



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

Aide-Memoire: Background for Minister's meeting with the NZQA Board on Wednesday 19 May

To:	Hon Chris Hipkins, Minister of Education
From:	Dr Grant Klinkum, Chief Executive
Date:	13 May 2021
Reference:	CR22106

Purpose

1. This aide memoire is to provide you with background information for your meeting with the NZQA Board on Wednesday 19 May at 3.30pm.
2. NZQA proposes to proactively release this briefing as part of the next publication of documents.

Background

3. The NZQA Board members are as follows:

Board member	Term expiry date
Neil Quigley (Deputy Chair and Acting Chair)	2021
Lyn Provost	November 2021
Jenn Bestwick	November 2021
Kate Shevland	November 2021
Mary Chamberlain	September 2022
Antony Royal	September 2022
Lili Tuioti	September 2022
Cheryl de la Rey	July 2023

4. Neil Quigley was appointed as Acting Chair in September 2019 when previous Board Chair, Murray Strong, was appointed as interim Executive Director for the New Zealand Institute of Skills and Technology. In March 2020, you asked Professor Quigley to continue in this role to ensure stability of governance during the COVID-19 pandemic.

5. In addition to the eight Ministerial appointees to the Board, Scott Tambisari holds the position of Future Director with the NZQA Board through to June 2021. The Future Directors programme is run by the Institute of Directors New Zealand.
6. Profiles of the Board members are included in Attachment 1.

Discussion

7. The NZQA Board would like to discuss the following with you:
 - a. Priorities through to 2025
[Refer Attachment 2: NZQA's 2025 Goals]
 - b. The New Zealand Qualifications Framework (NZQF) and mātauranga Māori.
 - c. Equity in STEM
 - d. NCEA Online
 - e. Reform of Vocational Education (RoVE)
[Refer Attachment 3: How NZQA is preparing for RoVE]
 - f. NZQA's work to support the NCEA Review.
 - g. NZQA's Strategic Shifts
[Refer Attachment 4: NZQA's Regulatory Framework and Attachment 5: NZQA's Strategic Shifts]



Dr Grant Klinkum
Chief Executive, NZQA
13 May 2021

Hon Chris Hipkins
Minister of Education

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CR22106 Attachment 1 - NZQA Board Profiles

NZQA Board members (May 2021)

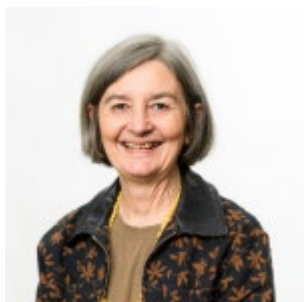
Neil Quigley - Acting Chair



Neil Quigley is the Vice-Chancellor of the University of Waikato. Previously he was a Professor of Economics, Deputy Vice-Chancellor (Research) and Provost at Victoria University of Wellington. He completed his BA and MA at the University of Canterbury before completing a PhD at the University of Toronto. Neil is also the Chair of the Reserve Bank of New Zealand and is a past Chair of the Board of Trustees at Wellington College. He has extensive experience in international education, and has led major projects in the Middle East, China and Vietnam.

Board term commenced: 1 November 2010. Expires 2021.

Kate Shevland



Kate Shevland has been Principal of Orewa College for 20 years and has strong links across the education sector. She is currently on the Executive of the Auckland Secondary Principals Association and on the Board of Pathways to Employment Trust and NEAL. She has previously been on the Board of Rodney Economic Development Trust, ASSHA, Harbour Sport, Chair of North Shore Secondary Principals group and on many local educational advisory committees. Kate was on the Ministerial reference group for the RTLB review and the Twenty First Century Learning reference group, and is currently a member of the Prime Minister's Education Excellence Awards Panel. She is a strong advocate for relevant future focused learning, responsive to student and societal needs.

Board term commenced: 26 August 2015. Expires 7 November 2021.

Mary Chamberlain



Mary is a successful leader of educational reform. From 2001-2011 she led a large team in the New Zealand Ministry of Education to design strategies to improve teaching, learning and student outcomes. From 2004-2007 she led the development of the New Zealand Curriculum for primary and secondary schools and the design of National Standards in literacy and numeracy from 2010-2012. Mary is currently a director of an independent consultancy company, Evaluation Associates Ltd.

Mary has in-depth knowledge and up to date experience in designing strategies to bring about effective change in education. She holds an Executive Master's degree in Public Administration and in 2012 she became a Member of the New Zealand Order of Merit for her services to education.

Board term commenced: 13 September 2016. Expires 16 September 2022.

Antony Royal



Antony has strong community involvement and a background in the Information and Communication Technology industry. He holds a degree in Electrical and Electronics Engineering from Auckland University, has spent many years in the ICT industry and currently holds a number of governance positions. He also chairs Te Mana o Kupe Trust, which was established to support the cluster of 13 schools in Porirua East whose focus is to deliver greater educational achievement by engaging tamariki, teachers and whanau through the use of technology.

Previous roles have included Global Infrastructure Manager and Web Initiatives Manager for the NZ Dairy Board (Fonterra), implementation of financial management systems for a number of different government Departments, and positions on a number of advisory boards. Antony has been involved in many projects that involve technology and better educational outcomes.

Board term commenced: 13 September 2016. Expires 16 September 2022.

Lyn Provost



Lyn was Controller and Auditor General for eight years. Prior to that she was Deputy Commissioner of New Zealand Police. Lyn has also held roles in the State Services Commission and as Acting Chief Archivist and Chief Executive of Archives New Zealand. Lyn is currently the Chair of the Guardian of the Alexander Turnbull Library and the Advisory Group for the Brian Picot Chair of Ethical Leadership at Victoria University of Wellington. She also serves on the International Auditing and Assurance Board (IAASB), Transparency International New Zealand, Advisory Panel advising the Inspector-General of Intelligence and Security and Education New Zealand.

Lyn holds a BCA from Victoria University of Wellington and is a Chartered Accountant (FCA). In 2017 she became a Companion of the New Zealand Order of Merit for her services to the state.

Board term commenced: 8 November 2018. Expires 7 November 2021.

Jenn Bestwick



Jenn is an independent Director with a background in business and management consulting. She currently works as a Lead Reviewer with the State Services Commission Performance Improvement Framework and works with the Ministry of Business, Innovation and Employment on science investment performance. Jenn has previously worked with KPMG and Ngāi Tahu. Qualifications she holds include a LB Hons from the University of Trent, Nottingham and Solicitors Examinations from Chester College of Law.

Jenn was previously on the NZQA Board from 2011-2013. She was the Chair of Ara Institute of Canterbury (formerly the Christchurch Polytechnic Institute of Technology). Other past directorships include Southern Response Earthquake Services Limited, Tourism New Zealand and Learning Media Limited. She is currently the Chair of the Resilience to Nature's Challenges National Science Challenge, on the Advisory Body to Development West Coast, and on the Boards for Arrow Irrigation Company Limited and the Tertiary Education Commission.

Board term commenced: 8 November 2018. Expires 7 November 2021.

Lili Tuioti



Aiolupotea Lili Tuioti has extensive experience in the education sector in New Zealand and the Pacific region. She established a private consultancy business TKC and Teuila Consultancy in 2000. This focused on Pacific teacher and school management professional development, school-community liaison in New Zealand, Pacific regional projects in curriculum and assessment reform, education strategic planning and governance training.

As an education and strategic advisor to the Government of Tokelau for over 10 years, Lili served as a member on the University of the South Pacific Council and the Pacific Board of Education and Assessment. She returned to New Zealand in 2015 and is currently the Mission Services Manager at the Salvation Army Newtown Centre. She has held various governance roles in the education and community sectors, including the Teachers' Council, AUT Council and the ASB Community Trust. Lili currently serves on the JR McKenzie Trust and was an establishment Board of Trustees member for the Pacific Advance Secondary School.

Board term commenced: 16 September 2019. Expires 16 September 2022.

Cheryl de la Rey



Professor Cheryl de la Rey is Vice-Chancellor of the University of Canterbury. Through this role, she is a member of the New Zealand Vice-Chancellors' Committee. Cheryl also serves on the Association of Commonwealth Universities' Pacific Regional Committee and held notable roles in South Africa, including being Chief Executive of the Council on Higher Education and Vice-Chancellor and Principal of the University of Pretoria.

She holds a MA and PhD in Psychology, specialising in Social Psychology. Cheryl started her career as a secondary teacher and then moved up the academic ranks into executive management. Her recent publications focus on gender and leadership in higher education and science.

Board term commenced: 2 July 2020. Expires 1 July 2023.

Scott Tambisari - Future Director



Scott Tambisari is a Community Partnerships Adviser at Nelson City Council and has been involved within the community sector for a number of years. He previously lived and worked in Japan, Sweden, the UK and the Netherlands before returning to New Zealand to undertake further study.

He is a member of the Institute of Directors of New Zealand and successfully completed the Mentoring for Diversity programme as part of the 2018/19 mentee cohort.

Scott is currently a National Board Member of New Zealand Red Cross, a Trustee of New Zealand Red Cross Foundation and the Deputy Chair of Fifeshire Foundation. His previous governance roles include the Nelson Marlborough Institute of Technology (NMIT) Council and Deputy Chair of Student Job Search (SJS) amongst others.

Board term commenced: 23 September 2019. Expires 30 June 2021.



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NZQA's 2025 GOALS

TE WHAKAKITENGA 2025*

* **He Whakataukī:**

Ki te kahore **he whakakitenga** ka ngaro te iwi.

Without foresight or vision the people will be lost.

Focus	Goal
Inclusion of mātauranga Māori in New Zealand qualifications	<ul style="list-style-type: none"> The New Zealand Qualifications Framework and quality assurance arrangements support increased inclusion of mātauranga Māori in qualifications.
Equity in STEM	<ul style="list-style-type: none"> NZQA partners with Māori, Pasifika, education agencies and others to enable equitable achievement for Māori and Pacific students in STEM subjects at all levels of NCEA.
NCEA Online	<ul style="list-style-type: none"> NCEA external assessments are relevant for a digital age and support equitable outcomes.
Improved relevance of qualifications	<ul style="list-style-type: none"> NZQA adapts the qualifications system to support the reform of vocational education and lifelong learning.





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How NZQA is preparing for RoVE

Impact	Consequence/Change
It is likely some NZQA quality assurance functions will no longer be required or their form will evolve (e.g. assuring consistency of graduate outcomes)	Review of quality assurance functions in response to changes to vocational qualifications, WDC and Te Pūkenga establishment, and the revised NZQF Review all related Rules and guidance Expect to manage two quality assurance approaches during the transition
Increased capability of Te Pūkenga network	Some quality assurance roles NZQA undertakes may be devolved to Te Pūkenga from 2023 (e.g. accreditation of subsidiaries, site approvals)
Removal of some of NZQA qualification development and standard setting for <ul style="list-style-type: none"> • Business • Information technology • Project management • Creative • Social services 	Transfer of approximately 4 FTE staff from NZQA to WDCs (to be confirmed) Transfer of ownership of qualifications and standards from NZQA to WDCs Transfer of national external moderation of these standards from NZQA to WDCs
Progressive transition over time from existing qualifications to new vocational qualifications	Capability to maintain existing quality assurance of all qualifications and standards services will need to be retained while new qualifications and skill standards are developed and implemented
Establishment of WDCs, and disestablishment of TITOs	Transfer of ownership of qualifications and standards from TITOs to WDCs
ENABLED BY: <ul style="list-style-type: none"> • Review of NZQF to raise the profile of vocational education across all NZQF levels and extend the range of credentials recognised • Evolve NZQA business and information systems and develop capabilities to support RoVE 	

NZQA's Regulatory Framework



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Regulatory stance and expectations

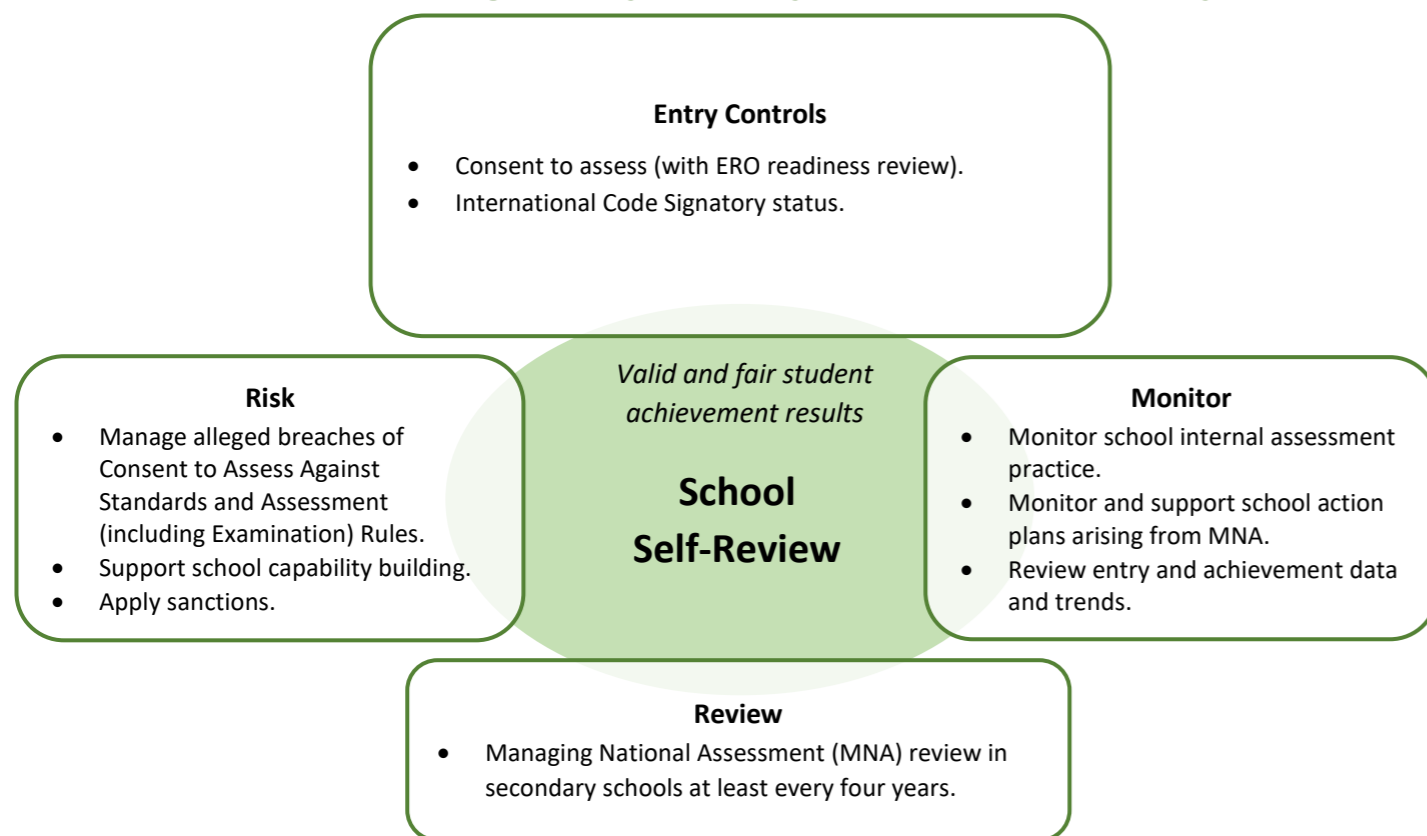
NZQA is required to deliver on the commitments within section 4 of the Education and Training Act 2020 expressed through the NELP and TES.

Hence, all ākonga (learners) achieving equity of outcomes is central to schools, TEOs and NZQA's mahi to prepare them for lifelong learning.

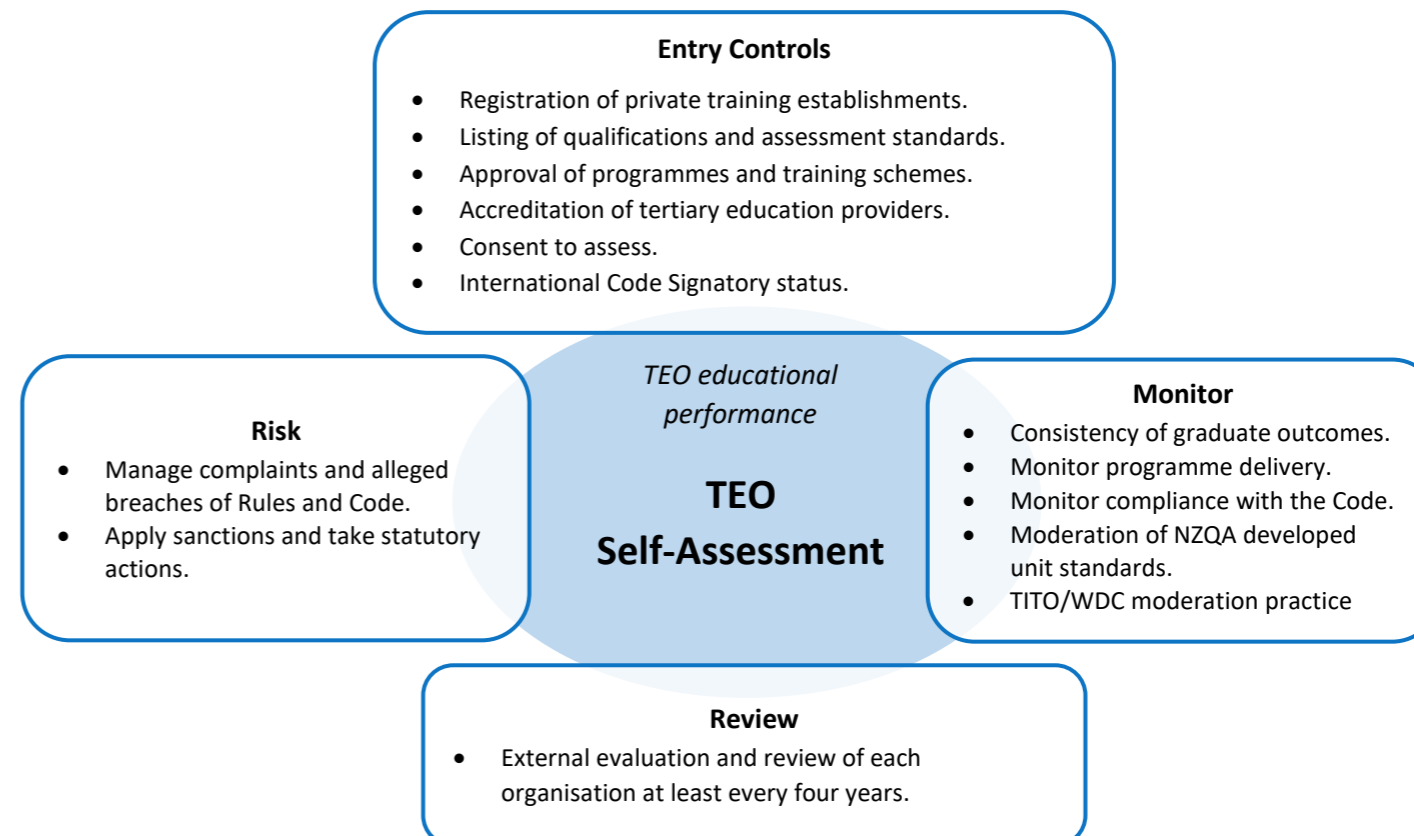
This means:

<p>Schools and TEOs as learning organisations are committed to ongoing improvements to deliver the best quality teaching, learning and assessment to benefit all ākonga.</p> <p>Therefore NZQA...</p> <ul style="list-style-type: none"> • Has quality assurance that supports schools and TEOs to improve their own processes and performance to improve education achievement for all learners. • Effectively supports schools and TEOs by providing good quality guidance and advice on what "good education practice" looks like drawn from a wide range of sources, including NZQA's own data, insights and research. 	<p>Schools and TEOs understand and meet their regulatory responsibilities when these are clear, reasonable and tailored to their risk profile and needs.</p> <p>Therefore NZQA...</p> <ul style="list-style-type: none"> • Has clear expectations and requirements that are accessible and useful. • Provides timely advice and valued feedback to schools and TEOs on their performance supported by evidence. 	<p>Poor quality teaching, learning and assessment can harm ākonga achievement and impact their life chances.</p> <p>Therefore NZQA...</p> <ul style="list-style-type: none"> • Has clear expectations of good practice in teaching, learning and assessment. • Acts promptly, fairly and proportionately, using its suite of intervention tools and regulatory levers to protect learners. 	<p>Schools and TEOs enable all ākonga to learn in an environment that recognises their individual needs and supports their well-being.</p> <p>Therefore NZQA...</p> <ul style="list-style-type: none"> • Has quality assurance that considers the support systems available to learners to enable them to achieve equitable outcomes. • As administrator of the Pastoral Care Codes supports learner well-being.
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Core Regulatory Activity – Senior Secondary



Core Regulatory Activity – Tertiary



Regulatory effectiveness

Data, insights, research and other intelligence is used to understand the effect of NZQA's actions, levers and measures as a regulator on the performance of schools, TEOs and NZQA. We use this knowledge to regulate and support schools and TEOs improve the quality of teaching, learning and assessment to assure the integrity of qualifications and other credentials awarded.



NZQA's STRATEGIC SHIFTS

	This means we will:	We're going to start here:	
<p>SHIFT #1</p> <p>Increasing our investment in sector capability development and education relative to monitoring and enforcement.</p> <p><i>"Seek to understand the customer's experience of our services and products and whether these are having the desired impacts."</i></p>	<ul style="list-style-type: none"> • Increase the availability, accessibility, and effectiveness of capability-building initiatives. • Be clearer about how schools and tertiary providers can comply with their obligations (and simplify those obligations where possible). • Strengthen relationships and the effectiveness of communication channels with schools and tertiary providers. • Support collaborative communities of practice in the secondary and tertiary sectors. 	<ol style="list-style-type: none"> 1. Confirm and document our Regulatory Framework. 2. Establish an organisation-wide approach to use of our Learning Management System (LMS) for delivery of high-quality professional development to schools and tertiary providers. 3. Finalise and publish the Principles of Assessment and Aromatawai and update related guidance documents. 4. Respond to School Leader Insights hui with short/medium-term actions. 5. Improve the clarity of the NZQA Rules. 6. Scope a third NZQA-published book on mātauranga Māori. 7. Facilitate a symposium on high-quality online assessment across the secondary and tertiary sectors. 	<p><i>"Helping providers and schools to get it right first time and know what good looks like."</i></p>
<p>SHIFT #2</p> <p>Becoming truly intelligence-led across our education, monitoring and enforcement roles.</p> <p><i>"Encourage inclusive and collaborative engagement and decision processes, informed by high quality intelligence."</i></p>	<ul style="list-style-type: none"> • Develop a deeper understanding of the data we (and others) hold. • Invest in our capability to turn data into insights. • Publish and share those insights more effectively. • Use data to better target our services and interventions. 	<ol style="list-style-type: none"> 1. Establish an Education Insights governance group. 2. Establish an Education Insights function. 3. Finalise our Business Intelligence Framework and use it to help identify people, process, governance, and technology needs. 4. Establish an Insights Paper series to share intelligence with the sector, including an annual report on qualification framework, qualification system and quality assurance issues in the tertiary education sector. 	<p><i>"Increase our higher-level critical thinking."</i></p>
<p>SHIFT #3</p> <p>Working more effectively with partners to support the demand voice to influence effective assessment, qualifications and quality assurance.</p> <p><i>"Engage with a broader range of stakeholders."</i></p>	<ul style="list-style-type: none"> • Share data and insights so that our partners – learners, communities, whānau, Māori (including iwi), Pasifika, and employers – are well informed and able to take action. 	<ol style="list-style-type: none"> 1. Extend the current work with iwi and Pacific communities to supply and analyse disaggregated student achievement data and insights. 2. Partner with student unions as part of NZQA's work to ensure all tertiary providers have fully included student voice in determining their approach to meeting the outcomes of the Code. 3. Support employers, industry associations and Regional Skills Leadership Groups to better understand and have influence on the relevance of qualifications. 	<p><i>"Understand and tell the story about equity of access and outcomes."</i></p>
<p>SHIFT #4</p> <p>Identifying and investing in the internal capability that we need to sustainably deliver our vision of equity and lifelong learning.</p> <p><i>"The right people, with the right competencies, in the right place, equipped with the appropriate tools."</i></p>	<ul style="list-style-type: none"> • Continue to embed Ngā Mātāpono in our behaviours and ways of working, as a vehicle for deliberately strengthening our workplace culture. • Put in place an overarching People Strategy to guide organisational people development and culture. • Support, upskill, and empower leaders at all levels. • Proactively address capability gaps, including business process and operating model gaps. • Create an environment in which mātauranga Māori can flourish, including through the contributions of our staff. 	<ol style="list-style-type: none"> 1. Carry out a review against the Māori Crown Relations Organisational Capability framework. 2. Roll out Courageous Conversations workshops to all staff. 3. Establish an active focus on leadership development, with a strong focus on Māori and Pacific staff. 4. Refresh the delegations policy with a view to empowering our people. 5. Update the performance management and remuneration frameworks. 6. Develop and implement a plan for strengthened Customer Experience capability. 7. Review our working environment, including video-conferencing spaces, to support future ways of working. 	<p><i>"He tangata, he tangata, he tangata."</i></p>

"Although we're calling out some specific initiatives here, there will be many more ways – both big and small – in which the shifts are expressed in the work of individuals, teams and Divisions."