NZQA

NEW ZEALAND QUALIFICATIONS AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

Briefing for the Incoming Minister for Tertiary Education

29 January 2010

Introduction

1. You have received, at the request of your office, a copy of the New Zealand Qualifications Authority's (NZQA) November 2008 Briefing to the Incoming Minister of Education and Minister for Tertiary Education. This briefing document presents updated background information about NZQA and our work with the tertiary education sector. In addition to information concerning NZQA's statutory obligations, the briefing provides you with an overview of the key programmes of work currently underway. There are references to previous education reports which will provide background information on the work we are undertaking. There are also indications of reports which will be submitted to you in the near future.

The tertiary education sector

2. There were 502,000 students enrolled in all types of formal tertiary qualifications at providers in 2008. Of these 39,800 were international students.

3. Tertiary education providers include both public and privately owned organisations. The public providers, tertiary education institutions (TEIs) are:
   - eight universities
   - 20 institutes of technology / polytechnics (ITPs)
   - three wananga, which deliver education within a Māori context

4. There are 720 registered private training establishments (PTEs), which include registered private English language schools.

5. In addition, there are 8 government agencies recognised as government training establishments (GTEs). These agencies provide education and training for significant numbers of their employees, for example the New Zealand Police and the New Zealand Army

6. There are 40 Industry Training Organisations (ITOs) which are responsible for setting skill standards, arranging training and assessing trainees, and providing industry leadership

NZQA and its work with the tertiary education sector

7. NZQA is a service delivery organisation. We are client-focussed and aim to be both robust and responsive. We have an ambitious programme of work underway (as reflected in our Statement of Intent and our Performance Improvement Actions) which will make a significant difference to our wide client base.

8. NZQA's roles and functions are derived from the Education Act 1989. We are accountable for the quality of the qualifications system and the quality assurance of individual qualifications and tertiary education organisations, with the exception of the universities.

9. Specifically, and in terms of the tertiary education sector:

   - NZQA has legislative responsibility for the gazetted criteria for course approval[1]* and accreditation[2]*. These criteria apply to the entire tertiary education sector, including the universities, and are promulgated in the *New Zealand Gazette*, following consultation with the sector whenever changes to the criteria are required.

   - NZQA is responsible for quality assuring the initial entry of private training establishments into the tertiary system and monitoring that they continue to maintain the requirements of their registration.

   - Under section 260 of the Education Act, NZQA delegates the quality assurance of institutes of technology and polytechnics to Institutes of Technology and Polytechnics New Zealand* / Institutes of Technology and Polytechnics Quality (ITP Quality)*. This delegation applies to courses up to and including undergraduate degrees. NZQA approves and quality assures postgraduate degrees in this sub-sector.

   - We manage the New Zealand Register of Quality Assured Qualifications (The Register), the processes leading to the entry of courses and qualifications onto the Register and accreditation of tertiary education organisations (TEOs) to deliver courses.

   - We manage the registration of qualifications and unit standards for the National Qualifications Framework[3]* and accredit TEOs to assess against these standards. We manage the moderation of national qualifications[4]*, and develop and register New Zealand qualifications. For example, we are currently developing literacy and numeracy unit standards, and adult literacy educator national standards and qualifications.

   - We recognise overseas qualifications and ascertain their equivalence with New Zealand qualifications.

   - We quality assure TEOs and their programmes and courses and, since September 2009, have been implementing a new quality assurance framework which uses an evaluative approach. This new approach, based on international good practice, shifts the focus from measuring inputs to a practical focus on outputs and outcomes. It places ownership of quality firmly with the TEO in the form of self-assessment. NZQA and ITP Quality (as Quality Assurance Bodies) perform the External Evaluation and Review that complements institutional self-assessment. This covers the whole tertiary sector other than universities. The universities, through their own quality assurance activities, are following similar principles.

10. The evaluative quality assurance framework has four components:

    - Initial entry processes of registration of private training establishments, course approval, accreditation to deliver a course, and accreditation to

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[1] * See glossary
[2] * See glossary
[3] * See glossary
[4] * See glossary

assess standards on the National Qualifications Framework* (note that ITPs and wānanga do not require registration)

- self-assessment by tertiary education organisations to understand their performance and use this information to bring about improvement

- external evaluation and review by a Quality Assurance Body to reach independent judgements about the educational performance and capability in self-assessment of the organisation. Reports are published on the web-site.

- mechanisms to monitor compliance with the Education Act 1989, identify where a TEO is non-compliant and appropriate actions taken to respond to non-compliance. While an underpinning principle of the framework is that all parties are expected to demonstrate behaviours congruent with high trust and high accountability, a risk framework is used to identify TEOs which may be posing a risk to the quality of learners' education and to New Zealand's international reputation.

11. The framework applies to all tertiary education organisations. The design is flexible so that a consistent quality assurance approach is applied despite the diversity of the sector. It recognises the overall strength and motivation inherent in the system by promoting a culture of self-improvement, encouraging TEOs to take responsibility for increasing student retention, achievement, and success and focusing on how well TEOs meet the needs of learners and interested parties.

12. Progressive implementation of External Evaluation and Review has begun with PTEs in September 2009, wānanga in March 2010, ITPs in April 2010, and ITOs from July 2010.

Significant current work

13. NZQA has an intensive and varied work programme in the tertiary education field. Details can be found in the attached *NZQA Statement of Intent 2009-2012*, the tertiary priorities of which are referenced in Appendix 4.

Targeted Review of Qualifications

14. The Tertiary Education Strategy 2010 – 2015 prioritises reducing the proliferation of sub-degree provider qualifications to ensure that employers and students have access to a simpler qualifications system with strong links between lower and higher level qualifications.

15. This priority is reflected in the NZQA 2009 – 2012 Statement of Intent Priority 2 with the goal that the New Zealand Register of Quality Assured Qualifications*[5] (the Register) and the National Qualifications* (NQF) are more useful and more easily understood by learners, employers and providers.

16. A series of four projects commenced in 2009 to realise this intent and meet the results expected in our Statement of Intent. They were:

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[5] * See glossary

- Targeted Review of the New Zealand Qualifications System Levels 1-6 to determine mechanisms to reduce existing and unnecessary duplications within the Register

- Assessment of the current credit allocation system

- Assessment of the NQF, the Register, the associated levers and accountabilities of different agencies

- Reviewing processes to reduce the cost and time to market for education and training providers

17. Two tertiary education reports were sent to the Minister of Education following approval from the NZQA Board in December 2009. The first concerns the *Targeted Review of Qualifications – consultation results and final report* (CR5994) and the second report concerns *Credit Allocation* (CR5993). With the agreement of the Minister of Education these reports are being re-submitted to you.

18. A third report, *Aligning the levers and accountabilities of different agencies to deliver on the changes required to reduce the duplication and proliferation of qualifications* (CR6151) was sent to you on 29 January, along with the above resubmitted reports and with a covering note referring to this significant trilogy of work. We have a meeting with you on Wednesday 3 February and can discuss the next steps with you at that time.

19. NZQA will report to you in March on the programme of work developed to establish the New Zealand Qualifications Framework (which integrates the current National Qualifications Framework and the current New Zealand Register of Quality-Assured Qualifications) by 30 June 2010 and to implement the changes recommended from the trilogy referred to in paragraphs 16 and 17 above.

Risk Framework

20. All registered private training establishments and TEOs with course approval[6]* and accreditation[7]* are required to maintain compliance with the requirements of the Education Act 1989 through their registration (in the case of private training establishments), approvals and accreditations.

21. As a part of its quality assurance function, NZQA uses a range of indicators to determine when a tertiary education organisation is non-compliant with the Education Act. Indicators include the results of External Evaluation and Review, complaints, discrepancies in the PTE annual statutory declaration used to attest compliance, and other performance information. These indicators provide the inputs into the comprehensive risk management framework to assess the level of risk.

22. Depending on the extent and seriousness of the non-compliance with the Education Act and the type of tertiary education organisation concerned, the Quality Assurance Body will apply one of a range of responses from remedial actions through to legislative actions.

23. A critical criterion for maintaining registration as a PTE is to have an acceptable student fee protection policy in place so that students' fees are

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[6] * See glossary
[7] * See glossary

protected in the event of provider closure or failure. In light of the failure of one private training establishment and the receivership involving a group of four others, we are currently conducting a review of the student fee protection policy and will submit an education report to you on thus matter following decisions by the NZQA Board.

University entrance

24. NZQA, working closely with the Ministry of Education and the Tertiary Education Commission, is undertaking a review of the common standard for entrance to university (known as university entrance). The university entrance requirement was last reviewed in 2005. Universities have expressed concerns regarding the appropriateness of the level and application of the current requirements. Alongside this sits the need to align university entrance requirements with the revised standards for senior secondary school that will be implemented at level 1 in 2011, level 2 in 2012 and level 3 in 2013. Reviewing the common standard for university entrance sits within a wider programme of work designed to lift the standards by which achievement is measured - beginning with the National Standards for literacy and numeracy in primary and intermediate schools, the aligning of the National Certificate of Educational Achievement (NCEA) Level 1 with curriculum level 6 in secondary schools, and strengthened literacy and numeracy requirements for NCEA. This wider programme sits within our secondary portfolio of work, but university entrance interfaces with the tertiary portfolio.

Te Rautaki Māori

25. Te Rautaki is NZQA's Māori Strategic Plan and is coordinated by the Office of the Deputy Chief Executive Māori (ODCEM). 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. An expert advisory group (Ngā Kaitūhono) has been established to advise NZQA on mātauranga Māori

26. Outcomes are progressive over five years.

Information and Communication Technology (ICT)

27. 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. The new quality assurance framework in the tertiary sector, for instance, is supported by a business process workflow and web self service tool.

28. An ongoing programme of investment in ICT is integral to support new initiatives and improve the way we do things. We are currently in the third year of our five year ICT strategic plan. This plan has a particular focus on projects which support our external clients and increase internal efficiency. You will note that our Performance Improvement Actions have a heavy ICT component.

Secondary / Tertiary Interface

29. Transitioning from secondary school into workplace learning or tertiary education can be problematic for students. We are working with the Ministry of Education to provide schools, parents and students with statistics and information on NCEA and other NQF qualifications that will assist with this challenge. Furthermore, through our responsibility for the National Qualifications Framework[8]*, we ensure there are pathways for students to transition into tertiary qualifications, whether these are trades certificates, degrees or other qualifications.

APPENDICES

1 Current schedule of Board members

2 Current schedule of Strategic Management Team Members

3 NZQA organisation chart

4 Extracts from NZQA's 2009-2012 Statement of Intent (Priority 1 and Priority 2)

5 NZQA's Performance Improvement Actions

6 A short glossary

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[8] * See glossary

The Organisation

The New Zealand Qualifications Authority is headed by a Board appointed by the Minister of Education. The Board represents industry, community and education interests.

Current NZQA Board members

Sue Suckling (Board Chair)		Governance specialist. Previously Board Chair of both the National Institute of Water and Atmospheric Research Ltd and AgriQuality Ltd. Other governance roles have been Chair of Barkers Fruit Processors Ltd, The Oxford Clinic in Christchurch and the Carson Group. She is currently a member of the Takeovers Panel and a Board member of Restaurant Brands. *Board term commenced: 1 April 2006. Expires: 31 March 2012*
Angela Foulkes		Angela Foulkes 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*
Dr John Langley		Dr John Langley is Chief Executive Officer of Cognition Education Limited, New Zealand's largest education consulting company. 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 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. In 2009 he was made an Officer of the New Zealand Order of Merit for services to education. *Board term commenced: 1 December 2006. Expires: 30 November 2009 (continuing under Crown Entities provisions).*
Samantha Lundon		Samantha Lundon 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. Ms Lundon is the current chair of Aotearoa Māori Providers of Training, Education and Employment (AMPTEE). Ms Lundon 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 McAlpine has recently retired from her role as Principal of Nelson College for Girls. A position she held for 18 years. Prior to 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, including an appointed leader of an Education Intervention team from 2003-2004. She was a member of SPANZ Executive Committee (Secondary Principals of NZ) for 7 years and sat 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. From 1988-1992 she represented Australasia on a United Nations Committee. Currently she is a Nelson City Councillor and does short term contracts for the Ministry of Education and UC Canterbury. She is currently a Limited Statutory Manager of a Nelson School and sits on several local Boards and Executive Committees. In January 2010 Ms McAlpine took up the role of the Chair of the New Zealand Teachers Council.
		Board term commenced: 1 January 2008. Expires 31 December 2010
John Morgan		John Morgan is the Chief Executive of National Institute of Water and Atmospheric Research Limited (NIWA). Mr Morgan 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 2012
Shona Smith		Shona Smith is Deputy Principal of Waitakere College in Henderson, Auckland. She was formerly Head of English at Birkenhead College and has taught in four different Auckland secondary schools. She has a wide range of curriculum, assessment and qualifications expertise.
		Ms Smith 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 NASDAP 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 Taylor is a professional director. He has previously served as a senior executive and director in the financial services sector in New Zealand and Australia including 15 years as a Chief Financial Officer and then Group Managing Director at Tower Limited, where as CEO 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, the Takeover Panel and the Government Superannuation Authority and a Director of Gough, Gough and Hamer Limited and Butlands Limited. He is a member of the Carey Baptist Theological College Board and was previously Chair of Wellington College for six years.

Board term commenced 20 September 2007. Expires 19 September 2010

Corporate structure

The New Zealand Qualifications Authority (NZQA) is led by its Strategic Management Team, which comprises the Chief Executive and four Deputy Chief Executives.

- Qualifications

- Quality Assurance

- Strategic and Corporate Services

Each division is managed by one of the Deputy Chief Executives, and the Deputy Chief Executive Māori is supported by the Office of the Deputy Chief Executive Māori.

Chief Executive

Dr Poutasi was appointed Chief Executive in May 2006. Previously Karen was 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 joined the NZQA in September 2006. He has extensive experience in the secondary education sector, having led three schools through significant change processes over 14 years.

Bali has also been actively involved in advising the Ministry of Education and NZQA on a wide range of initiatives, ranging from strategic planning and reporting to curriculum development and the development of NCEA.

Bali was a member of the National Executive of the Secondary Principals' Association of New Zealand for eight years, and was President during 2003/04.

Bali Haque,
Deputy Chief
Executive,
Qualifications Division

The Qualifications Division is responsible for:

- tertiary qualifications - records, assessment support material and moderation

- working with tertiary providers to ensure their internal assessments are at the national standard

- developing and maintaining unit standards and national qualifications on the National Qualifications Framework that are in areas of government priority and generic in nature, or in Field Māori

- maintaining the national Record of Achievement

- secondary qualifications - setting, preparing and marking secondary school exams, liaising with secondary schools on assessment matters, moderation of internal assessment

- quality assuring secondary schools and other secondary providers

- providing a qualifications recognition service for people from overseas wishing to live, work or study in New Zealand.

Tim Fowler joined NZQA in February 2009.

Tim has had a career in the higher education and international business sectors in both Australia and New Zealand. He brings to NZQA extensive experience in business process re-engineering, building service delivery teams and achieving outcomes through performance and relationship management systems.

The Quality Assurance Division is responsible for:

- setting and gazetting criteria for course approval and accreditation in the tertiary sector

- registering Private Training Establishments (PTEs)

- approving all courses for PTEs, Government Training Establishments (GTEs) and wānanga and Industry Training Organisations.

- approving all courses and qualifications developed by PTEs, GTEs and wānanga, and all postgraduate courses for Institutes of Technology and Polytechnics

- monitoring functions delegated to the Institutes of Technology and Polytechnics Quality

- registering and quality assuring standards as part of the National Qualifications Framework

- administering the New Zealand Register of Quality Assured Qualifications

- overarching quality assurance projects.

Tim Fowler
Deputy Chief
Executive,
Quality Assurance
Division

Catherine Williams 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 services functions, much of it gained through her background in the management of technology.

The Strategic and Corporate Services Division is responsible for:

- strategic functions – planning and performance, policy and international

- corporate functions - finance, information services, human resources, administration, and legal services

- internal audit

- leadership and management of NZQA's Pasifika Strategy.

Catherine Williams,
Deputy Chief
Executive,
Strategic and
Corporate Services
Division

Daryn Bean joined NZQA in May 2009. He has extensive public sector experience at the interface of Māori development, most recently as Regional Director for Te Puni Kokiri for Tai Tokerau. He brings high-level relationship management skills, strategy and leadership development capabilities in the areas of education, international business and community development.

From Te Arawa, Daryn holds a post-graduate degree in management and a Bachelor of Business Studies degree from Massey University.

The Office of Deputy Chief Executive Māori is responsible for:
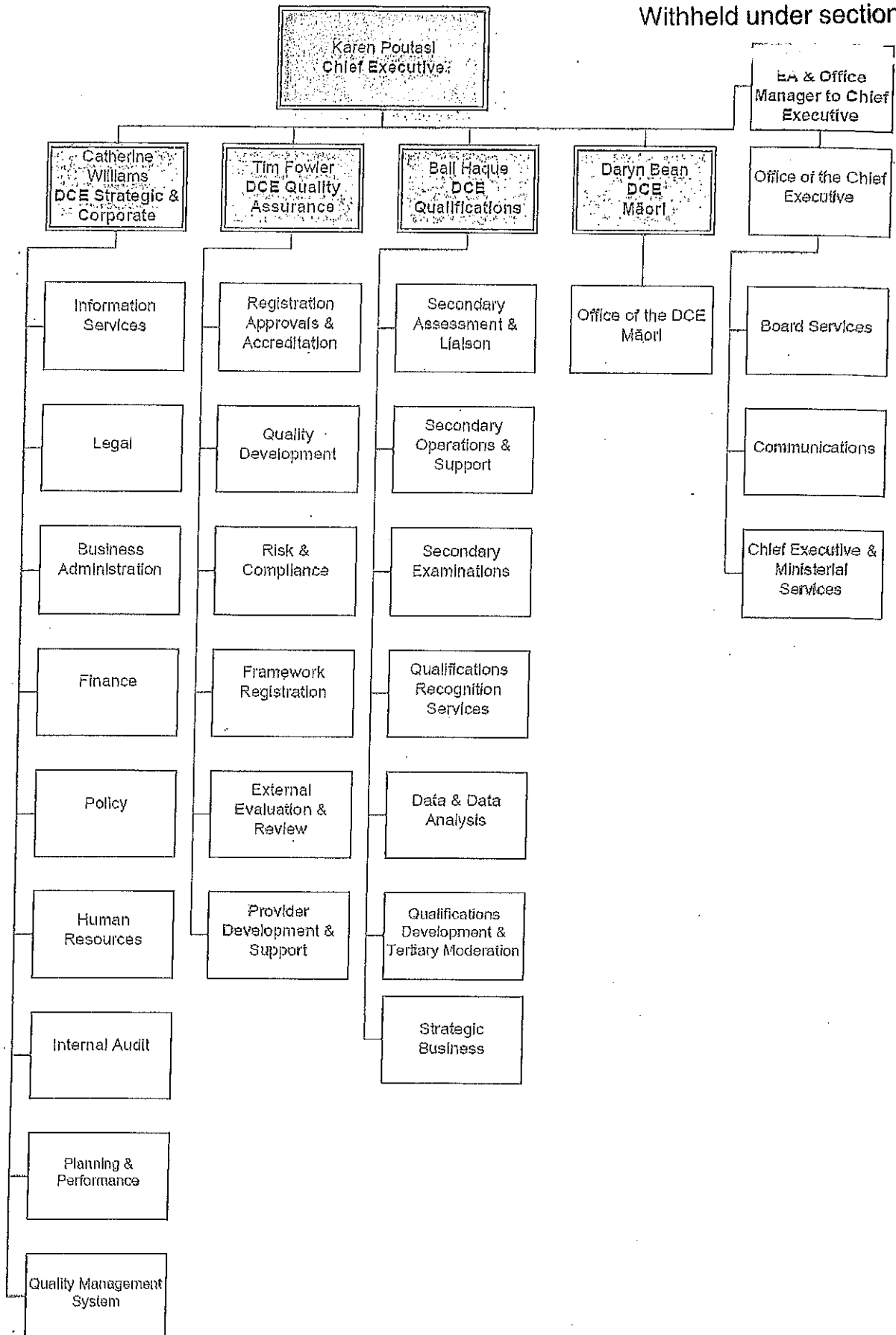

Daryn Bean,
Deputy Chief Executive
Māori

- Leadership and management of *Te Rautaki Māori* - NZQA's Māori Strategy

- Managing strategic relationships with Māori/Iwi, including Nga Kaitūhono and NZQA's Māori Economic Forum

- Ensuring NZQA's commitment to higher Māori education achievement.

All NZQA (effective 1 January 2010)

Withheld under section 9 (2) (a)

Karen Poutasi
Chief Executive

EA & Office Manager to Chief Executive

Office of the Chief Executive

Catherine Williams DCE Strategic & Corporate	Tim Fowler DCE Quality Assurance	Ball Haque DCE Qualifications	Daryn Bean DCE Māori

Information Services	Registration Approvals & Accreditation	Secondary Assessment & Liaison	Office of the DCE Māori	Board Services
Legal	Quality Development	Secondary Operations & Support		Communications
Business Administration	Risk & Compliance	Secondary Examinations		Chief Executive & Ministerial Services
Finance	Framework Registration	Qualifications Recognition Services		
Policy	External Evaluation & Review	Data & Data Analysis		
Human Resources	Provider Development & Support	Qualifications Development & Tertiary Moderation		
Internal Audit		Strategic Business		
Planning & Performance				
Quality Management System				

Priority 1 — Tertiary education organisations' application of robust quality assurance processes through ongoing internal self-assessment and periodic external evaluation and review, have a positive impact on the quality of tertiary learning

The benefits for New Zealanders

NZQA will contribute to quality in the tertiary sector through its work in conducting external evaluations and reviews, which contributes to the development of effective and ongoing self-assessment in non-university tertiary education organisations.

In doing so, NZQA will support these tertiary education organisations to:

- deliver higher quality education and training
- maximise results for students and the wider society
- minimise risk to students and the Crown.

Information from NZQA's assessment and quality assurance of the performance of tertiary education organisations, including information from the Institutes of Training and Polytechnics Quality, a quality assurance body under delegation from NZQA, also assists the Tertiary Education Commission in making funding decisions.

NZQA's quality assurance work in the tertiary sector directly contributes to the Government's priority of developing skills to enable citizens to reach their full potential and contribute to the economy and society. The work also contributes to New Zealand's attractiveness to international students.

A framework of self-assessment and external evaluation and review has been developed by NZQA and plays an important part in developing a culture of continuous improvement within the tertiary education sector. Institutional ownership of quality is fundamental to New Zealand's reputation in delivering high-quality education.

Key actions and initiatives:

- implementing the new focus for the quality assurance of non-university tertiary education organisations progressively from 2009

- leading the provision of support to these tertiary education organisations and quality assurance bodies to develop capability in utilising the new quality assurance framework and reporting regularly on their progress

- through external evaluations and reviews, encouraging these tertiary education organisations to become increasingly responsible for their own performance in delivering high-quality education for learners.

Expected results:

- all tertiary education organisations for which NZQA has quality assurance responsibility will be actively engaged in ongoing evaluative self-assessment in 2009. At least 20 per cent will have participated in an external evaluation and review by June 2010, 50 per cent by 2011 and 75 per cent by 2012

- the reports from external evaluations and reviews reflect these tertiary education organisations' initiatives to improve the quality of teaching, educational results and capability in self-assessment

- the quality assurance framework supports the Government's emphasis on ex post accountability in the operations of the tertiary education system, and the information and evidence will drive continuous improvement.

Priority 2

The New Zealand Register of Quality Assured Qualifications and the National Qualifications Framework are more useful and more easily understood by learners, employers and providers
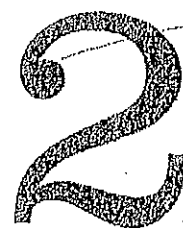
The benefits for New Zealanders

The introduction of the Register of Quality Assured Qualifications has been a major step forward for New Zealand. It provides a comprehensive list of all quality assured qualifications in New Zealand and enhances New Zealand's capacity to benchmark qualifications internationally.

The Register facilitates maximum flexibility in the provision and acquisition of learning and provides a consistent basis for the recognition of educational achievement.

Over the next three years, we will seek to ensure the Register promotes the development of qualifications that meet the needs of learners and employers and reduce any unnecessary duplication. We will do this through initiatives to promote the relevance of the Register to learners, employers and providers and by the pursuit of continuous improvements in the delivery of Register-related services.

The increasing involvement of industry training organisations (ITOs) in the development of relevant qualifications supports the development of a more innovative, productive and higher-performing economy. The National Qualifications Framework (NQF) acts as both a repository and as a support for this work. NZQA will develop the Register and the NQF component of the Register, to further meet the needs of both tertiary education providers and ITOs so they can better support the needs of the businesses and sectors that they serve.

Businesses and industry organisations have expressed concerns about the number of overlapping quality assured qualifications in New Zealand, and confusion about the pathways through qualifications. Providers sometimes develop local qualifications for the skills and knowledge that are already recognised by national qualifications on the Register. This may meet unique local need or may result in unnecessary duplication of effort. We will investigate the relationship between national and local qualifications with a view to reducing duplication where there is not a sound need for it, to better meet the needs of businesses while creating clearer pathways for the learners. Similarly there is a need for learners, in particular those who are targeted by the Youth Guarantee, to understand the options open to them for further learning.

We will also examine the integrity of the credit system to ensure consistency that does not distort quality or funding.

Many iwi intend to develop workforces with a Māori world view and dual competencies. NZQA will work with ITOs, Māori and iwi to ensure the qualifications contained within the Register meet these needs.

Key actions and initiatives:

Working with the education agencies, tertiary education providers, ITOs and their peak bodies to further develop the Register and the NQF to meet the needs of learners, businesses and industry by:

- examining the way credits are allocated to qualifications and standards
- assessing areas of overlapping qualifications to develop and agree the mechanisms to resolve unnecessary duplications
- streamlining NZQA processes for qualification approvals and facilitating the sharing of best-practice qualification development, maintenance and review processes.

Expected results:

- an assessment of the credit system and a recommended course of action are submitted to the Minister of Education by 31 January 2010
- an assessment of the NQF, the Register, the associated levers and accountabilities of different agencies, and a recommended course of action, are submitted to the Minister of Education by 31 January 2010
- mechanisms are determined to reduce existing unnecessary duplications within the Register by the end of 2010
- the cost and time to market for education and training providers are reduced through a reduction in qualification approval standard timeframes by 20 per cent by 2011 with an interim measure of 10 per cent by 2010.

Appendix 6: Glossary of terms

Accreditation	confirms that a provider is deemed capable of delivering an approved course or assessing against standards on the National Qualifications Framework (NQF)
Achievement standards	underpin the National Certificate of Educational Achievement (NCEA) and comprise learning outcomes and associated assessment criteria, together with technical and management information that supports teaching and assessment.
Course	an approved course is a coherent learning or training programme that is based on clear and consistent aims, content, outcomes and assessment practices
Course approval	confirms that a course is based on clear and consistent aims, content, outcomes and assessment practices which meet the necessary criteria and requirements
ITPNZ	Institutes of Technology and Polytechnics New Zealand is a body constituted by the institutes of technology / polytechnics to oversee Institutes of Technology and Polytechnics Quality
ITP Quality	Is the Quality Assurance Body that is responsible for quality assuring the ITP sub-sector. It does this under delegation from NZQA under section 260 of the Education Act
Moderation	the process of confirming an organisation's assessment activities are fair, valid and consistent with the required standard across a number of assessors or assessing organisations
National qualifications	comprise unit standards which are created by Industry Training Organisations and NZQA (where there is no relevant ITO) and registered on the National Qualifications Framework
National Qualifications Framework	Lists all the nationally registered qualifications, unit and achievement standards, together with the relationship between these
New Zealand Register of Quality Assured Qualifications	Is The Register which lists all quality assured qualifications (over 40 credits) in New Zealand; every qualification on the register is quality assured by a government-appointed quality assurance body. It is available through the KiwiQuals website. Qualifications can be both local (provider) or national.
NZVCC	Is the New Zealand Vice-Chancellors' Committee which is responsible for quality assuring the universities. It does this through its Committee on University Academic Programmes and the New Zealand Universities Academic Audit Unit.

| Qualification | A qualification recognises the achievement of a set of learning outcomes for a particular purpose through formal certification |
| Quality assurance body | a body that has legislated or delegated authority for quality assurance functions |