NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Consultation on the draft integrated quality assurance framework
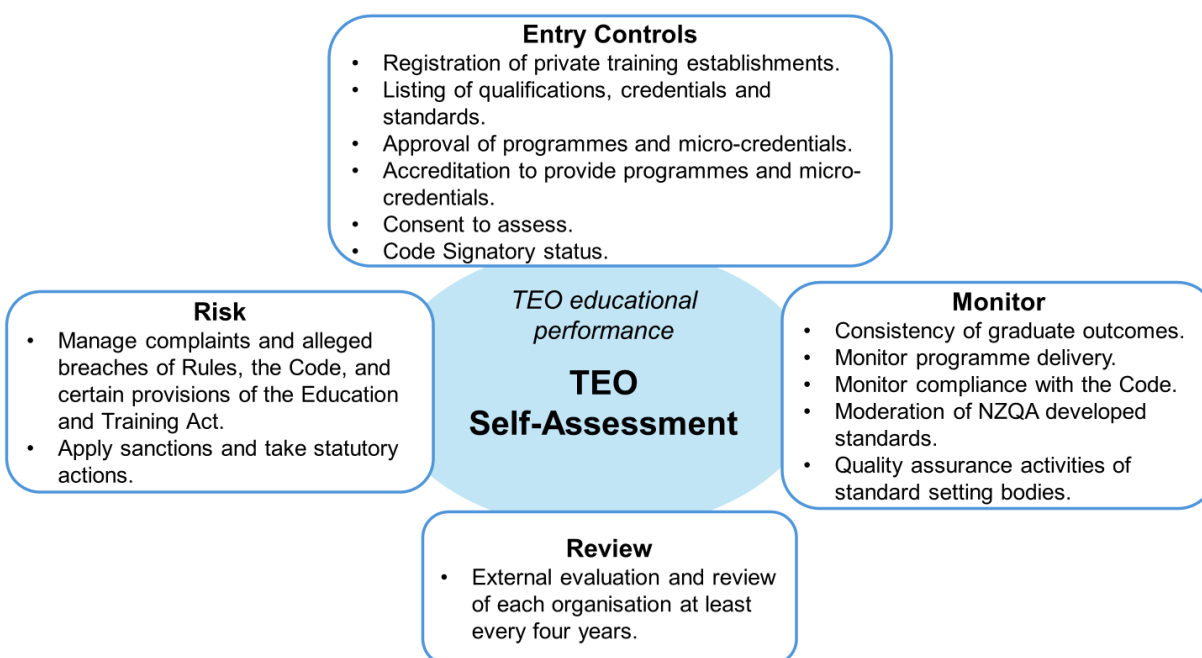
October 2024

CONTENT

Introduction

The New Zealand Qualifications Authority (NZQA) is one of the government agencies that manage and regulate education in New Zealand. We are responsible for making sure that tertiary education (outside of universities) is high quality, and that New Zealand qualifications and credentials are accepted as credible and robust, both nationally and internationally. Through our stewardship of the qualifications system and implementation of our quality assurance framework, we provide assurance that New Zealand qualifications and credentials meet the diverse needs of learners, employers, iwi, and community.

Quality assurance arrangements need to be reviewed periodically to ensure they continue to function as intended, and to take account of changes in the environment in which they operate. NZQA's current evaluative quality assurance framework (EQAF) was introduced in 2009. The EQAF has enabled a rigorous approach to quality assuring qualifications listed on the New Zealand Qualifications and Credentials Framework (NZQCF), and has provided assurance of the quality of teaching, learning and assessment in programmes that lead to those qualifications.

The EQAF is one of two quality assurance frameworks that NZQA applies, the other being Te Hono o Te Kahurangi – a framework based in te ao Māori. Te Hono o Te Kahurangi is not part of this consultation and will be reviewed separately.

Figure 1: The Evaluative Quality Assurance Framework (EQAF)

Entry Controls
- Registration of private training establishments.
- Listing of qualifications, credentials and standards.
- Approval of programmes and micro-credentials.
- Accreditation to provide programmes and micro-credentials.
- Consent to assess.
- Code Signatory status.

TEO educational performance

TEO Self-Assessment

Risk
- Manage complaints and alleged breaches of Rules, the Code, and certain provisions of the Education and Training Act.
- Apply sanctions and take statutory actions.

Monitor
- Consistency of graduate outcomes.
- Monitor programme delivery.
- Monitor compliance with the Code.
- Moderation of NZQA developed standards.
- Quality assurance activities of standard setting bodies.

Review
- External evaluation and review of each organisation at least every four years.

DRAFT FOR CONSULTATION – NOT NZQA POLICY

While the current framework has served tertiary education in New Zealand well, the tertiary education landscape has seen considerable change. A review of the Qualifications Framework and changes in legislation have resulted in new education products and new entities to quality assure. Assuring Consistency was introduced to support the implementation of New Zealand diplomas and certificates, and we now have micro-credentials listed on the NZQCF.

As new risks emerged, new quality assurance activities were introduced to the EQAF. For example, when a small percentage of international learners were being awarded qualifications without proper assessment, we introduced targeted monitoring of assessment practice.

How teaching, learning, and assessment takes place continues to evolve. For example, more people reskilling mid-career has created the need for more lifelong learning opportunities; and advances in technology accelerated by artificial intelligence have challenged assessment practices. How we quality assure teaching, learning and assessment will also need to adapt and change.

NZQA continues to mature its regulatory practice, using data and insights to understand the providers we regulate and the wider education and training system. We also see the opportunity to better look across the tertiary education system and contribute shared insights to foster system improvements.

In summary, it is timely to ask if the way we undertake our quality assurance responsibilities is still fit for purpose.

In 2022, we established a cross-sector advisory group to develop guiding principles for a future framework. In 2023 and 2024, we sought the views of tertiary education representatives and other stakeholders on what is important in quality assurance through workshops, interviews, and surveys. This led to the development of a conceptual model for quality assurance based on four quality assurance cornerstones.

We have developed the conceptual model further to recognise and connect NZQA and tertiary education organisation roles and responsibilities in quality assurance, and to bring together our regulatory levers within the approach of a modern regulator. These ideas are set out in the integrated quality assurance framework (iQAF) discussed in this document.

Purpose of this consultation

This consultation document presents the draft iQAF and its key components. We also include high-level descriptions of the proposed quality assurance activities and how these might work for tertiary education organisations in future.

We seek your feedback and ideas in response to the proposed iQAF and changes to how we quality assure tertiary education organisations. We are particularly keen to hear your thoughts on the questions throughout the document.

Your feedback will help us fine-tune the framework and develop the quality assurance rules, tools, processes and associated fees, which we will consult on in 2025, with a view to implementing the iQAF in 2026.

Proposed integrated quality assurance framework

Overview

The iQAF is designed to provide confidence that learners are achieving robust, credible and relevant qualifications and credentials that prepare them to meet employer, industry, professional association, iwi/hapū/whānau, and community needs in New Zealand and internationally. NZQA, tertiary education providers, standard setting bodies (SSBs), and others that have an influence on a learner's education experience all contribute to this purpose.

NZQA is responsible for maintaining the NZQCF and the Rules that support relevant qualifications and credentials, and trusted quality assurance. SSBs are responsible for developing education products that meet industry and community needs, and for providing assurance that assessment against SSB standards is valid. Providers are responsible for developing qualifications and programmes that deliver a great teaching, learning, and assessment experience and for meeting NZQA (and where relevant, SSB) requirements.

As with the current quality assurance framework, the primary responsibility for maintaining quality education delivery and meeting the needs of learners sits with the individual provider. NZQA expects all tertiary education organisations (TEOs) that participate in iQAF to own their own quality and quality improvement. NZQA's role to is to support TEOs to comply with NZQA Rules and use its levers to respond proportionately where there is ongoing non-compliance.

In summary, the framework we are driving for will:

- ensure learner, employer, and community interests are protected
- add value to TEOs and the system as a whole
- minimise compliance for high performing TEOs.

The iQAF has three components that support the purpose of the framework:

1. Quality assurance cornerstones
2. Enablers
3. Levers.

The three components work as one coherent and interdependent system.

The diagram on the next page gives an overview of the framework. Subsequent sections describe each component in more detail.

Draft Integrated Quality Assurance Framework

Purpose

The Integrated Quality Assurance Framework (iQAF) is designed to provide confidence that learners are achieving robust, credible and relevant qualifications and credentials that prepare them to meet iwi/hapū/whānau, employer, and community needs in New Zealand and internationally.

Quality assurance cornerstones

The framework has four central cornerstones that connect NZQA and Tertiary Education Organisation (TEO) roles and responsibilities:

- **NZQA** puts in place strong quality assurance foundations.
- **TEOs** have ownership of quality and quality improvement.
- **NZQA** has an effective, integrated approach to verifying TEO quality.
- **NZQA, standard setting bodies (SSBs), education providers, and other agencies** work together to ensure system outcomes are achieved.

Enablers

Data and insights, **respectful and collaborative relationships**, and a **risk-informed approach** build on the four quality assurance cornerstones and enable NZQA to apply its regulatory levers.

Levers

NZQA applies seven levers collectively to provide assurance that quality assurance is integrated and tailored to the context and performance of every TEO. The levers are **set rules**, **educate and inform**, **approve**, **TEO review**, **monitor**, **compliance and enforcement**, **system performance and improvement**.

System performance and improvement
NZQA, TEOs, and others share data and insights to understand and improve system performance, and promote excellence and innovation.

Set rules
NZQA Rules reflect the policy intent and are easy to access and understand.

Educate and inform
NZQA shares information and insights to support TEOs to develop capability and make informed decisions aligned with Rules and good practice.

Approve
NZQA takes a risk-informed approach to approvals, informed by TEO capability and maturity.

TEO Review
TEOs conduct an annual self-review to determine the effectiveness of the TEO's quality management system and develop an action plan. The action plan forms the basis of an annual discussion with NZQA about TEO performance.

As part of the self-review, NZQA will specify one or more themes annually for TEOs to include, e.g. quality assessment practices.
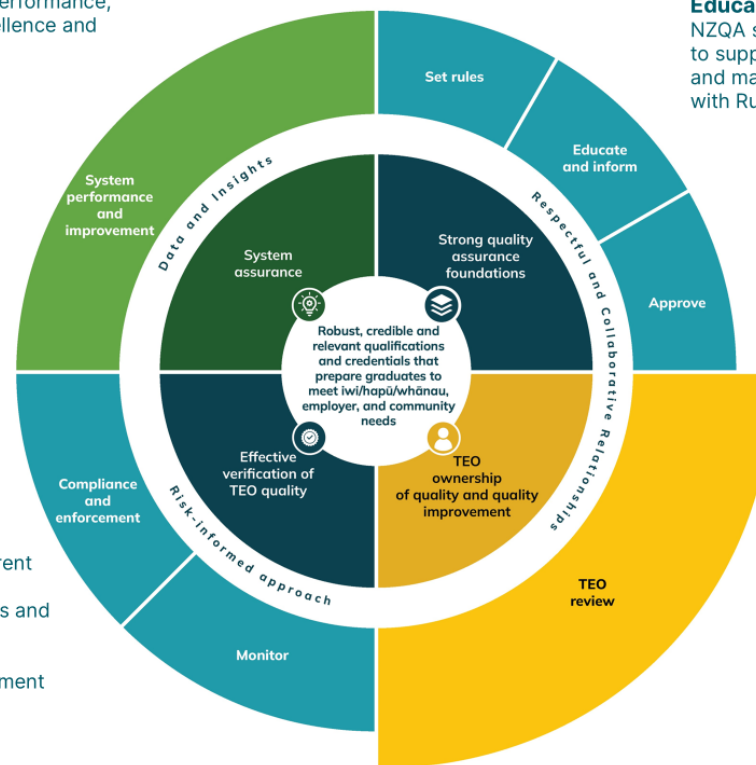
Compliance and enforcement
NZQA has a transparent risk framework, that protects learners and is responsive to TEO capability and non-compliance. Enforcement action is fair and proportionate.

Monitor
NZQA takes a risk-informed approach to monitoring, informed by TEO capability and maturity, and systemic data.

DRAFT FOR CONSULTATION – NOT NZQA POLICY

6

Quality assurance cornerstones

Four quality assurance cornerstones guide NZQA's regulatory activities to ensure there is an integrated approach to maintaining quality and promoting continuous improvement.

Strong quality assurance foundations

This cornerstone makes clear what foundations need to be in place to ensure a modern regulatory approach underpins the system. NZQA needs to provide resources to support organisations to operate effectively in the system. Our rules and expectations need to be clear. We will use data to identify both organisational and system risks. This will enable NZQA to take a risk-informed approach to quality assurance while working collaboratively with TEOs to ensure they have the required capabilities.

TEO ownership of quality and quality improvement

A foundation premise of our approach to quality assurance is that each TEO is committed to high quality education and to supporting learners to achieve their goals and aspirations. This cornerstone sets our expectation that TEOs systematically and regularly reflect on their own performance and use that information to improve.

Effective verification of TEO quality

This cornerstone is about how we provide confidence to learners and their whānau, employers, funders and other stakeholders of the quality of education delivered. To date we have applied a range of quality assurance levers to all TEOs regardless of their risk profile. We want now to further develop those regulatory tools that have provided the most insight and strengthen a risk-informed approach to how we verify TEO quality.

We want to extend our use of assessment-focused monitoring as a reliable way to verify education quality and move away from TEO categories based on external evaluation and review outcomes.

We would strengthen our analysis of data, and act assertively in response to risks to the quality of learners' education. We will use our statutory powers, where appropriate, to manage performance issues.

System assurance

This cornerstone introduces activities that will show the extent to which system outcomes are being achieved and enabling system level improvements.

We propose to use thematic reviews to understand performance across the system on specific issues. For example, effectiveness of on-line delivery, approaches to supporting Māori, Pacific and disabled learners, how academic integrity is being managed. The results of thematic reviews will enable us to publish insights on good practice, inform the development of further resources, and update rules and expectations.

We also propose undertaking and publishing a regular environmental scan. This will incorporate the collated findings from our quality assurance activities, supported by data and research into external factors that could impact the education sector, to identify emerging and current risks and issues. The findings may also inform the priorities for our quality assurance.

Question

1. Do the four cornerstones describe the important elements of quality assurance? What would you change or add?

Enablers

The enablers are mechanisms that build on the four cornerstones and allow us to apply the levers effectively.

The iQAF framework has three enablers:

- Data and insights
- A risk-informed approach
- Respectful and collaborative relationships

The enablers are key to NZQA creating a supportive and responsive regulatory environment that encourages compliance and continuous improvement.

⚙ Data and insights

NZQA will establish a process to examine and interpret various types of information to extract insights and identify trends. This could involve an analysis of data collected by other government agencies and made available to NZQA under the Act. The goal is to use the results of data analysis to guide policy decisions, quality assurance processes, and targeted interventions to enhance educational standards and outcomes.

NZQA will use multiple sources or types of data to cross-check and validate findings, ensuring accuracy and reliability. This might mean comparing information drawn from feedback from learners, employers, TEO staff, TEO self-reviews, and NZQA monitoring activities to build a comprehensive picture of a matter of interest.

⚙ Risk-informed approach

NZQA will develop a structured model to identify, assess, and manage risks that could impact educational quality, compliance, or organisational performance. The risks identified will inform NZQA's activities under each lever to achieve a high standard of education and consistent regulatory compliance across TEOs.

The types of risks and how we respond to them in our quality assurance will be made explicit and accessible by TEOs.

Possible risk types:

- environmental risks (e.g. availability of work placements)
- sector specific risks (e.g. international education trends)
- provider specific risks (e.g. rapid increase or decrease in learner enrolments)

Risks will be reviewed regularly based on internal and external data and analysis.

⚙️ Respectful and collaborative relationships

Respectful and collaborative relationships between NZQA, TEOs, learners, employers, communities and others in the education system ensure that everyone understands each other's responsibilities, operating environment, and goals.

For NZQA and TEOs, relationships are built on regular contact, including through the annual self-review process. The frequency and nature of communication between NZQA and a TEO will depend on the TEO's scale and capability, as well as the scope of qualifications and credentials it provides or develops.

Through these relationships, NZQA supports TEOs to understand and achieve compliance and NZQA understands each TEO's qualifications and quality assurance approach.

NZQA will utilise its customer relationship management system and build a consolidated view of TEOs. This will be accessible to all NZQA teams, enabling a coordinated approach and consistent service.

❓ Question

2. Do you think the proposed enablers will be effective in supporting the overall quality assurance approach? What would you change or add?

Levers

Levers refer to tools available to a regulator to effect change. They can include both regulatory and non-regulatory tools. NZQA will use seven levers to achieve its quality assurance objectives:

- Set rules.
- Educate and inform.
- Approve.
- TEO review.
- Monitor.
- Compliance and enforcement.
- System performance and improvement.

The levers are interconnected and collectively ensure that quality assurance is integrated and tailored to the context and performance of every TEO.

We are proposing a range of regulatory activities in relation to each lever. The following sections provide high-level descriptions of the levers and proposed activities under each lever.

Set rules

NZQA rules reflect the policy intent and are easy to access and understand.

Set clear and effective rules

NZQA will set effective rules for TEOs to follow. Rules will:
- meet the published standards for secondary legislation.
- reflect the policy intent.
- be written in an easy-to-follow format and in plain English.
- be able to be grouped and accessed by TEO type and/or function/topic.
- be regularly reviewed to ensure alignment with the evolving needs and priorities of the sector.

Establish internal consistency

NZQA's services to the sector will be peer reviewed to provide assurance that our judgments and delivery times are consistent.

Provide guidance to TEOs

NZQA will provide guidance to help TEOs understand the policy intent of rules and legislation and assist TEOs to understand and meet application and compliance requirements.

Guidelines will include the policy intent, be written in plain English and provided in accessible formats.

Guidelines will take TEOs step-by-step through relevant processes:

- templates, checklists, examples, criteria could be provided where appropriate.
- contact and support information will be available.
- guidance/guidelines will be grouped and presented by TEO type and/or function/topic.

> **? Question**
>
> 3. Do you think the proposed activities under 'Set rules' will help TEOs get things right the first time? What would you change or add?

Educate and inform

NZQA shares information and insights to support TEOs to operate effectively and make informed decisions aligned with rules and good practice.

Educate

To educate is to communicate the reasoning behind the government's tertiary education policies applicable to the New Zealand qualification system. This includes information on the NZQA rules, and the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code), including the mandatory actions TEOs must take to comply.

Education and information will focus on the behaviours and practices NZQA expects TEOs to exhibit to gain and maintain their authorisation to participate in the regulated area. This can be achieved through access to information and self-

help tools (e.g. guidance materials, FAQs, chatbot, video clips, e-learning modules), or public information sessions.

Share information

TEOs can access information NZQA holds about the TEO and gain insights into their own performance over time.

NZQA will also make information (including data) available that provides insights into the tertiary sector, for example, data about sector performance, or qualification and standards use/usefulness.

? Question

4. Do you think the proposed activities for 'Educate and inform' will contribute to TEO capability? What would you change or add?

Approve

NZQA takes a risk-informed approach to approvals, informed by TEO capability and maturity.

Approve the listing of qualifications, micro-credentials and standards

NZQA approves applications for new qualifications, micro-credentials and standards against requirements clearly set out in rules. The requirements include the arrangements for their ongoing quality assurance and maintenance. NZQA approval includes qualifications, micro-credentials and standards developed by SSBs and providers.

Approve and accredit programmes and micro-credentials

NZQA approves and accredits providers against requirements clearly set out in rules. Where a qualification contains skill standards, programme accreditation includes consent to assess for those standards.

Where a provider has a proven history of compliance and current capability, the provider could apply for accreditation for multiple programmes or micro-credentials within a particular subject or topic. Accreditation would be restricted

to certain NZQCF levels depending on the provider context. Providers would not need to apply for consent to assess, or accreditation for new programmes or micro-credentials, within the subject or topic they have accreditation for, providing there is sufficient evidence of the provider's ongoing capability.

Approve Private Training Establishment registrations and signatory to the Code

Private Training Establishments (PTEs) are registered against requirements clearly set out in rules and the Code. The requirements provide assurance that the PTE is well managed, well governed, financially viable and has the capability to deliver quality education and training. Registration may occur prior to teaching staff, facilities and resources being present.

A validation visit will continue to be conducted when the newly registered PTE has taught and/or assessed sufficient students for NZQA to confirm that the staff, facilities and resources meet requirements.

? Question

5. Do you think the proposed activities under 'Approve' could drive more effective and efficient processes? Do you have other suggestions?

TEO review

TEOs conduct an annual self-review to determine the effectiveness of the TEO's quality management system and develop an action plan.

TEOs conduct and submit an annual self-review

TEOs will undertake an annual self-review. The self-review will involve a TEO examining their own processes, practices, and outcomes to ensure continued alignment with the requirements of the Act, NZQA rules and the Code.

The self-review will be succinct using an NZQA template. The review will include one or more themes drawn from risks and data that NZQA has identified. The template will also accommodate the annual attestation requirements for Code and compliance purposes.

TEOs may be required to produce evidence to support their self-reviews on request by NZQA.

DRAFT FOR CONSULTATION – NOT NZQA POLICY

Action plans and annual discussion with NZQA

TEOs will include an action plan as part of the self-review. The plan will capture the key outcomes and actions arising from the self-review and/or any other future actions that have implications for the quality of delivery. A future action might be for example, an organisational approach to ensuring the quality of assessment practice across a range of programmes and delivery modes.

TEOs will submit the plan to NZQA. NZQA and TEOs will subsequently meet to discuss the actions and outcomes of their plans.

This activity is not intended to trigger enforcement activities.

? Questions

6. What should be included in a succinct self-review report to assist with a TEO's reflection and ensure the self-review is authentic?
7. Do you like the idea of an annual discussion with NZQA based on a TEO's action plan? Please give your reasons.

Monitor

NZQA takes a risk-informed approach to monitoring, informed by TEO capability and system data.

Monitor for potential operational risk

NZQA will monitor data changes to detect potential risks or warning signs in relation to a TEO's capability to continue to meet its registration and/or approval obligations. Such monitoring will primarily be done through analysis of data collected through existing systems.

Monitor TEO education delivery and award of qualifications

In addition to regular monitoring through data, NZQA will continue to carry out systematic and periodic monitoring through:

- national external moderation
- programme (including of degrees) and micro-credential monitoring.
- Code monitoring.

We will work with SSBs (where relevant) to coordinate programme monitoring and moderation activity, seeking to build a shared view of an individual provider's performance for teaching, learning and assessment.

NZQA's monitoring activities will be planned to provide a comprehensive and integrated view of a TEO's performance. The overall monitoring activity will be right sized so that we undertake only that required to be assured of the quality of each TEO's provision and ākonga care.

This could mean for a larger TEO:

- only some of their degree programmes are monitored annually; and
- where several SSBs are moderating the TEO's assessment, NZQA only monitors a sample of non-standards-based programmes or micro-credentials.

Monitoring will determine if TEOs meet or do not meet the relevant requirements set by the rules and the Code.

Monitor standard setting body performance

NZQA will regularly monitor SSBs and their systems and processes for developing, maintaining and quality assuring qualifications, micro-credentials and standards.

Integrated view of TEO performance

We will bring all moderation and monitoring data in one place to provide a real time view of each TEO's performance in an easily accessible format.

The integrated view will present the TEO's performance in:

- learner wellbeing and support.
- teaching, learning and assessment
- learner completion and graduate outcomes.

The view will be refreshed as data is updated. Ideally, a future information technology system would allow this individual TEO view to be shared with the TEO in real time.

Our intention is to both monitor ongoing compliance and inform the future level of monitoring required.

In the current framework, the results from external evaluation and review (EER) lead to a 'rating' described as a category of a TEO's performance, generally refreshed every four years.

In the new framework, we propose moving away from the current EER Statements of Confidence for self-assessment and educational performance and resulting TEO categories. This is because prospective learners should have a high level of confidence that they can expect a quality learning experience at any education provider formally recognised in New Zealand's education system. Consequently, we do not intend to publish a periodic overall statement of organisational performance.

We expect all regulated parties to be able to meet the requirements in legislation and rules at any time. Where we find this is not the case, we will continue to use non-statutory and statutory interventions such as compliance notices and conditions and publish these on the NZQA website. We may also publish monitoring reports and/or monitoring summaries to provide insights into recent delivery and performance.

Our experience with EQAF over the past 15 years has shown that most providers are performing well, and consistently meeting the legislation and rules for maintaining registration, approval and accreditation. Statutory intervention is rare, and we expect it will continue to be so.

? Questions

8. Do you support a shift to more targeted, risk-informed monitoring supported by periodic monitoring? Please give your reasons.
9. Do you consider that the proposed integrated monitoring activities are sufficient to give confidence about a provider's performance, without category ratings? Please give your reasons.

Compliance and enforcement

NZQA has a transparent risk framework that protects learners and is responsive to TEO capability and non-compliance. Enforcement action is fair and proportionate.

Manage compliance

Compliance means meeting the requirements of the Act, NZQA rules, and the Code.

TEOs monitor their own compliance as part of the self-review process. NZQA confirms TEO compliance through its integrated monitoring levers.

Apply interventions

NZQA takes a risk-informed approach to applying interventions relating to non-compliance.

When possible, in the first instance we work with organisations to address non-compliance. We may increase monitoring and request additional action plans. If this approach is unsuccessful, or the non-compliance is more serious or poses an immediate risk to learners, we may escalate to an enforcement approach. Enforcement may include the use of statutory actions, including deregistration.

We will publish the outcome of compliance actions we have taken.

Manage complaints and disputes

NZQA will investigate complaints in accordance with established rules and processes.

We will ensure that NZQA's complaints system is accessible for learners and is clear and fair to all parties.

> **? Question**
>
> 10. Do you think the proposed risk-informed approach to managing compliance and applying interventions will be effective? What would you change or add?

System performance and improvement

NZQA, TEOs, and others share data and insights to understand and improve system performance and promote excellence and innovation.

Monitor the credentials listed on the NZQCF and the DASS

NZQA will regularly evaluate the performance of qualifications, micro-credentials and standards and identify areas for improvement, e.g. duplications, obsolete, unused qualifications, micro-credentials or standards.

Conduct thematic reviews

NZQA will conduct or commission in-depth examinations of specific aspects of the system to identify trends, best practices, and areas for improvement within a particular theme or sector.

We will draw on data, such as monitoring and moderation results, compliance rates among providers, TEO self-reviews and action plans, to identify specific themes or trends across TEOs or qualifications. We will also track and evaluate key indicators to ensure that the system is delivering the desired results, and we will apply interventions for continuous improvement.

Conduct environmental scans

NZQA will examine external factors that could impact the education sector, such as policy changes, technological trends, industry demands/workforce requirements, downturns in the economy, societal shifts, long-term demographic changes that could impact educational planning, or emerging areas where additional support or regulation is needed.

This activity will help NZQA and TEOs anticipate emerging challenges and opportunities.

Exchange information

NZQA will routinely exchange information, as appropriate, with SSBs and other agencies. We will share comprehensive, multi-source information to build a collective view of TEO and sector performance, inform strategic planning, identify risks, and support collaborative efforts within the educational sector. For example, NZQA may share information such as moderation results or learner completion or enrolment data.

The primary goal is to foster a broader understanding of TEO and sector performance, and the educational landscape, enabling stakeholders to make informed decisions, coordinate effectively, and apply a consistent approach to maintaining system improvement. By reducing the need to supply data multiple times, it will also reduce TEO compliance costs.

Share insights

NZQA will disseminate findings or knowledge derived from data analysis to stakeholders. This might involve sharing key trends, best practices, or identified issues with TEOs, policymakers, agencies, or the public.

> **? Questions**
>
> 11. To what extent do you think these activities will be effective in supporting system performance and improvement?

Examples of how iQAF might work for different providers

The two examples below are intended to give an idea of how iQAF might work for different types of provider, and how the quality assurance activities would be different to the current framework.

Note that they are only hypothetical examples. The exact nature and mix of quality assurance activities would be tailored to the context and performance of each TEO.

NZQA will continue to refine the quality assurance activities following feedback gained from this consultation on the high-level design for iQAF.

Example 1: A small non-funded PTE that offers less than 10 non-degree programmes in different subject areas, some using standards and some without standards. It is a signatory to the Code.

Current	Draft iQAF
Main quality assurance activities: - moderation of standards by SSBs and/or NZQA - programmes monitoring by NZQA - risk-based monitoring by NZQA (if applicable)	Programmes with standards: - moderation by SSBs is reported to NZQA and informs or is integrated with NZQA monitoring Programmes without standards: - NZQA monitors a proportion of the programmes, determined by a risk-informed approach. Activity co-ordinated across SSBs and NZQA to ensure sample is sufficient to give all SSBs assurance of quality.
Organisation performance determined by EER every 4 years	A real time view of integrated monitoring reflecting the TEO's risk profile.
Self-reviews* for - external evaluation and review (when scheduled) - the Code (annual)	One annual self-review and action plan covering the Code and other specified themes.
Declaration/attestations each year - statutory declaration for rules compliance - attestation for Code compliance	Attestation incorporated into the self-review each year.
Limited or inconsistent NZQA support	NZQA support through easy-to-follow rules, resources and templates, tailored to the organisation type/size.
Limited or inconsistent NZQA engagement	- annual discussion with NZQA on self-review and action plan - designated NZQA contact.

*note: as NZ diplomas and certificates are consistently delivered, assessed and moderated using skill standards, separate self-reviews for assuring consistency will be phased out over time.

Example 2: A large publicly funded provider that offers over 30 degree programmes and over 100 non-degree programmes leading to Levels 1-6 qualifications. It is a signatory to the Code.
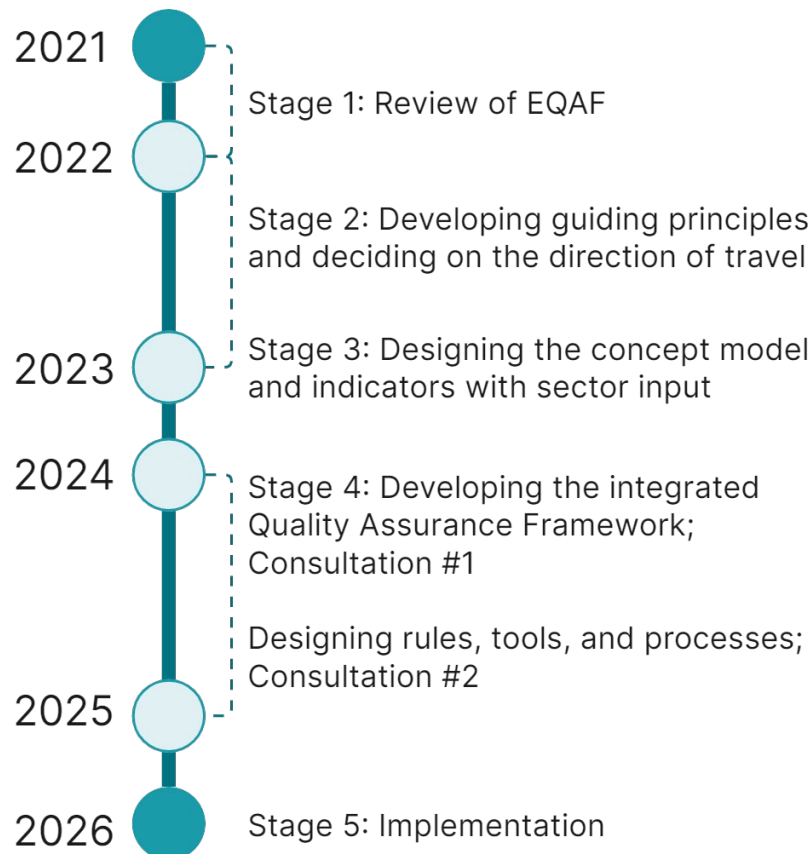
Current	Draft iQAF
Self-monitor and NZQA monitoring of 30 degree programmes each year	Only a proportion of the programmes will be monitored each year, determined by a risk-informed approach and sampling methodology.
Multiple quality assurance activities for non-degree programmes: - moderation by six SSBs and NZQA - programme monitoring by NZQA	Programmes with standards: - moderation by SSBs is reported to NZQA and informs or is integrated with NZQA monitoring Programmes without standards: - NZQA monitors a proportion of the programmes, determined by a risk-informed approach. Activity co-ordinated across SSBs and NZQA to ensure sample is sufficient to give all SSBs assurance of quality.
Self-reviews* each year - external evaluation and review (when scheduled) - one for the Code	One annual self-review and action plan covering the Code and other specified themes.
Declaration/attestations each year - statutory declaration for rules compliance - attestation for Code compliance	Attestation incorporated into the self-review each year.
Organisation performance determined by EER every 4 years	A real time view of integrated monitoring reflecting the TEO's risk profile.
Need to apply for accreditation for each new programme	Can apply for accreditation for a suite of programmes in a specific subject, depending on the provider's compliance record and capability.
Limited or inconsistent NZQA support	NZQA support through easy-to-follow rules and templates.
Limited or inconsistent NZQA engagement	- annual discussion with NZQA on self-review and action plan - designated NZQA contact.

***note**: as NZ diplomas and certificates are consistently delivered, assessed and moderated using skill standards, separate self-reviews for assuring consistency will be phased out over time.

Next steps

NZQA will analyse your responses to this consultation document and publish a summary on our website. We will consider all your feedback when we further develop the proposed quality assurance framework. We will propose changes to our rules, processes, and our guidelines and consult publicly again in 2025.

Year	Stage
2021	Stage 1: Review of EQAF
2022	Stage 2: Developing guiding principles and deciding on the direction of travel
2023	Stage 3: Designing the concept model and indicators with sector input
2024	Stage 4: Developing the integrated Quality Assurance Framework; Consultation #1
	Designing rules, tools, and processes; Consultation #2
2025	
2026	Stage 5: Implementation

How to have your say

NZQA seeks written submissions on the proposed Integrated Quality Assurance Framework by 5pm on 10 December 2024.

You can respond:

- Online: https://www2.nzqa.govt.nz/about-us/consultations-and-reviews/iqaf/.
- Email: Send your submission as a Microsoft Word document or searchable PDF to QAFredesign@nzqa.govt.nz.

Once submitted, your information will become a formal record for this consultation.

If you have any questions about the submissions process or would like to provide your feedback in another way, please contact us at the above email address.

Use of information

The information provided in your submission will be used to inform the development of the integrated quality assurance framework. All personal information you supply to NZQA in either an online or written submission will only be used to help in the development of the integrated quality assurance framework. We will retain this information in accordance with NZQA policies and processes.

NZQA will not use or disclose your personal information without your consent, unless authorised or required by law. We may contact you directly if we require further clarification of any matters in your submission. Your submission may be publicly disclosed in official documents or as required by the Official Information Act 1982.

If your submission contains any information that is confidential, or you do not want us to publish, then in your submission please include 'CONFIDENTIAL' for the relevant information with an outline of any objection you or your organisation may have to the release of information. Please identify which parts you consider should be withheld, along with the reasons for doing so.

Please indicate clearly if you do not wish your organisation name to be included in official documents that NZQA may publish.

For further information on how your information is managed, please visit NZQA's website.

Appendix: List of all questions

We are particularly keen to hear your thoughts on the following questions. You may respond to any or all of the questions. Where possible, please include examples to support your views.

iQAF components

1. Do the four cornerstones describe the important elements of quality assurance? What would you change or add?
2. Do you think the proposed enablers will be effective in supporting the overall quality assurance approach? What would you change or add?

Strong quality assurance foundations

3. Do you think the proposed activities under 'Set rules' will help TEOs get things right the first time? What you change or add?
4. Do you think the proposed activities for 'Educate and inform' will contribute to TEO capability? What would you change or add?
5. Do you think the proposed activities under 'Approve' could drive more effective and efficient processes? Do you have other suggestions?

TEO ownership of quality and quality improvement

6. What should be included in a succinct self-review report to assist with a TEO's reflection and ensure the self-review is authentic?
7. Do you like the idea of an annual discussion with NZQA based on a TEO's action plan? Please give your reasons.

Effective verification of TEO quality

8. Do you support a shift to more targeted, risk-informed monitoring supported by periodic monitoring? Please give your reasons.
9. Do you consider that the proposed integrated monitoring activities are sufficient to give confidence about a provider's performance, without category ratings? Please give your reasons.
10. Do you think the proposed risk-informed approach to managing compliance and applying interventions will be effective? What would you change or add?

System assurance

11. To what extent do you think these activities will be effective in supporting system performance and improvement?