



He whakamārama mō te Minita Hou

Briefing to the
Incoming Minister



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

Whakatauākī

**Ko te manu ka kai i te miro, nōna
te ngahere. Ko te manu ka kai i te
mātauranga, nōna te ao.**

The bird that partakes of the berry,
theirs is the forest. The bird that partakes
of knowledge, theirs is the world.

(Te Kere Ngataierua, Te Āti Haunui a Pāpārangi)

He whārangi ihirangi

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Te rāpopototanga matua

Executive summary

Our vision, 'Qualify for the Future World: Kia Noho Takatū Ki Tō Āmua Ao', encapsulates our role and ambition for learners and for New Zealand. Our primary role is to ensure that New Zealand qualifications are accepted as credible and robust, both nationally and internationally. We do this through our work to quality assure non-university tertiary education, regulate tertiary education, deliver robust senior-secondary-school level assessment and credentialling, and improve the qualifications system.

There are a number of key initiatives underway such as:

- NZQA's contribution to the:
 - National Certificate of Educational Achievement (NCEA) Review including the Review of Achievement Standards (RAS)
 - Reform of Vocational Education
- The New Zealand Qualifications Framework review
- The delivery and ongoing enhancement of NCEA Online.

We work in collaboration with others such as our sector colleague agencies, education and sectoral organisations, teachers and whānau on the development and implementation of change. These relationships enable us to share the work we are doing to improve equity with a focus on Māori and Pacific learners.

While the COVID-19 global pandemic is continuing to have an impact on how we manage our responsibilities, we have continued to deliver our work programme while adapting to meet the changing needs of learners, providers, employers and our other stakeholders.



Ngā kawenga mahi a te Minita

Your responsibilities as our Minister

As Minister of Education, you have responsibility for NZQA as a Crown entity under both the Education and Training Act 2020 and the Crown Entities Act 2004.

The Crown Entities Act 2004 creates an accountability relationship between the NZQA Board and you as responsible Minister. You are responsible to the House of Representatives for the oversight and management of the Crown's interest in and relationship with NZQA.

Ko tā mātou āwhina i a koe

How we help you

We are responsible for providing you with quality and timely advice concerning the:

- New Zealand Qualifications Framework
- national secondary school assessment system
- quality assurance of non-university tertiary education organisations within the regulated system
- qualifications listed on the New Zealand Qualifications Framework (NZQF).

We also support providers to effectively implement the Education (Pastoral Care of International Students) Code of Practice and the interim Domestic Code and monitor compliance with the outcomes of the codes.

We provide regular updates to you through our fortnightly update on upcoming issues and our quarterly reports outlining our progress towards our strategic intentions and goals, plus key deliverables outlined in our accountability documents. We operate under a “no-surprises” principle. This means we will keep you well-informed of matters of significance within your portfolio responsibilities that relate to our role.

Ko wai mātou me ā mātou mahi

Who we are and how we operate

Te wāhi ki a mātou

Our role

Our primary role is to ensure that New Zealand qualifications are accepted as credible and robust, both nationally and internationally. We do this through our work to regulate the qualifications system and quality assure non-university tertiary education providers and qualifications listed on the NZQF, deliver valid and reliable senior-secondary-school-level assessments and credentialing, and strengthen the international recognition of our qualifications and our national qualifications framework. We provide qualification recognition services for international students and set standards for some specified unit standards. We also support providers to effectively implement the Education (Pastoral Care of International Students) Code of Practice and the interim Domestic Code and monitor compliance with the outcomes of the codes.

We contribute to the long-term stewardship of the education system by working with agency partners. Our principal partner is the Ministry of Education as lead advisor to Government on education, to ensure our delivery and priorities align with and inform government policy. We are working closely with the Ministry of Education to implement changes arising from the Reform of Vocational Education and the Review of the National Certificate of Educational Achievement (NCEA), and temporary changes to NCEA and University Entrance in response to COVID-19 disruptions.

Our vision, 'Qualify for the Future World: Kia Noho Takatū Ki Tō Āmua Ao', encapsulates our role and ambition for learners and for New Zealand. Our performance is a vital element of making New Zealand's education system world leading and accessible to all learners.



Tō mātou tāpaetanga ki te pūnaha mātauranga

Our contribution to the education system

Our performance framework incorporates our drivers as part of the Government's Shaping a Stronger Education System with New Zealanders Portfolio Work Programme which is based on the following objectives:

- Learners at the centre
- Barrier-free access
- Quality teaching and leadership
- Future of learning and work
- World class inclusive public education.

This is evidenced by our focus on equity for Māori and Pacific learners as well as learners with disabilities and additional learning needs and socio-economically disadvantaged learners.

Further information on our performance framework can be found in Appendix four on pages 30 and 31.

Te mauri me te korahi o ā mātou mahi

The nature and scope of our functions

Ngā mahi matua

Key functions

Ngā tohu Qualifications

The NZQF is the definitive source of accurate information about all quality-assured New Zealand qualifications – covering senior secondary school and tertiary qualifications, and including qualifications delivered to international students. The qualifications on the NZQF are designed to identify the underpinning skills, knowledge and attributes graduates need to perform a range of roles across a broad context. The NZQF is designed to optimise the recognition of a learner's achievements and contribute to New Zealand's economic, social and cultural success.

Te whakaū kounga

Quality assurance

Our role in quality assurance is directed towards supporting higher levels of trust and confidence in education outcomes for learners in tertiary education. We set the statutory rules and manage quality assurance in the non-university part of the tertiary sector.

Aromatawai Assessment

We administer, quality assure and report on three NCEA levels for senior secondary learners (and for a smaller number of learners outside the secondary school system) and New Zealand Scholarship examinations. We do this through:

- internal assessment for NCEA – by managing a system of quality assurance across schools' internal assessment, which includes scheduled reviews of schools' assessment systems, external moderation of internal assessment, and monitoring. We also provide workshops, seminars and other support as needed
- external assessment – we develop and administer NCEA and New Zealand Scholarship external assessment, including reports, portfolios and examinations.

Ngā whakahaerenga Our operating environment

Our operating environment is constantly changing as education evolves and adapts to the demands of global learners and harnesses the power of digital technologies. Digital learning and assessment changes how and what learners learn; it also changes the opportunities available to support those with additional learning needs.

Learner wellbeing is a key underlying principle in our role as administrator of both the Code of Practice for pastoral care of international students and the interim Code covering domestic tertiary students.

The expectations of education are changing, and learners want greater flexibility in credentials. Significant equity issues still exist for Māori and Pacific learners, and learners with disabilities and learning support needs, as well as those facing socio-economic disadvantage. Employers are looking for nimble and adaptable workers with a diverse range of skills and capabilities. The reforms in vocational education currently underway are expected to enable these changes. Overall the needs and expectations of

learners, their whānau, employers, industry and iwi continue to evolve, demanding more of the education sector organisations.

We have a key role to play in addressing these challenges and opportunities through our quality assurance and assessment and credentialing roles; however, we cannot do this by ourselves. We work closely with our sector colleague agencies as well as education organisations, teachers and whānau.

Like every other organisation in the country, the COVID-19 global pandemic is having a large impact on how we manage our responsibilities, however we've been able to continue to deliver our work programme while adapting to meet the changing needs of learners, providers, employers and our other stakeholders. This work programme embeds our two strategic priorities of: Equity of access to qualifications supports intergenerational wellbeing and New Zealand qualifications enable lifelong learning.

Further information on our COVID-19 response in both the secondary and tertiary sectors can be found on pages 12 to 14.

Ngā kaupapa matua o te mahi e tū nei Key areas of current work

Te arotake NCEA me te arotake i ngā paerewa paetae NCEA Review and Review of Achievement Standards

NZQA is fully immersed and well-integrated with the Ministry of Education on the implementation of the NCEA Review Change Package and the Ministry of Education's Review of Achievement Standards work programme. This work-programme is expected to run through to the end of 2025. NZQA is represented on the Ministry of Education's NCEA Change Programme Board and Review of Achievement Standards Project Board.

As the Review of Achievement standards work-programme proceeds, NZQA will have key roles in the quality assurance of standards and assessment materials, the successful management of external assessment design, and the support and delivery of the new assessments to schools.

NZQA is providing assessment expertise and input to the Ministry of Education's achievement standard development work (across both standards based on the New Zealand Curriculum and on Te Marautanga o Aotearoa) and is providing implementation support to the Ministry of Education's school trials and pilots of the draft standards, planned over the next four years.

In line with our NCEA Online Programme, NZQA has proposed to the Ministry of Education that external examinations for standards in the planned trials and pilots be offered digitally, with the option to request a paper version. The Ministry of Education is supportive of this approach.

NZQA is also supporting the Ministry of Education's development of the new Level 1 literacy and numeracy standards for the NCEA. NZQA is developing the English-medium literacy and numeracy standards for the Ministry of Education and is jointly involved in the development of the Māori-medium standards.

NZQA is also working closely with the Ministry of Education in their current development, and subsequent trials and pilots of Māori Performing Arts levels 1-3 achievement standards in 2021.

To support the successful implementation of the new standards arising from the Ministry of Education-led Review of Achievement Standards, NZQA has commenced a work programme to recalibrate the quality assurance system for NCEA. This involves recalibrating the moderation processes for school-based NCEA assessment. This work is still in its developmental stage and NZQA is continuing to explore models and test its thinking with its external expert assessment advisory groups. Proposed changes will be subject to consultation with the sector, with most changes being introduced in line with the implementation of the changes to NCEA over the next four to five years.

NCEA ā-ipurangi

NCEA Online

The purpose of the NCEA Online programme is to utilise new technologies and business processes to deliver digital assessments that reflect today's expectations for digitally supported teaching, learning and assessment. NZQA will continue to develop new operating models supported by a newly procured digital assessment solution that has the flexibility to deliver transformed assessment into the future, including supporting the implementation of the proposed NCEA changes. Those relying on credentials that NZQA issues need to remain confident that these school-leaving credentials continue to be of the highest integrity and fit for purpose.

Te arotake taura here tohu mātauranga o Aotearoa me Te whakahoutanga o te mātauranga umanga

New Zealand Qualifications Framework review and Reform of Vocational Education

NZQA is reviewing the NZQF to ensure it remains fit for purpose and relevant. Progress on the review has been aligned with the Reform of Vocational Education (RoVE) and we expect to undertake a final consultation on the proposed changes early next year. Our proposals seek to make the NZQF easier to use and better recognise vocational education and mātauranga Māori.

NZQA is an active partner in RoVE and sits on the RoVE Programme Board. As well as supporting the establishment of Te Pūkenga – New Zealand Institute of Skills and Technology and the six Workforce Development Councils, NZQA is leading a project on modernising and simplifying vocational education.

Te mana taurite

Equity

Our focus on equity is at the core of what we do, and we aim to ensure that equity frames every part of our work. We achieve this through developing strategic relationships with key partners and stakeholders, growing internal and external capability and working alongside schools, education providers, iwi and communities. Examples of this focus include:

- our Māori and Pacific Strategic Action Plans – Te Kōkiritanga 2020–2023 and Takiala Pasifika 2020–2023 which articulate NZQA's contribution to the education system for Māori and Pacific learners and that contain specific actions that will improve equity of access and outcomes for all learners
- kura engagement to address achievement and equity issues by sharing best practice with kura and identifying ways for NZQA to better meet kura needs
- working with whānau and Pacific families to improve their understanding of NCEA to enable them to better support learners
- sharing NCEA achievement and participation data with both iwi and Pacific groups, and education sector agencies
- sharing equity data and good-practice examples with schools and iwi to encourage wider Māori and Pacific uptake of NCEA Online
- using student feedback to co-design digital examinations
- building our staff's cultural competencies by being a te reo Māori learning organisation.



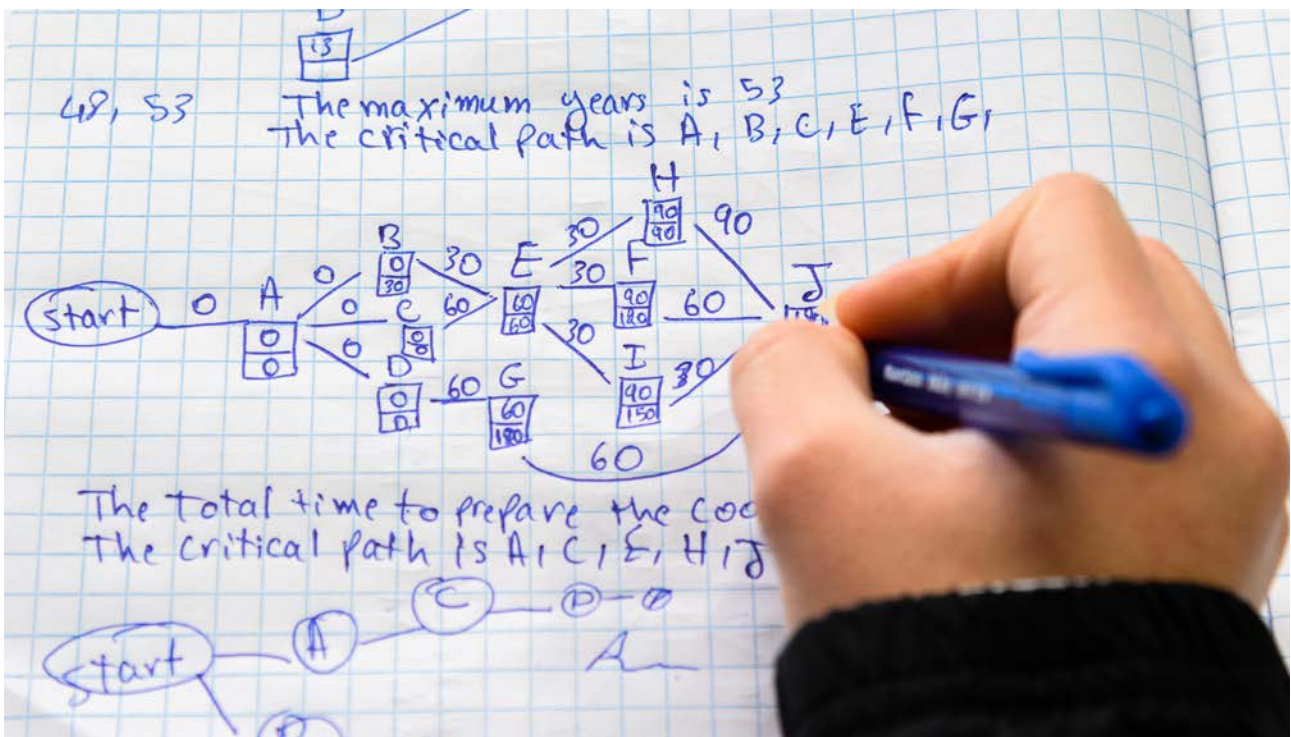
Te hunga whaipānga matua Key stakeholders

NZQA supports a wide cross-section of New Zealanders. In relation to the secondary school sector this includes secondary school students and their whānau as well as other stakeholders such as:

- teachers
- principals
- school administration staff
- peak bodies
- employers.

In the tertiary sector, NZQA interacts with tertiary students including adult learners as well as administration staff and peak bodies from the non-university tertiary sector.

NZQA also interacts with international students and immigrants wanting their qualifications recognised for employment opportunities in New Zealand.



Ko tā mātou noho ki te rāngai mātauranga Our fit in the education sector





Ko tā mātou mahi ngātahi i ngā hoa mahi

What we're doing in collaboration with our colleagues

We work closely and in collaboration with the wider government sector, colleague education agencies and other key stakeholders to gain synergies and deliver the best impact. We recognise that by working together we can more effectively help create the acceleration in learner achievement and system performance required for New Zealand's success.

We meet regularly with peak bodies, including:

- national subject associations
- New Zealand School Trustees Association
- Secondary Principals' Council
- Secondary Principals' Association of New Zealand
- Ngā Kura ā Iwi
- Te Rūnanga Nui o ngā Kura Kaupapa Māori
- Post Primary Teachers' Association
- Universities New Zealand
- private training establishment peak bodies
- Te Pūkenga – New Zealand Institute of Skills and Technology subsidiary groups.

These meetings enable us to provide updates on activities underway to support teachers, tertiary education providers and students and to address issues facing the respective sectors. In particular during COVID-19, we engaged with national subject associations to provide free webinars to members, who are practising teachers, to help them better understand and prepare for the authentic assessment of distance learning. We also worked closely with the tertiary education sector to enable providers to shift their delivery of programmes online quickly during the COVID-19 lockdown and we adapted our quality assurance activities for the different COVID-19 alert levels to take into account provider and students

impacted by the lockdown. Particular attention was also paid to support for students in managed accommodation and strengthening the ability for students to be involved in discussions that impact on their learning and voice their concerns during this time.

Other collaboration includes our work with the Education Review Office and the Ministry of Education regional offices to provide NCEA data to inform discussions about equity in STEM (science, technology, engineering and mathematics) subjects for schools and to assure the pastoral care of international students in schools.

We are working with colleague agencies on the education system changes to ensure that the way our services are delivered in the next three or four years is responsive to government decisions. For schooling this includes the NCEA Review. We are also reviewing the settings for the design of qualifications and quality assurance to enable a more integrated vocational education system which better meets the needs of industry learners and reflects the intent of the Reform of Vocational Education. Our work on the NZQF review will also ensure that qualifications on the framework are developed to more clearly meet the diverse needs of learners, their iwi, community and employers.

NZQA is also supporting the implementation of the Tertiary Education Strategy through our quality assurance activities, Code administration and ensuring that qualifications can be listed in te reo Māori as well as English.

We will continue these and other collaborations in support of the Government's Shaping a Stronger Education System with New Zealanders Portfolio Work Programme.

Ko tā mātou mahi tautoko i te mate urutā COVID-19

Response to COVID-19

Ngā mahi tautoko e ai ki te mate urutā (COVID-19) mō te rāngai kura tuarua

COVID-19 response in the secondary sector

We have undertaken joint COVID-19 pandemic planning with the Ministry of Education to ensure teachers are supported to get the best outcomes for students affected by the pandemic. The joint planning has considered graduated responses which take into account the effects of COVID-19 on students, schools and kura nationally under extended periods of disruption.

This has allowed us to give effect to our well-established policies, processes, and materials which were already in place to respond to emergencies that impact delivery of core assessment and quality assurance for secondary qualifications. We are maintaining contact with all schools in New Zealand, Cook Islands, and Niue throughout COVID-19.

The package of support developed by both NZQA and the Ministry of Education is designed to:

- assist schools to manage distance learning and assessment during the pandemic period
- optimise the available time for teaching and learning by rescheduling key dates in the assessment and examination timetable
- recognise and address the equity impacts on students of time away from school through changes to NCEA and University Entrance in 2020, while maintaining the credibility and rigour of the qualifications and awards.

We are working alongside the Ministry of Education with the NCEA Professional Advisory Group to address equity issues arising from the pandemic. Supporting student wellbeing and learning pathways, while maintaining both the integrity of the qualification and equity for students is a key focus so that students can continue to be well prepared for tertiary study, vocational education, or employment.

We have brought forward the 2021 plan to offer subject association practice examinations on the NCEA Online platform and have prioritised research work into approaches for offering more than one external assessment opportunity per annum as well as remote invigilation of digital examinations.

We continue to work closely with the Ministry of Education to manage the risks to student achievement and their wellbeing due to ongoing and potentially escalating COVID-19 disruptions; and are monitoring the effects of disruption.

NZQA, along with the Ministry of Education, is continuing to work closely with peak bodies, such as the Post Primary Teachers' Association, the Secondary Principals' Council, Secondary Principals' Association of NZ to understand and address concerns. We also have ongoing engagement with Ngā Kura ā Iwi and Te Rūnanga Nui to see how best to support kura.

NZQA is actively engaging the sector to provide certainty and reassurance and liaising with the Ministry of Education on all communications with schools.

NZQA has been engaging with the Ministry of Health and Worksafe New Zealand to inform the requirements for holding New Zealand Scholarship and NCEA Level 1 – 3 examinations under Alert Level 3.

While we can hold examinations under Alert Level 3, there will be groups of students under Alert Level 3 who will be unable to sit the examination, or whose performance during the examination will be impaired due to the COVID-19 disruption.

For affected students, NZQA has established processes in place for eligible students to receive a grade for externally assessed standards derived from school-based evidence that is authentic, specific to, and covering all criteria of a standard. These include the derived grade¹ process for individual students and the unexpected event grade (UEG) process for large groups of students or schools affected by a single event.

Since March 2020, NZQA has advised and supported schools to gather evidence of learning for assessment, should students affected by COVID-19 disruptions require a grade for the derived grade or unexpected event grade process.

A project is underway for NZQA to manage results processing of the temporary changes to NCEA and University Entrance in 2020, announced earlier in the year. The Results Release process may be delayed from mid-January until nearer the end of January 2021, although NZQA is working to minimise the delay. The project is on track.

Ngā mahi tautoko e ai ki te mate urutā (COVID-19) mō te rāngai mātauranga matua

COVID-19 response in the tertiary education sector

We are engaging and working with tertiary sector peak body representatives through the COVID-19 Education Agencies Emergency Management Committee which is led by the Ministry of Education.

To ensure students can continue to learn, we have streamlined our approval process to enable tertiary education organisations to deliver programmes online. In addition, temporary approvals have been granted to deliver offshore to current international students impacted by COVID-19 travel restrictions and border closures.

Approvals were valid until 30 June 2020 and where possible, we have extended temporary approvals to the end of 2020 so that TEOs can continue to maintain flexible delivery methods and to minimise the impact on students.

Temporary approval for programmes and training schemes delivered offshore have been extended for the duration of the students' enrolment to enable them to complete their studies.

We have released a COVID-19 relief package to provide further support for TEOs experiencing difficulty as a result of the pandemic. The relief measures include re-prioritising External Evaluation and Reviews, extending timeframes to submit key documents, enabling flexible payment plans for quality assurance fees and enabling private training establishments to remain registered while inactive for up to 18 months.

¹ This applies to individual students affected by temporary illness, injury, significant conditions, trauma, or another serious event. Schools submit applications completed by students or parents. NZQA considers these on a case-by-case basis. It is not designed for situations that need to be managed at scale.

Work is currently underway to validate the temporary delivery of programmes offshore to international students. Information from the validation of temporary approvals to deliver online offshore will be used to support NZQA's work programmes under the Strategic Recovery Plan for International Education Sector. Non-university tertiary providers are required to apply for approval under NZQA's Offshore Delivery Rules if they intend to deliver offshore to new international students.

NZQA has received some funding from the Ministry of Education to ensure the quality of New Zealand education being delivered offshore to international students and carry on strengthening the ongoing

quality assurance processes to enhance the global recognition of New Zealand qualifications under the Strategic Recovery Plan for International Education Sector. We have identified three areas of focus for NZQA to drive improvement in the sector and to strengthen the quality of New Zealand education for international students, globally. These include strengthening our quality assurance and regulatory settings to ensure consistently high-quality delivery of New Zealand education to international students (regardless of the mode of delivery – onshore, online or offshore), developing the online delivery capability of providers and enhancing the global recognition of New Zealand qualifications delivered online.



Ko ā mātou whakaarotau mō ngā marama tekau mā rua neke atu rānei

Our priorities for the next twelve months and longer

Ngā whakaarotau tae atu ki te 31 o TThema 2020

Priorities to 31 December 2020

NCEA ā-ipurangi

NCEA Online

- Working with participating schools to support them using the NCEA Online platform for practice exams a year earlier than planned
- Working with Network for Learning (N4L) and schools to introduce or enable scaling of NCEA Online participation, and adapt exam delivery options, with a special emphasis on supporting equitable access for all students who have been learning online

Te whakaū kounga

Quality assurance

- Supporting tertiary providers through flexible and temporary quality assurance processes so they can adapt their programme and mode of delivery for students to continue learning and complete their programme of study through the disruption or remain registered while inactive.

Te mate urutā COVID-19 – Te mahere whakahaere me ngā mahi whakahaere o te pūnaha COVID-19 – Business Continuity Plan actions for the system

- Planning for New Zealand Scholarship and NCEA Level 1–3 examinations as scheduled, is well advanced.

- NZQA is continuing the review of existing contingency plans. A detailed business continuity plan has been developed to ensure that we can manage NCEA and NZ Scholarship examinations should the Wellington Region be at Alert Level 3 or 4 while other regions are at Alert Levels 1, 2 or 3, and that those regions are able to continue with their examinations.
- NZQA has engaged with the Ministry of Health and Worksafe New Zealand to inform the requirements for holding New Zealand Scholarship and NCEA Level 1 – 3 examinations under Alert Level 3. NZQA has used these to adjust its examination procedures so that examinations can be held irrespective of whether we are at Alert Levels 1, 2 or 3² during the examination period.
- NZQA has advised all schools on the procedures for examinations under the various alert levels, in readiness for this year's examination round. Schools with Examination Centres have been asked to review their readiness for examinations.
- As requirements for examination procedures are finalised, relevant information is being communicated to schools. NZQA is continuing to work with schools to ensure that the unexpected event grade and derived grade processes can be applied as needed, so eligible students who may need them are not disadvantaged, if they are unable to attend the examination.
- If there are new outbreaks of the disease as a result of the COVID-19 pandemic and examinations are not able to proceed, last minute cancellations are possible nationally, regionally or school-by-school. This issue will be addressed through the invoking of the unexpected event grade process.

2 If any region is placed under Alert Level 4 in November, NCEA and NZ Scholarship examinations would not be logistically possible in the impacted regions.

- If there are any delays to the examination booklets sorting and distribution processes through any region, but particularly the Wellington region, being at Alert Level 3 or 4 during or soon after the examination period, there could be an impact on marking timelines, which would put the results release date at risk. We are minimising this risk through business continuity planning.
- NZQA will continue to engage with the Ministry of Health to ensure procedures are in line with the most current advice.

Ngā whakaarotau mai i te Tīhema 2020 ki te Tīhema 2021

Priorities from December 2020 to December 2021

NCEA ā-ipurangi

NCEA Online

- Reconceptualising the external assessment (and examination development) process to enable more than one external assessment opportunity per year supported by NCEA Online
- Prioritising the feasibility of remote invigilation to accelerate movement towards more flexibility in the location of assessments, supported by NCEA Online (this is part of a medium to longer term response)

Te whakaū kounga

Quality assurance

- Reviewing the delivery of our quality assurance services, especially with an on-site element, to determine the extent we can embed technology and reduce cost

Te wheako kiritaki

Customer experience

- Improving customer-facing channels and explore investment in digital channels which can support co-design activities with students, providers and customers.

Ko ngā whakaarotau tāroa

Priorities with longer horizons

- NCEA Online: The Budget 2020 investment of \$38.7 million has funded NCEA Online for continued expansion. Over the 2020/21 and 2021/22 financial years, NZQA will spend approximately \$14.5 million each year on enhancing and delivering NCEA Online. An additional \$4.8 million annually will allow NCEA Online to continue operating in the future.
- NCEA Review including the Review of Achievement Standards (RAS)
- Completing the NZQF Review
- Supporting the implementation of the Reform of Vocational Education
- Delivering on the Pacer Plus free trade agreement
- Strengthening the quality of education delivered to international students under the International Education Recovery Plan.

Ngā aronga rautaki matua

Key upcoming strategic decisions

- Potential use of the NCEA Online platform by teachers for other school-based assessments
- Potential to move to a digital first approach for new standards arising from the Review of Achievement Standards, with a switch from an opt-in to an opt-out approach with schools
- Modernising and simplifying the vocational qualification system.

Te pūtea Funding

NZQA's estimated total revenue for 2020/21 is \$106.709m.

- 70.88% is Crown revenue (\$75.636m) with \$57.267m attributed to the delivery of NCEA assessments.
- Of this Crown revenue, \$52.349 million is baseline and \$23.287 million is time limited funding for implementation of NCEA Online, Review of Vocation Education and International Education Support Recovery.
- Third party revenue is estimated to be \$31.073 million representing 29.12% of the total estimated revenue
- Third party revenue is attributed to fees and charges for services such as Quality Assurance, Qualification Recognition and NZQF credit reporting.

Our 2020/21 Statement of Performance Expectations outlines the major categories of expenses.

APPENDIX ONE:

Ngā mema o te Poari Our Board Members

The New Zealand Qualifications Authority is headed by a Board appointed by the Minister of Education. The Board brings experience from industry, the community and education sectors.

Neil Quigley

Professor 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.



Jenn Bestwick

Jenn is an independent Director with a background in business and management consulting. She currently works as a Lead Reviewer with the Public 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.



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.



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.



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 (now Public 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.



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.

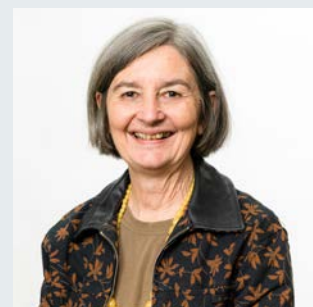
Board term commenced: 13 September 2016. Expires 16 September 2022.



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.



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.



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 23 February 2021.



APPENDIX TWO:

Te Kāhui Rangatira o NZQA Our Strategic Leadership Team

Dr Grant Klinkum

Chief Executive

Grant joined NZQA in early 2014 and has held the roles of Deputy Chief Executive Strategic and Corporate Services and Deputy Chief Executive Quality Assurance. Prior to taking up the Chief Executive role, Grant was seconded to the Ministry of Education as Acting Deputy Secretary for Graduate Achievement, Vocations and Careers. Grant was part of the Executive Team at the Tertiary Education commission and has worked in senior management roles at two tertiary education organisations.



Alex Bidois

Deputy Chief Executive Office of Deputy Chief Executive Māori

Alex joined NZQA in February 2007 as the Internal Audit Manager. He later became the Strategy, Planning, and Performance Manager before accepting his role as Deputy Chief Executive Māori in April 2019.

Alex Bidois is of Ngāti Ranginui, Ngāi Te Rangi and Te Arawa descent. His experience within the public sector has been in education, having spent 16 years in business and financial roles with the Ministry of Education. Alex also holds a Bachelor of Management Studies from the University of Waikato.



The Deputy Chief Executive Māori is responsible for:

- the Office of the Deputy Chief Executive Māori and leadership of NZQA's Māori Strategic Action Plan – Te Kōkiritanga
- the Office of the Chief Advisor Pasifika and leadership of NZQA's Pasifika Strategic Action Plan – Takiala Pasifika
- supporting NZQA's commitment to equity outcomes for Māori and Pacific learners.

Key work programmes:

- leading and managing Te Kōkiritanga (our Māori Strategic Action Plan) and Takiala Pasifika (our Pasifika Strategic Action Plan)
- managing and/or contributing to projects of significance relevant to Māori and Pasifika educational achievement.

Tim Bowron

Deputy Chief Executive Strategic and Corporate Services

Tim Bowron joined NZQA in December 2019. He has worked across both the public and private sectors, including roles at the Civil Aviation Authority, Treasury and in the justice sector where he was part of the inaugural leadership team of the Legal Services Agency.

Tim is a qualified accountant, a Chartered Member of the Institute of Directors, and holds a Bachelor of Business Studies from Massey University.

The Strategic and Corporate Services Division is responsible for:

- oversight of NZQA's Future State portfolio
- organisational performance and customer insights
- finance
- information services
- people and capability
- legal services
- internal audit



Andrea Gray

Deputy Chief Executive Digital Assessment Transformation

Andrea joined NZQA in April 2016. Her previous role was as the inaugural General Manager, Emissions Trading Scheme in the Environmental Protection Authority from November 2011. She was at the Department of Internal Affairs prior to that and was responsible for the initial development of the RealMe services and delivery of online identity services. Her career has been built around information and web-based services with a focus on users and uses of information.

Andrea has a Bachelor of Music, Bachelor of Arts in Linguistics, and a Masters' degree in Library and Information Services from Victoria University of Wellington, and a Graduate Diploma in Science (Psychology) from Massey University.

Digital Assessment Transformation oversees NZQA's work to transform NCEA assessment to be fit for purpose in a global, digital and connected world.

Key work programmes:

- oversight and implementation of NZQA's NCEA Online Programme.



Kristine Kilkelly

Deputy Chief Executive Assessment Division

Kristine joined NZQA in March 2015 from the Ministry of Education as the Deputy Secretary of Corporate and Governance. As part of that role Kristine also had the opportunity to contribute to wider education initiatives. She has also held corporate and change roles in the health sector.

Kristine has a Bachelor of Arts from the University of Otago.

The Assessment Division is responsible for:

- external assessment of achievement standards
- assessment and moderation services – moderation and support of school-based internal assessment for NCEA
- school quality assurance and liaison
- data and data analysis
- maintaining the New Zealand Record of Achievement
- qualification services – development, implementation, maintenance, support and review of certain unit standards and related qualifications.

Key work programmes:

- NCEA Review
- Review of Achievement Standards.



Eve McMahon

Deputy Chief Executive Quality Assurance Division

Eve joined NZQA in 2007 to implement a new quality assurance framework and lead improvements to the qualifications system and framework. She became Manager Quality Assurance Strategy in 2016 and was appointed as Deputy Chief Executive Quality Assurance in 2020.

Eve has held a range of positions primarily across the health and education sectors. She holds a Bachelors' degree from the University of Canterbury and a Masters' degree in Education from the University of New South Wales.

The Quality Assurance Division is responsible for:

- administering the New Zealand Qualifications Framework
- registering and quality assuring standards as part of the Directory of Assessment Standards
- making Rules in regard to qualifications, programmes, training schemes that apply across the tertiary education sector
- approving all qualifications and programmes developed by Private Training Establishments, Government Training Establishments, Wānanga, Transitional Industry Training Organisations
- the New Zealand Institute of Skills and Technology and its subsidiaries
- registering Private Training Establishments
- accrediting and quality assuring Private Training Establishments, Government Training Establishments, Wānanga, Transitional Industry Training Organisations, the New Zealand Institute of Skills and Technology and its subsidiaries
- administering the Education (Pastoral Care of International Students) Code of Practice 2016
- administering the Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019
- coordinating NZQA's international work
- recognising the offshore qualifications of individuals.

Key work programmes:

- NZQF Review
- NZQA's component of the Review of Vocational Education.



APPENDIX THREE:

Ngā Kaitūhono

Our Māori external strategic group

Professor Wiremu Doherty

Chairperson

Professor Wiremu Doherty is the CEO at Te Whare Wānanga o Awanuiārangi based in Whakatāne. Previously he was employed by the Manukau Institute of Technology as Executive Director Māori.

Wiremu has contributed to the development of NZQA's Te Rautaki Māori as a member of the Māori Reference Group. He has also played roles in the development of NCEA Te Reo Māori Level 1 and 2.

Wiremu has recently completed his PhD on the roots of Mātauranga Māori in tribal based knowledge – Mātauranga-ā-Iwi. Wiremu has an extensive background in kaupapa Māori initiatives. In 2020, Wiremu was appointed as a member of Te Taumata Aronui.



Rangimarie Hunia

Rangimarie Hunia is the CEO of Ngāti Whātua Ōrākei's tribal development arm, Whai Maia. She is a director of Te Ohu Kaimoana (Māori Fisheries Commission) and a trustee with Manaiakalani Education Trust, Tupu Toa and Western Springs College – Ngā Puna o Waiorea.



Hana O'Regan

Hana O'Regan started as the Tumu Whakarae (CEO) at CORE Education in September 2020. Hana previously held the role of General Manager Oranga – Wellbeing, at Te Rūnanga o Ngāi Tahu.

Hana O'Regan is the General Manager Oranga – Wellbeing, at Te Rūnanga o Ngāi Tahu. Hana previously held the role of Director of Student Support & Kaiarahi / Director of Māori and Pasifika at the Christchurch Polytechnic Institute of Technology.

For ten years, Hana's career has been largely focused on Māori language revitalisation and Māori educational achievement. She is an active advocate and driver for her Kāi Tahu tribal language revitalisation strategy. She has held positions as the Director of Student Support & Kaiarahi / Director of Māori and Pasifika at the Christchurch Polytechnic Institute of Technology, the Manager of the Māori Language Unit of Ngāi Tahu, lecturer at the University of Otago, Lecturer, Head of School and Faculty Dean at CPIT. She has also held a number of memberships on national and local boards, advisory groups and review panels including Te Taura Whiri i te reo Māori (Māori Language Commission) and Te Paepae Motuhake. Hana is currently a New Zealand Fellow on the International Centre for Language Revitalisation, ICLR. A proud mother of two children, Hana is committed to te reo in the home and intergenerational transmission of the language.



Rahui Papa

Rahui Papa has a background in broadcasting and education, and currently chairs several community organisations from kōhanga reo to tribal and community trusts as well as iwi-governance groups. Rahui has been a director and member on various tribal, local and national organisations, mainly focusing on the well-being and strategic development of Waikato-Tainui and Māori in general.

Rahui is an exceptional orator, linguist and a recognised authority on Waikato reo, tikanga and the Kīngitanga.

Rahui is of Ngāti Koroki-Kahukura descent and is the current chairman of Te Arataura, the executive arm of Waikato-Tainui Te Kauhanganui. He has represented his marae; Pōhara in the tribal parliament since its inception in 1999.

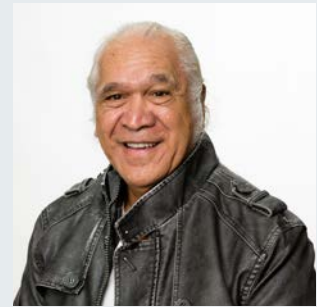


Hōne Pereki Sadler

Hōne Pereki Sadler has had 40 years teaching experience which is comprised of 7 years in Primary School, 16 years in Secondary School, 10 years in the Polytechnic sector and 7 years in the University sector. He is currently a member of two of NZQA's whakaruruhau for Tikanga and Te Reo Māori.

Hōne is a certified translator and interpreter and a Master of Mātauranga Māori. Hōne has also been involved with a number of Private Training Establishments, Wānanga and Polytechnics through accreditation panels and as a moderator and monitor of Degree programmes.

Hōne currently holds the position as one of the Kaumatua for Te Rūnanga-ā-Iwi-o-Ngāpuhi and was nominated as a member of Ngā Kaitūhono by a collection of Kaumātua from the Ngāpuhi region. He is currently a Senior Lecturer in Māori Studies at the University of Auckland.



Sophie Tukukino

Sophie Tukukino, from Ngāti Tamaterā and Ngāti Kahungunu, has had extensive teaching experience at primary, secondary and tertiary levels. Sophie has held the role of Tumuaki at Te Kura Māori o Porirua for 13 years, prior to which she was a Principal at a general stream school. She currently mentors new and aspiring tumuaki and has designed and implemented successful bilingual and immersion programmes in wānanga, kura ā iwi and general stream schools. Sophie is a founding member of Ngā Kura ā Iwi o Aotearoa and has served on a number of Boards and committees, including Te Akatea (NZ Māori Principal's Assn), NZEI and Ngā Manu Kōrero Regional & National Committees. She was also a member of the working group that established a te reo Māori strategic plan for Hauraki iwi. Sophie holds a Tāhūhū Whakaakoranga (Masters' degree in Teaching and Learning) and number of post-graduate teaching diplomas. Sophie has a natural rapport with all those she comes into contact with and is an expert in providing pastoral care for all her learners and colleagues, guiding them to realise their potential.



Merepaea Te Uira Dunn

Guest member

Merepaea hails from Te Rarawa, Te Aupōuri, Ngāpuhi, Te Whakatōhea, Ngāi Tahu and Ngāti Porou. She comes from a professional background in education, health and social services and is a budding Māori entrepreneur.

She has experience working in urban Māori organisations and was one of the first Whānau Ora Kaiārahi Navigators in the country back in 2011. As she comes from a family of staunch Ngāti Porou educationalists on her mother's side, she is passionate about Kōhanga Reo, Kura Kaupapa Māori and mainstream Māori education having been through all herself.

In particular, she enjoys imparting knowledge to te hunga rangatahi me te pani me te rawa kore which she expresses through her main mahi as a contract programme facilitator in the Auckland Regional Women's Correctional Facility (Māori Women's Leadership), high schools across West Auckland, Rodney and North Shore (ACC Healthy Relationships Programme Mates and Dates) and parenting programmes in the community. She has extensive experience working in tertiary establishments both past and present and is a student herself currently working towards Te Tohu Hiwi Level 5 NZ Diploma in Te Reo me ona Tikanga.

She has recently completed Ka Eke Poutama and has governance experience already from different levels of exposure and involvement in various kaupapa but is interested in the pursuit of excellence at a higher governance and Strategic Level in Mātauranga Māori and Māori education in order to truly effect change across the board for the betterment of all whānau, hapū and iwi.



APPENDIX FOUR:

Te taura here o ā mātou mahi

Our performance framework

Kia Noho Takatū Ki Tō Āmua Ao

Ngā pātanga mō
te 5 – 10 tau
(ngā hua)

Ngā pātanga mō
te 5 – 10 tau

Ngā hua ake mō
te 3 – 5 tau

1.0

Mā te mana taurite ki te whai tohu mātauranga te ahunga tātai oranga e tautoko

1.1 Ka hangaia mai ngā rātonga katoa o NZQA i te mana taurite

1.1.1 Mā te wheako kiritaki anō ngā rātonga o NZQA e ārahi tautoko i te ākonga

1.1.2 Ka angitū ai te whānau me ngā whare ako katoa ki te tautoko i te ākonga

1.1.3 Ka whakatau tika nei ngā ākonga i ngā ara tohu e tika ana ki a rātou

1.2 Mā te mahi tahi i ngā rangapū auaha ka noho mana taurite ai ngā ākonga Māori me ngā ākonga Pasifika

1.2.1 He tari ako i te reo me ngā tikanga Māori a NZQA

1.2.2 Ka kōkiri takatika i te mātauranga Māori hei tautoko i ngā ākonga

1.2.3 Ka whāhāria ngā tauārai o te whai tohu mātauranga ki ngā ākonga, ā, ka hāpaitia hoki ngā hiahia whāiti o te ako

1.3 Ka tautokohia ngā ākonga whaikaha, rawakore rānei, kia whāia ngā tohu mātauranga e tika ana, e tūtuki ana hoki i o rātou hiahia me o rātou tūmanako

2.0

Ka hāpaitia ngā tohu mātauranga o Aotearoa kia ako mō te oranga tonutanga

2.1 Ko tā te mahi aromatawai me ngā pūkenga whāiti he tautoko i te ākonga kia noho takatū ki tōna āmua ao

2.1.1 Ko ngā mahi aromatawai auaha he hāpai i te ākonga kia māwhitwhiti i te marautanga ako

2.1.2 Mā te reo o te ākonga anō ngā mahi aromatawai mathiliko me te pāheko tika i te tangata e tautoko

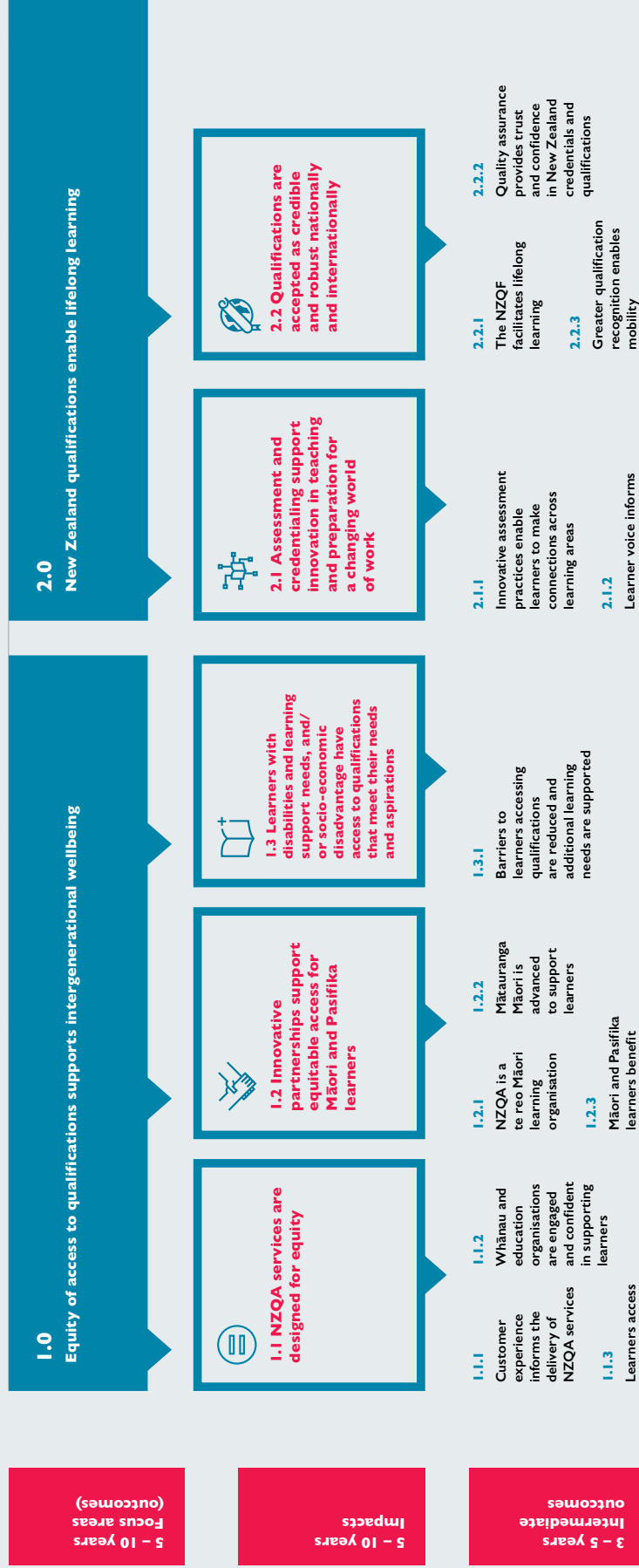
2.2 Ka whai mana ngā tohu mātauranga ki Aotearoa, ki te ao whānui hoki

2.2.1 He mea tautoko Te Taura Here Tohu Mātauranga o Aotearoa (NZQF) kia ako te tangata mō te oranga tonutanga

2.2.2 Mā te whakauti kōunga ka noho tika ka noho pono nei ngā pūkenga whāiti me ngā tohu mātauranga o Aotearoa

2.2.3 Mā te mana tonu o ngā tohu mātauranga ka āhētia te tono atu ki te ao

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APPENDIX FIVE:

**Ngā tuhinga
rautaki**
Strategic documents

Te Kōkiritanga 2020/2023

Access Te Kōkiritanga 2020/2023 here.

Takiala Pasifika 2020/2023

Access Takiala Pasifika 2020/2023 here.

He tuākī whakamaunga atu

Statement of Intent 2019/20 – 2022/23

Access our 2019/20 – 2022/23 Statement of Intent here.

Te tauākī kawatau a ngā mahi

**Statement of Performance Expectations
2020/21**

Access our 2020/21 Statement of Performance Expectations here.

Te pūrongo ā-tau

Annual Report 2019/20

Access our 2019/20 Annual Report here.



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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KIA NOHO TAKATŪ KI TŌ ĀMUA AO!