

Briefing for the Incoming Minister of Education and Minister for Tertiary Education

NZQA's contribution to 21st century New Zealand

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	• <i>NZQA Statement of Intent 2008 – 2011</i>	
	• <i>New Zealand Register of Quality Assured Qualifications</i>	
	• <i>Secondary school qualifications - a guide for students</i>	
	• <i>Te Rautaki Māori me te Mahere Whakatinana a te Mana Tohu Mātauranga o Aotearoa - The Māori Strategic and Implementation Plan 2007-2012.</i>	

1 Executive summary

This document presents background information about the New Zealand Qualifications Authority (NZQA) and our work as the independent and impartial expert organisation that delivers robust assessment systems and reliable quality assurance systems.

Attached are several appendices that describe in more detail the New Zealand qualifications system, our statutory obligations, our Board members and Strategic Management Team, and give a summary of our forecast Financial Statements.

We look forward to working with you, the Government and our stakeholders as together we help prepare New Zealanders for the educational demands of the 21st century.

2 An overview of NZQA

2.1 Introduction

Working for the benefit of learners is the central focus of the New Zealand Qualifications Authority. We are a delivery orientated organisation ensuring New Zealand qualifications are accepted as credible and robust nationally and internationally in order to help learners succeed in their chosen endeavours, and to contribute to New Zealand society.

NZQA supports the learner by registering qualifications which are recognised by employers and educational agencies nationally and internationally. Furthermore we maintain the National Qualifications Framework (NQF) which facilitates pathways through levels of learning.

New Zealand's economic development is dependent on educational success. We work with other government agencies to achieve this goal. We also make it easy for skilled potential migrants to assess their training and academic achievements against our standards, which is vital to our economy and our international reputation. NZQA evaluates over 12,000 applications from overseas each year to provide an independent view of their meaning in a New Zealand context.

Our role is to be the independent and impartial expert organisation which can be relied upon to administer robust National Qualifications Framework assessment systems and provide reliable quality assurance systems that deliver on our statutory accountabilities.

We have professional expertise in assessment, moderation and quality assurance systems which underpins our statutory responsibilities.

NZQA is experienced in the management of large projects. Each year, NZQA delivers the National Certificate of Educational Achievement (NCEA) examination cycle for secondary education. This involves the production and delivery of approximately 1.9 million examination papers covering 384 different standards.

While the execution of this sizable logistics exercise is one of the functions NZQA is well known for, it represents only a part of our role.

We moderate internal assessment of NCEA standards, for which schools are responsible, by randomly selecting material and giving expert feedback to teachers and schools. Managing National Assessment reports for schools are published by us online.

We have qualifications recognition agreements with Australia, the United Kingdom and the United States. We are currently working with China, India, Taiwan and Ireland to achieve similar recognition agreements.

A total of 165,962 people gained qualifications in New Zealand in 2007. A New Zealand qualification means a standard of skills and knowledge in a chosen area has been achieved. Learners want to have meaningful qualifications. This is so whether a learner is a mid-career tradesperson looking for a change, a teenager figuring out what to do, a retired professional exploring a life-long interest or a parent wanting to help their child succeed in an increasingly competitive global economy.

With nearly 5,800 quality assured qualifications available from over 1000 education providers and a large number of workplaces, New Zealanders can gain qualifications at all levels in a variety of fields and subject matters across the country. For these qualifications to have value they need to be recognised nationally and internationally.

To equip all New Zealanders with the knowledge, skills and values to be successful citizens in the 21st century is a challenge for the education sector. NZQA meets its part of this challenge by being very clear about our role and our accountability in contributing to credible and robust qualifications.

As a delivery organisation committed to ongoing quality improvement, we have a focus on responsiveness to all learners. We maintain extensive networks to ensure we are knowledgeable within the education and employment sectors. Operational excellence underpins NZQA's approach to its role.

2.2 Significant projects currently underway

NZQA has an intensive and varied work programme. Details can be found in the attached *NZQA Statement of Intent 2008-2011*.

Some of our major projects include:

- The Tertiary Education Reforms: we are working with the Ministry of Education, the Tertiary Education Commission and tertiary providers, leading the work on quality assurance frameworks. Providers will take an evaluative approach to self-assessment, validated by periodic External Evaluation and Review. The focus is on provider ownership of quality assurance.
- Māori Educational Achievement: Te Rautaki Māori (NZQA's Māori strategy) was developed to provide strategic direction for our contribution to increasing the potential and educational success of Māori learners. This is a priority area and is aligned with Ka Hikitia, the Ministry of Education's Māori strategy. A copy of Te Rautaki Māori is attached.
- Pasifika Education: a Pasifika Strategy is being developed with the support of the Ministry of Education and its Pasifika Advisory Group to build on existing workplans. Feedback on the draft strategy from nationwide consultation meetings with regional representatives from the Pasifika education sector has been positive. The strategy will be launched by June 2009.
- Information and Communication Technology (ICT): technology is at the heart of delivering on NZQA's obligations. Our programme of operational delivery is possible only because of the way we use technology to manage the volume and complexity of our activities (for example the NCEA examination round). The resulting information, such as qualifications awarded to individuals, is held and made available to learners through our systems.

The importance of technology means that an ongoing programme of investment to both support new initiatives and improve the way we do things, is an integral part of what we do. We are currently in the second year of our five year ICT strategic plan. This plan has a particular focus on supporting our external stakeholders (for example through an improved web presence) and supporting our staff in undertaking their work (for example by increasing the automation of their work flow).

- Skills Strategy: the education sector is working with businesses, unions, workers and the Government to improve the skill base of New Zealand. NZQA has an active role in this work, including implementing a targeted review of the qualifications system, focusing on diplomas and certificates.
- NCEA enhancements: as part of the process of continual improvement of NCEA, and in collaboration with the Ministry of Education, a range of enhancement projects commenced in 2007. These projects will improve the efficiency and effectiveness of the assessment processes that underpin NCEA.
- Standards Review: as part of the ongoing joint programme of NCEA enhancements, both NZQA and the Ministry of Education are engaged in reviewing unit and achievement standards. This review is addressing issues of duplication, credit parity, consistency, fairness and coherence of standards, whilst ensuring standards are aligned with the (new) mandated New Zealand Curriculum.
- Secondary/Tertiary interface: transitioning from secondary school into workplace learning or tertiary education can be problematic. We are working with the Ministry of Education to provide schools, parents and students with statistics and information on NCEA that will assist with this challenge. Furthermore, through our responsibility for the National Qualifications Framework, we ensure there are pathways for students to transition into tertiary qualifications, whether these be trades certificates, degrees or other qualifications.

3 NZQA's functions

3.1 Functions in the education sector

Key contacts for NZQA are found in Appendix 3.

The New Zealand Qualifications Authority is a Crown Entity, as defined by the Crown Entities Act 2004, and empowered under the Education Act 1989 (see Appendix 2). NZQA is governed by an independent Board appointed by the Minister of Education. NZQA's Board is crucial to the overall performance of the organisation and ensures that it carries out its legislative functions, complies with accountability documents and monitors performance. The NZQA Board places emphasis on best practice corporate governance, a factor crucial to the overall performance of the organisation. Details of Board membership can be found in Appendix 4.

NZQA's organisational structure and divisional functions are found in Appendix 5.

We are one of six government education agencies in New Zealand:

Government education agencies



NZQA's responsibilities in the education sector include:

- developing, registering and supporting New Zealand qualifications, the New Zealand National Qualifications Framework and the Register of Quality Assured Qualifications (refer to Appendix 8)
- managing the external assessment of senior secondary school students, moderating internal assessment of senior secondary school students and maintaining Records of Achievement
- ensuring the quality assurance of training providers and their programmes, courses, and moderation of assessment activities and processes.

Delivering on our functions requires that we bring educational and systems expertise to ensure we provide value for money.

We work closely with the five other education sector agencies and, where appropriate, contribute to inter-agency groups and programmes. These include the:

- *Education Agencies Leadership Forum* (comprising the chief executives of the Ministry of Education, the Tertiary Education Commission, NZQA, the Education Review Office, Career Services, the Teachers Council and the Correspondence School) providing strategic leadership and overall governance and oversight of the education system, and inter-agency work programmes.

- *Education Sector Leadership Group* (comprising the Ministry of Education, the Tertiary Education Commission and NZQA) focusing on leadership in the tertiary sector.
- *Education Sector Information and Communication Technologies Standing Committee* (comprising all six education agencies plus the Correspondence School, the Ministry of Research Science and Technology and the National Library) overseeing the development of information and communication technologies across the education sector.
- *Standing Committee for Ongoing Improvements to National Certificate of Educational Achievement* (known as the Governance Group and comprising the Secretary for Education and the Chief Executive of NZQA) governing the issues arising from the NCEA enhancement projects.
- *Education Agencies Sustainability Forum* (comprising all six education agencies) working to enhance economic, social and ecological sustainability across government education sector agencies.

3.2 Operational relationships

NZQA also works with a wide range of education providers, industry training organisations, and professional and quality assurance bodies to progress quality assurance activities and the approval of qualifications, including:

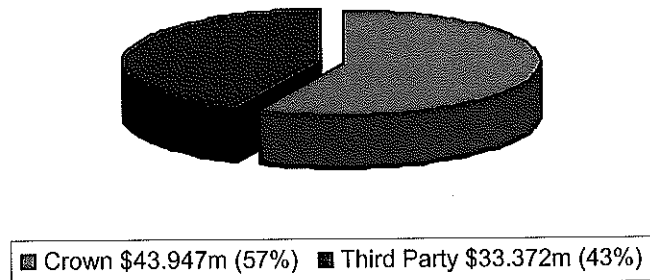
- universities
- industry training providers
- wānanga
- Government Training Establishments (GTEs)
- polytechnics (Institutes of Technology and Polytechnics – ITPs)
- Private Training Establishments (PTEs)
- New Zealand Vice-Chancellors Committee (NZVCC - Committee on University Academic Programmes and Academic Audit Unit)
- Institutes of Technology and Polytechnics New Zealand (ITPNZ)
- Institutes of Technology and Polytechnics Quality (ITPQ)
- Industry Training Federation (ITF)
- Industry Training Organisations (ITOs)
- secondary schools and area schools
- adult and community education (ACE) providers.

3.3 Resourcing

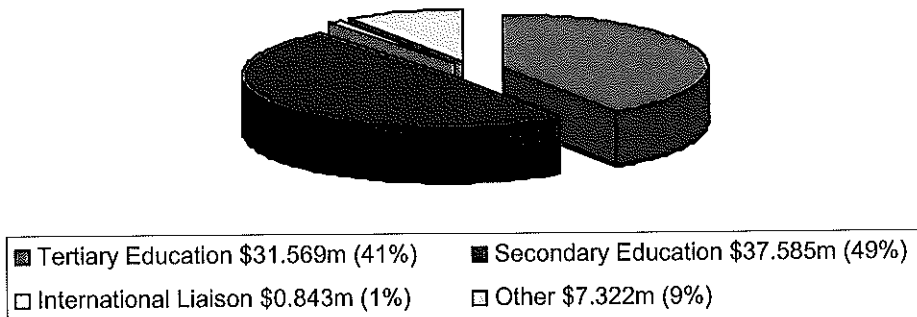
3.3.1 Finances

A significant proportion of NZQA's revenue is received from third parties. This is from services provided for NCEA examinations, tertiary records, credit registration fees, quality audit, provider registration and accreditation and qualifications recognition services.

2008/09 NZQA funding sources (budget)



2008/09 NZQA consolidated revenue allocation (budget)



This means we are influenced by outcomes and events in both the public and private sectors.

Further financial information can be found in Appendix 6.

3.3.2 Staff

NZQA delivers its extensive work programme through highly experienced staff. We draw our expertise from the education sector, private sector, public sector and ICT sector. This gives us a depth of skill that is applied to the complex operational processes that we manage and to the expert advice that we proffer under our statutory mandate.

We have a full-time equivalent staff budget of 394 for the next three years and as of 3 November 2008 have a staff of 380 full-time equivalents. Our staff numbers

increased in January 2008 as a result of the decision to create positions for full-time moderators for internal assessment. NZQA has also been implementing a policy of replacing contractors in critical roles with either permanent or fixed-term employees. This has secured core capability.

3.4 International roles and obligations

NZQA works with other government agencies in addition to the Ministry of Education, such as the Department of Labour (particularly Immigration New Zealand) and the Ministry of Foreign Affairs and Trade, to recognise and assess overseas education and vocational qualifications for people coming to New Zealand and to achieve recognition of New Zealand's qualifications overseas. This includes the monitoring of overseas qualifications for immigration and employment purposes.

NZQA has current agreements in place with China, Australia, the Cook Islands, Malaysia, Taiwan and Niue (refer to Appendix 7 for a summary of NZQA's international memoranda, Free Trade Agreements and Closer Economic Partnerships). Work is currently underway with Ireland, comparing our qualification systems.

New Zealand has specific obligations under the *Lisbon Convention on the Recognition of Qualifications concerning Higher Education in the European Area* to which New Zealand acceded in June 2007. The *Lisbon Convention* is recognised as setting international best practice for assessing and comparing qualifications from around the world. NZQA's specific obligations include:

- establishing NZQA as a National Information Centre by 30 June 2009
- promoting the Diploma Supplement (a brief annex to a qualification designed to make a qualification more portable and its value more transparent).

NZQA also provides specialist input to trade negotiations and education diplomacy initiatives and is responsible for the assessment of over 12,000 overseas qualifications a year.

3.5 Stakeholder communications and consultation

NZQA is an operational organisation responsible for implementing a wide range of educational policy initiatives and managing large-scale programmes that have complex logistical implications. People who receive our services want to be able to easily understand what matters to them. Where we have leadership of innovation, our stakeholders have valuable input that we seek to harness. We do this through a combination of publications, media and sector releases, information on the web, stakeholder meetings and consultation.

Publicly available resources include:

- booklets and newsletters in a variety of languages, including guides for students, parents, teachers, providers, immigrants and international students
- a discussion forum, called *Evaluate*, for registered users from the tertiary sector, about the new focus for Quality Assurance being introduced in the tertiary sector and led by NZQA

- comprehensive information and tools available on our websites, tailored for different audiences, including:
 - assessment materials and exemplars from previous exams
 - a comprehensive list of quality assured qualifications available in New Zealand (KiwiQuals website)
 - statistical information on standards and providers
 - examination timetables and access to examination results
 - Managing National Assessment reports (3 yearly quality checks on school assessment processes)
 - subject specific resources and assessment material available for teachers
- a contact centre that ensures that people who require a personal response to their issue can be put in touch with the relevant staff member.

Learners can access their private Record of Achievement through use of a PIN number on a secure website.

Regular meetings with stakeholders include:

- quality assurance workshops to discuss opportunities and challenges of the new focus for quality assurance in the tertiary sector
- over 70 formal managing national assessment visits each year between NZQA School Relationship Managers and schools
- engagement hui with Māori to progress the implementation of *Te Rautaki Māori* and the development and support provided to Māori education and training
- workshops to inform Pasifika communities about New Zealand qualifications and to consult on the development of NZQA's Pasifika Strategy and Action Plan
- NZQA Board stakeholder functions to meet with education stakeholders around the country and discuss local issues.

To ensure we continually improve and evolve our services, we undertake a range of stakeholder satisfaction surveys.

One-off surveys are used to:

- formally review and gather feedback on specific issues, such as moderation systems or workshop effectiveness
- better understand stakeholder perceptions of our services, including communications material, statistical analysis and assessment tools.

Ongoing surveys cover a range of areas, to assess:

- ways to improve provider training and accreditation as identified by private training establishments and industry training organisations
- candidates' and teachers' experiences during each NCEA examination round

- the effectiveness of training we provide and regular workshops we hold with Māori and Pasifika
- the value international delegations have gained by visiting NZQA.

3.6 Operational excellence

NZQA consistently focuses on improving efficiency and effectiveness. We must do this to meet the increasing needs of our learners of all ages, with an emphasis on value for money.

Clarity of purpose, a commitment to professionalism in everything we do, and regular assessment against internal targets, help us secure ongoing development towards operational excellence.

Specific tools in place that support this include:

- a Quality Management System that captures all NZQA policies and procedures in one place, facilitating promulgation, transparency, consistency, compliance monitoring and updating
- robust risk and financial controls that allow issues to be easily raised and effectively managed. Tight budgeting and an emphasis on output delivery characterises NZQA's operating environment. NZQA's financial information systems and controls were graded "very good" by Audit New Zealand for the Audit Year 2007/2008
- a commitment to sustainable practices and participation in Govt3, with a drive towards a reduction in waste, travel and energy consumption
- professional development training for senior staff focusing on integrating the leadership of the organisation into a "one NZQA" ethos
- a network of fora for staff, including fortnightly strategic presentations with internal and external speakers, research workshops, and staff committees for specific issues like organisational values and sustainability (the Green team).

3.7 Conclusion

NZQA is a robust and responsive educational organisation focussed on delivery of assessment systems and quality assurance systems. We provide expert advice as part of our statutory mandate. We manage significant logistics and focus on responsiveness to learners. Our role is to ensure that New Zealand qualifications are accepted as credible and robust nationally and internationally. Our aim is for continual quality improvement.

Appendices

Appendix 1 An overview of the New Zealand qualifications system

Qualifications

Qualifications indicate an individual's skills and knowledge to an employer or tertiary institution in a measurable way.

A qualification is a means of formally recognising achievement in a prescribed course of learning. Qualifications are constructed to provide a coherent study path leading to a prescribed set of defined learning outcomes. Completion of that group of courses, and other conditions, leads to the award of a qualification.

Measuring qualifications

Qualifications are generally measured in two ways: size and complexity. In New Zealand size is measured through a system of credits and complexity is indicated through a system of levels.

Size – credits

The amount of learning and assessment that is typically required to gain a qualification is measured in terms of notional learning hours. One credit equals 10 hours of notional study. This determines the credit value for a course or qualification. In estimating notional learning hours, a qualification developer or provider evaluates how long it would typically take people to achieve the stated outcomes in the context specified. Notional learning hours include direct contact time with teachers/tutors and trainers (directed learning), time spent studying and doing assignments (self directed or on-the-job learning) and time spent in assessment. 120 credits are equivalent to one year of full-time study.

Secondary schools are moving to a more consistent application of hours per credit in association with the widespread review of standards (New Zealand curriculum based) currently underway.

Complexity - levels

The New Zealand qualification system has ten levels based on complexity (not on years spent studying). Level one is the least complex and level ten the most complex. Levels 1-3 are of approximately the same standard as senior secondary education and basic trades training. Level 4 is where trade qualifications meet trade registration criteria, while levels 5-6 approximate to advanced trades, technical and general business qualifications. Levels 7 and above approximate to advanced qualifications of graduate and postgraduate standard.

Qualification levels and qualification names

Level	Naming sequence
10	Doctorates
9	Masters Degrees
8	Postgraduate Diplomas and Certificates, Bachelors Degrees with Honours
7	Bachelors Degrees, Graduate Diplomas, Graduate Certificates
6	Diplomas
5	
4	
3	
2	Certificates
1	

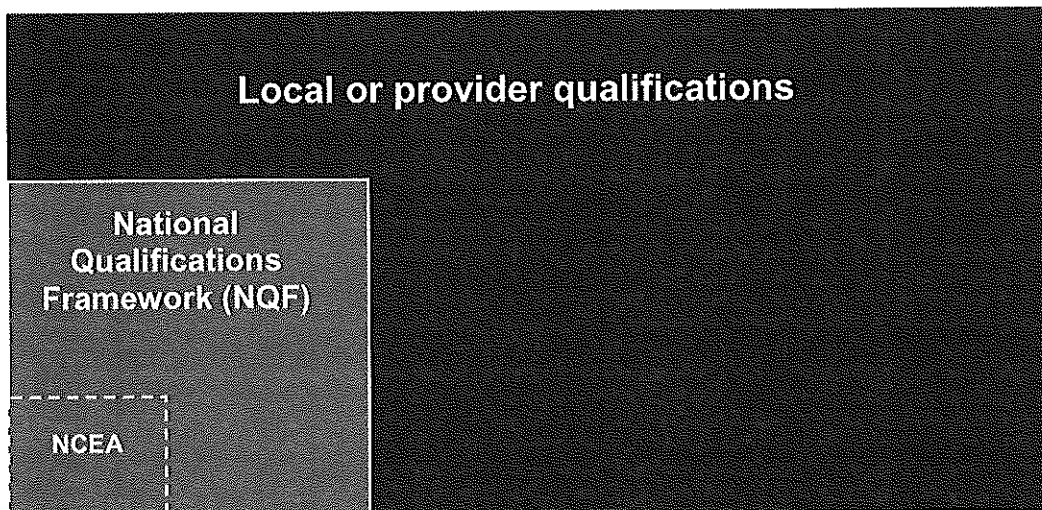
National Certificates of Educational Achievement

New Zealand's national secondary school qualifications are the National Certificates of Educational Achievement (NCEAs). They are often colloquially referred to as "NCEA". NCEAs are assessed at levels 1, 2 and 3, typically in years 11, 12 and 13 of schooling (previously known as forms 5, 6 and 7).

Unlike most other qualifications, NCEAs do not have a prescribed set of courses leading to their award. While primarily designed to assess the New Zealand Curriculum, NCEAs are flexible enough to recognise learning from other qualifications on the National Qualifications Framework¹. The learning assessed for NCEAs is measured through achievement standards or unit standards. The credit value of the standards contributes to the total required to be awarded an NCEA².

The NCEAs sit within the National Qualifications Framework which in turn, sits with the New Zealand Register of Quality Assured Qualifications – see diagram.

The New Zealand Register of Quality Assured Qualifications³



The National Qualifications Framework

The National Qualifications Framework (NQF), administered by NZQA, is a subset of the Register and provides the framework for registering the standards-based system of national qualifications. 'National qualifications' are qualifications based on unit or achievement standards – or qualifications that have components for which there is automatically transferable credit. There are over 1,100 national qualifications (including the NCEAs) on the National Qualifications Framework.

¹ Examples are areas like childcare, sport, tourism, computing, electrical engineering and business management. Some qualifications can be completed at school, such as the National Certificates in Employment Skills Hospitality, Mathematics, Retail and Travel and Tourism. Others may be started at school and then finished in the workplace or at a tertiary provider.

² For example to achieve NCEA Level 1 a student is required to achieve 80 credits at level 1 or higher with eight of these credits coming from numeracy standards and another eight coming from literacy standards.

³ The Register contains all New Zealand quality assured qualifications 40 credits or larger.

Local or provider qualifications

There are also local or provider qualifications on the Register. These qualifications are developed by providers, and may use elements of national qualifications. They are approved by the relevant quality assurance body. The qualifications developed by universities and institutes of technology and polytechnics are local or provider qualifications.

The Register

Central to the administration of the New Zealand qualification system is the Register of Quality Assured Qualifications, often simply referred to as "the Register". The Register is a comprehensive list of quality assured qualifications from the secondary and tertiary sectors in New Zealand. NZQA is responsible for maintaining the Register.

To be included on the Register a qualification must be quality assured by a recognised quality assurance body⁴, and be delivered by an accredited education or training organisation (and be 40 credits or over in size).

The Register provides a way to:

- clearly identify all quality-assured qualifications in New Zealand
- define common naming conventions and requirements across the various systems of qualification approvals
- ensure that all qualifications have a purpose and relationship to each other that students and the public can understand
- maintain and enhance learners' ability to transfer credit through a common system of credit
- enhance and build international recognition of New Zealand qualifications.

Each qualification on the Register must have a statement of learning outcomes. This includes what the qualification represents in terms of the application of knowledge, understanding, skills and attitudes; and the components of the qualification which, combined, make up the whole qualification.

In August 2008 there were just under 5,800 quality assured qualifications on the Register, of which around 57% were at certificate level, 18% at diploma level, 12% at bachelors degree level and 13% at postgraduate level. These qualifications can be accessed through the Register web address – www.kiwiquals.govt.nz

The KiwiQuals website (owned and maintained by NZQA) is a searchable database of every qualification on the Register. People overseas or in New Zealand can use the website to find out what skills and knowledge each qualification provides and where qualifications are offered. Users can search by title or keyword, name of education provider or industry training organisation, subject area, level or credit. Users can also refine their search results and create a shortlist of qualifications that they are interested in comparing them side by side online.

⁴ These bodies are NZQA, the New Zealand Vice-Chancellors' Committee (NZVCC) and the Institutes of Technology and Polytechnics Quality (ITPQ).

Appendix 2 NZQA's Statutory obligations

NZQA's statutory roles and functions are primarily under the Education Act 1989 (and in particular in Parts 18 and 20 of that Act), but NZQA also has roles and functions under other statutes.

Roles and functions under the Education Act 1989

- establishing the statutory criteria and policies for approval of courses of study or training, and for accreditation of providers to deliver approved courses, for the whole of the tertiary sector
- primary responsibility for quality assurance matters in the tertiary education sector, with the exception of universities (NZVCC has the prime responsibility for universities)
- establishing the statutory criteria and policies for ongoing registration of Private Training Establishments
- registration and compliance monitoring of Private Training Establishments, including adherence to the Student Fee Protection framework and enrolment of foreign students
- approval of courses of study and training, and compliance monitoring
- accreditation of education providers to deliver approved courses, and compliance monitoring
- consenting to the award of degrees
- delegating to quality assurance bodies, and monitoring the exercise of the delegation, the roles of course approval, of accreditation to deliver approved courses, and of consenting to the award of degrees
- approving school courses for foreign students
- examinations and assessments
- research
- setting the common education standard for university entrance
- maintaining the Register of National Qualifications, including the National Qualifications Framework (NQF) and its overall operation and use
- accrediting providers to assess against standards on the NQF
- monitoring and regularly reviewing, and advising the Minister on, the standards for secondary and tertiary education and training
- overseas qualification comparison services
- providing assistance to overseas governments and agencies for their examinations and assessments, programmes and courses of study and the delivery of them, and conferring awards
- managing the use of names or titles such as "University", "Polytechnic", "National" and "New Zealand" in relation to education
- establishing the statutory criteria and policies for Adult and Community Education.

Industry Training Act 1992

- accepting arrangements of Industry Training Organisations (ITOs) for trainee monitoring
- responding to Ministerial consultation on the recognition of new ITOs.

Modern Apprenticeships Training Act 2000

- responding to the Tertiary Education Commission on proposals for funding agreements under that Act.

Coroners Act 2006

- ensuring there are qualifications for funeral directing and embalming.

Environmental Health Officer Qualifications Regulations 1993

- ensuring there are trainee courses approved for theoretical and practical instruction in environmental health and sanitation.

Plumbers, Gasfitters and Drainlayers Regulations 1977

- setting examinations for the registration of plumbers, gasfitters and drainlayers
- requiring, where necessary, candidates to pass preliminary examinations
- giving permission for candidates to do practical tests in different ways.

Student Loan Scheme Act 1992

- verification of postgraduate or undergraduate overseas courses for applicants for student loans.

Government Residence Policy

- issuing qualification assessments for immigration purposes.

Ministerial statutory functions through NZQA

In relation to NZQA's statutory roles and functions, the relevant Minister:

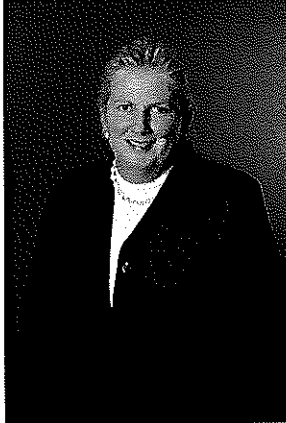
- may make recommendations to NZQA as to the Committees to be established by NZQA or as to the constitution of any such committees, for NZQA to consider
- may consider an application from a registered Private Training Establishment to use in its name the terms "university", or "college of education", or "polytechnic", or "institute of technology"
- must consent to fees charged to secondary school students by NZQA under section 266
- must give written approval to any policy established by NZQA in relation to systems of evaluation, assessment, or certification of the ability or achievement of students at secondary schools.

Withheld section 9 (2)(a)

Appendix 4 NZQA Governance

The membership of the current Board is outlined below.

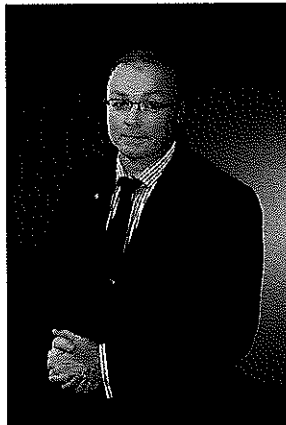
Sue Suckling
(Board Chairperson)



Sue is a governance specialist. She currently holds a number of significant governance roles including: Chair of The National Institute of Water and Atmospheric Research Ltd, Barker Fruit Processors, ERO Risk and Assurance Committee and is a member of the Takeovers Panel. She is also a Board member of Restaurant Brands and member of the NZ Food Safety Authority Risk and Assurance Committee.

Board term commenced: 1 April 2006. Expires: 31 March 2009.

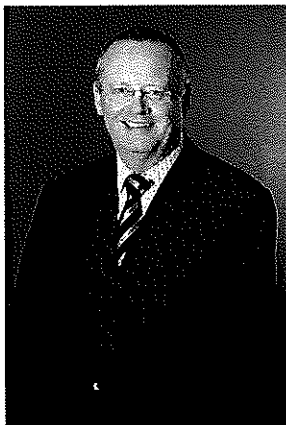
Warwick Bell



Warwick has a strong industry training background and experience in both governance and management. He currently has a leadership and director role with a national consortium of architecture practices, teaches part time professional practice and management at VUW School of Architecture and is a member of the Commonwealth Association of Architects Validation Group. Warwick is past deputy Chair of the Industry Training Federation and a past Chair of both the Design and Construction Consultants Industry Training Organisation and the New Zealand Institute of Architects Education Task Group. He has also been on several NZQA advisory groups and undertaken moderation for NZQA.

Board term commenced: 1 December 2004. Expires: 31 March 2009.

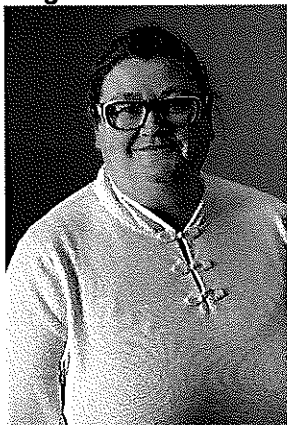
Scott Davidson



Scott is Pro-Vice-Chancellor for Law, Student Services and International at the University of Canterbury. He is a former Dean of the University of Waikato Law School and former Director of the University of Hull Law School in the UK. Professor Davidson is familiar with course design and delivery in a tertiary context, and qualification quality control processes in the New Zealand tertiary sector. He is also a member of the Committee on International Policy of the New Zealand Vice-Chancellors' Committee.

Board term commenced: 1 November 2007. Expires: 31 October 2010.

Angela Foulkes



Angela is a former secretary of the Council of Trade Unions. She has extensive governance experience and has served on a variety of advisory boards and commissions over the last 15 years, particularly in the vocational training, public sector management and superannuation areas. She is currently a member of the Remuneration Authority, New Zealand Fire Service Commission and the Crown Forestry Rental Trust.

Board term commenced: 20 September 2003. Expires: 19 September 2010.

John Langley



John is Chief Executive Officer of Multi Serve Education Trust. He was previously Dean of the Faculty of Education at the University of Auckland. Prior to that he was Director of the Teacher Registration Board (now the New Zealand Teachers Council), and the last Principal of the Auckland College of Education. John has been a teacher, teacher of the deaf, lecturer in a college of education, principal of a large primary school, and was a founding director of a private teachers college in Christchurch. He is also a qualified psychologist.

Board term commenced: 1 December 2006. Expires: 30 November 2009.

Samantha Lundon



Samantha is Curriculum Advisor for Ideal Success Academy, a private training establishment in South Auckland. She is of Tainui descent, and closely aligned to Māori and Pasifika communities. Samantha is the current chair of Aotearoa Māori Providers of Training, Education and Employment (AMPTEE). Samantha has served on several working groups for NZQA and the Tertiary Education Commission (TEC), and is currently on the TEC (External) Māori Reference Group.

Board term commenced: 1 November 2007. Expires: 31 October 2010.

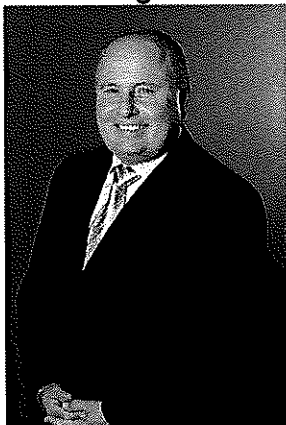
Alison McAlpine



Alison has recently retired from her role as Principal of Nelson College for Girls, a position she held for 18 years. Before that, she was Deputy Principal and Assistant Principal of Waimea College in Richmond. She has been seconded into a variety of Ministry of Education roles, and was appointed leader of the Ministry of Education Intervention Team from 2003 to 2004. She is currently a member of SPANZ (Secondary Principals of New Zealand) Executive Committee and sits on a number of reference groups for them. From 2000 - 2003 she was involved with the UNESCO Education Sub-commission for the New Zealand secondary school sector and was a Hillary Commissioner from 1996 - 2002.

Board term commenced: 1 January 2008. Expires: 31 December 2010.

John Morgan



John is the Chief Executive of National Institute of Water and Atmospheric Research Limited (NIWA). John was previously CEO of AgriQuality which he joined in 1999 after a number of years as a senior executive and director in the chemical and bioscience industries. During his time at the helm, AgriQuality became the market leader in its field with turnover growing from \$38m to over \$80m. He has extensive governance experience. Previous roles include Chairman of Clearlite Ltd, Executive Director of AgriQuality Australia, and Director of Orica. John is currently Chairman of North Harbour Rugby Union and a Director of Blues Franchise Ltd.

Board term commenced: 17 July 2006. Expires: 16 July 2009.

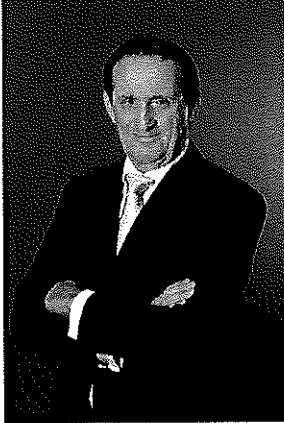
Shona Smith



Shona is Deputy Principal of Waitakere College in Henderson, Auckland. She was formerly Head of English at Birkenhead College and has taught at four different Auckland secondary schools. She has a wide range of curriculum, assessment and qualifications expertise and is currently a member of the Scholarship Processes Advisory Group. Shona has also served on the NCEA Forum and was the convenor of Te Tiro Hou – the Qualifications Framework Inquiry in 1996-97. She is a former National President of the NZ PPTA. She also served two terms on the Auckland College of Education Council and three years as President of the Auckland Secondary and Deputy Principals Association. In 1995-96 she held a Commonwealth fellowship and was awarded Associate of the Institute of Education by the University of London following a year-long investigation into standards-based assessment in New Zealand and the United Kingdom. In 2008 she was the recipient of the National Association of Secondary Deputy and Assistant Principals Scholarship and

completed a course in educational leadership at Harvard Graduate School of Education.
Board term commenced: 1 August 2008. Expires: 31 July 2011.

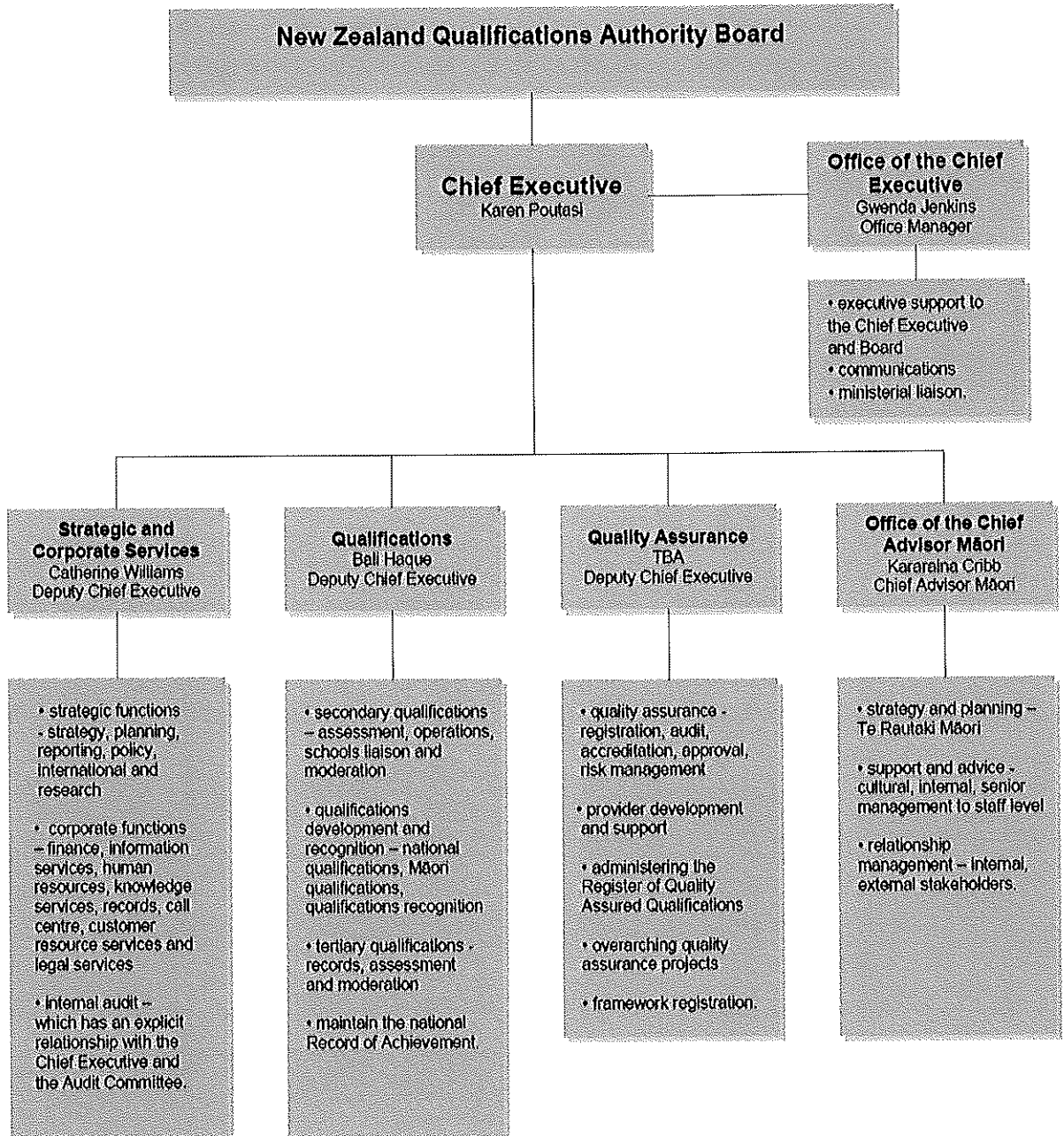
Keith Taylor



Keith is Director of KBT Consulting Ltd. He has previously served as a senior executive and director of several major companies in New Zealand and Australia including 15 years experience as a Chief Financial Officer and then Chief Executive at Tower Limited, where as CE he oversaw a major restructuring and recovery process. He brings specialist skills in strategy governance and finance to the Board. He is a member of the Earthquake Commission and the Takeover Panel and a Director of Gough, Gough and Hamer. He was previously Chair of the Wellington College Board for six years.

Board term commenced 20 September 2007. Expires: 19 September 2010.

Appendix 5 NZQA's organisational structure and divisional functions



Strategic Management Team

NZQA is led by a Strategic Management Team. The NZQA Strategic Management Team comprises:

Dr Karen Poutasi: Chief Executive

Karen was appointed in May 2006.

Karen was previously Director-General of Health, having worked for more than 25 years in senior roles in health services management. She has extensive experience in change management and organisational development. Karen is a medical graduate of Otago University and her area of specialisation is public health medicine. She has Otago and Harvard management qualifications.



Bali Haque: Deputy Chief Executive, Qualifications

Bali joined NZQA in 2006.

He has extensive experience in the secondary education sector, having led three schools through significant change processes over 14 years. Bali has been actively involved in advising the Ministry of Education and NZQA on a wide range of initiatives. Bali was President of the National Executive of the Secondary Principals' Association of New Zealand during 2003/04.



Brian Cowper: Acting Deputy Chief Executive, Quality Assurance

Brian joined NZQA in 2006.

He has extensive change management experience in Australia and New Zealand with an emphasis on changing workplace culture to meet strategic objectives. Brian has led key quality assurance initiatives with a change management focus. Brian has been an active member of industry training organisations in Australia and has been a member of the Meat Industry National Training Advisory Committee.



Catherine Williams: Deputy Chief Executive, Strategic and Corporate

Catherine joined NZQA in 2007 as Chief Information Officer and was appointed to her current role in October 2008.

She previously had a long career with National Australia Bank in a variety of strategic and change management roles internationally. She has significant experience in corporate service functions, much of it gained through her background in the management of technology.



Kararaina Cribb: Chief Advisor Māori

Kararaina joined NZQA in 2005. She has recently returned from working as Private Secretary to the Associate Minister of Education while on secondment to the Ministry of Education.

Kararaina has extensive experience in Māori education having worked in administrative and management roles within Te Kohanga Reo National Trust; as the Head of Te Wānanga Māori and Director for Whitireia Community Polytechnic. Kararaina also contributes, as a guest lecturer, to iwi and hapū studies at Te Wananga o Raukawa. She is of Ngāti Porou, Ngāti Kauwhata and Ngā Puhī descent.



Description of divisional functions

Office of the Chief Executive

The Ministerial Services team coordinates and quality assures responses to ministerial requests (i.e. correspondence, parliamentary questions, Official Information Act requests, submissions and formal briefings).

The Communications team oversees the intranet and external website, media communication, and coordinates events services. The team also provides support to Chief Executive and Ministerial Services on Official Information Act responses and parliamentary questions.

The Board Services team provides administrative support to the Board.

Office of the Chief Adviser Māori

The Chief Adviser Māori team has been instrumental in working with key stakeholders to develop Te Rautaki Māori (Māori Strategic Plan). This team is a pivotal point in the co-ordination, implementation and maintenance of this plan. Outcomes are progressive over a five year reporting period.

The team provides support, guidance and cultural awareness to the Divisions to contribute to improving educational achievement outcomes for Māori.

Key components of Te Rautaki Māori are the development of courses, programmes and qualifications that recognise and give value to Mātauranga Māori. It also looks at the alignment and relevance of qualifications in Māori economic development.

Qualifications Division

The Secondary Examinations team administers the national secondary school examinations and moderates the internal assessment carried out in secondary schools. The team also provides expert advice and support to the Ministry of Education in developing and reviewing achievement standards. They provide assistance with the international recognition of qualifications by liaising and negotiating with overseas agencies and organisations concerned with the use of New Zealand secondary school qualifications.

The Schools Liaison team provides advice and information on all aspects of managing national assessment to secondary schools. This role includes accrediting schools to assess standards on the national qualifications framework, facilitating entries into qualifications, operating secondary school examination centres, quality assuring the assessment processes and procedures that operate in the schools, evaluating schools' own internal quality assurance processes and reporting on the results of external moderation in each subject. The School Relationship Managers conduct school visits and prepare managing national assessment reports that are published online.

The Qualifications Development and Tertiary Moderation team manages the development, review and promotion of relevant, nationally-endorsed, generic field Māori standards and qualifications. The team also provides moderation services to the tertiary sector and monitors the ITO-managed national external moderation systems.

The Secondary Moderation team quality assures secondary school assessment materials and teachers' marking decisions. Secondary moderators also provide advice and guidance on a national basis to teachers, with an aim of increasing the agreement rates between moderators and teachers on internally assessed standards. The use of regionally based full-time moderators for most subjects began in 2008.

The Qualification Recognition Services team provides a qualification evaluation service for people needing evaluations of their overseas qualifications for immigration, employment, registration and/or further study purposes, including people involved in the refugee education programme facilitated by the Auckland University of Technology. It also provides overseas study assessments, a process which involves the checking and reporting on the accreditation status of overseas institutions and programmes that New Zealand students may wish to study, for which student loan interest waivers may apply.

The Data and Data Analysis team manages the exchange of data between schools and tertiary providers and NZQA, and the processing of it when it arrives. For secondary learners, the team records NCEA internal assessment results and examination entries, publishes NCEA and Scholarship results notices and certificates, and statistics for the public website. The team records results, verifies or awards qualifications, and prints certificates and Records of Achievement.

Quality Assurance Division

The Framework Registration team quality assures all national standards, national qualifications, National Qualifications Framework classifications, and Accreditation and Moderation Action Plans and registers them on the framework. The team also coordinates the provision of advice to the Tertiary Education Commission concerning Industry Training Organisations recognition, re-recognition, and extensions of standard-setting coverage in accordance with the provisions of the Industry Training Act 1992.

The Provider Development and Support team works alongside Māori and Pasifika providers to support delivery of quality education and training. The team consists of regionally-based staff.

The Risk team has both an internal as well as external focus. The team monitors and reports risk to NZQA, risk to the Crown and to students, associated with the potential failure of private training establishments and the student fees protection scheme. The team also initiates and manages legislative action against any private training establishment with respect to breaches of its policy and procedures and the Education Act, and works with other government agencies to manage specific and system sector issues. It also manages the provider complaints system in which complaints about provider practices are investigated and resolved.

The Quality Management System team works with business teams to review and develop internal policy and procedures, and ensure that organisational requirements, obligations and expectations are clearly articulated.

The Provider Registration and Accreditation team quality assures tertiary education organisations that deliver education and training and/or assessment that NZQA is responsible for, registers tertiary education organisations (except wānanga) that meet the criteria for registration, and manages the application process for private training establishments undergoing ownership changes. The team quality audits

tertiary education organisations against separate quality standards for The Code of Practice for the Pastoral Care of International Students for the Ministry of Education Code Office, Adult Community Education for the Tertiary Education Commission (TEC), and Foundation Learning Quality Assurance. It audits Industry Training Organisations (ITOs) against the Quality Assurance Standard for ITOs and this information feeds into TEC re-recognition of ITOs. The team also investigates complaints about tertiary education organisations received from external stakeholders, including students.

The New Zealand Register of Quality Assured Qualifications team manages the on-going integrity of the New Zealand Register of Quality Assured Qualifications.

The Course Approvals and Accreditation team is responsible for the quality assurance of courses and qualifications for wānanga, private training establishments and government training establishments, and institutes of technology and polytechnics at postgraduate levels. This work is undertaken against the gazetted criteria for course approval and accreditation.

The Tertiary Reforms team leads the development of new quality assurance systems and processes to support the broader Tertiary Reforms.

The Quality Assurance Division manages NZQA's delegation, in respect of Institutes of Technology and Polytechnics, of the following roles:

- course approval under section 258
- accreditation to deliver approved courses under section 259
- consent for the award of degrees under section 254
- accreditation to assess against standards on the National Qualifications Framework.

The delegation is to the Institutes of Technology and Polytechnics New Zealand (ITPNZ) acting by and through the Institutes of Technology and Polytechnic Quality (ITPQ). ITPQ is an independent standing committee of ITPNZ, set up under the constitution of ITPNZ for specific purposes including this delegated function.

The delegation of the course approval and accreditation roles is made under section 260 of the Education Act 1989, while the delegation of the role of consenting to the award of degrees is made under section 254(5).

Strategic and Corporate Division

The Policy team develops and maintains relationships with other government agencies, participates in or leads development of joint policy initiatives, provides interdepartmental comment and advice, contributes specialist input into bi-lateral and multi-lateral recognition agreements and trade negotiations and fosters greater recognition and acceptance of New Zealand qualifications nationally and internationally.

Information Services maintains and develops technology solutions (ICT). These solutions support learners, providers, sector agencies and NZQA staff by providing them with the information and tools they need to achieve their objectives. Current areas of focus for the delivery of new capability are interactions with stakeholder groups and supporting staff in the execution of their roles.

The Research and Knowledge Services team provides high quality and timely strategic research and analysis services for internal and external clients.

Internal Audit contributes to the successful achievement of NZQA's goals through the delivery of the annual internal audit plan as approved by the Board, management of internal control systems and the recently launched integrated compliance framework.

The Planning and Performance team provides strategic planning, business planning, monitoring and reporting services to the Board and Strategic Management Team.

The Finance team provides a range of financial services including financial planning, budget allocation, and accounts processing. The team also administers the procurement system.

The sole legal counsel provides legal and procedural advice to members of the organisation and Board to help ensure that NZQA transacts business and manages its roles and responsibilities, in a lawful and appropriate manner.

The Human Resources team provides specialist technical expertise to support recruitment, selection, performance management, occupational health and safety, and training and development. The team also runs the remuneration and performance pay, payroll, employee and industrial relations and Privacy Act processes.

The Administration Services team manages accommodation, maintenance, insurance, energy monitoring, travel, security, telecommunications, reception, travel, mailroom and printing services.

Appendix 6 Financial Information

Financial overview

NZQA expenditure budget for 2008/09 is \$77.028 million. This is to be funded by Crown revenue of \$43.947 million and the forecast third party revenue from fees and charges of \$33.372 million.

Forecast third party revenue includes:

- fees from tertiary credit and assessment fees
- fees from secondary NCEA examination and assessment fees
- charges for qualification recognition services
- charges for audit and accreditation services.

The capital budget for 2008/09 is \$6.68 million. Of this, \$2.34 million is funded by the Crown capital contribution and the remaining \$4.34 is funded by NZQA capital reinvestment funding.

Medium Term Financial Summary

The NZQA medium term financial summary is as follows:

FINANCIAL SUMMARY	Budget 2008/09 \$000	Budget 2009/10 \$000	Budget 2010/11 \$000
Crown revenue	43,947	37,403	36,793
Other revenue	33,372	34,877	34,877
Total revenue	77,319	72,280	71,670
Expenses	77,028	72,081	71,541
Net surplus/(deficit)	291	199	130

Financial targets

Key financial performance indicators are as follows

Performance Measure	Unit	Budget 2008/09	Budget 2009/10	Budget 2010/11
Working Capital				
Net current assets	\$000	8,966	9,190	9,350
Current ratio	ratio	2.71	2.89	2.92
Resource utilisation				
Total non-current assets	\$000	12,773	12,948	12,918
Total non-current assets as % of total assets	%	47%	48%	48%
Additions as % of Total non-current assets	%	52%	35%	34%
Total non-current assets per employee	\$000	32	33	33
Public Equity				
Level at year-end	\$000	21,268	21,667	21,797
Level per employee	\$000	54	55	55
Forecast Net Cash Flows				
Surplus / (deficit) from operating activities	\$000	4,421	3,985	4,489
Surplus / (deficit) from investing activities	\$000	(6,680)	(4,540)	(4,340)
Surplus / (deficit) from financing activities	\$000	2,340	200	-
Net increase / (decrease) in cash held	\$000	81	(355)	149
Human Resources				
Total staff - full time equivalents	No.	394	394	394

Appendix 7 Summary of NZQA international memoranda, Free Trade Agreements and Closer Economic Partnerships

Name of International Memoranda	Date	Description/Impact on NZQA
European Convention on the Equivalence of Diplomas leading to Admissions to Universities	1978	The Convention requires member states to recognise New Zealand university entrance as equivalent to their own requirements for admission to university, where the state is responsible for university admissions. There is an issue in that universities often maintain control over their own specific entrance standards. The provisions of this Convention do not apply to nationals educated offshore seeking entry to a university in their home country.
Trans-Tasman Mutual Recognition Arrangement (TTMRA)	1993	TTMRA applies to regulations affecting the sale of goods and registration of occupations. The latter is relevant to NZQA and is discussed below. An individual registered to practice an occupation in one jurisdiction is able to obtain registration to practice an equivalent occupation in another jurisdiction. The only permanent exemption for occupations relates to medical practitioners (except doctors, where mutual recognition-type arrangements already apply).
LAN (Lembaga Akreditasi Negara) and NZQA Memorandum of Understanding	1996	Primary function: to enhance the quality of educational joint ventures between Malaysia and New Zealand. Neither agency will quality assure a joint venture involving both nations without checking first the good standing of the education provider and its qualifications (i.e. New Zealand providers must be approved by NZQA or NZVCC and Malaysian providers must be approved by LAN).
Australia and New Zealand Mutual Recognition of Vocational Education and Training Qualifications	1998	Ministers responsible for vocational education and training in Australia and New Zealand have declared confidence in the equivalent standing of Australian and New Zealand vocational education and training qualifications, and in the validity of the quality assurance and other processes underpinning qualifications. Mutual recognition is expected to lead to greater similarity of content between Australian and New Zealand qualifications.
NZQA – Cook Islands Ministry of Education Understanding	1999	Primary function: accreditation of CI Secondary schools to assess to award qualifications on the NQF. This is implicitly limited to level 3, and in practice to level 2. There is currently negotiation around allowing assessment in Cook Islands to level 4 or 5.
NZQA – Niue Department of Education Understanding	1999	Primary function: accreditation of Niue Secondary schools to assess to award qualifications on the NQF.
Arrangement on Mutual Recognition of Academic Degrees in Higher Education between the Ministry of Education of New Zealand and the Ministry of Education of the People's Republic of China	2002	Primary function: mutual recognition of degrees awarded to students by all NZ TEOs and all Chinese higher education institutions and research institutions with degree awarding powers which were recognised at 9/12/2002.

Name of International Memoranda	Date	Description/Impact on NZQA
NZQA and the Chinese Service Centre for Scholarly Exchange (CSCSE)	2006	The CSCSE arrangement is about Development and Cooperation in the Recognition of Overseas Qualifications. It is intended to encourage information exchange, organise mutually beneficial training programmes, and develop and strengthen cooperation in mutual recognition of qualifications and other areas of mutual interest, including national recognition systems, national qualifications frameworks and recognition criteria and quality assurance mechanisms used in the recognition of qualifications. Both sides also agreed to provide information to higher education institutions in both countries on running joint education programmes or cross-border education programmes.
NZQA and China Academic Degrees and Graduate Education Development Centre (CDGDC)	2007	The CDGDC agreement formalises the relationship between CDGDC and NZQA's Qualifications Recognition Service regarding the verification of Chinese qualifications. The agreement is about standardising the verification practice, so that details such as the financial settlement and duration of the verification work could be clarified between the two agencies. CDGDC has signed this type of agreement with other countries, such as UK and Japan. Any institution could ask prospective Chinese students to provide a copy of a verification from the CDGDC (at the student's expense).
Lisbon Recognition Convention (LRC) - The Convention on the Recognition of Qualifications concerning Higher Education in the European Region was developed by the Council of Europe and UNESCO in Lisbon in April 1997	2008	Primary function: The Lisbon Convention is an important foundation for the Bologna Process, which seeks the establishment of a European higher education area by 2010 where students, academic staff and workers enjoy greater mobility by fair recognition of their qualifications. Acceding to the LRC will ensure that New Zealand's Qualifications are better recognised and better understood by LRC parties. The main tasks stemming from the LRC are to identify a National Information Centre for New Zealand Qualifications and to promote the use of a Diploma Supplement or equivalent across our higher education institutions.
Arrangement on Mutual Recognition of Academic Degrees in Higher Education between the Government of New Zealand and the Government of the People's Republic of China	2008	The Arrangement is on Mutual Recognition of Academic Degrees in Higher Education, establishing a mechanism to facilitate mutual recognition of higher education qualifications in order to promote cooperation in education, so as to make it easier for students with qualifications from one country to pursue further academic studies in the other country.

Name of Free Trade Agreement or Closer Economic Relationship	Date	Description/Impact on NZQA
NZ-Thailand Closer Economic Partnership Agreements	2008	Article 8.1 Liberalisation of Trade in Services is relevant to NZQA. This section covers areas such as recognition of qualifications of Thai chefs and masseuses. This section allows for (substantive) negotiations on trade in services in three years' time. Interim measures are provided for.
China-New Zealand FTA	2008	<p>Article 113 Qualifications Recognition Cooperation</p> <ol style="list-style-type: none"> 1. Both Parties acknowledge existing work on qualifications recognition taking place under the auspices of the New Zealand - China Education Joint Working Group ("JWG") and encourage the JWG to further explore cooperation in mutual recognition of respective academic degrees and qualifications. 2. The Ministry of Labour and Social Security of China and NZQA shall establish a joint working group to strengthen cooperation and explore possibilities for mutual recognition of respective vocational qualifications. 3. Both Parties agree to encourage NZQA and the Chinese authorities responsible for issuance and recognition of professional and vocational qualifications to strengthen cooperation to explore possibilities for recognition of other qualifications and professional and vocational licences.

Appendix 8 Attached documents

- *NZQA Annual Report 2007-2008*
- *NZQA Statement of Intent 2008 – 2011*
- *New Zealand Register of Quality Assured Qualifications*
- *Secondary school qualifications - a guide for students*
- *Te Rautaki Māori me te Mahere Whakatinana a te Mana Tohu Mātauranga o Aotearoa - The Māori Strategic and Implementation Plan 2007 - 2012*