



Statement of Intent

Te tauākī whakamaunga atu

2025/26 – 2028/29

NZQA

Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

2025/26–2028/29 Statement of Intent

2025/26–2028/29 Te tauākī whakamaunga atu

Māori proverb

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

Whakatauākī

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

(Te Kere Ngataierua, Te Āti Haunui-a-Pāpārangi)

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About the artwork used in this report

A selection of artwork from students who participated in Ringa Toi and Top Art are displayed throughout this report. NZQA acknowledges all student artists and schools who contributed works to the various student art exhibitions and extends sincere thanks to everyone whose support made these exhibitions possible.

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Cover credit: Kate Lindsay, Macleans College, 'Taiao ko au (I am nature, and nature is me)'

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Foreword from the Chief Executive and Board

Kupu takamua a Te Pouwhakahaere Matua me Te Poari

The New Zealand Qualifications Authority staff, management and Board are dedicated to ensuring that New Zealand's qualifications and credentials remain credible and robust.

Our priorities to the end of 2028/29 include excelling in core tasks (including fiscal prudence), utilising right-size regulation that balances the needs of all stakeholders, ensuring stakeholders understand the qualifications system including the National Certificate of Educational Achievement, and digitising for quality and efficiency.

This will help us achieve our purpose – that trusted qualifications and credentials enable people and communities to flourish – and our stated outcome where *credible qualifications and credentials support equitable learner pathways and mobility, and New Zealand's economic and social development*.

Our three core functions are maintaining the qualifications system and the New Zealand Qualifications and Credentials Framework, assessment and quality assurance in the secondary sector, and quality assurance in the tertiary sector.

We also have responsibilities for supporting New Zealand in meeting international education obligations, including international qualifications recognition, and for administering the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021, which guides education organisations to safeguard learner wellbeing.

Throughout the period of this Statement of Intent, we will continue to iteratively refine our performance measures to more clearly demonstrate our impact. We will be mindful of the value of tracking performance over time.

Our success in achieving these measures relies on engaged and highly performing teams at every level of the organisation. We are committed to recruitment practices and professional development that enable us to deliver on our mandate and meet the needs of students, senior secondary schools and tertiary education providers.

Over the next four years, our Board, leadership and teams will remain dedicated to collaborating with education stakeholders to support learners in reaching their full potential and to ensuring that qualifications support people's ability to pursue further study or work, either in New Zealand or internationally.



Grant Klinkum
Chief Executive | Pouwhakahaere Matua



Kevin Jenkins
Board Chair | Tiamana o te Poari



Credit: Melia Vanele, Pukekohe High School, 'Colours of home'

Introduction

He kupu arataki

Our place in the education system

Tō mātou whai wāhi atu ki te pūnaha mātauranga

New Zealand Qualifications Authority (NZQA) | Mana Tohu Mātauranga o Aotearoa is one of several Crown entities that comprise the New Zealand education system alongside the Ministry of Education, schools and kura, and tertiary education organisations.

The education system allows New Zealanders and those who choose to study in New Zealand to gain the skills, knowledge, and capabilities that they need to fully participate in employment, society, and their communities.

NZQA's purpose is to ensure that New Zealand qualifications and credentials are trusted and enable people and communities to flourish.

As a Crown entity, NZQA's primary ministerial accountability is to the Minister of Education. Some of NZQA's functions fall under the responsibility of the Minister for Vocational Education or the Minister for Universities.

We work with other education agencies to make sure education programmes and assessments, including those for the National Certificates of Educational Achievement (NCEA), are of high-quality and running well in New Zealand. We maintain correct and timely records of each learner's educational achievement from senior secondary school and throughout tertiary education.

The Minister of Education has set six priorities to lift achievement so that students meet or exceed expectations of their academic progress throughout their primary and secondary school years. As part of the education system, NZQA contributes to these priorities, especially in relation to the following:

Clearer curriculum: NZQA will ensure that the delivery of NCEA assessment is aligned to curriculum reform.

Better approach to literacy and numeracy: NZQA's administration of literacy and numeracy co-requisite assessments will support the system-wide strengthening of literacy and numeracy.

Smarter assessment and reporting: NZQA will contribute its technical knowledge and expertise to any redevelopment of NCEA to support more robust and internationally comparable senior secondary school qualifications. We will implement any resultant changes to NCEA qualifications and report on system and student progress and performance.

Greater use of data: NZQA will use data across all its roles to ensure that education quality is enhanced, schools and tertiary providers can access data and actionable insights, and policy makers have relevant information on qualifications and credentials, quality assurance and assessment to support advice and decisions.

Across all of NZQA's responsibilities and mandate, the organisation is well placed to support the Government's ambitions for excellent literacy and numeracy outcomes, strengthening senior secondary qualifications and strong education outcomes for all learners.

We are committed to giving effect to Te Tiriti o Waitangi obligations, as described in the Education and Training Act 2020, through an education system that honours Te Tiriti o Waitangi and supports Māori-Crown relationships. We do this by ensuring qualifications and quality assurance approaches support the inclusion of te reo Māori and mātauranga Māori as may be appropriate to context and need.

Our role

Te wāhi ki a mātou

NZQA ensures that New Zealand's qualifications and credentials are credible and robust. We do this through:

- our stewardship of the New Zealand Qualifications and Credentials Framework (NZQCF) and management of the qualifications system
- quality assurance of internal assessment in schools and kura and delivery of external assessments
- quality assurance of tertiary education organisations (except universities)
- recognition of international qualifications
- administration of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Maintaining the New Zealand Qualifications and Credentials Framework

Te pupuri i Te Taura Here Tohu Mātauranga o Aotearoa

All secondary and tertiary qualifications and credentials approved by NZQA or Universities New Zealand are listed on the NZQCF, which is recognised and trusted worldwide.

The NZQCF includes information about qualifications and credentials and helps individuals and organisations understand the level of skill and knowledge held by people who have earned that qualification or credential.

We maintain the NZQCF and set the rules that ensure the quality of qualifications and credentials awarded. These rules apply to schools, kura and tertiary education organisations.

NZQA also develops and maintains standards and nationally endorsed qualifications.

Assessment and quality assurance in secondary education

Te aromatawai me te whakaū kouna i te kura tuarua

We administer the national assessment systems for the award of NCEA, New Zealand Scholarship, and University Entrance. We do this by:

- developing, delivering and marking external assessments for NCEA and New Zealand Scholarship
- monitoring and evaluating assessment trends to ensure fairness and continuous improvement
- providing equitable access to assessment through Special Assessment Conditions
- conducting reviews within secondary schools and kura to check their systems and processes are effective for delivering NCEA and other national qualifications
- running national external moderation to ensure assessment against standards undertaken by schools and kura towards NCEA is reliable and nationally consistent
- reporting on student achievement and administering the New Zealand Record of Achievement
- maintaining the University Entrance award
- supporting schools and kura to strengthen their evaluation and assessment capability and practices through guidance and resources.

Quality assurance of tertiary education

Te whakaū kouna i te whareako paetoru

We help to build trust and confidence in the education outcomes for tertiary education through our quality assurance activities, which include:

- setting the statutory rules for tertiary education
- quality assurance of qualifications, micro-credentials, programmes and consents to assess against standards on the Directory of Assessment and Skill Standards
- registration of private training establishments
- supporting tertiary providers to strengthen their evaluation and assessment capability and practices through guidance and resources
- monitoring tertiary education programmes
- investigating and addressing education-related concerns to uphold integrity and trust in the qualifications system
- monitoring tertiary education organisation performance
- compliance and risk monitoring and management
- comparing qualifications gained overseas against the NZQCF (for International Qualifications Recognition)
- administering the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.



Our strategic intentions in 2025/26–2028/29

Ngā koronga rautaki 2025/26–2028/29

NZQA's strategic intentions for 2025/26–2028/29 are focused on our overarching outcome that *credible qualifications and credentials support equitable learner pathways and mobility, and New Zealand's economic and social development*. Our intentions are reinforced by our short-term strategic objectives for 2024–2026:

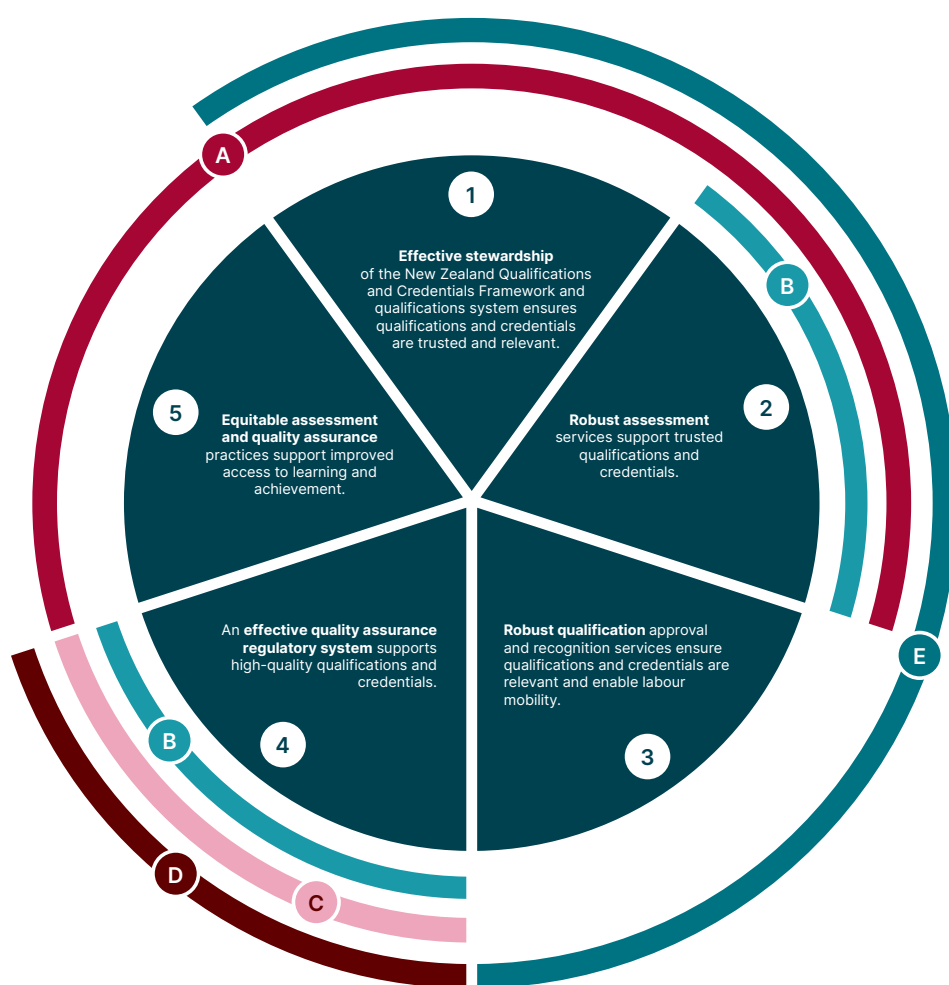
STRATEGIC OBJECTIVES FOR 2024–2026			
Perform core functions well, supported by strong corporate infrastructure.	Utilise right touch, right size regulation that balances the needs of all stakeholders.	Improve stakeholder understanding of qualifications and credentials.	Leverage digital solutions to increase business efficiency and quality.
To do this NZQA will prioritise:			
<ul style="list-style-type: none"> Reviewing the operating model and business processes of NZQA's core delivery functions. Improving the maturity of our corporate functions. 	<ul style="list-style-type: none"> Reviewing and updating the regulatory framework. Reducing regulatory duplication and burden and enhancing system performance. 	<ul style="list-style-type: none"> Developing and implementing a plan to improve understanding of the NZQCF and qualifications, including NCEA. 	<ul style="list-style-type: none"> Implementing a focused number of digital initiatives to drive efficiency and improve customer experience.

We are playing our part in contributing to the delivery of ministerial education priorities by focusing on delivering five intermediate outcomes:

- Effective stewardship** of the New Zealand Qualifications and Credentials Framework and qualifications system ensures qualifications and credentials are trusted and relevant.
- Robust assessment** services support trusted qualifications and credentials.
- Robust qualification approval and recognition** services ensure qualifications and credentials are relevant and enable labour mobility.

4. **An effective quality assurance regulatory system** supports high-quality qualifications and credentials.
5. **Equitable assessment and quality assurance** practices support improved access to learning and achievement.

Our intermediate outcomes are monitored through our impact measures. Tracking these measures will help us achieve our overarching outcome. NZQA is part of a complex education system, and many factors will contribute to achieving our outcomes. The relationship between intermediate outcomes and impact measures is illustrated below. More information about our intermediate outcomes, including associated impact measures, is detailed in the sections below.



Our Impact Measures

- A** The percentage of kura and schools that agree or strongly agree that NZQA's quality assurance practices support them to improve their aromatawai and assessment practices.
- B** The percentage of all National Certificate of Educational Achievement (NCEA) marker judgements unaltered following Review or Reconsideration of External Assessment Results processes.
- C** The percentage of tertiary education organisations that agree or strongly agree that NZQA's Code Administration activities support their understanding and implementation of the Code's outcomes.
- D** The percentage of tertiary education organisations that agree or strongly agree that NZQA's quality assurance practices support them to improve their performance.
- E** The percentage of stakeholders (employers and communities) who agree or strongly agree that graduates of vocational qualifications have relevant skills and knowledge.

Our intermediate outcomes

Ngā putanga paetata

- 1. Effective stewardship of the New Zealand Qualifications and Credentials Framework and qualifications system ensures qualifications and credentials are trusted and relevant**
- 1. Mā te tiaki i Te Taura Here Tohu Mātauranga me te pūnaha tohu ka whakakoia te matatika me te whaitake o ngā tohu**

Learners have access to relevant pathways to future study and work that meet stakeholders' needs. The integrity of the New Zealand qualifications system is maintained.

Why this is important

Being a good steward of the qualifications system ensures that public trust and confidence in the quality of New Zealand qualifications and credentials is maintained. Qualifications and credentials are relevant to people when they enter the workforce and are valued by employers.

What success will look like

- Learners, employers and education organisations understand New Zealand's standards, micro-credentials and qualifications, including the level of skill and knowledge that will be demonstrated by someone who holds a qualification or credential.
- Qualifications and credentials listed on the NZQCF have been reviewed within required timeframes to ensure they remain relevant and appropriate and meet the needs of learners, industry and professional or academic communities.
- Qualifications are sufficiently distinct from one another. Higher-level qualifications appropriately build on the content and standards of lower-level qualifications.

How we are measuring our impact

Performance measure	2025/26 target	Desired trend
The percentage of kura and schools that agree or strongly agree that NZQA's quality assurance practices support them to improve their aromatawai and assessment practices.	75%	↗
The percentage of stakeholders (employers and communities) who agree or strongly agree that graduates of vocational qualifications have relevant skills and knowledge.	70%	→ or ↗

2. Robust assessment services support trusted qualifications and credentials

2. Mā te ratonga aromatawai pakari e tautoko ngā tohu matatika

Employers, education providers and other stakeholders trust that qualifications and credentials have been granted/awarded after a fair, relevant and robust assessment process.

Why this is important

Employers and education providers need to be confident that a qualification or credential holder has met the requirements, having been assessed consistently and fairly.

Robust assessment ensures that individuals who hold a qualification or other credential can demonstrate the required skills and knowledge to either go on to further study or work in the specified field.

What success will look like

- Learners report that they feel well prepared for further study or entry into the workforce.
- Employers and education providers agree that graduates who hold a qualification or other credential have the skills and knowledge required to continue higher education or enter the workforce.
- Internal and external NCEA assessments are nationally consistent.
- Mechanisms and systems are in place to ensure assessments are authentic.
- NCEA external examinations are free from errors.

How we are measuring our impact

Performance measure	2025/26 target	Desired trend
The percentage of kura and schools that agree or strongly agree that NZQA's quality assurance practices support them to improve their aromatawai and assessment practices.	75%	↗
The percentage of stakeholders (employers and communities) who agree or strongly agree that graduates of vocational qualifications have relevant skills and knowledge.	70%	→ or ↗
The percentage of all National Certificate of Educational Achievement (NCEA) marker judgements unaltered following Review or Reconsideration of External Assessment Results processes.	99.7%	→ or ↗

3. Robust qualification approval and recognition services ensure qualifications and credentials are relevant and enable labour mobility

3. Mā ngā ratonga whakamana tohu e whakakoia te whaitake me te whai mahi o ngā tohu mātauranga

Learners, employers and other stakeholders both in New Zealand and internationally can be confident that approved qualifications and credentials meet the required standards.

Why this is important

Qualifications and credentials need to be relevant and applicable to employment or further study. Greater qualification recognition benefits domestic learners by allowing them to use their New Zealand qualifications to pursue work or further studies overseas. It also benefits international learners and those wishing to immigrate to New Zealand.

What success will look like

- Qualification content and graduate profiles clearly and accurately describe a graduate's knowledge and skills.
- Education organisations and employers domestically and overseas recognise New Zealand qualifications and credentials as relevant and high-quality.
- Employers and education organisations are confident that international qualifications recognised by NZQA are valid.

How we are measuring our impact

Performance measure	2025/26 target	Desired trend
The percentage of stakeholders (employers and communities) who agree or strongly agree that graduates of vocational qualifications have relevant skills and knowledge.	70%	→ or ↗

4. An effective quality assurance regulatory system supports high-quality qualifications and credentials

4. Mā tētahi pūnaha ture whakaū kōunga e tautoko ngā tohu kua eke

Stakeholders are confident that senior secondary assessment and tertiary education (excluding universities) in New Zealand is of high-quality.

Why this is important

Learners, employers and other stakeholders need to be confident that education organisations undertake and prepare students for assessments well and that tertiary providers (excluding universities) deliver approved programmes that meet required standards and, where applicable, support nationally consistent graduate outcomes. It is also vital that the wellbeing of international learners and domestic tertiary students is protected.

What success will look like

- Systems and processes are in place to monitor education organisations' compliance with required quality standards.
- NZQA takes a right-size, right-touch approach to regulation where compliance controls are appropriate to the level of risk. Consistently high-performing providers experience lower compliance burden.
- Where significant issues are identified, NZQA works with education organisations to ensure issues are resolved.
- NZQA supports the development of sector performance and capability, taking a whole-of-system view.
- Education providers understand and meet their obligations to support the wellbeing of learners under the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code). Where issues are identified, NZQA works with providers and Code signatories and other agencies (where appropriate) to resolve issues.

How we are measuring our impact

Performance measure	2025/26 target	Desired trend
The percentage of tertiary education organisations that agree or strongly agree that NZQA's quality assurance practices support them to improve their performance.	70%	→ or ↗
The percentage of all National Certificate of Educational Achievement (NCEA) marker judgements unaltered following Review or Reconsideration of External Assessment Results processes.	99.7%	→ or ↗

Performance measure	2025/26 target	Desired trend
The percentage of tertiary education organisations that agree or strongly agree that NZQA's Code administration activities support their understanding and implementation of the Code's outcomes.	70%	→ or ↗

5. Equitable assessment and quality assurance practices support improved access to learning and achievement

5. Mā ngā tikanga matatika mō te aromatawai me te whakaū kounga e tuwhera ake te whai wāhi atu ki pae ako, ki pae tutuki

Barriers to learner access and achievement are reduced, and providers offer learners appropriate choices and learning pathways where applicable.

Why this is important

Communities, society and the New Zealand economy are improved when all learners have the opportunity to achieve to their potential.

Assessment practices need to support varied learning contexts, removing barriers that can prevent learners accessing education and achieving qualifications and credentials.

What success will look like

- Assessments are designed and delivered to minimise the need for the provision of additional special assessment support.
- Learners who genuinely require additional support have access to Special Assessment Conditions that are appropriate for their individual needs.
- Assessments are aligned to the curriculum and also give regard to the rich and varied experiences of learners in New Zealand, as may be appropriate.
- Schools and kura that deliver the New Zealand Curriculum and Te Marautanga o Aotearoa can access resources and guidance that support their assessment practices.
- Tertiary organisations that use kaupapa Māori and teach mātauranga Māori choose to engage with NZQA through Te Hono o Te Kahurangi.

How we are measuring our impact

Performance measure	2025/26 target	Desired trend
The percentage of kura and schools that agree or strongly agree that NZQA's quality assurance practices support them to improve their aromatawai and assessment practices.	75%	↗



Credit: Harley McVicar (Ngāi Tahu), St Margaret's College, Christchurch

Our operating context

Te horopaki mahi

Our governance and leadership

Te mana urungi me te hautūtanga

- **Board:** Accountable to the Minister, the Board provides governance, sets the organisation's strategic direction and monitors its performance.
- **Board committees:** The Board has three committees to help carry out its governance responsibilities with regard to information systems, risk and assurance, and people and culture.
- **Chief Executive:** Accountable to the Board, the Chief Executive leads NZQA with the support of the Strategic Leadership Team.
- **Strategic Leadership Team:** Accountable to the Chief Executive, the Strategic Leadership Team holds overall responsibility for setting priorities and leading their respective offices or divisions.
- **Ngā Kaitūhono:** Established in 2008, this group provides expert advice and guidance from an ao Māori perspective. This perspective informs and supports our efforts to improve ākonga Māori educational success.
- **Taupulega:** This group provides advice, guidance and support to help us improve equity among students and find ways to support Pacific students and improve Pacific learner participation and achievement.

NZQA is a Crown agent under the Crown Entities Act 2004 and a statutory entity under Subpart 2 of Part 5 of the Education and Training Act 2020.

How we operate Te whakahaere

Our core functions as a Crown entity are delivered by NZQA's Divisions

Mā ngā Wāhanga o Te Mana Tohu Mātauranga o Aotearoa e tutuki ngā uho o ngā pānga hei hinonga Karauna

The **Assessment Division** is responsible for administering NCEA and New Zealand Scholarship and ensuring the national consistency of assessment undertaken by secondary schools and kura. It also reports on secondary school student achievement, administers the New Zealand Record of Achievement, maintains University Entrance, and develops and maintains unit standards and nationally endorsed qualifications in specific areas.

The **Quality Assurance Division** ensures that tertiary qualifications (excluding those awarded by universities) are robust and that the providers who deliver qualifications meet the required quality standards. It also compares qualifications gained overseas against the NZQCF (for international qualifications recognition), functions as New Zealand's National Education Information Centre and ensures New Zealand meets its obligations under international conventions.

These core activities are supported by a range of corporate functions

E tautokotia ana ēnei āheinga mahi e te whānui o ngā āhuatanga rangatōpū

The **Office of the Chief Executive** provides executive support to the Chief Executive and Board and delivers communications and ministerial support to the wider organisation.

The **Office of the Deputy Chief Executive Māori** is responsible for supporting NZQA to deliver projects and actions that improve educational outcomes for ākonga Māori, strengthening NZQA's relationships with Māori stakeholders, and building our people's cultural competency and knowledge of te ao Māori.

The **Office of the Deputy Chief Executive People and Pasifika** supports NZQA to strengthen stakeholder relationships, provide strategic direction, build staff capability, and manage projects to improve educational outcomes for Pacific students in New Zealand and across the Pacific.

Strategic and Corporate Services is responsible for the delivery of corporate and statutory functions that enable NZQA to fulfil its obligations as a Crown agent and deliver customer services to learners, providers and other stakeholders.



Credit: Isabella Malota, Epsom Girls' Grammar School

Introduction

Our strategic intentions in 2025/26-2028/29

Our operating context

Our organisational health and capability



Credit: Kaziah Mika, Dilworth School, 'Peer pleasure'

Our organisational health and capability

Te waiora me te kaha o te rangatōpū

We continue to support our people and our stakeholders and build our organisational capability so we can achieve our strategic outcomes.

Commitment to Te Tiriti o Waitangi Te herenga ki Te Tiriti o Waitangi

NZQA operates within a legislative environment supporting the Crown in its relationship with Māori, which requires giving effect to Te Tiriti o Waitangi.

We have responsibility for developing and maintaining the capability of our kaimahi to engage with Māori and to understand Māori perspectives. This requires us to actively promote approaches to our mahi to ensure equitable outcomes that advance ākonga Māori achievement.

We do this through Māori education organisations, in partnership with Māori, iwi, and hapū and by actively protecting and promoting the availability and use of te reo Māori, tikanga Māori and mātauranga Māori.

People and capability Te Rōpū Whakatere Tāngata

We recognise that our organisational success depends on our people. NZQA has a diverse workforce and we actively foster an inclusive work culture. We will continue to build our organisational capability and support our people through the lens of Ngā Mātāpono – Our Values.

Our people priorities are guided by NZQA's strategic priorities. In 2025/26–2028/29, we intend to focus on:

- developing our leadership and management capabilities with a focus on improved and sustainable operational efficiency and productivity
- ensuring kaimahi are engaged and focused on delivering against NZQA's strategic priorities.



NGĀ MĀTĀPONO OUR VALUES

RESPECT

We value and consider the professional views, culture and beliefs, feelings, needs and efforts of others.

We give equal consideration to others. We say what we mean, listen respectfully and think and act constructively.

WHAKAPONO OPEN AND TRANSPARENT

- + We clearly communicate our goals, strategies, standards and expectations.
- + We share relevant information and by doing so improve the quality of decision-making.
- + We understand and respect the roles and responsibilities of others.

RANGATIRATANGA EMPOWERING AND LEADING OTHERS

KOTAHITANGA COLLABORATION AND UNITY

NGAIOTANGA DOING OUR JOB IN THE BEST POSSIBLE WAY

- + We value open and honest communication.
- + We remain open to new perspectives and ideas.
- + We raise issues of concern directly with those involved.

- + We follow agreed processes and procedures.
- + We manage the dissemination of information in a responsible and trustworthy manner.
- + We explain our decisions.

MANAAKITANGA CARING FOR AND VALUING OTHERS

- + We help, support and encourage each other.
- + We create a safe environment where divergent opinions can be discussed.
- + We share knowledge and expertise.

- + We work collaboratively and constructively.
- + We focus on finding solutions.
- + We recognise and treasure cultural diversity.
- + We celebrate effective teamwork.

- + We consult genuinely and consider a range of options before making decisions.
- + We develop good relationships with our stakeholders and help them access our services.
- + We are reasonable in our expectations of others.

KAITIAKITANGA GUARDIANSHIP

- + We ensure New Zealand qualifications are credible and robust, nationally and internationally.
- + We strive to establish, maintain and improve quality services and high standards of responsiveness.
- + We actively build staff and the organisational capability.

- + We are committed to enabling positive team outcomes/goals.
- + We take collective responsibility for our teams' health and performance.
- + We interact positively with others in a way that preserves and enhances our own mana and the mana of others.

- + We take pride in our work and strive for the highest levels of efficiency and effectiveness.
- + We use robust decision-making processes and criteria.
- + We learn from our experiences.



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTĀURANGA O AOTEAROA

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

Health, safety and wellbeing

Te hauora, te waiora me te oranga

NZQA has a healthy, supportive and safe working environment and is deliberate in its efforts to support employee health and wellbeing. We have an active Health and Safety Committee that promotes a range of health and wellbeing activities, including awareness of mental health and physical activity and the Employee Assistance Programme. Our health and safety policies are regularly reviewed to ensure they remain fit for purpose.

Financial management

Te whakahaere ahumoni

NZQA is working towards a sustainable financial future, which will require a careful balanced approach that includes cost reduction, revenue generation, and strategic organisational improvements. We will continue to implement rigorous financial management practices, ensuring that expenditure is closely monitored and aligned with our core priorities. Operational efficiencies will be enhanced through ongoing review of business processes.

To support these efforts, we are resetting our strategic direction, developing our longer-term strategy, and ensuring that financial decisions align with NZQA's long-term vision. We aim to build a resilient financial foundation that enables NZQA to continue delivering high-quality regulatory services while remaining cost-effective, future-focused, and financially sustainable.

Information technology

Te hangarau mōhiohio

NZQA continues to prioritise investment in critical information technology infrastructure to ensure our systems remain stable and functional. We are committed to growing our digital assessment offerings and exploring opportunities to utilise emerging technologies such as artificial intelligence to support assessment design and delivery and improve our customer experience.

During the period covered by this Statement of Intent, NZQA intends to continue developing a detailed business case for our Strategic Technology Enhancement Programme (STEP). This is a comprehensive programme of work to upgrade NZQA's core technology platforms.

Managing risk

Te whakahaere tūraru

NZQA identifies, manages and mitigates organisational risks using our risk management framework in accordance with our statements of risk appetite across different functions. Risks and associated mitigations are monitored through various mechanisms, including the NZQA Board, which is advised by the Risk and Assurance Committee.



Credit: Jennifer Lum, Macleans College, 'The echoes of a Chinese Dragon'



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority