



He tauākī whakamaunga atu

Statement of Intent

2019/20 – 2022/23



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 accepted as credible and robust, both nationally and internationally.

Kia Noho Takatū Ki Tō Āmua Ao

Qualify for the Future World

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 with 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.

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He whārangi ihirangi

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He kupu takamua nā te Tiamana o te poari matua me te Pouwhakahaere

Foreword from the Board and Chief Executive

Learners are at the centre of everything we do.

Leading our focus is NZQA's vision – for New Zealand learners to Qualify for the Future World: Kia Noho Takatū Ki Tō Āmua Ao.

In a rapidly changing environment, we need to meet the current and future needs of learners at secondary school and any of the forms of tertiary education so they are equipped to meet the challenges of working and living in communities as the 21st century unfolds.

The overarching outcome will be that the services we deliver are credible, trusted and value-adding in the rapidly changing worlds of learning and work.

We continue to shape NZQA's evolving strategic direction and priorities, and this Statement of Intent outlines two overarching outcomes. Firstly, equity of access to qualifications supports intergenerational wellbeing. Secondly, New Zealand's qualifications enable lifelong learning.

Supporting intergenerational wellbeing

We believe that having equitable access to education may improve the wellbeing of those learners most likely to be disadvantaged, and their whānau. We design our services for equity by actively using feedback from learners, their whānau and education organisations to co-design our services with them. We are engaging with learners in new ways that are more relevant to their learning needs and their contexts. We aim to focus on barriers that may confront learners and endeavour to address these barriers.

NZQA is focused on building strong Māori and Pasifika partnerships to understand how our services can better meet their needs and to enable their achievement of educational success.

Advancing mātauranga Māori is an important goal. We facilitate the quality assurance of qualifications based on mātauranga Māori and recognise the importance of mātauranga Māori to learners achieving their aspirations and positive wellbeing.

Learners with disabilities and learning support needs are a focus of attention. Likewise, it is important that those experiencing socio-economic disadvantage have access to qualifications that meet their needs and aspirations.

Our goal to be a te reo Māori learning organisation demonstrates our responsiveness to Māori expectations and commitment to Maihi Karauna (the Crown Māori Language Strategy) and Tau Mai Te Reo (the Māori Language in Education Strategy).

Enabling lifelong learning

People will need to engage in learning throughout their lives to keep pace with changes in the nature of work arising from rapid social, economic and technological advances.

Megatrends of technology disrupting labour markets and changing skill demands, together with population ageing, mean that more people will change careers more often. Lifelong learning is key to addressing these challenges and opportunities.

New Zealand's productivity is dependent on a suitably skilled workforce.

A range of approaches to lifelong learning will be needed. For some people it will involve formal qualifications; for others, micro-credentials will be more appropriate.

Micro-credentials, introduced into the New Zealand education and training system in 2019, enable learning for emerging skills, for example skills related to new technology, to be brought to market quickly.

Micro-credentials enable learners to access specific knowledge and skills in a cost-effective and time-efficient way. Emerging skills related to new technology can be brought to market quickly, helping people stay current in occupations to suit their circumstances. Micro-credentials were introduced to help the New Zealand education and training system stay relevant in the face of fast-paced social, economic and technological change.

To ensure that the qualifications system can respond to these social, economic and technological changes a review of the New Zealand Qualifications Framework (NZQF) was initiated in 2018. The review seeks to optimise the portability and recognition of a wide range of qualifications and potentially other credentials, as education and training operate in an increasingly global environment.

The NZQF provides clear and comprehensive information for learners, employers, communities and iwi on relevant learning pathways. This assists learners to make better choices about their education and training, and employers to understand the skills they need.

Innovations in assessment

We look both here and around the world at how using new technology, processes and ways of thinking will help us continue to deliver on our role. High-quality, valid and reliable assessment and supporting personalised learning are integral, as is analysing data to improve our customer knowledge, responsiveness and focus.

Our plans to move to digital assessment through having National Certificate in Educational Achievement (NCEA) examinations available online are well advanced. We're introducing NCEA Online in stages – offering 14 subjects digitally in 2019 across levels 1, 2 and 3, with the range of subjects expanding in 2020 and beyond. This follows four years of trials and pilots, when around three-quarters of New Zealand secondary schools and well over 30,000 learners experienced at least one online examination – with very positive feedback.

Changing how learners can do their NCEA examinations – from hand-written papers to online – reflects the way they already interact with the world and how they are doing much of their learning – and it is what learners are telling us they want.

Enabling learners to use digital technologies to learn and be assessed will help schools teach the fast-evolving skills needed for life and work. For example, in the next 20 years two-thirds of children entering primary school today will work in job types that don't yet exist and will require new skills¹.

Our approach to digital assessment supports innovation in teaching and learning and will change along with evolving technology. New approaches offer greater opportunities for learners to show what they know, the skills they have learned and how they can use those skills in real-life situations.

The data generated by digital assessment will feed into future examination design and approaches to teaching and learning.

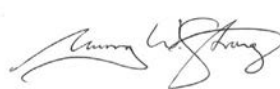
Digital assessment goes hand in hand with our move to digital moderation, responding to the changing forms of evidence and the need for timely feedback to schools and tertiary education organisations.

In conclusion

Our goals and objectives are underpinned by a commitment to make it easier and more meaningful to access our information and services for those most affected by them, and for creating solutions to support intergenerational wellbeing.

These outcomes are underpinned by our commitment to co-designing solutions with those most affected by them.

We look forward to continuing to work with learners, whānau, teachers, educators, iwi and industry so that all New Zealanders can Qualify for the Future World.



Murray Strong

**BOARD
CHAIRPERSON**



Neil Quigley

**RISK AND ASSURANCE
COMMITTEE CHAIR**



Karen Poutasi

CHIEF EXECUTIVE

¹ The Future of Jobs: Employment, Skills and Workforce Strategy for the Fourth Industrial Revolution, World Economic Forum, January 2016



Te mauri me te korahi o ā mātou mahi

The nature and scope of our functions

Our contribution to the education system

The Government's Education Portfolio Work Programme is based on the following objectives:

- Learners at the Centre
- Barrier-Free Access
- Quality Teaching
- Quality Public Education
- 21st Century Learning.

NZQA's strategic outcomes framework outlined in this Statement of Intent incorporates these key drivers. This is evidenced by our focus on equity for Māori and Pasifika learners as well learners with disabilities and additional learning needs and socio-economically disadvantaged learners.

We work closely and in collaboration with the wider government sector, colleague education agencies and other key stakeholders to gain synergies and deliver the best impact. We recognise that through working together we can more effectively help create the acceleration in learner achievement and system performance required for New Zealand's success. Refer to the diagram on page 8.

An example of our collaboration with schools is our work with the Education Review Office and the Ministry of Education regional offices to provide NCEA data to inform discussions about equity in STEM (science, technology, engineering and mathematics) subjects. Likewise, collaboration is fundamental to our work in reviewing the NZQF. We will continue these and other collaborations in support of the Education Portfolio Work Programme.

System changes are proposed through a number of reviews. We are working with colleague agencies on the changes proposed by the NCEA Review, the Tomorrow's Schools Review and the Reform of Vocational Education to ensure that the way our services are delivered in the next three or four years is responsive to government decisions.

Our role

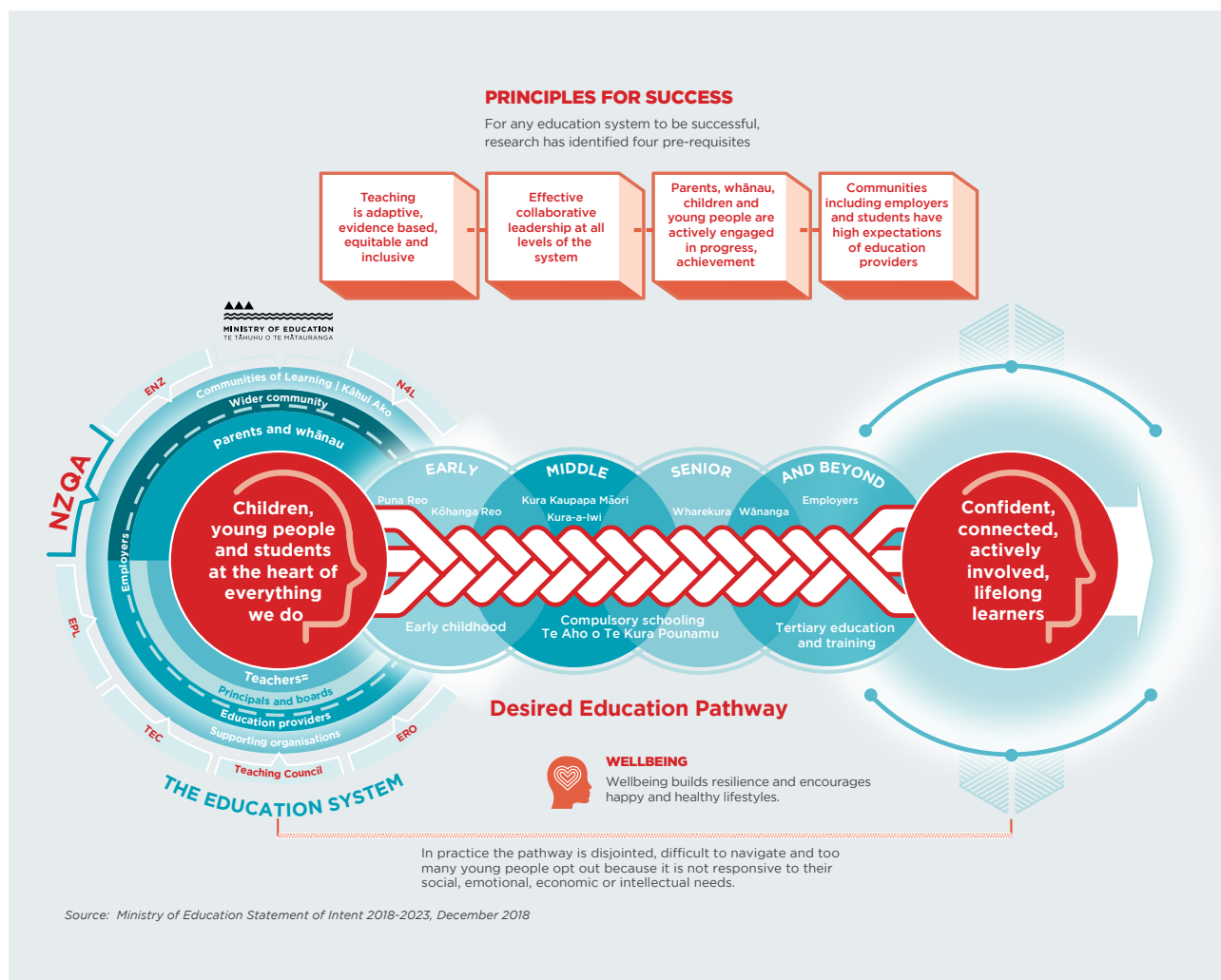
Our primary role is to ensure that New Zealand qualifications are accepted as credible and robust, both nationally and internationally. We do this through our work to quality assure non-university tertiary education, regulate tertiary education, deliver robust senior-secondary-school-level assessment and credentialing and improve the qualifications system.

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

Key functions

Qualifications:

The NZQF is the definitive source for accurate information about all quality-assured New Zealand qualifications – covering secondary school, tertiary education and those institutions open to international learners. The NZQF is designed to optimise the recognition of a learner's achievement and contribute to New Zealand's economic, social and cultural success.



Quality assurance:

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

Assessment:

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

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

Ngā rautaki takune

Strategic intentions

Our context and the operating environment we are working in

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

The expectations of education are changing, and learners want greater flexibility in their learning programmes and qualifications. Significant equity issues still exist for Māori and Pasifika learners. Employers are looking for more nimble and adaptable workers with a diverse range of skills and capabilities. Overall the needs and expectations of learners and their whānau, employers, industry and iwi continue to evolve, demanding more of the education sector organisations.

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

Our strategic priorities, as agreed with the government, are:

- Equity of access and outcomes
- Flexible and future focused
- Working in collaboration with learners and the sector.

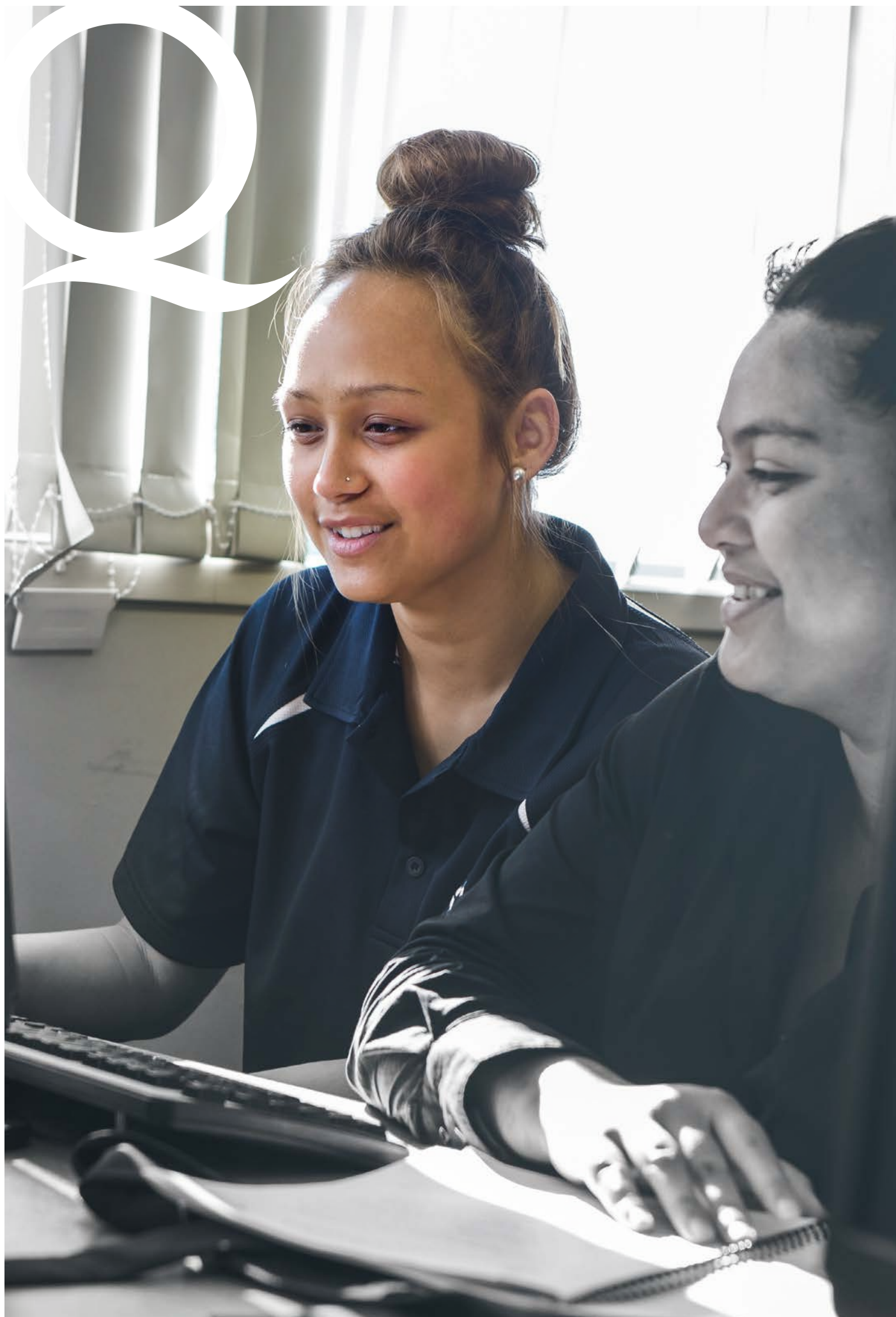
These strategic priorities will be supported by operational priorities of supporting system

outcomes, sustainable business practices and responsive systems.

In revising our strategic outcomes framework, we have incorporated the essence of the Government Education Portfolio Work Programme as well as the above strategic and operational priorities. As a result, we have sharpened our focus on two key outcomes:

- Equity of access to qualifications supports intergenerational wellbeing
- New Zealand qualifications enable lifelong learning.

These two outcomes will now form the cornerstone of our strategic outcomes framework, which is outlined on pages 11 and 12. We have developed our new Statement of Performance Expectations in conjunction with the development of this strategic outcomes framework. Through this process we have had a strong emphasis on ensuring that there are clear links between the framework and the measures to enable readers to see and understand the connection between the Statement of Intent and the Statement of Performance Expectations.



Kia Noho Takatū Ki Tō Āmua Ao

1.0

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

2.0

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



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



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



1.3 Ka tautokohia ngā ākonganga whaikaha, rawakore rānei, kia whāia ngā tohu mātauranga e tika ana, e tutuki ana hoki i 6 rātou hiahia me 6 rātou tūmanako



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



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

Ngā pātanga mō
te 5 – 10 tau

Ngā hua ake mō
te 3 – 5 tau

1.1.1

Mā te wheako kiritaki ano ngā rātonga o NZQA e ārahi

1.1.2

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

1.1.3

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

1.2.1

He tari ako i te reo me ngā tīkanga Māori a NZQA

1.2.2

Ka kōkiri takatika i te mātauranga Māori hei tautoko i ngā ākonganga

1.2.3

Ka whai hua ngā ākonganga Māori me ngā ākonganga Pasifika i ngā rangapū auaha

1.3.1

Ka tāharatia ngā tauarai o te whai tohu mātauranga ki ngā ākonganga, ā, ka hāpaicia hoki ngā hiahia whāiti o te ako

2.1.1

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

2.2.1

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

2.2.2

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

2.1.2

Mā te reo o te ākonganga ano ngā mahi aromatawai matihiko me te pāheko tika i te tangata e tautoko

2.2.3

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

Quality for the Future World

1.0

Equity of access to qualifications supports intergenerational wellbeing



1.1 NZQA services are designed for equity



1.2 Innovative partnerships support equitable access for Māori and Pasifika learners



1.3 Learners with disabilities and learning support needs, and/or socio-economic disadvantage have access to qualifications that meet their needs and aspirations



2.1 Assessment and credentialing support innovation in teaching and preparation for a changing world of work



2.2 Qualifications are accepted as credible and robust nationally and internationally

5 – 10 years
Focus areas
(outcomes)

5 – 10 years
Impacts

3 – 5 years
Intermediate
outcomes

1.1.1

Customer experience informs the delivery of NZQA services

1.1.3

Learners access qualification pathways that are right for them

1.1.2

Whānau and education organisations are engaged and confident in supporting learners

1.2.1

NZQA is a te reo Māori learning organisation

1.2.2

Mātauranga Māori is advanced to support learners

1.3.1

Barriers to learners accessing qualifications are reduced and additional learning needs are supported

2.1.1

Innovative assessment practices enable learners to make connections across learning areas

2.2.1

The NZQF facilitates lifelong learning

2.2.2

Quality assurance provides trust and confidence in New Zealand credentials and qualifications

Te tirohanga whānui o te rautaki

Strategic overview

Kia noho takatū ki tō āmua ao

Our services enable learners to qualify for the future world. This is not a static, one-off achievement as the future of work demands lifelong learning.

TE HUA NUI I:

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

OUTCOME I:

**Equity of access to qualifications
supports intergenerational wellbeing**

There are significant equity issues for Māori and Pasifika learners compared to other learners, affecting their ability to access qualifications. Similarly, equity issues exist for learners with learning support needs. Providing equitable access to qualifications levels the field for all learners to achieve wellbeing. NZQA plays a key role in working with our sector partners to address these equity issues.

As an operational agency, NZQA works closely with learners to understand their needs. We increasingly tailor our services so that rather than one size fits all they are fair for all learners. The equity challenges require NZQA to work in collaboration with other sector agencies and partners.

To achieve this outcome, NZQA's activities need to deliver:

- **Impact area 1.1:** NZQA services are designed for equity
- **Impact area 1.2:** Innovative partnerships support equitable access for Māori and Pasifika learners
- **Impact area 1.3:** Learners with disabilities and learning support needs and/or socio-economic disadvantage have access to qualifications that meet their needs and aspirations.

The following section outlines these impact areas and the measures of success for each of the areas.

TE WĀHANGA 1.1:**Ka hangaia mai ngā rātonga katoa o NZQA i te mana taurite****IMPACT AREA 1.1:****NZQA services are designed for equity**

At NZQA, we recognise that to improve equity, our services must be designed with equity in mind. One key way of knowing whether our services support equitable access and outcomes,

is by asking those who use our services. Through surveying different customer groups we can better understand how our services work for each customer group and target efforts to improve equity. We will survey our customers and ask them if their experience with NZQA is positive and our services are easy to use, particularly focusing on Māori and Pasifika learners as well as learners with disabilities and needing additional learning support and socio-economically disadvantaged learners.

Success indicators for impact area 1.1	How this will be measured
Feedback from customer groups demonstrates ease of access to our services	The likelihood to recommend and/or speak positively about NZQA services
Learner data held by NZQA is used to deliver insights into equity and the basis for potential interventions	Data insights are used to inform NZQA's service design and to support system change

TE HUA 1.1.1:**Mā te wheako kiritaki anō ngā rātonga o NZQA e ārahi****INTERMEDIATE OUTCOME 1.1.1:****Customer experience informs the delivery of NZQA services**

At NZQA the customer is increasingly at the centre of everything we do. Our customers are diverse and include learners, whānau, education organisations and employers. Understanding the customer experience is the best way we have of establishing whether the range of services we provide meets their needs. Through understanding the customer experience, we are able to improve and further tailor the range of services we deliver.

TE HUA 1.1.2:**Ka angitū ai te whānau me ngā whare ako katoa ki te tautoko i te ākongā****INTERMEDIATE OUTCOME 1.1.2:****Whānau and education organisations are engaged and confident in supporting learners**

Support is critical to enable learners to be as successful as possible. This support comes from various sources, including whānau and education organisations. NZQA plays an important role in providing information to these groups and others, to enable them to better understand the education system. It is vital that learners and their whānau have good information about qualifications. With this greater understanding comes greater confidence to support learners and therefore greater engagement. This leads to better outcomes.

TE HUA 1.1.3:

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

INTERMEDIATE OUTCOME 1.1.3:

Learners access qualification pathways that are right for them

For learners to be engaged in their learning, they need access to qualification pathways that are right for them. This is not a one-size-fits-all approach, as the interests of learners vary.

NZQA's role in this is to provide a range of data that supports schools and learners to understand their qualification pathway options. This will enable them to be confident that their learning pathways are setting them up for the futures they want.

TE WĀHANGA 1.2:

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

IMPACT AREA 1.2:

Innovative partnerships support equitable access for Māori and Pasifika learners

At NZQA we recognise that when we work with others and share resources and know-how, we have greater reach and better impacts. Through developing strong partnerships we help build greater trust and a collective understanding of the challenges and opportunities for Māori and Pasifika learners, and can collaborate with our partners to implement solutions.

Success indicator for impact area 1.2	How this will be measured
Strong partnerships with NZQA drive improvements in equity	Māori and Pasifika learner participation in STEM, digital assessment and mātauranga Māori qualifications

TE HUA 1.2.1:

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

INTERMEDIATE OUTCOME 1.2.1:

NZQA is a te reo Māori learning organisation

NZQA recognises it is important that staff learn te reo Māori. This matters because understanding the language leads to better understanding of Māori culture and identity. With that understanding we are better able to drive better outcomes for Māori.

Our goal to be a te reo Māori learning organisation demonstrates our commitment to Maihi Karauna (the Crown Māori Language Strategy) and Tau Mai Te Reo (the Māori Language in Education Strategy).

TE HUA 1.2.2:

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

INTERMEDIATE OUTCOME 1.2.2:

Mātauranga Māori is advanced to support learners

Te Hono o Te Kahurangi quality assurance framework enables NZQA to evaluate the quality and integrity of mātauranga Māori qualifications, programmes and educational delivery. This specialised quality assurance role supports learner access to mātauranga Māori.

TE HUA 1.2.3:

Ka whai hua ngā ākonga Māori me ngā ākonga Pasifika i ngā rangapū auaha.

INTERMEDIATE OUTCOME 1.2.3:

Māori and Pasifika learners benefit from innovative partnerships

NZQA recognises the value and builds on the benefits of partnerships with whānau, communities, iwi and education organisations to enable learners to be more successful.

TE WĀHANGA 1.3:

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

IMPACT AREA 1.3:

Learners with disabilities and learning support needs and/or socio-economic disadvantage have access to qualifications that meet their needs and aspirations

We recognise that learners have different needs and aspirations and we work to ensure that all learners have access to relevant qualifications. We do this in part through supporting the provision of Special Assessment Conditions (SAC).

The purpose of SAC is to provide 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 assessments (in both NCEA and New Zealand Scholarship).

There is a disparity in learners accessing SAC, and therefore accessing qualifications that meet their needs and aspirations. We will use our analysis of SAC applications and target our efforts in priority areas requiring greater SAC support.

Success indicator for impact area 1.3	How this will be measured
Greater uptake of Special Assessment Conditions (SAC) in target groups	Increased SAC applications for eligible learners from targeted groups

TE HUA 1.3.1:

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

INTERMEDIATE OUTCOME 1.3.1:

Barriers to learners accessing qualifications are reduced and additional learning needs are supported

NZQA recognises that not all learners have equal access to qualifications. They may face barriers to access and/or require additional support. Digital technologies provide opportunities for new types of support and services that have the potential to reduce barriers significantly. We are committed to working with learners, their whānau and education organisations in reducing barriers.

TE HUA NUI 2:

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

OUTCOME 2:

New Zealand qualifications enable lifelong learning

NZQA is responsible for quality assuring qualifications that are listed on the NZQF.

It is important that qualifications awarded are credible and robust. Learners are awarded credentials based on assessments of their learning and skills. Hence the quality of assessment practice is critical to maintaining the integrity of New Zealand's qualifications.

To achieve this outcome, NZQA's activities need to deliver:

- Impact area 2.1: Assessment and credentialing support innovation in teaching and preparation for a changing world of work
- Impact Area 2.2: Qualifications are accepted as credible and robust nationally and internationally.

TE WĀHANGA 2.1:

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

IMPACT AREA 2.1:

Assessment and credentialing support innovation in teaching and preparation for a changing world of work

At NZQA we recognise the role that assessment and credentialing play in supporting innovation in teaching and how they can engage learners in lifelong learning, therefore preparing them for a changing world of work. We want assessment to be a positive and seamless experience that is aligned with the learning methods used. NZQA seeks to extend the assessment capabilities of teachers and assure high-quality, authentic responses from innovation and assessment. Good assessment practice supports the achievement of qualification outcomes.

It is important that the assessment methods used allow learners to show what they have learnt. This may be through assessments that cover multiple areas of learning. It may enable learners to make greater connections between subject areas to see how this learning is used in practice. A positive assessment experience incorporating the above factors may assist in promoting an interest in lifelong learning.

Success indicator for impact area 2.1	How this will be measured
Teacher surveys indicate that assessment and credentialing methods are supporting innovation in teaching and the promotion of lifelong learning	Teachers agree that NZQA supports innovative approaches to internal assessment in schools

TE HUA 2.1.1:

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

INTERMEDIATE OUTCOME 2.1.1:

Innovative assessment practices enable learners to make connections across learning areas

There are two important aspects of innovation in assessment: assessment that enables learners to make powerful connections across learning areas; and methods of assessment that give learners broader opportunities to demonstrate validly what they know and what they can do. Digital assessment is a key tool in providing these opportunities.

TE HUA 2.1.2:

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

INTERMEDIATE OUTCOME 2.1.2:

Learner voice informs digital assessment methods and builds confidence and engagement in assessment

The learner voice is critical in developing high-quality, meaningful assessment and for innovation in assessment. In the development of online assessment we will co-design the assessment experience with learners to ensure that the online features work for the learners. Through this co-creation, learners will be more confident and engaged in undertaking assessment.

TE WĀHANGA 2.2:

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

IMPACT AREA 2.2:

Qualifications are accepted as credible and robust nationally and internationally

NZQA works to ensure that New Zealand qualifications are credible and portable and support lifelong learning. This helps to ensure that New Zealanders working overseas have their qualifications recognised, providing greater opportunities for employment and further education. It also helps in providing a positive experience to immigrants coming to New Zealand by having their qualifications assessed against an internationally recognised framework.

Success indicator for impact area 2.2	How this will be measured
The NZQF is widely acknowledged in international forums for the portability of New Zealand qualifications	Recognition of New Zealand qualifications is increased through the development and maintenance of qualification-recognition arrangements

TE HUA 2.2.1:

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

INTERMEDIATE OUTCOME 2.2.1:

The NZQF facilitates lifelong learning

The NZQF articulates the relationship between qualifications and other quality-assured credentials. This enables learners to engage confidently and flexibly in the learning of quality-assured credentials to maintain the currency of their skills in the workplace.

TE HUA 2.2.2:

Mā te whakaū kounga ka noho tika ka noho pono nei ngā pūkenga whāiti me ngā tohu mātauranga o Aotearoa

INTERMEDIATE OUTCOME 2.2.2:

Quality assurance provides trust and confidence in New Zealand credentials and qualifications

In order to ensure that New Zealand's credentials and qualifications are trusted, NZQA's quality assurance systems must be robust. NZQA's quality assurance role is directed towards supporting higher levels of trust and confidence in education outcomes for the tertiary education system. NZQA sets the statutory rules for the whole tertiary education sector and manages quality assurance in the non-university part of the tertiary sector.

NZQA operates an integrated quality assurance system in which all components support each other. The quality assurance system covers registration

of private training establishments and approval of qualifications (including degrees and related qualifications), programmes, training schemes and assessment standards. It also includes assuring the consistency of graduate outcomes; moderating assessment standards; monitoring of programmes including degrees; conducting the external evaluations and reviews; risk management; and quality assuring and monitoring signatories to the Education (Pastoral Care of International Students) Code of Practice 2016.

TE HUA 2.2.3:

Mā te mana tonu o ngā tohu mātauranga ka āheitia te toro atu ki te ao

INTERMEDIATE OUTCOME 2.2.3:

Greater qualification recognition enables mobility

Greater qualification recognition has benefits for both international and domestic learners, as well as those wishing to immigrate to New Zealand. The international recognition of New Zealand qualifications not only encourages international learners to study in New Zealand, it also allows domestic learners to have their qualifications more readily recognised overseas. Where a qualification recognition has been agreed, those wishing to immigrate to New Zealand can have confidence that their overseas qualifications have parity with the types and levels of New Zealand qualifications.



Ngā mahi hauora a te tari

Organisational health

People and capability

To deliver on our commitments, we rely on our most important asset – our people (NZQA staff as well as the external workforce). This focus ensures that we can deliver services and meet our obligations as a good employer. We have two strategic focus areas and four skill sets that guide the development of our people, with the requirements of our Future State portfolio of work at the heart of these.

Strategic focus areas:

- Equity focused
- Learner and customer centred.

Skill sets:

- Innovative
- Digitally capable
- Evidence based and results focused
- Programme and project management capable.

These focus areas and skill sets help to build a resilient and responsive workforce capable of operating effectively in an ever-changing and at times ambiguous environment. These capabilities enable NZQA to achieve our organisational goals and objectives.

We continue to build an engaged workforce, reflecting diversity and inclusion thereby bringing a range of capabilities, experiences and perspectives. This enables NZQA to respond successfully and effectively to our current and future customer and organisation needs.

Values

Our values 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 29.

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.

NZQA's revenue

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

Sound governance, financial and management systems have enabled us to meet the challenges of fiscal constraints and an environment of increasing customer expectations. As part of our 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 we continue to deliver high-quality services while maintaining the upward pressures on costs.

Information and communication technology (ICT)

Technology is a key enabler for how we deliver our services. Our ICT strategy links directly to our goals of being learner focused and sector connected, maximising advantage from technology, working collaboratively and providing high-quality data.

We are continuing our transformation to being a digital organisation by focusing on a digital culture and literacy, utilising technology and identifying the highest-value propositions, along with ensuring a measured uptake of cloud-based technology. This will improve and change the way we deliver our services and our ICT systems, including our resilience for business continuity in the event of disruption. Moving to cloud-based services and systems will alter our security risk profile, and we are closely monitoring our ICT risk management framework.

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 in 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.

Improving our effectiveness

Our Future State portfolio of work is critical to our improving our effectiveness in the medium-term. This portfolio of work recognises that we live in a global and digitally connected world, where the future of work is changing unpredictably. As a strategic investment for the education system, this portfolio has a specific focus on the needs of learners and employers and its outcomes are designed to add value to teaching and learning.

We will build on our work with our colleague agencies to continue 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
- Contributing to a more joined-up approach to planning and measuring the performance of the education 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.



Customer experience

A key focus at NZQA is on co-designing our services and products with our customers where relevant. We also have robust mechanisms to capture continually the voice of our customers through surveys, interviews and workshops.

NZQA uses this feedback to continually improve its services. We also share the customer voice, where relevant, with other education sector agencies to ensure that NZQA is working collaboratively with sector partners in improving the customer experience.

Risk management

We have a risk management and reporting framework that provides a consistent way to identify and assess key risks and mitigation strategies. This ensures we can deliver our services while managing associated risks. We do this through compiling an organisational risk register every month and through the Board reviewing these risks every quarter.

Te kupu taka

Glossary

Assessment	A method of collecting and evaluating evidence to establish the level of an individual's performance, whether carried out by external methods, internal methods or a combination of external and internal methods, or any other approved method.
Assessment (external)	Assessment (NCEA or New Zealand Scholarship) conducted by NZQA. This includes reports, portfolio submissions, common assessment tasks and national examinations held at the end of the school year.
Assessment (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	Two types of assessment standard 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.
Education (Pastoral Care of International Students) Code of Practice 2016	A document that provides a framework for service delivery by education providers and their agents to international learners. It sets out minimum standards of advice and care that can be expected and provides a procedure that learners can follow if they have concerns about the treatment they receive from their education providers or agents of providers.
Education Organisation	Any organisation supplying education and/or training and/or assessment services to learners. This can include secondary schools, government and private organisations.

Evaluative Quality Assurance	This is the basis of NZQA's quality assurance system. It uses: • Evaluation theory and practice to reach well-informed, consistent and reliable evidence-based judgements about all aspects of organisational performance and capability • A practical focus on outcomes and key contributing processes • Awareness and improvement through organisational self-assessment.
External Evaluation and Review	A review that provides a judgement of the quality and performance of a tertiary education organisation. This judgement includes assurance that the organisation's self-assessment processes achieve, and improve, outcomes for learners and other customers.
External Workforce	Those who administer examinations such as exam centre managers and supervisors, and those engaged to provide professional services, such as panel evaluators and moderators.
Future State	A term NZQA uses to represent its plan to prepare for New Zealand's changing educational needs.
Government Training Establishment	A state-owned organisation providing education or training (for example, New Zealand Police Training Services, New Zealand Army).
Industry Training Organisation	An industry-specific body, recognised under the Industry Training and Apprenticeships 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 and Polytechnics	Organisations that deliver technical, vocational and professional education.

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.
Māori Education Strategy: Ka Hikitia	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. https://www.education.govt.nz/our-work/overall-strategies-and-policies/ka-hikitia-accelerating-success-20132017
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	New Zealand's main 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 Framework	A comprehensive list of all quality-assured qualifications in New Zealand.
New Zealand Scholarship	An examination most often undertaken by learners in the final year of secondary school (Year 13). The 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.

Pasifika Education Plan	The Ministry of Education's plan aimed at raising Pasifika learners' participation, engagement and achievement from early learning through to tertiary education.
Private Training Establishment	An establishment that provides post-school education and training and is registered by NZQA under Part 18 of the Education Act 1989.
Qualification	A qualification listed on the New Zealand Qualifications Framework.
(Secondary) School	Any (secondary) school in 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.
Special Assessment Conditions (SAC)	Special Assessment Conditions (SAC) provide 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).
STEM	The acronym of science, technology, engineering and mathematics.
Takiala Pasifika	NZQA's Pasifika Strategic Action Plan, outlining NZQA's goals. The strategy can be found on our website at https://www.nzqa.govt.nz/maori-and-pasifika/pasifika
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 (Māori Strategic Action Plan)	A plan setting out the strategic direction that NZQA will take to ensure Māori learners enjoy and achieve education success as Māori.

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. The strategy can be found on our website at https://www.nzqa.govt.nz/maori-and-pasifika/te-rautaki-maori
Tertiary Education Organisations	Universities, wānanga, industry training organisations, institutes of technology and polytechnics, private training establishments, government training establishments and other providers.
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 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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