



STATEMENT
OF INTENT
2016/17 ~ 2019/20



NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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

The New Zealand Qualifications Authority (NZQA) ensures that New Zealand qualifications are valued as credible and robust, both nationally and internationally.

*Qualify for the Future World:
Kia noho takatu ki tō āmua ao*

NZQA is a Crown entity, governed by an independent board appointed by the Minister of Education. NZQA's annual expenditure is around \$80 million, and it receives approximately half of its revenue from the Crown and the remainder from third parties. It employs approximately 400 staff throughout the year, with many more contracted for the annual external examination process.

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

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

ISSN 1173-3799 (Print) May 2016

ISSN 1178-9921 (Online) May 2016



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Board Foreword

‘Qualify for the Future World: Kia noho takatu ki tō āmua ao’, captures our vision for learners and for New Zealand. To achieve our vision we need to understand and continue to respond to changing contexts.

We want learners and New Zealand to be successful within rapidly changing global and digital contexts. Qualifications provide a pathway to a world of opportunities for learners both within New Zealand and overseas. A qualified workforce that meets employers' needs is essential for growing New Zealand's economy.

We are moving towards an increasingly global workplace, connected by technology and driven by the need for new skills, as well as knowledge.

Education within a global digitally connected world

A well-educated workforce is critical to New Zealand remaining competitive in a borderless and global marketplace. Our education system needs to equip New Zealanders with a range of competencies that enable them to contribute locally and compete globally.

We know that New Zealand's economy will increasingly be dependent on entrepreneurship and innovation. We also know that employers are looking for lifelong learners who have critical thinking and problem solving skills, and character qualities such as adaptability, resilience and cultural skills.

Teaching and learning are changing, supported by new technologies, to meet these demands. New technologies provide the education system with the opportunity to deliver personalised education that better meets a learner's needs. NZQA is seeking to be at the forefront of this change through its digital assessment work, and through its work in the quality assurance of the non-university tertiary education sector.

Ensuring our services meet changing needs

We are focussed on making sure that the services NZQA provides continue to be relevant and responsive in an increasingly global, digital world. We are focussed on continuously improving our services to meet the changing expectations of learners, employers and parents. We want to provide the best possible standard of service to our customers, by making sure all our services are responsive to changing needs, and easy to access and use.

In order to meet these customer needs we are ensuring that New Zealand qualifications remain trusted and recognised, transferable and portable in a borderless world.

As we are making these changes, we are also looking out towards other markets and countries so that New Zealand's reputation is enhanced through the international relevance and acceptance of New Zealand's qualifications.

Delivering excellent services to our priority customers

Delivering excellent services for Māori and Pasifika learners and whānau is central to NZQA's success. It is critical that Māori and Pasifika customer voices and participation are part of our ongoing service design. At the same time, we will ensure that our products and services make an effective contribution to accelerating Māori and Pasifika educational achievement.

We will also continue to improve access to the Special Assessment Conditions (SAC) support system and help increased numbers of lower decile schools to apply for this funding. Equitable access to examinations contributes to lifting achievement and credibility of the qualifications system.

Supporting educational system success

The work we do now, and will do in the future, contributes to student achievement and education system objectives that are broader than our own work, including the:

- › Better Public Services targets (BPS)
- › Tertiary Education Strategy 2014–19 (TES)
- › Leadership Statement for International Education
- › Business Growth Agenda (BGA)

Education system agencies work together to raise student achievement and ensure New Zealand's education system remains robust and credible, locally and internationally. Following a shared vision and planning process between seven education agencies and the State Services Commission, we have committed to jointly address the key areas where we see the most need for, and the most potential impact of, a collaborative approach.

Our work in enhancing the quality of assessment practices for NCEA contributes to the Better Public Services (BPS) target of 85 per cent of 18 year-olds achieving NCEA Level 2 or an equivalent qualification (on the qualifications framework) in 2017.

NZQA contributes to the BPS target of 60 per cent of 25 to 34 year-olds having a qualification at Level 4 or above in 2018, by ensuring qualifications meet the needs of learners, employers and iwi, and supporting the delivery of high-quality non-university tertiary education.

New models of delivery are emerging in the tertiary education sector due to trends in technology, internationalisation, population and demand for new skills. The Productivity Commission, tasked by the Government, recently commenced work looking at models for tertiary education. NZQA, along with other education agencies, will provide insights and data to support their work.

Similarly, greater use of data about graduate students' employment outcomes and earning potential is shaping different learning pathways. NZQA is well placed to consider how such data will form part of New Zealand's qualification system.

Looking to the future

The NZQA Board is pleased with the quality of services that NZQA delivers every day and its Future State work will ensure NZQA services continue to meet customer expectations.

This document has been prepared in accordance with the requirement of Section 141 of the Crown Entities Act.



Sue Suckling
Board Chair



Neil Quigley
Board member



Chief Executive's Foreword

Education is a cornerstone of New Zealand's economy.

To ensure we continue to meet the needs of learners within rapidly changing contexts, we have set ourselves three ambitious goals to achieve by 2020:

- › NCEA examinations online, where appropriate¹
- › Qualification recognition arrangements with at least 50 countries
- › Partner with education system agencies to support a 50% lift of Māori and Pasifika student achievement at NCEA Level 3 in one or more standards in STEM² subject related areas.

NZQA's Future State

These goals will help us achieve our vision: '*Qualify for the Future World: Kia noho takatu ki tō āmua ao*'. This vision captures our ambitions for learners and for New Zealand.

Our Future State programme is critical to realising this vision. It is focussed on meeting the needs of New Zealand learners and employers as we approach the third decade of the twenty-first century. It complements whole-of-system work to enhance student learning. Our digital transformation of assessment programmes is a strategic investment for the education system. Students, parents, communities and schools will all be engaged as we progress this.

We will continue to meet expectations by delivering robust and responsive services today, while we create and transition to new and better ways of delivering services in the future. A test of our success will be that our services meet the needs of learners and New Zealand, and that we do it in the most cost effective way possible.

Accelerating Māori and Pasifika learner success

The education system is committed to accelerating Māori and Pasifika educational achievement. Our *Te Rautaki Māori 2012–2017* and *Pasifika Plan* are aligned to *Ka Hikitia Accelerating Success 2013–2017*, *Tau Mai Te Reo – the Māori language in Education Strategy 2013–2017* and the *Pasifika Education Plan 2013–2017* and contribute to achieving the Better Public Services goals. We collaborate and partner with other agencies across the education sector to make the most of every opportunity to accelerate success for Māori and Pasifika learners. We will leverage the gains we have made working with other agencies, whānau, schools, iwi and Pasifika communities in understanding NCEA and encouraging and supporting Māori and Pasifika students into STEM related areas.

In the tertiary education sector we have incorporated Mātauranga Māori Evaluative Quality assurance³ (MMEQA) into our processes. MMEQA enables us to comprehensively respond to the distinct educational needs and aspirations of Māori learners, whānau, hapū and iwi. We highly value the continued support from Ngā Kaitiāhono (NZQA's Māori Strategic partnership), whose members provide thought leadership that is connected to iwi aspirations for advancing mātauranga Māori and Māori learner success.

We also ensure all Tertiary Education Organisations (TEOs) engaging in an external evaluation and review (EER) report on Māori and Pasifika learner achievement, and their processes to support that achievement.

¹ While we expect most subjects will be able to transition to an online environment, there may be some subjects that are not able to, for example if the technology is not available to provide the necessary features and tools for valid and fair assessment, or where students are not commonly accessing digital devices in their teaching and learning programmes.

² Science, Technology, Engineering and Mathematics.

³ MMEQA are the tools and processes appropriate to quality assure Mātauranga Māori qualifications, programmes and providers.

Enhancing quality in the tertiary education sector

We will continue to operate and improve our integrated quality assurance system where all the components⁴ support each other to enhance the quality of the tertiary education sector. We see opportunities to increase the benefit of the collective monitoring activities across the system. We will do this through greater alignment of agency processes, better use of the incentives and sanctions we have available to us, and greater sharing of information across relevant agencies to support learning outcomes.

We will be developing and enhancing our tools for sharing information across relevant agencies, such as the Sector Qualifications Register (SQR), a database that stores information about *all* qualifications listed on the New Zealand Qualifications Framework (NZQF). SQR will improve access to existing qualifications data across the tertiary education sector, and remove the need to store qualification information within various agencies. In collaboration with our partner agencies in the education system, we intend to lead a review of the requirements needed to enter university. Through this review, we will ensure that university entrance holders have the capabilities, including in literacy and numeracy, to succeed at university.

Ensuring robust and credible NCEA assessment

Every year we successfully manage the external examinations for NCEA and New Zealand Scholarship for approximately 140,000 students. Our Digital Assessment work is taking measured steps to transfer these examinations online where appropriate, by 2020. We will continue to test and trial our

approaches, and work closely with the education system and learners.

We are well down the path of moving our moderation of schools' internal assessment online by 2017, and to increasing the support we provide to teachers in their assessor judgements.

Contributing to New Zealand's economic success by supporting international education

New Zealand qualifications continue to have strong currency in a global marketplace.

Our international work supports New Zealand's Business Growth Agenda aim of growing international education for the building of export markets. Our qualifications recognition work continues to reference our qualifications to those in other countries, enabling the migration of students and workers in an increasingly borderless world. We are actively expanding our international focus to continue to work with countries in Asia, the Middle East and the European Union.

As the Administrator of the *Education (Pastoral Care of International Students) Code of Practice 2016* (the Code) we support the growth of the international education industry. We help providers fulfil their responsibilities to international students so that their students are well informed, safe and are properly cared for while in New Zealand.

This *Statement of Intent* describes what we are seeking to achieve and how we will go about doing it, to ensure that learners can 'Qualify for the Future World: *Kia noho takatu ki tō āmua ao*'.

⁴ NZQA is responsible for the Rules that govern quality across the entire tertiary sector. We then manage quality assurance for the non-university tertiary sector. Our quality assurance system includes registration of Private Training Establishments (PTEs); approval of qualifications, degrees and related qualifications, programmes; and training schemes. It also includes assessment of the consistency of graduate outcomes; moderation of assessment standards; monitoring of degree programmes; conducting External Evaluation and Reviews; and risk management for all relevant organisations in the tertiary education system.

Karen Poutasi
Chief Executive



The nature and scope of our functions

Our role and organisation

NZQA is a Crown entity that was established in 1990 under the Education Act (1989). Our Board provides governance and is accountable to the Minister of Education. Leadership and advice are provided by our Strategic Management Team, which is also responsible for the performance and deliverables of the organisation.

Our performance as a Crown entity is monitored by the Ministry of Education.

We have a unique role as the guardian of New Zealand's qualifications system. We ensure the system is structured to provide learners with the pathways to the skills and knowledge needed to contribute to individual wellbeing and to New Zealand's societal and economic aims.

Our quality assurance processes and assessment practices provide confidence that a qualification gained in New Zealand is credible and will be recognised for employment, further education or training opportunities. Learners of all ages, whānau, teachers, educators, iwi and industry all depend on NZQA to support their aims.

Working together as the education system

NZQA is one of eight state-sector education agencies⁵ that work collaboratively towards the Government's vision of *a world-leading education system that equips all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century*. Refer to the diagram opposite.

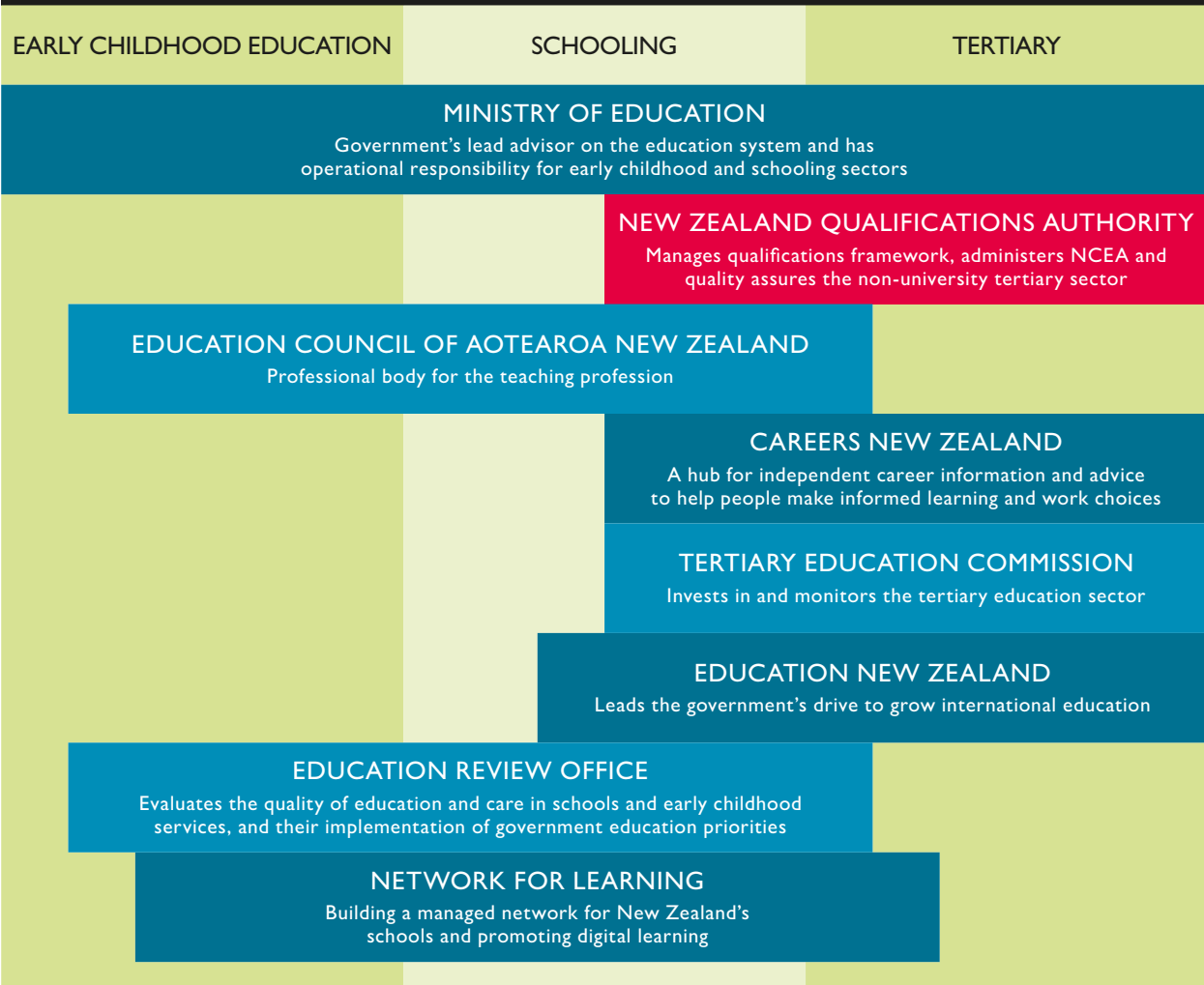
Our role in qualifications and quality assurance support the *Tertiary Education Strategy 2014–2019* (TES) which sets out the strategic direction for the tertiary sector.

We also work together towards lifting the achievement of priority learners. NZQA programmes and our own strategies – *Te Rautaki Māori* and *Pasifika Plan* – contribute to *Ka Hikitia Accelerating Success 2013–2017*, *Tau Mai Te Reo – the Māori language in Education Strategy 2013–2017* and the *Pasifika Education Plan 2013–2017*.

Education agencies plan to jointly power up learners, parents, communities and employers to influence the quality of teaching and learning and lift achievement. We will also improve our information management and technology providing the evidence, data and knowledge to allow these groups, education professionals and government agencies to make the best possible decisions.

⁵ The Government is proposing to transfer Careers New Zealand's functions into the Tertiary Education Commission (TEC) in 2017.

CORE GOVERNMENT AGENCIES **ROLES** IN THE EDUCATION SYSTEM





Strategic Intentions

Operating environment

NZQA's operating environment is changing:

- › schools are moving to digital pedagogy and this is changing how students learn and what they learn
- › new models of tertiary education delivery are developing
- › employers are looking for new sets of soft skills

- › the expectations of learners, their families, whānau, employers, industry, iwi and providers continue to evolve.

As a key contributor to the success of New Zealand's educational aims, we must support the achievement of Government priorities and remain responsive to its customers' needs while ensuring the integrity of the qualifications system.

What we are trying to achieve

VISION: 'QUALIFY FOR THE FUTURE WORLD: KIA NOHO TAKATU KI TŌ ĀMUA AO'	
2020 Goal 1: NCEA examinations online, where appropriate	We need to adapt the assessment of NCEA to keep pace with changes in teaching and learning that are facilitated through technology. Today's primary school children are growing up in a world where learning with technology is second nature, which is changing the face of learning, teaching and assessment. Our assessment practices for NCEA students need to be fit for purpose in this increasingly global and digital environment. We know that technology based assessment supports good teaching with a focus on critical thinking and employability skills that employers are demanding. We are working collaboratively with the education system to achieve our goal.
2020 Goal 2: Qualification recognition arrangements with at least 50 countries	This goal reflects the increasingly global nature of education and the labour market. Our work to improve the international recognition, understanding and portability of New Zealand qualifications overseas supports our \$2.85 ⁶ billion export education industry.
2020 Goal 3 Partner with education system agencies to support a 50% lift of Māori and Pasifika student achievement at NCEA Level 3 in one or more standards in STEM subject related areas	There is a gap between the number of current and expected employment opportunities in STEM-related occupations and the number of graduates with the right skills to fill them. We know that economic success for Māori and Pasifika is also economic success for New Zealand, and that there is an opportunity for many more Māori and Pasifika students to be participating or achieving in STEM pathways. NZQA will raise the profile of STEM subjects with Māori and Pasifika learners enabling them to make informed subject choices and clear pathways for NCEA achievement.

6 Source – Education New Zealand *Statement of Intent 2015/16* p4.

In 2015, the World Economic Forum concluded a multi-year study initiative entitled “New Vision for Education”. They examined global skills gaps and defined the 16 most critical 21st century skills. These included foundation core skills (literacy, numeracy, scientific literacy, ICT literacy, financial literacy and cultural and civic literacy) as well as critical thinking/problem solving, creativity, communication and collaboration. They placed value on the attributes of curiosity, initiative, persistence/grit, adaptability, leadership and social and cultural awareness. In particular, they found digitally enabled pedagogy can complement existing and emerging pedagogical approaches such as project based, experiential inquiry based and adaptive learning methods and be uniquely deployed to facilitate the teaching of 21st century learning skills required by employers.

Preparing for the future

We also have three strategies that work across all aspects of our business to support our vision.

Future State programme

Our Future State programme will enable us to achieve our vision for learners and for New Zealand: *Qualify for the Future World: Kia noho takatu ki tō āmua ao*. Our Future State work is focussed on meeting the needs of New Zealand learners and employers as we approach the third decade of the twenty-first century. It complements whole-of-system work to enhance student learning, and wider international research on the most critical twenty-first century skills.

This programme of work is a strategic investment for the education system, particularly the shift to digital transformation of assessment. It includes the following focus areas:

- › Quality Assurance in a borderless world ensures that New Zealand qualifications are trusted and recognised, transferable and portable
- › Moving to digital assessment through having all exams online, where appropriate, and moving to a new model of digital moderation
- › Improving the experience of our customers by making it easier to access our information and services
- › Moving to more flexible business information and core systems that are easier to maintain.

Students, parents, communities and schools will be engaged as we progress our Future State programme.

Te Rautaki Māori 2012–2017

Te Rautaki Māori Strategy 2012–2017 guides us towards fulfilling our contribution to Māori educational success. The strategy has two goals of accelerated Māori learner success and advanced use of mātauranga Māori.

Guided by Ngā Kaitūhono, (NZQA's Māori Strategic Board), NZQA is implementing Mātauranga Māori Evaluative Quality Assurance (MM EQA), in order to quality assure Mātauranga Māori qualifications, programmes, and organisations credibly, and to ensure Māori learners and others experience a quality education.

We lead a sector programme, *NCEA and the Whānau*, which focuses on helping whānau to better understand NCEA and support their student's learning. We are also focussing on Māori achievement in STEM subjects and have a programme of work to complement other initiatives to increase Māori participation.

We will be updating *Te Rautaki Māori* during 2017 to ensure we continue to fulfil our contribution to Māori educational success.

Pasifika Plan 2015–2017

Raising Pasifika educational achievement is a priority for the education system with the key approach being effective engagement with Pasifika families and communities.

Our *Pasifika Plan 2015–2017* sets out our contribution to accelerating Pasifika learner achievement. The plan has goals that build on the achievements from previous strategies: NCEA and assessment, quality assurance and international. We have also identified the 'step-up' activities with the potential for the greatest impact on raising achievement for Pasifika learners. These activities include modifying assessment resources to better meet the needs of Pasifika learners, and redeveloping the *NCEA ma le Pasifika* programme to better address the needs of a range of audiences. This will include information on the importance of STEM subjects and other pathways. Focus is on greater Auckland as this is where a large percentage of the Pasifika student population resides.



Performance Framework

OUR VISION IS THAT LEARNERS **QUALIFY FOR THE FUTURE WORLD**

TO ACHIEVE...	New Zealand's qualifications that meet the needs of learners and employers, and enhance NZ's social and economic outcomes	
WE CONTRIBUTE TO...	Trust and confidence in New Zealand's qualifications	
THROUGH...	Our guardianship of the New Zealand Qualification Framework (NZQF) and the international recognition of New Zealand's qualifications	
WE WILL DO THIS BY...	QUALIFICATIONS	
	DELIVERING TO TODAY'S LEARNERS, EMPLOYERS AND PROVIDERS	Ensuring New Zealand's qualifications respond to the changing needs of learners and support NZ's social and economic needs
		Providing easy access to a record of the learning an individual has achieved
		Recognition of qualifications gained overseas
	CREATING THE PLATFORM FOR THE FUTURE	Working with other jurisdictions so that New Zealand's qualifications are internationally recognised and portable
WE CAN SEE OUR IMPACTS THROUGH...	Learners can more easily access and use their record of achievement	
	We have increased international recognition of the New Zealand Qualification Framework (NZQF)	
	We see increases in the usefulness and value of qualifications listed on the NZQF by learners and employers	



Trust and confidence in education outcomes for non-university tertiary education	Trust and confidence in robust secondary school level assessment
Successful outcomes for learners	
Quality in education delivery	
Quality assurance processes that provide confidence in tertiary education organisation performance	Robust and credible NCEA assessment processes

QUALITY ASSURANCE

ASSESSMENT

Quality assuring education outcomes in the non-university tertiary sector	Actively moderating NCEA education outcomes
Actively monitoring education outcomes in the non-university tertiary sector	Moderating teacher assessment practices
Actively monitor pastoral care of International students	Delivering robust senior secondary (NCEA and Scholarship) external examinations
Further maturing the Evaluative Quality Assurance Framework	Enhancing Special Assessment Conditions (SAC)
	Supporting parents, whānau, employers and the community to better understand NCEA
	Moving to online delivery of moderation services
We see improved tertiary education organisations (TEO) educational performance and capability	Moving to online delivery of assessment services including external assessments
	Working with others to lift Māori and Pasifika achievement in STEM related NCEA subjects
	Increasing the capability of schools in relation to internal assessment practice
Tertiary education organisations (TEO) experience a more relevant and easier to use Evaluative Quality Assurance Framework	Maintaining moderator/teacher agreement rates at a level comparable to international best practice
	Increasing the number of students from low decile schools accessing Special Assessment Conditions (SAC) support
	An increase in the number of subjects and candidate entries externally assessed digitally
	We have more parents and whanau engaging with NCEA by accessing information, resources and workshops



Qualifications

We want to achieve:

New Zealand's qualifications meet the needs of learners and employers and enhance New Zealand's social and economic outcomes.

Confidence in New Zealand's qualifications enables graduates to readily obtain relevant employment both in New Zealand and when travelling internationally. As people become more globally mobile, optimising the portability of learning and qualifications becomes increasingly important.

Qualifications are designed to meet employers' skill needs and to ensure the outcomes graduates achieve will be relevant to their sectors and communities. A substantial body of evidence shows that a graduate with higher levels of education faces a lower risk of unemployment, and has greater access to further training opportunities and higher average earnings. In 2010, the average earnings in New Zealand were 24% higher for those with a tertiary education compared to those with only upper secondary and post-secondary non-tertiary education.⁷

NZQA administers the New Zealand Qualifications Framework (NZQF), which is the definitive source for accurate information about all quality assured New Zealand qualifications, covering secondary school, tertiary education and those open to international learners. The NZQF provides information on the knowledge and skills holders of qualifications can be expected to have and the further education and/or employment opportunities to which the qualifications may lead. NZQA sets the operating Rules for approving qualifications and programmes.

The NZQF is designed to optimise the recognition of a learner's educational achievement and to contribute to New Zealand's economic, social and cultural success.

Figure 1: The structure of the NZQF

LEVEL	QUALIFICATION TYPES
10	Doctoral Degree
9	Master's Degree
8	Postgraduate Diplomas and Certificates, Bachelor Honours Degree
7	Bachelor's Degree, Graduate Diplomas and Certificates
6	Diplomas
5	
4	Certificates
3	
2	
1	

⁷ <https://www.educationcounts.govt.nz/indicators/main/education-and-learning-outcomes/1919>

We do this through:

Ensuring New Zealand's qualifications respond to the changing needs of learners and support New Zealand's social and economic needs

Our focus will continue to be on qualifications being designed to meet industry and community workforce needs with a clear focus on the graduate outcomes achieved – what the graduate can be and know, to function effectively in the 21st century.

Employers are increasingly looking for '21st century skills' to be assessed, and for assessment information on a learner's readiness for work.

We work with tertiary education organisations to review qualifications to achieve these goals.

Providing easy access to a record of the learning an individual has achieved

To complement our work in enabling the transferability and portability of learning, NZQA is working to extend the current Record of Achievement to become a more comprehensive record of all of a learner's qualifications. This Record will be an authoritative record of all of a learner's quality assured learning recognised in New Zealand. The new Record will be available digitally so that learners can access it anywhere and on demand.

Our aim is to ensure that all of an individual's relevant learning is credentialed and recorded, thereby making it easier for learners to demonstrate their educational achievement and reduce duplication of learning and unnecessary costs. We are developing guidelines to enable this work.

Recognising qualifications gained overseas

People who have studied in other countries can apply to NZQA to have their international qualifications recognised so that they can work, study or apply to migrate to New Zealand. NZQA will continue to focus on ensuring that employers, education providers and other government agencies understand what an overseas qualification means in the New Zealand context and can have assurance that they have been robustly assessed.

Working with other jurisdictions so that New Zealand qualifications are internationally recognised and portable

NZQA works with other jurisdictions to extend the global reach of the NZQF and enhance its credibility internationally. Our international work helps make New Zealand a more attractive place for students to come and study, supports the export education industry and encourages student and labour mobility. It makes it easier for New Zealanders travelling and for people coming to New Zealand to have their qualifications and other quality assured learning recognised.

NZQA works closely with Education New Zealand, the Ministry of Education, the Ministry of Foreign Affairs and Trade, and New Zealand Trade and Enterprise on its international work, including:

- › supporting free trade agreement negotiations involving qualification recognition
- › implementing qualifications recognition commitments in signed free trade agreements
- › improving understanding and recognition of New Zealand qualifications with key partner countries
- › concluding qualifications recognition arrangements with other countries



- › providing advice and support to Pacific Island nations on developing qualification frameworks and quality assurance processes
- › working with G2G⁸ partners to deliver specialised programmes.

We are actively expanding the international focus of our work with countries in Asia and the European Union. We will also engage with selected countries in the Americas.

How we will measure success

SUCCESS INDICATORS	HOW WILL THIS BE MEASURED
Learners can more easily access and use their record of achievement	Learners can access a comprehensive electronic record of their learning by 2019 ⁹
We have increased international recognition of the New Zealand Qualifications Framework (NZQF)	Qualification recognition arrangements with 50 countries by 2020
We see increases in the usefulness and value of qualifications listed on the NZQF by learners and employers	By 2020 an evaluation will be undertaken to show how well the needs initially identified are being met through <i>New Zealand</i> qualifications at Levels 1–6 listed on the NZQF

8 New Zealand G2G Partnerships Limited (G2G) provides a way for overseas governments to access proven New Zealand know-how as they go about growing their own capability.

9 The current official record is a paper record although it can be viewed on line. The new record is being designed as a digital record.

Quality Assurance

We want to achieve:

Trust and confidence in education outcomes for non-university tertiary education.

Tertiary education can help people improve their lives and the lives of those around them. For most young people achieving a tertiary qualification is a crucial milestone towards a successful working career. It provides the specific tools for a career, and is the engine of knowledge creation.¹⁰

NZQA's quality assurance role supports higher levels of trust and confidence in education outcomes of the tertiary education system. NZQA sets the statutory rules for the whole tertiary sector and manages quality assurance in the non-university part of the tertiary sector. Our approach is intended to:

- › shape and drive the performance of the sector
- › ensure learner outcomes are relevant, and qualifications are fit-for-purpose
- › ensure learners enjoy high quality teaching and learning.

Together with other education agencies, we support achieving the six priorities set out in the *Tertiary Education Strategy 2014–19*. In particular, our quality assurance work in the non-university tertiary education supports delivering skills to industry (Priority 1); getting at-risk young people into a career (Priority 2); boosting achievement of Māori and Pasifika (Priority 3), and growing international linkages (Priority 6).

We do this through:

Quality assuring education outcomes in the non-university tertiary sector

NZQA operates an integrated quality assurance system in which all the components support each other. The quality assurance system includes registration of Private Training Establishments (PTEs), including protection of fees for students through the Student Fee Protection Rules; approval of qualifications, degrees and related qualifications, programmes, training schemes and assessment standards. It also includes assurance of the consistency of graduate outcomes; moderation of assessment standards; monitoring of degree programmes; conducting external evaluation and review, and risk identification and management.

Figure 2: NZQA's Quality Assurance Framework



¹⁰ *Tertiary Education Strategy 2014–2019* p2.



The basis of the quality assurance system is the Evaluative Quality Assurance Framework, which uses an evaluative approach and:

- › covers the quality assurance of the non-university tertiary education sector (Private Training Establishments, Institutes of Technology and Polytechnic, Wānanga, Industry Training Organisations and Government Training Establishments)
- › uses evaluation theory and practice to reach well-informed, consistent and reliable evidence-based judgements about all aspects of provider performance and capability
- › has a practical focus on outcomes and key contributing processes
- › builds awareness and improvement through Tertiary Education Organisations' self-assessment of their own performance.

Our focus will continue to be on working constructively with education organisations to support the use of evidence to understand their education performance and the outcomes for their learners.

Actively monitoring education outcomes in the non-university tertiary sector

NZQA will continue to strengthen its management of risk to achieve quality education outcomes. One of the approaches we are undertaking is through the analysis or mining of administrative data held by NZQA, the Tertiary Education Commission (TEC) and the Ministry of Education. Increasingly we use data to:

- › validate performance
- › look for patterns or trends
- › support thematic reviews
- › confirm learner education and employment outcomes
- › proactively identify factors that may pose educational risk. For example, we are looking closely at the achievement of Māori and Pasifika learners in external evaluation and reviews (EERs).

Actively monitor pastoral care of international students

NZQA administers the *Education (Pastoral Care of International Students) Code of Practice 2016* (the Code). This role involves verifying that Code signatories (any TEOs or schools that wish to take international students) perform as required and international students receive ethical and responsible care from their providers. On 1 July 2016, a new Code came into force and NZQA will take on new responsibilities for the Code.

Further maturing the Evaluative Quality Assurance Framework

We will continue to refine and develop the quality assurance system and our quality assurance practices. This includes continuing to work to improve our capability in using evaluative approaches, and embedding these more deeply throughout our quality assurance work. In particular, we are focussing on our internal capability along with how to increase the direct engagement and contribution of learners into our external evaluation and review.

We also work to make it easier to do business with us, through:

- › simplifying our business processes
- › clarifying and paring back our information requirements
- › embedding understanding of mātauranga Māori¹¹
- › increasing our expertise in using evaluative approaches.

¹¹ Mātauranga Māori recognises and encourages the development of mātauranga Māori as well as ensuring any qualifications, programmes and standards are of high quality. It is underpinned by a principle that this will assist Māori achieving educational success as Māori.

How we will measure success

SUCCESS INDICATORS	HOW WILL THIS BE MEASURED
We see improved tertiary education organisations (TEO) educational performance and capability	<p>Percentage of TEOs where there is an improved result on capability in self-assessment from the previous external evaluation and review</p> <p>A reduction in the average period of time a TEO with a result of category 3 or 4 remains in category 3 or 4¹²</p>
Tertiary education organisations (TEO) experience a more relevant and easier to use evaluative quality assurance framework	<p>TEOs report improvements in the experience of external evaluation and review and gaining approvals and accreditations¹³</p> <p>An annual increase of 10% in the number of programmes quality assured using Mātauranga Māori Evaluative Quality Assurance</p>

¹² EER uses key questions directly addressing achievement, outcomes and key contributing process to judge the quality and performance of the TEO, with the TEO placed in one of four categories of capability:

Category 1: Highly Confident in educational performance and Highly Confident or Confident in self-assessment,

Category 2: Confident in educational performance and Confident or Highly Confident in self-assessment,

Category 3: Not Yet Confident in either educational performance or self-assessment,

Category 4: Not Confident in either educational performance or self assessment.

¹³ To be monitored through regular customer surveys.



Assessment

We want to achieve:

Trust and confidence in robust secondary school level assessment.

Confident and successful learners are critical to individual and whānau well-being as well as to New Zealand remaining competitive in a global marketplace. Senior secondary school qualifications are a gateway to further education and employment. NCEA (the National Certificate of Educational Achievement) is the main secondary school qualification in New Zealand. NCEA is a high quality and flexible qualification system that supports students' future success by providing them with a pathway to tertiary education, workplace training and/or employment.

NZQA administers three NCEA levels for senior secondary students (and for a smaller number of learners outside of the secondary school system). This involves NZQA ensuring that schools follow robust and rigorous assessment processes through moderation of schools' internal assessment, and NZQA management of external NCEA examinations and New Zealand Scholarship.

We do this through:

INTERNAL ASSESSMENT Actively monitoring NCEA education outcomes

NZQA ensures the reliability of NCEA internal assessments through a range of external and internal quality assurance processes. The tools used by NZQA to lift performance include:

- › monitoring the agreement rate between schools and national moderators/assessors
- › informational and best practice workshops
- › assessment resources to guide assessors
- › targeted visits focussed on monitoring improvement progress.

NZQA conducts 'Managing National Assessment' (MNA) reviews of schools to evaluate their NCEA assessment practices of internally assessed work. The MNA checks that the school maintains effective assessment systems and that these ensure valid internal assessment for national qualifications. These judgements are publically available and are used by the Education Review Office (ERO) to inform an overall assessment of a school's performance. MNA results inform how regularly reviews are conducted. NZQA expects the majority of schools to be on a cycle of three years or longer.

Moderating teacher assessment practices

NZQA provides workshops to teachers to enhance their assessment practice. These 'Best Practice Workshops' increase teacher confidence when making judgements for internally assessed standards; provide information on modifying existing assessment resources to better meet the needs of students; and support teachers in collecting assessment evidence to better meet the needs of students.

Moving to online delivery of moderation services

NZQA is reviewing how it can deliver its moderation services digitally. NZQA's Digital Moderation Project will deliver a new operating model that better meets assessor's needs, improves the relevance of moderation for schools, TEOs and assessors of moderation outcomes, and optimises NZQA's business processes.

EXTERNAL ASSESSMENT

Delivering robust NCEA external examinations

NZQA's robust administration of New Zealand's senior secondary qualification, NCEA, is critical to achieving high quality external assessment for over 140,000 students each year. These students, their whānau, and the teachers at over 450 schools represent a significant proportion of New Zealand society. They rely on NZQA to administer NCEA internal and external assessment efficiently and effectively.

Enhancing Special Assessment Conditions (SAC)

SAC supports students with a sensory, physical or medical condition or specific learning disorder to be fairly assessed. SAC support is used by students during both internal and external assessment and can include a reader/writer, separate accommodation, enlarged or braille papers, rest breaks or extra time.

NZQA's role is to manage the SAC application process and to provide the information and supporting processes to enable schools to make applications for students.

In the last two years, NZQA has focussed on supporting schools in applying for SAC for their learners by:

- › raising awareness of the availability of the school-based evidence approach
- › making the application process as simple as possible
- › piloting standardised low cost testing tools with schools, with a focus on low decile schools
- › working with the Ministry of Education, who have deployed the *Resource Teachers: Learning and Behaviour* cluster resources to support low decile schools.

NZQA will continue to focus on supporting low decile schools to ensure that students in these schools have the same level of access as students in other schools.

Moving to online delivery of assessment services including external assessments

Today's school children are growing up in a world where technology is second nature, and this is changing the face of learning, teaching and assessment. Globalisation and digital technology are also changing the expectations of learners, employers, iwi and industry.

Teaching and learning are becoming more personalised to each learner. Technology provides an opportunity for assessment to be better integrated into the learning process, with a focus on critical thinking, collaboration, creativity and innovation and applying new knowledge to real world situations. These are the skills that employers are increasingly demanding.

NZQA's key goal of having 'NCEA examinations online, where appropriate, by 2020', aims to meet the changing needs for our services by our customers (learners, teachers, schools, tertiary institutes, employers and industry). We will work towards our digital transformation goal by continuing to investigate ways to adapt assessment of NCEA to keep pace with changes in pedagogy brought about through technology innovations. Our change programme will involve running a number of trials and pilots where schools have opted into a range of selected digital assessments, so we can build our understanding of what works in practice and confidence in co-creating the change with the sector, including schools, teachers and learners. We will do this while ensuring that the quality and currency of the NCEA qualifications are protected.



SUPPORTING NCEA EDUCATIONAL PATHWAYS

Supporting parents, whānau, employers and the community to better understand NCEA

NZQA's work includes initiatives that aim to support the acceleration of the educational achievement of Māori and Pasifika. Two key initiatives are the workshop based programmes, *NCEA and the Whānau* and *NCEA ma le Pasifika*. These programmes provide information about NCEA to parents and whānau. They promote the need to choose those subjects and standards that are aligned with student's career interests to give them the best pathway into tertiary education.

NZQA intends to:

- › provide support to qualification developers, teachers and other practitioners with information and resources to assist learners and whānau to understand qualification pathways
- › support secondary schools and education providers to accelerate Māori and Pasifika learner success through culturally relevant assessment resources and tools (including NCEA resources and exemplars).

Working with others to lift Māori and Pasifika achievement in STEM related NCEA subjects

Many countries know they will have a skills gap between the number of job openings in STEM-related occupations and too few graduates with the right skills to fill them. We know that economic success for Māori and Pasifika is also economic success for New Zealand. Increased participation and achievement of Māori and Pasifika students in STEM will make a positive contribution. Through partnering and facilitating, NZQA is seeking to support a lift in Māori and Pasifika participation and achievement in STEM.

To focus our efforts we have set a key goal of 'NZQA partners with education system agencies to support a 50% lift of Māori and Pasifika student achievement at NCEA Level 3 in one or more standards in STEM subject related areas by 2020.'

Some of the opportunities that NZQA has identified to support student achievement include:

- › raising the profile of STEM subjects with Māori and Pasifika learners through informed subject choice, subject selection and planning for NCEA achievement
- › promoting opportunities and assisting students to build STEM into their NCEA pathway (and onto tertiary education)
- › supporting teachers to contextualise STEM subjects with mātauranga Māori.

How we will measure success

SUCCESS INDICATORS	HOW WILL THIS BE MEASURED
Increasing the capability of schools in relation to internal assessment practice	The percentage of schools on a 3 or 4 year MNA cycle ¹⁴ is between 75%–85%
Maintaining moderator/teacher agreement rates at a level comparable to international best practice	The annual moderator/teacher agreement rate is around 85% ¹⁵
Increasing the number of students from low decile schools accessing Special Assessment Condition (SAC) support	Overall at least 3–5% of students from low decile schools apply for SAC support ¹⁶
An increase in the number of subjects and candidate entries externally assessed digitally	The number of subjects and candidate entries for external assessments completed digitally compared to a paper-based format
We have more parents and whānau engaging with NCEA by accessing information, resources and workshops	<p>Number of parents and whānau who participate in <i>NCEA and the Whānau workshops</i></p> <p>The percentage of parents and whānau who attended <i>NCEA and the Whānau workshops</i> who report increased knowledge of NCEA and more confidence to support their child(ren) and engage with schools about NCEA pathways</p> <p>Number of Pasifika parents and families who participate in <i>NCEA Ma le Pasifika workshops</i></p> <p>The percentage of Pasifika parents and families' who attended <i>NCEA Ma le Pasifika workshops</i> who report increased knowledge of NCEA and more confidence to engage with schools about NCEA pathways</p>

¹⁴ For further information on the MNA process including a matrix that describes the length of cycles, refer to <http://www.nzqa.govt.nz/assets/Providers-and-partners/Assessment-and-moderation/MNZ-Leaflet.pdf>

¹⁵ External expert advice is that 85% is a high agreement rate that indicates robust and valid assessment practice.

¹⁶ In 2015, applications were received from 2% of students in low decile schools. To increase this uptake to a minimum of 3% will require a 50% increase in applications received. NZQA will continue to support schools in future years to achieve significant lifts year on year.



Organisational Health

People and capability

To deliver on its commitments, NZQA relies on its most important asset – its people. This focus ensures NZQA can deliver services and meet its obligations as a good employer. NZQA has six strategic focus areas that guide the development of its people, with the requirements of our Future State programme at the heart of these:

- › learner and customer centred
- › innovative
- › technology capable and technology enabled
- › culturally aware
- › strong in programme and project management capabilities
- › results focussed.

Our People Plan 2014–2018

These focus areas have driven the development of NZQA's *People Plan 2014–2018*. The People Plan supports NZQA to have a high calibre, engaged and agile workforce, through its three key workstreams:

- › consolidating and stretching our skills and capabilities
- › strengthening our leadership and management expertise
- › enhancing our performance and culture.

Our commitment to Equal Employment Opportunities (EEO)

The People Plan demonstrates NZQA's commitment to being a good employer and embeds the principles of Equal Employment Opportunities (EEO) into our work. It also demonstrates responsiveness to a diverse workforce through the provision of flexible work practices, active Māori and Pasifika staff networks and monitoring of workforce data and trends (including pay gap, age and ethnicity). We monitor and assess a range of information sources to provide a fuller picture of how we can ensure we have the

capability for future challenges. Monitoring provides us with workforce data and trends that informs our responsiveness to specific EEO groups. Some key sources of information include:

- › health and safety measures
- › post-appointment and exit questionnaires
- › recruitment and retention data
- › informal feedback from organisation wide activities such as in-house training, cultural celebrations and internal communications.

Values

We have a set of values that guide the way we work, both within NZQA and with our partner agencies across the education system. Our values are described in detail on page 31.

Health and Safety

NZQA is committed to providing a safe workplace and meeting its responsibilities under the new Health and Safety legislation. Work has been ongoing in this area for some time and includes the development of a Health and Safety vision along with an action plan. Measures for Health and Safety reporting have also been reviewed and upgraded. The Health and Safety Committee, which includes employee representatives, has been active in developing an annual programme of work. The programme provides for regular focus and communications to staff each month on specific topics. A number of activities, which include wellbeing expos and ongoing training for managers and staff, will continue to be the focus for the years ahead.

NZQA's revenue

NZQA's revenue is almost equally split between funding from the Crown and fees received for services provided to third parties. This means it is affected by events in both the private and public sectors and by variation in the number of learners and education providers.

Sound governance, financial and management systems have enabled NZQA to meet the challenges of fiscal constraints and an environment of increasing customer expectations. As part of NZQA's overall efficiency and effectiveness activities, the cost profile of a number of NZQA-provided services is regularly analysed to review fixed, variable, direct and indirect costs. Opportunities for savings are identified and realised to ensure NZQA continues to deliver high-quality services while managing the upward pressures on costs.

Information and Communication Technology (ICT)

In the future, NZQA's services will be increasingly digital, delivered online and customer-centred, ensuring they are fit for purpose for the needs of our customers. ICT is a critical enabler of our transformation – enabling the delivery of on-demand, anywhere, anytime services. ICT also enables information as a key strategic asset for NZQA. The secure, accurate and timely exchange of information is an integral part of achieving both NZQA and the wider education sector goals. NZQA's *Information Services Plan 2015–2020* describes how we will effectively leverage ICT and information to deliver on our strategic objectives. It enables our investment in ICT to efficiently deliver our functions and services and create a platform for the future.

Similarly, we will work with our partner agencies to give effect to the Ministry of Education's *Education System Digital Strategy*. This strategy provides for a system-wide co-ordinated approach to ICT investment.

Focus on continuous improvement

Ongoing self-assessment and continuous improvement is a fundamental part of NZQA's approach. Effective mechanisms are in place to support ongoing improvements to systems, policies and procedures. These include independent reviews (undertaken by NZQA's internal audit team or commissioned separately to support significant projects) and using external feedback to identify service improvement (through regular customer and staff surveys).

NZQA's Board, Strategic Management Team and business unit managers monitor its performance against service delivery, productivity and organisational capability targets on a monthly basis. Some of the higher-level indicators are provided in the following table.

Improving our effectiveness

Our Future State programme of work is critical to us improving our effectiveness in the medium-term. As a strategic investment for the education system, this programme has a specific focus on the needs of learners and employers and its outcomes will add value to teaching and learning.

We will work with our partner education agencies to improve our effectiveness and get better results for New Zealanders. This will include:

- › improving our collective system stewardship to generate better outcomes across the system.
- › establishing an innovative, integrated implementation model to enable staff and resources from across the agencies to jointly deliver. This will include sharing back office services and functions where appropriate
- › developing a more joined up approach to planning and measuring the performance of the education system.



Indicators	Actual 2014/15	Forecast 2016/17
Financial		
NZQA expenditure is monitored against a budget to achieve +/- 5% within budget	Achieved (1%)	Achieved
Cash against current debt ratio is maintained at not lower than 1.10:1 on an annual basis	Achieved (2:1)	Achieved
Customer service		
More than 85% of surveyed customers consider the quality of their experiences with NZQA to be the same as or better than their experiences with other public sector organisations	Not Achieved (84.2%)	Achieved
Information and communication technology		
The availability of NZQA's website www.nzqa.govt.nz 99.5% of the time*	Achieved	Achieved
ICT reliability	99.8%	99.9%
People		
NZQA performs well in the Human Rights annual 'good employer' analysis report	Achieved	Achieved

* This excludes planned outages

Risk management

NZQA has an effective risk management approach to systematically identify, analyse, treat and monitor risks to the organisation. NZQA's approach is consistent with the Joint Australian/New Zealand International Standard for Risk Management (AS/NZS ISO 31000:2009). This process requires managers at all levels to identify, quantify and mitigate risks. The Strategic Management Team monitors organisational risks monthly and reports them to the Board, according to the mitigated level of risk. Any outstanding risks are reported to Ministers as appropriate. The following table provides a summary of NZQA's key strategic risks.

STRATEGIC RISKS	RISK MANAGEMENT STRATEGIES	LIKELIHOOD ASSESSMENT (MAY 2016)
<p>If there is ongoing increased operational revenue pressure then our operations may be affected. NZQA's current medium and longer term IT solution reinvestment strategy is focusing on moving its core system infrastructure into cloud based solutions. This means a shift of NZQA's investment profile from Capital intensive to Operating intensive, which will have an impact on NZQA's operating revenue.</p> <p>NZQA's third party revenue represents approximately 50% of its revenue structure and is variable in demand. We are dependent on a certain level of volume to meet the fixed cost of maintaining our third party funded services.</p>	<p>NZQA's financial risk management strategy includes ring fencing depreciation funding stream and maintaining a prudent cash reserve to bridge the shift in Capital intensive to Operating Intensive business investment model by releasing depreciation funding to operating investment.</p> <p>At the same time the cash reserve will provide a buffer to mitigate third party revenue risks.</p> <p>Prudent quarterly rolling forecast exercises and monthly financial monitoring approaches enable any financial risks to be timely mitigated.</p>	Low
<p>The new operating model through the Future State programme will require the right organisational capability that may need to be developed and recruited.</p>	<p>NZQA uses a range of approaches for ensuring different types of capability, including capability development/workforce planning, contracting and recruitment.</p>	Medium
<p>Transitioning to a new operating model through the Future State programme may create pressures between existing services and future development.</p>	<p>Clear focus and accountabilities for BAU activities. Transition planning for moving to new operating models including use of trials and pilots for testing operating models before implementation.</p>	Medium
<p>If education system readiness constrains schools from participating then successful adoption of digital assessment may be limited.</p>	<p>Our strategies include working with other education agencies, giving sufficient lead time for change, co-creating with others, allowing schools and students to opt-in when ready, consulting widely across the education system on the changes and stepping into change incrementally through trials and pilots allowing schools to test infrastructure.</p>	Medium



Glossary

Assessment (external)	End-of-year external examinations for secondary school students (NCEA) that are set and marked by NZQA.
Assessment (internal)	Work that is set and marked by individual schools; independent moderators from NZQA ensure that all schools are assessing work to the national standard.
Better Public Services	<p>The Better Public Services (BPS) Programme is a set of 10 challenging results for the public sector to achieve over the next five years. The 10-results are:</p> <ol style="list-style-type: none"> 1. Reducing long-term welfare dependence (Result 1) 2. Supporting vulnerable children (Results 2–4) 3. Boosting skills and employment (Results 5–6) 4. Reducing crime (Results 7–8) 5. Improving interaction with government (Results 9–10) <p>Further information on the BPS programme can be found at www.ssc.govt.nz/better-public-services</p>
Business Growth Agenda	The Business Growth Agenda is an ambitious programme of work that will support New Zealand businesses to grow, in order to create jobs and improve New Zealanders' standard of living. The Business Growth Agenda focuses on six key "ingredients" businesses need to grow: export markets, innovation, infrastructure, skilled and safe workplaces, natural resources, and capital. Each of these has its own programme of work.
Education (Pastoral Care of International Students) Code of Practice 2016 (The Code)	<p>The Code is a document that provides a framework for service delivery by education providers and their agents to international students.</p> <p>It sets out minimum standards of advice and care that can be expected and provides a procedure that students can follow if they have concerns about the treatment they receive from their education provider or agent of a provider.</p>
External Evaluation and Review (EER)	The purpose of EER is to provide a judgement of the quality and performance of a tertiary education organisation (TEO). This judgement includes assurance that TEO self-assessment processes achieve, and improve, outcomes for learners and other customers.
Future State	"Future State" is a term NZQA uses to represent its plan to prepare for New Zealand's changing educational needs.
Government Training Establishment (GTE)	A state-owned organisation providing education or training (for example, NZ Police Training Services, New Zealand Army).
Industry Training Organisation (ITO)	An industry-specific body, recognised under the Industry Training Act 1992, which sets NZQA accredited skill standards for its industry, and manages arrangements for industry training that enable trainees to attain those standards.
Institutes of Technology/ Polytechnics (ITP)	An organisation that delivers technical, vocational and professional education.



The Leadership Statement for International Education	The Leadership Statement for International Education sets bold aspirations for growth in international education and aims to double the economic value of international education to \$5 billion over the next 15 years. The Statement can be found here: www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/leadership-statement-for-international-education/
The Māori Education Strategy: Ka Hikitia	Ka Hikitia is the Ministry of Education's strategy to rapidly change how the education system performs so that all Māori students gain the skills qualifications and knowledge they need to enjoy and achieve education success as Māori. www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/the-maori-education-strategy-ka-hikitia-accelerating-success-20132017/
Managing National Assessment (MNA)	The term used to describe the processes for achieving valid, fair, accurate and consistent internal assessment in schools. It is a partnership between schools and NZQA, by which NZQA checks, evaluates and reports on schools' processes and systems, to ensure that internal assessment decisions and systems remain effective.
Mātauranga Māori Evaluative Quality Assurance (MM EQA)	The quality assurance approach applied by NZQA to reach evaluative decisions and conclusions regarding qualifications and programmes considered uniquely and distinctly mātauranga Māori.
Moderation	The process of confirming that an organisation's assessment activities are fair, valid and consistent with the required standard across a number of assessors or assessing organisations.
National Certificate of Educational Achievement (NCEA)	New Zealand's main national qualification for secondary school students. Available at levels 1–3, it is registered as part of the New Zealand Qualifications Framework.
New Zealand Qualifications Framework (NZQF)	The NZQF is a comprehensive list of all quality-assured qualifications in New Zealand
New Zealand Scholarship	The New Zealand Scholarship examinations are most often undertaken by students in the final year of secondary school (Year 13). The Scholarship is a competitive monetary award for top-performing students who intend to enter tertiary study; it does not contribute towards a qualification.
Pasifika Education Plan 2013–2017	The Pasifika Education Plan 2013–2017 (PEP) is the Ministry of Education's plan aimed at raising Pasifika learners' participation, engagement and achievement from early learning through to tertiary education.
Pasifika Plan 2015–2017	The Pasifika Plan 2015–2017 sets out our contribution to accelerating Pasifika learner achievement. The plan can be found on our website at http://www.nzqa.govt.nz/about-us/publications/strategic-documents/
Private Training Establishment (PTE)	An establishment that provides post-school education and training, and is registered by NZQA under Part 18 of the Education Act 1989.

Self-assessment	The processes that providers of post-school education and training services use to establish evidence of their own effectiveness. The results of these processes should inform future planning and lead to actions that bring about improvements.
Standards	There are two types of national standards on the NZQF: 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	STEM is the acronym of science, technology, engineering, and mathematics.
Targeted Review of Qualifications (TRoQ)	The TRoQ at levels 1–6 on New Zealand's 10 level qualifications framework is a programme of work to streamline and simplify New Zealand's qualifications system and ensure qualifications meet the current and future needs of learners, industry and other clients.
Tertiary Education Organisations (TEOs)	Universities, industry training organisations, institutes of technology and polytechnics, PTEs, government training establishments and other providers.
Tertiary Education Strategy	<p>The Tertiary Education Strategy 2014–2019 sets out the Government's long-term strategic direction for tertiary education.</p> <p>The Strategy has six priorities</p> <ol style="list-style-type: none"> 1. Delivering skills for industry 2. Getting at-risk young people into a career 3. Boosting achievement of Māori and Pasifika 4. Improving adult literacy and numeracy 5. Strengthening research-based institutions 6. Growing international linkages <p>The strategy can be found at the Ministry of Education website at http://www.education.govt.nz/ministry-of-education/overall-strategies-and-policies/tertiary-education-strategy</p>
Te Rautaki Māori me te Mahere Whakatinana a te Mana Tohu Mātauranga o Aotearoa	NZQA's strategic and implementation plan to advance Māori education and training between 2012 and 2017. The strategy can be found on our website at http://www.nzqa.govt.nz/maori/te-rautaki-maori/ .
Wānanga	A body established under section 162(2) of the Education Act 1989 that is characterised by teaching and research that maintains, advances and disseminates knowledge and develops intellectual independence, and assists the application of knowledge regarding āhuatanga Māori (Māori tradition), according to tikanga Māori (Māori custom).





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

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

NGAIOTANGA DOING OUR JOB IN THE BEST POSSIBLE WAY

- + 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 MĀTAURANGA O AOTEAROA

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





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