

Guidelines for Self-review

The Education (Pastoral Care of
Tertiary and International Learners)
Code of Practice 2021



Te Oranga me
Te Haumarū Ākonga

**Learner Wellbeing
and Safety**

NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MATAURANGA O AOTEAROA

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

May 2022

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Introduction

The Code Administrator, NZQA, is responsible for monitoring all Code-obligated education providers¹ to ensure they are meeting the [Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#) (the Code).

These guidelines have been developed by NZQA² to support education providers to undertake and document self-reviews of their performance against the required outcomes and processes in the Code.

NZQA as Code Administrator (or its delegate³) may use your organisation's self-review report as a tool for monitoring performance under the Code.

These guidelines set out NZQA's expectations as Code Administrator for how providers are to effectively undertake and document self-review of performance against the Code.

The purpose of self-review

Self-review (also called self-assessment or internal evaluation) is examining your organisation's practices to identify strengths and weaknesses so the organisation can make actual, worthwhile improvements to its practice.

Self-review is a proven basis for effective quality assurance practice. It is the most powerful method for an education organisation to understand and improve its educational performance.

The importance of self-review has long been reflected in Aotearoa's education sector and regulatory environment, and it is a core component of quality assurance policies and criteria across all types of education providers.

It is a specific requirement of the Code that self-reviews of performance are undertaken and documented (see clause 8(2) of the Code).

Self-review in different types of education provider

There is a wide range of information on organisational self-review in different education settings.

The links below have information about the key features, organisational benefits, and regulatory requirements for self-review in your type of education provider:

- [Self-review in New Zealand universities](#)
- [Self-assessment in Te Pūkenga and private training establishments](#)
- [Internal evaluation in schools](#)

While the Code does not apply to Early Childhood Education (ECE) providers, the [Ministry of Education's self-review guidelines for the ECE sector](#) are an excellent resource for understanding the core components of an effective self-review process, and NZQA has also drawn on this resource in its guidelines and tools to illustrate the process of self-review.

Self-review as a flexible, scalable, and fit-for-purpose process

Aotearoa's education sector is diverse and education providers have different educational purposes, different types of learners, and different contexts.

The outcomes-based Code supports you to take a tailored approach to your learner wellbeing and safety practices in diverse educational settings. Self-review processes will also look different in each school or TEO.

Self-review in a diverse sector means that your organisation has the flexibility to decide how you undertake your self-review of performance against the Code, and how to document that review.

Self-review is a flexible, scalable, fit-for-purpose process, and what it looks like in practice will depend on the size of your organisation, the number of learners, and the overarching education purposes of your organisation.

¹ All tertiary education organisations (TEOs), and schools that are signatory to the Code.

² These guidelines were originally co-developed in 2017 by NZQA with partner quality assurance agencies and sector leaders to support self-review against the 2016 international Code. They were updated in 2020 to include the 2019 interim domestic Code and tested with provider peak bodies. This version of the guidelines has been updated for the 2021 Code.

³ In the university sector, NZQA delegates some of its responsibilities to the New Zealand Vice Chancellors' Committee (NZVCC), including the monitoring of universities' self-reviews. Through the delegation, NZQA requires that a consistent approach to Code administration is taken across the sector, including in self-review monitoring.

There is no one-size-fits-all format for self-review. For example:

- an education provider with a small number of learners that offers short courses or evening classes may run a smaller, simpler self-review process. Its data-gathering may be more qualitative, as it has fewer learners to consult and observe.
- an education provider that runs more like a business aiming to please its learner ‘customers’ may have quite different aims and expectations to an education provider with thousands of learners and a publicly-funded responsibility to produce graduates fit for employment in particular New Zealand industries. The self-review process of these two quite different entities will therefore also naturally look different.
- some education providers will incorporate review of performance against the Code into wider organisational self-review processes and reporting; other organisations may decide that self-review of Code performance is more effective when it is a separate, specific process.

NZQA has no view on whether self-review against the Code should be a stand-alone or integrated process, only requires that the process takes place, is appropriately scaled, contains the four core components of effective self-review is documented, and (for tertiary providers only) published.

How much self-review is enough to meet regulatory requirements?

The question of “what is enough self-review?” is one that your organisation needs to determine, based on your educational aims, for your learners, in your unique context.

Ultimately, self-review of performance against the Code is complete when your organisation can effectively answer the key question “How effectively are we doing what we need to be doing?” (see [The core components of effective self-review](#) for more information.)

The core components of effective self-review

While there is no prescribed format for self-review or self-review reporting, and self-review will look different in different types of provider, it is also not a case of ‘anything goes.’

There are typically four core components that make up any effective self-review process. These can be expressed as:

1. **Prepare:** planning the process so you know what you are looking at, why, how, and when
2. **Gather:** collecting relevant information systematically from multiple, diverse sources
3. **Make sense:** looking closely at the information you have gathered to see what it tells you about your current practices
4. **Decide:** decision-making for ongoing improvement connected to the outcomes sought by your self-review.

When NZQA (or its delegate⁴) evaluates your organisation’s self-review, they look to see if these core components are present.

More information about each core component can be found in Parts 1-4 below.

The additional requirements for self-review of performance against the Code

Further to the core components of effective self-review, a self-review of performance against the Code has three additional steps:

5. **Document:** reporting on your self-review process, findings, and action plan in a format that works for your organisation.
6. **Publish** (for tertiary providers only): making your self-review report available, in an accessible format, to learners, staff and the general public, including on your website.
7. **Attest:** submitting an online form to NZQA to attest that the process of self-review of performance against the Code has taken place.

More information about each additional step can be found in Parts 5-7 below.

⁴ See footnote (3) on page 3 for information on NZQA’s delegation to UNZ. UNZ sets self-review requirements for the university sector.

How NZQA uses self-review reports to monitor performance

The Code Administrator or its delegate⁵ may use your organisation's self-review report as a tool to monitor performance (see clause 89(2) in the Code).

Your organisation's self-review report may be requested as part of routine monitoring or when there are concerns about your organisation's compliance with the Code.

The report gives the Code Administrator or its delegate an indication of how effectively your organisation is managing its processes of self-review and, therefore, its own performance under the Code.

The report is checked carefully to understand whether your organisation has self-review processes that contain the four core components of self-review (see [The core components of effective self-review](#)).

After looking at your self-review processes, the Code Administrator or its delegate may follow up with your organisation in a range of ways, i.e.:

- provide feedback on what, if anything, your organisation needs to do to improve its self-review processes in the future
- request further information (for example, some of the evidence referenced in the report, or copies of certain policies and procedures)
- phone your organisation to discuss and clarify the information provided in your report
- arrange to visit your organisation to validate its compliance on-site.

While the Code Administrator or its delegate cannot confirm your organisation's compliance with the Code by reading a self-review report, it is the initial way they look at your practice to scope and shape further monitoring inquiry.

Good practice in self-review

Between 2017 and 2019 NZQA undertook consultation, capability-building, and monitoring focused on the understanding and practice of self-review and reporting by international Code⁶ signatory schools and tertiary education providers.

NZQA found that effective self-review and reporting of performance against the international Code:

- covered all outcome areas of the Code
- focused on both compliance and improvement purposes
- used a variety of methods to gather feedback from learners and a range of stakeholders relevant to the key required processes and outcome areas
- used qualitative and quantitative data to discuss the effectiveness of processes and overall performance against each outcome
- outlined specific, time-bound action plans that addressed gaps identified in the review.

This good practice is relevant to self-review against the Code.

Other factors that contribute to good practice in Code self-review are:

- a whole-of-provider approach to monitoring and reviewing compliance with the Code
- professional development to support understanding of Code requirements and self-review
- supportive leadership and stable pastoral care roles
- planning and preparation to ensure that Code self-review is an ongoing, sustainable, and increasingly embedded activity.

⁵ In the university sector, NZQA delegates some of its responsibilities to the New Zealand Vice Chancellors' Committee (NZVCC), including the monitoring of universities' self-reviews. Through the delegation, NZQA requires that a consistent approach to monitoring Code performance is taken across the sector, including in self-review monitoring.

⁶ The previous Education (Pastoral Care of International Students) Code of Practice 2016 has been replaced by the Education (Pastoral Care of Tertiary and International Students) Code of Practice 2021.

Part 1. Prepare: getting ready for self-review

The first component of an effective self-review process is preparing.

Preparing for self-review is about planning the process so you know what you are looking at, why, how, when, and with whom. It includes:

- ensuring you understand the Code outcomes and requirements
- for tertiary providers, working proactively with learners and stakeholders to develop and confirm strategic goals and plans to meet Code outcomes and requirements
- being clear about the questions you need to answer (for tertiary providers, this relates to using your strategic goals and plans to review the quality of your learner wellbeing and safety practices)
- identifying the information you need to source (to evidence your Code compliance)
- planning each stage of the review, ensuring all relevant people are involved, and determining what you will have at the end of it (i.e. a report, an action plan, etc.)
- for tertiary providers, planning how you will publish a report⁷ on your self-review and make it accessible to your learners and stakeholders.

Knowing what to review by understanding the Code requirements

Before undertaking Code self-review, your organisation must understand how to interpret and apply the requirements of the Code.

Your organisation needs to be familiar with the [Code](#), and NZQA's Code Guidance (for [schools](#) and [tertiary providers](#)).

NZQA's Code self-review toolkits for [schools](#) and [tertiary providers](#) contain key evaluative questions to help you identify the areas of practice you need to review, and to guide your assessment of performance against the prescribed processes and outcomes of the Code.

Knowing what to review by clarifying the questions you need to answer

Self-review of performance against the Code aims to answer the following key question:

How effectively are we doing what we need to be doing?

This key question can be broken down into four supplementary “how” questions:

- How does our organisation comply with the Code?
- How effectively?
- How do we know?
- How will we improve?

To answer these questions, you need to gather and use evidence to:

- check that your organisation complies with the minimum required processes of each outcome
- assess how effectively your organisation is implementing those processes
- evaluate your organisation's performance in meeting each overarching outcome
- use these findings to plan for and/or make improvements, if required.

⁷ For tertiary providers, the “Prepare” stage of the self-review process is captured in the Code requirements under Outcome 1, clause 8.

The following tables illustrate how the key questions shape the entire self-review process (which is made up of the four core components):

Key question	Supplementary questions	Self review activity
How effectively are we doing what we need to be doing?	How do we comply?	Check compliance with the required processes
	How effectively?	Assess how effectively the processes are working
		Evaluate overall performance in each outcome area
	How do we know?	Use evidence to support judgements
	How will we improve?	Use findings to plan for, make, and monitor improvements

Prepare	Gather	Make sense	Decide
Be clear about the questions you need to answer	Gather information to answer your questions	Answer the questions	Use your answers to the questions to plan for ongoing improvement

Identifying the information you need to source

Once you know what you need to review, you can identify the information you need to gather to ensure that you have a sound evidence base from which to answer your key questions.

Good quality information is gathered systematically from multiple, diverse sources within and connected to your organisation. It is directly relevant to the questions your organisation is trying to answer and is qualitative and quantitative.

NZQA’s Code self-review toolkits (*Tool C*) for schools and tertiary providers contain examples of possible evidence for each outcome area. The toolkits also include suggested evaluative questions to help you plan to gather relevant evidence for each outcome and key required process.

Planning your self-review process

It is important to plan each stage of your review process to ensure all relevant people are involved, and to determine how you will produce what you need to have produced by the end of it (i.e. a report, an action plan, etc.).

This section provides several prompts to help you plan your self-review process.

Make self-review part of everyday practice

Organisational self-review of performance against the Code requires:

- adequate resourcing (e.g. number of staff and their capability), planning and implementation of ongoing processes
- the systematic gathering, analysis, and reporting of good quality evidence
- identifying organisational strengths and weaknesses
- linking findings to plans for actual, worthwhile improvements.

Consider how you can weave effective self-review processes into your everyday practice.

The first self-review

The first time your organisation does a self-review it may be a large job and take some time. The amount of time and work required will depend on:

- your organisation's context
- number of staff and their capability
- how embedded self-review processes already are within your organisation.

The process of self-review of performance against the Code will become shorter and easier once your organisation has the required systems, integrated processes, and capability.

Tips for establishing an ongoing process of self-review

- Make self-review processes ongoing, paired with everyday reflective practice.
- Begin the process of self-review well in advance of the due date for attestation. This avoids the situation where one staff member must complete the task alone a couple of weeks before attestation is due.
- Collect and organise data on an ongoing basis.
- Spread the review of different outcome areas of the Code across the calendar year and all relevant staff.

Some applied examples

For example:

- Record and file notes and follow-up actions from meetings with learners
- Log ad hoc learner or parent feedback according to the relevant Code outcome
- For Part 7, Outcome 17: Orientation, review and report on orientation as soon as it takes place, involving all relevant staff and some new learners.

Get guidance and advice from other professionals

For more guidance on planning and integrating self-review into your everyday practice, try approaching colleagues at other similar providers. You can also seek advice from peak body representatives or other sector-based associations for professional development.

The most useful guidance will come from professionals working in a context similar to your own.

What if I have no international learners enrolled?

To maintain approved Code signatory status, your organisation must complete and document a self-review against the relevant Code outcomes as they relate to international learners and attest to it when required by the Code Administrator or its delegate (usually annually). This requirement applies even if you have no international learners enrolled within the period of the self-review.

If your organisation no longer intends to enrol international learners, you may choose to withdraw as a Code signatory.

How do I review my Code practice when no international learners are enrolled?

If your organisation has no international learners enrolled during the period of the review, your self-review process and report will be different.

In this situation, self-review is not a review of performance, but a review of documented policies and procedures. The self-review can look at how up to date your policies are, and how prepared your organisation is for any international learner enrolling in the future.

At each process and outcome, your organisation needs to work through the first part of the self-review process. Consider the first supplementary question "How do we comply?". Does your organisation have the expected policies and procedures in place to enrol an international learner? Does it understand its obligations? Is it ready to implement the required processes?

The self-review process can be used to identify any gaps in your preparedness and to plan for improvements.

Part 2. Gather: collecting information to support your self-review

“Gather” is the second core component of effective self-review.

Seeking multiple, diverse perspectives on your organisation’s performance in relation to Code outcomes and requirements is vital to an effective self-review process.⁸

Gather information systematically from a range of sources to ensure that you have a sound evidence base from which to make judgements about your practice.

Good quality evidence is information that is directly relevant to the questions you are trying to answer. (See [Part 3: Make sense](#) for an overview of the key evaluative questions.)

Refer to the optional Code self-review toolkits (*Tools A, B and C*) for schools and tertiary providers for the areas of practice you need to review, suggested questions to shape your information-gathering, and examples of what types of information could be used as possible evidence.

Information should be gathered quantitatively and qualitatively.

⁸ For tertiary providers, it is also a Code requirement (see Outcome 1, clause 8 (2)).

Part 3. Make sense: analysing information to make judgements about compliance and performance

“Make sense” is the third core component of effective self-review.

It involves looking closely at the information you have gathered to see what it tells you about your current practices in relation to the Code requirements and outcomes sought for your learners.

This is where you answer the key questions:

Key question	Supplementary questions	“Make sense” review activity
How effectively are we doing what we need to be doing?	How do we comply?	Check compliance with the required processes
	How effectively?	Assess how effectively the processes are working
		Evaluate overall performance in each outcome area
	How do we know?	Use evidence to support judgements
	How will we improve?	Use findings to identify possible improvements

Checking compliance with required processes

The first part of “making sense” typically involves a kind of audit to identify any gaps in your compliance (and your evidence of compliance) with prescribed Code processes: in other words, answering the questions “*How do we comply?*” and “*How do we know?*”.

Optional tools to guide you in this process include *Tool A: gap analysis (schools and tertiary providers)* in the Code self-review toolkit.

See the [Examples](#) section below for an example of how to check compliance against a prescriptive Code clause.

Assessing effectiveness of processes and evaluating performance against outcomes

The next part of “making sense” involves considering the effectiveness of non-prescriptive processes in light of overarching outcomes: in other words, answering the questions “*How effectively?*” and “*How do we know?*”.

This is more complex than auditing compliance with specific requirements. It requires you to make an evaluative judgement about the effectiveness of a process based on available evidence, and to consider whether the Code outcomes for learner wellbeing and safety are being met.

Identify which aspects of your practice are positively impacting on learners’ wellbeing and safety outcomes under the Code, which aspects need improving, and what evidence makes you think that this is so.

Also consider the effectiveness of your self-review process: where do you have strong evidence of your compliance and performance, and where are there gaps? What new information might you need to seek or utilise in your future self-review?

Optional tools to guide you in this process include *Tool B: key evaluative questions* in the Code self-review toolkit for [schools](#) and [tertiary providers](#).

See the [Examples](#) section below for applied examples.

Examples of self-review against different parts of the Code

Self-review of compliance with a specific Code requirement

For example, take the Code requirements for signatory providers to have written contracts with each of their education agents:

- for tertiary signatories, Part 6, clause 38(b) of the Code, which states:
“*Signatories must have practices for effectively managing and monitoring the performance and conduct of education agents in relation to learner safety and wellbeing under this code, including entering into written contracts with each of its education agents*” or
- for school signatories, Part 7, clause 59(b) of the Code, which states:
“*Each signatory must enter into written contracts with each of its education agents.*”

To comply with these clauses, it is clear what a Code signatory provider needs to do: develop and keep an education agent agreement, signed by the signatory and each of its education agents.

When conducting an effective self-review of this clause you would:

- check that there is a current written contract on file for each of your organisation’s education agents
- note in the self-review report if your organisation has complied with this requirement
- indicate the available evidence to support this assessment (i.e. the written contract for each agent which is on file)
- (if your organisation has not complied with the requirement) outline planned and/or actioned improvements to ensure compliance now and in the future.

Self-review of performance against non-specific process requirements

Many of the required processes in the Code are non-prescriptive. In other words, the Code says you must do ‘something’, but does not prescribe exactly what that something is.

When the Code makes such a non-prescriptive requirement, your organisation needs to consider the intent of the overarching outcome. You then have the flexibility to develop a tailored response to meeting the requirement.

For example, clause 22(1)(f) of the Code is a non-prescriptive process requirement under Outcome 4: Learners are safe and well. It states:
“*Providers must have practices for – identifying learners at risk and having clear and appropriate pathways for assisting them to access services when they need it*”.

Here, your organisation must determine what pathways are “appropriate”. You need to consider your context, and the particular needs, issues, and desired outcomes of your learners. The precise approach (i.e. what the exact “pathways” are) is up to your organisation to decide. However, your organisation’s decisions, about what is “appropriate” and what is not, must be defensible and evidence based. An outsider should be able to examine the same evidence and reach a similar conclusion.

This evaluative, evidence-based approach should give you confidence in your decision-making.

When conducting an effective self-review of this clause, aligned to the intent of the overarching outcome, you would:

- consider the profile of any learners at risk (e.g. your learner’s age, ethnicity, English language ability, level of need for first language support, length of enrolment period to date, communication with parents, desired educational outcomes, history of risk or additional learning needs, information previously given, temperament, existing support network, etc.)
- determine what pathways would address the needs and issues of these learners and who will implement them (e.g. first language support, counselling, extra tutoring, communication with nominated contact/next of kin/homestay carer, medical assessment, medication, hospitalisation, deferral, extension, change of programme, mentoring, learner buddy, adapted educational programmes/learning environments/materials/equipment)

- assess whether the pathways and services implemented during the review period have been appropriate and effective (i.e. identify, gather, and analyse evidence, which could come from information about learners' wellbeing, academic progress and achievement, integration, learner/parent/residential caregiver/agent feedback, medical reports or confirmation letters, meeting notes, emails, academic and welfare monitoring notes)
- use findings to plan for and/or make improvements (e.g. findings may suggest your organisation needs to communicate with the learner earlier, add more information to orientation, upskill relevant staff members, routinely take notes at learner welfare monitoring meetings, seek professional medical advice, identify more options for counselling support).

Self-review of performance against an outcome statement

For example, Outcome 2: Learner voice of the Code states:

“Providers understand and respond to diverse learner voices and wellbeing and safety needs in a way that upholds their mana and autonomy.”

When conducting an effective self-review of this outcome you would include:

- checking your compliance with the specified and non-specified process requirements listed in process clauses 12-14 (i.e. *“Did we record and report information on the number and nature of complaints and learner experiences with our complaints process?” clauses 13(e) and (f)*)
- examining gathered information to consider performance against the outcome itself (i.e. *“Did we understand and respond to diverse learner voices in a manner that “upholds their mana and autonomy”? “What evidence tells us that this was so?”*)
- using your findings and input from learners to plan for and/or make improvements.

Part 4. Decide: use findings to plan for improvement

“Decide” is the fourth core component of effective self-review.

This stage involves prioritising and planning. This is where you consider what action you should take because of what you have learned about your learner wellbeing and safety practices (including your current self-review processes).

Use your findings to develop an action plan for protecting and enhancing existing organisational strengths and addressing any identified gaps.

From there decide:

- priority actions
- how to implement them
- who will implement them
- how you will monitor their implementation and
- how you will know that the actions have had the anticipated impact.⁹

⁹ For tertiary providers, the “Decide” stage is captured in Outcome 1, Clause 7 (2)(b) and Clause 8 (3).

Part 5. Document: report on your process, findings, and plan

Once you have covered the four core components of self-review there are two (or for tertiary providers, three) additional steps.

The fifth step is documenting your review process, findings, and resulting action plan/s.

Your organisation can decide how it documents its self-review of performance against the Code. NZQA interprets the term “self-review report” in the broadest sense and sets no formal requirements for the format in which self-review information is presented.

Optional tools to support your documentation and reporting of self-review can be found in NZQA’s self-review toolkits for [schools](#) and [tertiary providers](#).

You may prefer to use a tool or template developed by peak bodies, private companies, or providers in your sub-sector.

Choose a format that works for your organisation and your stakeholders.

What do I need to document?

Your eventual self-review report needs to cover the four core components of self-review and answer the key questions (see [The Core Components of Effective Self-review](#)).

When choosing an approach or resource to guide your self-review process and reporting, check if it enables you to cover these core components.

What is NZQA really after in a self-review report?

Self-review is about measuring the overall effectiveness of what your organisation does to ensure quality wellbeing and safety outcomes for its learners.

The self-review report needs to reflect what you have learned, through the self-review process, about your learner wellbeing and safety practices under the Code and what evidence you have of their effectiveness.

NZQA expects that a Code self-review report will present summary-level findings and take an outcomes-based (as opposed to a clause-by-clause) approach. The report needs to be comprehensive, i.e. address all outcome areas of the Code.

Your self-review report may cover:

- Methods of information gathering and analysis
- Findings and conclusions
- Recommendations and action plans
- Any limitations of the review process you have just gone through.

Part 6. Publish – tertiary education providers only

Under Outcome 1, all tertiary providers must make their self-review reports readily available, in accessible formats, to learners, staff, and the general public, including on their websites.

For more information on this requirement see the section on [Outcome 1 in NZQA's Implementation Guidance for Tertiary providers](#).

Part 7. Attest: submit an online form to confirm your self-review

The last step in the process of Code self-review is attestation, which involves submitting an online declaration to NZQA (or its delegate¹⁰) by a due date to attest that the process of self-review of performance against the Code is taking place in your organisation.

The attestation is part of NZQA's external monitoring of compliance with the Code.

NZQA (or its delegate) will advise your organisation via email of the attestation due date and the process for submitting the attestation. The due date, form, and processes change, so please check the email, NZQA's [website](#) or contact the NZQA Code team on 0800 697 296 or code.enquiries@nzqa.govt.nz for the latest information.

The difference between self-review, the self-review report, and attestation

It is important to distinguish between your organisation's ongoing processes for self-review of performance against the Code, your self-review report, and your attestation to NZQA that Code self-review is taking place.

What is self-review?

The Code self-review process, like any internal evaluation process, is not something done every few years in preparation for an external agency's review, or even once a year for attestation purposes. Self-review is *ongoing*. It consists of the everyday information that your organisation gathers to do its business well, rather than extra information gathered to report to an external quality assurance agency.

NZQA expects that any competent education provider will be engaged in continuous processes of self-review. Ongoing organisational self-assessment is a core component of NZQA's approach to quality assurance and is included in policies and criteria across all types of education providers.

What is a self-review report?

In relation to the Code, a self-review report is documentation of some format that presents summary-level, evaluative, evidence-based information in relation to the self-review process undertaken, the findings, and the resulting action plans.

NZQA interprets the term "self-review report" in the broadest sense and does not set formal requirements for the format in which self-review information is presented.

What is attestation?

Attestation is a declaration made to the Code Administrator or its delegate that self-review of performance against the Code is taking place. The attestation is made by submitting an online attestation form signed by or authorised by the CEO/Principal/Chair of the Governing Board of your organisation.

NZQA expects that on request your organisation can provide documentation to support that attestation. In the Code, this documentation is referred to as a "self-review report". It is important not to confuse the two documents: the attestation (which all providers must submit when requested) and the self-review report (which providers keep on file, and which some selected providers may be asked to submit following annual attestation or in the course of an external review).

¹⁰ See footnote (3) on page 3 for information on NZQA's delegation to UNZ. UNZ sets self-review requirements for the university sector.

Part 8. Aim to be a high-performing organisation

The self-review process aims to give your organisation confidence in its ability to manage its own performance.

A provider that embeds self-review knows:

- its strengths and weaknesses,
- what is working and what is not, and
- what it is doing about it and when.

A high-performing education provider engages in ongoing reflective practice, listening and responding to its learners and other stakeholders, and continually reviewing its performance with a view to improve and progress.

It is a provider that can be trusted – by its learners, their whānau, their communities, and quality assurance agencies – to manage its own performance.



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