



Supporting guidance on how to complete an application to the Minister of Education and/or NZQA for approval to provide education and/ or NCEA and for course approval of any courses established mainly and exclusively for international students, to eligible students based offshore due to COVID-19

Who needs to complete this application?

All State and State-integrated schools that wish to provide education to eligible students outside New Zealand must apply to, and be approved by, the Minister of Education to do so. Private schools do not need to apply to the Minister for approval to offer education offshore.

All registered schools, including private schools, must apply to NZQA for approval to provide NCEA and any courses established mainly and exclusively for international students (eg an English as a Second Language course) to eligible students outside New Zealand.

This form must be signed by the Principal and authorised by the Board of Trustees.

Where to send the form

Please send the completed application form to: schoolsoffshore.learning@education.govt.nz

Criteria for approval of applications

The following shows an overview of the criteria for approval of applications. More information about these criteria follows in this guidance document:

Criteria for schools to provide education and NCEA and any courses established mainly and exclusively for international students to students outside New Zealand	
Section A - Student Eligibility	<ul style="list-style-type: none"> Students are eligible and have a 2020 enrolment with their NZ school, on or before 3 July 2020. The details of the students being assessed against standards are clear.
Section B - School Capability to Deliver Offshore Learning	<ul style="list-style-type: none"> The school has the ability and capacity to provide suitable and quality distance education online to students based overseas For standards the school wishes to assess against offshore, the school has an existing consent to assess granted under section 449 of the Act, and the standards are suitable for the remote learning environment. Assessment and moderation processes, taking into account the remote learning environment, must produce fair, valid, consistent and appropriate results which are authentic and credible. The school must use and follow the Overseas External Results process outlined in the Appendix to these Rules.
Section C - School capability to support learning and wellbeing	<ul style="list-style-type: none"> The school has the ability and capacity to provide support for learning and wellbeing online to students based overseas. Students receive adequate and appropriate information and support.

Schools must demonstrate they meet the following three criteria for approval to be able to provide education outside New Zealand. Below each criterion is explanatory information about how to demonstrate the criterion has been met.

Section A: Student eligibility

Eligible students are those who were enrolled, on or before 3 July 2020, with the New Zealand school they were due to be physically present at, but are unable to enter New Zealand due to the pandemic and related border restrictions. These students could include:

- (a) international fee-paying students who were enrolled in the school for the 2020 school year, on or before 3 July 2020.
- (b) domestic students enrolled in the school.

Note that schools that are granted approval may continue to provide education to eligible students outside New Zealand in the 2021 and 2022 calendar years, with the arrangement expiring at the end of 31 December 2022. Schools will be required to submit an updated student list annually.

For support on how to generate a report from ENROL, please see Appendix 2.

Section B: School capability to deliver offshore learning

B1: School ability and capacity

Schools will need to evaluate whether they have the ability and capacity to provide suitable and quality distance education online to their eligible students offshore, while they also have their domestic and onshore international students present in their classes.

Teaching staff and international directors should be consulted in this process as this could have implications for their workload. They will also have a relationship with, and understanding of, the eligible students in their classes.

Schools could consider the following:

1. Staffing capacity and expectations, e.g.
 - What is required for teachers to be able to provide quality education to these students outside NZ while they are also teaching in their classrooms?
 - How can extra teacher workload be minimised, while retaining the quality of provision?
 - Does the school have an international director or similar role that could oversee the provision of education to these students outside NZ?
 - How may students working in different time-zones be accommodated?
2. Suitability of teaching and learning programmes for distance provision, e.g.
 - What is needed to adapt the teaching/learning programmes to make them suitable for distance learning overseas?
 - Are the learning programmes coherent and meet the needs and expectations of the students, including when English is not the first language of the learner?
 - How will teachers communicate with eligible students to monitor their progress, provide feedback and offer support in their learning? How to verify student's own work when monitoring progress.
3. ICT systems and learning platforms at school and in students' homes, e.g.

- Are the school's ICT system and online learning platform reliable and suitable for the provision of distance education?
- Do teachers of eligible students have access to the computers and devices they need to provide distance education online?
- Are the students' homes equipped with the Internet access and computers or devices required to receive distance education?

B2: If delivering NCEA, or any courses established mainly and exclusively for international students:

1. The school must not sub-contract any provision of assessment for any NCEA qualification to students outside New Zealand.
2. For standards (see note below) the school wishes to assess against offshore, the school has an existing consent to assess granted under section 449 of the Act, and the standards are suitable for the remote learning environment. The school must attach a spreadsheet showing all standards they intend to assess offshore (to be updated annually) and indicate their suitability for assessment in a remote environment. (For guidance on this criterion refer to the NZQA Subject Pages which indicate achievement standards by subject that are suitable for assessment in the remote environment).

Note- Course Approval of Courses for International Students

- a. Under section 524 of the Education and Training Act 2020, registered schools are required to obtain NZQA approval for classes, courses or programmes which are established, exclusively or mainly for international students.
- b. Schools with Consent to Assess have approval based on the same requirements for consent to assess against standards as are set out in subclauses i. – v. of clause 2.5 of Part D of the Guide to Requirements for Consent to Assess for Schools (August 2011). These school must attest to NZQA annually outlining the courses they offer exclusively or mainly for international students.

If you do not have course approval to offer courses established mainly or exclusively for international students, you will need to apply to NZQA for approval. Please refer to the Assessment Circular Course Approval for International Student Classes, Course or Programmes.

3. Learning programmes must reflect a coherent pathway and be appropriately designed and delivered to meet the needs of each student. The school must provide a written explanation of all courses being offered to students overseas under the following headings:
 - a. *learning outcomes*
 - b. *meeting student needs, including reducing barriers*
 - c. *vocational pathways.*

Where the learning programme is designed exclusively or mainly for international students the school must have NZQA approval under section 524 of the Act.

4. Assessment and moderation processes, taking into account the remote learning environment, must produce fair, valid, consistent and appropriate results which are authentic and credible. The school must explain any internal assessment and moderation processes that will be used that is different to that set out in the school's Quality Management System and their teacher and student assessment information. In particular:
 - a. *Explain how the school will ensure, in the remote learning environment that the student work submitted for assessment is authentic.*
 - b. *Outline any other variations to the assessment and internal moderation practices contained in your Quality Management System or teacher and student assessment information.*
5. The school must use and follow the Overseas External Results process outlined in the Appendix to these Rules.
 - a. **NZQA examinations for NCEA external standards will not be offered to students overseas unless agreed by NZQA for specific students on application.** For NCEA external standards the school will be required to collect standard-specific evidence to report grades through the Overseas External Result Process. (Offshore Provision of NCEA Rules 2020, Appendix 1).
 - b. **Submitted external standards:** *These subjects will follow the same assessment rules as the school currently uses. The school must ensure the authenticity of student work using the processes as outlined in Criteria 5 (Offshore Provision of NCEA Rules 2020).*
 - c. **Application of Derived Grades for impaired performance.** *For students whose performance is impaired for NZQA external examinations or submitted subjects, the derived grade process outlined in school assessment rule 7.1.5 will apply.*
 - d. **Scholarship examinations will not be available** to students offshore as the Education Training Act (Schedule 1, Clause 12) only allows assessment of NCEA qualifications.
6. The school must affirm that it intends to follow the procedures in Offshore Provision of NCEA Rules 2020- Appendix 1 (Attachment 1) to collect standard- specific evidence to report Overseas External Results or
7. The school must provide an explanation of its procedures to collect standard- specific evidence to report Overseas External Results if they differ from the processes described in Appendix.

Section C: School capability to support learning and wellbeing

While the *Education (Pastoral Care of International Students) Code of Practice for International Students* does not apply when these students are outside of New Zealand, it is still important that schools provide appropriate and adequate information and support to their enrolled students while they are offshore.

All registered schools that enrol and host international students must be signatories to the Code, and will have strategies and systems in place to support students present in their classrooms. Schools will need to evaluate whether they have the ability and capacity to provide appropriate and adequate information and support to students based overseas.

Details about the information and support that will be provided to students needs to be provided to support the application.

Schools should ensure the following:

1. The school is committed to ensuring, so far as possible, that international students have a positive experience that supports their educational achievement.
2. Eligible students and their parents/guardians receive adequate and appropriate information to support their learning and wellbeing ensuring:
 - contact details for the students and their parents/guardians are kept up-to-date, and effective communication with them is maintained.
 - they are supported to make a well-informed decision about whether to continue their enrolment and education pathway with the school via distance while they are outside New Zealand due to the pandemic.
 - they have access to necessary information and advice before and during learning offshore. This needs to cover course information, fees, orientation, educational support, assessment procedures, appeal processes, provision of Special Assessment Conditions, guidance systems and where appropriate information about pathways for further study and career development.
 - they know who to contact for advice and support, including services to support their educational outcomes, and information about, and access to, proper and fair processes for dealing with grievances.

All information and advice should be clear, accurate and age-appropriate.

Attachment 1

Offshore Provision of NCEA Rules 2020

1. Authority

- 1.1 Except for the rule referred to in rule 1.2, these Rules are made under clause 12 of Schedule 1, and section 452(4) – (7), of the Education and Training Act 2020.
- 1.2 Rule 8, which modifies the effect of the Assessment (including Examination) Rules for Schools with Consent to Assess 2020 (*and its replacements*), is made under section 452(1)(m) of the Education and Training Act 2020.

2. Commencement

- 2.1 These Rules commence on the day after the date of approval by the Minister under clause 12(8)(a) of Schedule 1, and section 452(5), of the Education and Training Act 2020.

3. Interpretation

- 3.1 In these Rules, unless the context otherwise requires:

Act means the Education and Training Act 2020

application means an application by a registered school for approval to provide assessment for an NCEA qualification to students outside New Zealand

approval means approval of an application

NCEA means the National Certificate of Educational Achievement

NZQF means the New Zealand Qualifications Framework

qualification means a qualification listed on the NZQF

School Rules means the Assessment (including Examination) Rules for Schools with Consent to Assess 2020 (*and includes any subsequent amendments or replacements for those School Rules*)

student means a student located outside New Zealand.

4. Criteria for approval of applications, and the information required in an application

- 4.1 The following are the criteria for approval of applications and below each criterion is the necessary information for that criterion to be supplied with the application:

Criterion 1 Applicant State schools must have obtained Ministerial approval under clause 11 of Schedule 1 of the Act.

All applicant schools providing assessment to international students must be signatories to the Education (Pastoral Care of International Students) Code of Practice.

A copy of the Minister's approval must be supplied (*NZQA will check Code signatory status where relevant*).

Criterion 2 For standards the school wishes to assess students against offshore, the school has an existing consent to assess granted under section 449 of the Act, and the standards are suitable for the remote learning environment.

A list of the standards the school wishes to provide offshore, and confirmation that they are suitable for the remote learning environment and that they are within the scope of the school's existing consent to assess.

Criterion 3 The details of the students being assessed against standards are clear.

A list of the students must be supplied. For each student the following details must be provided:

- full name
- NSN
- date of birth
- whether the student is international or domestic
- a copy of the letter of offer to the student for enrolment
- current overseas address, phone number and email address

Criterion 4 Learning programmes must reflect a coherent pathway and be appropriately designed and delivered to meet the needs of each student.

A written explanation of all learning programmes being (or to be) used is required.

Where the learning programme is designed exclusively or mainly for international students the school must have NZQA approval under section 524 of the Act.

Criterion 5 Assessment and moderation processes, taking into account the remote learning environment, must produce fair, valid, consistent and appropriate results which are authentic and credible.

Where any assessment and moderation methods will be used that are different to those set out in the school's Quality Management System and their teacher and student assessment information, an explanation is required.

Criterion 6 Students receive adequate and appropriate information and support.

The school must provide details of the information and support it will supply to the students which cover course information, fees, orientation, educational support, assessment procedures, appeal processes, provision of Special Assessment Conditions, and access to guidance systems.

Criterion 7 The school must use and follow the Overseas External Results process set out in the Appendix to these Rules, unless Rule 8.3 applies.

The school must provide a copy of its procedure for use of the Overseas External Results process.

5. Applications for approval

- 5.1. Applications for approval must contain the information required for each of the criteria in Rule 4.1.

Granting of approval

6. Granting of approval

- 6.1 NZQA will advise applicant schools if any of the details in the application require further work.
- 6.2 Where NZQA is satisfied with the information provided with the relevant application, NZQA will grant, and advise the applicant school of, approval of their application.
- 6.3 Where NZQA is not satisfied with any information provided with the application, NZQA will not approve the application, and will advise the applicant school.
- 6.4 NZQA will not grant approval of an application that involves sub-contracting arrangements for the provision of assessment for any NCEA qualification to students outside New Zealand.
- 6.5 NZQA will publish on its website up to date and appropriate details of approvals.

Maintaining approval

7. Requirements to be met to maintain approval

- 7.1 To continue to maintain approval schools must:
- (a) continue to meet the criteria in Rule 4.1;
 - (b) ensure the Overseas External Results process produces fair, valid consistent and appropriate results which are authentic and credible:
 - (c) not enter into sub-contracting arrangements for the provision of assessment for any NCEA qualification to students outside New Zealand.

8. No external examinations unless NZQA agrees for specific students, and replacement of Derived Grade Process with Overseas External Grade process

- 8.1 Unless agreed by NZQA for specific students where suitable examination venues are available and NZQA is satisfied the examination can be sat by students in appropriate examination conditions, there will be no NZQA external assessment for the purposes of the School Rules.
- 8.2 As an alternative to the Derived Grade Process provided for in Rule 7.1.5 of the School Rules, schools must use the Overseas External Results process set out in the Appendix to these Rules to assess students against standards and upload their results to their record of achievement.
- 8.3 NZQA may approve departures from the Overseas External Results process where NZQA is satisfied that departure still maintains the integrity of the process, and that it produces fair, valid, consistent and appropriate results which are authentic and credible.

Appendix 1

Overseas External Results process to be used by schools

The following is the Overseas External Results process that schools must use to assess students against externally assessed achievement standards, and upload their results to their New Zealand Record of Achievement.

1. The results of assessment against externally assessed achievement standards overseas must be uploaded to the students' Records of Achievement.
2. The uploaded results must be based on pre-existing, valid, standard-specific evidence that meets the requirements of the standard.

Quality assurance processes – assessment tools

3. NCEA 'practice examinations' or other valid standard specific evidence from other assessment opportunities may be used:
 - (a) as evidence of achievement by students; and
 - (b) for the uploading of students' overseas external results.
4. Where a school using its own practice examinations for evidence of achievement the examination must have been:
 - (a) developed 'in-house' and critiqued in the same way that internal assessments are critiqued (*e.g. it could be a practice exam based on modified papers from previous years*); or
 - (b) purchased from a secure source such as the subject association and checked against the achievement criteria of the standard; or
 - (c) purchased from a commercial source and checked against the achievement criteria of the standard; or
 - (d) provided by a colleague in another school and critiqued in the same way that internal assessments are critiqued; or
 - (e) an on-line practice exam developed by NZQA or by NZQA in conjunction with another provider.
5. The evidence from other work could be from an assignment, or an end-of-topic test, -
 - (a) that was developed with similar rigour as any of the evidence from a practice examination; and
 - (b) that provides certainty that the student's work was their own (*authenticity*).

Quality assurance process – assessment judgement

6. Schools must have quality assurance processes that give confidence and provide justification that any results of assessment of students are based on pre-existing, valid, standard-specific evidence that meet the requirements of the standard, including:
 - (a) that another subject-expert (*i.e.* 'second pair of eyes') has been involved in the marking, for example, through:
 - the use of panel-marking; or
 - a sample of grade boundaries from marked examination papers having been checked by a colleague:
 - (b) justification of results and confidence in the judgements of the teachers who marked the work could, for example, be through:
 - external moderation agreement rates; or
 - teacher involvement with external examination writing or marking for this standard or subject; or
 - middle or senior management consultation on the teacher's use of assessment schedules, NZQA exemplars and past student answer booklets that were used as benchmarks; or
 - comparison of previous years' practice examination results with NZQA external examination results achieved for those same years.

Quality assurance process – authenticity for school practice examinations.

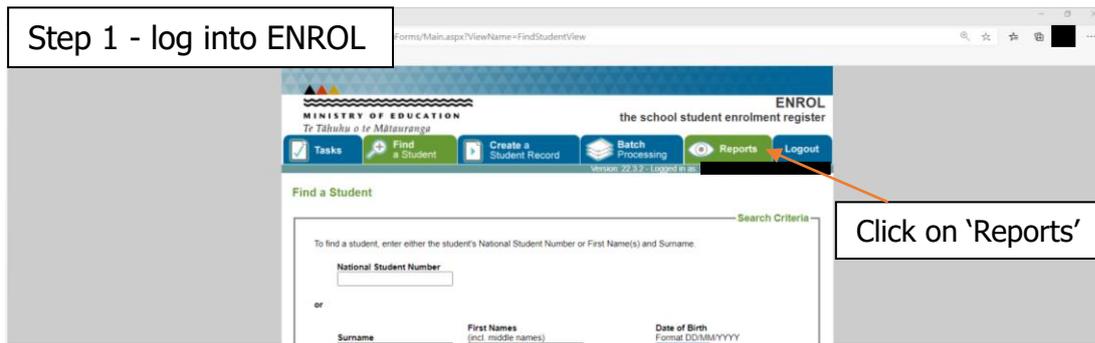
7. Schools must ensure that:
 - (a) its students will only be eligible to complete the school's practice examinations under the conditions prescribed by the school:
 - (b) its processes will be administered in accordance with the school's assessment policy for authenticity of student work, maintained under Rule 6 of the School Rules:
 - (c) the supervision of any examinations will meet the requirements of the School Rules for external examinations, and in particular that the student will be supervised by a person who is independent of the student and their family:
 - (d) there will be processes in place for the supervisor to verify that the examination was sat under the examination conditions prescribed by the school:
 - (e) there will be processes in place for its students to verify that the work they present is their own.
8. Proctoring may be used to verify the authenticity of the student, and the authenticity of student's work.

Quality Assurance process - security of the school's practice examination papers

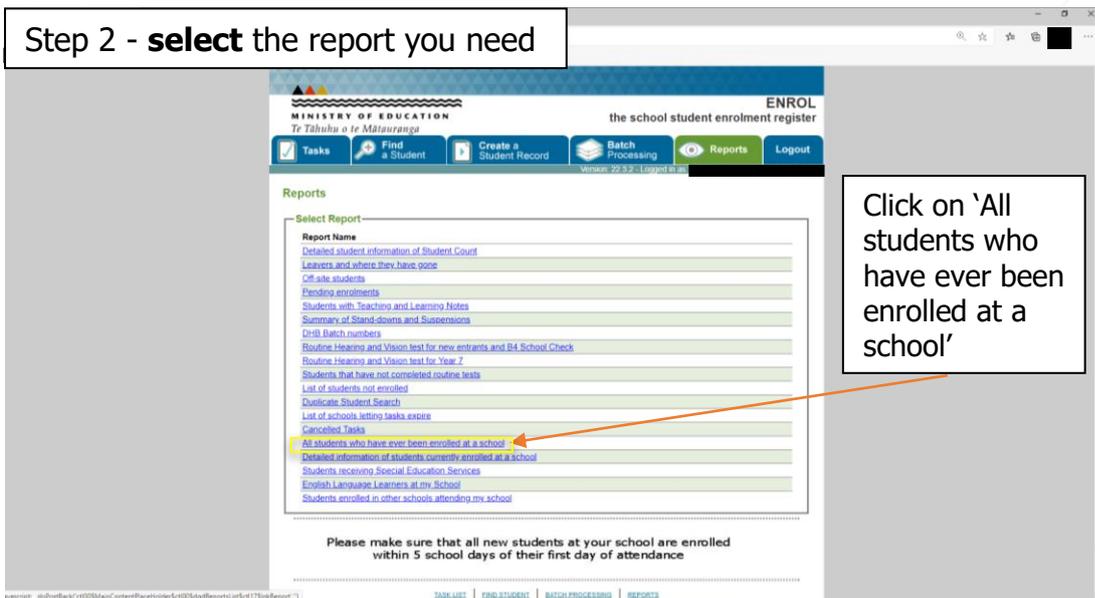
9. Schools must ensure that any examination papers to be sat by students digitally will be kept in a secure shared drive or secure Learner Management System and only released to students during an appropriate period specified in the examination conditions prescribed by the school.
10. Schools must ensure that where examinations are sent to examination supervisors by post:
 - (a) that each examination pack is shrink wrapped:
 - (b) that the supervisors are instructed to store the examination paper(s) in a secure place until it is time for their student to sit the examination:
 - (c) that the examination supervisors only open the examination pack at the beginning of the examination:
 - (d) the examination supervisors return completed examination papers to the school in New Zealand using a secure tracking process.
11. Schools must ensure that where examinations are sent to examination supervisors by digital file:
 - (a) the digital file is secure:
 - (b) the examination supervisors print the digital examination from the digital file no more than 30 minutes before the examination is scheduled to start, and store them securely until it is time for the students to sit the examination:
 - (c) the examination supervisors return completed examination papers to the school in New Zealand using a secure digital file.

Appendix 2 - How to generate a report from ENROL

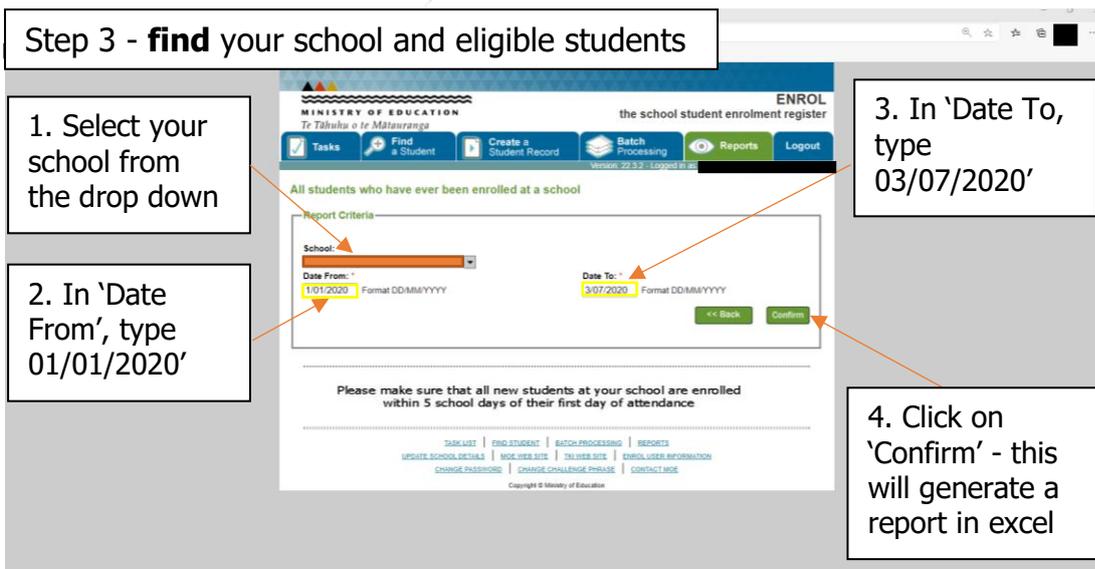
Step 1 - log into ENROL



Step 2 - select the report you need



Step 3 - find your school and eligible students



Step 4 - filter your students

Right click on 'Eligibility Criteria' and scroll to filter then select 'Filter by Cell Value'

Step 5 - filter for your eligible offshore students

Click on the filter icon in the 'Eligibility Criteria' column and select from the drop down 'International Fee Paying'

Step 6 - **remove any students** who are known to be receiving education within New Zealand **and add** in any domestic students who are currently offshore and that you are planning to deliver offshore education to.

Step 7 - do a **sense check** to ensure you have captured all of your eligible students that you are planning to deliver offshore education to.

Step 8 - **save** the filtered spreadsheet and **attach it in your email** to the Ministry of Education as part of your completed application form.