

**23 August 2019**

## Further consultation on proposed changes to the New Zealand Qualifications Framework

We are pleased to provide comment to the New Zealand Qualifications Authority (NZQA) as part of its further consultation on proposed changes to the New Zealand Qualifications Framework (NZQF).

### **About Te Rito Maioha Early Childhood New Zealand**

Te Rito Maioha Early Childhood New Zealand is a national organisation that promotes high-quality early childhood education (ECE) through initial teacher education, professional development, leadership programmes, advocacy and membership services.

Te Rito Maioha is a membership organisation. We represent early childhood education services and the teachers who provide education and care to thousands of infants, toddlers and young children. Our members are drawn from a diverse range of community-based and privately-owned education and care services, home-based services and kindergartens.

Te Rito Maioha is also one of New Zealand's top providers of initial teacher education for ECE teachers and is recognised as a leader in bicultural teacher education. We deliver a suite of qualifications and teacher education and professional development programmes that are of interest to both domestic and international students.

Te Rito Maioha is committed to high-quality early childhood care and education for every New Zealand child. That has been our purpose for 55 years since our formation in 1963, originally as the New Zealand Association of Childcare Centres and later as Te Tari Puna Ora o Aotearoa | NZ Childcare Association.

### **Response to proposals**

#### *Proposal 1: Including a wider range of quality assured education products onto a broader qualifications and credentials framework*

We support the inclusion of a wider range of quality assured education products in the qualifications framework, including micro-credentials. This way the NZQF will continue to offer employers a high level of confidence in the quality of awards and qualifications achieved.

#### *Proposal 2: Embedding transferrable competencies into the NZQF*

We support in principle the proposal to embed the three transferable competencies (critical thinking, communication and collaboration) into the NZQF.

Regarding citizenship, while we agree with including 'global citizenship', we believe that the definition of citizenship should also include 'contribution to community'.

*Proposal 3: Ensuring that vocational qualifications can be listed at higher levels on the NZQF*

While not related to education qualifications, we support listing vocational qualifications at higher levels on the NZQF.

*Proposal 4: Addressing the level 7 Diploma issues*

We do not support removing level 7 Diplomas from the NZQF. Teaching is a profession. Many teachers in the ECE sector qualified with a level 7 Diploma. It is a three-year qualification, just as the level 7 Bachelor of Teaching (ECE) is. The entry criteria for our level 8 postgraduate programmes includes the Diploma of Teaching (ECE).

From our experience with the Postgraduate Diploma in Leadership (ECE) we know that many of our level 7 Diploma students have been leaders in the sector for many years. They bring a wealth of experience to this programme and support the younger aspiring leaders in this PGDip. Studying in the level 8 programmes builds the diploma students' capability, progressing on to further study with a Master's of Education degree. We would lose many students if this proposal is approved.

NZQA's strengthening of its English language requirements and programme monitoring should mitigate the risks of language proficiency. Providers must take responsibility for this also. Perhaps education diplomas do not have the same issues as some of the other diplomas?

While ECE diploma students have the option of upgrading to a degree, many choose not to do so as they have already completed three years study (the same as degree students). Cost is also a factor for these students. The announced ITE changes as part of the Review of Vocational Education may change this situation in the future.

*Proposal 5: Addressing the level 8 Bachelor Honours Degree issues*

We believe that the Bachelor Honours Degree is still required for two reasons.

First, it provides a pathway to further study, especially to higher level qualifications and research programmes. The current entry criteria for our Master of Education degree by 'coursework and thesis' or 'by coursework only' is a Bachelor Honours degree.

Second, the Bachelor Honours Degree is well known and recognised in New Zealand.

We support strengthening the Level 8 descriptors and revising the description of the Bachelor Honours Degree to match CUAP's definition.

*Proposal 6: Supporting the development of degree apprenticeships*

We support the development of degree apprenticeships. This model is already successful in teaching qualifications where students can work (either paid or unpaid) while undertaking a course of study through block courses and online learning.

*Proposal 7: Addressing other technical issues raised in the review*

*Point b: clarifying the three different pathways to a Master's Degree*

Our Master of Education and post graduate programmes currently consist of 30 credit courses. This means to meet the required 40 credits, students opting for the 'Master's by coursework' option must complete a minimum of two level 9 courses (60 credits).

We would like to be involved in any future work with CUAP and NZQA around raising the minimum 40 credits at level 9 for a Master's degree by coursework.

*Point c: reviewing the purpose of Graduate Certificates and Graduate Diplomas at level 7*

We support a review of level 7 Graduate Diplomas and suggest that NZQA work with the Teaching Council in this review to ensure Graduate Diplomas are at the correct level on the NZQF.

*Proposal 8: Making the NZQF easier to use and more relevant to all stakeholders*

We agree that the NZQF would benefit from being more bicultural in its presentation and we support the proposal to list all credentials and qualifications in te reo.

We agree that te reo titles should be the responsibility of the qualification developer.

To reflect mātauranga, a strong presence of tikanga Māori concepts and whakatauki need to be embedded within the Framework. The Kaupapa Māori Advisory Group should be approached, or Māori/bicultural organisations should be included in NZQA's Membership Advisory Group. We would also like to see ECE sector in the Membership Advisory Group.

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Email submission to NZQA by 9am, Monday 9 September 2019: [NZQFReview@nzqa.govt.nz](mailto:NZQFReview@nzqa.govt.nz)

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