



He tauākī whakamaunga atu

Statement of Intent

2022/23 – 2025/26



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

2022/23 – 2025/26

He tauākī whakamaunga atu

Statement of Intent

Kia noho takatū ki tō āmua ao

Qualify for the future world

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-Pāpārangī)

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He whārangi ihirangi

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Ngā kupu takamua a Te Poari

Board foreword

Poipoia te kākano kia puāwai

Nurture the seed and it will blossom

This is an exciting time for the delivery of education in New Zealand. As a Board we recognise that the New Zealand Qualifications Authority (NZQA) has a key role in ensuring that all New Zealanders have the opportunity to achieve individual and collective success. Strengthened obligations to the Māori-Crown relationship, set out through the Education and Training Act 2020, require leadership at every level of the organisation. We are proud of the long-term relationship NZQA has with Ngā Kaitūhono. The Board has made a commitment to work collegially to further enhance and recognise this partnership.

Work is also underway to reinforce the organisation's regulatory practice and governance, including considering how to reflect NZQA's equity goals in the way we work with schools and tertiary education organisations.

The Board is well placed to support NZQA's work, with members having diverse backgrounds including in the areas of secondary school teaching,

university and vocational education, and championing equity of access for disabled learners, Māori and Pacific communities.

Over the life of this Statement of Intent (SOI), NZQA will have a specific focus on Te Whakakitenga 2025 – the four goals guide the organisation's work programme and support NZQA's vision.

- National Certificate of Educational Achievement (NCEA) external assessments are relevant for a digital age and support equitable outcomes.
- NZQA adapts the qualifications system to support the Reform of Vocational Education and lifelong learning.
- The New Zealand Qualifications Framework (NZQF) and quality assurance arrangements support increased inclusion of mātauranga Māori in qualifications.
- NZQA partners with Māori, Pacific, education agencies and others to enable equitable achievement for ākongā (learners) Māori and Pacific learners in STEM subjects at all levels of NCEA.

NZQA’s work in pursuit of each of these statements aligns with Government expectations, NZQA’s strategic objectives and the organisation’s vision.

Te hāngai ki te ao hangarau

Relevance for a digital age

NZQA has accrued considerable experience in digital assessment through the development of NCEA Online. We are leveraging this expertise to support both a ‘digital first’ assessment approach in the Review of Achievement Standards, and the NCEA Change Programme’s adoption of a wider range of innovative assessment methods.

Offering a range of assessment formats which better reflect how students learn and live outside of the classroom helps ensure the continued recognition of NCEA as a trustworthy, valid measure of what students know and can do.

NZQA is ensuring that digital assessment is culturally relevant and inclusive – including facilitating the use of te reo Māori, both in assessment tasks and student responses.

Digital assessment provides opportunities to improve equity for disabled learners and those with other learning needs. NZQA is working to ensure that digital assessment empowers these groups, and is making improvements to the accessibility of all our information and services.

Te manaaki i te whakahoutanga o te Mātauranga Ahumahinga me te ako mutunga kore

Supporting the Reform of Vocational Education and lifelong learning

Alongside NZQA’s support of the sector-wide changes to vocational education, we are working to update NZQA’s quality assurance approach to align with the Review of Vocational Education (RoVE) environment.

The uptake of online post-secondary learning in response to COVID-19 poses both challenges and opportunities for learners and education providers. NZQA recognises the role of distance learning in mitigating COVID-related disruptions, while also adjusting the focus of quality assurance to ensure a move to online learning does not adversely impact on the quality of education that learners receive.

As international students return to New Zealand, NZQA will continue supporting the pastoral care of these students alongside our domestic learners, while ensuring New Zealand education products delivered online and/or offshore meet the quality expected from a New Zealand provider.

Te tuitui i te mātauranga Māori

Inclusion of mātauranga Māori

NZQA is committed to giving effect to Te Tiriti o Waitangi, with a particular focus on supporting equitable educational outcomes for Māori. We aim to achieve this through working in partnership with iwi and with Ngā Kaitūhono.

We are continuing to support work which better recognises mātauranga Māori across the education system, including through recognising its equal status in NCEA and in the review of the New Zealand Qualifications Framework.

One context for this work is the NCEA Change Programme, led by the Ministry of Education. This also includes the Review of Achievement Standards and the introduction of specific standards for Te Reo Matatini me te Pāngarau | Literacy and Numeracy.

Te mana taurite i STEM

Equity in STEM

We are continuing our work to encourage Māori and Pacific students into science, technology, engineering and mathematics (STEM) pathways, including through NZQA's long-standing support of the Pūhoro STEM Academy.

We will continue to provide equity in STEM achievement data to key stakeholders, including iwi, to inform actions to effect positive change.

We deliver workshops to whānau to increase their understanding of NCEA and build confidence to support their children to be successful in NCEA. One of the key messages we communicate to parents is the importance of taking STEM-related subjects to provide the broadest range of future career opportunities.

NZQA has produced strategic action plans for ākonga (learner) Māori and Pacific learner success (Te Kōkiritanga and Takiala Pasifika, respectively). These plans set out our ambition for equity of educational achievement for ākonga Māori and Pacific learners (including in STEM). Each of the strategic action plans outlines priorities and the work towards them. The Board is also keen to pursue any opportunity to work with or support others in the sector to address barriers to learning earlier in students' educational journeys. One potential example is supporting the removal of streaming which is commonly used for STEM subjects.

Te manaaki tangata

Supporting our people

To realise NZQA’s vision of helping people ‘Qualify for the future world | Kia noho takatū ki tō āmua ao’, we will continue to need engaged and high-performing teams at every level of the organisation. NZQA’s Rautaki Whakawhanake Tāngata | People Strategy supports our shared direction and purpose; and gives us an umbrella framework for our commitment to equity, management and leadership development, and professional development. This will, in turn, allow NZQA to continue to attract and retain a diverse range of people with the required capabilities – including mātauranga Māori, education, regulatory, analytical and data science capabilities – to take our organisation into the future.



Hon Tracey Martin

Board Chair



Lyn Provost

Risk and Assurance
Committee Chair

Ngā kupu takamua a Te Pouwhakahaere Matua

Chief Executive foreword

Kia noho takatū ki tō āmua ao

Qualify for the future world

As the education sector and its operating environment continue to evolve, NZQA's core roles – ensuring trusted assessment and quality assurance, and supporting relevant qualifications – have an important role to play; particularly as the future of work requires people to gain valued qualifications (including NCEA), retrain and upskill throughout their working life.

All of NZQA's activities are underpinned by our vision – supporting people to 'Qualify for the future world | Kia noho takatū ki tō āmua ao'.

Te mana taurite o te angitūtanga i te ao mātauranga

Equity of educational achievement

We are continuing to drive towards equity for Māori and Pacific students, disabled learners and those with additional learning needs, including through the implementation of our Māori and Pacific Strategic Action Plans.

We are also introducing more opportunities to hear, and be responsive to, the lived experience of students and learners in all stages of our work. We are fortunate to have secondary and tertiary students working with us through Te Kāhui Ākonga, NCEA Pacific Navigators, and strong relationships with tertiary student associations. These groups are complemented by the wisdom shared through Ngā Kaitūhono and the NZQA Taupulega external (our Pacific Advisory Group).

Ngā tikanga mahi aromatawai me ngā tikanga whakaū kounga

Trusted assessment and quality assurance practices

As NZQA supports the delivery of the NCEA Change Programme and RoVE, we are working alongside schools and tertiary providers, providing advice and guidance, while continuing to enforce regulatory requirements where necessary.

Following a risk-based approach, we will ensure students and learners, communities and industries continue to be well served while the education system undergoes the changes that will allow all learners to meet the demands of a modern digital world.

Te whakamana i ngā tohu e hāngai ana

Supporting relevant qualifications

The changing environment will also require changes to the New Zealand Qualifications Framework (NZQF), including the addition of micro-credentials. As part of RoVE, we are co-creating important changes to the qualifications system with stakeholders that will apply to sub-degree level vocational education qualifications.

We will continue to address barriers to qualifications recognition and mobility. Our work as part of PACER Plus provides opportunities to share our experience in this area and support Pacific nations. NZQA will continue to work bilaterally and multilaterally to ensure New Zealand qualifications are understood and valued offshore.

Te manaaki tangata

Supporting our people

As with all organisations, our ways of working have shifted in response to COVID-19. NZQA is using the experience we have gained to adopt a more flexible, fit for purpose work environment.

We are continuing to invest in the capability we will need to deliver on our vision. This includes modernising the core platforms required to engage effectively with students, schools and tertiary education organisations.

We look forward to maintaining and extending our work alongside students, learners, schools, tertiary providers and communities during the period covered by this Statement of Intent.



Dr Grant Klinkum

Chief Executive





Ko wai mātou

Who we are

Te wāhi ki a mātou

Our role

Our vision, 'Qualify for the future world | Kia noho takatū ki tō āmua ao', encapsulates our role and ambition for learners and for Aotearoa New Zealand.

Our primary role is to ensure that Aotearoa New Zealand qualifications are accepted as credible and robust, both nationally and internationally. We do this through our stewardship of the New Zealand Qualifications Framework, managing the qualifications system, regulating and quality assuring non-university tertiary education, delivering credible senior secondary

school external assessments, and quality assuring secondary school NCEA internal assessment. We also administer the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

Our performance is a vital element in making Aotearoa New Zealand's education system world leading and accessible to all learners. In performing our role, we strive to focus on what is important, to act fairly and proportionately, and to be transparent, responsive and reliable.

Te whakahaere tika i te wāhi mahi

Our key functions

Te whakaū kounga i te kura tuatoru

Quality assurance in the tertiary sector

Our quality assurance role helps to build a high level of trust and confidence in the education outcomes for tertiary education. We set the statutory rules for the whole tertiary education sector and manage quality assurance in the non-university part of the tertiary sector. We do this in several ways:

- quality assurance of qualifications, micro-credentials, applications for programme approval and accreditation, training scheme approval, and consents to assess against standards on the Directory of Assessment Standards;
- registration of private training establishments;
- support for the development of evaluation capability in tertiary education organisations, including ongoing self-assessment, in order for them to deliver improved educational outcomes for learners;
- programme monitoring;
- External Evaluation and Review of over 400 tertiary education organisations; and
- compliance and risk monitoring and management.

We are the administrator for the Code, which specifies the role of providers in ensuring the organised and formal provision of practices to support the wellbeing and safety of:

- all tertiary learners generally;
- tertiary learners residing in student accommodation;
- international tertiary learners; and
- international school students.

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, and award University Entrance. We do this through:

- conducting Managing National Assessment Reviews in schools to check that their systems and processes are effective for delivering NCEA and other national qualifications;
- administering Special Assessment Conditions which support students to fairly demonstrate their knowledge, skills and understanding when being assessed for NCEA and New Zealand Scholarship;

- carrying out external moderation of internally assessed achievement standards and providing support to assessors through workshops and online resources; and
- developing, delivering and marking external NCEA and New Zealand Scholarship examinations and other external assessments.

Ngā tohu

Qualifications

The New Zealand Qualifications Framework (NZQF) and its proposed successor the New Zealand Qualifications and Credentials Framework (NZQCF), are the definitive sources of accurate information about all of Aotearoa New Zealand’s quality-assured qualifications and credentials. These cover all secondary and tertiary qualifications including those available to international learners. They are designed to optimise the recognition of a learner’s achievements and contribute to Aotearoa New Zealand’s economic, social and cultural success.

Tā mātou tāpaetanga ki te pūnaha mātauranga

Our contribution to the education system

NZQA is part of the wider education system and our work is underpinned by the objectives described in both the Government’s Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES)¹:

- learners at the centre – learners with their whānau are at the centre of education;
- barrier-free access – great education opportunities and outcomes are within reach for every learner;
- quality teaching and leadership – quality teaching and leadership make the difference for learners and their whānau;
- future of learning and work – learning that is relevant to the lives of New Zealanders today and throughout their lives; and
- world class inclusive public education – New Zealand education is trusted and sustainable.

¹ <https://www.education.govt.nz/our-work/overall-strategies-and-policies/the-statement-of-national-education-and-learning-priorities-nelp-and-the-tertiary-education-strategy-tes/>



We work closely and in collaboration with our partner education agencies, iwi, hapū and other key stakeholders. We have a focus on equity for Māori, Pacific and disabled learners, as well as learners with additional learning needs, and learners who experience socio-economic disadvantage.

We acknowledge that Māori and Pacific learners may face compounding barriers to educational success including experiencing racism and disproportionate representation in socio-economic disadvantage, in addition to living with a disability or having additional learning needs. In recognition of these dynamics, we focus our response through a Māori and Pacific lens.

We also focus on the needs of disabled learners. Through working with others in the education sector we can more effectively help address the inequities in learner achievement and system performance required for Aotearoa New Zealand's success. The education system diagram (opposite) describes the many participants and stakeholders in the wider education system.

We work in collaboration with the Education Review Office and the Ministry of Education to provide NCEA data to inform discussions about equity in STEM subjects. We also partner with iwi to provide data which can be disaggregated at taiwhenua (district) level to inform their engagement with kura in their rohe (region) in support of their uri (descendants).

We will build on these and other collaborations in support of the Government's objectives as set out in the NELP and the TES, and to align with Ka Hikitia Ka Hāpaitia, Tau Mai Te Reo, the Action Plan for Pacific Education, the Learning Support Action Plan and the Special Assessment Conditions Action Plan.

Te āhua me te whakahaere i te mahi taiao

Our operating environment

Our operating environment is constantly changing as the education system evolves and adapts. We are working with other education agencies to ensure that the way key activity areas are delivered continues to be responsive to and aligned with Government decisions.

We continue a long history of working with and for Māori. We are committed to listening to, engaging with, and working alongside iwi and Māori so that Māori learners can enjoy success as Māori as they develop the skills to participate in their communities, Aotearoa New Zealand, and the wider world.

Our involvement in the ongoing Education Work Programme continues as the cross sector, multi-year programmes led by the Ministry of Education, such as the NCEA Change Programme, are implemented.

To ensure successful outcomes from our work programme, we remain focused on co-designing solutions with learners and whānau, schools and providers, employers and other partners. Co-designing solutions means involving customers and stakeholders at various stages of design and delivery of our work programme and continuously adapting our products and services based on customer feedback.

The expectations of education are changing, and learners want greater flexibility in credentials. We have built this flexibility into the NZQCF, the proposed successor of the NZQF.

NZQA is actively leading work in the wider Reform of Vocational Education programme which includes:

- simplifying the qualifications system and the design of vocational qualifications and other credentials;
- supporting the functions of the Workforce Development Councils and Te Pūkenga;
- updating the Evaluative Quality Assurance Framework; and
- implementing our business and information system changes to ensure we are able to provide the support and guidance that is required.

Employers are looking for more nimble and adaptable workers with a diverse range of skills, capabilities and attributes. The Reform of Vocational Education is expected to bring together industry and educators to make sure Aotearoa New Zealand's workforce is fit for today's needs and tomorrow's expectations.

NZQA continues to develop the delivery of NCEA assessment, including using digital channels, to support changes in how and what learners are learning. We remain focused on ensuring equitable access for Māori, Pacific and disabled learners, and those with learning support needs as well as those facing socioeconomic disadvantage.

We continue to extend our effort to address equity issues so these under-served learners can enjoy educational success in their chosen pathway, with a particular focus on supporting Māori and Pacific learners pursuing STEM pathways in NCEA.

As administrator of the Code, we are working with providers, learners and other organisations to build awareness and understanding to aid provider compliance with the Code and support learner wellbeing.



Ngā rautaki takune

Strategic intentions

Te mahere putanga me te mahere mahi

Outcomes Framework and performance measurement

Our Outcomes Framework consists of:

- Outcomes (which have a 5-10 year horizon);
- Intermediate Outcomes (which have a 3-5 year horizon); and
- areas of business activity² that demonstrate progress against Intermediate Outcomes. Activity areas have been described as either strongly or partially³ contributing to the Intermediate Outcomes.

In the Statement of Performance Expectations (SPE), performance measures have been allocated to activity areas. Our progress against the performance measures demonstrates progress against the activity areas and Intermediate Outcomes.

Te ara whakaniko

A journey approach

Developing performance measures under a new Outcomes Framework is a journey.

Where NZQA does not have a lead role, or the activity is not fully scoped, narrative measures have been adopted. These measures will be developed into quantitative measures over time as part of our continuous improvement approach to performance measurement.

Our ongoing development to improve measures across our functions will seek to put greater focus on the impacts on learners. Wherever possible, we will provide disaggregated data for our priority ākonga and learner groups when reporting against performance measures. Our ability to disaggregate data will improve over the lifespan of this SOI.

2 The key activity areas that we have included in our framework are only those where we are leading or have a significant contributing role. Activities where the predominant contributions come from other sector agencies, partners or stakeholders and where NZQA plays a minor role have not been included.

3 Strongly contributing activity areas tend to demonstrate change more quickly than partially contributing areas. Focusing on partially contributing activities is useful when, for example, we want to provide targeted support to specific groups, when we need to work alongside other agencies and stakeholders who also have a contributing role, or when our involvement is by necessity at 'arms-length'.

Te anga o te mahere putanga

Overview of our Outcomes Framework

Our Outcomes Framework incorporates the essence of the Government’s NELP and TES, Ka Hikitia Ka Hāpaitia, Tau Mai Te Reo, the Action Plan for Pacific Education and the Learning Support Action Plan.

It is led by our commitment to Te Tiriti o Waitangi, our vision to ‘Qualify for the future world | Kia noho takatū ki tō āmua ao’, and our longstanding focus on equity.

We focus on two key outcomes:

- relevant qualifications and credentials; and
- trusted assessment and quality assurance.

Our framework is underpinned by our organisational capability.

As a whole, the framework supports our four Te Whakakitenga 2025 goals.

A summary view of the framework is shown on the following pages. Further explanation is provided throughout the rest of this document and in the corresponding Statements of Performance Expectations.

Ka whakamana a NZQA i Te Tiriti o Waitangi

Tō mātou whakakitenga: Kia noho takatū ki tō āmua ao

E aronui ana mātou ki tēnei mea te mana taurite mō ngāi Māori, mō ngā iwi o Te-Moana-nui-a-Kiwa me ngā ākonga hauā. E whai wāhi mai hoki ngā ākonga e whaikaha ana, e rongo ana hoki i te pōharatanga

1.0 Ngā tohu mātauranga e hāngai pū ana

1.1 Ko tā te pūnaha tohu mātauranga he whakautu i ngā hiahia o ngā ohu mahi, ngā iwi me ngā hapū, ngā hapori me ngā ākonga, ā, ko te whakatairanga hoki i te mātauranga Māori o roto i ngā tohu mātauranga

1.2 Te whakamimiti i ngā tauārai hei whakamana i ngā tohu mātauranga me te whakangāwari anō hoki

2.0 Te whakapono ki ngā aromatawai me te whakaū kounga

2.1 E noho haepapa ana ngā aromatawai me ngā whakaritenga o te aromatawai, ā, e tautoko ana i te kounga o ngā mahi ako me ōna tutukinga

2.3 E noho haepapa ana te whakaū kounga e tautoko ai i te kounga o ngā mahi whakaako, ngā mahi ako me te aromatawai

2.2 E hāngai tonu ana ngā whakaritenga o te aromatawai ki ngā huringa o te ao e ai ki ngā hiahia o ngā ākonga, ngā hapori me ngā ohu mahi

2.4 E hāngai tonu ana te mahi whakaū kounga ki ngā huringa o te ao e ai ki ngā hiahia o ngā ākonga, ngā hapori me ngā ohu mahi

Kei te manaaki tonu mātou i ngā kaipānga, te tautoko me te whakapari te tara ā-whare

NZQA gives effect to Te Tiriti o Waitangi

Our vision: Qualify for the future world

We have a focus on equity for Māori, Pacific and disabled learners, as well as learners with additional learning needs, and learners who experience socio-economic disadvantage

1.0 Relevant qualifications and credentials

1.1 The qualifications system is responsive to the needs of industry, iwi/hapū, communities and learners, with increasing use of mātauranga Māori in qualifications

1.2 Barriers to qualification recognition and mobility are reduced

2.0 Trusted assessment and quality assurance

2.1 Credible assessment and aromatawai practices support high-quality learning and achievement

2.2 Assessment and aromatawai practices adapt to the changing needs of learners, community and industry

2.3 Credible quality assurance supports high quality teaching, learning, aromatawai and assessment

2.4 Quality assurance adapts to the changing needs of learners, community and industry

We continue to support our people and our customers, and to build our organisational capability to deliver our vision

Ka whakamana a NZQA i Te Tiriti o Waitangi

NZQA gives effect to Te Tiriti o Waitangi

To give effect to Te Tiriti o Waitangi, we will work and co-design with iwi, hapū and Māori, take steps to ensure Māori interests are advanced, and act to enable Māori to achieve education success as Māori.

This means we will:

- create the space for Māori to exercise rangatiratanga in relation to relevant aspects of assessment, qualifications, and quality assurance;
- partner with iwi, hapū and Māori in the development of our products and services;
- exercise kāwanatanga in a manner that actively protects Māori interests;
- continue to embed mātauranga Māori within qualifications, including NCEA;
- proactively support the success of ākonga Māori in achieving qualifications;
- give effect to Te Tiriti o Waitangi and align to Ka Hikitia Ka Hāpaitia and Tau Mai Te Reo through the delivery of Te Kōkiritanga; and
- improve our te ao and te reo Māori organisational capability to build our cultural competency.

Ngā Kaitūhono ensures our approach to supporting mātauranga Māori is consistent with te ao Māori values and expectations. Ngā Kaitūhono also provides advice and guidance as we implement Te Kōkiritanga.

Tō mātou whakakitenga: Kia noho takatū ki tō āmua ao

Our vision: Qualify for the future world

Our vision ‘Qualify for the future world | Kia noho takatū ki tō āmua ao’ means that we remain committed to engaging learners, whānau, education organisations and employers as active partners. We pursue the opportunities that technology presents for learners and deliver robust assessment and quality assurance processes that lead to relevant and portable qualifications. Learners are well prepared for a swiftly changing world of work and to make a meaningful contribution to their communities.

As we give effect to this vision, we recognise that the system is not always equitable. The next section describes NZQA’s equity focus and our approach to addressing equity in the work we do.

Mā te mana taurite e ārahi te whakarite me te tuku i ngā āhuatanga o te Mahere Putanga

We embed equity in the way we design and deliver against our Outcomes Framework

E aronui ana mātou ki tēnei mea te mana taurite mō ngāi Māori, mō ngā iwi o Te-Moana-nui-a-Kiwa me ngā ākonga hauā. E whai wāhi mai hoki ngā ākonga e whaikaha ana, e rongona hoki i te pōharatanga

We have a focus on equity for Māori, Pacific and disabled learners, as well as learners with additional learning needs, and learners who experience socio-economic disadvantage

We recognise that the system is not delivering equitable outcomes for Māori, Pacific and disabled learners, or those learners with additional learning needs and learners from low socio-economic backgrounds.

To remove system barriers, we are working with learners, their whānau, iwi/hapū, Māori, Pacific communities and other groups to ensure our products and services are designed for and deliver to their needs. This includes supporting education providers to build their own capability to provide accessibility services and deliver equitable outcomes for learners. We recognise there is more to be done to understand the barriers that affect disabled learners and will develop our understanding and resulting activities over the lifespan of this SOI.



Ngā putanga ā-rautaki

Strategic Outcomes

Each Strategic Outcome is supported by a number of Intermediate Outcomes.

Putanga 1.0 Ngā tohu mātauranga e hāngai pū ana Outcome 1.0 Relevant qualifications and credentials

We work to ensure that New Zealand’s qualifications and credentials are relevant, credible and portable. This means learners can confidently move and add to their qualifications both within New Zealand and internationally. This is important in our rapidly changing world.

To achieve this long-term outcome, we need to make sure that our qualification system is responsive to the needs of our key stakeholders, and that we support opportunities for mātauranga Māori to be used increasingly within qualifications.

Additionally, we need to remove barriers to qualification recognition and ensure that the qualifications system allows for increased mobility of learners. We have two Intermediate Outcomes:

- 1.1 The qualifications system is responsive to the needs of industry, iwi/hapū, communities and learners, with increasing use of mātauranga Māori in qualifications and credentials; and
- 1.2 Barriers to qualification recognition and mobility are reduced.

Ngā mahi ka tutuki, e whakapaetia ana e mātou ā te 2025/26

What we expect to achieve by 2025/26

Te mātauranga Māori i roto i ngā tohu Mātauranga Māori within qualifications

Within the period of this SOI, NZQA will have laid the foundations for the more widespread use of mātauranga Māori within qualifications and programmes. Ensuring qualifications reflect the knowledge systems of Aotearoa New Zealand is one of our Te Whakakitenga 2025 goals.

In the first half of the SOI period, a new New Zealand Qualifications and Credentials Framework will be completed. This framework, in fully valuing mātauranga Māori, will provide the foundations for the routine inclusion of mātauranga Māori in qualifications. Qualification approval criteria will be amended to reflect the inclusion of mātauranga Māori within qualifications. NZQA will work closely with qualification owners regarding mutual expectations

and how mātauranga Māori may be best reflected within qualification contexts.

Relevant quality assurance levers, such as External Evaluation and Review, will also be used to ensure that good practice in the teaching of qualifications with mātauranga Māori is captured and disseminated. NZQA's focus in this area for the period concerned is on ensuring that the qualifications and quality assurance system are calibrated to provide the foundations, expectations and support that will enable mātauranga Māori to flourish across a wider range of qualifications than is now the case.

NCEA i te ipurangi me te Hōtaka Panoni NCEA

NCEA Online and the NCEA Change Programme

We expect to see a convergence of the key benefits of NCEA Online⁴ and the Ministry-led NCEA Change Programme. In this regard, particularly important opportunities include the introduction of Te Ao Haka and external assessment of Literacy and Numeracy | Te Reo Matatini me te Pāngarau.

4 Investment objectives from the approved NCEA Online Implementation Business Case:

- To give all students the opportunity to perform at their best to fulfil their personalised pathway and to credential their learning
- To provide the ability to increase NCEA assessment capacity and be more responsive to changing demands in the provision of education
- To increase the efficiency (faster marking, scalability, flexibility, resilience and productivity) of the NCEA assessment process
- To improve evidence-based decision-making across the assessment and evaluation system.

Ākonga in Māori-medium settings will experience a wider range of assessment changes in the coming years than many other students, for example, with the increased number of subjects offered for external assessment as part of Te Marautanga o Aotearoa. In response, we will continue to focus on initiatives to support ākonga to undertake their current external assessments in a familiar environment with digital technologies that enable them to engage effectively.

The effective operation of the external assessment system, and its ongoing adaptation to the changing education environment, is a baseline requirement of NZQA. By 2025 we are expecting to build on this and see NCEA external assessments being relevant for a digital age and supporting equitable outcomes. This will be achieved through ongoing support for schools and kura to develop their confidence in offering digital assessment. The NCEA Change Programme ‘digital first’ pilots over 2023–25 provide an additional way to increase the range and depth of digital assessment engagement to build confidence.

The NCEA Change Programme’s focus on mana ōrite mō te mātauranga Māori⁵ and the accessibility of NCEA will be enabled by NZQA’s:

- core business of developing external assessments; and
- capability to take advantage of digital technologies that increase accessibility for learners with a wide range of needs.

The inflexibility of the ‘once a year, largely paper-based system’ of external NCEA assessment will evolve to support the new achievement standards with a wider range of assessment approaches, including more use of flexible time periods for some assessments. The overall marking period is expected to decrease along with the need to distribute papers around the country, as more external assessments are either undertaken online or, if they cannot be undertaken online, marked onscreen. This opens up new possibilities for when results can be released to students.

NCEA Online and the NCEA Change Programme also support ‘Outcome 2.0 Trusted assessment and quality assurance’.

5 Mana ōrite mō te mātauranga Māori is one of the seven workstreams of the NCEA Change Programme, with the aim of developing new ways to recognise mātauranga Māori, build teacher capability, and improve resourcing and support for Māori learners and te ao Māori pathways.

Putanga waenga 1.1 Ko tā te pūnaha tohu mātauranga he whakautu i ngā hiahia o ngā ohu mahi, ngā iwi me ngā hapū, ngā hapori me ngā ākongā, ā, ko te whakatairanga hoki i te mātauranga Māori o roto i ngā tohu mātauranga

Intermediate outcome 1.1 The qualifications system is responsive to the needs of industry, iwi/hapū, communities and learners, with increasing use of mātauranga Māori in qualifications

We work to ensure that the qualifications system (which includes the NZQF/NZQCF, the Rules and guidance) is responsive to the needs of different users, including industry, learners, iwi and communities in collaboration with our stakeholders. This responsiveness ensures that qualifications are relevant to all.

We work to establish the use of mātauranga Māori in qualifications as commonplace rather than the exception, and for te ao Māori perspectives to inform teaching, learning, aromatawai and assessment.

Several of these activities are outside of our direct sphere of influence as they rely on uptake by training providers, industry and learners. A range of stakeholders and the wider education sector contribute towards this outcome.

We will continue to collaborate and co-design with stakeholders to better understand the needs of industry, hapū, communities and learners and ensure our systems are responsive.

We have identified two contributing key activity areas.

Key activity areas	1.1a Approve qualifications, credentials and their components	1.1b Weave mātauranga Māori into the qualifications system
Level of contribution	Strong contribution	Partial contribution

Putanga waenga 1.2 Te whakamimiti i ngā tauārai hei whakamana i ngā tohu mātauranga me te whakangāwari anō hoki

Intermediate outcome 1.2 Barriers to qualification recognition and mobility are reduced

Greater qualification recognition benefits domestic learners by allowing them to use their Aotearoa New Zealand qualifications to pursue work or further study overseas, and benefits international learners and those wishing to immigrate to Aotearoa New Zealand.

We do this by:

- supporting the recognition of New Zealand qualifications overseas through NZQA’s bilateral and multilateral qualification recognition work and participation or engagement in relevant international fora; and
- providing access to transparent and timely recognition of overseas qualifications in New Zealand.

We will continue to work with other sector partners, such as the Ministry of Foreign Affairs and Trade and Immigration New Zealand, to progress and strengthen these activities.

We have identified two contributing key activity areas.

Key activity areas

1.2a

Support the recognition of New Zealand qualifications overseas through NZQA’s

- bilateral and multilateral qualification recognition work, and
- participation and engagement in relevant international fora

1.2b

Timely access to and transparent recognition of overseas qualifications in New Zealand

Level of contribution

Strong contribution

Strong contribution

Putanga 2.0 Te whakapono ki ngā aromatawai me te whakaū kounga

Outcome 2.0 Trusted assessment and quality assurance

Our contribution to Aotearoa New Zealand’s reputation for providing robust, valid and fair education is through our assessment and quality assurance systems.

We support the delivery of credible aromatawai and assessment that enables learners to access high-quality learning and achieve qualifications. We regulate secondary and tertiary education providers to support equitable assessment outcomes for all learners.

To achieve this outcome, we need to ensure that our assessment, aromatawai and quality assurance practices continue to adapt to complement and reflect teaching and learning approaches, and meet the needs of learners and our key stakeholder groups.

We have four Intermediate Outcomes:

- 2.1 Credible assessment and aromatawai practices support high-quality learning and achievement;
- 2.2 Assessment and aromatawai practices adapt to the changing needs of learners, community and industry;
- 2.3 Credible quality assurance supports high quality teaching, learning, aromatawai and assessment; and
- 2.4 Quality assurance adapts to the changing needs of learners, community and industry.

The focus of Intermediate Outcomes 2.1 and 2.3 is on NZQA’s role in assessment and quality assurance practices.

The focus of Intermediate Outcomes 2.2 and 2.4 is NZQA’s role in innovating and adapting the roles and practices described in 2.1 and 2.3.

Ngā mahi ka tutuki, e whakapaetia ana e mātou ā te 2025/26

What we expect to achieve by 2025/26

Te mana taurite i STEM

Equity in STEM

NZQA partners with Māori, Pacific, education agencies and others to enable equitable achievement for Māori and Pacific students in STEM subjects at all levels of NCEA. Our current initiatives include delivering NCEA information and workshops at targeted events and sharing data and best practice information, and our future work will expand on this. By 2025, we expect to see further increases in:

- the engagement and confidence of ākonga Māori and Pacific learners and their whānau in NCEA STEM subjects;
- intelligence informed and tailored provider services that support ākonga Māori and Pacific learners' success; and
- support from our strategic partners for ākonga Māori and Pacific learner success in education and STEM.

Te whakahaere aroketanga o te aromatawai ā-motu

Managing National Assessment review

In the senior secondary sector, the key regulatory tools for school quality assurance, the Managing National Assessment review and external moderation of internally assessed standards, will have evolved considerably to account for changing expectations of schools and kura as a result of the NCEA Change Programme.

By 2025 we will be embedding the recalibrated system for quality assurance of school-based assessment, as the new achievement standards are implemented over 2024–26. The focus will be on ensuring that school-based assessors have the capability upfront to understand how to work with the new standards through a structured programme of engagement and monitoring. This, and schools' provision of equitable and inclusive assessment opportunities, will feed into the focus of Managing National Assessment Reviews of school assessment systems and processes.

Our regulatory approach will be informed by the data we hold about school-based assessment.

Ngā kaupapa NCEA mā te Māori me ngā iwi o Te Moana-nui-a-Kiwa

NCEA workshops for Māori and Pacific whānau

Whānau Māori and Pacific families, like all families, have high aspirations for their children. NZQA delivers tailored NCEA workshops to Māori and Pacific whānau and communities to build their knowledge of NCEA. These workshops can be delivered in person or online.

By 2025, it is hoped that Māori and Pacific parents and caregivers are much more knowledgeable about NCEA and feel more confident to support their children to be successful in their studies. The aim is that parents and caregivers will engage more confidently with teachers as they will be more informed about subject choices and career pathways. Ultimately, the increased understanding and confidence leads to increased support, which in turn results in higher achievement.

Te whakahoutanga o te Mātauranga Ahumahinga

Reform of Vocational Education

During the early period of this SOI, NZQA will be working to revise both of its quality assurance frameworks (mainstream and Te Hono o Te Kahurangi) and beginning to embed changes into its work. Workforce Development Councils (WDCs) will progressively take on the full scope of their functions and NZQA's quality assurance will increasingly focus on approving reviewed and new qualifications and skill standards. We will engage with WDCs to develop our approach to quality assurance. As the collaborative environment between WDCs and providers develops and consolidates, the transition to new ways of working and new education products will be well underway. The full transition to the new simplified qualifications system will take place over an extended period beyond the scope of this SOI.

During the first half of this SOI period, NZQA will continue working with Te Pūkenga as it implements its operating model, consolidating campus and work-based delivery across its network. We will also design a fit for purpose approach to external quality assurance of Te Pūkenga.

Throughout the period of this SOI we will continue to monitor and quality assure education provision and provider performance.

Ngā Tikanga Mahi Mātauranga

Code of Pastoral Care

Within the period of this SOI, as Code Administrator we will have adapted and expanded our activity to meet the requirements, scope, and expectations of the new Code. We will have monitored providers' performance against the cornerstone requirements of the Code, which are to:

- ensure providers have the requisite processes in place for taking a whole-of-organisation approach to pastoral care;
- meet the requirement to honour Te Tiriti o Waitangij; and
- respond appropriately to the diverse voices and wellbeing needs of their learners.

We will have effectively monitored the performance of any of our delegates to ensure a consistent approach across all providers. We will have strengthened the learner voice across the sector, by:

- effectively promoting the Code to learners;
- managing provider reporting requirements for learner complaints and collaborating with learner disputes resolution scheme operators to support an effective learner complaints system; and

- increasing our engagement with diverse learner groups, including national students' associations and Māori, Pacific, international, and disabled learners, to understand their wellbeing and safety concerns and to co-develop the requisite resources for learners and providers to meet particular needs.

We will have developed and published an annual Code Administrator Plan outlining our regulatory approach and activities for each year ahead. By the second half of the SOI period, we will have been able to include in our plan our (and any of our delegates') observations and understanding of the strengths and key risks to learner wellbeing and safety across the sector, and what we are doing in response. By the end of the SOI period, good practice against the cornerstone of the Code will have been identified and shared, and performance expectations made clear.

NCEA i te ipurangi me te Hōtaka Panoni NCEA

NCEA Online and NCEA Change Programme

Read about NCEA Online and the NCEA Change Programme on page 26.

Putanga waenga 2.1 E noho haepapa ana ngā aromatawai me ngā whakaritenga o te aromatawai, ā, e tautoko ana i te kounga o ngā mahi ako me ōna tutukinga

Intermediate outcome 2.1 Credible assessment and aromatawai practices support high-quality learning and achievement

We deliver credible assessment and aromatawai for learners as part of our management of the external assessment cycle.

Trust and confidence in senior secondary assessment and NCEA is an important outcome of credible assessment and

aromatawai practices. It is achieved by valid, reliable assessment in the context of fairness and equity. NZQA’s work as part of the NCEA Change Programme is increasingly contributing to mana ōrite mō te mātauranga Māori in the three NCEA qualifications. We strive to provide accessible digital assessment environments that enable increased participation, especially for ākonga Māori, Pacific and disabled learners.

We will continue to work with and influence schools, kura, iwi, hapū and the wider community and seek their assistance in achieving this Intermediate Outcome.

We have identified one contributing key activity area.

Key activity area	2.1.a External Assessment Cycle Management
Level of contribution	Strong contribution
Also supported by	2.3d Assessor support (page 37)

Putanga waenga 2.2 E hāngai tonu ana ngā whakaritenga o te aromatawai ki ngā huringa o te ao e ai ki ngā hiahia o ngā ākonga, ngā hapori me ngā ohu mahi

Intermediate outcome 2.2 Assessment and aromatawai practices adapt to the changing needs of learners, community and industry

We transform assessment to respond to the different contexts and changing needs of learners, communities and employers. We improve the accessibility of assessments through Universal Design for Learning principles, ensuring culturally inclusive practices and enabling assistive technologies. To support this, we are enhancing our staff and specialist workforce capability in mana ōrite mō te mātauranga Māori and Universal Design for Learning.

We build equity into our practices to support learning and achievement for all learners and their whānau. An example of this is our targeted workshops which are designed to increase the understanding of NCEA for Māori and Pacific whānau. These include messages related to digital assessment and the importance of taking STEM subjects for future career opportunities. To understand and address the barriers students face in achieving their chosen pathways, we are improving and interrogating the data we hold. We share these insights with schools and kura particularly around their learning and assessment programmes. We continue to work with other agencies and stakeholders to understand and meet the needs of learners and their whānau.

We have identified four contributing key activity areas.

Key activity areas	2.2a Special Assessment Conditions	2.2b Digital Assessment Service
Level of contribution	Partial contribution	Partial contribution
Key activity areas	2.2c Meeting the unique needs of kura	2.2d NCEA workshops for Māori and Pacific whānau
Level of contribution	Partial contribution	Partial contribution

NZQA is largely a partial contributor against this intermediate outcome. We will continue to collaborate closely with education sector agencies schools, kura, iwi, hapū, employers and the wider community to deliver against this Intermediate Outcome.

We will continue to collaborate with stakeholders through co-design approaches to better understand the changing needs of learners and employers and to adapt our key activities in response.

Putanga waenga 2.3 E noho haepapa ana te whakaū kouna e tautoko ai i te kouna o ngā mahi whakaako, ngā mahi ako me te aromatawai

Intermediate outcome 2.3 Credible quality assurance supports high quality teaching, learning, aromatawai and assessment

We regulate schools, kura, and private training establishments to ensure credible assessment and aromatawai practices that support high-quality learning and achievement environments.

We have identified six contributing activity areas.

Key activity areas	2.3a Quality assure education organisations and the quality of teaching, learning and assessment	2.3b Enable education organisations to understand their responsibilities and improve learner outcomes	2.3c Revise NZQA's quality assurance frameworks
Level of contribution	Strong contribution	Partial contribution	Strong contribution
Key activity areas	2.3d Assessor support	2.3e Maintaining currency of NZQA-owned standards	2.3f External moderation of internally assessed achievement standard assessor judgements
Level of contribution	Partial contribution	Strong contribution	Strong contribution

Putanga waenga 2.4 E hāngai tonu ana te mahi whakaū kounga ki ngā huringa o te ao e ai ki ngā hiahia o ngā ākonga, ngā hapori me ngā ohu mahi

Intermediate outcome 2.4 Quality assurance adapts to the changing needs of learners, community and industry

We evolve our quality assurance practices to meet the changing education environment. Learners are assured that programmes, standards and assessments are credible and lead to valued qualifications and credentials, including NCEA. We use innovative methods underpinned by data and customer insight to inform changes to our practices.

We administer the Code to support the wellbeing and safety of learners enrolled with Aotearoa New Zealand’s education providers. This includes working with other education and quality assurance agencies, learners, their whānau and communities, and their providers to build awareness and understanding, to facilitate good practice, and to monitor providers to ensure compliance with the Code. We also work closely with the operators of the tertiary and international learner Disputes Resolution Schemes to ensure Code complaints are responded to and addressed.

We have identified two contributing key activity areas.

Key activity areas

2.4a

Tertiary education organisations and schools ensure the safety and wellbeing of learners

2.4b

Provide insights from quality assurance on system performance

Level of contribution

Partial contribution

Strong contribution

Also supported by

2.3c

Revise NZQA’s quality assurance frameworks (page 37)

We will also continue to collaborate with stakeholders via co-design approaches to incorporate learner voices, better understand the changing needs of learners, education providers and employers and adapt our key quality assurance activities to those changing needs.



Credit: Jazmin Paget-Knebel Te Aho o Te Kura Pounamu, Opotiki (Excellence NCEA Level 3 – Photography)

Te āheitanga o te whare

Our organisational capability

Kei te manaaki tonu mātou i ngā kaupānga, te tautoko me te whakapari te tara ā-whare

We continue to support our people and our customers, and build our organisational capability to deliver our vision

Te tangata me te āheitanga

People and capability

We recognise that our success depends on our people and on building our organisational capability. Our key areas of focus are guided by our Rautaki Whakawhanake Tāngata | NZQA People Strategy, and we do all our work and support our people through the lens of Ngā Mātāpono – our Values. These are:

- mana – respect;
- rangatiratanga – empowering and leading others;
- kaitiakitanga – guardianship;
- ngaiotanga – doing our job in the best possible way;

- whakapono – openness and transparency;
- manaakitanga – caring for and valuing others; and
- kotahitanga – collaboration and unity.

We will continue to build our people capability so we can more readily adapt to the changing needs of learners and the education system. Through Te Kōkiritanga and Takiala Pasifika we continue our commitment to increase capacity and capability to deliver products and services to support Māori and Pacific learner success.

We are committed to being a good employer and continue to support all-of-government priorities such as giving effect to Te Tiriti o Waitangi, gender equality and carbon neutrality. We will continue to report our progress against these in our annual reports.

Te hauora, te marutau me te oranga

Health, safety, and wellbeing

We have a healthy, supportive and safe work environment that is deliberate in its effort to support employee health, safety and wellbeing. We have put in place robust mechanisms to proactively monitor and address safety concerns for all NZQA employees, which include our specialist workforce of approximately 9,000 staff.

Our approach is grounded in Te Ao Māori concepts, ensuring we have regard for not just the physical but also the mental, social, and spiritual wellbeing of our employees.

We have an active Health and Safety Committee which promotes a range of health and wellbeing activities such as awareness of mental health and physical activity, the Employee Assistance Programme, financial literacy and wellness and readiness for emergency events. The COVID-19 pandemic presented an opportunity for us to explore alternative ways of working with employees and managers.

Our Rautaki Whakawhanake Tāngata | NZQA People Strategy identifies diversity and inclusion as a priority area for investment. We recognise that inclusion is a key determinant of employee wellbeing and we have adopted the Papa Pounamu and Te Arawhiti Capability Frameworks to guide our approach.

NZQA's Board members and strategic leadership team are officers under the Health and Safety at Work Act 2015 and must exercise due diligence to make sure that the organisation complies with its health and safety duties. NZQA's well-established health and safety policies, processes and governance mechanisms support these responsibilities and enable active monitoring and evaluation of how health and safety is managed within the organisation.

Te mōhio ki ngā kaihoki me ngā kaipānga
Understanding our customers and stakeholders

Understanding our customers and stakeholders is a significant part of NZQA’s ability to adapt and develop its products, services and ways of operating.

We will continue to build our understanding of customer needs via surveys and co-design approaches, and to value and act on the voices of our customers.

Three activity areas have been identified.

Key activity areas	Oc1 Support and understand our customers	Oc2 Support our key stakeholders	Oc3 Deliver quality services to customers
Level of contribution	Strong contribution	Strong contribution	Strong contribution

Ngā mahi ka tutuki, e whakapaetia ana e mātou ā te 2025/26

What we expect to achieve by 2025/26

Customer Experience Improvement Programme (CxIP)

Over the next three years, NZQA will be transforming our digital channels to provide targeted personalised services for our customers through our website

and secure portals for learners, schools and tertiary education providers. We are also further modernising our Contact Centre channels to provide our customers with various channels to engage with us, including phone, email, webchat, chatbot and social media. Equity is being embedded in the way we design these channels, particularly with a focus on Māori, Pacific and disabled learners.

Ngā hangarau

Technology as an enabler

NZQA takes a continuous improvement approach to growing and modernising our information systems capability. This underlies how we develop and equip our staff and build resilience in the face of challenges such as the COVID-19 pandemic. We prioritise technology investment to support the major changes underway in the education system and our own Customer Experience Improvement Programme.

We will continue to build our capability to generate deep insights from large volumes of data in a short space of time. We will also continue to embrace the technology and practices that bring us closer to our customers, so we can better meet their needs with the new demands of digital learning.

Te Tūraru

Risk

We identify, manage and mitigate organisational risks and project risks using our risk management framework and in accordance with a statement of our risk appetite across different areas of the business. Risks and associated mitigations are monitored by governance forums, including the Risk and Assurance Committee and the NZQA Board.



Te kupu taka

Glossary

Aromatawai	<p>Aromatawai starts with the learner. It is a teaching, learning and assessment approach based on te ao Māori values, beliefs and aspirations. The values and features of aromatawai enrich and inform assessment design and are appropriate for all ākonga. The term aromatawai is derived from two words that convey its special nature, that is, its role in learning and teaching. Aro, is ‘to take notice of’, or ‘pay attention to’, and matawai is ‘to examine closely’. Within the learning context aromatawai is literally a way of focussing on the learner, what they can do, their learning journey and experience, the relationship between kaiako and ākonga, and how that information can support learning, instantly, and over time.</p>
Action Plan for Pacific Education 2020-2030	<p>The Government and Ministry of Education’s plan to ensure diverse Pacific learners and their families are safe, valued, and equipped to achieve their education aspirations.</p>
Assessment	<p>Collecting and evaluating evidence to establish the level of an individual’s performance in relation to agreed outcomes.</p>

Assessment (secondary – external)	Assessment (NCEA or New Zealand Scholarship) conducted by NZQA. This includes reports, submissions, common assessment activities and national examinations held at the end of the school year.
Assessment (secondary – internal)	Assessment conducted by a secondary school during the school year. Independent moderation by NZQA provides assurance that assessment decisions, in relation to assessment standards, are consistent nationally, and that assessment judgements (marking of learners' work) are at the national standard.
Assessment Standards	An assessment standard is a standard listed on the Directory of Assessment Standards. There are two types of assessment standard, Achievement Standards and Unit Standards.
Directory of Assessment and Skills Standards	When the legislation is passed ⁶ , the DASS will list all quality assured assessment standards, and skills standards (when developed).
The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code)	The Code supports the wellbeing of tertiary and international learners enrolled with New Zealand education providers.

⁶ The Education and Training Amendment Bill (No 2) is proceeding through the parliamentary process and is expected to be enacted in late 2022.

Education Organisation	An organisation supplying education, training and/or assessment services that is recognised within the formal schooling, education and training system. This can include secondary schools, government organisations and private providers.
Evaluative Quality Assurance	This is the basis of NZQA’s quality assurance system. It uses: <ul style="list-style-type: none"> • evaluation theory and practice to reach well-informed, robust, consistent and reliable evidence-based judgements about all aspects of organisational performance and capability; • a practical focus on outcomes and key contributing processes; and • awareness and improvement through organisational self-assessment.
External Evaluation and Review	A review that provides a judgement on the relative quality of a tertiary education organisation. NZQA expresses this judgement in a report that states NZQA’s level of confidence in the tertiary education organisation’s educational performance and capability in self-assessment.
Government Training Establishment	A state-owned organisation providing education or training (for example, New Zealand Police Training Services, New Zealand Army).
Ka Hikitia – Ka Hāpaitia	The Ministry of Education’s strategy to change rapidly how the education system performs so that all Māori learners gain the skills, qualifications and knowledge they need to enjoy and achieve education success as Māori.

Managing National Assessment	A process for achieving valid, fair, accurate and nationally consistent internal assessment in schools. It is a partnership between schools and NZQA, in which NZQA reviews the schools' processes or systems for managing assessment.
Managing National Assessment Review	A review by NZQA of schools' processes or systems for managing assessment for qualifications, including systems for achieving valid, fair, accurate and nationally consistent internal assessment.
Moderation	A process for confirming that an organisation's assessment decisions are fair, valid and consistent with the required standard across a number of assessors or assessing organisations nationally.
National Certificate of Educational Achievement (NCEA)	Aotearoa New Zealand's national qualification for secondary school learners. Available at levels 1–3, it is registered as part of the New Zealand Qualifications Framework.
New Zealand Qualifications and Credentials Framework (NZQCF)	When operational, the NZQCF will be the definitive source of accurate information on all quality assured qualifications and credentials in Aotearoa New Zealand, from secondary school qualifications to doctorates. It is based on learning outcomes, described in terms of knowledge, skills and their application. The NZQCF is expected to become operational in late 2022 or early 2023, when it will replace the NZQF.

New Zealand Qualifications Framework (NZQF)	The NZQF provides information to end-users, such as employers, about what graduates can be expected to know and do.
New Zealand Scholarship	An additional examination most often undertaken by learners in the final year of secondary school (Year 13). New Zealand Scholarship is a competitive monetary award for top-performing learners who intend to enter tertiary study; it does not contribute towards a qualification.
Outcome Statements	Statements setting out the outcomes achieved from the learning process of a qualification and describing the knowledge, skills and attributes of a graduate.
Outputs	The goods and services produced by an entity to support the achievement of its impacts and outcomes.
Private Training Establishment	An establishment that provides post-school education and training and is registered by NZQA under Part 4 of the Education and Training Act 2020.
Qualification	A qualification listed on the New Zealand Qualifications and Credentials Framework.
Reform of Vocational Education (RoVE)	RoVE consists of several key changes to create a unified vocational education system. This includes the creation of Te Pūkenga and Workforce Development Councils.

(Secondary) School	Any (secondary) school in Aotearoa New Zealand, Cook Islands or Niue holding Consent to Assess for NCEA, and/or that has learners who sit New Zealand Scholarship examinations.
Self-assessment	The process that providers of post-school education and training services use to establish evidence of their own effectiveness. The results of the process should inform future planning and lead to actions that bring about improvements.
Skill Standard	A skills standard is currently defined as a specification of skills and levels of performance in those skills. This definition is currently being expanded through the Education and Training Amendment Bill (No 2) to give more prominence to learning outcomes.
Special Assessment Conditions (SAC)	SAC provides support to learners with sensory, physical or medical conditions/impairments and/or specific learning disorders so they have a fair opportunity to demonstrate their skills and knowledge in internal and external assessment (in both NCEA and New Zealand Scholarship).
Standards	There are two types of assessment standards in the Directory of Assessment Standards: Achievement Standards and Unit Standards. Credits from all Achievement Standards and all Unit Standards count towards NCEA. Because the standards are nationally agreed, learners' achievements can be recognised in a number of contexts, and their knowledge and skills will be transferable between qualifications and providers.

STEM	The acronym of science, technology, engineering and mathematics.
Takiala Pasifika	NZQA’s Pacific Strategic Action Plan that outlines NZQA’s commitment to enabling Pacific learners, families and communities to achieve their aspirations.
Te Hono o Te Kahurangi	Provides quality assurance for tertiary education organisations that deliver qualifications or programmes based on mātauranga Māori, or where the whole organisational approach is based on mātauranga Māori.
Te Kōkiritanga	NZQA’s Māori Strategic Action Plan which outlines NZQA’s commitment to achieving equity for ākonga Māori and their whānau.
Tertiary Education Organisations	Universities, wānanga, Te Pūkenga, private training establishments, government training establishments and other providers.
Te Pūkenga	An institution that delivers technical, vocational and professional education and is described from Section 314 of the Education and Training Act 2020.
Te Pūkenga subsidiary	A Crown entity subsidiary of Te Pūkenga.
Transitional Industry Training Organisation	An industry-specific body recognised under the Education and Training Act 2020, which: <ul style="list-style-type: none"> • sets NZQA-accredited skill standards for its industry; and • manages arrangements for industry training that enable trainees to attain those standards.

Wānanga	A body established under section 162(2) of the Education Act 1989 that is characterised by teaching and research that maintain, advance and disseminate knowledge and develop intellectual independence, and assist in the application of knowledge regarding āhuetanga Māori (Māori tradition), according to tikanga Māori (Māori custom).
Workforce Development Council (WDC)	A body established under section 363 of the Education and Training Act 2020, in relation to the specific industries it covers, that provides leadership, develops and sets standards and qualifications, endorses programmes and moderates assessments and provides an advisory and representative role for employers.



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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



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He tauākī whakamaunga atu

Statement of Intent

2022/23 – 2025/26



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Kia noho takatū ki tō āmua ao

Qualify for the future world

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-Pāpārangī)

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Whakapā mai

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