programmes and for their evaluation, which should include evaluation by learners/consumers;
- 2 Financial, Administrative and Physical Resources**
 - 2.1 Adequate and appropriate financial and administrative resources will be maintained to enable all necessary activities to be carried out.
 - 2.2 Adequate, appropriate and accessible physical resources will be available for supporting students to meet the required standards;
- 3 Staff Selection, Appraisal and Development**
 - 3.1 A teaching staff with the necessary knowledge and skills will be maintained through staff selection, appraisal and development;
- 4 Student Entry**
 - 4.1 There is a system for establishing and clearly publicising student entry requirements that include no unreasonable barriers;
- 5 Student Guidance/Support Systems**
 - 5.1 Students have adequate access to appropriate guidance/support systems;

- 6 Off-Site Practical/Work-Based Components**
6.1 There are arrangements for ensuring that any off-site practical/work-based components are fully integrated into the relevant programmes;
- 7 Assessment**
7.1 There is a system for ensuring that assessment is fair, valid and consistent;
- 8 Reporting**
8.1 There is a system for providing students with fair and regular feedback on progress and fair reporting on final achievements, with an associated appeals' procedure.
8.2 There is a reliable system for archiving information on final student achievements.

A5. APPROVAL AND ACCREDITATION

A5.1 APPLICATIONS FOR COURSE APPROVAL & ACCREDITATION

The Gazetted Criteria and Requirements for Course Approval and Accreditation

All approved courses must meet the *Gazetted Criteria and Requirements for Course Approval and Accreditation* (see section D).

ITPs applying for course approval **must** ensure that their internal Academic Board approved courses meet the gazetted criteria listed in **Section D**.

- **It is a requirement that course documentation will have been presented to Academic Boards for internal approval;**
- **It is a requirement that all qualifications awarded must meet the requirements of the New Zealand Register of Quality Assured Qualifications.**

Approval process

There are two processes for seeking ITP Quality approval and accreditation for courses developed by ITPs:

1. Applications made by ITPs with Quality Assured Status and accreditation at the level required in the relevant subject area (“Submitted under Academic Board Provision”); and
2. Applications made by ITPs without Quality Assured Status or without the appropriate accreditation (“Submitted for Evaluation”)

See section B for details of the two processes.

A5.2 APPROVAL & ACCREDITATION REQUIREMENTS FOR DIPLOMAS OF TEACHING

ITP Quality has a special arrangement with the New Zealand Teacher’s Council with regard to Diplomas of Teaching, as graduates of such courses may apply for registration with the NZTC in order to gain employment as a teacher.

- Any applications for approval of and accreditation to deliver Diplomas of Teaching should address the criteria for degrees and related qualifications.
- In addition there are NZTC guidelines for approval of courses for Registration purposes (For the latest version of the NZTC guidelines please refer to www.teacherscouncil.govt.nz or contact the

Teacher's Council directly.)

After approval and accreditation ITPs will be subject to ongoing monitoring by ITP Quality-contracted monitors.

Any ITPs considering seeking approval and or accreditation to deliver a Diploma of Teaching should have early discussions with both ITP Quality and the NZTC. Current government policy is that no new courses or providers will receive government funding therefore discussions should also be held with the Ministry of Education/TEC.

A6. DOCUMENTATION REQUIRED

A6.1 Documentation Format

All applications for approval and accreditation must be submitted electronically and accompanied by the relevant application form (Appendix 1).

Depending on the nature of the application, the ITP will need to supply paper versions of the application to panel members contracted by ITP Quality.

Applications lodged with ITP Quality should provide specific evidence of quality systems working at Faculty/Department level within the area of application. The focus for any particular application, therefore, narrows to specific evidence of the quality systems of the ITP in a defined area - not simply provision of documented systems at the broad institutional level.

The application should demonstrate how the ITP's QMS has been applied either to the specific course (or NQF scope) for which approval and/or accreditation is sought.

A7. REGISTER OF QUALITY ASSURED QUALIFICATIONS (THE "REGISTER")

All new qualifications must meet the requirements of the New Zealand Register of Quality Assured Qualifications (the "Register"). The Register policy document is available on the NZQA Website in addition to information and updates www.kiwiquals.govt.nz

The Register will list the following information:

- 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 brief indication of content
- the entry requirements for the qualification
- qualification developer/provider details.

Where the qualification awarded on the basis of successful completion of an approved course meets all relevant criteria, the qualification will be included on the New Zealand Register of Quality Assured Qualifications (the Register).

B. The ITP Quality approval and accreditation evaluation process

B1. PRELIMINARY EVALUATION

Upon receipt of the application documentation by ITP Quality, a unique file number is allocated to the application which is in the form (current year) /#### (three digit number). All further correspondence to the ITP from ITP Quality relating to the application will carry this unique reference number. It is helpful if the ITP quotes this reference number in all future correspondence pertaining to the application.

The application will then undergo a preliminary check to ensure that the application scope is clear, and that the relevant academic board information, approval/accreditation criteria and AMAP(s) have been addressed for NQF related applications.

B1.1 Evaluation process for applications for ITPs with Quality Assured status and accreditation at the level required in the relevant subject(s) (submitted under “Academic Board Provision”)

Quality Assured status means that ITP Quality may approve non-degree courses approved by an ITP's Academic Board subject to certain conditions.

The conditions are as follows:

1. The ITP must have achieved ITP Quality “Quality Assured” status;
2. The ITP must have accreditation in the same subject area(s) to the same level of the course for which approval is sought;

Applications must be submitted electronically and include the following:

1. a completed Form A1 (and Form E1 if the course includes Exit Qualifications)
2. a copy of the Academic Board minutes approving the course (without any qualifying statement)

Evaluation process

The application will be evaluated by ITP Quality staff for compliance with the above conditions. An ITP Quality staff member will contact the ITP if clarification is required. If ITP Quality considers that the application may require further scrutiny by ITP Quality this decision will be communicated by email.

The ITP Quality Board retains the final authority for approval of courses and accreditation to deliver courses and reserves the right to withhold approval of courses or to require such courses to be submitted for a panel evaluation should it so determine.

If an ITP is unsure whether it meets the above requirements for approval under the Academic Board Provision, contact should be made with the Director ITP Quality prior to the submission of documentation to ITP Quality.

If the conditions above have been met and all information is present then the Director will recommend approval and accreditation to the ITP Quality Board. The Board decision will be communicated to the ITP following the Board meeting.

B1.2 Evaluation process for applications for course approval & accreditation for ITPs that do not have Quality Assured status or without appropriate accreditation (Submitted for Evaluation)

If an ITP does not hold Quality Assured status or does not have the appropriate accreditation, then the

following approval and accreditation process will apply.

Applications must be submitted electronically and include Form A2 (and Form E1 if the course includes Exit Qualifications) along with full supporting information to address the gazetted criteria for approval and accreditation (Section D).

An ITP Quality panel will be established to undertake an evaluation of the application and provide a report for consideration by the ITP Quality Board. In some cases the panel will include subject experts and industry groups as appropriate. Often these will be external academics offering similar courses, however to avoid any conflict of interest, applicants may be consulted before ITP Quality seeks advice from subject experts. **Please note:** this consultation will be less imperative if there is evidence of consultation between the applicant and relevant external groups as part of course development.

The panel may also visit the ITP if this is considered necessary to properly assess a particular application. Such decisions will be made on a case-by-case basis, taking into account such issues as the nature, length and level of the course and whether similar courses have been delivered previously by applicant institutes.

In evaluating applications ITP Quality panel will address the gazetted approval criteria and the accreditation criteria (see Section D).

- ***ITP Quality panel chairpersons in evaluating documentation may seek additional documentation as evidence of compliance with a provider's QMS even if the ITP has "Quality Assured" status.***

B1.3 Evaluation process for NQF related applications:

A copy of the application document will be forwarded for consideration to:

- i) a selected ITP Quality Panel Chairperson; and
- ii) the appropriate ITO(s)/Industry Body(s).

ITPs may be asked to provide paper copies of application documents directly to panel members.

The Panel Chairperson and ITO/standard setting body representative will liaise and will advise ITP Quality as follows:-

Either:

- a) more documentary information is required from the ITP - in which case the ITP contact will be approached with the requirements. [Then either b) or c) below will apply]; or
- b) an accreditation visit is required (*i.e. full accreditation option applies*); or
- c) a document-only evaluation is required (*i.e. accreditation option of document-only evaluation applies, or visit requirement waived in favour of documentation-only evaluation*).

B2. PANEL COMPOSITION

Panel composition is influenced by factors such as the length and level of the course (or scope of the NQF accreditation) applied for. Generally evaluation panels will include at least one of:

- ITP Quality panel chairperson
- industry or professional representative (endorsed by the national body if NQF)
- external academic representative in the same field
- internal ITP representative from a department external to the one seeking accreditation (optional).

ITPs are invited to discuss panel nominations with ITP Quality prior to submission of the application. ITPs must ensure that panel nominees have agreed to their nomination.

Panel nominees must not be on the ITP's Advisory Committee unless the relevant industry body has specifically requested their presence; or be connected to the ITP in such a way as to create a potential conflict of interest.

ITP Quality will obtain the details of the SSB representative(s) and will inform the ITP contact of the names.

The internal ITP representative (if required) must be a senior academic, possess knowledge and understanding of standards-based assessment, be familiar with the quality systems of the ITP, and be objective and impartial. Staff members from the Department or Faculty applying for approval/accreditation are not considered appropriate.

Panel nominees should not be involved either in the preparation of the application or as a member of the Advisory Committee. This, however, is not intended to exclude Academic or Quality Managers/Advisers.

ITP Quality has the responsibility of approving the final panel composition.

For some evaluations a smaller panel may be required. This will be negotiated with the ITP if it is appropriate.

B3. DOCUMENT-ONLY EVALUATION

If it is confirmed that your application requires a document-only evaluation, the ITP Quality Panel Chairperson and the relevant industry body/subject expert will write an accreditation report on the basis of the application material supplied.

The Panel Chairperson may contact the applicant contact person directly if further information is required.

Once the accreditation report has been finalised and endorsed by all panel members, it will be lodged with ITP Quality for presentation at the next ITP Quality Board meeting (*see Section C*)

B4. A VISIT TO THE INSTITUTE

B4.1 THE PANEL AND VISIT DATE

If it is confirmed that your application requires a visit, ITP Quality (usually the panel Chairperson) will liaise with the contact to arrange a suitable date and agree the agenda for the visit.

Keep in mind that the ITP CEO will need to be available for the visit date as will the Head of Department, relevant tutors, students (if applicable), and other key stakeholders.

It is essential that the ITP CEO (or Deputy CEO) is available to meet with the visiting panel.

B4.3 ARRANGEMENTS FOR THE VISIT

Ensure those who are expected to be available on the day - CEO, academic staff, advisory group members and so on - are informed of the confirmed visit date and are given a copy of the agenda when it is finalised.

ITP Quality will arrange the air travel for out of town panellists and will inform the ITP of those

arrangements. Accommodation, if required, will generally be arranged by the ITP in consultation with ITP Quality (and arrangements made for cost to be paid for directly by the ITP).

Arrange for any out of town panel members who are flying in to be collected from the airline terminal and escorted to the meeting venue. Confirm this arrangement, or an alternative, with the Panel Chairperson.

If panel members are local (but not from the ITP) a map of the Campus will be useful for orientation on the day.

The day's start time will depend on the transport arrangements in place.

Ensure that an appropriate room(s) has been booked within the ITP, and that working tables are available for the panel's use.

Arrange for morning/afternoon tea and lunch.

Arrange transportation if off-campus teaching sites are to be included as part of the visit.

- ***Begin your preparation and organisation of the day's agenda as soon as the visit date has been confirmed.***

B4.4 RETURN OF APPLICATION DOCUMENTS

At the conclusion of the accreditation visit, please ensure that the application documentation is collected from the members of the panel before they depart. The exception is the panel chairperson who will require the documents in order to write the accreditation report.

Our letter of appointment to the chairperson requests that he or she return the documents to the contact at the ITP by courier upon completion of the report.

Any spare copies of application documents will be disposed of confidentially unless the designated contact person requests their return to the ITP.

C. AFTER THE EVALUATION

C1. PANEL REPORT

After the panel has visited the ITP or completed the document evaluation, the ITP Quality panel chairperson will compile a report summarising the panel's findings and their recommendations. The report is circulated to the other panel members for their endorsement.

The draft report is sent to the ITP for confirmation of factual accuracy, and then presented at the next ITP Quality Board meeting.

The panel will recommend that ITP Quality either:

approve the course and **accredit** the ITP to deliver the course, or **accredit** the ITP for an NQF scope; or

not approve/accredit - specifying the issues that must be addressed by the ITP before the application will be reconsidered. A letter notifying the ITP of this decision will be sent with the panel report. (As soon as the issues in question have been addressed satisfactorily the application will be reconsidered at the next scheduled Board meeting.)

The panel may recommend conditions be set on the approval and/or accreditation (**see Section C3**).

C2. ITP Quality Board

Recommendations for approval and/or accreditation will be considered by the ITP Quality Board at its monthly meeting.

ITP Quality Board makes all approval and accreditation decisions based on the recommendations of panels or ITP Quality staff.

Official notification containing all relevant details and a copy of the panel report will be sent to the ITP at the earliest opportunity after a decision has been made.

C3. CONDITIONS ON APPROVAL & ACCREDITATION

The ITP Quality Board under delegated authority from NZQA may set conditions on course approvals and accreditations as set out in S258A and S259A of the Education Act 1989 as follows:

Every course approval and accreditation is subject to the condition that the ITP will at all times comply with the relevant policies and criteria established by the Authority under section 253(1)(d) that are currently in force, except to the extent that ITP Quality exempts the ITP, by a condition on the approval and accreditation, from compliance.

When approving a course or granting accreditation to an ITP, ITP Quality may impose conditions on the approval and accreditation that are specific to the approval for that particular course or to accreditation.

ITP Quality may at any time, with the agreement of the ITP that holds the course approval, impose new conditions on the approval and/or accreditation and may amend or revoke any existing conditions.

ITP Quality may, without the agreement of the ITP, impose conditions on a course approval or accreditation, or amend or revoke any existing conditions, but only if ITP Quality has first – given written notice to the ITP of its intentions; and given the ITP a reasonable opportunity to respond to the notice; and considered any submissions made by the ITP in response to the notice.

When conditions are imposed, amended or revoked ITP Quality must give notice in writing to the ITP that holds the approval and or accreditation of the new, amended or revoked conditions.

C4. MATTERS OF CONCERN REQUIRING A RESPONSE

The accreditation report may include one or more *matters of concern requiring a response from the ITP*. The formal letter sent from ITP Quality to the ITP Chief Executive advising of the accreditation decision will request a response to all or some of the matters of concern within a specified time-frame - usually 3 months.

This response from the ITP may take a variety of forms including the supply of additional information, confirmation that certain actions have been taken, or a reasoned rebuttal of a course of action suggested by the ITP Quality Board.

Once received, this response will be referred to the panel chairperson for information and comment.

The ITP Quality Director will write to the ITP either requesting additional information or confirming that the requirements have been met.

If ITP Quality does not receive a response to the matters of concern within the time period advised in the accreditation letter, a further letter will be issued to the CEO requesting an immediate reply.

If no reply is forthcoming within 30 days, a notice of non-compliance may be sent to the Chief

Executive and ITP Quality may:

- i) review the status of the approval/accreditation; or
- ii) take into account the non-compliance in the next quality audit of the ITP

C5. TIMELINE FOR ITP QUALITY PROCESSING APPLICATIONS

Submitted under Academic Board Provision: If all conditions have been met, applications are considered at the next applicable ITP Quality Board meeting (see www.itpq.ac.nz for cut-off dates for receipt of applications).

Submitted for Evaluation: Three months from receipt of documentation to final decision for applications involving an accreditation visit.

C6. POST-APPROVAL PROCESSES

C6.1 Monitoring

In certain circumstances ITP Quality may determine that a course or category of courses will be subject to on-going monitoring by ITP Quality. The monitoring process occurs for all teacher diplomas and for degree qualifications. However ITP Quality may appoint monitors for other courses if it considers it necessary.

The Purposes of Monitoring

Monitoring of courses by ITP Quality is designed to reassure ITP Quality and all stakeholders that:

- i. the course is being implemented and managed as planned and presented at the time of approval;
- ii. appropriate consideration is given to any recommendations made by ITP Quality;
- iii. any minor modifications and enhancements made by the Provider are broadly consistent with the intent of the course and the on going development of a quality course;
- iv. there is independent, external input during reviews and consideration of significant course enhancements;
- v. ITP Quality is made aware of issues affecting the satisfactory provision of the course.

Monitoring by ITP Quality is not intended to replace the actions taken by Providers to monitor, review and regularly improve the quality of the courses for which they are responsible, or any requirement to notify ITP Quality of proposed changes.

The Monitoring Process

When monitoring is considered to be necessary, it will generally be by an analysis of an annual course evaluation report from the ITP to ITP Quality.

During the early years of delivery of a course, ITP Quality monitoring may also include an annual visit to the Provider and a report by a Monitor appointed by ITP Quality. The ITP Quality-appointed Monitor will report directly to ITP Quality in terms of the purposes of monitoring as specified above.

ITP Quality-Appointed Monitors

If it is determined that a Monitor is required, ITP Quality will seek to appoint a Monitor who is experienced in academic processes and expert in the discipline area of the course. They will have an independent and neutral perspective on the course and the ITP.

Monitors will be appointed by ITP Quality following consideration of recommendations from the ITP. Where appropriate, ITP Quality will also ensure that the monitor is acceptable to the relevant professional body.

C6.2 Changes to approved courses

See “*Guidelines for Changes to ITP Quality-Approved Courses*”

C6.3 Withdrawal of Approval & Accreditation

ITP Quality under delegated authority from NZQA may withdraw approval and accreditation as set out in S258 (8&9) and S259 (7&8) of the Education Act 1989 as follows:

If ITP Quality considers that there may be grounds for withdrawing an approval for a course or accreditation from an ITP, ITP Quality must give written notice to the governing body of the ITP –

- setting out the grounds on which ITP Quality is considering withdrawing the approval and/or accreditation; and
- giving the governing body of the ITP a reasonable period within which to make submissions on the matter.

After that period and having considered any submissions made by the ITP, ITP Quality may, on reasonable grounds, withdraw the approval and/or accreditation.

If ITP Quality withdraws an approval or accreditation under this section, it must give notice of the withdrawal, with reasons, to the ITP concerned.

Nothing in this section limits ITP Quality’s power to withdraw an approval under section 255A(7).

ITP Quality may also take the above action as a result of an academic audit if there are grounds for doing so (see Academic Audit Processes (current version) Section 2.6).

C7. INVOICING

The fees and expenses incurred during the approval and accreditation exercise (with the exception of accommodation, which is to be paid for directly by the ITP) will be paid by ITP Quality and then recovered from the ITP by invoice

D. GAZETTED APPROVAL AND ACCREDITATION CRITERIA

D1. INTRODUCTION

The Following approval and accreditation criteria apply to sub-degree level local courses:

the criteria for approval and accreditation gazetted by the New Zealand Qualifications Authority pursuant to section 253 (3) of the Education Act 1989 following consultation as required by section 253 (2) of the Act;

the requirements established by the Qualifications Authority to assist applicants and evaluators in respect of the approval and accreditation of courses other than those leading to degrees or related qualifications;

The categories of applications to which these criteria apply are:

- (a) All applications in respect of approval of courses and accreditation of organisations to deliver them;
- (b) All applications in respect of course approval only, where the course developer will not deliver the course; and
- (c) All applications in respect of accreditation only, where the course has already received approval under (a) or (b) above.

D2 Gazetted Criteria and Requirements for Course Approval and Accreditation

The following criteria for the approval and accreditation of courses (**in bold**) were gazetted by the Qualifications Authority in December 2002 pursuant to section 253 (3) of the Education Act 1989.

Each criterion is followed by the requirements established by the Qualifications Authority to assist applicants and evaluators in respect of course approval and accreditation.

Where reference is made to the Qualifications Authority in terms of its evaluation, approval and accreditation functions, this also refers to ITP Quality.

1 Title, aims, learning outcomes and coherence: The adequacy and appropriateness of the title, aims, stated learning outcomes and coherence of the whole course.

1.1 Title

- (a) The title of the course provides an accurate indication of its general subject area.
- (b) The title of any qualification(s) awarded on the basis of successful completion of the course, or part of the course, is consistent with the title of the course and the requirements on nomenclature in the general registration criteria for the New Zealand Register of Quality Assured Qualifications (the Register) (<http://www.kiwiquals.govt.nz/index.do>) and relevant conventions (See Special Issues section.).

1.2 Aims

- (a) The stated aims are clearly defined and appropriate to the nature and level of the qualification to which the course leads.

- (b) The aim includes identification of any specifically-targeted student body and the relationship between the course and any industrial, professional or community need.

1.3 Learning outcomes

Course Outcomes statement

- (a) The course outcomes statement is consistent with the requirements of the Register.
- (b) The proposed course certification is appropriate.

Component outcomes

- (c) Clear learning outcomes are specified for each component part of the course.

1.4 Coherence

- (a) Learning outcomes are consistent with the aims of the course.
- (b) The structure of the course is appropriate to the aims and learning outcomes.
- (c) The combination of components is consistent with the aim of the course.
- (d) The length of the course is clearly defined and is appropriate.
- (e) Appropriate levels and credits are allocated to each component of the course.
- (f) The level and credit value of any qualification to which the course leads are appropriate, clearly identified and where necessary, meet the minimum requirements of the Register.
- (g) An appropriate New Zealand Standard for Classification of Education (NZSCED) classification is identified. (<http://www2.minedu.govt.nz/step/NZSCED.asp>)

2 Delivery and learning methods: The adequacy and appropriateness of delivery and learning methods, for all modes of delivery, given the stated learning outcomes.

- 2.1 Proposed modes of delivery and delivery sites are clearly identified.
- 2.2 Delivery and facilitated learning methods are appropriate to the nature of the course, the learning outcomes, the proposed modes of delivery and the likely student body.
- 2.3 Any practical, field-based or work-based components which are based away from the delivery site are integrated into the course.
- 2.4 Delivery methods do not place students or the public at risk (emotional or physical).

3 Assessment: The adequacy of the means of ensuring that assessment procedures are fair, valid, consistent and appropriate, given the stated learning outcomes.

- 3.1 Assessment methodology and planning is appropriate.
- 3.2 The required standards for assessment are clearly specified in relation to each component part of the course.
- 3.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.

3.4 Moderation processes ensure that assessment is appropriate, fair, valid and consistent.

4 *Acceptability of the course:* The acceptability of the proposed course to the relevant academic, industrial, professional and other communities, in terms of its stated aims and learning outcomes, nomenclature, content and structure.

4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.

4.2 The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.

4.3 The interests of stakeholders have been appropriately addressed.

4.4 Where a national qualification exists in the same field as the proposed course, a rationale for not offering a course leading to this qualification or its components is provided.

5 *Regulations:* The adequacy and appropriateness of the regulations that specify requirements for admission, credit for previous study, recognition of prior learning, course length and structure, integration of practical/work-based components, assessment procedures, and normal progression within a course.

5.1 General and course-specific regulations are clear, comprehensive and fair, and cover where appropriate:

- Requirements for admission to the organisation and to the course;
- Provisions for the awarding of credit towards a qualification or exemptions from specific course requirements as a result of cross-crediting (from another course within the organisation), credit transfer (from a course awarded by another organisation) or recognition of prior learning (credit awarded for informal or uncertificated learning);
- Course structure, including any specified pre- and co-requisites, mandatory and optional/elective components, practical/work-based components and alternative entry and exit points;
- Normal progress through the course and minimum and maximum periods for completion of the course;
- Assessment, including provisions for reassessment and appeals;
- Provisions for dealing with instances of impaired performance (e.g. aegrotat passes);
- Requirements for the award of the qualification;
- Rules and criteria governing any awarding of merit, distinction or other grades.

6 *Resources:* The capacity of the organisation to support sustained delivery of the course, in all delivery modes, with regard to appropriate academic staffing, teaching facilities, physical resources and support services.

6.1 *Teaching staff*

The teaching staff involved in the course:

- (a) are adequate in number and appropriately qualified; and
- (b) have appropriate experience and expertise in teaching, with regard to the proposed delivery modes.

In the case of courses with practical, field or work based components, the roles and responsibilities of the supervisory staff and the ITP are formalised.

Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the course implementation timetable are in place.

6.2 Teaching facilities and physical resources

The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course in all proposed modes of delivery, and has

- (a) put in place the necessary teaching facilities and physical resources, or
- (b) established detailed development and acquisition schedules appropriate to the course implementation timetable.

6.3 Student guidance and support systems

Adequate and appropriate course information and guidance and support systems are accessible to students.

6.4 Financial and administrative infrastructure

The organisation's financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.

6.5 Quality Management System

Any changes to the organisation's quality management system necessary to support implementation and sustained delivery of the course have been identified.

7 Evaluation and review: The adequacy and effectiveness of the provision for evaluation and review of courses: for monitoring the on going relevance of learning outcomes, course delivery and course standards; for reviewing course regulations and content; for monitoring improvement following evaluation and review; and for determining whether the course shall continue to be offered.

- 7.1 There is an effective system for the regular monitoring, evaluation and review of courses such that the course approval and accreditation criteria and requirements continue to be met. The system includes structured processes, associated with the academic board (or equivalent), for ensuring that the views of learners and representatives of relevant industries, professions, academic communities, Māori and other stakeholders are taken into account.
- 7.2 Changes to approved courses are managed consistently with external requirements (e.g. Qualifications Authority course change requirements, Professional Body requirements).

D3. Gazetted Criteria and Requirements for Course Approval

These criteria and requirements apply to applications in respect of course approval only, where the course developer will not deliver the course. The numbering system used relates to the criteria for Approval and Accreditation.

The following criteria for the approval of courses (**in bold**) were gazetted by the New Zealand Qualifications Authority in December 2002 pursuant to section 253 (3) of the Education Act 1989.

Each criterion is followed by the requirements established by the Qualifications Authority to assist applicants and evaluators in respect of the approval of courses.

1 Title, aims, learning outcomes and coherence: The adequacy and appropriateness of the title, aims, stated learning outcomes and coherence of the whole course.

1.1 Title

The title of the course provides an accurate indication of its general subject area.

The title of any qualification(s) awarded on the basis of successful completion of the course, or part of the course, is consistent with the title of the course and the requirements on nomenclature in the general registration criteria for the New Zealand Register of Quality Assured Qualifications (the Register) and relevant conventions (See Special Issues section.).

Aims

1.2 Aims

- (a) The stated aims are clearly defined and appropriate to the nature and level of the qualification to which the course leads.
- (b) The aim includes identification of any specifically-targeted student body and the relationship between the course and any industrial, professional or community need.

1.3 Learning outcomes

Course Outcomes statement

- (a) The course outcomes statement is consistent with the requirements of the Register (www.nzqa.govt.nz/qualifications/register/index.html).
- (b) The proposed course certification is appropriate.

Component outcomes

- (c) Clear learning outcomes are specified for each component part of the course.

1.4 Coherence

- (a) Learning outcomes are consistent with the aims of the course.
- (b) The structure of the course is appropriate to the aims and learning outcomes.
- (c) The combination of components is consistent with the aim of the course.
- (d) The length of the course is clearly defined and is appropriate.
- (e) Appropriate levels and credits are allocated to each component of the course.
- (f) The level and credit value of any qualification to which the course leads are appropriate, clearly identified and where necessary, meet the minimum requirements of the Register.
- (g) An appropriate New Zealand Standard for Classification of Education (NZSCED) classification is identified. (<http://www2.minedu.govt.nz/step/NZSCED.asp>)

3 Assessment: The fairness, validity, consistency and appropriateness of the assessment methodology given the stated learning outcomes

- 3.1 Assessment methodology and planning is appropriate.
- 3.2 The required standards for assessment are clearly specified in relation to each component part of the course.
- 3.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.
- 3.4 Moderation processes ensure that assessment is appropriate, fair, valid and consistent.

4 Acceptability of the course: The acceptability of the proposed course to the relevant academic, industrial, professional and other communities in terms of its stated aims and learning outcomes, nomenclature, content and structure.

- 4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.
- 4.2 The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.
- 4.3 The interests of stakeholders have been appropriately addressed.
- 4.4 Where a national qualification exists in the same field as the proposed course, a rationale for not offering a course leading to this qualification is provided.

5 Regulations: The adequacy and appropriateness of the regulations that specify requirements for admission, credit for previous study, recognition of prior learning, course length and structure, integration of practical/work-based components, assessment procedures, and normal progression within a course.

- 5.1 General and course-specific regulations are clear, comprehensive and fair, and cover where appropriate:
 - Requirements for admission to the course;
 - Provisions for the awarding of credit towards a qualification or exemptions from specific course requirements as a result of cross-crediting (from another course within the organisation), credit

transfer (from a course awarded by another organisation) or recognition of prior learning (credit awarded for informal or uncertificated learning);

- Course structure, including any specified pre- and co-requisites, mandatory and optional/elective components, practical/work-based components and alternative entry and exit points;
- Normal progress through the course and minimum and maximum periods for completion of the course;
- Assessment, including provisions for reassessment and appeals;
- Provisions for dealing with instances of impaired performance (e.g. aegrotat passes);
- Requirements for the award of the qualification;
- Rules and criteria governing any awarding of merit, distinction or other grades.

7 *Evaluation and review: The adequacy and effectiveness of the provision for evaluation and review of courses: for monitoring the on going relevance of learning outcomes, course standards and quality, and for reviewing course regulations and content.*

7.1 There is an effective system for the regular monitoring, evaluation and review of courses such that the course approval and accreditation criteria and requirements continue to be met. The system includes structured processes, associated with the academic board (or equivalent), for ensuring that the views of learners and representatives of relevant industries, professions, academic communities, Māori and other stakeholders are taken into account.

7.2 Changes to approved courses are managed consistently with external requirements.

D4. Gazetted Criteria and Requirements for Accreditation

These criteria and requirements apply to applications in respect of accreditation only, where the course has already received approval. Accreditation is required for each site that a course will be offered from and each mode it is delivered in. The numbering system used relates to the criteria for Approval and Accreditation.

The following criteria for accreditation to offer approved courses (**in bold**) were gazetted by the New Zealand Qualifications Authority in December 2002 pursuant to section 253 (3) of the Education Act 1989.

Each criterion is followed by the requirements established by the Qualifications Authority to assist applicants and evaluators in respect of accreditation to offer approved courses.

2 *Delivery and learning methods: The adequacy and appropriateness of delivery and learning methods, for all modes of delivery, given the stated learning outcomes.*

- 2.1 Proposed modes of delivery and delivery sites are clearly identified.
- 2.2 Delivery and facilitated learning methods are appropriate to the nature of the course, the proposed modes of delivery and the likely student body.
- 2.3 Any practical, field-based or work-based components which are based away from the delivery site are integrated into the course.
- 2.4 Delivery methods do not place students or the public at risk (emotional or physical)

3 *Assessment:: The adequacy of the means of ensuring that assessment procedures are fair, valid, consistent and appropriate, given the stated learning outcomes.*

- 3.1 Assessment methodology and planning is appropriate.
- 3.2 The required standards for assessment are clearly specified in relation to each component part of the course.
- 3.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.
- 3.4 Moderation processes ensure that assessment is appropriate, fair, valid and consistent.

4 *Acceptability of the course: The acceptability of the proposed course to the relevant academic, industrial, professional and other communities in terms of its stated aims and learning outcomes, nomenclature, content and structure.*

- 4.1 Stakeholders, including relevant academic, industrial, professional and other communities, are identified.
- 4.2 The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.
- 4.3 The interests of stakeholders have been appropriately addressed.

6 *Resources: The capacity of the organisation to support sustained delivery of*

the course, in all delivery modes, with regard to appropriate academic staffing, teaching facilities, physical resources and support services.

6.1 Teaching staff

The teaching staff involved in the course, collectively:

- (a) are adequate in number and appropriately qualified; and
- (b) have appropriate experience and expertise in teaching, with regard to the proposed delivery modes.

In the case of courses with practical, field or work based components, the roles and responsibilities of the supervisory staff and the ITP are formalised.

Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the course implementation timetable are in place.

6.2 Teaching facilities and physical resources

The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course in all proposed modes of delivery, and has

- (a) put in place the necessary teaching facilities and physical resources, or
- (b) established detailed development and acquisition schedules appropriate to the course implementation timetable.

6.3 Student guidance and support systems

Adequate and appropriate course information and guidance and support systems are accessible to students.

6.4 Financial and administrative infrastructure

The organisation's financial infrastructure, administrative systems and resource management practices are adequate to support implementation and sustained delivery of the course.

6.5 Quality Management System

Any changes to the organisation's quality management system necessary to support implementation and sustained delivery of the course have been identified.

7. Evaluation and review: The adequacy and effectiveness of the provision for evaluation and review of course delivery against defined course standards and regulations and content; for monitoring improvement following evaluation and review; and for determining whether the course shall continue to be delivered.

7.1 There is an effective system for the regular monitoring, evaluation and review of courses such that the course approval and accreditation criteria and requirements continue to be met. The system includes structured processes, associated with the academic board (or equivalent), for ensuring that the views of learners and representatives of relevant industries, professions, academic communities, Māori and other stakeholders are taken into account.

7.1 Evaluations of the course are integrated with reviews of the course carried out by the course owner.

E. SPECIAL ISSUES

E1. DELIVERY AT TEACHING SITES (outside of the main campus but within New Zealand)

ITP Quality has approved the following policy on delivery of education and training at teaching sites of an ITP. This policy relates to situations where an ITP is delivering education and training at more than one site (within New Zealand); typically at a site other than the main campus.

Policy: ITPs that have demonstrated effective quality management systems that incorporate delivery at more than one site may offer education and training at any site within its quality management system (within New Zealand).

Notes to the policy:

- *If an ITP has previously gained accreditation to deliver at more than one site, from then on, when an ITP is accredited by ITP Quality the accreditation applies to all sites within the ITP's QMS within New Zealand.*
- *ITP Quality may still seek evidence of good quality delivery at other teaching sites as part of the accreditation exercise and therefore ITPs are requested to list all sites in the application forms (Forms A1, A2, and A3)*
- *Such ITPs should also advise ITP Quality of the addition of any further significant delivery sites to its QMS (such as a new Campus established in a city/town outside of the main Campus).*
- *If an ITP has not gained accreditation to deliver at more than one site and seeks accreditation for a new site then it must demonstrate to ITP Quality that it has policies and procedures to ensure good quality delivery at this site.*
- *The provision of education and training at multiple sites will be addressed as part of the academic audit process.*
- *Note the above policy does not apply to Diplomas of Teaching and degree courses, that still require a site-specific accreditation.*

E2. REVIEW OF APPROVAL AND ACCREDITATION

The ITP Quality/NZQA policy on review is that approval and accreditation, once given remains valid until formally cancelled by ITP Quality or withdrawn by the provider.

However individual reviews of approval/accreditation may be undertaken by ITP Quality if this is considered necessary or if the original accreditation period was restricted for any particular reason. ITP Quality reserves the right to conduct reviews for any approved course and accreditation scope and will notify ITPs of review requirements as necessary. For example ITP Quality will continue to review Diplomas of Teaching in conjunction with the New Zealand Teachers Council.

E3. COURSE AND QUALIFICATION TITLES

The following guidelines have been adopted by NZQA and ITP Quality.

Course and qualification titles should provide a concise, accurate and informative indication of the aims and outcomes of courses.

Courses will generally use the title of the qualification awarded as a result of successful completion of the course. Qualification titles should be consistent with the requirements of the NZQA Register of Quality Assured Qualifications and the following conventions for naming qualifications.

Use of the terms "National" and "New Zealand" is protected in course and qualification titles and may not be used as qualifiers without the approval of the Qualifications Authority.

Designator

A designator should identify the principal disciplinary emphasis of the qualification.

A designator should:

have wide national or international acceptability; or

be necessary for national or international recognition of that qualification; or

be a requirement of a professional body that has a formal role in the approval of the qualification.

e.g. **Certificate in Computing; Diploma in Horticulture; Bachelor of Business; Master of Nursing**

Qualifiers

Qualifiers may be added to the title of the course and qualification if this improves general understanding of the course and/or qualification. **A rationale may be required in order to justify the use of a qualifier.**

A discipline qualifier may be added after the title to indicate that the course and qualification has a tighter focus on a sub-field within the discipline. A discipline qualifier may also be used to indicate a pathway within a course (e.g. a major). This qualifier will be written in brackets following the designator. Some courses and/or qualifications may offer students the option of concentrating on a particular sub-field without formally identifying this in a qualifier.

e.g. **Bachelor of Design (Computer Graphics)**

A focus qualifier such as Applied may be added to indicate a particular focus of a course and/or qualification.

e.g. **Diploma in Applied Theology**

A level qualifier such as Advanced, Intermediate or Introductory may be added to Certificate and Diploma titles after the designator.

e.g. **Diploma in Advanced Electronics; Certificate in English (Intermediate)**

An awarding organisation qualifier may be added to Certificate and Diploma titles before the title of the qualification.

eg **ABC Institute Certificate in Naturopathy**

E4. CREDIT RECOGNITION AND TRANSFER

The Qualifications Authority has established a policy on Credit Recognition and Transfer (December 2002). Institutes of Technology and Polytechnics should be aware of this policy and adopt internal strategies to facilitate these policies and principles from 1 January 2004.

The policy is based on the following principles (both overarching and operational) which are intended to apply across sectors and cultures and complement government obligations to Māori under the Treaty of Waitangi.

- *Qualification, programme, and programme development and design should promote and facilitate credit recognition and transfer.*

- *The key focus of credit transfer decisions should be on the benefit for learners and supporting effective learning pathways.*
- *Transparency in credit recognition and transfer decision-making across the education system is a critical factor in supporting and encouraging the on going involvement of learners in education and training.*
- *Credit transfer and recognition should be able to operate across different cultures and national borders and robust policies and procedures need to be in place to support this.*
- *Credit awarded as a result of either recognition of prior learning or recognition of current competency is of equal standing to credit awarded through other forms of assessment and should be able to be carried with the learner once awarded.*

Provisions for the awarding of credit towards a qualification or exemptions from specific course requirements as a result of cross-crediting (from another course within the organisation), credit transfer (from a course offered by another organisation) or recognition of prior learning (credit awarded for informal or uncertificated learning) should be clearly defined in an organisation's general or course-specific regulations.

The Qualifications Authority also recognises that the integrity of a qualification should be considered in granting credit through cross-credit, credit transfer or Recognition of Prior Learning. Arrangements should recognise the distinctive characteristics of qualifications.

In order to achieve this, providers should assess all applicants in terms of both the specific requirements of each component of the course for which the granting of credit is being considered, and the distinctive characteristics of the qualification.

E5. CONSORTIUM ARRANGEMENTS (WITH OTHER TRAINING PROVIDERS WHERE EDUCATION AND TRAINING IS SHARED BETWEEN THE ITP AND THE OTHER PROVIDER)

ITP Quality has developed separate guidelines for ITPs intending to deliver training in partnership with other registered providers. See Guidelines for Polytechnics and ITPs applying for approval of a consortium arrangement for delivery of education and training.

Please note that ITP Quality requires that the ITP takes overall responsibility for quality assurance of the delivery of the courses within consortium arrangements approved by ITP Quality.

E6. THE DELIVERY OF OVERSEAS COURSES IN NEW ZEALAND

Where an ITP wishes to offer an overseas course in conjunction with an overseas provider, and approval is required (e.g. where the intention is to enrol International Students, or to seek funding from the Tertiary Education Commission), the ITP will be required to provide evidence of approval by the relevant overseas agency and details of the approval process undertaken by that agency. If the course has been considered to have met approval criteria that are sufficiently similar to those of ITP Quality, and the process applied was adequately rigorous, ITP Quality may be prepared to negotiate an amended approval process. ITP Quality will consider the potential for legal, professional or cultural requirements to impact on the acceptability of the course for New Zealand conditions.

The normal process of accreditation will apply, and the ITP will need to demonstrate in its application that the criteria relating to Delivery, Assessment, Acceptability, Resources, Evaluation & Review, and Research are met.

A memorandum of agreement between the partner organisations will be required that specifies the respective activities and responsibilities of each of the partners for all aspects of the operation of the course.

E7. THE DELIVERY OF APPROVED COURSES OVERSEAS

Separate, site-specific accreditation is required for an ITP wishing to offer any course or qualification approved or registered by the New Zealand Qualifications Authority (or its delegated agent ITP Quality) overseas.

Applications for accreditation for overseas delivery must address all normal accreditation criteria, and meet the additional requirements described in the *Guidelines For Overseas Delivery* (see on ITP Quality website).

E8. USE OF TE REO MĀORI IN ASSESSMENT

The recognition of Māori as an official language of New Zealand is leading to increasing numbers of learners who wish to be assessed in te reo Māori. The Qualifications Authority and ITP Quality support this development and requires providers to develop appropriate strategies to meet learners' needs.

The provision of te reo in assessment where appropriate will have implications for a number of areas of the providers quality management systems. In particular, the recruitment of staff competent in te reo Māori and tikanga Māori and the provision of staff development in those areas will be important factors in meeting the needs of learners.

Providers must have policies and procedures in place for assessment through te reo Māori. These should include:

- Procedures for learners to notify the provider of their intention to be assessed through te reo Māori;
- Timeframe for dealing with requests;
- Accessing of assessors with expertise both in the subject or discipline of the course and in te reo Māori and tikanga Māori;
- Moderation arrangements; and
- Translation services, if appropriately qualified assessors and moderators are not available.

Providers are encouraged to establish links with other providers to maximise learning and resources.

Assessors will be available through the whakaruruhau mo te reo Māori and the Māori academic community.

E9. PROFESSIONAL ACCREDITATION

Some courses prepare students for a career as practitioners in a particular field. Where a course is a recognised or required component of professional registration, the professional body will have specific requirements relating to course content and quality.

ITP Quality will, where appropriate, invite a representative of the professional registration body to participate in ITP Quality's evaluation processes and will take the views of this representative into account in reaching its decisions on approval and accreditation.

In situations where the requirements or timeframes of the professional registration body and ITP Quality do not coincide, ITP Quality will discuss this with the professional registration body before reaching a decision on an application.

ITP Quality currently has formal agreements in place with the Nursing Council of New Zealand, the Midwifery Council of New Zealand, the New Zealand Teachers Council, and the Social Work

Registration Board on the coordination of evaluation and decision-making. ITP Quality also involves a number of other bodies in the evaluation process.

Where ITP Quality considers that a course is of interest to a particular stakeholder group outside the requirements of professional registration, ITP Quality may seek advice from representatives or members of that group in carrying out its evaluation of an application.

E10. COMPLIANCE NOTICES

ITP Quality under delegated authority from NZQA may issue compliance notices as set out in S255A of the Education Act 1989 as follows:

ITP Quality may issue a compliance notice to an ITP requiring the ITP to do, or refrain from doing, a particular thing in relation to the ITP's course approvals or accreditations.

Every compliance notice must be in writing (a formal letter from ITP Quality) and must –

- give the date on which it is issued; and
- specify a time on or before which, or a period within which, the ITP must comply with the notice; and
- state the consequences or possible consequences of non-compliance with the notice.

ITP Quality may publish any compliance notice, or a summary of a compliance notice, in a manner designed to give public notice of the compliance notice.

An ITP that receives a compliance notice must comply with it within the time or during the period specified in the notice.

ITP Quality may, before the expiry of the time or period referred to above, extend that time or period, in which case the extended time or period is for all purposes the time or period within or during which the notice must be complied with.

If the ITP does not comply with the compliance notice, ITP Quality may immediately, -

- if the notice related to a course approval, withdraw any course approvals held by the ITP, or impose new, or amend or revoke any existing, conditions on any course approval held by the ITP; or
- if the notice related to an accreditation, withdraw any accreditations held by the ITP, or impose new, or amend or revoke any existing, conditions on any accreditation.

ITP Quality may not do any of the things specified above until the later of –

- 10 days from the date of issue of the notice; and
- the expiry of the time specified for compliance

ITP Quality will notify NZQA of any compliance notices sent to Institutes of Technology and Polytechnics.

E11. APPEALS

All decisions made by the Board of ITP Quality may be appealed.

1. The appellant shall identify the basis of the appeal in writing.
2. Appeals shall be considered by an ITP Quality Appeals Sub-committee, which shall consist of two or three members:

- The Chair shall be an independent person (appointed by the Director ITP Quality) who is familiar with the ITP Quality quality assurance processes (approval, accreditation and audit), has high standing in industry or the community, and is not employed by the appellant.
 - The second member shall be nominated by the Board of ITP New Zealand and shall be a person who is familiar with the ITP Quality quality assurance processes, have a high standing in the ITP Sector, and is not employed by the appellant.
 - The third member (if needed) shall be a subject/discipline expert to be appointed by the Director ITP Quality. The person appointed will have relevant experience or expertise in the discipline area (in the case of an appeal involving a specialist subject area), and is not employed by the appellant.
3. The Appeals Sub-committee shall consult with the appellant, the Panel Chairperson or Lead Auditor, the Director of ITP Quality and any other relevant person it wishes to consult with.
 4. The decision of the Appeals Sub-committee shall be presented as a recommendation to the ITP Quality Board.
 5. The Appeals Sub-committee shall report its recommendation to the Board of ITP Quality within one month of the appeal being received by the Director of ITP Quality.
 6. Minutes shall be taken of Appeals Sub-committee meetings and accurate records shall be kept.
 7. The cost of an unsuccessful appeal shall be charged to the appellant. The cost of a successful appeal shall be covered by ITP Quality.