Tertiary Education Commission
Te Amorangi Mātauranga Matua

2027 Funding Conditions Catalogue

About the Funding Conditions Catalogue

The Funding Conditions Catalogue has four main sections:

- **Definitions and Interpretation** – meanings of terms used in this catalogue and guidance on interpretation
- **Base Funding Information** – information that applies to every Fund for which you receive Funding
- **Base Funding Conditions** – the Conditions that apply to every Fund for which you receive Funding
- **Fund-specific Conditions** – the Conditions that apply to each Fund for which you receive Funding. This section is divided into three fund types:
  - Foundation and Youth Transition Funds
  - Vocational and Non-degree Funds
  - Degree and Research Funds

Navigating the Funding Conditions Catalogue

Use the main table of contents on page 3 to find the section you need.

Each fund type and individual Fund also has a contents page. Buttons at the bottom of each page will return you to the main table of contents, or to the contents page for a fund type or an individual Fund.

You can also download the catalogue, open it in a PDF reader and use the Bookmarks side panel to find the relevant section.

If you have any questions about the Funding Conditions Catalogue, please contact our Customer Contact Team at customerservice@tec.govt.nz or 0800 601 301.

Definitions and Interpretation **4**

Base Funding Information **9**

Base Funding Conditions **13**

Fund-Specific Conditions **21**

Foundation and Youth Transition Funds **22**

Adult and Community Education (Communities) Fund 23

Adult and Community Education (Schools) Fund 32

Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework Fund 40

Employer-led Workplace Literacy and Numeracy Fund 61

English Language Teaching Intensive Literacy and Numeracy Fund 70

English Language Teaching Refugee English Fund 77

Gateway Fund 85

Intensive Literacy and Numeracy Fund 89

TEO-led Workplace Literacy and Numeracy Fund 97

Youth Guarantee Fund 105

Vocational and Non-degree Funds **121**

Delivery at Levels 3 to 7 (non-degree) on the New Zealand Qualifications and Credentials Framework and all industry training Fund 122

Māori and Pasifika Trades Training Fund (Fees Top-ups and Brokerage Services) 154

Māori and Pasifika Trades Training Fund (Consortium Activities) 161

Degree and Research Funds **166**

Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework Fund 167

Equity Fund 193

Performance-Based Research Fund 196

Definitions and Interpretation

Definitions	5
Interpretation	8

Back to Main Contents

Definitions and Interpretation

Definitions

For the purposes of this Funding Conditions Catalogue, unless the context otherwise requires:

Application for Funding means the documents submitted by you in relation to Off-Plan Funding or, if you are exempt under clause 9 of Schedule 18 of the Education and Training Act, from the requirement to provide an Investment Plan, the documents submitted by you in relation to On-Plan Funding.

Award means:

(a) a certificate, diploma, degree or other Qualification listed on the New Zealand Qualifications and Credentials Framework (NZQCF); or

(b) a certificate or other document granted in recognition of a student's achievement in and completion of a Micro-credential.

Certificate of Proficiency means a certificate awarded to a learner in recognition of achievement through assessment in a single course or a selection of courses from one or more approved Qualifications. This does not include Certificates of Personal Interest.

Community Education Provider (CEP) means a community organisation that is not registered or quality assured by the New Zealand Qualifications Authority (NZQA).

Component Course means part of a programme leading to a Qualification or part of a Micro-credential, and includes single courses, limited credit programmes (LCP), and supplementary credit programmes (SCP).

Conditions means the Funding Conditions that apply to your Funding, including any statutory Funding Conditions set out in the Education and Training Act.

Data Specifications for Single Data Return means the document for Tertiary Education Organisations (TEOs) and Student Management System (SMS) Developers that sets out the specifications of the Ministry of Education and Tertiary Education Commission (TEC) data requirements for the Single Data Returns for each academic year.

Domestic Student means a Domestic Student as defined in section 10 of the Education and Training Act, which includes a New Zealand citizen, the holder of a residence class visa granted under the Immigration Act 2009, and any persons to be treated as if they are not an international student as published under the Notice (which can be found on our website page Other Valid Domestic Enrolments). A learner who holds a residence class visa and is studying overseas will only be a Domestic Student if they also meet the criteria in the Education (Tertiary Education—Criteria Permanent Residents Studying Overseas must Satisfy to be Domestic Students) Regulations 2016 (LI 2016/212) (as at 01 August 2022) – New Zealand Legislation or any other corresponding regulation that may be published.

DXP Ngā Kete means a secure online portal that allows TEOs to share information with TEC and access information products.

Education and Training Act (the Act) means the Education and Training Act 2020 or its amendments.

EFTS means equivalent full-time student.

ELT means English Language Teaching.

Fund means any Fund established by the relevant Minister pursuant to a Funding Mechanism.

Funding means any Funding provided by us to you in accordance with your Funding Confirmation Letter, subject to your compliance with the Conditions, and, if applicable, achieving the outcomes anticipated in your Investment Plan.

Funding Confirmation Letter means the letter we send you that outlines the Funding you will receive from us on which Conditions are imposed, as well as any Organisation-specific Conditions.

Funding Mechanism means a Funding Mechanism determined by the relevant Minister pursuant to section 419 of the Education and Training Act.

Funding Period means the relevant Funding Period for each Fund as set out in your Funding Confirmation Letter.

Group means three or more learners.

GST means tax charged under the Goods and Services Tax Act 1985.

Industry Skills Board (ISB) means an Industry Skills Board established under section 362 of the Education and Training Act.

Investment Plan means a Plan submitted by you pursuant to clause 8 of Schedule 18 of the Education and Training Act that has been prepared and assessed in accordance with the requirements set out in clauses 4 to 6 and 10 to 12 of Schedule 18 and sections 424 and 425 of the Education and Training Act.

Micro-credential means study or training that:

(a) leads to an Award on the NZQCF; but

(b) does not, in and of itself, lead to an award of a Qualification listed on the NZQCF; and

(c) has been quality assured by NZQA or the New Zealand Vice-Chancellors' Committee (Universities NZ or equivalent quality assurance body).

NSN means National Student Number.

NZIST means New Zealand Institute of Skills and Technology, being the institute continued by clause 128 of Schedule 1 of the Education and Training Act.

NZQA means the New Zealand Qualifications Authority.

NZQCF means the New Zealand Qualifications and Credentials Framework.

Off-Plan Funding means Funding paid by us to you under section 428 of the Education and Training Act.

Off-Plan Funds means from a Fund to which section 428 of the Education and Training Act applies.

On-Plan Funding means Funding paid by us to you under section 425 of the Education and Training Act.

On-Plan Funds means from a Fund to which section 425 of the Education and Training Act applies.

Organisation means the eligible Organisation to which a Funding Confirmation Letter is addressed, referred to as "you" and "your".

Performance Commitments means the Performance Commitments and expectations outlined in your Investment Plan or Application for Funding. If you have been exempted from providing an Investment Plan, this means all performance expectations and/or Minimum Requirements outlined in your Funding Confirmation Letter.

Polytechnic means an institution established under section 315 of the Education and Training Act.

Private Training Establishment (PTE) means a Private Training Establishment, being an establishment, other than an institution as defined by section 10 of the Education and Training Act, that provides post-school education or training, including vocational education and training.

Programme means a programme of study or training that leads to the award of a Qualification listed on the NZQCF.

Qualification means a Qualification defined in section 10 of the Act, being a Qualification listed on the NZQCF, which may include Qualifications offered by Universities.

REAP Provider means a Rural Education Activities Programme provider.

Registered PTE means a PTE that has been granted registration by NZQA under subpart 5 of Part 4 of the Education and Training Act and whose registration has not been cancelled.

SDR means the Single Data Return, which is the set of data items that are specifically required by the Ministry of Education and TEC for Funding, monitoring performance, and publishing performance information, as well as statistical reporting purposes.

Selected Entry Programme means a programme where:

» for Tertiary Education Institutions (TEIs) only, the council of the TEI has determined that there is a maximum number of learners that may be enrolled in a particular programme in a particular year if the council is satisfied that it is necessary to do so because of insufficiency of staff, accommodation or equipment; or

» restrictions on enrolments are set out in a Funding Mechanism (eg, medicine, dentistry, aviation).

TEC means the Tertiary Education Commission, and all references to "we", "our" and "us" are to TEC.

TEC Qualifications Register means the Qualifications Register within DXP Ngā Kete.

Tertiary Education Institution (TEI) means an institution as defined in section 10 of the Education and Training Act.

Tertiary Education Organisation (TEO) means an Organisation as defined in section 10 of the Education and Training Act.

Universities NZ means the New Zealand Vice-Chancellors' Committee.

University means a University as defined in section 10 of the Education and Training Act.

Wānanga means a Wānanga as defined in section 10 of the Education and Training Act.

Withdrawal is when a learner ceases to participate in a course, programme or Micro-credential (regardless of whether they have been refunded any fees), either by providing notice to the TEO that they wish to withdraw from participation, study and/or enrolment, or as a result of non-attendance or non-participation for any reason.

Withdraw and **Withdrawn** have corresponding meanings to Withdrawal, defined above.

Interpretation

For the purposes of this Funding Conditions Catalogue, unless the context otherwise requires, the following interpretations apply:

(a) headings are not to be used for interpretation;

(b) the singular includes the plural and vice versa;

(c) a reference to any legislation or policy includes any modification of that legislation or policy or, in the case of legislation, legislation enacted in substitution for that legislation and any regulation, Order In Council or other instrument issued from time to time or made under that legislation;

(d) whenever the words "includes" or "including" are used in a Condition, or in the Funding Confirmation Letter, they are deemed to be followed by the words "without limitation"; and

(e) if there is any conflict between the terms of the Funding Confirmation Letter and the Funding Conditions Catalogue, and any other documents, including your Investment Plan or Application for Funding, the terms of the Funding Confirmation Letter and the Funding Conditions Catalogue will prevail.

Base Funding Information

1.	Introduction	10
2.	Payment of Funding	10
3.	Variations	11
4.	Communication and relationship management	11
5.	Record-keeping and reporting	11
6.	TEC monitoring activities	12
7.	Investment Plan summaries	12
8.	No guarantee of further Funding	12

Back to Main Contents

Base Funding Information

1. Introduction

1.1 This section sets out information that applies to every Fund for which you receive Funding.

2. Payment of Funding

2.1 We will provide you with the Funding specified in your Funding Confirmation Letter in respect of the Funding Period subject to:

(a) your compliance with the Conditions that apply to your Funding;

(b) our rights to suspend, revoke or withdraw the Funding as set out in the Education and Training Act 2020 (the Act);

(c) the relevant Funding Mechanisms continuing in effect; and

(d) the Government continuing to appropriate sufficient funding for the relevant Fund.

2.2 To ensure accountability for public money, we will:

(a) monitor your enrolment data and, if you are tracking below funded volumes, we may implement a reduced payments schedule after suspending, revoking or withdrawing some of your Funding under clauses 16 or 26 of Schedule 18 of the Act (whichever is applicable), or, if applicable, propose a significant amendment to your Investment Plan after following the process set out in clause 22 of Schedule 18 of the Act; or

(b) recover Funding for under-delivery of the programmes and activities described in your Investment Plan or Application for Funding, in accordance with the Conditions.

2.3 The amounts specified in the Funding Confirmation Letter are in New Zealand dollars and exclude GST. We will pay you the Funding plus GST, if applicable.

2.4 Your Funding Confirmation Letter sets out the entire understanding between you and us in relation to the Funding to be provided by us to you for the Funding Period.

The Funding Confirmation Letter supersedes all prior verbal or written communication relating to the provision of Funding to be provided by us to you for the Funding Period (including all earlier communication in respect of the approval of Funding made by the Chief Executive of the Tertiary Education Commission (TEC) or any other TEC official).

3. Variations

3.1 In relation to your Investment Plan, you must contact us if you:

(a) think your Investment Plan may need to be amended; and/or

(b) wish to vary delivery from that specified in your Investment Plan.

3.2 Clauses 20 to 23 of Schedule 18 of the Act apply where we or you seek a significant amendment to your Investment Plan. More detail can be found on our web page Significant Plan Amendments and Replacement Plans.

3.3 In relation to your Application for Funding, you should contact us if you:

(a) think the Minimum Requirements may need to be amended; or

(b) wish to vary delivery from that specified in the Minimum Requirements.

4. Communication and relationship management

4.1 We will maintain regular contact for the purpose of:

(a) monitoring your performance against the Performance Commitments set out in your Investment Plan, performance expectations and/or the Minimum Requirements (as applicable);

(b) encouraging ongoing review and assessment of your effectiveness;

(c) providing constructive feedback that will enhance the effectiveness of your performance; and

(d) identifying early any issues and opportunities for you to improve.

4.2 If you expect that you will not meet the Performance Commitments set out in your Investment Plan, performance expectations and/or the Minimum Requirements (as applicable), or that you will not comply with a Condition, you must advise us in writing as soon as possible and no later than 10 working days after you become aware that you are unlikely to meet those Performance Commitments, performance expectations and/or Minimum Requirements, or that you will not comply with a Condition.

5. Record-keeping and reporting

5.1 In addition to any specific record-keeping and reporting obligations as described in the Conditions, you must comply with your record-keeping and reporting obligations as set out in (as applicable):

(a) clause 13 of Schedule 18 of the Act (in relation to On-Plan Funding); and/or

(b) clause 25 of Schedule 18 of the Act (in relation to Off-Plan Funding).

5.2 The records that you are required to keep must fully and fairly show for the period to which the Funding relates whether the Conditions on which Funding approval was given have been complied with.

6. TEC monitoring activities

6.1 We will monitor your performance against:

(a) your compliance with the Conditions;

(b) the Performance Commitments in your Investment Plan; and

(c) your delivery against performance expectations and/or the Minimum Requirements (as applicable).

6.2 We will also monitor your performance against:

(a) any initiatives implemented to reduce low-performing provision;

(b) your organisation-wide goals including learner success approaches (including Disability Action Plans);

(c) the agreed objectives for any TEC-funded projects; and/or

(d) the change expectations for you as agreed by us.

6.3 If we consider that there are persistent quality issues with the data you submit to us, we may require that the accuracy of your data is validated by a third party.

6.4 Your performance against the Conditions, the Performance Commitments in your Investment Plan, performance expectations and the Minimum Requirements (as applicable) will also be considered when making future funding decisions.

7. Investment Plan summaries

7.1 If you have not been granted an exemption under clause 9 of Schedule 18 of the Act from the requirement to provide an Investment Plan, you must ensure that an Investment Plan summary is available for inspection by the public and that it complies with clause 24 of Schedule 18 of the Act. The simplest way to do this is to make the information public online. Your Investment Plan summary may be published alongside your other accountability documents.

7.2 The requirements for what an Investment Plan summary must include are specified in the relevant Gazette notice published on our web page Gazette notices: developing Investment Plans.

8. No guarantee of further Funding

8.1 Funding approval does not mean that we:

(a) approve any Funding other than that specified in the Funding Confirmation Letter. This includes any indicative funding which requires a further approval to be made by us before such Funding can be considered to be “approved”;

(b) agree with every statement in your Investment Plan or Application for Funding; or

(c) will fund you in the future.

Base Funding Conditions

1.	Introduction	14
2.	Conditions in the Education and Training Act 2020	14
3.	Conditions that apply to all Funding	14
4.	Conditions that apply to all Funding if you are a Polytechnic, New Zealand Institute of Skills and Technology, a Wānanga, a Registered PTE or an Industry Skills Board	20

Back to Main Contents

Base Funding Conditions

1. Introduction

1.1 This section sets out the Conditions that apply to every Fund for which you receive Funding.

In addition to the Conditions set out in this section, the following Conditions apply to your Funding:

(a) Fund-specific Conditions, which are set out in this Funding Conditions Catalogue; and

(b) Organisation-specific Conditions, which are set out in your Funding Confirmation Letter (if applicable).

2. Conditions in the Education and Training Act 2020

2.1 Sections 426 and 429 of the Education and Training Act (the Act) (as applicable) set out a number of statutory Conditions that apply to your Organisation's receipt of Funding.

Those Conditions relate to the supply of financial, statistical or other information to us or the Ministry of Education from time to time, as required.

3. Conditions that apply to all Funding

3.1 Supply of information

(a) You must supply to us information relating to your financial viability, if we notify you that we require that information, within the time period specified in the notice.

(b) You must supply to us, in the format and within the time periods we specify, any information that we request regarding the tertiary education programmes and activities you deliver, the learners enrolled in those programmes, and your performance against any performance indicators, and ensure this information is accurate and up to date at the time it is provided to us.

(c) You must supply to us information about your subcontracting arrangements when we request that information, within the time period specified in the notice.

(d) You must notify us at least 28 days before, or as soon as practicable if it is not possible for you to notify us at least 28 days before, if:

(i) you have a Change of Control;

(ii) you transfer (or agree to transfer) all of, or a material part of, your assets to a third party;

(iii) you merge with, or acquire, any other entity or business; or

(iv) there is any change to the persons who make up your governing body.

(e) You must notify us immediately if:

(i) any record required to be kept under clause 13(1) of Schedule 18 (for On-Plan Funding) or clause 25(1) of Schedule 18 (for Off-Plan Funding) of the Act has been lost or damaged;

(ii) you are no longer able to comply with a Condition;

(iii) your registration or accreditation from the New Zealand Qualifications Authority (NZQA) is cancelled;

(iv) you have an Insolvency Event;

(v) you have changed your name; or

(vi) the location or locations at which you deliver a course or courses has changed.

(f) If you are a Tertiary Education Institution (TEI), you must give us copies of your audit management letter from the Office of the Auditor General within five working days of receiving it.

(g) If you are, or believe you may be, the only provider of a Qualification, and you intend to stop delivery of that Qualification, you must notify TEC of your intention as soon as practicable after you have made a decision to stop delivery, but no less than 28 days before you stop delivery.

3.2 *Definitions used in Condition 3.1*

Change of Control means, in relation to a person (the "first person"), when a person acquires Control of the first person or when a person who controls the first person ceases to do so; and

Control means, in relation to a person (the "first person"), the ability of another person (the "second person") to ensure that the activities and business of the first person are conducted in accordance with the wishes of the second person, whether through ownership of voting shares, contract or otherwise. Without limitation, the direct or indirect beneficial ownership of more than 50% of the voting rights in a body corporate is deemed to constitute Control.

Insolvency Event means, in relation to you, the occurrence of any of the following events:

(a) any step taken in or toward the making of any compromise, proposal or deed of arrangement with all or some of your creditors;

(b) the appointment of a liquidator, provisional liquidator, receiver, receiver and manager, voluntary administrator, statutory manager or similar official in respect of you or the whole or part of your assets;

(c) the suspension or threatened suspension of the payment of your debts;

(d) you cease or threaten to cease to carry on all or any material part of your business or operations;

(e) a distress, attachment or other execution is levied or enforced upon, or commenced against, any of your assets and is not discharged or stayed within 10 business days, except, in each case, when we are satisfied that you are contesting the same in good faith by appropriate proceedings;

(f) cessation of your business in New Zealand; or

(g) any other insolvency event or proceedings analogous to any of the foregoing occurring in any relevant jurisdiction.

3.3 Financial viability assessment

This Condition applies to you if you are a Private Training Establishment (PTE) or a Community Education Provider (CEP).

(a) You must participate in a financial viability assessment when we ask you to do so.

(b) If your Organisation is assessed by us as being high risk, you must provide us with a financial viability action plan (as referred to in 3.3(c) and (d)) that we consider acceptable, by the date we specify.

(c) A financial viability action plan must state how you will meet the set of minimum financial prudential standards that we specify.

(d) You must comply with the financial viability action plan during the Funding Period.

3.4 Investment Plan Learner Success and Disability Action Plan components

(a) If you are required to submit learner success approach (including Disability Action Plan) components in your Investment Plan, in accordance with the Gazette under the relevant section to the Act or as requested by us, you must submit these components and any subsequent updates to our satisfaction, in the form, and by the date, that we specify.

(b) Progress against, and achievement of, the learner success approach (including Disability Action Plan) components of your Investment Plan may inform future funding decisions.

3.5 Source and use of funding

(a) You must:

(i) not seek or obtain any funding from any Crown source other than us to fund a programme or Micro-credential or a component part of a programme or Micro-credential that is delivered using the Funding (without our prior written approval); and

(ii) notify us immediately if you become aware of any circumstances that might result in a breach of subparagraph (i) of this Condition.

(b) You must only use the Funding:

(i) lawfully, responsibly, and for the purposes for which the Funding is provided; and

(ii) in a manner consistent with the appropriate use of public funds.

3.6 Conflicts of interest

(a) You must notify us immediately if you become aware that you have an actual or perceived conflict of interest (as defined in section 62, with such modifications as are necessary in the circumstances, of the Crown Entities Act 2004) in relation to any Funding you receive from us.

(b) If you have an actual or perceived conflict of interest you must:

(i) develop a conflict management plan;

(ii) if required by us, supply the conflict management plan to us for approval; and

(iii) only use Funding consistent with the conflict management plan referred to in 3.6 (b)(i).

3.7 Making information available to us and our appointed representative for the purpose of monitoring

(a) You must give us (and any representative acting on our behalf) reasonable access to information needed by us to undertake our monitoring and compliance functions to determine whether you are complying with the Act and the Conditions imposed on your Funding.

(b) By accepting the Funding, you authorise us and our appointed representatives to have access to your premises and any premises where your records are kept for the purpose of enabling our monitoring and compliance activities to be undertaken at those premises.

3.8 Suspension, revocation or withdrawal of Funding

(a) We may suspend, revoke or withdraw some or all of your Funding in accordance with:

(i) clause 16 of Schedule 18 of the Act (in respect of On-Plan Funding), in which case clauses 17 to 19 of Schedule 18 of the Act also apply; or

(ii) clause 26 of Schedule 18 of the Act (in respect of Off-Plan Funding), in which case clauses 27 to 28 of Schedule 18 of the Act also apply.

(b) If we suspend, revoke or withdraw some or all of your Funding under clause 16 or 26 of Schedule 18 of the Act (as the case may be) before some or all of that Funding has been used or contractually committed towards the purposes for which the Funding was provided, you must treat the unexpended or uncommitted portion of the Funding as a debt due to the Crown that:

(i) is repayable on demand; and

(ii) may be set-off against all or any Funding, or any sum payable by us to you.

(c) We may suspend or revoke your Funding if we are satisfied on reasonable grounds that:

(i) you have not complied, or are not complying, with a Condition on which Funding has been given;

(ii) if the Funding is On-Plan Funding, when measured against performance indicators, you have not achieved, or are not achieving, an outcome anticipated in your Investment Plan for a tertiary education programme or activity to which Funding has been given; or

(iii) you have not provided, or are not providing, adequate and timely information required by us or the Ministry of Education.

3.9 Enrolment record-keeping

(a) Unless specified otherwise in a Fund-specific Condition, for each verified eligible learner who is enrolled in a programme or Micro-credential funded by us, you must keep accurate and up-to-date records specifying:

(i) the programme or Micro-credential (including Qualification(s) and course(s) in which the learner has been admitted or readmitted); and

(ii) the learner's identity details, including the learner's name, date of birth, citizenship, domestic or international learner status, and residency status (if relevant); and

(iii) how you have verified the learner's identity; and

(iv) how you have verified that the learner meets the learner eligibility criteria specified for the relevant fund and/or has the appropriate visa from Immigration New Zealand; and

(v) the learner's National Student Number (NSN);[1] and

(vi) the learner's previous academic achievement (if relevant) verified by NZQA; and

(vii) the receipt verifying that the learner has paid, or has arranged to pay (including if their employer will pay), their fees (if applicable); and

(viii) changes (if any) made to an enrolment; and

(ix) whether the learner has or has been Withdrawn from part of the programme or Micro-credential, the date of the Withdrawal, and whether the Withdrawal was within the Withdrawal period (where that period applies); and

(x) whether a learner has been expelled from part of the programme or Micro-credential by you due to a breach of your Code of Conduct; and

(xi) whether a learner is on a discretionary leave of absence greater than leave normally granted under your standard minimum attendance requirements; and

(xii) whether the learner is attending the programme or Micro-credential in which they are enrolled, or is actively involved in the programme or Micro-credential or course (learner attendance record); and

(xiii) the period for which the learner is enrolled.

(b) You must retain each learner's records described in Condition 3.9(a) until:

(i) at least two years after the completion of the education or training in which the learner is enrolled; or

(ii) if a learner Withdraws before the learner has completed their education or training, at least two years after the date of Withdrawal.

1 As per Condition 11.1 of ACE (Communities) and Condition 11.1 of ACE (Schools), Base Condition 3.9(a)(v) does not apply to ACE (Communities) and ACE (Schools) Funding.

3.10 Use and disclosure of learners' personal information

(a) Unless Base Funding Condition 3.10(b) applies, you must, prior to, or during, the enrolment process, provide eligible learners with a privacy statement that includes the following information:

(i) that you are collecting and holding the learner's personal information for the purposes of:

A. complying with the requirements of the Education and Training Act 2020, and complying with legislation relating to the maintenance of records; and

B. supplying information to government agencies and other organisations as listed below; and

(ii) that you may disclose the learner's personal information to the following government agencies:

A. Tertiary Education Commission;

B. Ministry of Education;

C. New Zealand Qualifications Authority;

D. Ministry of Social Development;

E. Inland Revenue;

F. Ministry of Business, Innovation and Employment, including Immigration New Zealand; and

G. when required by law, New Zealand Police, Ministry of Justice, and the Accident Compensation Corporation; and

(iii) those government agencies may use the learner's personal information to:

A. administer the tertiary education system, including allocating funding and the administration of the Fees Free schemes;

B. develop policy advice for government;

C. conduct statistical analysis and research;

D. update the New Zealand Record of Achievement;

E. include in the National Student Index or use in an authorised information matching programme with the New Zealand Birth Register;

F. fulfil their statutory responsibilities; and

G. supply to Statistics New Zealand to be integrated in Statistics New Zealand's Integrated Data Infrastructure.

(b) Base Funding Condition 3.10(a) does not apply in relation to Funding provided under the Performance-Based Research Fund, the Māori and Pasifika Trades Training Fund (Fees Top-ups Fund and Brokerage Services Fund), the Māori and Pasifika Trades Training Fund (Consortium Activities), and the Equity Fund.

4. Conditions that apply to all Funding if you are a Polytechnic, New Zealand Institute of Skills and Technology, a Wānanga, a Registered PTE or an Industry Skills Board

4.1 External Evaluation and Review status

If you are a Polytechnic, New Zealand Institute of Skills and Technology (NZIST), a Wānanga, a Registered PTE, or an Industry Skills Board (ISB), you must comply with quality assurance requirements through NZQA and if relevant:[2]

(a) have a Category 1, 2 or 3 status in the most recently published full NZQA external evaluation and review (EER) report; or

(b) have a Category 4 status in the most recently published full EER report, and:

(i) have received Category 3 status or better in the full EER report that was published immediately prior to the most recently published full EER report; and

(ii) have addressed the issues identified by NZQA within 12 months following the publication of the full EER report in which you received a Category 4 status.

(c) if you are an ISB, you must comply with the ISB Prescribed Quality Assurance and Annual Fee Rules set by NZQA.

4.2 Appointment of independent organisation to assess and moderate learning

If NZQA withdraws or suspends your right to assess and moderate learners' learning in accordance with its most recent Quality Assurance of Tertiary Education Providers Rules, you must, in conjunction with NZQA, identify and appoint an independent organisation that has appropriate consent to assess and moderate the learning of the learners enrolled at your Organisation.

4.3 Expired dates for Qualifications

(a) You must not deliver any Qualification beyond the expiry date for the Qualification as determined by NZQA.

(b) Once NZQA assigns an expiry date to a Qualification, we will:

(i) not fund any new learners that you enrol in a programme leading to the Qualification after the last date for entry for that Qualification as determined by NZQA; and

(ii) continue to fund learners who are already enrolled in a programme leading to the Qualification, provided that all the other Conditions are met.

2 We will update references to the EER in the Funding Conditions once NZQA finalises the integrated quality assurance framework (iQAF) quality criteria and overall descriptors or equivalent integrated quality assurance framework rating.

Fund-Specific Conditions

Foundation and Youth Transition Funds	**22**
Adult and Community Education (Communities) Fund	23
Adult and Community Education (Schools) Fund	32
Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework Fund	40
Employer-led Workplace Literacy and Numeracy Fund	61
English Language Teaching Intensive Literacy and Numeracy Fund	70
English Language Teaching Refugee English Fund	77
Gateway Fund	85
Intensive Literacy and Numeracy Fund	89
TEO-led Workplace Literacy and Numeracy Fund	97
Youth Guarantee Fund	105
Vocational and Non-degree Funds	**121**
Delivery at Levels 3 to 7 (non-degree) on the New Zealand Qualifications and Credentials Framework and all industry training Fund	122
Māori and Pasifika Trades Training Fund (Fees Top-ups and Brokerage Services)	154
Māori and Pasifika Trades Training Fund (Consortium Activities)	161
Degree and Research Funds	**166**
Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework Fund	167
Equity Fund	193
Performance-Based Research Fund	196

Back to Main Contents

Foundation and Youth Transition Funds

Adult and Community Education (Communities) Fund	23
Adult and Community Education (Schools) Fund	32
Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework Fund	40
Employer-led Workplace Literacy and Numeracy Fund	61
English Language Teaching Intensive Literacy and Numeracy Fund	70
English Language Teaching Refugee English Fund	77
Gateway Fund	85
Intensive Literacy and Numeracy Fund	89
TEO-led Workplace Literacy and Numeracy Fund	97
Youth Guarantee Fund	105

Back to Main Contents

Adult and Community Education (Communities) Fund

1.	Purpose of Fund	24
2.	Funding Conditions	24
3.	Organisation eligibility	24
4.	Learner eligibility	24
5.	Verification of learner eligibility	25
6.	Verification of learner identity	27
7.	Programme eligibility	28
8.	Funding priorities	29
9.	Your responsibilities	29
10.	Fees	29
11.	Reports and records	30
12.	National Student Number (NSN) reports and records	30
13.	Subcontracting	30
14.	Repayment of ACE (Communities) Funding	31

Adult and Community Education (Communities) Fund

1. Purpose of Fund

1.1 The purpose of the *Adult and Community Education* Fund (ACE) is to purchase provision that provides adults with community-based education, foundation skills, and pathways into other learning opportunities that meet community learning needs.

2. Funding Conditions

2.1 The following Conditions apply, under section 426 of the Education and Training Act (the Act), to the ACE (Communities) Funding that you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

3. Organisation eligibility

3.1 To be an eligible Organisation to receive ACE (Communities) Funding, you must be and continue to be for the duration of the Funding Period:

(a) a Polytechnic;

(b) the New Zealand Institute of Skills and Technology (NZIST);

(c) a Wānanga;

(d) a Private Training Establishment (PTE) that specialises in foundation learning;

(e) a Rural Education Activities Programme (REAP) Provider; or

(f) a community organisation.

4. Learner eligibility

4.1 You must ensure that, for the duration of the learner's enrolment within the Funding Period, ACE (Communities) Funding is only used in respect of a learner enrolled in an eligible ACE programme who is and continues to be:

(a) a Domestic Student; and

(b) aged 16 years or over; and

(c) not a full-time secondary school student.

4.2 However, you may use ACE (Communities) Funding for a learner who is a Domestic Student but does not meet the criteria specified in Condition 4.1(b) or 4.1(c) if, at the time of enrolment, the learner is:

(a) under the age of 16 years and they participate with adults in family-based provision; or

(b) a full-time secondary school learner:

(i) who is 16 years of age or over; and

(ii) who receives ACE (Communities) funded provision outside of normal school hours; and

(iii) who has obtained approval from the relevant school principal or person of equivalent authority; and

(iv) for whom you have obtained our approval.

5. Verification of learner eligibility

5.1 You must verify a learner's eligibility for enrolment. For the following types of learners, you must use one of the following verification methods and assess whether each learner enrolled in an eligible ACE programme meets the eligibility criteria as specified in Condition 4:

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe® (or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate;[1] or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (d) if a learner is unable to obtain a birth certificate for the purposes of (c)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.

1 If the learner was born on or after 1 January 2006, the birth certificate must confirm the learner is a New Zealand citizen at birth.

Type of learner	Verification methods
An Australian citizen or Australian permanent resident currently residing in New Zealand[2]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[3] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's identity in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

5.2 You must follow the process set out in Condition 5.1 or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

5.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or the High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

2 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

3 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

6. Verification of learner identity

6.1 You must verify the identity of each learner enrolled in an eligible ACE programme and confirm the learner is who they say they are by doing one or more of the following:

(a) confirming that the given name(s), surname and date of birth match the learner's NSN; or

(b) receiving an assertion through the Department of Internal Affairs' RealMe® online identity verification service or a Department of Internal Affairs-approved intermediary organisation with online identity verification service; or

(c) sighting the original or certified copy of a current passport; or

(d) sighting the original or certified copy of one or more of the following documents:

(i) a birth certificate; or

(ii) a certificate of identity or refugee travel document; or

(iii) a New Zealand certificate of citizenship; or

(iv) an expired passport that has not been cancelled; or

(v) a current New Zealand driver licence; or

(vi) a current New Zealand firearms licence; or

(e) if a learner is unable to obtain a birth certificate for the purposes of Condition 6.1(d)(i), you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of identity.

6.2 You must follow the process set out in Condition 6.1 unless we are satisfied that there are special circumstances that justify using an alternative process, and we authorise you in writing to follow a different process that we specify.

6.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or the High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

7. Programme eligibility

7.1 You must only use ACE (Communities) Funding for an eligible learner enrolled in an eligible ACE programme, being a programme that:

(a) is designed to do one or more of the following:

(i) improve employability, such as through:

A. courses focused on employability or life skills such as financial literacy;

B. introductory "taster" courses;

(ii) promote social and cultural inclusion and participation, including, but not limited to:

A. courses in languages including, but not limited to, te reo Māori, New Zealand Sign Language, English Language Teaching, Pacific languages (especially Realm languages) and Asian languages;

B. courses supporting digital inclusion;

(iii) raise foundation skills through courses in literacy, numeracy or digital literacy;

(iv) improve health and wellbeing, such as through courses in parenting, mental health and resilience, or conflict resolution/anger management; and

(b) is delivered:

(i) face-to-face; or

(ii) synchronously online where this is in the best interest of the learner or learners; or

(iii) asynchronously, with our prior written approval due to exceptional circumstances. Written approval given in a previous Funding Period remains valid for the current Funding Period unless we revoke the approval; and

(c) when considering what is in the best interests of the learner or learners under Condition 7.1(b)(ii) you must take into account enabling access to education and your capability to deliver effectively. Your capability to deliver effectively includes your delivery method, pastoral care and learning support.

7.2 You must not use ACE (Communities) Funding to provide:

(a) programmes to a Group (three or more) or class of secondary school learners, even if the programme is provided outside school hours; or

(b) professional development courses for ACE educators.

8. Funding priorities

8.1 You must ensure that:

(a) if you are receiving ACE (Communities) Funding for the provision of foundation skills, you target the provision of foundation skills to learners who have low or no formal Qualifications; and

(b) if you are receiving ACE (Communities) Funding for the provision of English Language Teaching, you target the provision of English Language Teaching to learners who identify as having English language needs.

8.2 If you are a Polytechnic, a Wānanga, or NZIST, you must prioritise ACE (Communities) Funding for provision that primarily focuses on:

(a) the learning of foundation skills; and

(b) the re-engagement of learners whose previous learning was not successful; and

(c) the progression of learners into formal tertiary education.

9. Your responsibilities

9.1 You must:

(a) where appropriate, work with local iwi, local organisations, peak bodies, local industry, local employers and communities to identify and meet community learning needs in relation to your overall portfolio of ACE provision; and

(b) design and provide ACE programmes that align with the priorities set out in Conditions 7 and 8.1.

9.2 If you are a Polytechnic, a Wānanga, or NZIST, you must also design and provide ACE programmes that align with the priorities specified in Condition 8.2.

10. Fees

10.1 You must:

(a) ensure that the level of fees you set for ACE programmes is not expected to prevent individuals from enrolling in those programmes; and

(b) charge the same fee to all learners participating in an ACE programme.

10.2 In relation to essential equipment, infrastructure and hardware:

(a) you must pay for the essential equipment, infrastructure and hardware required to deliver a particular programme; and

(b) when providing essential equipment (including computers), you must not require a learner to meet the costs through the "course-related costs" component of the Student Loan Scheme as a condition of the learner's enrolment.

10.3 For the purposes of this Condition, "essential equipment, infrastructure and hardware":

(a) means items that can be used by successive intakes of learners; and

(b) does not include personal items that are provided for individual learners' use and that you do not retain for the next intake of learners.

11. Reports and records

11.1 In addition to the requirements of Condition 3.1(b) of the Base Funding Conditions:

(a) if you are a Polytechnic, a Wānanga, or NZIST, you must supply to us information about each learner enrolled in ACE provision by completing the fields in the Single Data Return (SDR) and using the Source of Funding code 23; or

(b) if you are a PTE, REAP Provider or community organisation, you must:

(i) submit to us progress reports and a final report by the date we specify;

(ii) ensure that each report is completed and submitted in accordance with the template that we provide to you for the time period that we specify; and

(iii) ensure that each report relates to the specific delivery commitments outlined in your Investment Plan.

12. National Student Number (NSN) reports and records

12.1 You are not required to comply with Condition 3.9(a)(v) of the Base Funding Conditions in relation to the records you hold in respect of eligible learners enrolled in eligible ACE programmes for whom you receive ACE (Communities) Funding.

12.2 You may, where possible, collect and report to us each enrolled learner's NSN for statistical and research purposes if you are:

(a) a Polytechnic, a Wānanga, or NZIST; or

(b) a community organisation, PTE or REAP that receives other funding from us.

13. Subcontracting

13.1 If a subcontracted activity that is part of a funded ACE programme meets our published criteria for requiring approval, you must obtain our prior written approval before subcontracting that activity.

13.2 You must not subcontract any of the activities of the funded ACE programme without:

(a) prior written approval from us as required by Condition 13.1 above; and

(b) if the programme or Micro-credential is quality assured by the New Zealand Qualifications Authority (NZQA), meeting NZQA's subcontracting requirements.[4]

13.3 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us in our written approval to subcontract;

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) remain accountable to us for the use of the ACE (Communities) Funding.

4 Refer to the most recent Quality Assurance of Tertiary Education Providers Rules made under section 452(1)(t) of the Education and Training Act 2020.

14. Repayment of ACE (Communities) Funding

14.1 If you receive ACE (Communities) Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

14.2 For the purpose of this Condition, you will have received Funding that was greater than it should have been if you are:

(a) a PTE, REAP or community organisation and delivered less ACE provision (as measured by expected total learner hours) than you were funded for. In that situation, we will recover the difference between the amount of provision delivered (as measured by expected total learner hours) and the ACE (Communities) Funding provided; or

(b) a Polytechnic, a Wānanga, or NZIST, and delivered less ACE provision (as measured by equivalent full-time students (EFTS)) than you were funded for. In that situation, we will recover the difference between the amount of provision delivered (as measured by EFTS) and the ACE (Communities) Funding provided.

Adult and Community Education (Schools) Fund

1.	Purpose of Fund	33
2.	Funding Conditions	33
3.	Organisation eligibility	33
4.	Learner eligibility	33
5.	Verification of learner eligibility	34
6.	Verification of learner identity	36
7.	Programme eligibility	37
8.	Your responsibilities	38
9.	Fees	38
10.	Reports and records	38
11.	National Student Number (NSN) reports and records	39
12.	Subcontracting	39
13.	Repayment of ACE (Schools) Funding	39

Adult and Community Education (Schools) Fund

1. Purpose of Fund

1.1 The purpose of the *Adult and Community Education* Fund (ACE) is to purchase provision that provides adults with community-based education, foundation skills, and pathways into other learning opportunities that meet community learning needs.

2. Funding Conditions

2.1 The following Conditions apply, under section 426 of the Education and Training Act (the Act), to the ACE (Schools) Funding that you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

3. Organisation eligibility

3.1 To be an eligible Organisation to receive ACE (Schools) Funding, you must be and continue to be for the duration of the Funding Period a State, State integrated or Charter school.

4. Learner eligibility

4.1 You must ensure that, for the duration of the learner's enrolment within the Funding Period, ACE (Schools) Funding is only used in respect of a learner enrolled in an eligible ACE programme who is, and continues to be:

(a) a Domestic Student; and

(b) aged 16 years or over; and

(c) not a full-time secondary school student.

4.2 However, you may use ACE (Schools) Funding for a learner who is a Domestic Student but does not meet the criteria specified in Condition 4.1(b) or 4.1(c) if at the time of enrolment, the learner is:

(a) under the age of 16 years and they participate with adults in family-based provision; or

(b) a full-time secondary school learner:

(i) who is 16 years of age or over; and

(ii) who receives ACE (Schools) funded provision outside of normal school hours; and

(iii) who has obtained approval from the relevant school principal, or person of equivalent authority; and

(iv) for whom you have obtained our approval.

5. Verification of learner eligibility

5.1 You must verify a learner's eligibility for enrolment. For the following types of learners, you must use one of the following verification methods and assess whether each learner enrolled in an eligible ACE programme meets the eligibility criteria as specified in Condition 4:

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe® (or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate;[1] or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (d) if a learner is unable to obtain a birth certificate for the purposes of (c)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.
An Australian citizen or Australian permanent resident currently residing in New Zealand[2]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[3] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.

1 If the learner was born on or after 1 January 2006, the birth certificate must confirm the learner is a New Zealand citizen at birth.

2 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

3 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

Type of learner	Verification methods
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's eligibility, in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

5.2 You must follow the process set out in Condition 5.1 or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

5.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or the High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

6. Verification of learner identity

6.1 You must verify the identity of each learner enrolled in a programme and confirm the learner is who they say they are by doing one or more of the following:

(a) confirming that the given name(s), surname and date of birth match the learner's NSN; or

(b) receiving an assertion through the Department of Internal Affairs' RealMe® online identity verification service or a Department of Internal Affairs-approved intermediary organisation with online identity verification service; or

(c) sighting the original or certified copy of a current passport; or

(d) sighting the original or certified copy of one or more of the following documents:

(i) a birth certificate; or

(ii) a certificate of identity or refugee travel document; or

(iii) a New Zealand certificate of citizenship; or

(iv) an expired passport that has not been cancelled; or

(v) a current New Zealand driver licence; or

(vi) a current New Zealand firearms licence; or

(e) if a learner is unable to obtain a birth certificate for the purposes of Condition 6.1(d)(i), you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of identity.

6.2 You must follow the process set out in Condition 6.1 unless we are satisfied that there are special circumstances that justify using an alternative process, and we authorise you in writing to follow a different process that we specify.

6.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or the High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

7. Programme eligibility

7.1 You must only use ACE (Schools) Funding for an eligible learner enrolled in an eligible ACE programme, being a programme that:

(a) is designed to do one or more of the following:

(i) improve employability, such as through:

A. courses focused on employability or life skills such as financial literacy;

B. introductory "taster" courses;

(ii) promote social and cultural inclusion and participation, including, but not limited to:

A. courses in languages including, but not limited to, te reo Māori, New Zealand Sign Language, English Language Teaching, Pacific languages (especially Realm languages) and Asian languages;

B. courses supporting digital inclusion;

(iii) raise foundation skills through courses in literacy, numeracy or digital literacy;

(iv) improve health and wellbeing, such as through courses in parenting, mental health and resilience, or conflict resolution/anger management; and

(b) is delivered:

(i) face-to-face; or

(ii) synchronously online where this is in the best interests of the learner or learners; or

(iii) asynchronously, with our prior written approval due to exceptional circumstances. Written approval given in a previous Funding Period remains valid for the current Funding Period unless we revoke the approval; and

(c) when considering what is in the best interests of the learner or learners under Condition 7.1(b)(ii) you must take into account enabling access to education and your capability to deliver effectively. Your capability to deliver effectively includes your delivery method, pastoral care and learning support; and

(d) is a minimum of six hours or more in duration per learner per year.

7.2 You must not use ACE (Schools) Funding to provide:

(a) programmes to a Group (three or more) or class of secondary school learners, even if the programme is provided outside school hours; or

(b) professional development courses for ACE educators.

8. Your responsibilities

8.1 Where appropriate, you must work with local iwi, local organisations, peak bodies, local industry, local employers and communities, to identify and meet community learning needs in relation to your overall portfolio of ACE provision.

9. Fees

9.1 You must:

(a) ensure that the level of fees you set for ACE programmes is not expected to prevent individuals from enrolling in those programmes; and

(b) charge the same fee to all learners participating in an ACE programme.

9.2 In relation to essential equipment, infrastructure and hardware:

(a) you must pay for the essential equipment, infrastructure and hardware required to deliver a particular programme; and

(b) when providing essential equipment (including computers), you must not require a learner to meet the costs through the "course-related costs" component of the Student Loan Scheme as a condition of the learner's enrolment.

9.3 For the purposes of this Condition, "essential equipment, infrastructure and hardware":

(a) means items that can be used by successive intakes of learners; and

(b) does not include personal items that are provided for individual learners' use and that you do not retain for the next intake of learners.

10. Reports and records

10.1 In addition to the requirements of Condition 3.1(b) of the Base Funding Conditions, you must:

(a) submit to us progress reports and a final report by the date we specify;

(b) ensure each report is completed and submitted in accordance with the template that we provide to you for the time period that we specify; and

(c) ensure each report relates to the specific delivery commitments outlined in your Investment Plan.

11. National Student Number (NSN) reports and records

11.1 You are not required to comply with Condition 3.9(a)(v) of the Base Funding Conditions in relation to the records you hold in respect of eligible learners enrolled in eligible ACE programmes for whom you receive ACE (Schools) Funding.

11.2 You may, where possible, collect and report to us each enrolled learner's NSN for statistical and research purposes.

12. Subcontracting

12.1 If a subcontracted activity that is part of a funded ACE programme meets our published criteria for requiring approval, you must obtain our prior written approval before subcontracting that activity.

12.2 You must not subcontract any activities of the funded ACE programme without:

(a) prior written approval from us as required by Condition 12.1 above; and

(b) if the programme or Micro-credential is quality assured by the New Zealand Qualifications Authority (NZQA), meeting NZQA's subcontracting requirements.[4]

12.3 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us in our written approval to subcontract;

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) remain accountable to us for the use of ACE (Schools) Funding.

13. Repayment of ACE (Schools) Funding

13.1 If you receive ACE (Schools) Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

13.2 For the purposes of this Condition, you will have received Funding that was greater than it should have been if you delivered less ACE provision (as measured by expected total learner hours) than you were funded for. In that situation, we will recover the difference between the amount of provision delivered (as measured by expected total learner hours) and the ACE (Schools) Funding provided. We will determine the amount of Funding delivered using the hourly rate of $11.62 (excluding GST).

4 Refer to the most recent Quality Assurance of Tertiary Education Providers Rules made under section 452(1)(t) of the Education and Training Act 2020.

Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework Fund

1.	Purpose of Fund	41
2.	Funding Conditions	41
3.	Organisation eligibility	42
4.	Single Data Return (SDR)	42
5.	Withdrawal of enrolments	42
6.	Use of DQ1-2 Funding for valid domestic enrolments	43
7.	Programmes and Micro-credentials	50
8.	Funding	55
9.	Student services fees	56
10.	Performance standards	59
11.	Disclosure of data from Statistics New Zealand's Integrated Data Infrastructure	59
12.	Benchmarking	59
13.	Subcontracting	59
14.	Recovery of DQ1-2 Funding	60

Back to Main Contents Back to Section Contents

Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework Fund

1. Purpose of Fund

1.1 The *Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework* Fund (DQ1-2)[1] contributes to the provision of teaching and learning services for enrolled learners at Tertiary Education Organisations (TEOs).

The objectives of foundation-level tertiary education (Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework (NZQCF)) are to:

(a) provide people who do not already have essential foundation skills with access to a low-cost way to gain those skills;

(b) provide progression to higher-level study and skilled employment;

(c) build the literacy and numeracy skills of eligible learners; and

(d) enable learners to learn English or te reo Māori.

Special Supplementary Grant (SSG) Funding is to fund additional educator support for inclusive education in TEOs.

2. Funding Conditions

2.1 The following Conditions apply, under section 426 of the Education and Training Act 2020 (the Act), to the DQ1-2 Funding and SSG Funding (as applicable) that you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue and the Conditions in the Act.

1 **Note:** All work-based modes of delivery at Levels 1 and 2 are funded under the ***Delivery at Levels 3 to 7 (non-degree) on the New Zealand Qualifications and Credentials Framework and all industry training*** Fund.

3. Organisation eligibility

3.1 To be an eligible Organisation to receive DQ1-2 Funding, you must be and continue to be for the duration of the Funding Period:

(a) a Tertiary Education Institution (TEI), namely:

(i) a University; or

(ii) a Polytechnic; or

(iii) the New Zealand Institute of Skills and Technology (NZIST); or

(iv) a Wānanga; or

(b) a Registered Private Training Establishment (PTE).

4. Single Data Return (SDR)

4.1 In addition to the requirements of Condition 3.1(b) of the Base Funding Conditions, you must:

(a) supply to us information about each learner enrolled in a course by completing the fields in the SDR in accordance with the Data Specifications for the Single Data Return; and

(b) submit the information on or before the date we specify through DXP Ngā Kete. For more information, please refer to the Data Specifications for the Single Data Return.

5. Withdrawal of enrolments

5.1 Withdrawal date for TEIs

(a) If you are a University, a Polytechnic, NZIST, or a Wānanga, you may set a Withdrawal date, being the specified period during which a learner can Withdraw and receive a full refund of student services fees, provided that date is not earlier than the Withdrawal date in Condition 5.1(b).

(b) If you do not set a Withdrawal date, the Withdrawal date will be the date on which 10% (rounded up to the nearest whole day) or 30 calendar days of the course for which a learner is enrolled has passed, whichever is the earlier. The Withdrawal date must be determined by calculating the number of sequential calendar whole days (including weekends and public holidays) from the start date of the course.

5.2 Withdrawal date for Registered PTEs

If you are a Registered PTE, you must comply with the Withdrawal dates and refund period entitlements set out in section 357 of the Act.

5.3 Reporting Withdrawals to the Ministry of Social Development (StudyLink)

In addition to any other Conditions requiring you to report Withdrawals of enrolments, you must report the Withdrawal of learners to the Ministry of Social Development (StudyLink) within five working days of each Withdrawal. This is to enable Student Loans and Student Allowances to be cancelled as soon as possible.

5.4 Other obligations to report Withdrawals

For the avoidance of doubt, completing the SDR under Condition 4 does not discharge your other obligations to report Withdrawals. These obligations include reporting (where applicable) to:

(a) Immigration New Zealand (for international learners); and

(b) Trustees administering your fee protection mechanisms (for international learners or if you are a Registered PTE).

5.5 Refunding student services fees for Withdrawals

(a) If you are a TEI and student services fees are to be refunded to a learner, you must, as soon as reasonably practicable, pay the refund:

(i) to the Ministry of Social Development (StudyLink), if the learner paid the fees using the Student Loan Scheme; or

(ii) directly to the learner.

(b) If you are a Registered PTE and student services fees are to be refunded to a learner, you must comply with your obligations under section 357 of the Act.

6. Use of DQ1-2 Funding for valid domestic enrolments

6.1 Valid domestic enrolments

(a) You must ensure that, for the duration of the learner's enrolment within the Funding Period, DQ1-2 Funding is only used in respect of a learner who is a "valid domestic enrolment".

(b) For the purposes of DQ1-2 Funding, the term "valid domestic enrolment" refers to the enrolment of a learner who is:

(i) a Domestic Student; and

(ii) either:

A. aged 16 years or over; or

B. aged under 16 years, and meets the criteria established by us for a valid domestic enrolment of a learner aged under 16 years (refer to Condition 6.1(c)); and

(iii) studying in New Zealand, unless the learner meets the criteria in Condition 6.1(d).

(c) A learner aged under 16 years at the time that the programme in which the learner is enrolled begins is a valid domestic enrolment if:

(i) you are satisfied that the learner is capable of completing the academic requirements of the programme in which they are enrolled; and

(ii) the learner:

A. is, or will be, enrolled in a secondary school at the time the programme starts, and you have ensured that the learner's principal has signed a letter that approves the programme, and that either specifies that:

I. the learner is not required to be absent from school during school hours; or

II. if the learner is required to be absent from school during school hours for more than five hours per week, the school will seek reduced funding for the learner from the Ministry of Education; or

B. is, or will be, home schooled at the time that the programme starts, and you have ensured that the parent or legal guardian of the learner who is primarily responsible for their home schooling has signed a letter that approves the study or training; or

C. has a school exemption certificate from the Ministry of Education.

(d) A learner studying outside New Zealand is a valid domestic enrolment if they:

(i) meet the criteria in Conditions 6.1(b)(i) and (ii); and

(ii) are enrolled in a course(s) leading to the award of a recognised Qualification at Levels 1 or 2 on the NZQCF offered by a New Zealand TEO; and

(iii) meet one of the criteria below:

A. you have received our written approval to enrol the learner due to exceptional circumstances; or

B. the learner is studying in a Realm country (namely, Tokelau, the Cook Islands or Niue) in 2027 and is enrolled in a programme that was funded under this fund in 2025 or earlier.

(e) A learner who has not paid their student services fees (if student services fees apply) is a valid domestic enrolment, including for the purpose of section 256(5) of the Act (if applicable), if you pay for the student services fees through a scholarship.

6.2 Verification of learner eligibility

(a) You must verify a learner's eligibility for enrolment. For the following types of learners, you must use one of the following verification methods and assess whether each learner enrolled in an eligible programme meets the eligibility criteria as specified in Condition 6.1:

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe® (or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) if the learner is in a correctional facility at the time of enrolment, receive a completed and signed Department of Corrections "Verification of legal name and New Zealand residency status" form relating to the learner; or (d) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate;[2] or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (e) if a learner is unable to obtain a birth certificate for the purposes of (d)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.
An Australian citizen or Australian permanent resident currently residing in New Zealand[3]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[4] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.

2 If the learner was born on or after 1 January 2006, the birth certificate must confirm the learner is a New Zealand citizen at birth.

3 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

4 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

Back to Main Contents Back to Fund Contents

Type of learner	Verification methods
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's eligibility, in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

(b) You must follow the process set out in Condition 6.2(a), or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

(c) For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(i) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(ii) have the official or person's signature on each page, with their name and title shown clearly below their signature.

6.3 Verification of learner identity

(a) You must verify the identity of each learner enrolled in a programme of more than 0.03 equivalent full-time students (EFTS) and confirm the learner is who they say they are by doing one or more of the following:

(i) confirming that the given name(s), surname and date of birth data fields match the learner's NSN; or

(ii) receiving an assertion through the Department of Internal Affairs' RealMe® online identity verification service or a Department of Internal Affairs-approved intermediary organisation with online identity verification service; or

(iii) if the learner is in a correctional facility at the time of enrolment, receiving a completed and signed Department of Corrections "Verification of legal name and New Zealand residency status" form relating to the learner; or

(iv) sighting the original or certified copy of a current passport; or

(v) sighting the original or certified copy of one or more of the following documents:

A. a birth certificate; or

B. a certificate of identity or refugee travel document; or

C. a New Zealand certificate of citizenship; or

D. an expired passport that has not been cancelled; or

E. a current New Zealand firearms licence.

(b) You must follow the process set out in Condition 6.3(a) unless we are satisfied that there are special circumstances that justify using an alternative process, and authorise you in writing to follow a different process that we specify.

(c) If a learner is unable to obtain a birth certificate for the purposes of Condition 6.3(a)(v)A, you may contact us to confirm that a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of identity.

(d) For the purposes of this Condition a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(i) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(ii) have the official or person's signature on each page, with their name and title shown clearly below their signature.

6.4 Enrolment records for eligible learners

You only need to comply with Condition 3.9 of the Base Funding Conditions in respect of an eligible learner who is enrolled in a programme or Micro-credential of more than 0.03 EFTS for which you receive DQ1-2 Funding.

6.5 No inducing enrolment

(a) You must not secure or seek to secure a valid domestic enrolment through offering an inducement.

(b) Even if a learner meets the criteria specified in Condition 6.1, the enrolment is not a valid domestic enrolment if it has been secured by way of an inducement.

(c) For the purposes of this Condition, an inducement includes any of the following, where they induce a learner to enrol:

(i) a financial benefit to the learner; or

(ii) a personal advantage to the learner; or

(iii) a physical item that a learner retains possession of after the course has ended.

(d) For the purposes of this Condition, an inducement does not include:

(i) a scholarship, as defined below; or

(ii) a physical item that:

A. is essential for a learner to complete the compulsory requirements of their programme (including printed course notes, an e-reader for course notes, or course-related textbooks); and

B. cannot be returned and reused for learners in subsequent intakes (for example, due to health and safety reasons; time-limited materials or materials that will be updated; or if it is not financially feasible); or

(iii) an item or arrangement that has been approved by us (for example, we may approve an item that has minimal residual value or useful life in the general marketplace, or items that are needed for a learner's pathway into the vocation for which study or training has been undertaken); or

(iv) the guarantee of a job placement on the successful completion of a programme, backed by a partial or total money-back guarantee; or

(v) a conditional offer of a partial refund (such as a refund for a timely or electronic enrolment).

(e) For the purposes of this Condition, a scholarship means:

(i) a merit scholarship (or prize) that comprises financial aid given to a learner as a result of high academic achievement exceeding that of their fellow learners or cohort; and/or

(ii) a needs-based scholarship that comprises financial aid given to a learner who would otherwise be significantly disadvantaged in accessing education, where the need of the learner has been demonstrated through a robust application and assessment process; and/or

(iii) any scholarship that:

A. has a clear, focused rationale for its existence; and

B. has a clearly identified philanthropic aim or supports study in a particular area of importance to the donor.

6.6 No private advantage

You must not restrict enrolment in a DQ1-2 funded programme or Micro-credential on the basis of private advantage (for example, restricting enrolment to your employees only).

6.7 Exceeding the total annual EFTS value of the Qualification

You must not seek DQ1-2 Funding in respect of a learner enrolled in a course or Micro-credential that leads to the award of a Qualification if the result of enrolling the learner in the course or Micro-credential is that the total EFTS factors for all of the courses and Micro-credentials in which the learner is enrolled in that year exceed the total annual EFTS value of the Qualification, unless:

(a) the learner, in an exceptional circumstance (such as repeating a course or Micro-credential that they previously have not passed), has elected to exceed total EFTS value of the Qualification in that year; and

(b) you can demonstrate that the EFTS factor sought for the course or Micro-credential adequately reflects additional teaching input, rather than additional self-directed study.

6.8 Funding for EFTS factor of a course

You may only seek DQ1-2 Funding for the EFTS factor of a course once in cases where a learner's enrolment in the course can lead to the award of two (or more) Qualifications for the learner, unless you can demonstrate that additional EFTS value sought for the learner's enrolment in the course adequately reflects additional teaching input or assessment that the learner would not receive if their enrolment in the course could only lead to the award of one Qualification.

6.9 Recognised prior learning

(a) You must not seek DQ1-2 Funding for recognised prior learning credited to a learner. To ensure that you are able to comply with this Condition, you must:

(i) make any fees charged for recognition of prior learning clear to the learner; and

(ii) ask the learner to specify prior learning they have undertaken; and

(iii) review the information provided by the learner when admitting a learner into a programme, Micro-credential or Qualification; and

(iv) retain documents that confirm that the learner has demonstrated the required knowledge or skill; and

(v) adjust the course EFTS factor in the SDR enrolment so that you do not claim DQ1-2 Funding for prior learning credited to the learner; and

(vi) where programme or Micro-credential components are credited to the learner for prior learning, pro-rate the course EFTS factor accordingly and detail your calculations for each enrolment.

(b) Recognised prior learning does not include repeated learning or training that the applicable quality assurance body requires learners to undertake periodically (eg, First Aid Certificates). If you deliver repeated learning or training for the purpose of meeting quality assurance body requirements, you must retain evidence that clearly identifies:

(i) the learning or training that the learner was required to repeat to meet quality assurance body requirements; and

(ii) the specific quality assurance body requirements; and

(iii) that you have advised the learner of the fees that you will charge for the repeated learning or training; and

(iv) that the learner has agreed it is necessary to repeat the learning or training.

6.10 Learners with prior Qualifications

(a) You must not claim Funding in relation to a learner enrolled in a programme or Micro-credential eligible for DQ1-2 Funding if:

(i) that learner has already achieved a Qualification at Level 2 or higher on the NZQCF (a prior Qualification); and

(ii) 10% of the learners for whom you receive DQ1-2 Funding in the calendar year had, at the time of their enrolment, already achieved a Qualification at Level 2 or higher on the NZQCF.

(b) You must measure the limit on enrolments with a prior Qualification:

(i) by excluding learner enrolments in Qualifications in English language or te reo Māori; and

(ii) by excluding Qualifications achieved five years or more prior to the current enrolment; and

(iii) according to any other methodology we set.

(c) Without limiting Condition 14, we may recover DQ1-2 Funding if you enrol a learner in breach of this Condition.

7. Programmes and Micro-credentials

You must only use DQ1-2 Funding to deliver programmes, Micro-credentials and courses that have been approved by us. To receive Funding approval for a programme or Micro-credential, you must submit the relevant documents to us in accordance with the information on our website.

7.1 Minimum Requirements

You must ensure that, throughout the Funding Period, a programme or Micro-credential in which an eligible learner is enrolled and that receives DQ1-2 Funding:

(a) meets the objectives of foundation-level tertiary education, which are to:

(i) provide people who do not already have essential foundation skills with access to a low-cost way to gain those skills;

(ii) provide progression to higher-level study and skilled employment;

(iii) build the literacy and numeracy skills of eligible learners; and

(iv) enable learners to learn English or te reo Māori.

(b) is one of the following:

(i) part of a programme that leads to the award of a Qualification (of 40 credits or more) at Level 1 or 2 on the NZQCF; or

(ii) part of a programme that leads to the award of the National Certificate of Educational Achievement (NCEA) at Level 2 that is aligned with one or more of the Vocational Pathways; or

(iii) part of a Micro-credential that leads to a Micro-credential award with credit value of at least 20 credits at Level 1 or 2 on the NZQCF that has been approved by us for Funding; and

(c) in relation to a Micro-credential continues to meet the criteria for Funding that we set for Micro-credentials;

(d) includes embedded literacy and numeracy provision (except for programmes in English language or te reo Māori) and

(i) includes an effective assessment process for determining the literacy and numeracy needs of eligible learners, such as the Literacy and Numeracy for Adults Assessment Tool (LNAAT), and provides support to ensure that those learners progress in line with the guidelines provided by us; and

(ii) involves synchronous learning (delivered in real-time to the learner); and

(iii) may be delivered extramurally, with our prior written approval. Written approval given in a previous Funding Period remains valid for the current Funding Period unless we revoke the approval; and

(e) is taught by appropriately qualified educators.

7.2 Health and safety or regulatory compliance learning

(a) You must not use DQ1-2 Funding to fund a programme or Micro-credential where we consider on reasonable grounds that the majority of the programme or Micro-credential relates to health and safety or regulatory compliance learning that would displace the responsibility of employers to provide training necessary to mitigate health and safety risks or meet their regulatory compliance obligations.

(b) Delivery of a programme or Micro-credential that meets the criteria in condition 7.2(a) may be funded where we are satisfied that the relevant health and safety or regulatory compliance learning is embedded in occupational or technical learning that supports the development of transferable skills or skills with industry-wide application as determined by the Tertiary Education Commission (TEC).

(c) We will assess whether the criteria in condition 7.2(b) is satisfied in accordance with the guidance published on our website.

7.3 Micro-credentials

You must ensure that you comply with any requirements we set in relation to the Funding of Micro-credentials.

7.4 Making changes to programmes and Micro-credentials

(a) Before making a minor change to a programme or Micro-credential, you must:

(i) obtain approval for the change from the relevant quality assurance body (if required), that is:

A. the New Zealand Qualifications Authority (NZQA), if you are a Polytechnic, NZIST, a Wānanga, or a Registered PTE; or

B. Universities NZ or equivalent quality assurance body, if you are a University; and

(ii) notify us of the change and provide the relevant information; and

(iii) obtain approval from us to update the course or TEC Qualifications Register.

(b) Before making a significant change to a programme or Micro-credential, you must:

(i) obtain approval from the relevant quality assurance body, as set out in Condition 7.4(a)(i); and

(ii) provide the relevant information to us (including evidence of approval from the quality assurance body) to enable us to determine whether or not to approve the change; and

(iii) obtain approval from us to make the significant change.

(c) For the purposes of this Condition:

(i) a "minor change" to a programme or Micro-credential is a change that does not change the size, level, core content or EFTS value of the programme; and

(ii) a "significant change" to a programme or Micro-credential is a change to:

A. the EFTS value; or

B. the total number of credits; or

C. the timeframe to complete the programme or Micro-credential; or

D. the level of the resulting Qualification or Micro-credential on the NZQCF; or

E. in relation to Polytechnics, NZIST, Wānanga, and Registered PTEs:

I. the location or locations at which the programme or Micro-credential is delivered; or

II. the delivery mode of the programme or Micro-credential; or

III. the number of courses that each learner is expected to undertake to achieve the Qualification or Micro-credential; or

IV. prerequisite requirements.

7.5 Assigning EFTS values to programmes and Micro-credentials

(a) You must:

(i) use the following three methods to determine the EFTS value of a programme or Micro-credential:[5]

A. credits; and

B. learning hours; and

C. full-time teaching weeks; and

(ii) ensure that a programme designed to be delivered within a year (being any 12-month period) is limited to a maximum of 1.0 EFTS, even if obtaining the Qualification requires more than 120 credits (1,200 notional hours of learning or 34 full-time teaching weeks), unless we have approved an exception to this limit; and

(iii) provide us with information on the three methods of calculating EFTS values (being credits, learning hours and full-time teaching weeks) when you enter Qualification or Micro-credential details through DXP Ngā Kete.

(b) For the purposes of DQ1-2 Funding, 1.0 EFTS equates to a programme that is 120 credits (1,200 notional learning hours delivered over 34 teaching weeks).

(c) If you submit a Qualification for approval for DQ1-2 Funding that has two or more strands, you must propose an EFTS value for the Qualification that is based on the strand that contains the highest number of credits that you are approved to deliver for the Qualification. A strand is a specialisation within a Qualification that represents a major component of the Qualification and is at the level of the Qualification. Strands are documented through strand-specific outcomes in the graduate profile.

(d) If you submit a Qualification for approval for DQ1-2 Funding, and NZQA has approved you to deliver a Qualification in both trades and non-trades[6] (eg, 50% of the courses are in delivery classification codes C1, L1 and P1 and the other 50% are in delivery classification codes A1 and J1), you must set up two separate local Qualifications codes to reflect these different programmes. Where the Qualification will only be delivered as either trade or non-trade, only the relevant Qualification code needs to be set up.

5 The EFTS value for the New Zealand Certificate in Skills for Living for Supported Learners (Level 1) (Qualification NZ2853) and the New Zealand Certificate in Skills for Learning and Working, for Supported Learners (Level 1) (Qualification NZ4373) are only calculated using learning hours. We do not require the three methods described for the EFTS value calculation for Qualification NZ2853 or NZ4373.

6 A non-trades Qualification provides students with a broad educational experience, particularly in business, computer technology, education, health care or retail. Programmes in a non-trades Qualification provide learners with the fundamental principles, concepts, vocabulary and methods essential for the acquisition of knowledge and skills basic to the field of study.

(e) For the purposes of this Condition, learning hours comprises learning activities leading towards achievement of Qualification or Micro-credential learning outcomes (planned by you and communicated by you to the learner). Learning activities include but are not limited to:

(i) educator contact hours, including workshops and tutorials; and

(ii) tests and assignments; and

(iii) supervised practical placements; and

(iv) study time; and

(v) self-directed learning activities that the learner is expected to engage with and participate in (with tutorial support available); and

(vi) examination periods.

7.6 Limit on EFTS values for Qualifications

You must not assign an EFTS value of more than 1.0 EFTS per year (being any 12-month period) to a programme for which you seek approval of DQ1-2 Funding, unless you have received approval from us. In approving an exception to this Condition, we will consider additional criteria, including whether you:

(a) will inform each learner accurately about their higher than normal expected study commitments; and

(b) have support mechanisms in place for each learner who has difficulty coping with the intensity of the course.

7.7 Assigning delivery classifications

You must accurately assign each of your courses:

(a) an EFTS factor; and

(b) a delivery classification in accordance with the Delivery Classification Guide (DCG).

7.8 Assigning a funding category

You must accurately assign each of your courses a funding category in accordance with the Delivery Classification Guide (DCG).

You can read more about how we use this to calculate your final funding rate on the DQ1-2 page of our Fund Finder. Funding rates are published in Appendix 1 of the Funding Mechanism named *Determination of Design of Funding Mechanism: Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework*.

8. Funding

8.1 Use of DQ1-2 Funding

(a) You must ensure that DQ1-2 Funding is only used for the relevant programmes and activities at Levels 1 and 2 on the NZQCF that are specified in your approved Investment Plan or equivalent arrangement. For the purposes of calculating the value of your approved DQ1-2 funded delivery, we use a metric comprising:

(i) the number of valid domestic enrolments measured in EFTS; and

(ii) the programmes, and their Component Courses or Micro-credentials, in which learners are enrolled, and the assigned delivery classifications, funding categories and funding rates of those programmes and Component Courses or Micro-credentials.

(b) You may only claim DQ1-2 Funding for a learner who:

(i) is and continues to be for the duration of the Funding Period a valid domestic enrolment as described in Condition 6.1; and

(ii) has completed 10% or 30 calendar days of the course for which they have enrolled, whichever is the earlier. You must determine whether a learner has completed 10% or 30 calendar days of a course by calculating the number of sequential calendar whole days (including weekends and public holidays) from the start date of the course, rounding up to the nearest whole day.

8.2 DQ1-2 Funding rate for delivery in a correctional facility

All programmes or Micro-credentials that are delivered under DQ1-2 Funding for learners in a correctional facility will be funded at the DQ1-2 Fund "Delivery in a Correctional Facility" rate, listed in Table 1 of Appendix 1: Calculation of DQ1-2 Funding of the *Determination of Design of Funding Mechanism: Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework*.

8.3 No charging fees

(a) You must not charge a fee to a learner enrolled in a programme or Micro-credential funded from DQ1-2 Funding.

(b) For the purposes of this Condition, the term "fee" includes the following items: tuition fees, compulsory course costs, examination fees, cost of materials, costs of field trips, costs associated with the compulsory purchase of equipment or books through a TEO, and other charges associated with a Micro-credential, or a course that is part of a programme.

(c) The term "fee" does not include student services fees or fees for student identification cards.

8.4 Provision of equipment, infrastructure and hardware

(a) You must pay for the essential equipment, infrastructure and hardware required to deliver a particular programme or Micro-credential.

(b) When providing essential equipment (including computers, diving hardware, chainsaws, protective overalls, safety helmets, mesh visors, earmuffs, steel-capped boots, safety glasses, hair nets, and other compulsory footwear), you must not:

(i) include the costs in any fee, compulsory course cost or student services fee charged to a learner; or

(ii) require a learner to meet the costs through the "course-related costs" component of the Student Loan Scheme as a condition of the learner's enrolment.

(c) For the purposes of this Condition, "equipment, infrastructure and hardware":

(i) means items that can be used by successive intakes of learners; and

(ii) does not include personal items that are provided for individual learners' use and that you do not retain for the next intake of learners.

8.5 Special Supplementary Grant (SSG) for Inclusive Education Funding

(a) The purpose of the SSG Funding is to provide additional educator support for inclusive education to ensure these learners gain the knowledge and skills needed to take part in social and economic life in New Zealand.

(b) If you receive SSG Funding, we may require you to submit a report relating to your use of SSG Funding by the date we specify. You must ensure that any report we may require is completed and submitted in accordance with the template that we provide to you and for the time period that we specify.

9. Student services fees

(a) This Condition applies to all student services fees charged by you to Domestic Students in respect of whom you receive DQ1-2 Funding.

(b) The objective of these requirements is to ensure:

(i) accountability to learners in the use of fees for student services;

(ii) involvement of learners in decisions about the charging and use of fees for student services; and

(iii) fair arrangements for learners in different tertiary education settings (for example, work-based learners or learners in fees-free foundation education programmes).

9.1 Decision-making

You must establish and demonstrate adequate arrangements for decisions to be made jointly, or in consultation with the learners enrolled at your Organisation, or their representatives, on the following matters:

(a) the maximum amount that learners will be charged for student services;

(b) the types of services to be delivered (within the permitted categories set out in Condition 9.6);

(c) the procurement of those services; and

(d) the method for authorising expenditure on those services.

9.2 Consultation requirements

If you choose to make decisions about student services fees in consultation with learners enrolled at your Organisation or their representatives, instead of undertaking a joint decision-making process, you are required to ensure that:

(a) the outcome of the consultation is not predetermined;

(b) proposals are clearly communicated and publicised;

(c) there is sufficient time for learners to consider proposals and provide feedback; and

(d) due consideration is given to learner feedback.

9.3 Accounting for the use of student services fees

You must either hold all student services fees in a separate bank account or ensure that all income and expenditure associated with the provision of such services is separately accounted for in your accounting system.

9.4 Reporting on student services fees

(a) If you are:

(i) a TEI, you must provide information on all student services fees through your annual report; or

(ii) a Registered PTE, you must:

A. provide information on all student services fees through a written report to learners;

B. provide us with a copy of that written report no later than 14 days after it is provided to learners by sending the copy:

by post to: Requirements for Student Services Fees Submissions
Monitoring and Crown Ownership
The Tertiary Education Commission
PO Box 27048
Wellington 6141; or

by email to: ssf@tec.govt.nz.

(b) You must include the following information in your annual report or written report to learners (as the case may be):

(i) a description of the services funded out of the student services fee;

(ii) a statement of the fee income and expenditure for each type of student service;

(iii) the student services fee amount charged per EFTS or academic year (or however it is calculated); and

(iv) a statement describing how you are complying with the accounting requirements specified above in Condition 9.3.

9.5 Publishing information online

If you are charging student services fees, you must, as soon as reasonably practicable each year, publish the following information on your website:

(a) a description of the services funded out of the student services fee;

(b) a statement of the fee income and expenditure for each type of student service;

(c) the student services fee amount charged per EFTS or academic year (however it is calculated);

(d) a description of the current year's student services fee decision-making process, including what decisions were consulted on, how consultation with learners occurred, a summary of learner feedback, and how learner feedback was incorporated into those decisions; and

(e) a description of how learners can be involved in student services fee decisions for the following year – ie, how you propose to consult with your learners and what issues might be considered.

9.6 Categories of student services

You may charge student services fees to support the delivery of the following categories of services:

(a) advocacy and legal advice – advocating on behalf of individual learners and groups of learners, and providing independent support to resolve problems. This includes advocacy and legal advice relating to accommodation;

(b) careers information, advice and guidance – supporting learners' transition into post-study employment;

(c) childcare services – providing childcare services while caregivers are studying;

(d) clubs and societies – supporting student clubs and societies, including through the provision of administrative support and facilities for clubs and societies;

(e) counselling services – providing non-academic counselling and pastoral care, such as chaplains;

(f) employment information – providing information about employment opportunities for learners while they are studying;

(g) financial support and advice – providing hardship assistance and advice to learners on financial issues;

(h) health services – providing health care and related welfare services;

(i) media – supporting the production and dissemination of information by learners to learners, including through newspapers, radio, television and internet-based media; and

(j) sports, recreation and cultural activities – providing sports, recreation and cultural activities for learners.

10. Performance standards

10.1 You must meet any performance standards that we specify, including any performance standards specified in your Investment Plan.

11. Disclosure of data from Statistics New Zealand's Integrated Data Infrastructure

11.1 It is a Condition of Funding that you consent, for the purposes of section 39(2)(a) of the Data and Statistics Act 2022, to Statistics New Zealand disclosing information to the Ministry of Education and to us from its Integrated Data Infrastructure that identifies or may identify you.

The Data and Statistics Act 2022 does not constrain the ongoing use or sharing of your TEO-level data once it is disclosed.

12. Benchmarking

12.1 If you are a TEI, you must participate as appropriate in benchmarking, including:

(a) providing us, or any vendor contracted by us for benchmarking purposes, with financial and performance information as requested, in a timely manner; and

(b) engaging with the vendor over follow-up questions and related quality assurance processes, in a timely manner; and

(c) contributing to the cost of the agreement between us and the vendor, at a rate we determine.

13. Subcontracting

13.1 You must not subcontract any of the activities of the funded programme or Micro-credential without:

(a) prior written approval from us; and

(b) if the programme or Micro-credential is quality assured by NZQA, meeting NZQA subcontracting requirements.[7]

13.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us on a written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) remain accountable to us for the use of the DQ1-2 Funding.

7 Refer to the most recent Quality Assurance of Tertiary Education Providers Rules made under section 452(1)(t) of the Education and Training Act 2020.

14. Recovery of DQ1-2 Funding

14.1 If you receive DQ1-2 Funding (including SSG Funding) that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

14.2 For the purposes of this Condition, you will have received DQ1-2 Funding (including SSG Funding) that was "greater than it should have been" if the total dollar value of the Fund provision that was delivered by you within the year is less than 99% of the total dollar value of the DQ1-2 Fund provision paid to you from DQ1-2 Funding. In that situation, the percentage of Funding that is repayable is equal to the difference between the bottom of the tolerance band (99%) and the percentage value of the provision that was delivered.

14.3 We may recover a proportion of your Funding for enrolments above the prior Qualification limit.

Employer-led Workplace Literacy and Numeracy Fund

1.	Purpose of Fund	62
2.	Funding Conditions	62
3.	Organisation eligibility	62
4.	Learner eligibility	63
5.	Verification of learner eligibility	64
6.	Verification of learner identity	66
7.	Programme eligibility	67
8.	Hours and intensity of delivery	68
9.	Fees	68
10.	Reports and information	68
11.	Subcontracting	68
12.	Repayment of EWLN Funding	69

Employer-led Workplace Literacy and Numeracy Fund

1. Purpose of Fund

1.1 The purpose of funding literacy and numeracy provision is to:

(a) raise adults' literacy and numeracy skills; and

(b) increase opportunities for adults, particularly those in low-skilled employment, to engage in literacy and numeracy learning; and

(c) improve the quality and relevance of provision, including the ability to identify learner need.

1.2 The purpose of the *Workplace Literacy and Numeracy* Fund (WLN) is to:

(a) increase the literacy and numeracy skills of employees; and

(b) contribute to workplace productivity through the provision of literacy and numeracy learning in a workplace context.

1.3 The purpose can be achieved by:

(a) providing programmes of workplace literacy and numeracy training to employees; and

(b) supporting workplaces to establish sustainable workplace literacy and numeracy provision.

The WLN Fund has two Funding strands: the Tertiary Education Organisation (TEO)-led strand and the Employer-led strand (EWLN).

2. Funding Conditions

2.1 The following Conditions apply, under section 429 of the Education and Training Act (the Act), to EWLN Funding you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

3. Organisation eligibility

3.1 To receive EWLN Funding, you must be and continue to be for the duration of the Funding Period:

(a) an employer that:

(i) is a TEO as defined in section 10(1) of the Act; and

(ii) is a body corporate; or

(b) REAP Aotearoa New Zealand Incorporated (REAP Aotearoa).

3.2 To receive EWLN Funding you must also for the duration of the Funding Period:

(a) deliver literacy and/or numeracy provision:

(i) to a minimum of 20 of your employees if you are an employer as defined in Condition 3.1(a); or

(ii) to a minimum of 20 employees as part of a consortium arrangement with employers.

(b) have in place an effective assessment process for determining the literacy and numeracy needs of eligible learners, such as the Literacy and Numeracy for Adults Assessment Tool (LNAAT), and provide support to ensure that those learners progress in line with the guidelines provided by us; and

(c) be able to offer an eligible programme of intensive literacy and numeracy provision as set out in Conditions 7.1 and 8.

4. Learner eligibility

4.1 You must ensure that EWLN Funding is only used for a learner who:

(a) is a Domestic Student; and

(b) has low skill levels in literacy and/or numeracy as determined by us; and

(c) is assessed using the LNAAT and does not present at Step 4 or higher on the Adult Learning Progressions for reading, and/or Step 5 or higher on the Adult Learning Progressions for numeracy (as appropriate)[1] when assessed in line with our LNAAT guidelines, unless the learner has a disability that represents exceptional circumstances that prevents them from being assessed using the LNAAT; and

(d) is in the paid workforce; and

(e) is not:

(i) enrolled as a full-time secondary learner; or

(ii) accessing Tertiary Education Commission (TEC)-funded literacy and/or numeracy provision at another TEO or workplace.

4.2 For the purposes of Condition 4.1(b):

(a) subject to Condition 4.2(b), a learner is considered to have a low skill level in literacy and/or numeracy if they have:

(i) fewer than 121 credits on the New Zealand Qualifications and Credentials Framework (NZQCF) (or equivalent); or

(ii) more than 120 credits on the NZQCF (or equivalent), but fewer than 31 credits in literacy and/or numeracy in unit standards and/or achievement standards (or equivalent);

(b) a learner is not considered to have a low skill level of literacy and/or numeracy if they have an undergraduate, postgraduate, or Level 5 or above Qualification that is gained in New Zealand or listed on the NZQCF, even if they fall within one of the categories in 4.2(a).

1 The Literacy and Numeracy for Adults Assessment Tool (LNAAT) scores must be relevant to the intended area/s of study (low literacy for literacy programmes, and low numeracy for numeracy programmes). If the learner is enrolled in a programme that covers both literacy and numeracy, the "and/or" allows them to only present at the right step for either literacy or numeracy – they don't have to meet both.

4.3 The criteria above in Condition 4.2(b) apply unless you have received our prior written approval to enrol a learner who:

(a) demonstrates literacy and/or numeracy challenges that justify their enrolment despite having a Level 5 or above Qualification; and

(b) otherwise meets the learner eligibility criteria under Conditions 4.1 and 4.2(a).

4.4 You must ensure that for the duration of the learner's enrolment within the Funding Period, EWLN Funding is only used for a learner who continues to meet the eligibility criteria as specified in Condition 4.1(a), (d), and (e).

5. Verification of learner eligibility

5.1 You must verify a learner's eligibility for enrolment. For the following types of learners, you must use one of the following verification methods and assess whether each learner enrolled in a programme meets the eligibility criteria as specified in Condition 4.1:

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe® (or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) if the learner is in a correctional facility at the time of enrolment, receive a completed and signed Department of Corrections "Verification of legal name and residency status" form relating to the learner; or (d) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate;[2] or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (e) if a learner is unable to obtain a birth certificate for the purposes of (d)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.

2 If the learner was born on or after 1 January 2006, the birth certificate must confirm the learner is a New Zealand citizen at birth.

Type of learner	Verification methods
An Australian citizen or Australian permanent resident currently residing in New Zealand[3]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[4] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's eligibility, in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

5.2 You must follow the process set out in Condition 5.1, or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

5.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

3 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

4 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

6. Verification of learner identity

6.1 You must verify the identity of each learner enrolled in a programme and confirm whether the learner is who they say they are by doing one or more of the following:

(a) confirming that the given name(s), surname and date of birth match the learner's NSN; or

(b) receiving an assertion through the Department of Internal Affairs' RealMe® online identity verification service or a Department of Internal Affairs-approved intermediary organisation with online identity verification service; or

(c) if the learner is in a correctional facility at the time of enrolment, receiving a completed and signed Department of Corrections "Verification of legal name and New Zealand residency status" form relating to the learner; or

(d) sighting the original or certified copy of a current passport; or

(e) sighting the original or certified copy of one or more of the following documents:

(i) a birth certificate; or

(ii) a certificate of identity or refugee travel document; or

(iii) a New Zealand certificate of citizenship; or

(iv) an expired passport that has not been cancelled; or

(v) a current New Zealand driver licence; or

(vi) a current New Zealand firearms licence.

6.2 If a learner is unable to obtain a birth certificate for the purposes of Condition 6.1(e)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of identity.

6.3 You must follow the process set out in Condition 6.1 unless we are satisfied that there are special circumstances that justify using an alternative process, and authorise you in writing to follow a different process that we specify.

6.4 For the purposes of this Condition, a certified copy is a photocopy or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

7. Programme eligibility

7.1 You must only use EWLN Funding for a programme of workplace training that for the duration of the Funding Period:

(a) provides literacy and/or numeracy training that is specific, rather than embedded within the programme; and

(b) provides high-quality literacy and/or numeracy study or training that represents value for money; and

(c) is effective and innovative in improving each learner's workplace literacy and/or numeracy skills to meaningfully engage in the workplace and New Zealand society; and

(d) is able to be tailored to meet the needs of an individual learner; and

(e) has adequate processes for reporting on a learner's progress in improving literacy and/or numeracy skills; and

(f) is taught by an educator who holds an appropriate qualification as determined by us; and

(g) is delivered:

(i) face-to-face; or

(ii) synchronously online where this is in the best interest of the learner or learners; or

(iii) asynchronously, with our prior written approval due to exceptional circumstances. Written approval given in a previous Funding Period remains valid for the current Funding Period unless we revoke the approval; and

(h) when considering what is in the best interests of the learner or learners under Condition 7.1(g)(ii) you must take into account enabling access to education and your capability to deliver effectively. Your capability to deliver effectively includes your delivery method, pastoral care and learning support.

7.2 In addition to the requirements in Condition 7.1, you must only use EWLN Funding for a programme of workplace training if the programme, for the duration of the funding period:

(a) provides high-quality literacy and/or numeracy study or training that is tailored to the needs of the workplace; and

(b) contributes to the development of sustainable employee literacy and numeracy practices within the workplace; and

(c) has targeted literacy and/or numeracy outcomes that reflect the priorities and needs of the workplace; and

(d) has the support of the employer's senior management.

8. Hours and intensity of delivery

8.1 The total hours of literacy and/or numeracy tuition you deliver per learner is generally expected to be between 25 and 80 hours, acknowledging some learners may need more or fewer hours depending on evidenced learning need, employment and other commitments.

8.2 The literacy and/or numeracy tuition you provide must be delivered at the intensity of 40 hours over a 10- to 40-week period, unless you have received our prior written approval to deliver below this intensity.

9. Fees

9.1 You must not charge a fee to a learner who is participating in a programme of workplace training for which you receive EWLN Funding.

10. Reports and information

10.1 You must immediately notify us if you expect that you will not meet the deliverables specified in your Funding Confirmation Letter by the specified deliverables due date.

10.2 In addition to Condition 3.1(b) of the Base Funding Conditions, you must:

(a) submit to us progress reports and a final report by the date we specify;

(b) ensure that each report is completed and submitted in accordance with the template that we provide to you for the time period that we specify; and

(c) ensure that each report relates to the specific milestones outlined in your Funding Confirmation Letter.

11. Subcontracting

11.1 You must not subcontract any of the activities of the funded programme or Micro-credential without:

(a) prior written approval from us; and

(b) if the programme or Micro-credential is quality assured by the New Zealand Qualifications Authority (NZQA), meeting NZQA subcontracting requirements.[5]

11.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us on our written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) ensure that the subcontracted party has in place an effective assessment process for determining the literacy and numeracy needs of eligible learners, and provides support to ensure those learners progress, in line with the guidelines provided by us; and

(d) remain accountable to us for the use of the EWLN Funding.

11.3 For the purposes of this Condition, we have given our written approval for you to subcontract a programme of workplace training to the TEO specified in your approved EWLN application.

5 Refer to the most recent Quality Assurance of Tertiary Education Providers Rules made under section 452(1)(t) of the Education and Training Act 2020.

12. Repayment of EWLN Funding

12.1 If you receive EWLN Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

12.2 For the purposes of this Condition, we will determine whether you have received EWLN Funding that was greater than it should have been by analysing the information provided to us in your final report. We will develop the details of our Funding recovery through discussions with you.

English Language Teaching Intensive Literacy and Numeracy Fund

1.	Purpose of Fund	71
2.	Funding Conditions	71
3.	Organisation eligibility	71
4.	Learner eligibility	72
5.	Verification of learner eligibility	73
6.	Verification of learner identity	74
7.	Programme eligibility	75
8.	Literacy and Numeracy for Adults Assessment Tool	75
9.	Hours and intensity of delivery	76
10.	Fees	76
11.	Reports	76
12.	Subcontracting	76
13.	Repayment of ELT ILN Funding	76

Back to Main Contents Back to Section Contents

English Language Teaching Intensive Literacy and Numeracy Fund

1. Purpose of Fund

1.1 The purpose of the *English Language Teaching Intensive Literacy and Numeracy* Fund (ELT ILN) is to:

(a) increase opportunities for adults, particularly migrants and people with a refugee background, to engage in English literacy and numeracy learning; and

(b) raise adults' English literacy and numeracy skills to help them progress onto further study and employment; and

(c) fund the intensive provision of ELT ILN learning opportunities within an appropriately structured environment.

2. Funding Conditions

2.1 The following Conditions apply, under section 426 of the Education and Training Act (the Act), to the ELT ILN Funding you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

3. Organisation eligibility

3.1 To be an eligible Organisation to receive ELT ILN Funding you must:

(a) be and continue to be for the duration of the Funding Period:

(i) a Tertiary Education Institution (TEI), namely:

A. a University; or

B. a Polytechnic; or

C. the New Zealand Institute of Skills and Technology (NZIST); or

D. a Wānanga; or

(ii) a Registered Private Training Establishment (PTE); or

(iii) a State, State integrated or Charter school; or

(iv) a Rural Education Activities Programme (REAP) Provider; or

(v) a community organisation; and

(b) have demonstrated expertise in delivering English Language Teaching to adult learners who:

(i) are migrants; or

(ii) have a refugee background.

4. Learner eligibility

4.1 You must ensure that, for the duration of the learner's enrolment in an eligible programme within the Funding Period, ELT ILN Funding is only used in respect of a learner who:

(a) is a person for whom English is not a first language;

(b) has low English language, and/or literacy, and/or numeracy skills;[1]

(c) is and continues to be a Domestic Student;

(d) is 16 years of age or over; and

(e) is not enrolled as a full-time secondary school student.

4.2 For the purposes of this Condition, a learner is considered to have low English language, and/or literacy, and/or numeracy skills if they:

(a) have fewer than 121 credits on the New Zealand Qualifications and Credentials Framework (NZQCF) (or equivalent); or

(b) have more than 120 credits on the NZQCF (or equivalent), but fewer than 31 credits in literacy and/or numeracy unit standards and/or achievement standards (or equivalent); or

(c) are assessed using the Starting Points Assessment Tool as part of the Literacy and Numeracy Assessment Tool for Adults (LNAAT) and present below Step 1 in reading and/or listening on the Adult Learning Progressions.

4.3 You must not enrol or re-enrol a learner in provision funded under the ELT ILN Fund for more than five years or 60 months (the maximum period) without our prior written approval. The total duration of provision for an individual learner includes any enrolments in provision under the ELT ILN Fund by that learner, regardless of whether those enrolments are consecutive, or across multiple Tertiary Education Organisations (TEOs).

1 Low English language, literacy or numeracy must be relevant to the intended area/s of study (for example low literacy for literacy programmes, and low numeracy for numeracy programmes). If the learner is enrolled in a programme that covers English language, literacy and numeracy, the "and/or" allows them to only present at the right step for English language, literacy or numeracy – they don't have to meet all the criteria.

5. Verification of learner eligibility

5.1 You must verify a learner's eligibility for enrolment. For the following types of learners, you must use one of the following verification methods and assess whether the learner enrolled in an eligible programme meets the eligibility criteria as specified in Condition 4.1:

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe® (or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate;[2] or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (d) if a learner is unable to obtain a birth certificate for the purposes of (c)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.
An Australian citizen or Australian permanent resident currently residing in New Zealand[3]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[4] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.

2 If the learner was born on or after 1 January 2006, the birth certificate must confirm the learner is a New Zealand citizen at birth.

3 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

4 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

Type of learner	Verification methods
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's eligibility, in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

5.2 You must follow the process set out in Condition 5.1, or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

5.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

6. Verification of learner identity

6.1 You must verify the identity of each learner enrolled in an eligible programme and confirm the learner is who they say they are by doing one or more of the following:

(a) confirming that the given name(s), surname and date of birth match the learner's NSN; or

(b) receiving an assertion through the Department of Internal Affairs' RealMe® online identity verification service or a Department of Internal Affairs-approved intermediary organisation with online identity verification service; or

(c) sighting the original or certified copy of a current passport; or

(d) sighting the original or certified copy of one or more of the following documents:

(i) a birth certificate; or

(ii) a certificate of identity or refugee travel document; or

(iii) a New Zealand certificate of citizenship; or

(iv) an expired passport that has not been cancelled; or

(v) a current New Zealand driver licence; or

(vi) a current New Zealand firearms licence.

6.2 You must follow the process set out in Condition 6.1 unless we are satisfied that there are special circumstances that justify using an alternative process, and authorise you in writing to follow a different process that we specify.

6.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

7. Programme eligibility

7.1 You must only use ELT ILN Funding for an eligible programme, being a programme that continues to:

(a) have English language and literacy and/or numeracy outcomes; and

(b) be taught by educators who are appropriately qualified as determined by us; and

(c) be flexible and tailored to respond to the particular needs of adult learners (for example, provision may be delivered at off-peak times for those in employment).

8. Literacy and Numeracy for Adults Assessment Tool

8.1 You must have in place an effective assessment process for determining the literacy and numeracy needs of eligible learners, such as the LNAAT, and provide support to ensure that those learners progress in line with the guidelines provided by us.

9. Hours and intensity of delivery

9.1 The total hours of ELT ILN tuition you deliver per learner is generally expected to be between 20 and 500 hours per year, acknowledging some learners have a need for more or fewer hours depending on evidenced learning need and other commitments.

9.2 The ELT ILN tuition you provide must be delivered at the intensity of 5 to 40 hours per week per learner.

10. Fees

10.1 You must not charge a fee to a learner who is participating in an eligible programme for which you receive ELT ILN Funding.

11. Reports

11.1 In addition to the requirements of Condition 3.1(b) of the Base Funding Conditions, you must:

(a) submit to us progress reports and a final report by the date we specify;

(b) ensure that each report is completed and submitted in accordance with the template that we provide to you for the time period that we specify; and

(c) ensure that each report relates to the specific delivery commitments outlined in your Investment Plan.

12. Subcontracting

12.1 You must not subcontract any of the activities of the funded programme without our prior written approval.

12.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us in our written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) remain accountable to us for the use of the ELT ILN Funding.

13. Repayment of ELT ILN Funding

13.1 If you receive ELT ILN Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

13.2 For the purposes of this Condition, we will determine whether you have received Funding that was greater than it should have been by subtracting the total number of tuition hours delivered in the calendar year (based on actual attendance) from your approved hours (being the amount of ELT ILN Funding approved in your Funding Confirmation Letter divided by the relevant funding rate for ELT ILN Funding).

English Language Teaching Refugee English Fund

1.	Purpose of Fund	78
2.	Funding Conditions	78
3.	Organisation eligibility	78
4.	Learner eligibility	79
5.	Verification of learner eligibility	81
6.	Verification of learner identity	82
7.	Programme eligibility	83
8.	Wellbeing and learning support services	83
9.	Fees	83
10.	Withdrawals	84
11.	Reports	84
12.	Subcontracting	84
13.	Repayment of Refugee English Funding	84

English Language Teaching Refugee English Fund

1. Purpose of Fund

1.1 The purpose of the *English Language Teaching Refugee English* Fund (Refugee English) is to:

(a) increase opportunities for adults, particularly migrants and people with a refugee background, to engage in English literacy and numeracy learning; and

(b) raise adults' English literacy and numeracy skills to help them progress onto further study and employment; and

(c) support learners with a refugee background, or other special circumstances related to their transition to residence in New Zealand, to raise their English language and literacy skills by providing fees-free access to English language programmes at Levels 3 to 5 on the New Zealand Qualifications and Credentials Framework (NZQCF) that will help them to:

(i) enter employment; or

(ii) undertake their choice of vocational or degree-level education.

2. Funding Conditions

2.1 The following Conditions apply, under section 426 of the Education and Training Act (the Act), to Refugee English Funding you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

3. Organisation eligibility

3.1 To be an eligible Organisation to receive Refugee English Funding, you must:

(a) be and continue to be for the duration of the Funding Period:

(i) a Tertiary Education Institution (TEI), namely:

A. a University; or

B. a Polytechnic; or

C. the New Zealand Institute of Skills and Technology (NZIST); or

D. a Wānanga; or

(ii) a Registered Private Training Establishment (PTE); and

(b) receive Funding through the *Delivery at Levels 3 to 7 (non-degree) on the NZQCF and all industry training* Fund; and

(c) have experience in educating learners from a refugee background.

4. Learner eligibility

4.1 You must ensure that, for the duration of the learner's enrolment within the Funding Period, Refugee English Funding is only used in respect of a learner who:

(a) is and continues to be a Domestic Student;

(b) is not a full-time secondary student; and

(c) has either:

(i) a refugee background, which includes:

A. refugees or protected persons;[1] and/or

B. those who gained the Afghan Emergency Resettlement Visa and the partners and/or children of members of these groups; or

C. other family[2] that gained a New Zealand residence class visa due to their relationship to a refugee, protected person, or those holding an Afghan Emergency Resettlement Visa;[3] or

(ii) other special circumstances related to their transition to residence in New Zealand, including those directly affected by the Christchurch mosque terror attack and their family members. Members of this group are holders of the Christchurch Response Visa, or would have been eligible for this visa but were already holding another residence class visa. This group also includes residence class visa holders who are a family member of a living person, where that living person is:

A. the holder of a Christchurch Response Visa; or

B. a New Zealand citizen who:

I. was a resident visa holder under the Immigration Act 2009 on 15 March 2019 and was eligible for a Christchurch Response Visa; or

II. would have been eligible for a Christchurch Response Visa had they not already been the holder of a permanent resident visa under the Immigration Act 2009 on 15 March 2019; or

III. would have been eligible for a Christchurch Response Visa had they not already been a New Zealand citizen on 15 March 2019; or

IV. was granted New Zealand citizenship after holding a Christchurch Response Visa; or

1 This includes those resettled by the government in New Zealand as refugees and those who gained refugee status or protected person status while living in New Zealand. For the avoidance of doubt, this includes people who have gained refugee status or protected person status and are yet to gain a residence visa, as they have a refugee background and still meet the definition of Domestic Students.

2 Family is defined as family members, including partners, children, parents, siblings, nieces or nephews, as well as in-laws and step-children/step-parents, or other people with a family relationship granted a residence visa in New Zealand.

3 For the avoidance of doubt, refugee background will also include the Afghan interpreters who worked for the New Zealand-led Provincial Reconstruction team in Afghanistan and their dependants who were also granted residence visas.

C. the holder of a permanent resident visa under the Immigration Act 2009 who:

I. was a resident visa holder under the Immigration Act 2009 on 15 March 2019 and was eligible for a Christchurch Response Visa; or

II. would have been eligible for a Christchurch Response Visa had they not already been the holder of a permanent resident visa under the Immigration Act 2009 on 15 March 2019; or

D. the holder of a resident visa under the Immigration Act 2009, who held the resident visa on 15 March 2019 and who was eligible for a Christchurch Response Visa.

4.2 You must not enrol or re-enrol a learner in provision funded under the Refugee English Fund for more than three years or 36 months (the maximum period) without our prior written approval. The total duration of provision for an individual learner includes any enrolments in provision under the Refugee English Fund by that learner, regardless of whether those enrolments are consecutive or across multiple Tertiary Education Organisations (TEOs).

4.3 You must not claim Refugee English Funding for prior learning[4] credited to a learner.

4.4 To ensure that you are able to comply with Condition 4.3, you must:

(a) ask each learner to specify prior learning they have undertaken; and

(b) before admitting each learner into a Refugee English funded programme, review that information as it relates to each learner; and

(c) retain documents that confirm that the learner has demonstrated the required knowledge or skill.

4 For the avoidance of doubt, recognised prior learning does not include repeated learning or training that the applicable quality assurance body requires learners to repeat periodically.

5. Verification of learner eligibility

5.1 You must verify a learner's eligibility for enrolment. For the following types of learners, you must use one of the following verification methods and assess whether the learner enrolled in an eligible programme meets the eligibility criteria as specified in Condition 4.1:

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe®(or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate;[5] or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (d) if a learner is unable to obtain a birth certificate for the purposes of (c)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.
An Australian citizen or Australian permanent resident currently residing in New Zealand[6]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[7] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.

5 If the learner was born on or after 1 January 2006, the birth certificate must confirm the learner is a New Zealand citizen at birth.

6 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

7 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

Type of learner	Verification methods
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's eligibility, in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

5.2 You must follow the process set out in Condition 5.1, or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

5.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

6. Verification of learner identity

6.1 You must verify the identity of each learner enrolled in an eligible programme and confirm the learner is who they say they are by doing one or more of the following:

(a) confirming that the given name(s), surname and date of birth match the learner's NSN; or

(b) receiving an assertion through the Department of Internal Affairs' RealMe® online identity verification service or a Department of Internal Affairs-approved intermediary organisation with online identity verification service; or

(c) sighting the original or certified copy of a current passport; or

(d) sighting the original or certified copy of one or more of the following documents:

(i) a birth certificate; or

(ii) a certificate of identity or refugee travel document; or

(iii) a New Zealand certificate of citizenship; or

(iv) an expired passport that has not been cancelled; or

(v) a current New Zealand driver licence; or

(vi) a current New Zealand firearms licence.

6.2 You must follow the process set out in Condition 6.1 unless we are satisfied that there are special circumstances that justify using an alternative process, and authorise you in writing to follow a different process that we specify.

6.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

7. Programme eligibility

7.1 You must only use Refugee English Funding for an eligible programme, being a programme that:

(a) leads to an English language Qualification at Levels 3 to 5 on the NZQCF that supports English Language Teaching (ELT) learners with English, and can include skills in preparation for further study; and

(b) is taught by appropriately qualified educators.

8. Wellbeing and learning support services

8.1 You must provide wellbeing and learning support services that support the educational achievement of each learner for whom you receive Refugee English Funding.[8]

9. Fees

9.1 You must not charge a fee to a learner who is participating in an eligible programme for which you receive Refugee English Funding.

8 This wellbeing and learner support may also be shared with other refugee background learners at the TEO.

10. Withdrawals

10.1 You must report the Withdrawal of learners to the Ministry of Social Development within five working days of each Withdrawal. This is to enable, if relevant, the cancellation of any Student Loans or Student Allowances as soon as possible.

11. Reports

11.1 In addition to the reporting requirements in Condition 3.1(b) of the Base Funding Conditions, you must:

(a) submit to us progress reports and a final report by the date we specify;

(b) ensure that each report is completed and submitted in accordance with the template that we provide to you for the time period that we specify; and

(c) ensure that each report relates to the specific delivery commitments outlined in your Investment Plan.

12. Subcontracting

12.1 You must not subcontract any of the activities of the funded programme without:

(a) prior written approval from us; and

(b) if the programme is quality assured by the New Zealand Qualifications Authority (NZQA), meeting NZQA subcontracting requirements.[9]

12.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us on our written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) remain accountable to us for the use of the Refugee English Funding.

13. Repayment of Refugee English Funding

13.1 If you receive Refugee English Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

13.2 For the purposes of this Condition, we will determine whether you have received Funding that was greater than it should have been if you do not deliver all of the places specified in your Investment Plan. This means that if you do not deliver the agreed number of places in your Investment Plan, then we will recover all Funding associated with those undelivered places.

9 Refer to the most recent Quality Assurance of Tertiary Education Providers Rules made under section 452(1)(t) of the Education and Training Act 2020.

Gateway Fund

1.	Purpose of Fund	86
2.	Establishment payment	86
3.	Funding Conditions	86
4.	Organisation eligibility	86
5.	Learner eligibility	86
6.	Programme eligibility	87
7.	Ineligible activities	87
8.	Your responsibilities	88
9.	Reports	88
10.	Repayment of Gateway Funding	88

Back to Main Contents Back to Section Contents

Gateway Fund

1. Purpose of Fund

1.1 The purpose of *Gateway* Funding is to enable secondary State, State integrated and Charter schools to give senior learners opportunities to access quality, structured workplace learning that is integrated with school-based learning.

Learners have their learning assessed in the workplace and can achieve credits, which may align with one or more Vocational Pathways, towards the National Certificate in Educational Achievement (NCEA) or other Awards or Qualifications on the New Zealand Qualifications and Credentials Framework (NZQCF).

2. Establishment payment

2.1 If an organisation meets the organisation eligibility criteria below and has not previously received Gateway Funding from the Tertiary Education Commission (TEC), that organisation is eligible to receive an establishment payment set by us to assist with the costs of setting up its eligible Gateway programme.

3. Funding Conditions

3.1 The following Conditions apply, under section 429 of the Education and Training Act (the Act), to the Gateway Funding that you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

4. Organisation eligibility

4.1 To receive Gateway Funding, you must be and continue to be for the duration of the Funding Period:

(a) a secondary State, State integrated or Charter school; and

(b) reviewed by the Education Review Office as part of its regular review programme.

5. Learner eligibility

5.1 You must ensure that, for the duration of each learner's enrolment within the Funding Period, Gateway Funding is only used in respect of each learner who is:

(a) a Domestic Student; and

(b) enrolled at a secondary State, State integrated or Charter school; and

(c) in Year 11 or above.

5.2 Eligible learners must not be paid by you or the employer for undertaking a Gateway workplace learning placement.

6. Programme eligibility

6.1 You must ensure that Gateway Funding is only used for a programme of study or training or a Micro-credential that for the duration of the Funding Period:

(a) has credits that contribute to:

(i) the NCEA;

(ii) an Award on the NZQCF; or

(iii) a Qualification on the NZQCF; and

(b) allows each eligible learner to participate in structured workplace learning, including the assessment and recognition of that workplace learning in the form of credits (towards the NCEA or another Award or Qualification on the NZQCF); and

(c) integrates workplace learning with each eligible learner's wider course of study.

6.2 It is expected that, on average, eligible learners enrolled in an eligible programme will achieve 20 credits towards NCEA or another Qualification on the NZQCF. Those credits must be achieved through an eligible Gateway programme only, and not through other funded initiatives. We encourage you to ensure that eligible Gateway programmes align, where appropriate, with one or more of the following six Vocational Pathways:

(a) Primary Industries;

(b) Service Industries;

(c) Social and Community Services;

(d) Manufacturing and Technology;

(e) Construction and Infrastructure; and/or

(f) Creative Industries.

7. Ineligible activities

7.1 You must not use Gateway Funding to:

(a) fund driver licence training, except where a learner is required to obtain a specific class of driver licence to complete the workplace learning programme;

(b) fund learner enrolment in courses offered by Tertiary Education Organisations, unless the course:

(i) is to equip learners with specific skills required for the Gateway workplace learning placement (such as food hygiene or electrical safety); and

(ii) is required by the Gateway workplace learning placement employer; and

(iii) is included in the learner's individualised learning plan; and

(iv) does not exceed three days in duration;

(c) fund the cost of school space;

(d) purchase equipment other than equipment that is used specifically for eligible Gateway programmes; or

(e) fund school office or administrative services other than services specifically for eligible Gateway programmes.

8. Your responsibilities

8.1 You must:

(a) ensure that each eligible learner has:

(i) an individualised learning plan that is integrated into their school-based learning to ensure coherence with their overall programme of study; and

(ii) the equipment that is essential for their Gateway workplace learning placement, including tools, equipment, safety clothing and tuition material; and

(iii) a Gateway workplace learning placement agreement between the learner, school and employer specifying the duration and terms of the placement; and

(b) not charge a tuition fee, or course or equipment costs, to an eligible learner for their eligible programme; and

(c) take all reasonable and practicable steps to ensure that each eligible learner will be safe in their Gateway workplace learning placement; and

(d) monitor the safety of each eligible learner in their Gateway workplace learning placement; and

(e) ensure that each employer that accepts Gateway workplace learning placements is aware of its employer obligations to the learners and that the workplace is appropriate for structured workplace learning; and

(f) ensure that each eligible learner is aware of their obligations while in a Gateway workplace learning placement; and

(g) ensure that each eligible learner's credit achievement information is submitted to New Zealand Qualifications Authority (NZQA); and

(h) comply with any other administrative requirements that we specify in the Gateway Handbook; and

(i) meet minimum performance standards that we specify.

9. Reports

9.1 In addition to Condition 3.1(b) of the Base Funding Conditions, you must:

(a) submit to us the reports specified in the Gateway Handbook; and

(b) ensure that each report is completed and submitted in accordance with the template that we provide to you for the time period that we specify.

10. Repayment of Gateway Funding

10.1 If you receive Gateway Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

Intensive Literacy and Numeracy Fund

1.	Purpose of Fund	90
2.	Funding Conditions	90
3.	Organisation eligibility	90
4.	Learner eligibility	91
5.	Verification of learner eligibility	92
6.	Verification of learner identity	93
7.	Programme eligibility	94
8.	Hours and intensity of delivery	95
9.	Fees	95
10.	Reports	95
11.	Subcontracting	96
12.	Repayment of ILN Funding	96

Back to Main Contents Back to Section Contents

Intensive Literacy and Numeracy Fund

1. Purpose of Fund

1.1 The purpose of funding literacy and numeracy provision is to:

(a) raise adults' literacy and numeracy skills; and

(b) increase opportunities for adults, particularly those in low-skilled employment, to engage in literacy and numeracy learning; and

(c) improve the quality and relevance of provision, including the ability to identify learner need.

The purpose of the *Intensive Literacy and Numeracy* Fund (ILN) is to fund Tertiary Education Organisations (TEOs) for the intensive provision of high-quality literacy and numeracy learning opportunities within an appropriately structured environment.

2. Funding Conditions

2.1 The following Conditions apply, under section 426 of the Education and Training Act (the Act), to the ILN Funding you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

3. Organisation eligibility

3.1 To receive ILN Funding, you must be and continue to be for the duration of the Funding Period:

(a) a Tertiary Education Institution (TEI), namely:

(i) a University; or

(ii) a Polytechnic; or

(iii) the New Zealand Institute of Skills and Technology (NZIST); or

(iv) a Wānanga; or

(b) a Registered Private Training Establishment (PTE); or

(c) a State, State integrated or Charter school.

3.2 To receive ILN Funding, you must also for the duration of the Funding Period:

(a) have in place an effective assessment process for determining the literacy and numeracy needs of eligible learners, such as the Literacy and Numeracy for Adults Assessment Tool (LNAAT), and provide support to ensure that those learners progress in line with the guidelines provided by us;

(b) be able to offer an eligible programme of intensive literacy and numeracy provision as set out in Condition 7; and

(c) have adequate processes in place for reporting changes in a learner's literacy and numeracy skills.

4. Learner eligibility

4.1 You must ensure that ILN Funding is only used in respect of a learner who:

(a) is, and continues to be, a Domestic Student; and

(b) is not enrolled as a full-time secondary school student; and

(c) has low skill levels in literacy and/or numeracy as determined by us; and

(d) is assessed using the LNAAT and does not present at Step 4 or higher on the Adult Learning Progressions for reading and/or Step 5 or higher on the Adult Learning Progressions for numeracy (as appropriate)[1] when assessed in line with our LNAAT guidelines, unless they have a disability that represents exceptional circumstances that prevents them from being assessed using the LNAAT.

4.2 For the purposes of Condition 4.1(c):

(a) subject to Condition 4.2(b), a learner is considered to have a low skill level of literacy and/or numeracy if they have:

(i) fewer than 121 credits on the New Zealand Qualifications and Credentials Framework (NZQCF) (or equivalent); or

(ii) more than 120 credits on the NZQCF (or equivalent), but fewer than 31 credits in literacy and/or numeracy in unit standards and/or achievement standards (or equivalent).

(b) a learner is not considered to have a low skill level of literacy and/or numeracy if they have an undergraduate, postgraduate, or Level 5 or above Qualification that is gained in New Zealand or listed on the NZQCF, even if they fall within one of the categories in Condition 4.2(a).

4.3 The criterion above in Condition 4.2(b) applies unless you have received our prior written approval to enrol a learner who:

(a) demonstrates literacy and/or numeracy challenges that justify their enrolment, despite having a Level 5 or above Qualification; and

(b) otherwise meets the learner eligibility criteria under Conditions 4.1 and 4.2(a).

4.4 You must ensure that, for the duration of the learner's enrolment within the Funding Period, ILN Funding is only used for a learner who continues to meet the eligibility criteria as specified in Condition 4.1(a) and (b).

1 The Literacy and Numeracy for Adults Assessment Tool (LNAAT) scores must be relevant to the intended area/s of study (low literacy for literacy programmes, and low numeracy for numeracy programmes). If the learner is enrolled in a programme that covers both literacy and numeracy, the "and/or" allows them to only present at the right step for either literacy or numeracy – they don't have to meet both.

5. Verification of learner eligibility

5.1 You must verify a learner's eligibility for enrolment. For the following types of learners, you must use one of the following verification methods and assess whether each learner enrolled in a programme meets the eligibility criteria as specified in Condition 4.1(a):

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe® (or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate;[2] or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (d) if a learner is unable to obtain a birth certificate for the purposes of (c)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.
An Australian citizen or Australian permanent resident currently residing in New Zealand[3]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[4] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.

2 If the learner was born on or after 1 January 2006, the birth certificate must confirm the learner is a New Zealand citizen at birth.

3 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

4 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

Type of learner	Verification methods
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's eligibility, in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

5.2 You must follow the process set out in Condition 5.1, or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

5.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

6. Verification of learner identity

6.1 You must verify the identity of each learner enrolled in a programme and confirm the learner is who they say they are by doing one or more of the following:

(a) confirming that the given name(s), surname and date of birth match the learner's NSN; or

(b) receiving an assertion through the Department of Internal Affairs' RealMe® online identity verification service or a Department of Internal Affairs-approved intermediary organisation with online identity verification service; or

(c) sighting the original or certified copy of a current passport; or

(d) sighting the original or certified copy of one or more of the following documents:

(i) a birth certificate; or

(ii) a certificate of identity or refugee travel document; or

(iii) a New Zealand certificate of citizenship; or

(iv) an expired passport that has not been cancelled; or

(v) a current New Zealand driver licence; or

(vi) a current New Zealand firearms licence.

6.2 If a learner is unable to obtain a birth certificate for the purposes of Condition 6.1(d)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of identity.

6.3 You must follow the process set out in Condition 6.1 unless we are satisfied that there are special circumstances that justify using an alternative process, and authorise you in writing to follow a different process that we specify.

6.4 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

7. Programme eligibility

7.1 You must only use ILN Funding for a programme that for the duration of the Funding Period:

(a) provides literacy and/or numeracy study or training that is specific, rather than embedded within the programme; and

(b) provides high-quality literacy and/or numeracy study or training that represents value for money; and

(c) enables each learner to use literacy and/or numeracy skills to meaningfully engage in New Zealand society; and

(d) is effective in improving each learner's literacy and/or numeracy skills; and

(e) has measurable literacy and/or numeracy outcomes; and

(f) is flexible and able to be tailored to meet the needs of an individual adult learner; and

(g) is taught by educators who are appropriately qualified as determined by us; and

(h) is delivered:

(i) face-to-face; or

(ii) synchronously online where this is in the best interest of the learner or learners; or

(iii) asynchronously, with our prior written approval due to exceptional circumstances. Written approval given by us remains valid until we revoke the approval; and

(i) when considering what is in the best interests of the learner or learners under condition 7.1(h)(ii) you must take into account enabling access to education and your capability to deliver effectively. Your capability to deliver effectively includes your delivery method, pastoral care and learning support.

8. Hours and intensity of delivery

8.1 The total hours of literacy and/or numeracy tuition you deliver per learner is generally expected to be between 80 and 300 hours per year, acknowledging some learners have a need of more or fewer hours depending on evidenced learning need and other commitments.

8.2 The literacy and/or numeracy tuition you provide must be delivered at the intensity of 5 to 20 hours per week.

9. Fees

9.1 You must not charge a fee to a learner who is participating in a programme for which you receive ILN Funding.

10. Reports

10.1 In addition to Condition 3.1(b) of the Base Funding Conditions, you must:

(a) submit to us progress reports and a final report by the date we specify;

(b) ensure that each report is completed and submitted in accordance with the template that we provide to you for the time period that we specify; and

(c) ensure that each report relates to the specific delivery commitments outlined in your Investment Plan.

11. Subcontracting

11.1 You must not subcontract any of the activities of the funded programme or Micro-credential without:

(a) prior written approval from us; and

(b) if the programme or Micro-credential is quality assured by the New Zealand Qualifications Authority (NZQA), meeting NZQA subcontracting requirements.[5]

11.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us on a written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) ensure that the subcontracted party has in place an effective assessment process for determining the literacy and numeracy needs of eligible learners, and provides support to ensure those learners progress, in line with the guidelines provided by us; and

(d) remain accountable to us for the use of the ILN Funding.

12. Repayment of ILN Funding

12.1 If you receive ILN Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

12.2 For the purposes of this Condition, we will determine whether you have received ILN Funding that was greater than it should have been by subtracting the total number of tuition hours delivered in the calendar year (based on actual attendance) from the hours approved in your Funding Confirmation Letter.

5 Refer to the most recent Quality Assurance of Tertiary Education Providers Rules made under section 452(1)(t) of the Education and Training Act 2020.

TEO-led Workplace Literacy and Numeracy Fund

1.	Purpose of Fund	98
2.	Funding Conditions	98
3.	Organisation eligibility	98
4.	Learner eligibility	99
5.	Verification of learner eligibility	100
6.	Verification of learner identity	102
7.	Programme eligibility	102
8.	Hours and intensity of delivery	103
9.	Fees	103
10.	Reports	104
11.	Subcontracting	104
12.	Repayment of TEO-led WLN Funding	104

Back to Main Contents Back to Section Contents

TEO-led Workplace Literacy and Numeracy Fund

1. Purpose of Fund

1.1 The purpose of funding literacy and numeracy provision is to:

(a) raise adults' literacy and numeracy skills; and

(b) increase opportunities for adults, particularly those in low-skilled employment, to engage in literacy and numeracy learning; and

(c) improve the quality and relevance of provision, including the ability to identify learner need.

1.2 The purpose of the *Workplace Literacy and Numeracy* Fund (WLN) is to:

(a) increase the literacy and numeracy skills of employees; and

(b) contribute to workplace productivity through the provision of literacy and numeracy learning in a workplace context.

1.3 The purpose can be achieved by:

(a) providing programmes of workplace literacy and numeracy training to employees; and

(b) supporting workplaces to establish sustainable workplace literacy and numeracy provision.

The WLN Fund has two Funding strands: the Tertiary Education Organisation (TEO)-led strand and the Employer-led strand.

2. Funding Conditions

2.1 The following Conditions apply, under section 426 of the Education and Training Act (the Act), to the TEO-led WLN strand Funding you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

3. Organisation eligibility

3.1 To receive TEO-led WLN Funding, you must be and continue to be for the duration of the Funding Period:

(a) a Tertiary Education Institution (TEI), namely:

(i) a University; or

(ii) a Polytechnic; or

(iii) the New Zealand Institute of Skills and Technology (NZIST); or

(iv) a Wānanga; or

(b) a Registered Private Training Establishment (Registered PTE); or

(c) a State, State integrated or Charter school.

3.2 To receive TEO-led WLN Funding, you must also for the duration of the Funding Period:

(a) have in place an effective assessment process for determining the literacy and numeracy needs of eligible learners, such as the Literacy and Numeracy for Adults Assessment Tool (LNAAT), and provide support to ensure that those learners progress in line with the guidelines provided by us; and

(b) be able to offer an eligible programme of intensive literacy and numeracy provision as set out in Condition 7.1.

4. Learner eligibility

4.1 You must ensure that TEO-led WLN Funding is only used for a learner who:

(a) is a Domestic Student; and

(b) has low skill levels in literacy and/or numeracy, as determined by us; and

(c) is assessed using the LNAAT and does not present at Step 4 or higher on the Adult Learning Progressions for reading, and/or Step 5 or higher on the Adult Learning Progressions for numeracy (as appropriate)[1] when assessed in line with our LNAAT guidelines, unless they have a disability that represents exceptional circumstances that prevents them from being assessed using the LNAAT; and

(d) is in the paid workforce; and

(e) is not:

(i) enrolled as a full-time secondary school learner; or

(ii) accessing Tertiary Education Commission (TEC)-funded literacy and/or numeracy provision at another TEO or workplace.

4.2 For the purposes of Condition 4.1(b):

(a) subject to Condition 4.2(b), a learner is considered to have a low skill level in literacy and/or numeracy if they have:

(i) fewer than 121 credits on the New Zealand Qualifications and Credentials Framework (NZQCF) (or equivalent); or

(ii) more than 120 credits on the NZQCF (or equivalent), but fewer than 31 credits in literacy and/or numeracy in unit standards and/or achievement standards (or equivalent).

(b) a learner is not considered to have a low skill level of literacy and/or numeracy if they have an undergraduate, postgraduate, or Level 5 or above Qualification that is gained in New Zealand or listed on the NZQCF, even if they fall within one of the categories in Condition 4.2(a).

4.3 The criteria above in Condition 4.2(b) apply unless you have received our prior written approval to enrol a learner who:

(a) demonstrates literacy and/or numeracy challenges that justify their enrolment, despite having a Level 5 or above Qualification; and

(b) otherwise meets the learner eligibility criteria under Conditions 4.1 and 4.2(a).

1 The Literacy and Numeracy for Adults Assessment Tool (LNAAT) scores must be relevant to the intended area/s of study (low literacy for literacy programmes, and low numeracy for numeracy programmes). If the learner is enrolled in a programme that covers both literacy and numeracy, the "and/or" allows them to only present at the right step for either literacy or numeracy – they don't have to meet both.

4.4 You must ensure that for the duration of the learner's enrolment within the Funding Period, TEO-led WLN Funding is only used for a learner who continues to meet the eligibility criteria as specified in Condition 4.1(a), (d) and (e).

5. Verification of learner eligibility

5.1 You must verify a learner's eligibility for enrolment. For the following types of learners, you must use one of the following verification methods and assess whether each learner enrolled in a programme meets the eligibility criteria as specified in Condition 4.1:

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe® (or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate;[2] or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (d) if a learner is unable to obtain a birth certificate for the purposes of (c)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.

2 If the learner was born on or after 1 January 2006, the birth certificate must confirm the learner is a New Zealand citizen at birth.

Type of learner	Verification methods
An Australian citizen or Australian permanent resident currently residing in New Zealand[3]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[4] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's eligibility, in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

5.2 You must follow the process set out in Condition 5.1, or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

5.3 For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

3 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

4 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

6. Verification of learner identity

6.1 You must verify the identity of each learner enrolled in a programme and confirm whether the learner is who they say they are by doing one or more of the following:

(a) confirming that the given name(s), surname and date of birth match the learner's NSN; or

(b) receiving an assertion through the Department of Internal Affairs' RealMe® online identity verification service or a Department of Internal Affairs-approved intermediary organisation with online identity verification service; or

(c) sighting the original or certified copy of a current passport; or

(d) sighting the original or certified copy of one or more of the following documents:

(i) a birth certificate; or

(ii) a certificate of identity or refugee travel document; or

(iii) a New Zealand certificate of citizenship; or

(iv) an expired passport that has not been cancelled; or

(v) a current New Zealand driver licence; or

(vi) a current New Zealand firearms licence.

6.2 If a learner is unable to obtain a birth certificate for the purposes of Condition 6.1(d)(i), you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of identity.

6.3 You must follow the process set out in Condition 6.1 unless we are satisfied that there are special circumstances that justify using an alternative process, and authorise you in writing to follow a different process that we specify.

6.4 For the purposes of this Condition a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(a) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(b) have the official or person's signature on each page, with their name and title shown clearly below their signature.

7. Programme eligibility

7.1 You must only use TEO-led WLN Funding for a programme of training that for the duration of the Funding Period:

(a) provides literacy and/or numeracy training that is specific, rather than embedded within the programme; and

(b) provides high-quality literacy and/or numeracy study or training that represents value for money; and

(c) is effective and innovative in improving each learner's workplace literacy and/or numeracy skills to meaningfully engage in the workplace and New Zealand society; and

(d) is able to be tailored to meet the needs of an individual learner; and

(e) has adequate processes for reporting on a learner's progress in improving literacy and/or numeracy skills; and

(f) is taught by an educator who holds an appropriate qualification as determined by us; and

(g) is delivered:

(i) face-to-face; or

(ii) synchronously online where this is in the best interest of the learner or learners; or

(iii) asynchronously, with our prior written approval due to exceptional circumstances. Written approval given in a previous Funding Period remains valid for the current Funding Period unless we revoke the approval; and

(h) when considering what is in the best interests of the learner or learners under condition 7.1(g)(ii) you must take into account enabling access to education and your capability to deliver effectively. Your capability to deliver effectively includes your delivery method, pastoral care and learning support.

7.2 In addition to the requirements in Condition 7.1, if you are a TEO that works with a specific employer, you must only use TEO-led WLN Funding for a programme of workplace training if the programme, for the duration of the Funding Period:

(a) provides high-quality literacy and/or numeracy study or training that is tailored to the needs of the workplace; and

(b) contributes to the development of sustainable employee literacy and numeracy practices within the workplace; and

(c) has targeted literacy and/or numeracy outcomes that reflect the priorities and needs of the workplace; and

(d) has the support of the employer's senior management.

8. Hours and intensity of delivery

8.1 The total hours of literacy and/or numeracy tuition you deliver per learner is generally expected to be between 25 and 80 hours, acknowledging some learners may need more or fewer hours depending on evidenced learning need and other commitments.

8.2 The literacy and/or numeracy tuition you provide must be delivered at the intensity of 40 hours over a 10- to 40-week period, unless you receive our prior written approval to deliver below this intensity.

9. Fees

9.1 You must not charge a fee to a learner who is participating in a programme of workplace training for which you receive TEO-led WLN Funding.

10. Reports

10.1 In addition to the reporting requirements in Condition 3.1(b) of the Base Funding Conditions, you must:

(a) submit to us progress reports and a final report by the date we specify;

(b) ensure that each report is completed and submitted in accordance with the template that we provide to you for the time period that we specify; and

(c) ensure that each report relates to the specific delivery commitments outlined in your Investment Plan.

11. Subcontracting

11.1 You must not subcontract any of the activities of the funded programme or Micro-credential without:

(a) prior written approval from us; and

(b) if the programme or Micro-credential is quality assured by the New Zealand Qualifications Authority (NZQA), meeting NZQA subcontracting requirements.[5]

11.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us on our written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) ensure that the subcontracted party has in place an effective assessment process for determining the literacy and numeracy needs of eligible learners, and provides support to ensure those learners progress, in line with the guidelines provided by us; and

(d) remain accountable to us for the use of the TEO-led WLN Funding.

12. Repayment of TEO-led WLN Funding

12.1 If you receive TEO-led WLN Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

12.2 For the purposes of this Condition, we will determine whether you have received TEO-led WLN Funding that was greater than it should have been by subtracting the total number of tuition hours delivered in the calendar year (based on actual attendance) from the hours approved in your Funding Confirmation Letter.

5 Refer to the most recent Quality Assurance of Tertiary Education Providers Rules made under section 452(1)(t) of the Education and Training Act 2020.

Youth Guarantee Fund

1.	Purpose of Fund	106
2.	Flexible Funding	106
3.	Funding Conditions	107
4.	Organisation eligibility	107
5.	Single Data Return (SDR)	107
6.	Withdrawal of enrolments	108
7.	Use of YG Funding for eligible learners	108
8.	Programmes	114
9.	Literacy and Numeracy Assessment Tool	118
10.	Fees	118
11.	Claiming YG Funding	118
12.	TEO not to over-deliver Level 3 EFTS	119
13.	Wellbeing and Pathways Support subsidy	119
14.	Travel assistance Funding	119
15.	Exceptional Circumstances Transport Assistance (ECTA) Funding	119
16.	Performance expectations	120
17.	Subcontracting	120
18.	Repayment of YG Funding	120

Youth Guarantee Fund

1. Purpose of Fund

1.1 The purpose of the *Youth Guarantee* Fund (YG) is to provide fees-free tertiary study for eligible Domestic Students aged 16 to 24 years (inclusive) who are studying towards:

(a) the National Certificate of Educational Achievement (NCEA) Level 1, 2 or 3 aligned to the Vocational Pathways;[1] or

(b) a Qualification at Level 1, 2 or 3 on the New Zealand Qualifications and Credentials Framework (NZQCF) that is intended to enable learners to progress to higher-level education or employment.

1.2 YG enrolments at Level 3 on the NZQCF are intended to be prioritised to:

(a) learners who study towards Level 1 and 2 Qualifications through YG and progress to Level 3 study during their funding entitlement of 2.5 equivalent full-time students (EFTS); and

(b) learners who have no or low (Level 1) prior achievement before enrolling in YG.

2. Flexible Funding

2.1 We will allocate you additional YG Funding to that specified in your Funding Confirmation Letter, if you are a "qualifying Tertiary Education Organisation (TEO)", which means:

(a) you are:

(i) one of the following and have a New Zealand Qualifications Authority (NZQA) external evaluation and review (EER) Category 1 or 2:[2]

A. a Wānanga; or

B. a Registered Private Training Establishment (PTE); or

(ii) the New Zealand Institute of Skills and Technology (NZIST); or

(iii) a Polytechnic; or

(iv) a State, State integrated or Charter school that has been funded by us for YG provision since 2011; and

(b) you are approved by us to receive a minimum of $253,667 from the YG Fund for the calendar year, including the YG Premium payment but excluding any Funding allocated to the Wellbeing and Pathways Support rate; and

(c) you have an average 2025 course completion rate of 55% or higher; and

(d) the value of provision you actually deliver as measured in dollars (as determined by us) is greater than the value of your approved Funding allocation, excluding any provision that exceeds your allocation for delivery of Qualifications at Level 3 on the NZQCF.

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1 "Aligned to the Vocational Pathways" means all the achievement and unit standards in a programme are either sector-related or recommended standards from the Vocational Pathways. NCEA Level 2 programmes aligned to the Vocational Pathways must lead to at least one Vocational Pathways Award.

2 We will update references to the EER in the Funding Conditions once NZQA finalises the integrated quality assurance framework (iQAF) quality criteria and overall descriptors or equivalent integrated quality assurance framework rating.

Back to Main Contents Back to Fund Contents

2.2 The additional Funding available to be allocated is up to the following limits, either:

(a) 2% of your approved Funding allocation; or

(b) 10 EFTS (we will calculate 10 EFTS of delivery using the average EFTS rate of your total actual delivery, as determined by us), whichever is greater.

2.3 We may establish criteria to allocate Funding above the additional Funding limits described in Condition 2.2 if we have assessed that we have sufficient Funding available to provide Funding above those limits.

2.4 If you receive flexible Funding, we will ensure that you are allocated the Wellbeing and Pathways Support Funding at the rate specified for each EFTS for which you receive Funding.

3. Funding Conditions

3.1 The following Conditions apply, under section 426 of the Education and Training Act (the Act), to the YG Funding that you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

4. Organisation eligibility

4.1 To be an eligible Organisation to receive YG Funding, you must be and continue to be for the duration of the Funding Period:

(a) a Polytechnic; or

(b) NZIST; or

(c) a Wānanga; or

(d) a Registered PTE; or

(e) a State, State integrated, or Charter school that has been funded by us for YG provision since 2011.

5. Single Data Return (SDR)

5.1 In addition to the requirements under Condition 3.1(b) of the Base Funding Conditions, you must:

(a) supply to us accurate information about each learner enrolled in a course by completing the fields in the SDR in accordance with the Data Specifications for the Single Data Return; and

(b) submit the information on or before the date we specify through DXP Ngā Kete. For more information, please refer to the Data Specifications for the Single Data Return.

6. Withdrawal of enrolments

6.1 Withdrawal date for Tertiary Education Institutions (TEIs)

(a) If you are a Polytechnic, NZIST, or a Wānanga you may set a Withdrawal date, being the specified period during which a learner can Withdraw, provided that date is not earlier than the Withdrawal date in Condition 6.1(b).

(b) If you do not set a Withdrawal date, the Withdrawal date will be the date on which 10% (rounded up to the nearest day) or 30 calendar days of the course for which a learner is enrolled has passed, whichever is the earlier. The Withdrawal date must be determined by calculating the number of sequential calendar whole days (including weekends and public holidays) from the start date of the course.

6.2 Withdrawal date for Registered PTEs

If you are a Registered PTE, you must comply with the Withdrawal dates and refund period entitlements set out in section 357 of the Act.

6.3 Reporting Withdrawals to the Ministry of Social Development (StudyLink)

In addition to any other Conditions requiring you to report Withdrawals of enrolments, you must report the Withdrawals of learners to the Ministry of Social Development (StudyLink) within five working days of each Withdrawal. This is to enable, if relevant, the cancellation of any Student Loans or Student Allowances as soon as possible.

6.4 Other obligations to report Withdrawals

For the avoidance of doubt, completing the SDR under Condition 5 does not discharge your other obligations to report Withdrawals to the Ministry of Social Development (StudyLink) (for Student Loan and Student Allowance recipients).

7. Use of YG Funding for eligible learners

7.1 Learner eligibility

(a) For the purposes of this Condition, 1.0 EFTS is defined as the learner workload that would normally be carried out by a learner enrolled full-time in a single academic calendar year, being:

(i) 80 credits (800 notional hours of learning and 34 full-time teaching weeks) for YG programmes leading to a Level 1 and/or 2 Qualification; and

(ii) 120 credits (1,200 notional hours of learning and 34 full-time teaching weeks) for YG programmes leading to a Level 3 Qualification.

(b) You must ensure that, for the duration of the learner's enrolment within the Funding Period, YG Funding is only used in respect of a learner who:

(i) is and continues to be a Domestic Student; and

(ii) is not and continues not to be enrolled in secondary school; and

(iii) is either:

A. aged 16 to 24 years (inclusive) at the time they commence the YG programme; or

B. 15 years of age at the time they commence the YG programme, with an early leaving exemption from their school; and

(iv) has not already achieved a Qualification at Level 3 or above on the NZQCF.

Back to Main Contents Back to Fund Contents

(c) You must not enrol a learner in a YG programme if that learner has already received more than 2.5 EFTS of YG provision, or the learner would, if enrolled by you, exceed more than 2.5 EFTS of YG provision during the period of that enrolment.

(d) The following provision does not count towards the 2.5 EFTS limit in paragraph 7.1(c):

(i) provision specified or approved by us;

(ii) any provision for NCEA co-requisite standard.

(e) If you receive YG Funding at Level 3 on the NZQCF, you must give priority access to Level 3 provision to:

(i) learners with no or low (Level 1) prior achievement; and

(ii) learners who have completed a Level 1 or Level 2 Qualification through YG provision.

(f) You must not claim Funding in relation to a learner who is newly enrolling with you in a programme that is eligible for YG Provision Funding if:

(i) that learner has already achieved a Qualification at Level 1 or 2 on the NZQCF; and

(ii) 10% or more of the learners for whom you receive YG Funding in the calendar year had, at the time of their enrolment, already achieved a Qualification at Level 1 or 2.

(g) You must not enrol a learner in more than:

(i) 1.5 EFTS of Level 1 and/or 2 YG Qualification provision in any calendar year; or

(ii) 1.0 EFTS of Level 3 YG Qualification provision in any calendar year.

(h) Without limiting Condition 18, we may recover YG Funding if you enrol a learner in breach of Condition 7.1.

7.2 Verification of learner eligibility

(a) You must verify a learner's eligibility for enrolment. For the following types of learners, you must use one of the following verification methods, and assess whether each learner enrolled in an eligible programme meets the eligibility criteria as specified in Condition 7.1:

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe® (or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) if the learner is in a correctional facility at the time of enrolment, receive a completed and signed Department of Corrections "Verification of legal name and New Zealand residency status" form relating to the learner; or (d) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate; or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (e) if a learner is unable to obtain a birth certificate for the purposes of (d)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.

Type of learner	Verification methods
An Australian citizen or Australian permanent resident currently residing in New Zealand[3]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[4] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's eligibility, in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

(b) You must follow the process set out in Condition 7.2(a) or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

(c) For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(i) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(ii) have the official or person's signature on each page, with their name and title shown clearly below their signature.

3 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

4 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

7.3 Verification of learner identity

(a) You must verify the identity of each learner enrolled in a programme and confirm the learner is who they say they are by doing one of the following:

(i) confirming that the given name(s), surname and date of birth match the learner's NSN; or

(ii) receiving an assertion through the Department of Internal Affairs' RealMe® online identity verification service or a Department of Internal Affairs-approved intermediary organisation; or

(iii) if the learner is in a correctional facility at the time of enrolment, receiving a completed and signed Department of Corrections "Verification of legal name and New Zealand residency status" form relating to the learner; or

(iv) sighting the original or certified copy of a current passport; or

(v) sighting the original or certified copy of one or more of the following documents:

A. a birth certificate; or

B. a certificate of identity or refugee travel document; or

C. a New Zealand certificate of citizenship; or

D. an expired passport that has not been cancelled; or

E. a current New Zealand firearms licence.

(b) You must follow the process set out in Condition 7.3(a) unless we are satisfied that there are special circumstances that justify using an alternative process, and authorise you in writing to follow a different process that we specify.

(c) If a learner is unable to obtain a birth certificate for the purposes of Condition 7.3(a)(v) above, you may contact us to confirm that a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of identity.

(d) For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(i) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(ii) have the official or person's signature on each page, with their name and title shown clearly below their signature.

7.4 Enrolment records for eligible learners

You only need to comply with Condition 3.9 of the Base Funding Conditions in respect of an eligible learner who is enrolled in a programme or Micro-credential of more than 0.03 EFTS for which you receive YG Funding.

7.5 No inducing enrolment

(a) You must not secure or seek to secure an enrolment through offering an inducement.

(b) Even if a learner meets the criteria specified in Condition 7.1, the enrolment is not a valid enrolment if it has been secured by way of an inducement.

(c) For the purposes of this Condition, an inducement includes any of the following, where it induces a learner to enrol:

- (i) a financial benefit to the learner; or
- (ii) a personal advantage to the learner; or
- (iii) a physical item that a learner retains possession of after the course has ended.

(d) For the purposes of this Condition, an inducement does not include:

- (i) a scholarship, as defined below; or
- (ii) a physical item that:
  - A. is essential for a learner to complete the compulsory requirements of their programme (including printed course notes, an e-reader for course notes, or course-related textbooks); and
  - B. cannot be returned and reused for learners in subsequent intakes (for example, due to health and safety reasons; time-limited materials or materials that will be updated; or if it is not financially feasible); or
- (iii) an item or arrangement that has been approved by us (for example, we may approve an item that has minimal residual value or useful life in the general marketplace, or items that are needed for a learner's pathway into the vocation for which study or training has been undertaken); or
- (iv) the guarantee of a job placement on the successful completion of a programme, backed by a partial or total money-back guarantee; or
- (v) a conditional offer of a partial refund (such as a refund for a timely or electronic enrolment).

(e) For the purposes of this Condition, a scholarship means:

- (i) a merit scholarship (or prize) that comprises financial aid given to a learner as a result of high academic achievement exceeding that of their fellow learners or cohort; and/or
- (ii) a needs scholarship that comprises financial aid given to a learner who would otherwise be significantly disadvantaged in accessing education, where the need of the learner has been demonstrated through a robust application and assessment process; and/or
- (iii) any scholarship that:
  - A. has a clear, focused rationale for its existence; and
  - B. has a clearly identified philanthropic aim, or supports study in a particular area of importance to the donor.

7.6 Funding for EFTS factor of a course

You may only seek YG Funding for the EFTS factor of a course once unless, in cases where a learner's enrolment in the course can lead to the award of two (or more) Qualifications for the learner, you can demonstrate that the additional EFTS value sought for the learner's enrolment in the course adequately reflects additional teaching input or assessment that the learner would not receive if their enrolment in the course could only lead to the award of one Qualification.

7.7 Recognised prior learning

(a) You must not seek YG Funding for recognised prior learning credited to a learner. To ensure that you are able to comply with this Condition, you must:

(i) make any fees charged for recognition of prior learning clear to the learner; and

(ii) ask the learner to specify prior learning they have undertaken; and

(iii) review the information provided by the learner when admitting a learner into a programme or Qualification; and

(iv) retain documents that confirm that the learner has demonstrated the required knowledge or skill; and

(v) adjust the course EFTS by month in the SDR enrolment file so that you do not claim YG Funding for prior learning already credited to the learner; and

(vi) where programmes are credited to the learner for prior learning, you must pro-rate the course EFTS factor accordingly and detail your calculations for each enrolment.

(b) Recognised prior learning does not include repeated learning undertaken that the applicable quality assurance body requires learners to repeat periodically (eg, First Aid Certificates). If you deliver repeated learning or training for the purpose of meeting quality assurance body requirements, you must retain evidence that clearly identifies:

(i) the learning or training that was required to meet quality assurance body requirements; and

(ii) the specific quality assurance body requirements; and

(iii) that you have advised the learner of the fees that you will charge for the repeated learning or training; and

(iv) that the learner has agreed it is necessary to repeat the learning or training.

8. Programmes

8.1 Approval of programmes

You must:

(a) only use YG Funding to deliver programmes and courses that have been approved by us. To receive funding approval for a programme, you must submit the relevant documents to us in accordance with the information on our website; and

(b) ensure that YG Funding is only used for a course that is part of a programme that has been quality assured by NZQA.

8.2 Minimum Requirements

You must only use YG Funding for provision, in which eligible learners are enrolled, that:

(a) leads to:

(i) the award of NCEA at Level 1, 2 or 3; or

(ii) the award of another Qualification listed on the NZQCF at Level 1, 2 or 3; and/or

(iii) the achievement of the NCEA co-requisite standards; and

(b) includes literacy and numeracy provision; and

(c) comprises part of a recognised pathway (as determined by NZQA) towards one or more vocational Qualifications at Level 4 and above on the NZQCF; and

(d) is delivered

(i) face-to-face; or

(ii) synchronously online where this is in the best interest of the learner or learners; or

(iii) asynchronously, with our prior written approval due to exceptional circumstances. Written approval given in a previous Funding Period remains valid for the current Funding Period unless we revoke the approval; and

(e) when considering what is in the best interests of the learner or learners under condition 8.2(d)(ii) you must take into account enabling access to education and your capability to deliver effectively. Your capability to deliver effectively includes your delivery method, pastoral care and learning support; and

(f) if it leads to a Level 1 or 2 NCEA Qualification, is aligned to the Vocational Pathways; and

(g) is taught by appropriately qualified educators.

8.3 Health and safety or regulatory compliance learning

You must not use YG Funding to fund a programme where we consider on reasonable grounds that a majority of the programme relates to health and safety or regulatory compliance learning that would displace the responsibility of employers to provide training necessary to mitigate health and safety risks or meet their regulatory compliance obligations.

8.4 Making changes to programmes

(a) Before making a minor change to a programme, you must:

(i) obtain approval for the minor change from the relevant quality assurance body (if required), that is, NZQA, if you are a Registered PTE, a Polytechnic, NZIST, or a Wānanga; and

(ii) notify us of the change and provide the relevant information; and

(iii) obtain approval from us to update the course or Tertiary Education Commission (TEC) Qualifications Register.

(b) Before making a significant change to a programme, you must:

(i) obtain approval from the relevant quality assurance body (as outlined in 8.4(a)(i)); and

(ii) provide the relevant information to us (including evidence of approval from the quality assurance body) to enable us to determine whether or not to approve the change; and

(iii) obtain approval from us to make the significant change.

(c) For the purposes of this Condition:

(i) a "minor change" to a programme is a change that does not change the size, level, core content or EFTS value of the programme; and

(ii) a "significant change" to a programme is a change to:

A. the EFTS value; or

B. the total number of credits; or

C. the timeframe to complete the programme; or

D. the level of the resulting Qualification on the NZQCF; or

E. in relation to Polytechnics, NZIST and Registered PTEs:

I. the location or locations at which the programme is delivered; or

II. the delivery mode of the programme; or

III. the number of courses that each learner is expected to undertake to achieve the Qualification; or

IV. prerequisite requirements.

8.5 NCEA co-requisite standards

(a) You must report programmes that include the NCEA co-requisite standards in accordance with guidance provided by us.

8.6 Assigning EFTS values to programmes

(a) You must:

(i) use the following three methods to assign the EFTS value of a programme:

A. credits; and

B. learning hours; and

C. full-time teaching weeks; and

(ii) provide us with information on the three methods of assigning EFTS values (being credits, learning hours, and full-time teaching weeks) when you enter programme details through DXP Ngā Kete.

(b) For the purposes of this Condition, 1.0 EFTS is equal to 120 credits (1,200 notional hours of learning and 34 full-time teaching weeks).[5]

5 For Level 1 and 2 programmes, we pay a 50% premium in addition to each EFTS reported in your SDR. This is to acknowledge our YG definition of an EFTS for funding purposes being 80 credits for Level 1 and 2 programme delivery.

(c) If you submit a Qualification for approval for YG Funding that has two or more strands, you must propose an EFTS value for the Qualification that is based on the strand that contains the highest number of credits that you are approved to deliver for the Qualification. A strand is a specialisation within a Qualification that represents a major component of the Qualification and is at the level of the Qualification. Strands are documented through strand-specific outcomes in the graduate profile.

(d) If you submit a Qualification for approval for YG Funding, and NZQA has approved you to deliver a Qualification in both trades (50% or more of the courses are in delivery classifications codes C1, L1 and P1) and non-trades[6] strands (each leading to the same NZQCF Qualification), you must enter two Qualification codes through DXP Ngā Kete to reflect each of the two strands. Qualification code requirements are available on our web page Programme eligibility – Youth Guarantee.

(e) For the purposes of this Condition, learning hours comprises learning activities leading towards achievement of Qualification learning outcomes (planned by you and communicated by you to the learner). Learning activities include but are not limited to:

(i) lecturer and tutor contact hours, including workshops and tutorials; and

(ii) tests and assignments; and

(iii) supervised practical placements; and

(iv) study time; and

(v) self-directed learning activities that the learner is expected to engage with/ participate in outside teaching and tutor contact hours; and

(vi) examination periods.

8.7 Limit on EFTS values for Qualifications

(a) You must not assign an EFTS value representing more than 120 credits per year to a programme for which you seek approval of YG Funding, unless you have received approval from us. In approving an exception to this Condition, we will consider additional criteria, including whether you:

(i) will inform each learner accurately about their higher than normal expected study commitments; and

(ii) have support mechanisms in place for each learner who has difficulty coping with the intensity of the course.

(b) We will only approve an exception to this Condition if the Qualification is at Level 3 on the NZQCF.

6 A trades Qualification is a Qualification that focuses on, or leads to, training required for skilled labour or a professional craft. Trades Qualifications would likely require further training as an apprentice, cadet or trainee or some on-the-job training. A non-trades Qualification provides students with a broad educational experience, particularly in business, computer technology, education, health care or retail. Programmes in a non-trades Qualification provide learners with the fundamental principles, concepts, vocabulary, and methods essential for acquiring knowledge and skills basic to the field of study. See Ministry of Education, Trades and Non-Trades Learning Programmes (PDF 27 KB).

8.8 Assigning delivery classifications

You must accurately assign each of your courses from a programme to:

(a) a course EFTS factor; and

(b) a delivery classification in accordance with the Delivery Classification Guide (DCG).

8.9 Assigning a funding category

You must accurately assign each of your courses from a programme to a funding category listed in accordance with the Delivery Classification Guide (DCG).

9. Literacy and Numeracy Assessment Tool

9.1 You must have in place an effective assessment process for determining the literacy and numeracy needs of eligible learners, such as the Literacy and Numeracy for Adults Assessment Tool (LNAAT), and provide support to ensure that those learners progress in line with the guidelines provided by us.

10. Fees

10.1 You must:

(a) not charge any fees (including student services fees) to learners enrolled in a course funded by YG Funding;

(b) pay for the essential equipment, infrastructure and hardware required to deliver a particular programme; and

(c) in relation to the provision of essential equipment, including computers, not require the costs to be met through the "course-related costs" component of the Student Loan Scheme.

10.2 For the purposes of this Condition, "equipment, infrastructure and hardware":

(a) means items that can be used by successive intakes of learners; and

(b) does not include personal items that are provided for individual learners' use and that you do not retain for the next intake of learners.

11. Claiming YG Funding

11.1 You may only claim YG Funding for a learner who:

(a) meets the criteria in Condition 7.1; and

(b) has completed 10% or 30 calendar days of the course for which they have enrolled, whichever is the earlier. You must determine whether a learner has completed 10% or 30 calendar days of a course by calculating the number of sequential calendar whole days (including weekends and public holidays) from the start date of the course (when tuition starts), rounding up to the nearest whole day.

12. TEO not to over-deliver Level 3 EFTS

12.1 If you have been allocated YG Funding to deliver Qualifications at Level 3 on the NZQCF, you must not exceed that allocation.

12.2 If you deliver more provision at Level 3 on the NZQCF than that which you have been allocated, we may recover YG Funding for the amount of provision that you have over-delivered.

13. Wellbeing and Pathways Support subsidy

13.1 The Wellbeing and Pathways Support subsidy is in addition to the 2027 YG Funding rate.

13.2 This subsidy must be used to support:

(a) wellbeing and cultural support for each learner for whom you receive the subsidy; and

(b) facilitating pathways to higher-level learning or employment for the learner.

13.3 You must work with each learner and their whānau to develop a pathway plan to map "where to from here" and support each learner to complete the plan. The plan:

(a) can be included within an existing learning plan; and

(b) must outline how it will support the learner to move to higher-level learning and/or employment; and

(c) should include:

(i) the learner's individual needs;

(ii) the learner's end goals;

(iii) support they need throughout their study to meet those goals; and

(iv) any support the learner requires post-study to take the next steps towards further study and/or employment.

14. Travel assistance Funding

14.1 A travel assistance subsidy is included in the 2027 YG Funding rate.

14.2 The purpose of the travel subsidy (being a component of the YG Fund trade and non-trade Funding rate per EFTS) is to support the travel costs associated with normal learner travel needs.

15. Exceptional Circumstances Transport Assistance (ECTA) Funding

15.1 The purpose of the ECTA Fund (being a component of the YG Fund) is to provide for additional travel assistance to learners who live in relatively isolated areas who may have higher transport needs.

15.2 For ECTA Funding, you must:

(a) ensure that the Funding is only used to pay for the actual cost of transport incurred by you or the learner to whom it is paid; and

(b) if a learner incurs the cost of travel, reimburse the learner within 20 working days of them notifying you that they have incurred the cost; and

(c) keep records of your expenditure on transport assistance; and

(d) if you supply transport to learners, keep records including:

(i) a daily travel logbook that sets out the kilometres travelled in relation to each learner; and

(ii) the source of Funding for each learner's enrolment at your Organisation (for example, whether the learner is enrolled in a YG Funded programme or otherwise); and

(e) if additional travel assistance Funding is paid directly to a learner, keep records stating:

(i) the amounts paid to each learner; and

(ii) the total amount that you reimbursed learners for transport.

16. Performance expectations

16.1 You must meet any performance expectations that we specify, including any performance standards specified in your Investment Plan.

17. Subcontracting

17.1 You must not subcontract any of the activities of the funded programme without:

(a) prior written approval from us; and

(b) if the programme is quality assured by NZQA, meeting NZQA subcontracting requirements.[7]

17.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us on our written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any activities or functions; and

(c) remain accountable to us for the use of the YG Funding.

18. Repayment of YG Funding

18.1 If you receive YG Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown. This is repayable on demand and may be set-off against all or any Funding, or any sum of money payable by us to you.

7 Refer to the most recent Quality Assurance of Tertiary Education Providers Rules made under section 452(1)(t) of the Education and Training Act 2020.

Vocational and Non-degree Funds

Delivery at Levels 3 to 7 (non-degree) on the New Zealand Qualifications and Credentials Framework and all industry training Fund	122
Māori and Pasifika Trades Training Fund (Fees Top-ups and Brokerage Services)	154
Māori and Pasifika Trades Training Fund (Consortium Activities)	161

Back to Main Contents

Delivery at Levels 3 to 7 (non-degree) on the New Zealand Qualifications and Credentials Framework and all industry training Fund

1.	Purpose of Fund	123
2.	Modes of delivery	123
3.	Flexible Funding for DQ3-7 Delivery Component Funding and all industry training	124
4.	Funding Conditions	125
5.	Organisation eligibility	125
6.	Supply and use of information	126
7.	Confirmed learner enrolments	127
8.	Withdrawal of enrolments	127
9.	Use of DQ3-7 Funding for valid domestic enrolments	128
10.	Programmes and Micro-credentials	136
11.	Funding	142
12.	Fees Free tertiary education and training	144
13.	Fee limits	144
14.	Student services fees	149
15.	Performance standards	151
16.	Financial reporting	151
17.	Disclosure of data from Statistics New Zealand's Integrated Data Infrastructure	152
18.	Benchmarking	152
19.	Subcontracting	152
20.	Conditions for DQ3-7 Learner Component Funding	152
21.	Repayment of DQ3-7 Funding	153
22.	Repayment of DQ3-7 Funding in case of deviation from Funding approval	153

Back to Main Contents Back to Section Contents

Delivery at Levels 3 to 7 (non-degree) on the New Zealand Qualifications and Credentials Framework and all industry training Fund

1. Purpose of Fund

1.1 The *Delivery at Levels 3 to 7 (non-degree) on the New Zealand Qualifications and Credentials Framework and all industry training*[1] Fund (DQ3-7) comprises two components:

(a) the Delivery Component. The purpose of the Delivery Component is to contribute to the provision of teaching and learning services for enrolled learners at Tertiary Education Organisations (TEOs).

(b) the Learner Component. The purpose of the Learner Component is to support TEOs to put learners at the centre of their organisation and to improve outcomes for learners by supporting all learners, particularly those who have traditionally been underserved by the education system; and recognising that there are higher costs involved in adapting education delivery and support to meet all learners' unique needs. Priorities for Learner Component funding include delivery of the priorities of the Tertiary Education Strategy, the identified needs of learners enrolled with a TEO, and the development of a TEO's capability and capacity to support learner success.

2. Modes of delivery

2.1 The Delivery Component has four modes of delivery that reflect how learning takes place:

(a) Provider-based. Learners study mainly in a campus setting with some supported self-directed learning. Providers are responsible for learners' pastoral care and learning support.[2]

(b) Provider-based: extramural. Learners study mainly away from a campus setting but not in the workplace. Learners undertake supported self-directed learning, and the provider is responsible for the learners' pastoral care and learning support.

(c) Work-based. Learners study mainly in the workplace with some supported self-directed learning. Learners are supported in their training by both the provider and employer. Providers are responsible for learners' pastoral care and learning support in conjunction with the employer.

1 For the purposes of this Fund, "industry training" refers to training undertaken in the *work-based* and *assessment and verification* modes of delivery and includes all levels on the New Zealand Qualifications and Credentials Framework.

2 All delivery to learners residing in a correctional facility receives the funding rate for the *provider-based* mode of delivery.

Back to Main Contents Back to Fund Contents

(d) Assessment and verification. Learners receive training in the workplace. The employer has created or purchased a programme of study leading to an award and delivers this. Providers work with employers to map the programme to the appropriate New Zealand Qualification or Micro-credential. The provider retains the responsibility for the learners' pastoral care and learning support and supports the employer in providing these. Providers are responsible for the quality of assessment.

3. Flexible Funding for DQ3-7 Delivery Component Funding and all industry training

3.1 We will allocate you flexible DQ3-7 Delivery Component Funding, over and above that specified in your Funding Confirmation Letter, if you are a "qualifying Tertiary Education Organisation (TEO)", which means:

(a) you are:

(i) one of the following and have a New Zealand Qualifications Authority (NZQA) external evaluation and review (EER) Category 1 or 2:[3]

A. a Wānanga; or

B. a Registered Private Training Establishment (PTE); or

C. a University; or

(ii) the New Zealand Institute of Skills and Technology (NZIST); or

(iii) a Polytechnic; or

(iv) a Registered PTE, where the PTE received training activities from an Industry Skills Board (ISB) in accordance with an approved transition plan under clause 160 of Schedule 1 of the Education and Training Act 2020 (the Act); or

(v) an ISB; and

(vi) approved by us to deliver a minimum of 20 equivalent full-time students (EFTS) in 2027; and

(vii) as applicable:

A. for DQ3-7 (non-degree) *provider-based* and *provider-based: extramural* modes of delivery, have a course completion rate of 70% or higher for provision funded under DQ3-7 at Levels 3 to 7 (non-degree) in 2026;[4] or

B. for DQ3-7 (non-degree) *work-based or assessment and verification* modes of delivery, including all industry training, have a credit achievement rate of 70% or higher for provision funded as one of these modes of delivery under DQ3-7 (non-degree) in 2027; and

(viii) the value of provision you actually deliver (as determined by us), as measured in dollars, is greater than the value of your approved Funding allocation.

3 We will update references to the EER in the Funding Conditions once NZQA finalises the integrated quality assurance framework (iQAF) quality criteria and overall descriptors or equivalent integrated quality assurance framework rating.

4 If you deliver under both *Provider-based* (including *Provider-based extramural*) and *Work-based* (including *Assessment and verification*) modes of delivery, your course completion and credit achievement rates for *provider-based* and *work-based* modes of delivery are calculated separately (with each needing to be 70% or higher).

3.2 The flexible DQ3-7 Delivery Component Funding available to be allocated is up to the following limits, either (whichever is greater):

(a) 2% of your approved Funding allocation; or

(b) 10 EFTS (we will calculate 10 EFTS of delivery using the average EFTS rate of your total actual delivery as determined by us).

3.3 Any flexible Funding for DQ3-7 Delivery Component Funding will be calculated using information provided in the December Single Data Return (SDR) and the ITR – Industry Training Register (as at the 1 April data cut-off).

3.4 A TEO that delivers an aviation programme subject to the cap on high-cost aviation provision is not eligible for flexible Funding in respect of that programme.[5]

3.5 We may establish criteria to allocate DQ3-7 Delivery Component Funding above the flexible Funding limits described in Condition 3.2, if we have assessed that we have sufficient DQ3-7 Delivery Component Funding available to provide Funding above those limits.

4. Funding Conditions

4.1 The following Conditions apply, under section 426 of the Act, to the DQ3-7 Funding you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, any Organisation-specific Conditions set out in your Funding Confirmation Letter, and the Conditions in the Act.

5. Organisation eligibility

5.1 To be an eligible Organisation to receive DQ3-7 Funding, you must be and continue to be for the duration of the Funding Period:

(a) a Tertiary Education Institution (TEI), namely:

(i) a University; or

(ii) a Polytechnic; or

(iii) the NZIST; or

(iv) a Wānanga; or

(b) an ISB; or

(c) a Registered PTE.

5 This 450 EFTS cap includes any delivery on the NZQCF at Level 3 and above in aviation, including delivery funded through the *Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework* funding mechanism.

6. Supply and use of information

6.1 Single Data Return (SDR)

In addition to the requirements of Condition 3.1(b) of the Base Funding Conditions:

(a) you must:

(i) supply to us information about each learner enrolled in a course by completing the fields in the SDR in accordance with the Data Specifications for the Single Data Return; and

(ii) submit the information on or before the date we specify and ensure this information is accurate and up to date at the time it is provided to us.

Information is submitted to the SDR through DXP Ngā Kete. For more information, please refer to the Data Specifications for the Single Data Return.

(b) you must supply to us a forecast of your likely DQ3-7 funded EFTS in accordance with the Data Specifications for the Single Data Return; and

(c) you must follow the process set out in Conditions 6.1(a) and (b) unless we are satisfied that there are special circumstances that justify using an alternative process, and authorise you in writing to follow a different process that we specify.

6.2 Industry Training Register (ITR)

In addition to the requirements of Condition 3.1(b) of the Base Funding Conditions:

(a) you must:

(i) supply to us information about each learner undertaking learning in the *work-based* and *assessment and verification* modes of delivery, including New Zealand Apprentices, enrolled in a programme or Micro-credential by completing the fields in the ITR; and

(ii) submit the information no later than 90 days after the training commenced; and

(iii) ensure that each industry trainee who is volunteering is identified as a volunteer through the ITR.

Information is submitted to the ITR through DXP Ngā Kete. For more information about using the ITR, please refer to our webpage work-based data collection.

(b) you must follow the process set out in Condition 6.2(a) unless we are satisfied that there are special circumstances that justify using an alternative process and authorise you in writing to follow a different process that we specify.

7. Confirmed learner enrolments

7.1 You must ensure that you accurately report all "confirmed learner enrolments" where fees apply. A confirmed learner enrolment occurs where:

(a) a learner and your Organisation have entered into an enrolment or tuition contract, training agreement, or other arrangement and the learner (or their employer, as the case may be) has paid or committed to pay their fees; and

(b) the period during which the learner is entitled to Withdraw from a programme or Micro-credential and/or Component Course and the learner or employer receive a full refund of fees (less any applicable administration fee) has passed; and

(c) the learner has not received a full refund of fees (less any applicable administration fee).

8. Withdrawal of enrolments

8.1 Withdrawal date for TEIs

(a) If you are a University, a Polytechnic, NZIST, or a Wānanga, you may set a Withdrawal date, being the specified period during which a learner can Withdraw and receive a full refund of fees, course costs and student services fees, provided that date is not earlier than the Withdrawal date in Condition 8.1(b).

(b) If you do not set a Withdrawal date, the Withdrawal date will be the date on which 10% (rounded up to the nearest whole day) or 30 calendar days of the course for which a learner is enrolled has passed, whichever is earlier. The Withdrawal date must be determined by calculating the number of sequential calendar whole days (including weekends and public holidays) from the start date of the course.

8.2 Withdrawal date for Registered PTEs

If you are a Registered PTE, you must comply with the Withdrawal dates and refund period entitlements set out in section 357 of the Act.

8.3 Reporting Withdrawals to the Ministry of Social Development (StudyLink)

In addition to any other Conditions requiring you to report Withdrawals of enrolments, you must report the Withdrawal of learners in *provider-based* and *provider-based: extramural* modes of delivery to the Ministry of Social Development (StudyLink) within five working days of each Withdrawal. This is to enable Student Loans and Student Allowances to be cancelled as soon as possible. Reporting of off-job delivery in the ITR is excluded from this Condition.

8.4 Other obligations to report Withdrawals

For the avoidance of doubt, completing the SDR under Condition 6 does not discharge your other obligations to report Withdrawals. These obligations include reporting (where applicable) to:

(a) Immigration New Zealand (for international learners);

(b) the Ministry of Social Development (StudyLink) (for Student Loan and Student Allowance recipients); and

(c) Trustees administering your fee protection mechanisms (for international learners or if you are a Registered PTE).

8.5 Refunding fees for Withdrawals

(a) If you are a TEI and fees are to be refunded to a learner or employer on the basis that the learner withdrew before the Withdrawal date, you must, as soon as reasonably practicable, pay the refund:

(i) to the Ministry of Social Development (StudyLink), if the learner paid the fees using the Student Loan Scheme; or

(ii) directly to the learner or employer, depending on who paid the fees.

(b) If you are a Registered PTE and fees are to be refunded to a learner you must comply with your obligations under section 357 of the Act.

9. Use of DQ3-7 Funding for valid domestic enrolments

9.1 Valid domestic enrolments

(a) You must ensure that, for the duration of the learner's enrolment within the Funding Period, DQ3-7 Funding is only used in respect of a learner who is a "valid domestic enrolment".

(b) For the purposes of DQ3-7 Funding, the term "valid domestic enrolment" refers to the enrolment of a learner who:

(i) is one of the following:

A. a Domestic Student; or

B. an Australian citizen or Australian permanent resident currently residing in New Zealand; and

(ii) is either:

A. aged 16 years or over; or

B. aged under 16 years and meets the criteria in Condition 9.1(c); and

(iii) is studying in New Zealand, unless the learner meets the criteria in Condition 9.1(d); and

(iv) has paid or is committed to pay their fees (if fees apply), unless the learner meets the criteria in Condition 9.1(e).

(c) A learner aged under 16 years old at the time that the programme or Micro-credential in which they are enrolled begins is a valid domestic enrolment if:

(i) you are satisfied that the learner is capable of completing the academic requirements of the programme or Micro-credential in which they are enrolled; and

(ii) the learner:

A. is, or will be, enrolled in a secondary school at the time the programme or Micro-credential starts, and you have ensured that the learner's principal has signed a letter that approves the programme or Micro-credential and specifies that:

I. the learner is not required to be absent from school during school hours; or

II. if the learner is required to be absent from school during school hours for more than five hours per week, the school will seek reduced Funding for the learner from the Ministry of Education; or

B. is, or will be, home schooled at the time that the programme or Micro-credential starts, and you have ensured that the parent or legal guardian of the learner who is primarily responsible for their home schooling has signed a letter that approves the study or training; or

C. has a school exemption certificate from the Ministry of Education.

(d) A learner studying outside New Zealand is a valid domestic enrolment if they meet the criteria in Conditions 9.1(b)(i), (ii) and (iv), and:

(i) if the learner is studying at an overseas campus or delivery site (irrespective of whether they are enrolled at the TEO's New Zealand campus or overseas campus), they meet the following criteria:

A. the learner is undertaking part (but not all) of the programme outside New Zealand; and

B. the learner is enrolled at a New Zealand TEO in a programme leading to the award of a Qualification at Level 7 (non-degree) on the New Zealand Qualifications and Credentials Framework (NZQCF); and

C. the study outside New Zealand is full time and face-to-face (ie, is not an extramural enrolment); and

D. the overseas campus is an approved offshore delivery site under the Offshore Programme Delivery Rules 2026; and

E. the overseas campus is in an approved country identified on the Education New Zealand website; or

(ii) the learner is studying in a Realm country (namely, Tokelau, the Cook Islands, or Niue) in 2027 and is enrolled in a programme that was funded under this Fund in 2025 or earlier.

(e) A learner who has not paid their fees (if fees apply) is a valid domestic enrolment, including for the purposes of section 256(5) of the Act (if applicable), if the learner's fees are paid for by their employer or you pay for the learner's fees through a scholarship.

9.2 Verification of learner eligibility

(a) You must verify a learner's eligibility for enrolment as a valid domestic enrolment. For the following types of learners who are valid domestic enrolments under Condition 9.1, you must use one of the following verification methods, and assess whether the learner meets the eligibility criteria as specified in Condition 9.1:

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe® (or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) if the learner is in a correctional facility at the time of enrolment, receive a completed and signed Department of Corrections "Verification of legal name and New Zealand residency status" form relating to the learner; or (d) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate;[6] or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (e) if a learner is unable to obtain a birth certificate for the purposes of (d)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.

6 If the learner was born on or after 1 January 2006, the birth certificate must confirm the learner is a New Zealand citizen at birth.

Type of learner	Verification methods
An Australian citizen or Australian permanent resident currently residing in New Zealand[7]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[8] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's eligibility, in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

(b) You must follow the process set out in Condition 9.2(a) or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

(c) For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(i) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(ii) have the official or person's signature on each page, with their name and title shown clearly below their signature.

7 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

8 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

9.3 Verification of learner identity

(a) You must verify the identity of each learner enrolled in a programme or Micro-credential of more than 0.03 EFTS and confirm whether the learner is who they say they are by doing one or more of the following:

(i) confirming that the given name(s), surname and date of birth data fields match the learner's NSN; or

(ii) receiving an assertion through the Department of Internal Affairs' RealMe® online identity verification service or a Department of Internal Affairs-approved intermediary organisation with online identity verification service; or

(iii) if the learner is in a correctional facility at the time of enrolment, receiving a completed and signed Department of Corrections "Verification of legal name and New Zealand residency status" form relating to the learner; or

(iv) sighting the original or certified copy of a current passport; or

(v) sighting the original or certified copy of one or more of the following documents:

A. a birth certificate; or

B. a certificate of identity or refugee travel document; or

C. a New Zealand certificate of citizenship; or

D. an expired passport that has not been cancelled; or

E. a current New Zealand firearms licence; or

F. a current New Zealand driver licence (for *work-based* or *assessment and verification* modes of delivery only).

(b) You must follow the process set out in Condition 9.3(a) unless we are satisfied that there are special circumstances that justify using an alternative process and authorise you in writing to follow a different process that we specify.

(c) If a learner is unable to obtain a birth certificate for the purposes of Condition 9.3(a)(v)A, you may contact us to confirm that a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of identity.

(d) For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(i) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(ii) have the official or person's signature on each page, with their name and title shown clearly below their signature.

9.4 Enrolment records for valid domestic enrolments

You only need to comply with Condition 3.9 of the Base Funding Conditions in respect of an eligible learner who is enrolled in a programme or Micro-credential of more than 0.03 EFTS for which you receive DQ3-7 Funding.

9.5 Records for *work-based* or *assessment and verification* modes of delivery

(a) You must keep a record of evidence that each learner who is in a *work-based* or *assessment and verification* mode of delivery has:

(i) a formal training agreement with their employer that is intended to lead to the achievement of one or more of the programmes or Micro-credentials set out in Condition 10; and

(ii) an enrolment or tuition contract entered into by your Organisation and the learner; and

(iii) an agreement entered into by your Organisation and the learner's employer outlining the arrangement to deliver training and support learners in the *work-based* or *assessment and verification* mode of delivery.

9.6 No inducing enrolment

(a) You must not secure or seek to secure an enrolment through offering an inducement.

(b) Even if a learner meets the criteria specified in Condition 9.1, the enrolment is not a valid domestic enrolment if it has been secured by way of an inducement.

(c) For the purposes of this Condition, an inducement includes any of the following, where it induces a learner to enrol:

(i) a financial benefit to the learner; or

(ii) a personal advantage to the learner; or

(iii) a physical item that a learner retains possession of after the course has ended.

(d) For the purposes of this Condition, an inducement does not include:

(i) a scholarship, as defined below; or

(ii) a physical item that:

A. is essential for a learner to complete the compulsory requirements of their programme (including printed course notes, an e-reader for course notes, course-related textbooks, or tools for apprenticeships); and

B. cannot be returned and reused for learners in subsequent intakes (for example, due to health and safety reasons; time-limited materials or materials that will be updated; or if it is not financially feasible); or

(iii) an item or arrangement that has been approved by us (for example, we may approve an item that has minimal residual value or useful life in the general marketplace, or items that are needed for a learner's pathway into the vocation for which study or training has been undertaken, such as tools for apprenticeships); or

(iv) a conditional offer of a partial refund (such as a refund for a timely or electronic enrolment).

(e) For the purposes of this Condition, a scholarship means:

(i) a merit scholarship (or prize) that comprises financial aid given to a learner as a result of high academic achievement exceeding that of their fellow learners or cohort; and/or

(ii) a needs-based scholarship that comprises financial aid given to a learner who would otherwise be significantly disadvantaged in accessing education, where the need of the learner has been demonstrated through a robust application and assessment process; and/or

(iii) any scholarship that:

A. has a clear, focused rationale for its existence; and

B. has a clearly identified philanthropic aim or supports study in a particular area of importance to the donor.

9.7 No private advantage

You must not restrict enrolment in a DQ3-7 funded programme or Micro-credential on the basis of private advantage (for example, restricting enrolment to your employees only).

9.8 Exceeding the total annual EFTS value of the Qualification for data reported through the SDR (*provider-based* and *provider-based: extramural* modes of delivery only)

You must not seek DQ3-7 Funding in respect of a learner enrolled in a course or Micro-credential that leads to the award of a Qualification if the result of enrolling the learner in the course or Micro-credential is that the total EFTS factors for all of the courses and Micro-credentials in which the learner is enrolled in that year exceed the total annual EFTS value of the Qualification, unless:

(a) the learner, in an exceptional circumstance (such as repeating a course or Micro-credential that they previously have not passed), has elected to exceed the total EFTS value of the Qualification in that year; and

(b) you can demonstrate that the EFTS factor sought for the course or Micro-credential adequately reflects additional teaching input, rather than additional directed study.

9.9 Funding for EFTS factor of a programme or Micro-credential (applies to all modes of delivery)

You may only seek DQ3-7 Funding for the EFTS factor of a programme or Micro-credential once in cases where a learner's enrolment can lead to the award of two (or more) Qualifications for the learner, unless you can demonstrate that additional EFTS value sought for the learner's enrolment adequately reflects additional teaching input or assessment that the learner would not receive if their enrolment in the programme or Micro-credential could only lead to the award of one Qualification or Micro-credential.

9.10 Recognised prior learning

(a) You must not seek DQ3-7 Funding for recognised prior learning credited to a learner. To ensure that you are able to comply with this Condition, you must:

(i) make any fees charged for recognition of prior learning clear and reasonable to the learner; and

(ii) ask the learner to specify prior learning they have undertaken; and

(iii) review the information provided by the learner when admitting a learner into a programme or Qualification; and

(iv) retain documents that confirm that the learner has demonstrated the required knowledge or skill; and

(v) reduce the learner's fees accordingly in proportion to the recognised prior learning they have undertaken; and

(vi) for data reported through the SDR, adjust the programme or Micro-credential EFTS by month in the SDR enrolment file so that you do not claim DQ3-7 Funding for prior learning already credited to the learner; or

(vii) for data reported through the ITR, adjust the programme or Micro-credential EFTS in accordance with the instructions in the ITR User Guide; and

(viii) where programme or Micro-credential components have been recognised for prior learning, pro-rate the course EFTS accordingly and detail your calculations for each enrolment.

(b) Recognised prior learning does not include repeated learning or training that the applicable quality assurance body requires learners to undertake periodically. If you deliver repeated learning or training for the purpose of meeting quality assurance body requirements you must retain evidence that clearly identifies:

(i) the learning or training that the learner was required to repeat to meet quality assurance body requirements; and

(ii) the specific quality assurance body requirements; and

(iii) that you have advised the learner of the fees that you will charge for the repeated learning or training; and

(iv) that the learner has agreed it is necessary to repeat the learning or training.

10. Programmes and Micro-credentials

10.1 Approval of programmes and Micro-credentials for Delivery Component

You must only use DQ3-7 Delivery Component Funding to deliver programmes or Micro-credentials that have been approved by us. To receive approval for a programme or Micro-credential, you must submit the relevant documents to us in accordance with the information on our website.

10.2 Minimum Requirements for Delivery Component

(a) You must ensure that DQ3-7 Delivery Component Funding is only used for:

(i) a programme or Micro-credential:

A. that leads to an award on the NZQCF at Levels 3 to 7 (non-degree); and

B. that has been endorsed by the relevant Industry Skills Board (ISB) or Workforce Development Council (WDC) (as appropriate); and

C. that has been quality assured by either NZQA or Universities NZ or equivalent quality assurance body (as appropriate); and

D. where a programme or Micro-credential is quality assured by NZQA, the mode of delivery is consistent with the mode of delivery approved by NZQA as part of your approval and accreditation for the programme or Micro-credential; or

(ii) a programme or Micro-credential that is in line with the NZQA criteria for the approval of Micro-credentials and meets any other criteria that we specify; or

(iii) part of a programme or Micro-credential that meets the criteria in Condition 10.2(a)(i), if it is designed to encourage entry into a full Qualification; or

(iv) a programme or Micro-credential, or part of a programme or Micro-credential, that:

A. leads to the award of a Qualification at Level 1 or 2 on the NZQCF (non-degree); and

B. is predominantly completed in the *work-based* or *assessment and verification* modes of delivery; and

C. the programme or Micro-credential, or Component Course:[9]

I. has been endorsed by the relevant WDC or ISB (as appropriate); and

II. has been quality assured by NZQA; and

III. the mode of delivery is consistent with the mode of delivery approved by NZQA as part of your approval and accreditation for the programme or Micro-credential.

(b) You must ensure that the amount of delivery using DQ3-7 Delivery Component Funding towards Micro-credentials is consistent with any criteria determined by us and published on our website.

9 A Component Course means part of a programme leading to a Qualification or part of a Micro-credential, and includes single courses, limited credit programmes (LCP) and supplementary credit programmes (SCP).

(c) Where you receive DQ3-7 Funding for a Qualification that requires a clinical placement or practicum element you must:

(i) ensure that you are able to secure the necessary placements for all learners you enrol in the Qualification, for each year in which a placement is required; and

(ii) at the request of the Tertiary Education Commission (TEC), provide information demonstrating, to TEC's satisfaction, that you have arrangements in place to ensure the necessary placements for all learners enrolled in the Qualification and throughout its duration.

(d) You must not use DQ3-7 Delivery Component Funding for any of the following:

(i) Certificates of Proficiency; or

(ii) Certificates of Personal Interest; or

(iii) programmes taught under contract (and reported under Source of Funding code 12); or

(iv) delivery of Secondary Tertiary Alignment Resource (STAR); or

(v) community education programmes at TEIs.

10.3 Delivery Component Funding for Levels 1 to 3 on the NZQCF

(a) DQ3-7 Funding used to deliver a programme, or part of a programme, must include embedded literacy and numeracy if it leads to a Qualification at:

(i) Level 1 or 2 on the NZQCF and delivered in the *work-based* mode of learning; or

(ii) Level 3 on the NZQCF and is delivered in the *work-based* mode of learning.

(b) For the purposes of Condition 10.3(a), programme, or part of a programme, includes where enrolment in multiple Micro-credentials leads to the award of one of the qualifications mentioned in 10.3(a)(i) or (ii).

(c) You must determine the literacy and numeracy needs of eligible learners and provide support to those learners to meet their literacy and numeracy needs in accordance with the guidelines that we specify.

10.4 Health-related professional Qualifications or Micro-credentials

(a) You may use DQ3-7 Delivery Component Funding for programmes, Micro-credentials, or their Component Courses that lead to the award of a post-entry health-related professional Qualification or Micro-credential that:

(i) is of an academic or research nature; and

(ii) has a clinical component of 30% or less within the total programme or Micro-credential.

(b) You must not use DQ3-7 Delivery Component Funding for programmes, Micro-credentials, or their Component Courses that lead to the award of a post-entry health-related professional Qualification or Micro-credential that has:

(i) a clinical component of more than 30% within the total programme or Micro-credential; and

(ii) either:

A. a requirement for clinical education and training; or

B. an emphasis on specialist clinical professional skills.

10.5 Health and safety or regulatory compliance learning

(a) You must not use DQ3-7 Delivery Component Funding to fund a programme or Micro-credential where we consider on reasonable grounds that a majority of the programme or Micro-credential relates to health and safety or regulatory compliance learning that would displace the responsibility of employers to provide training necessary to mitigate health and safety risks or meet their regulatory compliance obligations.

(b) Delivery of a programme or Micro-credential that meets the criteria in Condition 10.5(a) may be funded where we are satisfied that the relevant health and safety or regulatory compliance learning is embedded in occupational or technical learning that supports the development of transferable skills or skills with industry-wide application as determined by TEC.

(c) We will assess whether the criteria in Condition 10.5(b) is satisfied in accordance with the guidance published on our website.

10.6 New Zealand Apprenticeships and New Zealand Apprentices

(a) You must report a programme as a New Zealand Apprenticeship if it:

(i) provides an entry point into an occupation to set a person up for a career in an industry; and

(ii) meets any regulatory requirements for entry into an occupation; and

(iii) requires a tripartite training agreement between the learner, you and the employer; and

(iv) contains a strong theoretical component to support further learning, as well as a practical element; and

(v) is directly related to the intended career; and

(vi) is approved as an apprenticeship.

(vii) leads to either:

A. a Qualification at Level 4 on the NZQCF that has a minimum of 120 credits and, if approved by us, additional Qualifications at Level 3 or Level 4 on the NZQCF; or

B. multiple Qualifications that together have at least 120 credits, provided those Qualifications are at Level 3 and Level 4 on the NZQCF, and at least 60 credits are at Level 4 on the NZQCF; and

(viii) meets any additional criteria set by us to ensure that the programme is focused on Level 4 outcomes on the NZQCF.

(b) You must report a learner as a New Zealand Apprentice through the ITR (or the Single Data Return, with prior written approval from TEC) if they are:

(i) a valid domestic enrolment enrolled in a New Zealand Apprenticeship programme (as set out in Condition 10.6(a)); and

(ii) employed in the occupation for which they are training; and

(iii) supported by a training plan agreed by the apprentice, the employer and the TEO arranging the training, throughout the programme.

(c) You must ensure you comply with the Code of Good Practice for New Zealand Apprenticeships and support learners enrolled in apprenticeships and their employers to understand their responsibilities under this code.

10.7 Making changes to programmes and Micro-credentials

(a) Before making a minor change to a programme or Micro-credential, you must:

(i) receive notification of change from the relevant ISB (if appropriate); and

(ii) obtain approval for the minor change from the relevant quality assurance body (if required), that is:

A. NZQA, if you are a Polytechnic, NZIST, an ISB, a Wānanga, or a Registered PTE; or

B. Universities NZ or equivalent quality assurance body, if you are a University; and

(iii) notify us of the change and provide the relevant information; and

(iv) obtain approval from us to update the course or TEC Qualifications Register.

(b) Before making a significant change to a programme or Micro-credential, you must:

(i) receive notification of change from the relevant ISB (if appropriate); and

(ii) obtain approval from the relevant quality assurance body as set out in Condition 10.7(a)(ii); and

(iii) provide the relevant information to us (including evidence of approval from the quality assurance body) to enable us to determine whether or not to approve the change; and

(iv) obtain approval from us to make the significant change.

(c) For the purposes of this Condition:

(i) a "minor change" to a programme or Micro-credential is a change that does not change the size, level, core content, or EFTS value of the Qualification; and

(ii) a "significant change" to a programme or Micro-credential is a change to:

A. the EFTS value; or

B. the total number of credits; or

C. the timeframe to complete the programme or Micro-credential; or

D. the level of the resulting Qualification or Micro-credential on the NZQCF; or

E. in relation to Polytechnics, NZIST, Wānanga, ISBs, and Registered PTEs:

I. the location or locations at which the programme or Micro-credential is delivered; or

II. a change to the delivery mode of the programme or Micro-credential (eg, a move from face-to-face learning to distance online learning); or

III. the number of courses that each learner is expected to undertake to achieve the Qualification or Micro-credential; or

IV. prerequisite requirements.

10.8 Assigning EFTS values to programmes and Micro-credentials

(a) You must:

(i) for *provider-based* and *provider-based: extramural modes* of delivery, use the following three methods to determine the EFTS value of a programme or Micro-credential:

A. credits or points; and

B. learning hours; and

C. full-time teaching weeks; and

(ii) ensure that a programme designed to be delivered within a year (being any 12-month period) is limited to a maximum of 1.0 EFTS for *provider-based* and *provider-based: extramural* modes of delivery, even if obtaining the Qualification requires more than 120 credits (1,200 notional hours of learning, over 34 full-time teaching weeks), unless we have approved an exception to this limit; and

(iii) provide us with information on the three methods of calculating the EFTS value (being credits or points, learning hours, and full-time teaching weeks) when you enter Qualification or Micro-credential details through DXP Ngā Kete; and

(iv) for *work-based* and *assessment and verification* modes of delivery, use the following two data points to determine the EFTS value of a programme or Micro-credential:

A. credit values; and

B. nominal duration.

(b) For the purposes of DQ3-7 Funding, 1.0 EFTS equates to a student workload that is 120 credits or the amount of training that is required for a learner in the *work-based* and *assessment and verification* modes of delivery to achieve 120 NZQCF credits (1,200 notional learning hours delivered over one calendar year).

(c) For *provider-based*, if you submit for approval for DQ3-7 Funding a Qualification that has two or more strands, you must propose an EFTS value for the Qualification that is based on the strand that contains the highest number of credits that you are approved to deliver for the Qualification. A strand is a specialisation within a Qualification that represents a major component of the Qualification and is at the level of the Qualification. Strands are documented through strand-specific outcomes in the graduate profile.

(d) For the purposes of this Condition and Condition 10.9, notional learning hours and nominal duration comprise learning activities leading towards achievement of a Qualification or Micro-credential learning outcomes (planned by you and/or the employer and communicated by you and/or the employer to the learner). Learning activities include but are not limited to:

(i) lecturer and tutor contact hours, including workshops and tutorials; or

(ii) tests and assignments; or

(iii) supervised practical placements; or

(iv) study time; or

(v) self-directed learning activities that the learner is expected to engage with/participate in; or

(vi) examination periods; or

(vii) on-job learning in the workplace; or

(viii) skills verification and assessments.

10.9 Limit on EFTS values for Qualifications

(a) You must not assign an EFTS value of more than 1.0 EFTS for *provider-based* and *provider-based: extramural* modes of delivery per year to a programme for which you seek approval of DQ3-7 Funding, unless you have received written approval from us. In approving an exception to this Condition, we will consider additional criteria, including whether you:

(i) will inform each learner accurately about their higher than normal expected study commitments; and

(ii) have support mechanisms in place for each learner who has difficulty coping with the intensity of the programme or Micro-credential.

(b) You must not assign a value of 1.0 or more EFTS for *work-based* and *assessment and verification* modes of delivery per year to a programme for which you seek approval of DQ3-7 Funding, unless:

(i) you:

A. have an agreement in place with the learner's employer to ensure the learner can adjust their work schedule, if and when needed, to enable them to continue their study; and

B. have confidence in the learner's ability to achieve their responsibilities under their employment agreement and training agreement, per observations of the learner's competence and discussions with the learner; or

(ii) you have our prior written approval.

10.10 Assigning delivery classifications

In accordance with your quality assurance approval from NZQA, or Universities NZ or equivalent quality assurance body, whichever the case may be, you must:

(a) for delivery in the *work-based* and *assessment and verification* modes of delivery, accurately assign:

(i) a credit value and nominal duration to each programme in order for the correct EFTS value to be calculated; and

(ii) a New Zealand Standard Classification of Education (NZSCED) detailed field code and an Occupation Code to each new, or new version of, a programme in order for the correct funding rate to be calculated.

(b) for delivery in the *provider-based* and *provider-based: extramural* modes of delivery accurately assign each of your courses from a programme, Micro-credential, and/or Component Courses:

(i) an EFTS factor; and

(ii) a delivery classification in accordance with Appendix 1 of the Funding Mechanism named *Determination of Design of Funding Mechanism: Delivery at Levels 3 to 7 (non-degree) of the New Zealand Qualifications and Credentials Framework* and the Delivery Classification Guide (DCG).

10.11 Assigning a funding category

For delivery in the *provider-based* and *provider-based: extramural* modes of delivery (including "off-job" provider-based delivery), you must accurately assign each of your courses from a programme or Micro-credential a funding category in accordance with Appendix 1 of the Funding Mechanism named *Determination of Design of Funding Mechanism: Delivery at Levels 3 to 7 (non-degree) of the New Zealand Qualifications and Credentials Framework* and the Delivery Classification Guide (DCG).

10.12 Over-delivery

You must not deliver provision above 105% of your approved Funding allocation unless you have our prior written approval.

11. Funding

11.1 Use of DQ3-7 Funding

(a) You must ensure that DQ3-7 Funding is only used for the relevant programmes, Micro-credentials and activities at Levels 3 to 7 (non-degree) as well as all industry training on the NZQCF, which are specified in your approved Investment Plan (unless exempt) or equivalent arrangement. For the purposes of calculating the value of your approved DQ3-7 funded delivery, we use a metric comprising:

(i) the number of valid domestic enrolments measured in EFTS; and

(ii) the programmes or Micro-credentials, and their Component Courses, in which learners are enrolled, and the assigned delivery classifications, funding categories, and funding rates of those programmes or Micro-credentials and their Component Courses.

(b) You may only claim DQ3-7 Funding for a learner who:

(i) is and continues to be for the duration of the Funding Period a valid domestic enrolment as described in Condition 9.1(b); and

(ii) is enrolled in a programme, Micro-credential or Component Course in:

A. the *provider-based* or *provider-based: extramural* modes of delivery, and has completed a minimum of 10% or 30 calendar days of the Micro-credential or Component Course for which they have enrolled, whichever is the earlier. You must determine whether a learner has completed 10% or 30 calendar days of a Micro-credential or Component Course by calculating the number of sequential calendar whole days (including weekends and public holidays) from the start date of the Micro-credential or Component Course rounding up to the nearest whole day; or

B. the *work-based* and *assessment and verification* modes of delivery, and has a programme enrolment status of ACTIVE or GRACE on the last day of a calendar month for which the EFTS value is being calculated.

11.2 Use of DQ3-7 Funding for overseas travel

(a) You must not use DQ3-7 Funding to meet the costs of overseas travel for learners, or require learners to meet the cost of the travel by accessing the Student Loan Scheme, unless the overseas travel is academically essential. To determine whether overseas travel is academically essential, you must:

(i) submit an application to us at least two months before you advertise or publish any information about the programme or Micro-credential or accept enrolments; and

(ii) include a letter from the applicable quality assurance body, endorsing the essential nature of the travel component of the programme or Micro-credential; and

(iii) receive written approval from us to include overseas travel as part of a programme or Micro-credential.

(b) For the purposes of this Condition, the appropriate quality assurance body is NZQA if you are a Polytechnic, NZIST, a Wānanga, a Registered PTE, or an ISB, and Universities NZ, or equivalent quality assurance body, if you are a University.

(c) When determining whether or not overseas travel is academically essential, we will consider whether:

(i) the overseas travel is integrally linked to the stated outcomes of a programme or Micro-credential; and

(ii) the programme or Micro-credential is a compulsory requirement of a Qualification and/or major; and

(iii) the academic outcomes for the programme or Micro-credential cannot be achieved in any other manner in New Zealand; and

(iv) the programme, Micro-credential or Qualification is aligned to the Tertiary Education Strategy.

11.3 Provision of equipment, infrastructure and hardware

(a) You must pay for the essential equipment, infrastructure and hardware required to deliver a particular programme, Micro-credential and/or Component Course.

(b) When providing essential equipment (including computers, diving hardware, chainsaws, protective overalls, safety helmets, mesh visors, ear muffs, steel-capped boots, safety glasses, hair nets, and other compulsory footwear), you must not:

(i) include the costs in any fee, compulsory course cost or student services fee charged to a learner or their employer; or

(ii) require a learner to meet the costs through the "course-related costs" component of the Student Loan Scheme as a condition of the learner's enrolment.

(c) For the purposes of this Condition, "equipment, infrastructure and hardware":

(i) means items that can be used by successive intakes of learners; and

(ii) does not include:

A. personal items that are provided for individual learners' use and that you do not retain for the next intake of learners; or

B. infrastructure used by learners in *work-based* or *assessment and verification* modes.

12. Fees Free tertiary education and training

12.1 You must work with us to give effect to the Fees Free schemes, where relevant, and their discontinuation. In particular, you must provide information as required by us, to enable us to understand the entitlement use of eligible learners, and fees charged for programmes and Micro-credentials.

13. Fee limits

13.1 This Condition applies to fees charged by you for DQ3-7 funded programmes, Micro-credentials, activities and/or Component Courses, except for fees charged by you for industry training.

(a) The fees charged by you are subject to this Condition if you are the sole source of the item to which the fee relates.

(b) For the purposes of this Condition, unless the context otherwise requires:

(i) **Course** means part of a programme that leads to the award of a Qualification on the NZQCF, including a certificate, diploma, degree, or postgraduate Qualification. This includes a course that is part of a programme where the learner is not enrolled in the programme (for example, where a learner is only enrolled in one or more courses but is not intending to complete the entire programme);

(ii) **Corresponding course** means a course that:

A. was subject to NZIST's programme unification process; and

B. is offered by a Polytechnic established on or after 1 December 2025; and

C. is the same as or very similar to (as determined by TEC) a course delivered by its corresponding Polytechnic before 1 April 2020;

(iii) **Corresponding Polytechnic** means a polytechnic that became a subsidiary of NZIST on 1 April 2020 and that corresponds by name, location, or other unique identifying feature, to a Polytechnic established on or after 1 December 2025.

(iv) **Fees:**

A. means tuition fees;

B. means compulsory course costs that are charged to all learners enrolled in a course, which include (but are not limited to) the following: any compulsory costs associated with enrolment, examinations (including reporting of credits to NZQA), field trips, and any compulsory purchase of equipment or books through the TEO;

C. excludes any administrative fees or charges (other than tuition fees or compulsory course costs) for additional services that are payable as a result of the specific circumstances of a learner, which include (but are not limited to) the following: reassessment or remarking of examination results, examination relocation fees, fees associated with recognition of prior learning, or fees associated with an application for Selected Entry Programmes;

D. excludes student services fees;

(v) **Industry training** means programmes or Micro-credentials funded by us under DQ3-7 in the *work-based* and *assessment and verification* modes of delivery;

(vi) **Micro-credential** means study or training that leads to an award but does not, of itself, lead to an award of a Qualification listed on the NZQCF;

(vii) **NZIST** means the New Zealand Institute of Skills and Technology, as continued by clause 128 of Schedule 1 of the Act;

(viii) **Programme** means a programme of study or training leading to the award of a Qualification listed on the NZQCF; and

(ix) **Student services fees** means fees for the provision of student services that are provided by a TEO or another person or body on behalf of the TEO. These fees were previously known as compulsory student services fees (CSSFs).

13.2 Annual Maximum Fee Movement (AMFM)

(a) The AMFM sets the maximum percentage that you may increase your domestic tuition fees by each year for all DQ3-7 funded courses, excluding any fees charged for industry training.

(b) The AMFM for 2027 is 6.0%. You are therefore permitted to increase fees (GST exclusive) charged in 2027 to domestic learners for DQ3-7 funded courses by 6.0%.

(c) If you reduce fees for a course across one or more calendar years, you can return to the previous fee (from before the reduction was applied), in addition to applying the AMFM rates for the period in which the fees were reduced. This does not apply where fee reductions were in place prior to 2024.

(d) If you do not offer a course for one or more calendar years and resume delivery, you can charge the fee that applied before delivery stopped. You can apply the AMFM increases that would have applied during the years the course was not delivered.

(e) Condition 13.2(c) applies, and Condition 13.5(a) does not apply, to fees that have been reduced temporarily and that, prior to the temporary reduction, were higher than $511.11 (GST inclusive) (or $444.44 (GST exclusive)) per EFTS.

(f) If a course spans more than one calendar year, the applicable fee is the fee applying to the course in the calendar year in which the course started.

(g) The fees to be used in calculating the AMFM are the highest fees charged to an intake of learners.

(h) A Polytechnic established on or after 1 December 2025 that offers a corresponding course may charge the fee that applied to the course before 1 April 2020 plus an increase at the AMFM rate for each subsequent year.

13.3 Substitute courses

The AMFM applies to any new courses you establish in substitution for an existing course dealing with the same or similar subject matter, at a same or similar level on the NZQCF, for which DQ3-7 Funding can be used.

13.4 Calculating the AMFM

(a) For the purposes of determining the fee to be used in calculating the AMFM, you must provide us with information about:

(i) the highest fee charged to a learner; and

(ii) any discounted fees charged to a learner.

(b) If you discount your course fees for a calendar year, you must supply to us information about each discount.

(c) You must report, through DXP Ngā Kete, accurate information regarding the fees you are charging learners.

13.5 Low or zero fee courses

(a) If the fees for a DQ3-7 funded course were less than $511.11 (GST inclusive) (or $444.44 (GST exclusive)) per EFTS in 2026, including fees set at zero, then for 2027, you may increase the fees for the course up to no more than the 75th percentile from the range of fees (above zero) charged for similar courses (as specified by us).

(b) Condition 13.2(c) applies, and Condition 13.5(a) does not apply, to fees that have been reduced temporarily and, prior to the temporary reduction, were higher than $511.11 (GST inclusive) or $444.44 (GST exclusive) per EFTS.

13.6 Exceptions to the AMFM

(a) You may apply for an exception from the AMFM on the basis of exceptional circumstances. Any exception granted will not exceed an additional 6.0% over and above the permitted 6.0% increase.

(b) In considering whether there are exceptional circumstances, we must only have regard to the following criteria:

(i) you can demonstrate that it is financially unsustainable to deliver the course, in terms of the cost of delivering the course and taking into account the total income that the course would generate (including government funding and tuition fees), and that there are no satisfactory alternatives to limit costs;

(ii) the existing fees for the course are no more than the 75th percentile of the range of fees charged for similar courses; and

(iii) any two of the following three criteria apply:

A. where the course is part of a programme at Levels 3 to 7 (non-degree) on the NZQCF that has been delivered previously, the programme has a cohort-based completion rate that meets or exceeds the median performance benchmark for that NZQCF level in the previous year;

B. you can demonstrate that the course is in some way unique or special, for example, that there are no available local alternatives; and

C. not allowing an exception will prevent you from making a significant contribution to the achievement of one or more of the Government's priorities, as set out in the current Tertiary Education Strategy.

(c) If you are applying for an exception for multiple courses, each course must individually meet the criteria listed in Condition 13.6(b).

(d) To apply for an exception, you must use the templates specified on our website and send the application to us by the date that we specify on our website.

(e) There is a limit to the number of courses for which you can request an exception. If you have equal to or less than 1,000 EFTS, the limit is 4 courses. If you have between 1,001 and 4,999 EFTS, the limit is 8 courses. If you have between 5,000 and 9,999, the limit is 12 courses. If you have 10,000 EFTS or more, the limit is 16 courses, and increases by 4 courses per increment of 10,000 EFTS.

13.7 Fee setting limits for new courses

(a) The fees for a new course established by you and funded under the DQ3-7 Fund must be no more than the 75th percentile from the range of fees charged for similar courses. We will specify how similar courses will be determined.

(b) Condition 13.7(a) does not apply to a new substitute course as defined in Condition 13.3.

13.8 Exceptions to fee setting limits for new courses

(a) You may apply for an exception from Condition 13.7(a) on the basis of exceptional circumstances.

(b) In considering whether there are exceptional circumstances, we must only have regard to the following criteria:

(i) the course would not be financially viable without a higher fee;

(ii) where the course is part of a programme at Levels 3 to 7 (non-degree) on the NZQCF that has been delivered previously, the programme has a cohort-based completion rate that meets or exceeds the median performance benchmark for that NZQCF level in the previous year; and

(iii) you can demonstrate that the course is in some way unique or special, for example, there are no or very few similar courses to compare fees with; and

(iv) the course is aligned to Government priorities as set out in the Tertiary Education Strategy.

(c) We must only grant an exception if we are satisfied that you meet all of the criteria listed in Condition 13.8(b).

(d) If we grant an exception in respect of a new course and we specify the fees for that course that you may charge, you must not charge fees for that course that are greater than the fees that we specify.

13.9 Fee capping limits for Micro-credentials

(a) The fees you charge for a Micro-credential (or components of a Micro-credential that are not made up of existing courses subject to the AMFM) must be no more than $64 (GST inclusive) per credit. This fee cap does not apply to Component Courses that are also part of a programme leading to the award of a Qualification funded through DQ3-7.

(b) Where a Micro-credential wholly or partly comprises courses that also lead to the award of a Qualification that is funded through DQ3-7, the fees you charge for these courses must be equal to, or less than, the maximum fee permitted for the course under the AMFM under Condition 13.2 and the fee setting limits for new courses under Condition 13.7. The fees you charge for the components that are also not part of a programme must be no more than $64 (GST inclusive) per credit.

13.10 Exceptions to fee capping limits for Micro-credentials

(a) You may apply for an exception from Condition 13.9 on the basis of exceptional circumstances.

(b) Where a course in a Micro-credential is also a course in a programme, it is subject to the AMFM and the relevant exception criteria listed in Conditions 13.6(b) and 13.8(b).

(c) In considering whether there are exceptional circumstances, we must only have regard to the following criteria:

(i) you can demonstrate that the fee cap makes it financially unsustainable to offer the Micro-credential, in terms of the costs of delivering the Micro-credential and taking into account the total income that the Micro-credential would generate (including government funding and fees), and that there are no satisfactory alternatives to limit costs; and

(ii) you can provide evidence that there is strong support from industry and/or employers to deliver the Micro-credential and that the Micro-credential clearly meets industry and/or employer needs.

(d) We must only grant an exception if we are satisfied that you meet all of the criteria listed in Condition 13.10(c).

(e) If we grant an exception in respect of a Micro-credential and we specify the fees for that Micro-credential that you may charge, you must not charge fees for that Micro-credential that are greater than the fees that we specify.

13.11 Refund for breach

If you breach Condition 13.2, 13.3, 13.5, 13.7 or 13.9 you must refund the learner the part of the fee that was overcharged. The refund must be given to the learner or, if the learner paid using the Student Loan Scheme, to StudyLink.

14. Student services fees

14.1 This Condition applies to all student services fees charged by you to Domestic Students in respect of whom you receive DQ3-7 Funding.

(a) The objective of these requirements is to ensure:

(i) accountability in the use of fees for student services;

(ii) involvement of learners in decisions in the charging and use of fees for student services; and

(iii) fair arrangements for learners in different tertiary education settings (for example, work-based learners or learners in fees-free foundation education programmes).

14.2 Opt-in arrangements for trainees and apprentices

(a) You must not charge a compulsory fee for student services fee to apprentices, trainees (as defined in section 10(1) of the Act) or their employers. You must give apprentices, trainees and their employers the option of paying for and accessing student services.

(b) Where apprentices and trainees opt in to receive student services and pay fees, you must comply with the requirements in Conditions 14.3 to 14.8.

14.3 Decision-making

You must establish and demonstrate adequate arrangements for decisions to be made jointly or in consultation with the learners enrolled at your Organisation, or their representatives, on the following matters:

(a) the maximum amount that learners will be charged for student services;

(b) the types of services to be delivered (within the permitted categories set out in Condition 14.8);

(c) the procurement of those services; and

(d) the method for authorising expenditure on those services.

14.4 Consultation requirements

If you choose to make decisions about student services fees in consultation with learners enrolled at your Organisation or their representatives, instead of undertaking a joint decision-making process, you are required to ensure that:

(a) the outcome of the consultation is not predetermined;

(b) proposals are clearly communicated and publicised;

(c) there is sufficient time for learners to consider proposals and provide feedback; and

(d) due consideration is given to student feedback.

14.5 Accounting for the use of student services fees

You must either hold all student services fees in a separate bank account or ensure that all income and expenditure associated with the provision of such services is separately accounted for in your accounting system.

14.6 Reporting on student services fees

(a) If your Organisation is:

(i) a TEI, you must provide information on all student services fees through your annual report; or

(ii) a Registered PTE, you must:

A. provide information on all student services fees through a written report to learners; and

B. provide us with a copy of that written report no later than 14 days after it is provided to learners by sending the copy:

by post to: Requirements for Student Services Fees Submissions
Monitoring and Crown Ownership
The Tertiary Education Commission
PO Box 27048
Wellington 6141; or

by email to: ssf@tec.govt.nz.

(b) You must include the following information in your annual report or written report to learners (as the case may be):

(i) a description of the services funded out of the student services fee;

(ii) a statement of the fee income and expenditure for each type of student service;

(iii) the student services fee amount charged per EFTS or academic year (or however it is calculated); and

(iv) a statement describing how you are complying with the accounting requirements specified above in Condition 14.5.

14.7 Publishing information online

If you are charging student services fees, you must, as soon as reasonably practicable each year, publish the following information on your website:

(a) a description of the services funded out of the student services fee;

(b) a statement of the fee income and expenditure for each type of student service;

(c) the student services fee amount charged per EFTS or academic year (or however it is calculated);

(d) a description of the current year's student services fee decision-making process, including what decisions were consulted on, how consultation with learners occurred, a summary of learner feedback, what the decisions were, and how learner feedback was incorporated into those decisions; and

(e) a description of how learners can be involved in student services fee decisions for the following year – ie, how you propose to consult with your learners and what issues might be considered.

14.8 Categories of student services

You may charge student services fees to support the delivery of the following categories of services:

(a) advocacy and legal advice – advocating on behalf of individual learners and groups of learners, and providing independent support to resolve problems. This includes advocacy and legal advice relating to accommodation;

(b) careers information, advice and guidance – supporting learners' transition into post-study employment;

(c) childcare services – providing childcare services while caregivers are studying;

(d) clubs and societies – supporting learner clubs and societies, including through the provision of administrative support and facilities for clubs and societies;

(e) counselling services – providing non-academic counselling and pastoral care, such as chaplains;

(f) employment information – providing information about employment opportunities for learners while they are studying;

(g) financial support and advice – providing hardship assistance and advice to learners on financial issues;

(h) health services – providing health care and related welfare services;

(i) media – supporting the production and dissemination of information by learners to learners, including through newspapers, radio, television and internet-based media; and

(j) sports, recreation and cultural activities – providing sports, recreation and cultural activities for learners.

15. Performance standards

15.1 You must meet any minimum and maximum performance and delivery standards that we specify, including any minimum performance standards specified in your Investment Plan.

16. Financial reporting

16.1 If you are a TEI, you must use the TEI Financial Monitoring electronic templates that we provide to you and supply the following information to us:

(a) your annual report prepared in accordance with section 306 of the Act (including your financial statements and statement of service performance prepared in accordance with the Crown Entities Act 2004); and

(b) your three-year financial forecast; and

(c) any other financial reports that we request.

17. Disclosure of data from Statistics New Zealand's Integrated Data Infrastructure

17.1 It is a Condition of DQ3-7 Funding that you consent, for the purposes of section 39(2)(a) of the Data and Statistics Act 2022, to Statistics New Zealand disclosing information to the Ministry of Education and to us from its Integrated Data Infrastructure that identifies or may identify you.

17.2 The Data and Statistics Act 2022 does not constrain the ongoing use or sharing of your TEO-level data once it is disclosed.

18. Benchmarking

18.1 If you are a TEI, you must participate as appropriate in benchmarking, including:

(a) providing us, or any vendor contracted by us for benchmarking purposes, with financial and performance information as requested, in a timely manner; and

(b) engaging with follow-up questions and related quality assurance processes, in a timely manner; and

(c) contributing to the cost of any vendor contracted by us, at a rate we determine.

19. Subcontracting

19.1 You must not subcontract any of the activities of the funded programme or Micro-credential without:

(a) prior written approval from us; and

(b) if the programme or Micro-credential is quality assured by NZQA, meeting NZQA subcontracting requirements.[10]

19.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us on our written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) remain accountable to us for the use of the DQ3-7 Funding.

20. Conditions for DQ3-7 Learner Component Funding

20.1 Minimum Requirements for Learner Component Funding

You must:

(a) identify the unique needs of all learners (including through engagement with learners and their communities); and

(b) decide how to support learners; and

(c) allocate Funding from the DQ3-7 Fund accordingly.

10 Refer to the most recent Quality Assurance of Tertiary Education Providers Rules made under section 452(1)(t) of the Education and Training Act 2020.

21. Repayment of DQ3-7 Funding

21.1 If you receive DQ3-7 Delivery Component Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(i) is repayable on demand; and

(ii) may be set-off against all or any Funding, or any sum of money payable by us to you.

(a) For the purposes of this Condition, you will have received DQ3-7 Funding that was "greater than it should have been" if the total dollar value of the provision that was delivered by you within the Funding Period is less than 99% of the total dollar value for provision paid to you from DQ3-7 Funding.

(b) In that situation, the percentage of Funding that is repayable is equal to the difference between the bottom of the tolerance band (99%) and the percentage value of the provision that was delivered.

22. Repayment of DQ3-7 Funding in case of deviation from Funding approval

22.1 If we notify you that we consider that you have deviated materially and substantially from your commitments to deliver specific subject areas, programme or Micro-credential levels, or modes of delivery for which Funding is approved, you must treat the amount of the over-funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

Māori and Pasifika Trades Training Fund (Fees Top-ups and Brokerage Services)

1.	Purpose of Fund	155
2.	Performance Incentive Payment	155
3.	Funding Conditions	156
4.	Organisation eligibility	156
5.	Learner eligibility	157
6.	Eligible programmes and Micro-credentials for MPTT Fees Top-ups	157
7.	Eligible MPTT Brokerage Services	158
8.	Compliance with Conditions that apply to DQ-funded programmes or Micro-credentials	158
9.	Literacy and Numeracy for Adults Assessment Tool	159
10.	Fees and associated course costs	159
11.	Performance standards	159
12.	Subcontracting	159
13.	Repayment of MPTT Fees Top-ups Funding or MPTT Brokerage Services Funding	159
14.	Recovery of MPTT Fees Top-ups Funding or MPTT Brokerage Services Funding	160

Māori and Pasifika Trades Training Fund (Fees Top-ups and Brokerage Services)

1. Purpose of Fund

1.1 The purpose of the *Māori and Pasifika Trades Training* Fund (MPTT) is to support Māori and Pacific learners aged 16 to 40 years of age (inclusive) to enter and achieve in pre-trades training and progress to relevant trades-related employment, or to work-based vocational training on the New Zealand Qualifications and Credentials Framework (NZQCF), including New Zealand Apprenticeships. Progression to further provider-based vocational training on the NZQCF that has strong employment outcomes is also a positive outcome.

1.2 Funding through the MPTT Fund is for fees top-ups, brokerage services and consortium activities. In relation to fees top-ups and brokerage services, the Funding is for:

(a) MPTT Fees Top-ups to make provider-based delivery of pre-trades training programmes or Micro-credentials fees-free for learners where those programmes or Micro-credentials are delivered through the:

(i) *Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework* Fund (DQ1-2); and

(ii) *Delivery at Levels 3 to 7 (non-degree) on the New Zealand Qualifications and Credentials Framework and all industry training* Fund (DQ3-7); and

(b) MPTT Brokerage Services to:

(i) match learner talents and aspirations with employer skill requirements and career pathways; and

(ii) tailor pre-employment trades educational provision to the needs and aspirations of MPTT learners, communities and potential employers; and

(iii) facilitate relationships between MPTT learners, providers and potential employers; and

(iv) transition learners into relevant employment.

2. Performance Incentive Payment

(a) 50% of the MPTT Brokerage Services Funding is reserved for the payment of a performance incentive, payable once per learner, on the basis of sufficient evidence of individual learners achieving a successful outcome from a programme supported by MPTT within 18 months of the learner ceasing to be enrolled in the programme.

(b) The successful outcomes that result in the payment of the performance incentive are:

(i) entry into a New Zealand Apprenticeship; or

(ii) entry to work-based vocational training at Level 3 or higher on the NZQCF.

3. Funding Conditions

The following Conditions apply, under section 429 of the Education and Training Act 2020 (the Act), to the MPTT Funding you receive for MPTT Fees Top-ups (MPTT Fees Top-ups Funding) and MPTT Brokerage Services (MPTT Brokerage Services Funding) for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

4. Organisation eligibility

4.1 To be an eligible Organisation to receive MPTT Fees Top-ups Funding and MPTT Brokerage Services Funding you must be and continue to be for the duration of the Funding Period either:

(a) a Tertiary Education Organisation (TEO) that:

(i) is part of a consortium approved by us; and

(ii) is one of the following:

A. a Wānanga;

B. a Polytechnic;

C. the New Zealand Institute of Skills and Technology (NZIST);

D. a University; or

E. a Registered Private Training Establishment (PTE); and

(iii) has been allocated DQ1-2 and/or DQ3-7 Funding from us; or

(b) a consortium, or a member of a consortium, that:

(i) is approved by us; and

(ii) is a legal entity; and

(iii) includes or is a TEO identified under section 10(1) of the Act; and

(iv) in the case of MPTT Fees Top-ups Funding, has a contract for DQ1-2 and/or DQ3-7 funded provision with at least one TEO that meets the criteria specified in Condition 4.1(a).

4.2 You must remain part of the same approved consortium or consortia, where applicable, for the duration of the Funding Period, except as agreed by us, for the purpose of continuing to support enrolled learners.

4.3 If we cease to fund the consortium or consortia you are part of through MPTT, then Fees Top-ups and Brokerage Services for new learners will also cease.

5. Learner eligibility

5.1 You must ensure that, for the duration of the learner's enrolment within the Funding Period, MPTT Fees Top-ups Funding and MPTT Brokerage Services Funding are used only in respect of a learner who:

(a) is one of the following:

(i) a Domestic Student;

(ii) an Australian citizen or Australian permanent resident currently residing in New Zealand; and

(b) is Māori and/or Pacific; and

(c) is aged 16 to 40 years of age (inclusive) at the start date of the first course in the programme; and

(d) is and continues to be enrolled in an eligible programme or Micro-credential leading to an award on the NZQCF as set out in Condition 6.

5.2 For the purposes of this Condition:

(a) "Māori" refers to those with evidence of Māori ancestry, whakapapa, or persons that made an oath, affirmation or declaration that they are Māori before a person recognised and authorised to administer such oaths, attestations, or declarations (eg, a kaumātua affiliated to a recognised Māori hapū, iwi or legal entity, a Justice of the Peace, or other persons empowered to administer oaths and declarations under the Oaths and Declarations Act 1957); and

(b) "Pacific" refers to those who have evidence of ancestry from the independent and sovereign nations of the South Pacific, including The Republic of Fiji, The Kingdom of Tonga, the Independent State of Sāmoa, the Cook Islands, Solomon Islands, Vanuatu, Tuvalu, Nauru, Niue and Kiribati. It also includes the atolls of Tokelau for which New Zealand is administratively and constitutionally responsible; and

(c) additionally, on the basis of a request by a consortium, we may grant admission to learners descended from persons from French Polynesia, Wallis and Futuna Islands, New Caledonia, Papua New Guinea and American Sāmoa provided they also meet the other requirements specified in Condition 5.1 and there is spare capacity, but only after prior consideration of admission by Māori and Pacific learners as identified at (a) and (b).

6. Eligible programmes and Micro-credentials for MPTT Fees Top-ups

6.1 You must only use MPTT Fees Top-ups Funding for eligible learners enrolled in a programme or Micro-credential that:

(a) is DQ1-2 or DQ3-7-funded training; and

(b) is either:

(i) a programme leading to the award of a Qualification at Levels 1 to 4 on the NZQCF; or

(ii) a Micro-credential of between 20 and 40 credits at Levels 1 to 4 that is listed on the NZQCF; and

(c) forms a pathway to entry to:

(i) a New Zealand Apprenticeship; or

(ii) vocational training at Level 3 or higher on the NZQCF, in a programme identified by us as being likely to lead to relevant employment.

6.2 You must not use MPTT Fees Top-ups Funding for:

(a) a New Zealand Apprenticeship; or

(b) any learning undertaken in the *work-based* or *assessment and verification* modes of delivery as funded under DQ3-7; or

(c) a programme or Micro-credential if we consider on reasonable grounds that a majority of that programme or Micro-credential relates to health and safety or regulatory compliance learning that would displace the responsibility of employers to provide training necessary to mitigate health and safety risks and/or meet their regulatory obligations.

7. Eligible MPTT Brokerage Services

7.1 You must use the MPTT Brokerage Services Funding to provide or subcontract brokerage services to eligible learners. You must use MPTT Brokerage Services Funding for the following purposes:

(a) to match learner talents and aspirations with employer skill requirements and career pathways; and

(b) to tailor pre-employment trades educational provision to the needs and aspirations of MPTT learners, communities and potential employers; and

(c) to facilitate relationships between MPTT learners, providers and potential employers; and

(d) to transition learners into relevant employment.

8. Compliance with Conditions that apply to DQ-funded programmes or Micro-credentials

8.1 You must, in respect of the programmes and Micro-credentials for which you are receiving DQ1-2 or DQ3-7 Funding, comply with the Conditions imposed on that Funding.

9. Literacy and Numeracy for Adults Assessment Tool

9.1 In the case of learners for whom you receive MPTT Fees Top-ups Funding for DQ-funded programmes or Micro-credentials at Level 3 or 4 on the NZQCF, you must:

(a) have in place an effective assessment process for determining the literacy and numeracy needs of eligible learners, such as the Literacy and Numeracy for Adults Assessment Tool (LNAAT); and

(b) provide support to ensure that those learners progress in line with the guidelines provided by us.

10. Fees and associated course costs

10.1 You must not:

(a) charge a fee to a learner who is enrolled in an eligible programme or Micro-credential for which you receive MPTT Fees Top-ups Funding; or

(b) charge a fee to a learner for brokerage services for which you have received Funding from the MPTT Brokerage Services Fund.

11. Performance standards

11.1 You must meet any performance and delivery standards including any Minimum Requirements that we specify. We will monitor your performance against the performance standards and Minimum Requirements with respect to MPTT learners and your performance may inform future funding decisions.

12. Subcontracting

12.1 You must not subcontract any of the funded activities without prior written approval:

(a) from us; and

(b) if you are quality assured by NZQA, from NZQA.

12.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us in our written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) remain accountable to us for the use of the MPTT Fees Top-ups or MPTT Brokerage Services Funding.

13. Repayment of MPTT Fees Top-ups Funding or MPTT Brokerage Services Funding

13.1 If you receive MPTT Fees Top-ups Funding and/or MPTT Brokerage Services Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

13.2 If you receive MPTT Fees Top-ups Funding or MPTT Brokerage Services Funding that is less than it should have been, or than you were entitled to receive, we will treat the amount of the under-Funding as a credit and pay the amount as soon as is reasonably practicable.

14. Recovery of MPTT Fees Top-ups Funding or MPTT Brokerage Services Funding

14.1 We will recover up to 100% of MPTT Fees Top-ups Funding for any under-delivery by your Organisation. The course level delivery volume data submitted through the December Single Data Return (SDR) will be used to assess any under-delivery.

14.2 We will recover up to 100% of MPTT Brokerage Services Funding for any under-delivery by your Organisation. The data submitted through the December SDR will be used to determine the amount of under-delivery.

Māori and Pasifika Trades Training Fund (Consortium Activities)

1.	Purpose of Fund	162
2.	Funding Conditions	162
3.	Organisation eligibility	162
4.	Consortium lead member's responsibilities	163
5.	Membership of consortium	163
6.	MPTT Consortium Activities	163
7.	Female participation in MPTT	163
8.	Participation of learners who may be less likely to participate or achieve in vocational training without MPTT	164
9.	Employment outcomes performance measure for consortia	164
10.	Performance standards	165
11.	Reporting	165
12.	Subcontracting	165
13.	Repayment of MPTT Consortium Activities Funding	165

Māori and Pasifika Trades Training Fund (Consortium Activities)

1. Purpose of Fund

1.1 The purpose of the *Māori and Pasifika Trades Training* Fund (MPTT) is to support Māori and Pacific learners aged 16 to 40 years of age (inclusive) to enter and achieve in pre-trades training and progress to relevant trades-related employment, or to work-based vocational training on the New Zealand Qualifications and Credentials Framework (NZQCF) including New Zealand Apprenticeships. Progression to further provider-based vocational training on the NZQCF that has strong employment outcomes is also a positive outcome.

1.2 Funding through the MPTT Fund is for fees top-ups, brokerage services and consortium activities. In relation to consortium activities, the Funding is for consortium activities to:

(a) increase access to vocational training for Māori and Pacific learners; and

(b) improve pre-employment trades training (including robust work preparation and learner support) to align this training more closely to the needs of employers and of Māori and Pacific communities.

2. Funding Conditions

The following Conditions apply, under section 429 of the Education and Training Act 2020 (the Act), to the MPTT Funding that you receive for the MPTT Consortium Activities, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

3. Organisation eligibility

3.1 To receive MPTT Consortium Activities Funding, you must:

(a) be a legal entity; and

(b) be either:

(i) a Tertiary Education Organisation (TEO) that is eligible to receive Funding for MPTT Fees Top-up or MPTT Brokerage Services under the MPTT Fund; or

(ii) an individual or body that provides tertiary education-related services and is identified in accordance with section 10(1) of the Act as a Tertiary Education Organisation for the purpose of the Act; and

(c) be the lead consortium member that is approved by us; and

(d) remain part of the same approved consortium or consortia, for the purpose of continuing to support enrolled learners, except as agreed by us; and

(e) continue to meet (a) to (d) above for the duration of the Funding Period.

4. Consortium lead member's responsibilities

4.1 As the lead member of the consortium, you must enter into an arrangement, or arrangements, with each other member of the consortium that:

(a) enables you to meet the Conditions imposed by us on you as the consortium lead member; and

(b) imposes on each other member of the consortium obligations owed to you that are similar to your obligations in respect of any MPTT Funding you receive; and

(c) imposes on each other member of the consortium obligations to provide information to, and fully co-operate with, you and us, in order to verify your compliance with the Conditions.

4.2 As the lead member of the consortium, you must not, without our prior written approval, enter or end any arrangement with another organisation, or any other member of the consortium, that would have the effect of changing the membership of the consortium.

5. Membership of consortium

5.1 You must ensure that the consortium consists of at least one TEO funded for work-based learning, one TEO funded for provider-based learning (which may be the same TEO), employer representation, and a Māori and/or Pacific entity.

6. MPTT Consortium Activities

6.1 You may only use MPTT Consortium Activities Funding to undertake MPTT Consortium Activities, including:

(a) governance and project management; and

(b) co-ordinating the contributions of consortium members and other services to the development of learner capabilities; and

(c) employability skills training (MPTT Employability Activities) and licensing (eg, driver licensing) that complement the DQ-funded programmes or Micro-credentials;[1] and

(d) learner support (activities, equipment or other support that contribute to learner success) in addition to the support ordinarily offered by the tertiary provider.

7. Female participation in MPTT

7.1 You must agree with us an aspirational target for female participation in MPTT that:

(a) reflects the opportunity for the consortium to increase female participation in trades that offer relevant employment and in which females have traditionally been under-represented; and

(b) represents a significant but achievable increase on previous female participation in the Consortium, and in similar consortia.

1 Programmes or Micro-credentials funded through the *Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework* and/or *Delivery at Levels 3 to 7 (non-degree) on the New Zealand Qualifications and Credentials Framework and all industry training* Funds.

7.2 We will monitor your actual overall female learner participation. Your performance against the target may be used to inform future funding decisions.

7.3 This target forms part of your 2027 Funding Confirmation Letter.

8. Participation of learners who may be less likely to participate or achieve in vocational training without MPTT

8.1 You must agree with us an aspirational target(s) for the participation of learners who may be less likely to participate or achieve in vocational training without MPTT, such as those with low prior achievement and recent beneficiaries.

8.2 The target(s) should reflect local/regional needs and aspirations, including those identified by Industry Skills Boards and Workforce Development Councils, and can relate to an industry need and/or specific Qualifications and/or be in response to regional economic development strategies.

8.3 The target(s) form(s) part of your 2027 Funding Confirmation Letter.

8.4 Your performance against the target(s) may be used to inform future Funding allocations.

8.5 You must work with your consortium partners to ensure that the requirements below are met, and documented:

(a) learners enrolling in MPTT Qualifications at Levels 3 and 4 on the NZQCF hold Qualifications no higher than Level 3 at the time of their enrolment; and

(b) prior achievement requirements for learners enrolling in Levels 1 and 2 Qualifications are met in accordance with the Funding Conditions for the *Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework* Fund.

9. Employment outcomes performance measure for consortia

9.1 You must have a strong role in achieving learner progression to:

(a) New Zealand Apprenticeships; or

(b) other work-based vocational training programmes or Micro-credentials at Level 3 and above; or

(c) trades-related employment; or

(d) further education at Level 4 or above (including provider-based vocational training on the NZQCF that has strong employment outcomes); or

(e) other employment.

9.2 You must report employment outcomes in the form that we specify.

9.3 We will analyse employment outcomes data reported by your consortium.

9.4 Your performance and reporting may be used to inform future funding decisions.

10. Performance standards

10.1 You must meet any minimum performance and delivery standards that we specify. We will monitor your performance against the minimum performance standards with respect to MPTT learners, and your performance may inform future funding decisions.

11. Reporting

11.1 In addition to the requirements of Conditions 2 and 3.1(b) of the Base Funding Conditions, you must provide us with any information we may require to demonstrate your compliance with the Conditions by the dates we specify.

12. Subcontracting

12.1 You must not subcontract any of the funded activities without prior written approval:

(a) from us; and

(b) if you are quality assured by the New Zealand Qualifications Authority (NZQA), from NZQA.

12.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us in our written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) remain accountable to us for the use of the MPTT Consortium Activities Funding.

13. Repayment of MPTT Consortium Activities Funding

13.1 If you receive MPTT Consortium Activities Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

13.2 For the purposes of this Condition, any MPTT Consortium Activities Funding that remains unspent at 31 December 2027 will be considered an amount of Funding that is greater than it should have been.

Degree and Research Funds

Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework Fund	167
Equity Fund	193
Performance-Based Research Fund	196

Back to Main Contents

Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework Fund

1.	Purpose of Fund	168
2.	Flexible Funding	168
3.	Funding Conditions	169
4.	Organisation eligibility	169
5.	Single Data Return (SDR)	169
6.	Confirmed learner enrolments	170
7.	Withdrawal of enrolments	170
8.	Use of DQ7-10 Funding for valid domestic enrolments	171
9.	Programmes and Micro-credentials	178
10.	Funding	182
11.	Fees Free tertiary education	183
12.	Fee limits	184
13.	Student services fees	188
14.	Performance standards	191
15.	Financial reporting	191
16.	Disclosure of data from Statistics New Zealand's Integrated Data Infrastructure	191
17.	Benchmarking	191
18.	Subcontracting	192
19.	Repayment of DQ7-10 Funding	192

Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework Fund

1. Purpose of Fund

1.1 The *Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework* Fund (DQ7-10) contributes towards the provision of teaching and learning services for enrolled learners at Tertiary Education Organisations (TEOs).

2. Flexible Funding

2.1 We will allocate you flexible DQ7-10 Funding, over and above that specified in your Funding Confirmation Letter, if you are a "qualifying Tertiary Education Organisation (TEO)", which means:

(a) you are:

(i) one of the following and have a New Zealand Qualifications Authority (NZQA) external evaluation and review (EER) Category 1 or 2:[1]

A. a University

B. a Wānanga; or

C. a Registered Private Training Establishment (PTE); or

(ii) the New Zealand Institute of Skills and Technology (NZIST); or

(iii) a Polytechnic; and

(iv) approved by us to deliver a minimum of 20 equivalent full-time students (EFTS) in 2027; and

(v) have an average 2026 course completion rate of 70% or higher for DQ7-10; and

(b) the value of provision you actually deliver (as determined by us), as measured in dollars, is greater than the value of your approved Funding allocation.

2.2 The flexible Funding available to be allocated is up to the following limits, either (whichever is greater):

(a) 2% of your approved Funding allocation; or

(b) 10 EFTS (we will calculate 10 EFTS of delivery using the average EFTS rate of your total actual delivery as determined by us).

2.3 Any flexible Funding will be calculated using information provided in the December Single Data Return (SDR), with payments made in April of the following year.

1 We will update references to the EER in the Funding Conditions once NZQA finalises the integrated quality assurance framework (iQAF) quality criteria and overall descriptors or equivalent integrated quality assurance framework rating.

Back to Main Contents Back to Fund Contents

2.4 The following high-cost provision is not eligible for flexible Funding:

(a) aviation (programmes that include an in-flight training component): 450 EFTS;[2]

(b) dentistry (intermediate) year 1 intake: 72 EFTS;

(c) medical undergraduate year 1 intake: 639 EFTS;

(d) veterinary science year 1 intake: 140 EFTS.

2.5 We may establish criteria to allocate Funding above the flexible Funding limits described in Condition 2.2, if we have assessed that we have sufficient Funding available to provide Funding above those limits.

3. Funding Conditions

3.1 The following Conditions apply, under section 426 of the Education and Training Act (the Act), to the DQ7-10 Funding you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, any Organisation-specific Conditions set out in your Funding Confirmation Letter, and the Conditions in the Act.

4. Organisation eligibility

4.1 To be an eligible Organisation to receive DQ7-10 Funding, you must be and continue to be for the duration of the Funding Period:

(a) a Tertiary Education Institution (TEI), namely:

(i) a University; or

(ii) a Polytechnic; or

(iii) NZIST; or

(iv) a Wānanga; or

(b) a Registered PTE.

5. Single Data Return (SDR)

5.1 In addition to the requirements of Condition 3.1(b) of the Base Funding Conditions, you must:

(a) supply to us information about each learner enrolled in a course by completing the fields in the SDR (in accordance with the Data Specifications for the Single Data Return);

(b) submit the information on or before the date we specify through DXP Ngā Kete and ensure this information is accurate and up to date at the time it is provided to us (for more information, see the Data Specifications for the Single Data Return);

(c) supply to us a forecast of your likely DQ7-10 funded EFTS in accordance with the Data Specifications for the Single Data Return;

(d) follow the process set out in Conditions 5.1 (a) and (b) unless we are satisfied that there are special circumstances that justify using an alternative process, and we authorise you in writing to follow a different process that we specify.

2 This 450 EFTS cap includes provider-based delivery funded through the *Delivery at Levels 3-7 (non-degree) on the New Zealand Qualifications and Credentials Framework and all industry training* funding mechanism.

6. Confirmed learner enrolments

6.1 You must ensure that your SDR accurately records all "confirmed learner enrolments" where fees apply. A confirmed learner enrolment occurs where:

(a) a learner and your Organisation have entered into an enrolment or tuition contract or arrangement and the learner has paid or committed to pay their fees; and

(b) the period during which the learner is entitled to Withdraw from a course, programme or Micro-credential and receive a full refund of fees (less any applicable administration fee) has passed; and

(c) the learner has not received a full refund of fees (less any applicable administration fee).

7. Withdrawal of enrolments

7.1 Withdrawal date for TEIs

(a) If you are a University, a Polytechnic, NZIST, or a Wānanga, you may set a Withdrawal date, being the specified period during which a learner can Withdraw and receive a full refund of fees, course costs and student services fees, provided that date is not earlier than the Withdrawal date in Condition 7.1(b).

(b) If you do not set a Withdrawal date, the Withdrawal date will be the date on which 10% (rounded up to the nearest whole day) or 30 calendar days of the course for which a learner is enrolled has passed, whichever is earlier. The Withdrawal date must be determined by calculating the number of sequential calendar whole days (including weekends and public holidays) from the start date of the course.

7.2 Withdrawal date for Registered PTEs

If you are a Registered PTE, you must comply with the Withdrawal dates and refund period entitlements set out in section 357 of the Act.

7.3 Reporting Withdrawals to the Ministry of Social Development (StudyLink)

In addition to any other Conditions requiring you to report Withdrawals of enrolments, you must report the Withdrawal of learners to the Ministry of Social Development (StudyLink) within five working days of each Withdrawal. This is to enable Student Loans and Student Allowances to be cancelled as soon as possible.

7.4 Other obligations to report Withdrawals

For the avoidance of doubt, completing the SDR under Condition 5 does not discharge your other obligations to report Withdrawals. These obligations include reporting (where applicable) to:

(a) Immigration New Zealand (for international learners); and

(b) the Ministry of Social Development (StudyLink) (for Student Loan and Student Allowance recipients); and

(c) Trustees administering your fee protection mechanisms (for international learners or if you are a Registered PTE).

7.5 Refunding fees for Withdrawals

(a) If you are a TEI and fees are to be refunded to a learner on the basis that the learner withdrew before the Withdrawal date, you must, as soon as reasonably practicable, pay the refund:

(i) to the Ministry of Social Development (StudyLink), if the learner paid the fees using the Student Loan Scheme; or

(ii) directly to the learner.

(b) If you are a Registered PTE and fees are to be refunded to a learner you must comply with your obligations under section 357 of the Act.

8. Use of DQ7-10 Funding for valid domestic enrolments

8.1 Valid domestic enrolments

(a) You must ensure that, for the duration of the learner's enrolment in an eligible programme or Micro-credential within the Funding Period, DQ7-10 Funding is only used in respect of a learner who is a "valid domestic enrolment".

(b) For the purposes of DQ7-10 Funding, the term "valid domestic enrolment" refers to the enrolment of a learner who:

(i) is one of the following:

A. a Domestic Student; or

B. an Australian citizen or Australian permanent resident currently residing in New Zealand; and

(ii) is either:

A. aged 16 years or over; or

B. aged under 16 years and meets the criteria in Condition 8.1(c); and

(iii) is studying in New Zealand, unless the learner meets the criteria in Condition 8.1(d); and

(iv) has paid or committed to pay their fees (if fees apply), unless the learner meets the criteria in Condition 8.1(e).

(c) A learner aged under 16 years old at the time that the programme in which they are enrolled begins is a valid domestic enrolment if:

(i) you are satisfied that the learner is capable of completing the academic requirements of the programme in which they are enrolled; and

(ii) the learner:

A. is, or will be, enrolled in a secondary school at the time the programme starts, and you have ensured that the learner's principal has signed a letter that approves the programme, and that either specifies that:

I. the learner is not required to be absent from school during school hours; or

II. if the learner is required to be absent from school during school hours for more than five hours per week, the school will seek reduced Funding for the learner from the Ministry of Education; or

B. is, or will be, home schooled at the time that the programme starts, and you have ensured that the parent or legal guardian of the learner who is primarily responsible for their home schooling has signed a letter that approves the study or training; or

C. has a school exemption certificate from the Ministry of Education.

(d) A learner studying outside New Zealand is a valid domestic enrolment if they meet the criteria in Conditions 8.1(b)(i), (ii) and (iv), and:

(i) if the learner is studying at an overseas campus or delivery site (irrespective of whether they are enrolled at the TEO's New Zealand campus or overseas campus), they meet the following criteria:

A. the learner is undertaking part (but not all) of the programme outside New Zealand; and

B. the learner is enrolled at a New Zealand TEO in a programme leading to the award of a Qualification or Micro-credential at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework (NZQCF); and

C. the study outside New Zealand is full time and face-to-face (ie, is not an extramural enrolment); and

D. the overseas campus is an approved offshore delivery site under the Offshore Programme Delivery Rules 2026 and

E. the overseas campus is in an approved country identified on the Education New Zealand website; or

(ii) the learner is studying in a Realm country (namely, Tokelau, the Cook Islands or Niue) in 2027 and is enrolled in a programme that was funded under this fund in 2025 or earlier.

(e) A learner who has not paid their fees (if fees apply) is a valid domestic enrolment, including for the purposes of section 256(5) of the Act (if applicable), if you pay for the learner's fees through a scholarship.

8.2 Verification of learner eligibility

(a) You must verify a learner's eligibility for enrolment as a valid domestic enrolment. For the following types of learners who are valid domestic enrolments under Condition 8.1, you must use one of the following verification methods, and assess whether each learner meets the eligibility criteria as specified in Condition 8.1:

Type of learner	Verification methods
A New Zealand citizen	You must: (a) confirm the learner's citizenship status using the learner's National Student Number (NSN); or (b) receive an assertion through RealMe® (or a Department of Internal Affairs-approved intermediary organisation) that the learner was born in New Zealand (prior to 2005); or (c) if the learner is in a correctional facility at the time of enrolment, receive a completed and signed Department of Corrections "Verification of legal name and New Zealand residency status" form relating to the learner; or (d) sight an original or certified copy of one or more of the following documents: (i) a New Zealand birth certificate;[3] or (ii) a New Zealand passport; or (iii) a New Zealand certificate of citizenship; or (e) if a learner is unable to obtain a birth certificate for the purposes of (d)(i) above, you may contact us to confirm whether a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of citizenship.
A New Zealand resident	You must sight an original or certified copy of one or more of the following documents: (a) a passport with a current residence class visa (a passport with a visa label); or (b) a passport, and letter or email, confirming a current residence class visa (label-less visa, followed by confirmation with Immigration New Zealand, where appropriate); or (c) a certificate of identity or refugee travel document issued by the Department of Internal Affairs if the learner is a refugee.

3 If the learner was born on or after 1 January 2006, the birth certificate must confirm the learner is a New Zealand citizen at birth.

Type of learner	Verification methods
An Australian citizen or Australian permanent resident currently residing in New Zealand[4]	You must sight an original or certified copy of one or more of the following documents: (a) an Australian birth certificate issued before 20 August 1986;[5] or (b) an Australian passport; or (c) a passport with a current Australian Resident Return Visa issued by the Australian government.
Other types of valid domestic enrolments A person who is required to be treated as if they are not an international student within the meaning set out in the Education (Domestic Student: Tertiary Education and Vocational Education and Training) Notice 2025 or any other corresponding notice that may be published and applying for 2027.	You must verify each learner's eligibility, in accordance with the requirements specified on our website for how each learner is to be verified. The requirements can be found on our webpage Other valid domestic enrolments.

(b) You must follow the process set out in Condition 8.2(a), or, where applicable, the requirements specified on our webpage Learner identity and eligibility. We may authorise you in writing to follow a different process that we specify, where we are satisfied that there are special circumstances that justify using an alternative process.

(c) For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(i) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District or High Court; and

(ii) have the official or person's signature on each page, with the name and title of the official shown clearly below their signature.

4 An Australian citizen or Australian permanent resident is considered to be currently residing in New Zealand when they are issued a residence class visa by Immigration New Zealand (eg, an Australian Resident Visa issued upon arrival in New Zealand).

5 An Australian birth certificate issued after August 1986 is not an accepted form of verification.

8.3 Verification of learner identity

(a) You must verify the identity of each learner enrolled in a programme or Micro-credential of more than 0.03 EFTS and confirm whether the learner is who they say they are by doing one or more of the following:

(i) confirming that the given name(s), surname and date of birth data fields match the learner's NSN; or

(ii) receiving an assertion through the Department of Internal Affairs' RealMe® (or a Department of Internal Affairs-approved intermediary organisation with online identity verification service); or

(iii) if the learner is in a correctional facility at the time of enrolment, receiving a completed and signed Department of Corrections "Verification of legal name and New Zealand residency status" form relating to the learner; or

(iv) sighting the original or certified copy of a current passport; or

(v) sighting the original or certified copy of one or more of the following documents:

A. a birth certificate; or

B. a certificate of identity or refugee travel document; or

C. a New Zealand certificate of citizenship; or

D. an expired passport that has not been cancelled; or

E. a current New Zealand firearms licence.

(b) You must follow the process set out in Condition 8.3(a) unless we are satisfied that there are special circumstances that justify using an alternative process, and authorise you in writing to follow a different process that we specify.

(c) If a learner is unable to obtain a birth certificate for the purposes of Condition 8.3(a)(v)A, you may contact us to confirm that a whakapapa statement signed by both the learner and a kaumātua is acceptable evidence of identity.

(d) For the purposes of this Condition, a certified copy is a photocopy, photograph or scanned copy that has been endorsed as a true copy of the original. To be certified, the document must:

(i) be certified by an official of the issuing authority or a person authorised by section 9(1)(a) to (h) of the Oaths and Declarations Act 1957 to witness a statutory declaration, such as a Justice of the Peace, a person enrolled as a barrister and solicitor of the High Court, or a Registrar or Deputy Registrar of the District Court or High Court; and

(ii) have the official or person's signature on each page, with their name and title shown clearly below their signature.

8.4 Enrolment records for valid domestic enrolments

You only need to comply with Condition 3.9 of the Base Funding Conditions in respect of an eligible learner who is enrolled in a programme or Micro-credential of more than 0.03 EFTS for which you receive DQ7-10 Funding.

8.5 No inducing enrolment

(a) You must not secure or seek to secure an enrolment through offering an inducement.

(b) Even if a learner meets the criteria specified in Condition 8.1, the enrolment is not a valid domestic enrolment if it has been secured by way of an inducement.

(c) For the purposes of this Condition, an inducement includes any of the following, where it induces a learner to enrol:

(i) a financial benefit to the learner; or

(ii) a personal advantage to the learner; or

(iii) a physical item that a learner retains possession of after the course has ended.

(d) For the purposes of this Condition, an inducement does not include:

(i) a scholarship, as defined below; or

(ii) a physical item that:

A. is essential for a learner to complete the compulsory requirements of their programme or Micro-credential (including printed course notes, an e-reader for course notes, or course-related textbooks); and

B. cannot be returned and reused for learners in subsequent intakes (for example, due to health and safety reasons; time-limited materials or materials that will be updated; or if it is not financially feasible); or

(iii) an item or arrangement that has been approved by us (for example, we may approve an item that has minimal residual value or useful life in the general marketplace, or items that are needed for a learner's pathway into the vocation for which study or training has been undertaken); or

(iv) the guarantee of a job placement on the successful completion of a programme, backed by a partial or total money-back guarantee; or

(v) a conditional offer of a partial refund (such as a refund for a timely or electronic enrolment).

(e) For the purposes of this Condition, a scholarship means:

(i) a merit scholarship (or prize) that comprises financial aid given to a learner as a result of high academic achievement exceeding that of their fellow learners or cohort; and/or

(ii) a needs-based scholarship that comprises financial aid given to a learner who would otherwise be significantly disadvantaged in accessing education, where the need of the learner has been demonstrated through a robust application and assessment process; and/or

(iii) any scholarship that:

A. has a clear, focused rationale for its existence; and

B. has a clearly identified philanthropic aim or supports study in a particular area of importance to the donor.

8.6 No private advantage

You must not restrict enrolment in a DQ7-10 funded programme or Micro-credential on the basis of private advantage (for example, restricting enrolment to your employees only).

8.7 Exceeding the total annual EFTS value of the Qualification

You must not seek DQ7-10 Funding in respect of a learner enrolled in a course or Micro-credential that leads to the award of a Qualification if the result of enrolling the learner in the course or Micro-credential is that the total EFTS factors for all of the courses and Micro-credentials in which the learner is enrolled in that year exceed the total annual EFTS value of the Qualification, unless:

(a) the learner, in an exceptional circumstance (such as repeating a course or Micro-credential that they previously have not passed), has elected to exceed total EFTS value of the Qualification in that year; and

(b) you can demonstrate that the EFTS factor sought for the course or Micro-credential adequately reflects additional teaching input, rather than additional directed study.

8.8 Funding for EFTS factor of a course

You may only seek DQ7-10 Funding for the EFTS factor of a course once in cases where a learner's enrolment in the course can lead to the award of two (or more) Qualifications for the learner, unless you can demonstrate that additional EFTS value sought for the learner's enrolment in the course adequately reflects additional teaching input or assessment that the learner would not receive if their enrolment in the course could only lead to the award of one Qualification.

8.9 Recognised prior learning

(a) You must not seek DQ7-10 Funding for recognised prior learning credited to a learner. To ensure that you are able to comply with this Condition, you must:

(i) make any fees charged for recognition of prior learning clear to the learner; and

(ii) ask the learner to specify prior learning they have undertaken; and

(iii) review the information provided by the learner when admitting a learner into a programme or Micro-credential; and

(iv) retain documents that confirm that the learner has demonstrated the required knowledge or skill; and

(v) reduce the learner's fees accordingly in proportion to the recognised prior learning they have undertaken; and

(vi) adjust the course EFTS by month in the SDR enrolment file so that you do not claim DQ7-10 Funding for prior learning already credited to the learner; and

(vii) where programme or Micro-credential components are credited to the learner for prior learning, you must pro-rate the course EFTS factor accordingly and detail your calculations for each enrolment.

(b) Recognised prior learning does not include repeated learning or training that the applicable quality assurance body requires learners to undertake periodically. If you deliver repeated learning or training for the purpose of meeting quality assurance body requirements you must retain evidence that clearly identifies:

(i) the learning or training that the learner was required to repeat to meet quality assurance body requirements; and

(ii) the specific quality assurance body requirements; and

(iii) that you have advised the learner of the fees that you will charge for the repeated learning or training; and

(iv) that the learner has agreed it is necessary to repeat the learning or training.

9. Programmes and Micro-credentials

9.1 Approval of programmes and Micro-credentials

You must only use DQ7-10 Funding to deliver programmes or Micro-credentials that have been approved by us. To receive approval for a programme or Micro-credential, you must submit the relevant documents to us in accordance with the information on our website.

9.2 Minimum Requirements

(a) You must ensure that DQ7-10 Funding is only used for a course that:

(i) is part of a programme or Micro-credential that leads to an Award at Levels 7 (degree) to 10 on the NZQCF; or

(ii) is part of a Certificate of Proficiency at Level 5 or above on the NZQCF.

(b) Where you receive DQ7-10 Funding for Qualifications that require a clinical placement or practicum element you must:

(i) ensure that you are able to secure the necessary placements for all learners you enrol in the Qualification, for each year in which a placement is required; and

(ii) at the request of the Tertiary Education Commission (TEC), provide information demonstrating, to TEC's satisfaction, that you have arrangements in place to ensure the necessary placements for all learners enrolled in the Qualification and throughout its duration.

9.3 Health-related professional Qualifications or Micro-credentials

(a) You may use DQ7-10 Funding for courses that are part of a programme leading to the award of a post-entry health-related professional Qualification or Micro-credential that:

(i) is of an academic or research nature; and

(ii) has a clinical component of 30% or less within the total programme or Micro-credential.

(b) You must not use DQ7-10 Funding for courses that are part of a programme leading to the award of a post-entry health-related professional Qualification that has:

(i) a clinical component of more than 30% within the total programme or Micro-credential; and

(ii) either:

A. a requirement for clinical education and training; or

B. an emphasis on specialist clinical professional skills.

9.4 Health and safety or regulatory compliance learning

(a) You must not use DQ7-10 Funding to fund a programme or Micro-credential where we consider on reasonable grounds that the majority of the programme or Micro-credential relates to health and safety or regulatory compliance learning that would displace the responsibility of employers to provide training necessary to mitigate health and safety risk to meet their regulatory compliance obligations.

(b) Delivery of a programme or Micro-credential that meets the criteria in condition 9.4(a) may be funded where we are satisfied that the relevant health and safety or regulatory compliance learning is embedded in occupational or technical learning that supports the development of transferable skills or skills with industry-wide application as determined by TEC.

(c) We will assess whether the criteria in condition 9.4(b) is satisfied in accordance with the guidance published on our website.

9.5 Micro-credentials (including Certificates of Proficiency)

(a) To use DQ7-10 Funding for Micro-credentials (including Certificates of Proficiency (COPs)), you must ensure that:

(i) the Micro-credentials have been quality assured by either:

A. NZQA, if you are a Polytechnic, NZIST, a Wānanga or a Registered PTE; or

B. Universities NZ or equivalent quality assurance body, if you are a University; and

(ii) the Micro-credentials have been approved by us as eligible for Funding and added to the TEC Qualifications Register; and

(iii) the Micro-credentials that we have agreed to Fund meet and continues to meet the criteria for Funding that we set and comply with any requirements that we set.

(b) You must ensure that the amount of delivery towards Micro-credentials (including COPs) is consistent with the criteria determined by us.

9.6 Making changes to programmes and Micro-credentials

(a) Before making a minor change to a programme or Micro-credential, you must:

(i) obtain approval for the minor change from the relevant quality assurance body (if required), that is:

A. NZQA, if you are a Polytechnic, NZIST, a Wānanga or a Registered PTE; or

B. Universities NZ or equivalent quality assurance body, if you are a University; and

(ii) notify us of the change and provide the relevant information; and

(iii) obtain approval from us to update the course or TEC Qualifications Register.

(b) Before making a significant change to a programme or Micro-credential, you must:

(i) obtain approval from the relevant quality assurance body as set out in Condition 9.6(a)(i); and

(ii) provide the relevant information to us (including evidence of approval from the quality assurance body) to enable us to determine whether or not to approve the change; and

(iii) obtain approval from us to make the significant change.

(c) For the purposes of this Condition:

(i) a "minor change" to a programme or Micro-credential is a change that does not change the size, level, core content, or EFTS value; and

(ii) a "significant change" to a programme or Micro-credential is a change to:

A. the EFTS value; or

B. the total number of credits; or

C. the timeframe to complete the programme or Micro-credential; or

D. the level of the resulting Qualification or Micro-credential on the NZQCF; or

E. in relation to Polytechnics, NZIST, Wānanga, and Registered PTEs:

I. the location or locations at which the programme or Micro-credential is delivered; or

II. the delivery mode of the programme or Micro-credential; or

III. the number of courses that each learner is expected to undertake to achieve the Qualification or Micro-credential; or

IV. prerequisite requirements.

9.7 Assigning EFTS values to programmes and Micro-credentials

(a) You must:

(i) use the following three methods to determine the EFTS value of a programme or Micro-credential:

A. credits or points; and

B. learning hours; and

C. full-time teaching weeks; and

(ii) ensure that a programme designed to be delivered within a year (being any 12-month period) is limited to a maximum of 1.0 EFTS, even if obtaining the Qualification requires more than 120 credits (1,200 notional hours of learning, over 34 full-time teaching weeks), unless we have approved an exception to this limit; and

(iii) provide us with information on the three methods of calculating the EFTS value (being credits or points, learning hours, and full-time teaching weeks) when you enter Qualification or Micro-credential details through DXP Ngā Kete.

(b) For the purposes of DQ7-10 Funding, 1.0 EFTS equates to a programme that is 120 NZQCF credits (1,200 notional learning hours delivered over 34 teaching weeks).

(c) If you submit for approval for DQ7-10 Funding a Qualification that has two or more strands, you must propose an EFTS value for the Qualification that is based on the strand that contains the highest number of credits that you are approved to deliver for the Qualification. A strand is a specialisation within a Qualification that represents a major component of the Qualification and is at the level of the Qualification. Strands are documented through strand-specific outcomes in the graduate profile.

(d) For the purposes of this Condition and Condition 9.8, notional learning hours comprises learning activities leading towards achievement of Qualification or Micro-credential learning outcomes (planned by you and communicated by you to the learner). Learning activities include but are not limited to:

(i) lecturer and tutor contact hours, including workshops and tutorials;

(ii) tests and assignments;

(iii) supervised practical placements;

(iv) study time;

(v) self-directed learning activities that the learner is expected to engage with/participate in; or

(vi) examination periods.

9.8 Limit on EFTS values for Qualifications

You must not assign an EFTS value of more than 1.0 EFTS per year to a programme for which you seek approval of DQ7-10 Funding, unless you have received approval from us. In approving an exception to this Condition, we will consider additional criteria, including whether you:

(a) will inform each learner accurately about their higher than normal expected study commitments; and

(b) have support mechanisms in place for each learner who has difficulty coping with the intensity of the course.

9.9 Assigning delivery classifications

In accordance with your quality assurance approval from NZQA, or Universities NZ or equivalent quality assurance body, whichever the case may be, you must accurately assign each of your courses from a programme or Micro-credential:

(a) a course EFTS factor; and

(b) a delivery classification listed in Table 1, "Delivery Classification", in Appendix 1 of the Funding Mechanism named *Determination of Design of Funding Mechanism: Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework* and the Delivery Classification Guide (DCG).

9.10 Assigning a funding category

You must accurately assign each of your courses a funding category listed in Table 2 and Table 3 of Appendix 1 of the Funding Mechanism named *Determination of Design of Funding Mechanism: Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework* and the Delivery Classification Guide (DCG).

9.11 Over-delivery

You must not deliver provision above 105% of your approved Funding allocation unless you have our prior written approval.

10. Funding

10.1 Use of DQ7-10 Funding

(a) You must ensure that DQ7-10 Funding is only used for the relevant programmes and activities at Levels 7 to 10 on the NZQCF, which are specified in your approved Investment Plan (unless exempt) or equivalent arrangement. For the purposes of calculating the value of your approved DQ7-10 funded delivery, we use a metric comprising:

(i) the number of valid domestic enrolments measured in EFTS; and

(ii) the programmes or Micro-credentials, and their Component Courses, in which learners are enrolled, and the assigned delivery classifications, funding categories and funding rates of those programmes or Micro-credentials and their Component Courses.

(b) You may only claim DQ7-10 Funding for a learner who:

(i) is and continues to be for the duration of the Funding Period a valid domestic enrolment as described in Condition 8.1; and

(ii) has completed 10% or 30 calendar days of the course for which they have enrolled, whichever is the earlier. You must determine whether a learner has completed 10% or 30 calendar days of a course by calculating the number of sequential calendar whole days (including weekends and public holidays) from the start date of the course, rounding up to the nearest whole day.

10.2 Use of DQ7-10 Funding for doctoral study

(a) You must not claim DQ7-10 Funding for more than a maximum EFTS value of 4 EFTS per doctorate per learner for doctoral study at NZQCF Level 10. If a learner's doctoral study exceeds the EFTS value of 4 EFTS, you must report the additional EFTS as non-funded delivery.[6]

6 We expect doctorate projects to be scoped for completion within two to three years and no more than four years.

10.3 Use of DQ7-10 Funding for overseas travel

(a) You must not use DQ7-10 Funding to meet the costs of overseas travel for learners, or require learners to meet the cost of the travel by accessing the Student Loan Scheme, unless the overseas travel is academically essential. To determine whether overseas travel is academically essential, you must:

(i) submit an application to us at least two months before you advertise or publish any information about the course or accept enrolments; and

(ii) include a letter from the applicable quality assurance body, endorsing the essential nature of the travel component of the course; and

(iii) receive approval from us to include overseas travel as part of a course.

(b) For the purposes of this Condition, the appropriate quality assurance body is NZQA if you are a Polytechnic, NZIST, a Wānanga or a Registered PTE, and Universities NZ or equivalent quality assurance body if you are a University.

(c) When determining whether or not overseas travel is academically essential, we will consider whether:

(i) the overseas travel is integrally linked to the stated outcomes of a course; and

(ii) the course is a compulsory requirement of a Qualification and/or major; and

(iii) the academic outcomes for the course cannot be achieved in any other manner in New Zealand; and

(iv) the course or Qualification is aligned to the Tertiary Education Strategy.

10.4 Provision of equipment, infrastructure and hardware

(a) You must pay for the essential equipment, infrastructure and hardware required to deliver a particular programme, course or Micro-credential.

(b) When providing essential equipment (including computers, diving hardware, chainsaws, protective overalls, safety helmets, mesh visors, earmuffs, safety glasses, hair nets, steel-capped boots and other compulsory footwear), you must not:

(i) include the costs in any fee, compulsory course cost or student services fee charged to a learner; or

(ii) require a learner to meet the costs through the "course-related costs" component of the Student Loan Scheme as a condition of the learner's enrolment.

(c) For the purposes of this Condition, "equipment, infrastructure and hardware":

(i) means items that can be used by successive intakes of learners; and

(ii) does not include personal items that are provided for individual learners' use and that you do not retain for the next intake of learners.

11. Fees Free tertiary education

11.1 You must work with us to give effect to the Fees Free schemes, where relevant, and their discontinuation. In particular, you must provide information as required by us, to enable us to understand the entitlement use of eligible learners, and fees charged for eligible programmes and Micro-credentials.

12. Fee limits

12.1 This Condition applies to fees charged by you for DQ7-10 funded courses or Micro-credentials.

(a) The fees charged by you are subject to this Condition if you are the sole source of the item to which the fee relates.

(b) For the purposes of this Condition, unless the context otherwise requires:

(i) **Course** means part of a programme that leads to the award of a Qualification on the NZQCF, including a certificate, diploma, degree or postgraduate Qualification. This includes a course that is part of a programme (for example, where a learner is only enrolled in one or more courses but is not intending to complete the entire programme);

(ii) **Corresponding course** means a course that:

A. was subject to NZIST's programme unification process; and

B. is offered by a Polytechnic established on or after 1 December 2025; and

C. is the same as or very similar to (as determined by TEC) a course delivered by its corresponding Polytechnic before 1 April 2020;

(iii) **Corresponding Polytechnic** means a Polytechnic that became a subsidiary of NZIST on 1 April 2020 and that corresponds by name, location, or other unique identifying feature, to a Polytechnic established on or after 1 December 2025;

(iv) **Fees:**

A. means tuition fees;

B. means compulsory course costs that are charged to all learners enrolled in a course, which include (but are not limited to) the following: any compulsory costs associated with enrolment, examinations (including reporting of credits to NZQA), field trips, and any compulsory purchase of equipment or books through you;

C. excludes any administrative fees or charges (other than tuition fees or compulsory course costs) for additional services that are payable as a result of the specific circumstances of a learner, which include (but are not limited to) the following: reassessment or remarking of examination results, examination relocation fees, fees associated with recognition of prior learning or fees associated with an application for Selected Entry Programmes; and

D. excludes student services fees;

(v) **NZIST** means the New Zealand Institute of Skills and Technology, as continued by clause 128 of Schedule 1 of the Act;

(vi) **Programme** means a programme of study or training leading to the award of a Qualification listed on the NZQCF; and

(vii) **Student services fees** means fees for the provision of student services that are provided by a TEO or another person or body on behalf of the TEO. These fees were previously known as compulsory student services fees (CSSFs).

12.2 Annual Maximum Fee Movement (AMFM)

(a) The AMFM sets the maximum percentage that you may increase your domestic tuition fees by each year for all DQ7-10 funded courses.

(b) The AMFM for 2027 is 6.0%. You are therefore permitted to increase fees (GST exclusive) charged in 2027 to domestic learners for DQ7-10 funded courses by 6.0%.

(c) If you reduce fees for a course across one or more calendar years, you can return to the previous fee (from before the reduction was applied), in addition to applying the AMFM rates for the period in which the fees were reduced. This does not apply where fee reductions were in place prior to 2024.

(d) If you do not offer a course for one or more calendar years and resume delivery, you can charge the fee that applied before delivery stopped. You can apply the AMFM increases that would have applied during the years the course was not delivered.

(e) Condition 12.2(c) applies, and Condition 12.5(a) does not apply, to fees that have been reduced temporarily and that, prior to the temporary reduction, were higher than $511.11 (GST inclusive) (or $444.44 (GST exclusive)) per EFTS.

(f) If a course spans more than one calendar year, the applicable fee is the fee applying to the course in the calendar year in which the course started.

(g) The fees to be used in calculating the AMFM are the highest fees charged to an intake of learners.

(h) A Polytechnic established on or after 1 December 2025 that offers a corresponding course may charge the fee that applied to the course before 1 April 2020 plus an increase at the AMFM rate for each subsequent year.

12.3 Substitute courses

The AMFM applies to any new courses established by you in substitution for an existing course dealing with the same or similar subject matter, at a same or similar level on the NZQCF, for which DQ7-10 Funding can be used.

12.4 Calculating the AMFM

(a) For the purposes of determining the fee to be used in calculating the AMFM, you must provide us with information about:

  (i) the highest fee charged to a learner; and

  (ii) any discounted fees charged to a learner.

(b) If you discount your course fees for a calendar year, you must supply to us information about each discount.

(c) You must report, through DXP Ngā Kete, accurate information regarding the fees you are charging learners.

12.5 Low or zero fee courses

(a) If the fees for a DQ7-10 funded course or Micro-credential were less than $511.11 (GST inclusive) (or $444.44 (GST exclusive)) per EFTS in 2026, including fees set at zero, then for 2027, you may increase the fees for the course up to no more than the 75th percentile from the range of fees (above zero) charged for similar courses (as specified by us).

(b) Condition 12.2(c) applies, and Condition 12.5(a) does not apply, to fees that have been reduced temporarily and, prior to the temporary reduction, were higher than $511.11 (GST inclusive) (or $444.44 (GST exclusive)) per EFTS.

12.6 Exceptions to the AMFM

(a) You may apply for an exception from the AMFM on the basis of exceptional circumstances. Any exception granted will not exceed an additional 6.0% over and above the permitted 6.0% increase.

(b) In considering whether there are exceptional circumstances, we must only have regard to the following criteria:

(i) you can demonstrate that it is financially unsustainable to deliver the course, in terms of the cost of delivering the course and taking into account the total income that the course would generate (including government funding and tuition fees), and that there are no satisfactory alternatives to limit costs;

(ii) the existing fees for the course are no more than the 75th percentile of the range of fees charged for similar courses; and

(iii) any two of the following three criteria apply:

A. where the course is part of a programme at Levels 7 (degree) to 10 on the NZQCF that has been delivered previously, the programme has a cohort-based completion rate that meets or exceeds the median performance benchmark for that NZQCF level in the previous year;

B. you can demonstrate that the course is in some way unique or special, for example, that there are no available local alternatives; and

C. not allowing an exception will prevent you from making a significant contribution to the achievement of one or more of the Government's priorities, as set out in the current Tertiary Education Strategy.

(c) If you are applying for an exception for multiple courses, each course must individually meet the criteria listed in Condition 12.6(b).

(d) To apply for an exception, you must use the templates specified on our website and send the application to us by the date that we specify on our website.

(e) There is a limit to the number of courses for which you can request an exception. If you have equal to or fewer than 1,000 EFTS, the limit is 4 courses. If you have between 1,001 and 4,999 EFTS, the limit is 8 courses. If you have between 5,000 and 9,999 EFTS, the limit is 12 courses. If you have 10,000 EFTS or more, the limit is 16 courses, and increases by 4 courses per increment of 10,000 EFTS.

12.7 Fee setting limits for new courses

(a) The fees for a new course established by you and funded under the DQ7-10 Fund must be no more than the 75th percentile from the range of fees charged for similar courses. We will specify how similar courses will be determined.

(b) Condition 12.7(a) does not apply to a new substitute course as defined in Condition 12.3.

12.8 Exceptions to fee setting limits for new courses

(a) You may apply for an exception from Condition 12.7(a) on the basis of exceptional circumstances.

(b) In considering whether there are exceptional circumstances, we must only have regard to the following criteria:

(i) the course would not be financially viable without a higher fee;

(ii) where the course is part of a programme at Levels 7 (degree) to 10 on the NZQCF that has been delivered previously, the programme has a cohort-based completion rate that meets or exceeds the median performance benchmark for that NZQCF level in the previous year; and

(iii) you can demonstrate that the course or Micro-credential is in some way unique or special, for example, there are no or very few similar courses or Micro-credentials to compare fees with; and

(iv) the course is aligned to Government priorities as set out in the Tertiary Education Strategy.

(c) We must only grant an exception if we are satisfied that you meet all of the criteria listed in Condition 12.8(b).

(d) If we grant an exception in respect of a new course or Micro-credential and we specify the fees for that course or Micro-credential that you may charge, you must not charge fees for that course or Micro-credential that are greater than the fees that we specify.

12.9 Fee capping limits for Micro-credentials

(a) The fees you charge for a Micro-credential (or components of a Micro-credential that are not made up of existing courses subject to the AMFM) must be no more than $64 (GST inclusive) per credit. This fee cap does not apply to Component Courses that also lead to the award of a Qualification that is funded through DQ7-10.

(b) Where a Micro-credential wholly or partly comprises courses that also lead to the award of a Qualification that is funded through DQ7-10, the fees you charge for these courses must be equal to or less than the maximum fee permitted for the course under the AMFM under Condition 12.2 and the fee setting limits for new courses or Micro-credentials under Condition 12.7. The fees you charge for the components that are not also part of a programme must be no more than $64 (GST inclusive) per credit.

12.10 Exceptions to fee capping limits for Micro-credentials

(a) You may apply for an exception from Condition 12.9 on the basis of exceptional circumstances.

(b) Where a course in a Micro-credential is also a course in a programme, it is subject to the AMFM and the relevant exception criteria listed in Conditions 12.6(b) and 12.8(b).

(c) In considering whether there are exceptional circumstances, we must only have regard to the following criteria:

(i) you can demonstrate that the fee cap makes it financially unsustainable o offer the Micro-credential, in terms of the costs of delivering the Micro-credential and taking into account the total income that theMicro-credential would receive (including government funding and fees), and that there are no satisfactory alternatives to limit costs; and

(ii) you can provide evidence that there is strong support from industry and/or employers to deliver the Micro-credential and the Micro-credential clearly meets industry and/or employer needs.

(d) We must only grant an exception if we are satisfied that you meet all of the criteria listed in Condition 12.10(c).

(e) If we grant an exception in respect of a Micro-credential and we specify the fees for that Micro-credential that you may charge, you must not charge fees for that Micro-credential that are greater than the fees that we specify.

12.11 Refund for breach

If you breach Condition 12.2, 12.3, 12.5, 12.7, or 12.9, you must refund the learner the part of the fee that was overcharged. The refund must be given to the learner or, if the learner paid using the Student Loan Scheme, the refund must be paid to the Ministry for Social Development (StudyLink).

13. Student services fees

(a) This Condition applies to all student services fees charged by you to Domestic Students in respect of whom you receive DQ7-10 Funding.

(b) The objective of these requirements is to ensure:

(i) accountability in the use of fees for student services;

(ii) involvement of learners in decisions about the charging and use of fees for student services; and

(iii) fair arrangements for learners in different tertiary education settings (for example, work-based learners or learners in fees-free foundation education programmes).

13.1 Decision-making

You must establish and demonstrate adequate arrangements for decisions to be made jointly or in consultation with the learners enrolled at your Organisation, or their representatives, on the following matters:

(a) the maximum amount that learners will be charged for student services;

(b) the types of services to be delivered (within the permitted categories set out in Condition 13.6);

(c) the procurement of those services; and

(d) the method for authorising expenditure on those services.

13.2 Consultation requirements

If you choose to make decisions about student services fees in consultation with learners enrolled at your Organisation or their representatives, instead of undertaking a joint decision-making process, you are required to ensure that:

(a) the outcome of the consultation is not predetermined;

(b) proposals are clearly communicated and publicised;

(c) there is sufficient time for learners to consider proposals and provide feedback; and

(d) due consideration is given to learner feedback.

13.3 Accounting for the use of student services fees

You must either hold all student services fees in a separate bank account or ensure that all income and expenditure associated with the provision of such services is separately accounted for in your accounting system.

13.4 Reporting on student services fees

(a) If your Organisation is:

(i) a TEI, you must provide information on all student services fees through your annual report; or

(ii) a Registered PTE, you must:

A. provide information on all student services fees through a written report to learners; and

B. provide us with a copy of that written report no later than 14 days after it is provided to learners by sending the copy:

by post to: Requirements for Student Services Fees Submissions
Monitoring and Crown Ownership
The Tertiary Education Commission
PO Box 27048
Wellington 6141; or

or by email to: ssf@tec.govt.nz.

(b) You must include the following information in your annual report or written report to learners (as the case may be):

(i) a description of the services funded out of the student services fee;

(ii) a statement of the fee income and expenditure for each type of student service;

(iii) the student services fee amount charged per EFTS or academic year (or however it is calculated); and

(iv) a statement describing how you are complying with the accounting requirements specified above in Condition 13.3.

13.5 Publishing information online

If you are charging student services fees, you must, as soon as reasonably practicable each year, publish the following information on your website:

(a) a description of the services funded out of the student services fee;

(b) a statement of the fee income and expenditure for each type of student service;

(c) the student services fee amount charged per EFTS or academic year (or however it is calculated);

(d) a description of the current year's student services fee decision-making process, including what decisions were consulted on, how consultation with learners occurred, a summary of learner feedback, what the decisions were, and how learner feedback was incorporated into those decisions; and

(e) a description of how learners can be involved in student services fee decisions for the following year – ie, how you propose to consult with your learners and what issues might be considered.

13.6 Categories of student services

You may charge student services fees to support the delivery of the following categories of services:

(a) advocacy and legal advice – advocating on behalf of individual learners and groups of learners, and providing independent support to resolve problems. This includes advocacy and legal advice relating to accommodation;

(b) careers information, advice and guidance – supporting learners' transition into post-study employment;

(c) childcare services – providing childcare services while caregivers are studying;

(d) clubs and societies – supporting learner clubs and societies, including through the provision of administrative support and facilities for clubs and societies;

(e) counselling services – providing non-academic counselling and pastoral care, such as chaplains;

(f) employment information – providing information about employment opportunities for learners while they are studying;

(g) financial support and advice – providing hardship assistance and advice to learners on financial issues;

(h) health services – providing health care and related welfare services;

(i) media – supporting the production and dissemination of information by learners, including through newspapers, radio, television and internet-based media; and

(j) sports, recreation and cultural activities – providing sports, recreation and cultural activities for learners.

14. Performance standards

14.1 You must meet any performance and delivery standards that we specify, including any performance standards specified in your Investment Plan.

15. Financial reporting

15.1 If you are a TEI, you must use the TEI Financial Monitoring electronic templates that we provide to you and supply the following information to us:

(a) your annual report prepared in accordance with section 306 of the Act (including your financial statements and statement of service performance prepared in accordance with the Crown Entities Act 2004); and

(b) your three-year financial forecast; and

(c) any other financial reports that we request.

16. Disclosure of data from Statistics New Zealand's Integrated Data Infrastructure

16.1 It is a Condition of Funding that you consent, for the purposes of section 39(2)(a) of the Data and Statistics Act 2022, to Statistics New Zealand disclosing information to the Ministry of Education and to us from its Integrated Data Infrastructure that identifies or may identify you.

16.2 The Data and Statistics Act 2022 does not constrain the ongoing use or sharing of your TEO-level data once it is disclosed.

17. Benchmarking

17.1 If you are a TEI, you must participate as appropriate in benchmarking, including:

(a) providing us, or any vendor contracted by us for benchmarking purposes, with financial and performance information as requested, in a timely manner; and

(b) engaging with follow-up questions and related quality assurance processes, in a timely manner; and

(c) contributing to the cost of any vendor contracted by us, at a rate we determine.

18. Subcontracting

18.1 You must not subcontract any of the activities of the funded programme or Micro-credential without:

(a) prior written approval from us; and

(b) if the programme or Micro-credential is quality assured by NZQA, meeting NZQA subcontracting requirements.[7]

18.2 If we approve a subcontracting arrangement, you must:

(a) comply with any Conditions imposed by us on our written approval to subcontract; and

(b) ensure that the subcontracted party does not further subcontract any functions; and

(c) remain accountable to us for the use of the DQ7-10 Funding.

19. Repayment of DQ7-10 Funding

19.1 If you receive DQ7-10 Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

19.2 For the purposes of this Condition, you will have received DQ7-10 Funding that was "greater than it should have been" if the total dollar value of the provision that was delivered by you within the Funding Period is less than 99% of the total dollar value for provision paid to you from DQ7-10 Funding. In that situation, the percentage of Funding that is repayable is equal to the difference between the bottom of the tolerance band (99%) and the percentage value of the provision that was delivered.

7 Refer to the most recent Quality Assurance of Tertiary Education Providers Rules made under section 452(1)(t) of the Education and Training Act 2020.

Equity Fund

1.	Purpose of Fund	194
2.	Funding Conditions	194
3.	Organisation eligibility	194
4.	Learner eligibility	194
5.	Performance expectation measures in relation to Māori and Pacific learners	195
6.	Reporting requirements in respect of disabled learners	195
7.	Supply of information	195
8.	Repayment of Equity Funding	195

Back to Main Contents Back to Section Contents

Equity Fund

1. Purpose of Fund

1.1 The purpose of the *Equity* Fund is to improve participation and achievement in tertiary education for Māori, Pacific and disabled learners at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework (NZQCF), and for disabled learners at Levels 1 to 2 on the NZQCF.[1]

2. Funding Conditions

2.1 The following Conditions apply, under section 426 of the Education and Training Act (the Act), to the Equity Funding that you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

3. Organisation eligibility

3.1 Māori and Pacific learners

To receive Equity Funding in respect of Māori and Pacific learners you must:

(a) be a Tertiary Education Organisation (TEO);

(b) receive Funding under the *Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework* Fund (DQ7-10); and

(c) continue to meet (a) and (b) above for the duration of the Funding Period.

3.2 Disabled learners

To receive Equity Funding in respect of disabled learners, you must:

(a) be a Tertiary Education Institution (TEI);

(b) receive Funding under the DQ7-10 or the *Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework* Fund (DQ1-2); and

(c) continue to meet (a) and (b) above for the duration of the Funding Period.

4. Learner eligibility

4.1 Māori and Pacific learners

If you are an eligible Organisation under Condition 3.1, you must ensure that Equity Funding is only used in respect of learners who are, and continue to be, valid domestic enrolments as defined in the DQ7-10 Funding Conditions.

4.2 Disabled learners

If you are an eligible Organisation under Condition 3.2, you must ensure that Equity Funding is only used in respect of learners who are, and continue to be, valid domestic enrolments as defined in the DQ1-2 or DQ7-10 Funding Conditions.

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1 Support for learners with low prior achievement and disabled learners at Levels 3 to 7 on the NZQCF is provided through the Learner Component of the *Delivery at Levels 3 to 7 (non-degree) on the NZQCF and all industry training* Fund.

5. Performance expectation measures in relation to Māori and Pacific learners

5.1 If you receive Equity Funding in respect of Māori and Pacific learners, you must supply to us any information that we require to measure your performance against any minimum performance standards set by us.

6. Reporting requirements in respect of disabled learners

6.1 In addition to Condition 3.1(b) of the Base Funding Conditions, if you receive Equity Funding in respect of disabled learners, you must:

(a) if required by us, submit to us any reports by the date we specify; and

(b) ensure that any report we may require is completed and submitted in accordance with the template that we provide to you for the time period that we specify.

7. Supply of information

7.1 In addition to Condition 3.1(b) of the Base Funding Conditions, you must supply to us information about learners enrolled in a course, programme or Micro-credential for whom you receive Equity Funding, in accordance with the Single Data Return information requirements set out in the DQ1-2 or DQ7-10 Funding Conditions (as applicable).

7.2 For more information, please refer to the Data Specifications for the Single Data Return.

8. Repayment of Equity Funding

8.1 If you receive Equity Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

Performance-Based Research Fund

1.	Purpose of Fund	197
2.	Funding Conditions	197
3.	Organisation eligibility	197
4.	Participation in all components of PBRF Funding	198
5.	Provision of Evidence Portfolios	198
6.	Staff eligibility	198
7.	Submitting Evidence Portfolios	199
Research Degree Completion Component		**199**
8.	Calculating RDC	199
External Research Income		**199**
9.	Sources of External Research Income	199
10.	Repayment of PBRF Funding	199
11.	Definitions	200

Performance-Based Research Fund

1. Purpose of Fund

1.1 The purpose of the *Performance-Based Research* Fund (PBRF) is to increase the quality of research by rewarding and encouraging research excellence.

The primary objectives of the PBRF are to:

(a) increase the quality of basic and applied research at Aotearoa New Zealand's degree-granting Tertiary Education Organisations (TEOs);

(b) support world-leading research-led teaching and learning at degree and postgraduate levels;

(c) assist Aotearoa New Zealand's TEOs to maintain and lift their competitive rankings relative to their international peers;

(d) provide robust public information to stakeholders about research performance within and across TEOs; and

(e) support a robust and inclusive system for developing and sustaining research excellence in Aotearoa New Zealand.

In doing so, the PBRF will also:

(f) support the development of postgraduate researchers and new and emerging researchers;

(g) support research activities that provide economic, social, cultural and environmental benefits to Aotearoa New Zealand, including the advancement of mātauranga Māori; and

(h) support technology and knowledge transfer to Aotearoa New Zealand businesses, iwi and communities.

2. Funding Conditions

2.1 The following Conditions apply, under section 426 of the Education and Training Act (the Act), to the PBRF Funding you receive for the Funding Period, in addition to the Base Funding Conditions set out in this Funding Conditions Catalogue, and the Conditions in the Act.

3. Organisation eligibility

3.1 To be an eligible Organisation to receive PBRF Funding, you must be a TEO that:

(a) is based in Aotearoa New Zealand;

(b) grants bachelor's degrees, master's degrees or doctoral degrees;

(c) has an Investment Plan under which you receive funding; and

(d) receives *Delivery at Levels 7 (degree) to 10 on the New Zealand Qualifications and Credentials Framework* Funding.

3.2 You must continue to be an eligible Organisation for the duration of the Funding Period.

Back to Main Contents Back to Fund Contents

4. Participation in all components of PBRF Funding

4.1 Noting that the last Quality Evaluation (QE) took place in 2018, if you participated in that QE component, and the Quality Categories assigned to the Evidence Portfolios (EPs) result in a PBRF Funding allocation, you must participate in both the Research Degree Completion (RDC) component and External Research Income (ERI) component to receive PBRF Funding, even if the score for one or both of these components is zero, or likely to be zero.

4.2 If you participated in the QE component, and the Quality Categories assigned to the EPs you submitted when participating in the QE component do not result in a PBRF Funding allocation, you are not eligible to participate in the RDC and ERI components of the PBRF.

Quality Evaluation

Note: Conditions 5, 6 and 7 below are only applicable to years in which a Quality Evaluation takes place. Therefore, those Conditions do not apply for the 2027 academic year. They are included here because of the requirement in section 426(2)(a) of the Act to impose Conditions that the Minister of Education has determined the Tertiary Education Commission (TEC) must attach to Funding in the Funding Mechanism.

4.3 In order to receive the PBRF Funding, you must have participated in QE 2018 and each of the RDC and ERI components of the PBRF.

5. Provision of Evidence Portfolios

5.1 You must provide an EP for each staff member at your Organisation who is eligible (as defined in Condition 6) for evaluation in the QE, that:

(a) sets out information required by us on the eligible staff member's research performance; and

(b) comprises an "Examples of Research Excellence" section, including an "Other Examples of Research Excellence" section, and a "Contributions to the Research Environment" section.

6. Staff eligibility

6.1 You must ensure that each staff member whose EP is included in the QE process is an eligible staff member. A staff member will be an eligible staff member if they are:

(a) employed by you on the staff census date under a contract of salaried employment with a duration of at least one year; and

(b) employed at a minimum of 0.2 full-time equivalent (FTE) during the period of the contract of salaried employment; and

(c) required to make a substantive contribution to research and/or teaching degree-level programmes as part of their employment function (in accordance with the criteria that we specify[1]); and

(d) not based overseas (in accordance with the criteria that we specify).

1 Before any Quality Evaluation, Guidelines including the criteria referred to in these Funding Conditions will be made available on the Performance-Based Research Fund page on our website.

6.2 For the avoidance of doubt, you must not submit an EP for a staff member who does not meet the above eligibility criteria.

7. Submitting Evidence Portfolios

7.1 You must indicate when an EP is being submitted in respect of an eligible staff member who is a new and emerging researcher (in accordance with the criteria that we specify).

7.2 If you consider that an EP is likely to be assigned a Quality Category R or Quality Category R(NE), you must not submit that EP.

Research Degree Completion Component

8. Calculating RDC

8.1 You must calculate completions of research-based postgraduate degrees in units of equivalent full-time students (EFTS), where one (1.0) EFTS unit is defined as the learner workload that would normally be carried out by a learner enrolled full-time in a single academic year.

8.2 You must submit completions of research-based postgraduate degrees through the Single Data Return (SDR) in the manner prescribed in the PBRF User Manual.

External Research Income

9. Sources of External Research Income

9.1 You must report your eligible External Research Income (ERI) to us, broken down into the following sources:

(a) Aotearoa New Zealand government contestable funds;

(b) Aotearoa New Zealand public sector contract research;

(c) Aotearoa New Zealand non-government income; and

(d) overseas research income.

9.2 For the purposes of this Condition, "External Research Income" includes income from public and private sources for research conducted by an eligible TEO (and/or a wholly owned subsidiary) and includes research income from competitive sources from within Vote Tertiary Education (excluding PBRF).

9.3 For more information, refer to the PBRF User Manual.

10. Repayment of PBRF Funding

10.1 If you receive PBRF Funding that is greater than it should have been, or that you were not entitled to receive, you must treat the amount of the over-Funding as a debt due to the Crown that:

(a) is repayable on demand; and

(b) may be set-off against all or any Funding, or any sum of money payable by us to you.

11. Definitions

For the purposes of these PBRF Funding Conditions, the following terms have the following meanings:

Quality Category R: An EP submitted in the Quality Evaluation will be assigned an R when the evidence included does not demonstrate the quality standard required for a C Quality Category or higher.

Quality Category R(NE): An EP submitted in the Quality Evaluation will be assigned an R(NE) when the evidence included does not demonstrate the quality standard required for a Quality Category C(NE) or higher. This Quality Category can be awarded to the EPs of new and emerging researchers only.

External Research Income and **ERI** mean a measure of eligible income reported by participating TEOs, including their relevant subsidiaries, for the purposes of conducting research that meets the PBRF definition below.

Research: For the purpose of the PBRF, research is defined as a process of investigation or inquiry leading to new, recovered or reinterpreted knowledge or understanding which is effectively shared and capable of rigorous assessment by the appropriate experts.

In Aotearoa New Zealand our distinctive research cultures and environments draw on diverse ontological, epistemological and methodological traditions of critical inquiry, experimentation and knowledge-creation. This definition of research includes Māori ways of knowing, being, and conducting rangahau such as kaupapa Māori and mātauranga Māori; diverse Pacific ways of knowing, being, and conducting research; and work that embodies new insights of direct relevance to the specific needs of iwi, hapū, marae, communities, government, scholarship and teaching, industry, and commerce, which may be developed through collaborative and practice-led processes involving stakeholders from those constituencies.

Research can be an individual or collective process and may be embodied in the form of artistic works, performances, designs, policies, or processes that lead to novel or substantially improved insights. For further clarification, research includes:

- activity that leads to scholarly books, journal articles, and other nationally and internationally published outputs and presentations that offer new, recovered or reinterpreted knowledge;
- activity that leads to contributions to the intellectual underpinnings of different ontologies and epistemologies, subjects and disciplines (for example, dictionaries, scholarly editions, teaching materials that embody original research, or teaching practices or activities that produce original research);
- applications of existing knowledge to produce new or substantially improved materials, devices, products, designs, policies, granted patents or creative outputs;
- re-centreing and revitalisation of knowledge (for example, the study of raranga, whakapapa narratives, waiata composition, navigational knowledge, translation studies, historical or literary archival studies, or ecological research); and
- the synthesis and analysis of previous research to the extent that insights generated are new.

It does not include:

» routine testing and data collection lacking analysis, interpretation and/or evaluation;

» preparation for teaching that does not embody original research (for example, collation of existing research and research outputs into handbooks or textbooks where this does not embody new insights); or

» the legal and administrative aspects of intellectual property protection and commercialisation activities.

The PBRF definition of research includes explicit reference to Māori ways of knowing, being, and conducting rangahau. Rangahau and knowledge of relevance to Māori communities, such as kaupapa Māori and mātauranga Māori, are essential components of Aotearoa New Zealand's distinctive research cultures.

The PBRF definition of research includes explicit reference to diverse Pacific ways of knowing, being, and conducting research. Research and knowledge of relevance to Pacific communities are essential components of Aotearoa New Zealand's distinctive research cultures.

Research Degree Completion component A measure of the number of PBRF-eligible research-based postgraduate degrees that are completed at participating TEOs.

Research excellence and impact, for the purposes of the PBRF Quality Evaluation, will be assessed in terms of originality, rigour, reach and significance, with reference to the quality standards appropriate to the subject area and to the unique nature of Aotearoa New Zealand's research cultures and needs.

Excellence will be assessed across the following areas of activity:

» the production and creation of knowledge, including ontologies, epistemologies and methodologies unique to Māori and to Pacific communities;

» the dissemination and application of that knowledge within academic and/or other communities and its impact outside the research environment; and

» activity that sustains and develops the research environment, within and across both academic and non-academic domains.

For the purposes of the PBRF, the impact of research is defined as a positive effect on, change, or benefit to society, culture, the environment, or the economy at any level, outside the research environment.

Impacts on scholarship, research, or the advancement of knowledge within the research environment are not included under impact as they already fall within the definition of excellence.

Quality Evaluation A periodic peer assessment of the quality of research submitted by eligible staff at participating TEOs.