This booklet contains guidelines for the registration of units and qualifications in New Zealand's National Qualifications Framework, a system of education and employment qualifications. An introduction provides an overview of registration, including endorsement, evaluation, and reregistration. Section 2 focuses on registration of unit standards. It discusses the process, requirements, applicant, unit standard headings, and criteria for registration. Section 3 on registration of qualifications addresses requirements, applicant, details of consultation, qualifications, and criteria for registration. Appendixes comprising most of the booklet include the following materials: examples of unit standards; levels definitions; information on determining unit credit; regulations for the naming and issuing of nationally registered qualifications; New Zealand Qualifications Authority classification for unit standards and national qualifications, with fields, subfields, and domains; information on accreditation, including procedures, scope, unit accreditation, group accreditation, and general accreditation; application forms for unit and qualification registration; and glossary. (YLB)
Quality Assurance in Education and Training

Guidelines, Criteria and Regulations for the Registration of Units and Qualifications for National Certificates and National Diplomas

New Zealand Qualifications Authority
Manatū Matua o Aotearoa
The New Zealand Qualifications Authority will promote improvement in the quality of education and training in New Zealand through the development and maintenance of a comprehensive, accessible and flexible National Qualifications Framework.

The Authority's main functions are to:

- co-ordinate all qualifications in post-compulsory education and training (from upper secondary to degree level) so they have a purpose and relationship to one another that the public and students can understand;
- set and regularly review standards as they relate to qualifications;
- ensure New Zealand qualifications are recognised overseas and overseas qualifications are recognised in New Zealand;
- administer national examinations, both secondary and tertiary.

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Except in circumstances resulting from changes in legislation or other unforeseen events, all policy and procedures published in this document will remain in force and unchanged until 31 December 1993.

March 1993
The Qualifications Authority recognises that integral to its operations, both internal and external, is the need to be responsive to the aspirations, needs and concerns of the Maori people. The following will therefore be taken into account when implementing the principles and processes contained in this document:

honouring the principles of the Treaty of Waitangi through exercising the Authority’s power of government reasonably and in good faith, so that the Maori interests specified in the Treaty are actively protected;

eliminating the gaps which exist in relation to the educational, personal, social, cultural and economic well-being of Maori people, and which do not result from individual or cultural preferences;

providing opportunities for Maori people to develop economic activities as a sound base for realising their aspirations, to promote their self-sufficiency and to eliminate attitudes of dependency;

providing for Maori language and culture to receive an equitable allocation of resources and a fair opportunity to develop, having regard to the contribution made by Maori language and culture towards the development of a unique New Zealand identity.

Particularly important is recognition of the Treaty of Waitangi.

Responsiveness is an issue of equal importance both to the Maori people and other New Zealanders. The Qualifications Authority will operate in a way that ensures responsiveness is part of everyday operations.
These guidelines cover the following quality management activities:

- Unit registration
- Qualification registration

Other publications deal with other activities including the Registration of Private Training Establishments, the Accreditation of Training Providers and the Writing of Units.

**Further Information**

The New Zealand Qualifications Authority has an office in Wellington and regional outposts in Auckland and Christchurch.

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Fax: 09 302 3241

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Cnr Durham and Gloucester Sts
Symonds St
Box 3290
CHRISTCHURCH
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Fax: 03 377 2048
INTRODUCTION

THE NATIONAL QUALIFICATIONS FRAMEWORK

The National Qualifications Framework offers an opportunity to enhance the quality of education and training. The Framework will be implemented progressively from 1992 with a target date of 1995 being set for the completion of the implementation.

The quality management system for nationally recognised qualifications includes:

1 **Registration of Units and Qualifications**
   To ensure that standards are set which are relevant, up to date and acceptable to major user groups.

2 **Registration of Private Training Establishments**
   To ensure basic educational and consumer safeguards are met.

3 **Accreditation of Providers**
   To ensure that providers have the capacity to deliver the unit standards.

4 **Ongoing Moderation of Assessment**
   To ensure the consistency of assessment to the required standard.

5 **Audit**
   To ensure the effective performance of overall systems for the management of quality.

This booklet refers to the registration of qualifications and the registration of units on the National Qualifications Framework.
UNIT REGISTRATION

Endorsement

Units and qualifications will be registered on the National Qualifications Framework through a public process, requiring the endorsement of national standards bodies that represent national user groups. To this end the New Zealand Qualifications Authority will recognise national standards bodies for a defined sphere. These bodies will be representative of all major user groups and will have responsibility for the overview of the development and maintenance of standards in that sphere of knowledge and skill. The process will ensure that the units and qualifications have been endorsed by their user groups. This requirement applies to both industry-specific and more general units and qualifications. Endorsement by the users of units and qualifications is critical if the Framework is to have any national or international worth.

Evaluation

Unit registration places a unit on the National Qualifications Framework. It follows evaluation of a unit standard statement to ensure that the unit has been soundly developed, that there is consistency between its various components, and that it reflects the needs of user groups.

The core of a unit standard statement is a set of outcomes (called 'elements') with associated performance criteria. Each unit is assigned to a level of the National Qualifications Framework and carries a credit rating. An example of a unit standard is attached as Appendix ONE.

In the interests of learners, providers and industry, the Qualifications Authority wishes to prevent duplication or unnecessary overlap between different units.

All units accepted for registration will be nationally recognised. The unit standards will be available for an administrative charge.

Qualification Registration

A nationally registered qualification will comprise a coherent set of units that has the support of appropriate national user groups. Such groupings will have high credibility for the purposes of employment or educational progression. They will be promoted by the Qualifications Authority both nationally and internationally. All nationally registered qualifications will be registered on the Framework and will have a defined national system for the management of quality.

Re-registration of Unit Standards and Qualifications

Unit standards and qualifications will be registered for a specified time. The unit or qualification will be reviewed before the end of that period. A revision period will be recommended by the national standards body as part of the registration process. The expiry date will ensure that the unit or unit combination remains relevant.
2 REGISTRATION OF UNIT STANDARDS

REQUIREMENTS AND CRITERIA

The registration of units and qualifications will be a public process, requiring the endorsement of national standards bodies that represent, or are able to co-ordinate the opinions of, national user groups. Questions to do with the development of units should be directed to the relevant national standards bodies. It is the responsibility of the national standards body to ensure that wide consultation has taken place before units are submitted to the New Zealand Qualifications Authority for registration on the Framework. Where national user groups are not identifiable, evidence to this effect should be included and the body setting the standard should be clearly identified.

To assist in the consultation process the Qualifications Authority will use its newsletter, QA News, to announce:

- Early notification of an intention by national standards bodies to develop units and/or qualifications, allowing interested parties to consult directly with them. This will help to avoid duplication and wasted effort.
- Notification of units and/or qualifications that have been lodged for registration.
- Notification of units and/or qualifications for which all processes are complete, i.e. units have been officially registered on the Framework and are available for delivery through education providers, for work-based direct assessment, or for assessment in recognition of prior learning. Unit standards will be reviewed after a year, during which period users are invited to submit comments and suggested amendments to the relevant standards body.

Process

- Initial evaluation of the technical quality of unit standards. The units are then returned to the standards body for agreed amendments and endorsement.
  Submissions should at this stage include applicant details and draft unit standards.

- Evaluation of the endorsed unit standards.
  Submissions at this stage should be fully documented with details of the initial consultation leading to the writing of the units.
Requirements

Submissions for registration of units should include the following information:

**Applicant**

Name of national standards body or bodies
Contact name
Position
Address
Postal
Street
Telephone Number
Fax Number

**Unit Standard**

Applicants should refer to the appendices for requirements under the following headings:
- unit title
- elements and performance criteria
- level and credit rating
- final date for comments
- expiry date
- purpose
- entry information
- moderation option
- accreditation option
- special notes

**Criteria**

The Qualifications Authority will use the following criteria for registration of unit standards:

1. **Endorsement**
   The units are endorsed by the relevant national standards body or bodies.

2. **Format**
   The unit follows the expected format and contains all the relevant information (refer Appendix ONE).
3 Duplication
The title and elements of this unit make it sufficiently distinct from currently registered units.

4 Level and Credit Rating
The proposed level and credit rating are justified. (Refer Appendices TWO and THREE.)

5 Merit Criteria
Criteria for the award of merit in achievement-based unit standards are valid and are stated clearly and unambiguously.

6 Technical Quality
The elements and performance criteria are measurable, there is a relationship between the various unit components, and they are free from gender and cultural bias.

7 Moderation
There are efficient, resource effective and accessible arrangements for ensuring the consistency of assessment with the required standards. (Refer to Authority publications on moderation.)

8 Accreditation
There is an efficient, resource effective and accessible system for evaluating the capacity of providers to deliver unit standards. (Refer Appendix SIX.)

9 Entry Information
Entry information includes no unreasonable barriers.

10 Revision
The revision date ensures that the unit remains relevant.
REGISTRATION OF QUALIFICATIONS
REQUIREMENTS AND CRITERIA

Qualifications registration requires evaluation of a proposed set of unit standards to ensure that it has a soundly based rationale, that it complies with the requirements and principles of the National Qualifications Framework, that it is unique in the national context and that it has appropriate user group endorsement.

Requirements
Submissions for registration of qualifications should include the following information:

Applicant
- Name of national standards body or bodies
- Contact name
- Position
- Address
  - Postal
  - Street
- Telephone Number
- Fax Number

Details of Consultation
Provide evidence that all appropriate national user groups (e.g. industry organisations, professional bodies, education provider sector organisation, beyond advisory groups and national standards bodies) have been consulted and that they endorse the qualification and the details of the application. Where national user groups are not identifiable, evidence to this effect should be included and the body setting the standard clearly identified.

Qualifications (refer to Appendix FOUR)
Information should include:
- title
- aim and rationale
- unit combination and academic regulations
- level on the Framework
- credit total
- final date for comments
- expiry date
- certification
Criteria

The New Zealand Qualifications Authority will use the following criteria for registration of qualifications:

1. **Endorsement**
   
The qualification is endorsed by the relevant national standards body or bodies.

2. **Consultation**
   
   Appropriate consultation has taken place.

3. **Unit Combination and Academic Regulations**
   
The combination of registered units and academic regulations proposed are consistent with the requirements and principles of the National Qualifications Framework, particularly in allowing flexibility, appropriate choice and pathways for learners. (These requirements and principles are set out in the publication *Developing the National Qualifications Framework, a Report to the Board, 24 September 1991*, page 5). Refer also to Appendix FOUR.

4. **Duplication**
   
The qualification is different in composition and purpose from any already registered.

5. **Title, Level and Credit Total**
   
The proposed title, level and credit total conform to relevant Qualifications Authority regulations. (Refer Appendix FOUR).

6. **Certification**
   
The certification proposals conform to the relevant Qualifications Authority regulations. (Refer Appendix FOUR).

7. **Final Date for Comment**
   
The date by which comments on the unit standard should be received. Such comments will be taken into account when the unit standard is reviewed.

8. **Expiry Date**
   
The date on which the registration of the unit standard expires.
# APPENDIX ONE
## EXAMPLES OF UNIT STANDARDS

### (1) AN EXAMPLE OF A UNIT STANDARD IN HORTICULTURE

Information specific to registration on the New Zealand National Qualifications Framework

<table>
<thead>
<tr>
<th>Title</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basis for certification and cataloguing on the National Qualifications Framework.</td>
<td>Sequential</td>
</tr>
<tr>
<td></td>
<td>e.g. 92021122</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level</th>
<th>Credit</th>
<th>Final date for comment</th>
<th>Expiry date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On the National Qualifications Framework - e.g. 2</td>
<td>Credit value of the unit - e.g. 5</td>
<td>The date by which comments on the unit standard should be received. Such comments will be taken into account when the unit standard is reviewed - e.g. 31 December 1994</td>
<td>The date on which the registration of the unit standard expires - e.g. 31 December 1995</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Entry information</th>
<th>Accreditation option</th>
<th>Moderation option</th>
<th>Special notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The place of the unit in the National Qualifications Framework e.g. This unit is for entry level learners in the horticulture or agriculture industries. Learners completing the unit will be able to propagate and grow-on plants. Most will go on to complete Unit Standard 92021123 Horticulture: Cultivate plants using routine techniques</td>
<td>Pre-requisites and co-requisites e.g. Completion of Unit Standard 92021121 Horticulture: Preparing ground for cultivation or demonstration that its elements have been achieved.</td>
<td>Specifies which option will be employed in accrediting this unit e.g. Site visit with NSB participation</td>
<td>Specifies which moderation option will be employed with this unit e.g. Regional moderation group</td>
<td>Any notes that are important for the delivery of the unit standard that cannot be included in the elements, performance criteria or range notes.</td>
</tr>
</tbody>
</table>
**Unit title** In *domain: element* format

e.g. Horticulture: Propagate plants using routine techniques

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Prepare constituents and containers for propagation.</td>
<td>1.1 Media constituents are identified, measured and mixed to given proportions.</td>
</tr>
<tr>
<td></td>
<td>1.2 Containers are prepared and filled to provide an optimum germination and rooting environment.</td>
</tr>
<tr>
<td>2 Propagate plants from seed.</td>
<td>2.1 Coarse seed is sown by hand in a manner that promotes germination and growth.</td>
</tr>
<tr>
<td></td>
<td>2.2 Unused seed is stored to prevent deterioration.</td>
</tr>
<tr>
<td></td>
<td>2.3 Seedlings are graded and pricked out with minimum damage.</td>
</tr>
<tr>
<td></td>
<td>2.4 Outdoor seedlings are thinned in a manner appropriate to the species.</td>
</tr>
<tr>
<td>3 Propagate plants by simple asexual techniques (Range: softwood and root cuttings: bulb, corn, rhizome, tuber and runner divisions).</td>
<td>3.1 Technique selected is appropriate to the parent plant.</td>
</tr>
<tr>
<td></td>
<td>3.2 A suitable parent plant is selected at the correct stage of development</td>
</tr>
<tr>
<td></td>
<td>3.3 The techniques are applied to maximise healthy development of both the parent and the new plant.</td>
</tr>
<tr>
<td>4 Modify the plant environment to sustain basic growth requirements.</td>
<td>4.1 Specified environmental maintenance programmes are followed.</td>
</tr>
<tr>
<td></td>
<td>4.2 Changing environmental factors are recognised and action is taken to maximise healthy plant development.</td>
</tr>
</tbody>
</table>
(2) AN EXAMPLE OF ELEMENTS AND PERFORMANCE CRITERIA IN A UNIT STANDARD IN JOURNALISM

Title: Journalism: Write background and analytical news stories which demonstrate personal style

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Analyse successful and unsuccessful writing of background and analytical news stories.</td>
<td>1.1 Varieties of styles and structures are identified according to their intended purpose.</td>
</tr>
<tr>
<td></td>
<td>1.2 Inconsistencies, errors and weaknesses are identified and examples are produced which resolve the identified problems.</td>
</tr>
<tr>
<td>2 Gather information.</td>
<td>2.1 Working relationships are maintained with external news sources and contacts.</td>
</tr>
<tr>
<td></td>
<td>2.2 Information is checked against other sources to establish authenticity.</td>
</tr>
<tr>
<td></td>
<td>2.3 Enquiries are initiated which develop the original information.</td>
</tr>
<tr>
<td>3 Write a variety of background and analytical news stories.</td>
<td>3.1 Structure demonstrates use of personal style and the ability to depart from standard format.</td>
</tr>
<tr>
<td></td>
<td>3.2 The story retains the target reader's interest until end of article.</td>
</tr>
<tr>
<td></td>
<td>3.3 Complex issues are explained so that comprehension is maintained by lay reader throughout article.</td>
</tr>
<tr>
<td></td>
<td>3.4 Specialist language and jargon are re-interpreted for a target audience.</td>
</tr>
<tr>
<td></td>
<td>3.5 Statistics where applied support and highlight the intent.</td>
</tr>
<tr>
<td></td>
<td>3.6 Information is accurately reported and set in context.</td>
</tr>
<tr>
<td></td>
<td>3.7 Story, style, language and structure serve the assignment and publications purpose.</td>
</tr>
</tbody>
</table>
### (3) An Example of Elements and Performance Criteria in a Core Generic Unit Standard

**Title:** Core Generic: Maintain Physical Fitness

<table>
<thead>
<tr>
<th>Elements</th>
<th>Performance criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Assess physical fitness level.</td>
<td>1.1 A pre-activity health clearance is obtained by responding to a medical questionnaire or by gaining a medical clearance.</td>
</tr>
<tr>
<td></td>
<td>1.2 Cardio-respiratory physical condition measured.</td>
</tr>
<tr>
<td></td>
<td>1.3 Flexibility condition measured.</td>
</tr>
<tr>
<td></td>
<td>1.4 Strength condition measured.</td>
</tr>
<tr>
<td></td>
<td>1.5 Aerobic (endurance) condition measured.</td>
</tr>
<tr>
<td>2 Produce exercise plan.</td>
<td>2.1 Goals are set specifically to achieve defined levels of cardio-respiratory efficiency, flexibility, strength and aerobic endurance.</td>
</tr>
<tr>
<td></td>
<td>2.2 Plan enables progress to be monitored.</td>
</tr>
<tr>
<td></td>
<td>2.3 Direction and structure are personally achievable within available resources of time, equipment, cost and location.</td>
</tr>
<tr>
<td></td>
<td>2.4 Plan is motivating for building on personal interests and personal life goals.</td>
</tr>
<tr>
<td></td>
<td>2.5 Plan addresses exercise pitfalls. [Range: preventing injury (technique, equipment, warming up and cooling down, gradual progression, &quot;listening&quot; to the body), overtraining, avoiding boredom.]</td>
</tr>
<tr>
<td>3 Implement the plan.</td>
<td>3.1 Progress is made which is observable and measurable against planned outcomes and/or goals.</td>
</tr>
</tbody>
</table>
### (4) AN EXAMPLE OF A GENERIC UNIT STANDARD AT LEVEL 8

<table>
<thead>
<tr>
<th>Information specific to registration on the New Zealand National Qualifications Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td><em>e.g.</em> Core generic: complete an original thesis</td>
</tr>
<tr>
<td><strong>Level</strong></td>
</tr>
<tr>
<td>On the National Qualifications Framework - <em>e.g.</em> 8</td>
</tr>
<tr>
<td><strong>Credit</strong></td>
</tr>
<tr>
<td>Credit value of the unit - <em>e.g.</em> 120</td>
</tr>
<tr>
<td><strong>Expire date</strong></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td><em>e.g.</em> This unit is generic and applies to all degrees awarded in terms of the published criteria of the New Zealand Qualifications Authority</td>
</tr>
<tr>
<td><strong>Entry information</strong></td>
</tr>
<tr>
<td>Pre-requisites and co-requisites</td>
</tr>
<tr>
<td><em>e.g.</em> Panel visit</td>
</tr>
<tr>
<td><strong>Moderation option</strong></td>
</tr>
<tr>
<td><em>e.g.</em> External examiner</td>
</tr>
<tr>
<td><strong>Special notes</strong></td>
</tr>
</tbody>
</table>
Elements

1 Complete an original paper on a researched topic suitable for publication and acceptable to the academic community.

Performance criteria

1.1 Style and layout of the paper are that of an academic thesis within the chosen discipline and of the standard specified for inclusion in a university library (Range notes: grammar, spelling, vocabulary, layout, abstract, acknowledgments, quotations, annotations, diagrams, tables, charts, bibliography, table of contents).

1.2 Word-length of the paper meets institutional requirements.

1.3 There has been continuous consultation with supervisor(s) during the research and writing of the paper, with sufficient acceptance of critical comment to ensure academic rigour but without diminution of original scholarship.

1.4 The work can be verified as being original and unique and has no significant overlap with work already published.

1.5 Methodology and content are compatible with the requirements of the discipline.

1.6 The work is accepted by academics in the discipline as being of a standard fit for publication, and in accordance with institutional requirements.
APPENDIX TWO

LEVELS DEFINITIONS

Introduction

The following levels definitions are derived from those produced under contract by the New Zealand Council for Educational Research, from an original concept developed by the Qualifications Authority as a result of the National Qualifications Framework consultation.

They are designed for profiling, that is, for matching unit standards to the Qualifications Framework on a 'best fit' basis. The level at which there is the greatest correspondence between the outcomes of the unit and the criteria listed below is the level at which the unit should be presented to be assessed for registration on the national Framework database. It must be emphasised that the criteria are not universally applicable and have been provided for guidance only. The appropriate level will be determined finally by negotiation between the relevant national standards body and the Qualifications Authority.

Potential users of the definitions should appreciate that the level descriptions will be modified in the light of practice and further research, but that such changes will have minimum impact on units and qualifications already registered. The Authority is undertaking national and trans-Tasman research to facilitate a common New Zealand-Australia qualifications structure. Broader international developments and accords are also likely to affect these definitions.

General definitions

Level 1  Units completed at this level are a foundation for subsequent education and training, on-job or off-job, which in turn leads to certificated qualifications.

Level 2  Units completed at this level lead to further education and training at higher levels and to certificated qualifications for semi-skilled occupations.

Level 3  Units completed at this level lead to further education and training at higher levels and to certificated qualifications for sub-crafts or sub-trades.

Level 4  Units completed at this level lead to further education and training at higher levels and to certificated qualifications for skilled crafts or trades.

Level 5  Units completed at this level lead to further education and training at higher levels and to certificated qualifications for advanced craft or technical occupations.

Level 6  Units completed at this level lead to further education and training at higher levels and to certificated qualifications for senior technical, para-professional and technological occupations.

Level 7  Units completed at this level lead to further education and training at higher levels and to certificated qualifications equivalent to first degree for academic, professional and managerial occupations.

Level 8  Units completed at this level lead to further education and training at higher levels and to certificated qualifications for higher academic, professional and managerial occupations.
**Detailed definitions**

**Level 1**  *Units completed at this level lead to subsequent education and training, on-job or off-job, which leads to certificated qualifications*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Process engaged in</td>
<td>Repetitive and predictable</td>
</tr>
<tr>
<td>2</td>
<td>Nature of job tasks</td>
<td>Basic, routine, simple tasks</td>
</tr>
<tr>
<td>3</td>
<td>Range of predictability</td>
<td>Fully routine and predictable</td>
</tr>
<tr>
<td>4</td>
<td>Instructions received</td>
<td>Follows simple direct instructions</td>
</tr>
<tr>
<td>5</td>
<td>Degree of cognitive skill</td>
<td>Limited and basic knowledge</td>
</tr>
<tr>
<td>6</td>
<td>Degree of psycho-motor skill</td>
<td>Basic practical skills only</td>
</tr>
<tr>
<td>7</td>
<td>Degree of communication skill</td>
<td>Basic interpersonal language fluency</td>
</tr>
<tr>
<td>8</td>
<td>Degree of external supervision/autonomy</td>
<td>Close supervision</td>
</tr>
<tr>
<td>9</td>
<td>Job role responsibility</td>
<td>Basic orientation</td>
</tr>
<tr>
<td>10</td>
<td>Co-worker responsibility role</td>
<td>Relevant roles of work</td>
</tr>
<tr>
<td>11</td>
<td>Supervisory/Managerial role</td>
<td>None</td>
</tr>
<tr>
<td>12</td>
<td>Financial control</td>
<td>No financial control</td>
</tr>
<tr>
<td>13</td>
<td>Vocational description</td>
<td>Labourer, basic service worker</td>
</tr>
<tr>
<td>14</td>
<td>Training for occupation</td>
<td>Work-place, school or other provider</td>
</tr>
<tr>
<td>15</td>
<td>Standard qualification</td>
<td>National Certificate/some School Certificate subjects</td>
</tr>
<tr>
<td>16</td>
<td>Educational level or equivalent</td>
<td>Secondary School Years 2/3 or their equivalent at polytechnic, college, or other post-school provider.</td>
</tr>
</tbody>
</table>
**Level 2** Units completed at this level lead to further education and training at higher levels and to certificated qualifications for semi-skilled occupations.

<table>
<thead>
<tr>
<th></th>
<th>Process engaged in</th>
<th>Nature of job tasks</th>
<th>Range of predictability</th>
<th>Instructions received</th>
<th>Degree of cognitive skill</th>
<th>Degree of psycho-motor skill</th>
<th>Degree of communication skill</th>
<th>Degree of external supervision/autonomy</th>
<th>Job role responsibility</th>
<th>Co-worker responsibility role</th>
<th>Supervisory/Managerial role</th>
<th>Financial control</th>
<th>Vocational description</th>
<th>Training for occupation</th>
<th>Standard qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>2</td>
<td>Process engaged in</td>
<td>Nature of job tasks</td>
<td>Range of predictability</td>
<td>Instructions received</td>
<td>Degree of cognitive skill</td>
<td>Degree of psycho-motor skill</td>
<td>Degree of communication skill</td>
<td>Degree of external supervision/autonomy</td>
<td>Job role responsibility</td>
<td>Co-worker responsibility role</td>
<td>Supervisory/Managerial role</td>
<td>Financial control</td>
<td>Vocational description</td>
<td>Training for occupation</td>
<td>Standard qualification</td>
</tr>
<tr>
<td>3</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>4</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>5</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>6</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>7</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>8</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>9</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>10</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>11</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>12</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>13</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>14</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>15</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
<tr>
<td>16</td>
<td>Predictable with variation</td>
<td>Semi-routine directed tasks</td>
<td>Small range of variety</td>
<td>Follows generalised instructions</td>
<td>Basic theoretical knowledge and understanding of process</td>
<td>Well developed practical skills</td>
<td>Well-developed interpersonal understanding</td>
<td>General supervision</td>
<td>Some individual discretion</td>
<td>Works with others, co-operation</td>
<td>None</td>
<td>No financial control</td>
<td>Advanced service worker</td>
<td>Vocational/general</td>
<td>National Certificate/some School Certificate and Sixth Form Certificate* subjects</td>
</tr>
</tbody>
</table>

* This award will be replaced by the National Certificate
**Level 3**  Units completed at this level lead to further education and training at higher levels and to certificated qualifications for sub-crafts or sub-trades.

<table>
<thead>
<tr>
<th>Process engaged in</th>
<th>Predictable with variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of job tasks</td>
<td>Common tasks with some complexity</td>
</tr>
<tr>
<td>Range of predictability</td>
<td>Small range of variety</td>
</tr>
<tr>
<td>Instructions received</td>
<td>Completes programme under general supervision</td>
</tr>
<tr>
<td>Degree of cognitive skill</td>
<td>Theoretical knowledge and understanding</td>
</tr>
<tr>
<td>Degree of psycho-motor skill</td>
<td>Well developed practical skills</td>
</tr>
<tr>
<td>Degree of communication skill</td>
<td>Basic written, good reading</td>
</tr>
<tr>
<td>Degree of external supervision/autonomy</td>
<td>Little supervision</td>
</tr>
<tr>
<td>Job role responsibility</td>
<td>Significant individual responsibility</td>
</tr>
<tr>
<td>Co-worker responsibility role</td>
<td>Works with others, many contacts, effective networking</td>
</tr>
<tr>
<td>Supervisory/Managerial role</td>
<td>None</td>
</tr>
<tr>
<td>Financial control</td>
<td>No financial control except award</td>
</tr>
<tr>
<td>Vocational description</td>
<td>Apprentice or sub-crafts/trades</td>
</tr>
<tr>
<td>Training for occupation</td>
<td>Vocational/general</td>
</tr>
<tr>
<td>Standard qualification</td>
<td>National Certificate/some Sixth Form Certificate* and most University Bursaries subjects</td>
</tr>
<tr>
<td>Educational level or equivalent</td>
<td>Secondary School Years 4/5 or their equivalent at polytechnic, college, or other post-school provider.</td>
</tr>
</tbody>
</table>

* This award will be replaced by the National Certificate
**Level 4** Units completed at this level lead to further education and training at higher levels and to certificated qualifications for skilled crafts or trades.

<table>
<thead>
<tr>
<th>Process engaged in</th>
<th>Planning included</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of job tasks</td>
<td>Complex non-routine tasks</td>
</tr>
<tr>
<td>Range of predictability</td>
<td>Broad range of variety</td>
</tr>
<tr>
<td>Instructions received</td>
<td>Implements and completes programme without direct supervision</td>
</tr>
<tr>
<td>Degree of cognitive skill</td>
<td>Substantial application of knowledge and understanding to new areas</td>
</tr>
<tr>
<td>Degree of psycho-motor skill</td>
<td>Substantial use of practical skills</td>
</tr>
<tr>
<td>Degree of communication skill</td>
<td>Basic written, good reading</td>
</tr>
<tr>
<td>Degree of external supervision/autonomy</td>
<td>Self-directed</td>
</tr>
<tr>
<td>Job role responsibility</td>
<td>Full responsibility for individual quality standards</td>
</tr>
<tr>
<td>Co-worker responsibility role</td>
<td>Works with others, some supervisory role</td>
</tr>
<tr>
<td>Supervisory/Managerial role</td>
<td>Some supervision of others</td>
</tr>
<tr>
<td>Financial control</td>
<td>Control of amount of quality of output</td>
</tr>
<tr>
<td>Vocational description</td>
<td>Skilled crafts/trades</td>
</tr>
<tr>
<td>Training for occupation</td>
<td>Vocational</td>
</tr>
<tr>
<td>Standard qualification</td>
<td>National Certificate/Entrance Scholarships (Trades Certificate*)</td>
</tr>
<tr>
<td>Educational level or equivalent</td>
<td>Elementary 100-level units or their equivalent at polytechnic, college, other post-school provider, or university</td>
</tr>
</tbody>
</table>

* This award will be replaced by the National Certificate
**Level 5** Units completed at this level lead to further education and training at higher levels and to certificated qualifications for advanced craft or technical occupations.

<table>
<thead>
<tr>
<th>1</th>
<th>Process engaged in</th>
<th>Prioritise, plan and design</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Nature of job tasks</td>
<td>Specialist planning and design</td>
</tr>
<tr>
<td>3</td>
<td>Range of predictability</td>
<td>Broad range of variety</td>
</tr>
<tr>
<td>4</td>
<td>Instructions received</td>
<td>Implements and completes programme without direct supervision</td>
</tr>
<tr>
<td>5</td>
<td>Degree of cognitive skill</td>
<td>Advanced technical, theoretical and applied knowledge and understanding</td>
</tr>
<tr>
<td>6</td>
<td>Degree of psycho-motor skill</td>
<td>Advanced technical skills</td>
</tr>
<tr>
<td>7</td>
<td>Degree of communication skill</td>
<td>Good written, substantial reading</td>
</tr>
<tr>
<td>8</td>
<td>Degree of external supervision/autonomy</td>
<td>Self-directed</td>
</tr>
<tr>
<td>9</td>
<td>Job role responsibility</td>
<td>Full responsibility for individual quality standards</td>
</tr>
<tr>
<td>10</td>
<td>Co-worker responsibility role</td>
<td>Guides the work of others, supervisory role</td>
</tr>
<tr>
<td>11</td>
<td>Supervisory/Managerial role</td>
<td>Limited to moderate supervisory role</td>
</tr>
<tr>
<td>12</td>
<td>Financial control</td>
<td>Control of budget and expenditure on equipment/supplies</td>
</tr>
<tr>
<td>13</td>
<td>Vocational description</td>
<td>Master craftsman, advanced trades, technician, administrator</td>
</tr>
<tr>
<td>14</td>
<td>Training for occupation</td>
<td>Vocational</td>
</tr>
<tr>
<td>15</td>
<td>Standard qualification</td>
<td>National Diploma (Advanced Trades Certificate*)/ (Technician Certificate*)</td>
</tr>
<tr>
<td>16</td>
<td>Educational level or equivalent</td>
<td>100-level units or their equivalent at school, polytechnic, college, other post-school provider, or university</td>
</tr>
</tbody>
</table>

*These awards will be replaced by the National Certificate.*
**Level 6**  
*Units completed at this level lead to further education and training at higher levels and to certificated qualifications for senior technical, para-professional and technological occupations.*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Process engaged in</td>
<td>Creative planning, design, development, advisory</td>
</tr>
<tr>
<td>2</td>
<td>Nature of job tasks</td>
<td>Creative planning and design</td>
</tr>
<tr>
<td>3</td>
<td>Range of predictability</td>
<td>Normally wide and unpredictable</td>
</tr>
<tr>
<td>4</td>
<td>Instructions received</td>
<td>Implements and completes programme without direct supervision</td>
</tr>
<tr>
<td>5</td>
<td>Degree of cognitive skill</td>
<td>High degree of theoretical and applied knowledge and understanding with ability to analyse and evaluate</td>
</tr>
<tr>
<td>6</td>
<td>Degree of psycho-motor skill</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>Degree of communication skill</td>
<td>Substantial written and reading skills for documenting, detailing, editing</td>
</tr>
<tr>
<td>8</td>
<td>Degree of external supervision/autonomy</td>
<td>Autonomous</td>
</tr>
<tr>
<td>9</td>
<td>Job role responsibility</td>
<td>Full responsibility for individual quality standards</td>
</tr>
<tr>
<td>10</td>
<td>Co-worker responsibility role</td>
<td>Plans the activities of others, administrative</td>
</tr>
<tr>
<td>11</td>
<td>Supervisory/Managerial role</td>
<td>Significant supervisory role</td>
</tr>
<tr>
<td>12</td>
<td>Financial control</td>
<td>Major control of budget items and priorities</td>
</tr>
<tr>
<td>13</td>
<td>Vocational description</td>
<td>Senior technician, administrator, para-professional, or technologist</td>
</tr>
<tr>
<td>14</td>
<td>Training for occupation</td>
<td>Vocational</td>
</tr>
<tr>
<td>15</td>
<td>Standard qualification</td>
<td>National Diploma (Diploma* )</td>
</tr>
<tr>
<td>16</td>
<td>Educational level or equivalent</td>
<td>200-level units or their equivalent at polytechnic, college, other post-school provider, or university</td>
</tr>
</tbody>
</table>

* These awards will be replaced by the National Diploma
**Level 7** Units completed at this level lead to further education and training at higher levels and to certificated qualifications equivalent to first degree for academic, professional and managerial occupations.

1. **Process engaged in**
   - Conceptualise, design, create, plan, control, manage

2. **Nature of job tasks**
   - Creative planning and design

3. **Range of predictability**
   - Normally wide and unpredictable

4. **Instructions received**
   - Implements and completes programme without direct supervision

5. **Degree of cognitive skill**
   - High degree of theoretical and applied knowledge, with additional specialist body of knowledge

6. **Degree of psycho-motor skill**
   - N/A

7. **Degree of communication skill**
   - Substantial speaking, writing and reading skills for analysing and evaluation

8. **Degree of external supervision/autonomy**
   - Professional discipline

9. **Job role responsibility**
   - Significant responsibility for resources

10. **Co-worker responsibility role**
    - Significant responsibility for the work of others

11. **Supervisory/Managerial role**
    - Managerial

12. **Financial control**
    - Direct control over hiring, promotions and payment of others, contracts

13. **Vocational description**
    - Manager, professional, scientist

14. **Training for occupation**
    - Formal education

15. **Standard qualification**
    - Degree/National Diploma

16. **Educational level or equivalent**
    - 300-level units or their equivalent at polytechnic, college, other post-school provider, or university
### Level 8

Units completed at this level lead to further education and training at higher levels and to certificate qualifications for higher academic, professional and managerial occupations.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Process engaged in</td>
<td>Pure and applied research</td>
</tr>
<tr>
<td>2</td>
<td>Nature of job tasks</td>
<td>Creative planning and design</td>
</tr>
<tr>
<td>3</td>
<td>Range of predictability</td>
<td>Normally wide and unpredictable</td>
</tr>
<tr>
<td>4</td>
<td>Instructions received</td>
<td>Implements and completes programme without direct supervision</td>
</tr>
<tr>
<td>5</td>
<td>Degree of cognitive skill</td>
<td>High degree of theoretical and applied knowledge, with additional specialist body of knowledge</td>
</tr>
<tr>
<td>6</td>
<td>Degree of psycho-motor skill</td>
<td>N/A</td>
</tr>
<tr>
<td>7</td>
<td>Degree of communication skill</td>
<td>Excellent speaking and writing skills for creating, synthesising, evaluating and persuading</td>
</tr>
<tr>
<td>8</td>
<td>Degree of external supervision/autonomy</td>
<td>Professional discipline</td>
</tr>
<tr>
<td>9</td>
<td>Job role responsibility</td>
<td>Full accountability for output of others</td>
</tr>
<tr>
<td>10</td>
<td>Co-worker responsibility role</td>
<td>Full management responsibility for work of others</td>
</tr>
<tr>
<td>11</td>
<td>Supervisory/Managerial role</td>
<td>High level senior managerial</td>
</tr>
<tr>
<td>12</td>
<td>Financial control</td>
<td>Full control over all allocation of resources for contracts and business</td>
</tr>
<tr>
<td>13</td>
<td>Vocational description</td>
<td>Senior professional person</td>
</tr>
<tr>
<td>14</td>
<td>Training for occupation</td>
<td>Formal education</td>
</tr>
<tr>
<td>15</td>
<td>Standard qualification</td>
<td>Higher degree/post-graduate research/publications</td>
</tr>
<tr>
<td>16</td>
<td>Educational level or equivalent</td>
<td>Honours and post-graduate degrees, diplomas and certificates</td>
</tr>
</tbody>
</table>
APPENDIX THREE
DETERMINING UNIT CREDIT

1. Every registered unit will carry a credit rating of between 1 and 120 representing the contribution of the unit to the equivalent of a full-time, full-year programme.

Thus 120 credits represents the normal outcomes or educational gain for a student undertaking a full-time, full-year course in a typical state institution. Students or trainees in longer labour market programmes such as the Training Opportunities Programme, or undertaking “Summer Term” study may well earn more than 120 credits in a calendar year. The 120 credit total is based around a typical full-time student devoting around 1200 hours to teacher-directed learning in an academic year. This might include attendance at classes, participating in tutorials, carrying out experiments, practicals and/or projects, studying at home, reading in the library, watching videos, listening to audio tapes, attending seminars, etc.

2. At present this credit currency is to be applied to National Certificates and National Diplomas only.

A working group has been established with the New Zealand Vice Chancellors’ Committee to address credit issues in degree education and to link back to the approach now being adopted for National Certificates and National Diplomas.

3. There is no fixed unit size, units being made up of coherent sets of outcomes.

In some cases qualifications may be obtained by achieving the outcomes of a closely specified range of units. In others, regulations for qualifications may allow a flexible accumulation of units and credits. User groups will determine arrangements that best suit their needs.

4. Both recognition of prior learning and credit transfer among providers are facilitated by having a common credit currency.

The Qualifications Authority will be developing guidelines and establishing procedures for facilitating both recognition of prior learning and credit transfer.
APPENDIX FOUR

REGULATIONS FOR THE NAMING AND ISSUING OF NATIONALLY REGISTERED QUALIFICATIONS

1 NATIONAL CERTIFICATE

1.1 The qualifications title National Certificate is a reserved title for qualifications registered at Levels 1 - 4 of the National Qualifications Framework.

1.2 National Certificate titles are registered on the National Qualifications Framework. No variation on the registered title is permitted.

1.3 Except with the agreement of the Authority, National Certificate titles may be worded only as follows:

National Certificate in (sub-field ) (domain)*

1.4 A level component is optional and may follow the title.

1.5 The level to which a National Certificate is assigned is determined from the overall credit value or its units. This must total 40 at or above the registered level of the Certificate. The minimum credit total for a National Certificate is 40 credits.

1.6 The sub-field component is expected to be brief and to reflect accurately the nature of the qualification. Examples are Performing Arts, Office Systems, Horticulture, Dietetics.

1.7 An optional modifier may be attached to the name of the sub-field to indicate a specialist aspect of the qualifications, as in National Certificate in Horticulture (Viticulture). As a general principle the Qualifications Authority wishes to encourage generic rather than narrowly specific qualifications.

1.8 National Certificates will be issued by the Authority. They will be sequentially numbered and permanently recorded in the national database.

National Certificates will include the logo of the Qualifications Authority and the signature of the Chief Executive Officer.

* Refer to the NZQA Classification for Unit Standards and National Qualifications for a complete list of fields and sub-fields
National Certificates may also include the logos and signatures of representatives of national standards bodies and of the provider.

1.9 At least six months before the date when the National Certificate must be reviewed, the Authority will advertise that fact in the QA News and in such other publications as it may determine.

1.10 Regulations may remain in force concerning those individuals already engaged in a relevant programme of learning who would be disadvantaged by a change in the composition of the qualification.

2 NATIONAL DIPLOMA

2.1 The qualifications title National Diploma is a reserved title for qualifications registered at Levels 5 - 7 of the National Qualifications Framework.

2.2 National Diploma titles are registered on the National Qualifications Framework. No variation on the registered title is permitted.

2.3 Except with the agreement of the Authority, National Diploma titles may be worded only as follows:

National Diploma in (sub-field )(domain)*

2.4 A level component is optional and may follow the title.

2.5 The level to which a National Diploma is assigned is determined from the overall credit value of its units. This must total 80 at or above the level included in the registered level of the Diploma. The minimum credit total for a National Diploma is 120 credits.

2.6 The sub-field must indicate clearly the nature of the qualification and should refer directly to the academic or occupational area for which it qualifies the holder. The Authority will encourage the use of standardised nomenclature.

2.7 An optional modifier may be attached to the name of the sub-field to indicate a specialist aspect of the qualifications, as in National Diploma in Horticulture (Viticulture).

* Refer to the NZQA Classification for Unit Standards and National Qualifications for a complete list of fields and sub-fields
2.8 National Diplomas will be issued by the Authority. They will be sequentially numbered and permanently recorded in the national database.

*National Diplomas* will include the logo of the Qualifications Authority and the signature of the Chief Executive Officer. National Diplomas may also include the logos and signatures of representatives of national standards bodies and the provider.

2.9 At least six months before the date when the *National Diploma* must be reviewed, the Authority will advertise that fact in the QA News and in such other publications as it may determine.

2.10 Regulations may remain in force concerning those individuals already engaged in a relevant programme of learning who would be disadvantaged by a change in the composition of the qualification.
The Qualifications Authority needs a standard classification for terms used in connection with units and qualifications for a number of reasons.

- It identifies areas of learning in relation to unit standards developed by industrial training organisations and national standards bodies.
- It provides a list of standard terms for use in naming units and qualifications.
- It assists the Authority, when units and qualifications are being registered, to detect overlaps and duplications.
- It enables learners and providers to identify potential teaching and learning areas and to obtain specifications for units and qualifications from the national Framework catalogue.

This is an initial attempt to provide a comprehensive classification system. It integrates the full range of general education subject disciplines with career education and training. It is not intended to determine where national standards bodies fit into industrial or professional groupings. It is recognised that the classification will be modified following identification by interest groups of omissions and anomalies.

Learning areas have been organised into:
- fields
- sub-fields, defining names for qualifications
- domains, defining prefixes for unit titles

These take into account New Zealand and international classification systems. The underpinning structure is aligned with the ISCED international classification used for UNESCO and OECD analyses, and reference is also made to the New Zealand Standard Classifications for Industry and Occupations.


Definitions

The following tables encompass education and training as follows:

- as 16 fields, identified by letters and each covering the broadest of topical areas: e.g. Agriculture, Forestry and Fisheries

- within each field, sub-fields, which correspond with generally recognised subject or vocational nomenclature: e.g. Horticulture

- within each field, domains, indicating more specialised topics within subject or vocational classifications: e.g. greenkeeping

Naming of qualifications

By name of qualification in sub-field (domain) as in National Certificate in Horticulture (Greenkeeping)

Naming of units

By domain: title as in Greenkeeping: propagate grass by standard methods
FIELDS

A MAORI
B HUMANITIES
C SOCIAL SCIENCES
D SCIENCES
E ARTS AND CRAFTS
F COMPUTING
G BUSINESS AND FINANCIAL SERVICES
H AGRICULTURE, FORESTRY AND FISHERIES
I COMMUNITY AND SOCIAL SERVICES
J EDUCATION
K HEALTH
L LAW AND SECURITY
M SERVICE SECTOR
N MANUFACTURING
O ENGINEERING AND TECHNOLOGY
P PLANNING AND CONSTRUCTION
**SUB-FIELDS**

Sub-field names are annotated with the names of sub-fields from the ISCED classification. They are for use in naming qualifications, as in the example at the beginning of this section.

**(A) MAORI**

<table>
<thead>
<tr>
<th>SUB-FIELD</th>
<th>ISCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core – Maori studies</td>
<td>3010 Maori Culture</td>
</tr>
<tr>
<td>Raranga</td>
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</tr>
<tr>
<td>Te Reo me ona Tikanga</td>
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<td>Whakairo</td>
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**(B) HUMANITIES**

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<thead>
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<tbody>
<tr>
<td>Core – General Studies</td>
<td></td>
</tr>
<tr>
<td>Archaeology</td>
<td>2261 Archaeology</td>
</tr>
<tr>
<td>Community languages <em>(by name)</em></td>
<td>2215 ‘Living’ foreign languages</td>
</tr>
<tr>
<td>English</td>
<td>2213 English language/literature</td>
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<tr>
<td>Geography</td>
<td>2252 Geography</td>
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<tr>
<td>History</td>
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<tr>
<td>International languages <em>(by name)</em></td>
<td>2215 ‘Living’ foreign languages</td>
</tr>
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<td></td>
<td>2221 ‘Dead’ foreign languages</td>
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<td>Linguistics</td>
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<td>Literature studies</td>
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<td>Philosophy</td>
<td>2271 Philosophy</td>
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<tr>
<td>Religion and theology</td>
<td>2610 Religious studies, 2620 Theology</td>
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<td>Christian ministries</td>
<td>2610 Religious studies, 2620 Theology</td>
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<tr>
<td>Women's studies</td>
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### (C) SOCIAL SCIENCES

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<tr>
<th>SUB-FIELD</th>
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<tbody>
<tr>
<td>Core – Social Sciences, Communication skills, Life skills</td>
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<tr>
<td>Anthropology</td>
<td>3042 Anthropology</td>
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<tr>
<td>Communication skills</td>
<td>3053 Communication skills</td>
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<tr>
<td>Economics</td>
<td>3012 Economics</td>
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<tr>
<td>Political science</td>
<td>3022 Political science</td>
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<tr>
<td>Psychology</td>
<td>3052 Psychology</td>
</tr>
<tr>
<td>Sociology</td>
<td>3032 Sociology</td>
</tr>
<tr>
<td>Transition studies</td>
<td>0821 Functional literacy</td>
</tr>
<tr>
<td></td>
<td>3060 Life skills</td>
</tr>
<tr>
<td></td>
<td>4620 Remedial mathematics</td>
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### (D) SCIENCES

<table>
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<tr>
<th>SUB-FIELD</th>
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<tbody>
<tr>
<td>Core – General Science</td>
<td>4270 General science</td>
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<tr>
<td>Anatomy</td>
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<tr>
<td>Astronomy</td>
<td>4242 Astronomy</td>
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<tr>
<td>Biochemistry</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>4202 Biology</td>
</tr>
<tr>
<td>Botany</td>
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</tr>
<tr>
<td>Chemistry</td>
<td>4212 Chemistry</td>
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<tr>
<td>Environmental science</td>
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<tr>
<td>Geology</td>
<td>4222 Geology</td>
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<td>Laboratory technology</td>
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<tr>
<td>Mathematics</td>
<td>4601 General Mathematics</td>
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<tr>
<td></td>
<td>4621 Actuarial science</td>
</tr>
<tr>
<td></td>
<td>4639 Advanced mathematics</td>
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<td>Meteorology</td>
<td>4253 Meteorology</td>
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<td>Microbiology</td>
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<td>Oceanography</td>
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<tr>
<td>Pharmacology</td>
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<td>Physics</td>
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### (E) ARTS AND CRAFTS

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<td>1801 General arts and crafts</td>
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<tr>
<td>Art history</td>
<td>1802 History and philosophy of art</td>
</tr>
<tr>
<td>Ceramics</td>
<td>1814 Pottery, ceramics</td>
</tr>
<tr>
<td>Design</td>
<td>1810 Visual and graphic design</td>
</tr>
<tr>
<td>Fashion design</td>
<td>1812 Handicrafts</td>
</tr>
<tr>
<td>Handicrafts</td>
<td>1813 Floral art</td>
</tr>
<tr>
<td>Interior design</td>
<td>1852 Interior design</td>
</tr>
<tr>
<td>Jewellery</td>
<td>1816 Jewellery</td>
</tr>
<tr>
<td>Leathercraft</td>
<td>1815 Leather crafts</td>
</tr>
<tr>
<td>Media studies</td>
<td>1842 Photography, video, camera</td>
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<tr>
<td>Music</td>
<td>1822 Music, singing</td>
</tr>
<tr>
<td>Performing arts</td>
<td>1832 Drama and dance</td>
</tr>
<tr>
<td>Photography</td>
<td>1842 Photography, video, camera</td>
</tr>
<tr>
<td>Sculpture</td>
<td>1808 Sculpture</td>
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<tr>
<td>Visual arts and crafts</td>
<td>1804 Drawing and painting</td>
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</table>

### (F) COMPUTING

<table>
<thead>
<tr>
<th>SUB-FIELD</th>
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<tbody>
<tr>
<td>Core – Computer studies</td>
<td>4820 Computer awareness</td>
</tr>
<tr>
<td>Computer management</td>
<td>4824 Computer operation</td>
</tr>
<tr>
<td>Computer programming</td>
<td>4826 Computer programming, systems analysis</td>
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<tr>
<td>Computer science</td>
<td>4822 Computer software</td>
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<tr>
<td>Data processing</td>
<td>3426 Business computing</td>
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<tr>
<td>Information technology</td>
<td>4824 Computer operation</td>
</tr>
<tr>
<td>Systems analysis and design</td>
<td>4826 Computer programming, systems analysis</td>
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### (G) BUSINESS AND FINANCIAL SERVICES

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<th>SUB-FIELD</th>
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</thead>
<tbody>
<tr>
<td>Core – Business studies, Office systems</td>
<td>3401 General commercial</td>
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<tr>
<td>Accounting</td>
<td>3432 Accountancy</td>
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<tr>
<td>Banking</td>
<td>3432 Accountancy</td>
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<td></td>
<td>3436 Financial management and investment</td>
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<tr>
<td>Business administration</td>
<td>3462 Administration</td>
</tr>
<tr>
<td>Financial management</td>
<td>3436 Financial management and investment</td>
</tr>
<tr>
<td>Human resource management</td>
<td>3462 Administration</td>
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<tr>
<td>Import and export services</td>
<td>3462 Administration</td>
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<td>Information management</td>
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<tr>
<td>Insurance</td>
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<td>Management</td>
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<tr>
<td></td>
<td>3436 Financial management and investment</td>
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<tr>
<td>Marketing</td>
<td>3434 Administration, marketing, sales</td>
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<tr>
<td>Office systems</td>
<td>3402 Typing/word processing</td>
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<tr>
<td></td>
<td>3404 Shorthand typing/word processing</td>
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<td></td>
<td>3408 Clerical, clerical typing</td>
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<td>3422 Business machines</td>
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<td>3428 Secretarial</td>
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<td></td>
<td>3430 Reception</td>
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<td>Property management</td>
<td>3436 Financial management and investment</td>
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<tr>
<td>Public relations</td>
<td>8407 Public relations</td>
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<tr>
<td>Real estate</td>
<td>3436 Financial management and investment</td>
</tr>
<tr>
<td>Valuation</td>
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### (H) AGRICULTURE, FORESTRY AND FISHERIES

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<tbody>
<tr>
<td>Core – Land skills</td>
<td>6201 General agricultural</td>
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<tr>
<td>Animal care</td>
<td>6232 Animal health</td>
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<tr>
<td>Conservation</td>
<td>6226 Soil and water</td>
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<tr>
<td>Farming</td>
<td>6203 Animal husbandry</td>
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<td></td>
<td>6208 Crop husbandry</td>
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<td></td>
<td>6212 Agricultural economics</td>
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<tr>
<td>Fisheries</td>
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<td>Forestry</td>
<td>6262 Forestry and forest products</td>
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<tr>
<td>Horticulture</td>
<td>6206 Horticulture</td>
</tr>
<tr>
<td>Parks and wildlife management</td>
<td>4202 Biology</td>
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<tr>
<td></td>
<td>6206 Horticulture</td>
</tr>
<tr>
<td></td>
<td>6226 Soil and water etc</td>
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<tr>
<td>Pest control</td>
<td>6201 General agriculture</td>
</tr>
<tr>
<td>Veterinary science</td>
<td>6232 Animal science</td>
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<tr>
<td>Viticulture</td>
<td>6206 Horticulture</td>
</tr>
<tr>
<td>Wood technology</td>
<td>6262 Forestry and forest products</td>
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### (I) COMMUNITY AND SOCIAL SERVICES

<table>
<thead>
<tr>
<th>SUB-FIELD</th>
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<tbody>
<tr>
<td>Core – Community service, Media skills, Recreation</td>
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</tr>
<tr>
<td>Archival Studies</td>
<td>8425 Galleries, museums and archives</td>
</tr>
<tr>
<td>Care of the elderly</td>
<td></td>
</tr>
<tr>
<td>Community services</td>
<td>3054 Community</td>
</tr>
<tr>
<td>Counselling</td>
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<tr>
<td>Disability care</td>
<td></td>
</tr>
<tr>
<td>Fitness and Recreation</td>
<td>9002 Team sports</td>
</tr>
<tr>
<td></td>
<td>9004 Individual sports</td>
</tr>
<tr>
<td></td>
<td>9006 Sedentary games</td>
</tr>
<tr>
<td></td>
<td>9008 Keep fit, health</td>
</tr>
<tr>
<td></td>
<td>9010 Outdoor recreation</td>
</tr>
<tr>
<td>Gallery and museum technology</td>
<td>8425 Galleries, museums and archives</td>
</tr>
</tbody>
</table>
### Home care
- 6608 Cooking, food preservation and nutrition
- 6622 Child care
- 6624 Family well being
- 6630 Household management etc

### Journalism
- 8402 Journalism
- 8404 Radio and television broadcasting

### Library studies
- 8422 Library

### Rest home care

### Social work
- 8932 Social welfare

### (J) EDUCATION

<table>
<thead>
<tr>
<th>SUB-FIELD</th>
<th>ISCED</th>
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<tbody>
<tr>
<td>Core – Education</td>
<td>1401 General programmes in education science</td>
</tr>
<tr>
<td>Community education</td>
<td>1416 Adult education</td>
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<tr>
<td>Curriculum development</td>
<td>1401 General programmes in education science</td>
</tr>
<tr>
<td>Educational policy and administration</td>
<td>1401 General programmes in education science</td>
</tr>
<tr>
<td>Teaching (early childhood /primary/secondary/adult /special education/etc)</td>
<td>1404 Non-vocational teacher training</td>
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<td>1422 Special education teacher training</td>
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<td></td>
<td>1442 Secondary teacher training</td>
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<td></td>
<td>1412 Early childhood teacher training</td>
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<tr>
<td>Trainer education</td>
<td>1408 Vocational teacher training</td>
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### (K) HEALTH

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<td>Core – Health science</td>
<td>5070 General health</td>
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<tr>
<td>Dental services</td>
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</tr>
<tr>
<td>First aid</td>
<td>5018 Para-medical</td>
</tr>
<tr>
<td>Health administration</td>
<td>3462 Administration</td>
</tr>
<tr>
<td>Medicine and surgery</td>
<td>5006 Medicine and surgery</td>
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<tr>
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</tr>
<tr>
<td>Medical laboratory technology</td>
<td>5030 Medical technology</td>
</tr>
<tr>
<td>Midwifery</td>
<td>5015 Midwifery</td>
</tr>
<tr>
<td>Natural health and healing</td>
<td>5007 Natural healing and health</td>
</tr>
<tr>
<td>Nursing</td>
<td>5012 Nursing</td>
</tr>
<tr>
<td>Occupational therapy</td>
<td>5008 Occupational therapy and physiotherapy</td>
</tr>
<tr>
<td>Optometry</td>
<td>5062 Optometry</td>
</tr>
<tr>
<td>Pharmacy</td>
<td>5052 Pharmacy</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>5040 Physiotherapy</td>
</tr>
<tr>
<td>Podiatry</td>
<td>5024 Podiatry</td>
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<tr>
<td>Public Health</td>
<td>5002 Public health</td>
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<tr>
<td>Radiography</td>
<td>5017 Radiography</td>
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**L) LAW AND SECURITY**

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<tbody>
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<td>Core – Legal studies</td>
<td>3801 General law</td>
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<tr>
<td>Commercial law</td>
<td>3810 Commercial law</td>
</tr>
<tr>
<td>Correctional services</td>
<td>8912 Police and security work</td>
</tr>
<tr>
<td>Criminology</td>
<td>8913 Criminology</td>
</tr>
<tr>
<td>Defence studies</td>
<td>8919 Civil security and military</td>
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<tr>
<td>Family law</td>
<td>3812 Family law</td>
</tr>
<tr>
<td>General law</td>
<td>3801 General law</td>
</tr>
<tr>
<td>Justice administration</td>
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<tr>
<td>Law enforcement</td>
<td>8912 Police and security work</td>
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<td>Security</td>
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**M) SERVICE SECTOR**

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<tr>
<td>Accommodation services</td>
<td>7822 Hotel and restaurant trades</td>
</tr>
<tr>
<td>Beauty therapy</td>
<td>7812 Hairdressing and beauty trades</td>
</tr>
<tr>
<td>Catering</td>
<td>7822 Hotel and restaurant trades</td>
</tr>
</tbody>
</table>
Cleaning
Cookery
Distribution and storage
Driving
Flying
Food and beverage service
Guide services
Hairdressing
Hotel management
Journalism
Navigation and seamanship
Retail sales
Transport studies
Travel
Tourism
7822 Hotel and restaurant trades
7008 Road vehicle operations
7002 Aircrew
7822 Hotel and restaurant trades
7874 Tourism and hospitality trades
7812 Hairdressing and beauty trades
7822 Hotel and restaurant trades
8402 Journalism
8404 Radio and television broadcasting
7004 Sailors
7862 Retailing trades
7006 Railway operations
7008 Road vehicle operations
7874 Tourism and hospitality trades
7874 Tourism and hospitality trades

\textbf{(N) MANUFACTURING}

\begin{tabular}{|l|l|}
\hline
\textbf{SUB-FIELD} & \textbf{ISCED} \\
\hline
Core – Trade skills & \\
Baking & 5212 Food processing trades \\
Boatbuilding & 6639 Boatbuilding \\
Butchery & 5212 Food processing trades \\
Clothing manufacture & 5276 Clothing and related \\
Food processing & 5212 Food processing trades \\
Furniture manufacture & \\
Glass manufacture & 5286 Glass trades \\
Leather manufacture & 5272 Leather \\
Metal manufacture & 5232 Metal trades \\
Outdoor furniture and equipment & \\
Plastic manufacture & \\
Printing & 5278 Graphic arts and printing \\
Pulp and paper making & \\
\hline
\end{tabular}
Rubber manufacture
Textile manufacture
Wood manufacture

5274 Textile
1854 Furniture restoration, wood turning, woodcarving
5262 Woodworking trades

(O) ENGINEERING AND TECHNOLOGY

<table>
<thead>
<tr>
<th>SUB-FIELD</th>
<th>ISCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core – Trade skills</td>
<td></td>
</tr>
<tr>
<td>Aeronautical engineering</td>
<td>5444 Aeronautical</td>
</tr>
<tr>
<td>Automotive engineering</td>
<td>5442 Mechanical</td>
</tr>
<tr>
<td>Chemical engineering</td>
<td>5412 Chemical</td>
</tr>
<tr>
<td>Civil engineering</td>
<td>5416 Civil</td>
</tr>
<tr>
<td>Computer aided design (CAD)</td>
<td>5406 Drafting and design</td>
</tr>
<tr>
<td>Computer aided manufacturing (CAM)</td>
<td>5266 Industrial design</td>
</tr>
<tr>
<td>Electrical engineering</td>
<td>5422 Electrical</td>
</tr>
<tr>
<td></td>
<td>5222 Electrical trades</td>
</tr>
<tr>
<td>Electronics</td>
<td>5423 Electronics</td>
</tr>
<tr>
<td></td>
<td>5222 Electronic trades</td>
</tr>
<tr>
<td>Engineering drafting</td>
<td>5406 Drafting and design</td>
</tr>
<tr>
<td>Gas production and distribution</td>
<td>5426 Industrial</td>
</tr>
<tr>
<td>Heating, ventilation, air conditioning and refrigeration</td>
<td>5464 Heating, ventilation</td>
</tr>
<tr>
<td></td>
<td>5264 Heating, air conditioning and refrigeration</td>
</tr>
<tr>
<td>Industrial design</td>
<td>5266 Industrial design</td>
</tr>
<tr>
<td>Industrial engineering</td>
<td>5426 Industrial</td>
</tr>
<tr>
<td>Marine engineering</td>
<td>5442 Mechanical</td>
</tr>
<tr>
<td>Mechanical engineering</td>
<td>5442 Mechanical</td>
</tr>
<tr>
<td></td>
<td>5242 Mechanical and mechanical repair</td>
</tr>
<tr>
<td></td>
<td>5452 Agriculture, forestry, fisheries</td>
</tr>
<tr>
<td>Mining</td>
<td>5436 Mining</td>
</tr>
<tr>
<td>Petroleum and natural gas production</td>
<td>5426 Industrial</td>
</tr>
<tr>
<td>Field</td>
<td>Code</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>7010</td>
</tr>
<tr>
<td>Vehicle manufacture and body repair</td>
<td>5442 Mechanical / 5242 Mechanical and mechanical repair</td>
</tr>
<tr>
<td>Water and waste water management</td>
<td>5416</td>
</tr>
</tbody>
</table>

(P) PLANNING AND CONSTRUCTION

<table>
<thead>
<tr>
<th>SUB-FIELD</th>
<th>ISCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core – Trade Skills</td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>5802 Architecture</td>
</tr>
<tr>
<td>Building</td>
<td>5216 Building trades</td>
</tr>
<tr>
<td>Carpentry</td>
<td>5216 Building trades</td>
</tr>
<tr>
<td>Construction trades</td>
<td>5216 Building trades</td>
</tr>
<tr>
<td>(may be specified)</td>
<td></td>
</tr>
<tr>
<td>Environmental design</td>
<td>5802 Architecture</td>
</tr>
<tr>
<td>Joinery</td>
<td>5216 Building trades</td>
</tr>
<tr>
<td>Landscape architecture</td>
<td>5812 Landscape architecture</td>
</tr>
<tr>
<td>Painting and decorating</td>
<td>5218 Painting and decorating</td>
</tr>
<tr>
<td>Plumbing, gas-fitting and</td>
<td>5216 Building trades</td>
</tr>
<tr>
<td>drain-laying</td>
<td></td>
</tr>
<tr>
<td>Quantity surveying</td>
<td>5408 Quantity surveying</td>
</tr>
<tr>
<td>Surveying</td>
<td>5402 Surveying</td>
</tr>
<tr>
<td>Urban and regional planning</td>
<td>5822 Town planning</td>
</tr>
</tbody>
</table>
DOMAINS

Domain names are for use in identifying units, as in the example on Page 1

NOTE: Besides those listed below, vocational unit standards may be identified by domain names derived from the New Zealand Standard Classification of Occupations.

MA

accounting G
acting E Performing arts (use drama)
actuarial studies D Mathematics
administration (education)
  J Educational policy and administration (use education administration)
administration (general) G Business administration
administration (health) G Business administration (use health administration)
admission (justice) G Business administration (use justice administration)
advertising G Marketing
agribusiness H Farming
agricultural management H Farming
agriculture H Farming
air conditioning O Heating, ventilation and air-conditioning
aircraft engineering O Aeronautical engineering
anatomy D/K Medicine and surgery
animal care H Farming, Veterinary science, Animal care
animal health inspection H Veterinary science
animal husbandry H Farming
animal studies D Zoology/H Veterinary science, Animal care
animation E Media studies
anthropology C
apiculture H Farming
archaeology B
architectural drafting P Architecture
architecture P
archival studies I
area and ethnic studies C Anthropology
art E specify
art conservation I Archival studies
art history E
arts (humanities/social sciences) B, C
audiology K Health science
automotive engineering O Automotive engineering
automotive trades O Vehicle trades

MB

baking M
banking G
beauty therapy M
beekeeping H Farming
biochemistry D
biology D
bookbinding N Printing
botany D
bricklaying P Construction trades etc
building P
building regulations P Architecture, Building
business studies G
butchering M Butchery/N Food processing

MC

cabinet-making P Joinery
canvas fabrication N Outdoor furniture and equipment
career education (not teacher training) C Transition studies
career education teaching J Teaching (secondary)
carpentry and joinery P Carpentry, Joinery
carpentry P
carpeting N Textile manufacture/M Retail sales
cartography P Surveying
casting (metal) N Metal manufacture
catering M
ceramics (industrial) N Glass manufacture
chemicals O Chemical engineering etc
crimeology D
caregiver (home) I Family care
caregiver (teaching) J Teaching (early childhood)
choreography E Performing arts
civil engineering O Civil engineering
clothing N Clothing manufacture
coach building/painting O Vehicle trades
coal mining O Mining
communications (human relations) C Communication skills
communications (journalism, etc) I Journalism
communications techniques (marketing) G Marketing, Public relations
communications technology O Telecommunications
community education J
community services I Social work
computer engineering O Electronics
computer languages F Computer science
computer science F
computer-aided design and manufacturing O Industrial design, CAM
computing F Computer programming etc
conservation H
cooking M Cookery
core generic
Not specifically attached to any field or sub-field - do not confuse with Transition studies
correctional services L
counselling C
craft E specify
criminology L
curriculum development J
customer service G Marketing/M Service sector skills, Retail sales etc
dairy technology N Food processing
dance E Performing arts
data processing F Computer studies
decoration (building) P Architecture, Painting and decorating
defence studies L
dental services K
dietetics K Health science
directing (film and TV) E Media studies
disabled, care of K Public health
distribution (marketing) G Marketing
distribution and storage M
drafting (architectural) P Architecture
drafting (engineering) O Engineering drafting
drafting (surveying) P Surveying
draining P Construction trades
drama E Performing arts
dressmaking N Clothing manufacture
driving M
education J
educational administration J Educational policy and administration
educational counselling J Educational policy and administration
educational policy and administration J
educational policy J Educational policy and administration
electrical engineering O Electrical engineering
electrical trades O Electrical engineering etc
electricity production and distribution O Electrical engineering
electronics O Electronics
embroidery E Handicrafts
engineering drafting O
electrical engineering O
English as a second language
C Communication skills
English language B English
English literature B Literature studies
environmental engineering O Civil engineering
environmental health K Public health
environmental science D
ergonomics O Industrial design
estimating (building) P Quantity surveying
ethics B Philosophy
ethnic studies C Anthropology
export and import G Import and export services

F
family care I
farm management H Farming
farming H
fashion design N Clothing manufacture
filing G Office systems/I Archival studies
film and television E Media studies
finance G Financial management
fine arts E Visual arts and crafts
first aid K First aid
fishing and fisheries H Fisheries
fitness and recreation I Fitness and recreation
fitting and turning O Mechanical engineering etc
floor and wall tiling P Construction trades
fluid dynamics D Physics
flying M
food and drink preparation and service
M Food and beverage service
food and nutrition K Health science
food processing N
food technology N Food processing
footwear N Leather manufacture
forestry H
foundry work N Metal manufacture
furniture construction N Wood manufacture
furniture polishing N Wood manufacture
furniture removal M Distribution and storage

G
general studies B
geography B
geology D
geophysics D Physics
glass fabrication N Glass manufacture
glazing P Construction trades
gold and silver smiting E Jewellery
government C Political science
graphic arts and design E Design
graphic arts E Visual arts and crafts
graphic design E Design
graphic reproduction (printing)
N Printing
greenkeeping H Horticulture

H
hairdressing M
health administration G Business administration
health education K Public health
health educator training J Teaching (tertiary)
health K Health science
health inspection (animal) H Veterinary science, Animal care
heating, air-conditioning O Heating, ventilation and air conditioning
history B
history of art E Art history
home economics I Family care
home management I Family care
horticulture H
hotel management M
human movement D Physiology
human resources management
G Management
humanities B General studies or specify

I
import and export G
industrial ceramics N Glass manufacture
industrial design O
industrial relations G Management
information systems G Information management
information technology F
   insurance G
   interior design E Interior design/
      P Painting and decorating
   interior design E
   interpersonal relationships
      C Communication skills
   interpreting and translation
      B Community languages,
         International languages
   investment G Financial management

jewellery E
joinery P
journalism I
justice administration G Business
   administration

kohanga reo A Te Reo me ona Tikanga/
   J Teaching (early childhood)

laboratory technology K Medical
   laboratory technology
land use H Farming etc/P Urban and
   regional planning
landscape architecture P
landscape gardening H Horticulture
languages B Community languages,
   International languages
lapidary E Jewellery
law L Various
law enforcement L Law enforcement
leather goods N Leather manufacture
legal practice L Various
legal studies L Various
leisure and recreation I Fitness and
   recreation
library studies I
life sciences D specify
life skills C Transition studies
lighting design O Industrial design/
   P Construction trades
linguistics B
literacy B Transition studies
literary studies B I iterature studies

management (agriculture, etc)
   H Farming
management (general) G
management (home) I Family care
management (hotels, etc) M Hotel
   management
management (human resources) G
   Management
management (parks and wildlife) H
   Conservation
manufacturing and processing
   N specify
Maori architecture P Architecture
Maori fishing H Fisheries
Maori forestry H Forestry
Maori medicine K Natural health and
   healing
Maori tourism M Tourism
marine architecture O Industrial design
marketing G
materials science D Physics/
   O Industrial design
mathematics D
mechanical engineering O
mechanics D Physics
media studies (advertising) G
   Marketing
media studies (journalism) etc
   I Journalism
media studies (production) E Media
   studies
medicine K Medicine and surgery
metal fabrication N Metal manufacture
meteorology D
microbiology D
millinery N Clothing manufacture
mineral processing O Mining
mineralogy D Geology
mining O
motor mechanics O Automotive
   engineering etc
motor trimming O Vehicle trades
museum studies I Archival studies
music E
natural resources, management of
H Conservation/P Urban and
regional planning
nautical science M Navigation and
seamanship, Transport studies
news reporting I Journalism
numeracy C Transition studies
nursery work H Horticulture
nursing, veterinary H Veterinary science
nursing educator training J Teaching
(tertiary)
nursing K
nutrition K Health science/
I Family care

occupational health and safety
K Public health
occupational therapy K
oceanography D
oenology H Viticulture
office work G Office systems
operations research G Business
administration
ophthalmology K Health science
optometry K
outdoor furniture N Outdoor furniture
and equipment

packing and storage M Distribution and
storage
painting (art) E Visual arts and crafts
painting and decorating (building) P
panel-beating O Vehicle trades
parks and wildlife management
H Conservation
pastry making M Baking
performing arts E
personal services M specify
personnel management G Management
pest control H
petroleum mining engineering
O Mining
pharmacology K Health science

photography K
philosophy B
photographic arts E Media studies
photographic processing E Media studies/
N Printing
photography E Media studies
physical education, teacher training
J Teaching
physical education I Fitness and
recreation
physical sciences D specify
physics D
physiology D
physiotherapy K
piloting M Flying
plant operation O Industrial engineering
plant science D Botany
plastering P Construction trades
plumbing P Plumbing, gas-fitting and
drain-laying
podiatry K
police studies I Law enforcement
political science C
pre-employment studies
C Transition studies
pre-school teaching J Teaching (early
childhood)
primary teaching J Teaching (primary)
printing N
product design O Industrial design
programming F Computer programming
property management G
psychiatry K Health science
psychology C
public administration G Business
administration
public health K
public relations G
pulp and paper making N
purchasing G Financial management

quality control G Management
quantitative methods D Mathematics
quantity surveying P
radio and television production
E Media studies
radiography K
radiology K Health science
reading C Transition studies/J Education
real estate G
reception G Office systems
records management G Office systems/I
Archival studies
recreation I Fitness and recreation
refrigeration O Heating, ventilation and air conditioning
regional planning P Urban and regional planning
religion and theology B
retailing M Retail sales
roofing P Plumbing, gas-fitting and drain-laying
rural management H Farming

saddlery N Leather manufacture
sailmaking N Outdoor furniture and equipment
sales G Marketing/M Retail sales
saw milling H Wood technology
school to tertiary link programs
C Transition studies
sciences D specify
sculpture E
secondary teaching J Teaching (secondary)
secretarial studies G Office systems
security L Security
sewing machine mechanics
O Mechanical engineering etc
sewing machine operation
N Clothing manufacture
sheetmetal work N Metal manufacture
shipping M Transport studies
signwriting N Printing
singing E Music
slaughtering N Food processing
small business G Business administration
social sciences C Various
social work I
sociology C
soil conservation H Conservation
soil studies D Various/H Farming, Conservation
special education teaching
J Teaching (special education)
speech studies C Communication skills
speech therapy K Health science
sport and recreation I Fitness and recreation
sports science D Physiology/I Fitness and recreation
spray painting (automotive) Automotive engineering etc
staff development G Management
statistics D
stockbroking G Financial Management
stonemasonry P Construction trades
storage M Distribution and storage
structural design (building)
P Architecture
structural engineering O Civil engineering
supervision G Management
survey drafting P Surveying
surveying, quantity P
surveying P
systems analysis and design F

teaching J
technology O specify
telecommunications O
television production E Media studies
tertiary teaching J Teaching (tertiary)
textiles manufacturing N Textile manufacture
theology B Religion and theology
ticket writing N Printing
timber H Forestry
timber machining H Wood technology
timber treatment H Wood technology
tourism M
town planning P Urban and regional planning
trainer education J
transport M Transport studies
travel M
typing G Office systems

U
urban and regional planning P
upholstery N Furniture manufacture

V
valuation G
vehicle trades O
ventilation, air-conditioning O Heating
ventilation and air conditioning
veterinary nursing H Veterinary science
veterinary science H
visual arts E
viticulture H

W
waiting (food and drink) M Food and beverage service
waka N Boatbuilding
water conservation H Conservation
welding N Metal manufacture
welfare studies I Social work
wildlife management
Conservation
wine production H Viticulture
wood products (except furniture trades) H
Wood technology
work education (not teaching training) C
Transition studies
writing Literature studies/C
Communication skills

Z
zoology D
APPENDIX SIX
ACCREDITATION

ACCREDITATION PROCEDURES

There are a number of options as to who participates in accreditation procedures. Some of these options will be decided at the time of unit registration.

At the point of unit registration, the national standards body will decide the extent to which it wishes to be involved in the overall quality process.

It may choose to be involved in accreditation, but delegate moderation to the Qualifications Authority. It may equally choose to be involved only in moderation. It may choose to be represented by another standards body in either or both of accreditation and moderation.

The choices made by the national standards body will be expected to aim at ensuring quality while minimising costs. Accreditation procedures will cover a wide range of approaches. In some situations there may be a full panel visit to the provider. Membership of a panel may include representation from the national standards body, or alternatively a representative from a cluster of standards bodies. In some situations accreditation may be given by a Qualifications Authority officer on the basis of an evaluation of the written documentation provided by an applicant. An officer may also undertake verification by an on site visit.

The options available to national standards bodies will also relate to the scope of a particular application for accreditation.

SCOPE OF ACCREDITATION

A provider may wish to seek accreditation for:

- a unit;
- a combination of units;
- a field, sub-field or domain of the National Qualifications Framework.

Established providers may seek general accreditation.
**UNIT ACCREDITATION**

The first and fundamental category of accreditation is *unit accreditation*. This involves an evaluation of the capacity of a provider to deliver the standards contained within a single unit.

**ACCREDITATION FOR A COMBINATION OF UNITS**

The next category of accreditation is similar and involves an evaluation of the capacity of a provider to deliver the standards contained within a number of named units. This could include accreditation for a full qualification.

**GROUP ACCREDITATION**

Field, sub-field or domain accreditation, is an evaluation of a provider's ability to deliver up to a specified level the standards contained within all units included within a field, sub-field or domain of the National Qualifications Framework database of registered units. This would also include accreditation for units that will be registered within that part of the database in the future. The accreditation process will, therefore, also focus on the applicant's ability to implement policies and procedures that will ensure the quality of delivery details developed for new units.

**GENERAL ACCREDITATION**

The final category of accreditation is *general accreditation* that will recognise a provider's capacity to deliver all National Certificate and Diploma units within the Framework. General provider accreditation will be considered when user group endorsement over all sectors of the Framework has been obtained and evidence of high quality delivery confirmed through the audit process.
New Zealand Qualifications Authority
NATIONAL CERTIFICATE/
NATIONAL DIPLOMA
Application for Unit Registration

Please return this application form and all required documentation to:

The Manager Quality Systems
New Zealand Qualifications Authority
Mana Tohu Matauranga o Aotearoa
Box 160, WELLINGTON

Print clearly or type

Name of national standards body endorsing application

__________________________________________________________

Unit development officer __________________________________

National standards body contact person

Name ____________________________________________________

Address _________________________________________________

________________________________________________________

Phone number __________________ Fax number __________________

List of unit standard titles attached Yes/No
Draft unit standards attached Yes/No
Writers' consultation log attached Yes/No
Accreditation options attached Yes/No
Moderation options attached Yes/No
Signed on behalf on the national standards body

________________________________________________________

Position _____________________ Date ________________________
New Zealand Qualifications Authority
NATIONAL CERTIFICATE/
NATIONAL DIPLOMA
Application for Qualification Registration

Please return this application form and all required documentation to:

The Manager Quality Systems
New Zealand Qualifications Authority
Mana Tohu Matauranga o Aotearoa
Box 160, WELLINGTON

Print clearly or type

Name of national standards body endorsing application

Qualification development officer

National standards body contact person
Name
Address

Phone number Fax number

List of qualification titles attached
Draft qualifications attached
Writers’ consultation log attached
Accreditation options attached
Moderation options attached

Signed on behalf on the national standards body

Position Date
APPENDIX EIGHT

GLOSSARY

Accreditation (of providers) - a process for ensuring that providers have the capacity, including management of quality, to deliver unit standards.

Assessment - a process of collecting and interpreting evidence of competence or achievement.

Modification of Assessment - a process for ensuring the consistency of assessment with the required standard.

Performance Criteria - statements of competence or achievement against which the attainment of outcomes is measured.

Standards-based Assessment - assessment that is measured against unit standards.

Certification - documentary evidence that a qualification has been awarded.

Credit (as applied to a unit standard) - a value assigned to a unit standard that reflects the relative time and effort required to complete its outcomes.

Credit Transfer - a process of transferring credits between courses that lead to a nationally registered qualification.

Database of Student Records - a database that contains details of units and qualifications completed by individuals.

Delivery - teaching and learning approaches, context and content, resources, and range and number of assessments.

Domain - a term describing a specific area of education or training at unit level, defined in the NZQA Classification for Unit Standards and National Qualifications.

Element or Outcome - the competencies or achievements that must be demonstrated for successful completion of a unit.

Field - a term describing a general area of education or training, corresponding to an ISCED field and defined in the NZQA Classification for Unit Standards and National Qualifications (see also Sub-field and Domain).
**SUBFIELD** - a term describing a specific area of education or training at qualification level, corresponding to an ISCED sub-field and defined in the NZQA Classification for Unit Standards and National Qualifications.

**DOMAIN** - a term describing a specific area of education or training at unit level, defined in the NZQA Classification for Units and National Qualifications Standards.

- **General Accreditation** - accreditation of a provider to offer all National Certificate and National Diploma units up to level 7 of the Framework.

- **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.

- **Levels** - the eight levels of the Framework are defined in terms of progressive stages of competence or achievement and complexity in units assigned to them.

- **Moderation of Assessment** - a process for ensuring the consistency of assessment with the required standard.

- **National Qualifications Framework** - collectively, all nationally registered qualifications and the nationally registered unit standards from which they are derived. Implicit is a defined and logical relationship between them.

- **National Standards Bodies** - represent all major user groups connected with a field, sub-field or domain (for example, health sciences) and have responsibility for the development, evaluation and endorsement of all units and qualifications in that category.

- **NZQA Classification for Unit Standards and National Qualifications** - a document that defines fields, sub-fields and domains, used for naming qualifications and unit standards, and for assistance in defining NSB and ITO fields, sub-fields or domains.

- **Outcome or Element** - the competencies or achievements that must be demonstrated for successful completion of a unit.

- **Performance Criteria** - statements against which the attainment of elements or outcomes is measured.

- **Provider** - an individual or organisation providing education or training.

- **Qualification** - a combination of unit standards that, when certificated, completes the educational prerequisite agreed by national standards bodies to be appropriate for entry to an occupation, or to a course at a higher level.

- **Quality Audit** - a process for ensuring the effective performance of a provider's overall systems for the management of quality; a function of the Authority.
QUALITY MANAGEMENT - a process and structure implemented by a provider for ensuring that standards required by the Authority and national standards bodies are met; a prerequisite for accreditation.

ACCREDITATION (of providers) - a process for ensuring that providers have the capacity, including management of quality, to deliver unit standards.

- GROUP ACCREDITATION - accreditation of a provider to offer any number of units in a specified field, sub-field or domain up to a specified level.

- GENERAL ACCREDITATION - accreditation of a provider to offer all National Certificate and National Diploma units up to level 7 of the Framework.

- UNIT ACCREDITATION - accreditation of a provider to offer a specific unit or units.

MODERATION OF ASSESSMENT - a process for ensuring the consistency of assessment with the required standard.

REGISTRATION OF PRIVATE TRAINING ESTABLISHMENTS - a process for ensuring that basic educational and consumer safeguards are in place.

REGISTRATION OF UNITS AND QUALIFICATIONS - a process for ensuring that units and qualifications have been evaluated and endorsed by national standards bodies as representing an exclusive national standard, and so registered with the Authority.

RECOGNITION OF PRIOR LEARNING - a process of awarding credits for outcomes that have not been certificated in terms of the National Qualifications Framework and may have been completed outside formal education and training.

CREDIT TRANSFER - a process of transferring credits between courses that lead to a nationally registered qualification.

REGISTRATION OF PRIVATE TRAINING ESTABLISHMENTS - a process for ensuring that basic educational and consumer safeguards are in place.

REGISTRATION OF UNITS AND QUALIFICATIONS - a process for ensuring that units and qualifications have been evaluated and endorsed by national standards bodies as representing an exclusive national standard, and so registered with the Authority.

STANDARDS - nationally registered statements of education and training outcomes and their associated performance criteria. See also Unit.

STANDARDS-BASED ASSESSMENT - assessment that is measured against unit standards.
Sub-field - a term describing a specific area of education or training at qualification level, corresponding to an ISCED sub-field and defined in the NZQA Classification for Unit Standards and National Qualifications.

Unit - a unit has two parts:

- nationally evaluated and endorsed unit standards registered on the Authority's unit standard database
- delivery details developed by a provider for teaching purposes.

Delivery - teaching and learning approaches, context and content, resources, and range and number of assessments.

Element or Outcome - the competencies or achievements that must be demonstrated for successful completion of a unit.

Unit Standards - nationally registered element or outcome statements and performance criteria, and administrative information.

Unit Accreditation - accreditation of a provider to offer a specific unit or units.

Unit Standards - nationally registered element or outcome statements and performance criteria, and administrative information.

User Group - all those who derive direct or indirect benefit from a qualification and its component units; generally includes students, qualified individuals, professional associations and employers who may be represented, along with providers, in national standards body.