



Education Report: New Zealand Qualifications Authority draft Statement of Performance Expectations 2021/22

To:	Hon Chris Hipkins, Minister of Education		
Date:	13 May 2021	Priority:	High
Security Level:	In Confidence	METIS No:	1257535
Drafter:	Era Yuan	DDI:	9(2)(a)
Key Contact:	Fiona O'Leary	DDI:	
Messaging seen by Communications team:	No	Round Robin:	No

Purpose of Report

This paper provides our advice on the draft Statement of Performance Expectations (SPE) 2021-22 produced by the New Zealand Qualifications Authority (NZQA) which your office received on 3 May 2021.

You are required by the Crown Entities Act 2004 to give your feedback to NZQA within 15 working days of receipt of the documents (by 24 May 2021). A draft letter from you to Neil Quigley, Acting and Deputy Chair of the NZQA Board is attached for this purpose.

Summary

- The Ministry of Education (the Ministry) monitors the performance of NZQA. This report sits alongside NZQA's draft SPE which your office received on 3 May 2021. Our advice focuses on the performance measures, and high-level financial commentary against the draft SPE is provided in Annex A.
- NZQA's draft SPE meets statutory requirements for content but there was a minor delay in submitting a draft to you. We expect NZQA will meet the final deadline.
- NZQA has indicated it intends to issue a new Statement of Intent (SOI) in 2022.
- The COVID-19 pandemic and the many change programmes underway in the education system are complex and continue to impact the scope and operations for aspects of NZQA's business.
- NZQA's SPE demonstrates a good focus on equity and is undertaking a significant amount of work to further develop its performance measurement framework in preparation for its new SOI. This includes work on building its intervention logic and a focus on performance improvement through a review of its regulatory measures.
- NZQA could strengthen the measurement and reporting of its work on the Domestic Code of Pastoral Care. This will be included in its review of regulatory measures, but has agreed, following feedback from us, to add an interim "narrative" measure for this in this year's final SPE.

Recommended Actions

The Ministry of Education recommends that you:

- a. **note** that you are being provided with NZQA's draft SPE for your consideration and feedback, as required by the Crown Entities Act 2004 (the CE Act)

Noted

- b. **note** our assessment that NZQA's draft SPE meets requirements in the CE Act for content but did not meet the first statutory deadline of providing the draft to you not later than two months before the start of the financial year (it was submitted 1 working day late)

Noted

- c. **note** that you are required to provide any comments to NZQA on its draft SPE within 15 working days of receiving it to meet the requirement in the CE Act (by 24 May 2021). We have provided the attached draft letter for this purpose (see Annex B)


Noted

- d. **sign** and **send** the attached draft letter to Neil Quigley, Acting and Deputy Chair of NZQA by 24 May 2021 (see Annex B)

Agree / Disagree

- e. **agree** this Education Report is proactively released as part of the next publication once NZQA has published its final SPE

Release / Not release



Emily Fabling
Deputy Secretary
Strategy, Planning and Governance

13/05/2021



Hon Chris Hipkins
Minister of Education

23/5/2021

Proactive release

It is intended that this Education Report is proactively released once NZQA has published its final SPE, as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Annexes

- Annex A: High-level financial context
Annex B: Letter to the Board's Acting Chair
Annex B: Digital and Data Monitoring Framework

Background and Statutory Requirements

1. The Crown Entities Act 2004 (the CE Act) sets out the statutory requirements that a Crown entity must comply with when preparing and publishing its Statement of Performance Expectations (SPE).

Requirements for content

2. Requirements for SPE content are set out in Section 149E of the CE Act. In summary, an SPE must identify each reportable class of outputs, explaining what the class of output is intended to achieve, the expected revenue and expenses and how performance will be assessed. It must also contain forecast financial statements, prepared in accordance with generally accepted accounting practice.
3. The Ministry considers NZQA's draft SPE to meet statutory requirements in respect of content.

Requirements for timing

4. Section 149L of the CE Act sets out the process for providing the SPE to the responsible Minister:
 - A draft SPE must be provided to the responsible Minister no later than two months before the start of the financial year to which it relates.
 - The responsible Minister must provide any comments on the draft within 15 working days of receipt.
 - The entity must consider any comments on the draft and provide the final SPE to the responsible Minister as soon as practicable after receiving the comments, but before the start of the financial year.
 - The entity must also publish the documents online.
5. In addition to an annual SPE, a new SOI must be completed at least once every three years, although you can require an entity to prepare one at any time under Section 39A of the CE Act. NZQA has not provided an updated SOI this year, however, has indicated it will in 2022. Its current SOI covers the period 2019 – 2023.
6. NZQA sent its draft SPE to you on 3 May 2021 and, therefore, has not met the first statutory deadline.¹ We expect NZQA to meet the remaining statutory deadline for its SPE².
7. You have 15 working days to provide your comments to NZQA (Section 149L of the CE Act). A draft letter is provided for this purpose and should be sent by 24 May 2021.
8. You have been provided with NZQA's 2021/22 draft SPE for feedback. As part of this process, you can give input to further develop the strategic direction of the final SPE, as well as the long-term development of NZQA's overall performance measurement framework.

¹ Draft SPEs must be provided to the responsible Minister no later than two months before the start of the financial year to which they relate.

² The entity must consider the comments (if any) on the drafts and provide the final SPE to the responsible Minister as soon as practicable after receiving the comments, but before the start of the financial year. It must also publish the documents online.

9. SPEs (which capture measures) are aligned to the delivery of SOIs (which capture intent) and set expectations for entities progressing government priorities. Annual and quarterly reports are where entities provide assurance that they are delivering on what is required.
10. Since NZQA last published an SOI there has been much change in the operating environment. NZQA will need to continue to adjust its operational focus and performance to factor in the high-level strategic plans for the education system and the impacts of the COVID-19 pandemic. This is a challenge for all three of the education Crown entities we monitor, as there may be a disconnect between new system level output measures, and outdated SOI input measures and strategic drivers. These were produced at a time before the COVID-19 pandemic and all of the key Education Work Programme - EWP 2021 priorities were known.
11. As indicated in Figure 1 below, your feedback can help shape all parts of the entities' accountability and performance management framework which informs how the entities operate.

Figure 1 Setting expectations through the performance management framework



12. As it takes some time to fully develop new or alter existing performance measures, you may wish to add a requirement which sees NZQA provide you with further assurance over this area as part of its quarterly and annual reporting.
13. A draft Letter of Expectation for NZQA was submitted to your office on 15 January 2021 [METIS 1244606] and revised versions on 7 April 2021 and 19 April 2021. Once sent, the Letter of Expectation also forms part of the entity's overall strategic direction setting.

System Context

14. The education system is undergoing significant change, while at the same time feeling the impacts of the COVID-19 pandemic. This is a challenging environment in which to assess and measure performance. While developing their internal performance frameworks, the education Crown entities will need to consider:
 - the continued performance of the existing system and ensuring they are meeting learner needs while changes are being implemented
 - how they will measure and track the programmes of change set out to support the Education Work Programme – EWP 2021
 - how their measures align to and demonstrate performance and impact against key system strategies such as the *National Education Learning Plan (NELP)*, the *Tertiary Education Strategy (TES)*, *Ka Hikitia* and *Tau Mai Te Reo*, the *Action Plan for Pacific Education* and the *Learning Support Action Plan*
 - how they build good intervention logic and impact analysis along with data to support their understanding of their performance in the complex system.

15. We have outlined below some of the challenges and opportunities which may impact upon the way performance or activities are understood or reported on by the entities.

Te Tiriti o Waitangi and equity for Māori

16. The Education and Training Act 2020 (E&T Act) makes explicit the need to shift performance within the education sector to achieve better outcomes for Māori and their whānau. It is good to see the entities are thinking through how this can be demonstrated as part of their SPE and performance management frameworks.
17. While NZQA has worked hard on this recently, it continues to be important for it to consider how to embed Te Tiriti o Waitangi (Te Tiriti) into its organisation, future performance frameworks, measurement development and:
- continue to build internal capability to create a more equitable education system for Māori
 - work through and understand what good performance means with regard to Te Tiriti obligations
 - what the impacts and outcomes for learners are, and
 - how it can embed Te Tiriti in other areas of its work programme, such as through investment or funding decisions.
18. In 2020, the Ministry of Education (the Ministry) re-released *Ka Hikitia – Ka Hāpaitia* to help guide the system shifts and actions needed to realise the goal of achieving equitable outcomes for Māori in the education system. Additionally, *Tau Mai Te Reo*, the companion strategy to *Ka Hikitia*, further details the importance of Māori language skills to create an environment where Māori are able to achieve educational success as Māori.

Education system priorities and strategies

19. In the development of the final 2021/22 SPEs it will be important for all three of the education Crown entities we monitor to ensure performance measures align and support the strategic direction of the education system and the Government's Education Work Programme – EWP 2021. Driving organisational performance against these strategic priorities may be better reflected through the redevelopment of the SOI. However, it will be important for the final 2021/22 SPE to reflect the way NZQA is, in the interim, tracking progress against these system changes through its performance measures. We would particularly expect to see performance measures against work programmes and strategies critical to implementation of these education system drivers, including:
- the National Education Learning Priorities (NELP)
 - the Tertiary Education Strategy (TES)
 - Ka Hikitia and Tau Mai Te Reo, the Action Plan for Pacific Education and the Learning Support Action Plan
 - Implementing the National Certificate of Educational Achievement (NCEA) change package, and the Review of Achievement Standards
 - The review of the New Zealand Qualifications Framework (NZQF), and its impacts into the Reform of Vocational Education (RoVE), and
 - Data collection, disaggregation, analytics and insight.
20. Additionally, in finalising their performance measures in their final SPEs, the education Crown entities will need to consider the downstream impacts and the desired outcomes the system changes are trying to achieve for learners.
21. We anticipate this work will position NZQA well to redevelop its new SOI and would expect to see future SPEs (from 2022 onwards) be better aligned and reflective of performance against these system drivers and the changes in the operating environment.

Data management and insights

22. For the entities to effectively implement changes in the system, clear intervention logic is required to understand the flow and impact of both their own work, and that of the wider educational system, on learner outcomes. Data is one of the key resources to support strategic and learner focused thinking.
23. It is important the entities understand not only what data is available, but what data is needed to ensure that impact over time is visible and performance and change in the system is captured and tracked. This might include:
- timely and relevant data
 - identifying different sources of data
 - disaggregating data
 - sharing data, and
 - connecting data across the system.

Some of these aspects have long been challenging in the system.

24. Data sovereignty is an important consideration. How data follows the learner through the system needs to follow appropriate permissions and with relevant legislative authority. In addition, from a cultural perspective, there are also Te Tiriti implications with how data of Māori learners is gathered, used and stored.
25. Robust data management practices and improving analytics and customer insights will support the entities to understand their performance story more clearly in a complex environment. This is an important area for NZQA, which it recognises it needs to grow its capability in, particularly in the assurance area. The regulatory performance measures and data review which NZQA is undertaking are key pieces of work which we see will assist in this work.

COVID-19

26. The education system is still absorbing the impacts of the COVID-19 pandemic. We consider all three of the education Crown entities have worked well over the last year to adapt Business-As-Usual (BAU) operations to mitigate the associated organisational risks, and to provide continuity of education to learners.
27. The pandemic, and its associated impacts, has come at a time of large-scale change within the education sector. This will have affected organisational and system capacity to effect change. Going forward, it will be important for NZQA to continue to plan for, or maintain where appropriate, the capability and capacity to deliver, while preparing for the desired future operating state, and supporting New Zealand's ongoing pandemic response (including potential alert-level changes) and recovery.

Other Government priorities

28. The education Crown entities are not required to report against the whole of government requirements for ICT, property, and procurement functional leadership as part of their SPE documents. Instead this should be covered in the entities' annual reports (Section 151 of the CE Act).
29. By December 2022, the entities will also be required to measure, verify, and report on carbon emissions annually, to be compliant with the recently announced whole of government expectation for the public sector to be carbon neutral by 2025. We will

continue to work with NZQA as part of our monitoring engagement processes to report to you on its compliance with these requirements.

Commentary on NZQA's Statement of Performance Expectations

30. NZQA's draft SPE needs to be considered in conjunction with its Statement of Intent (SOI) 2019-2023 and other strategic documents, such as the NELP, TES, Ka Hikitia, the Pacific Education Action Plan, and the Learning Support Action Plan.

Analysis of performance measures

31. NZQA takes a continuous improvement approach to its measures, is embedding an equity focus into its measures and is currently reviewing its regulatory measures for its assurance function.
32. We are currently working with NZQA to understand its intervention logic in the changing environment, which will inform the development of its refreshed SOI later this year and improve NZQA's intervention logic between outcome, impact, and output measures. This is a key piece of work which we hope will set the parameters of its SPEs from 2022/23 onwards and over time support and develop improved performance reporting and analytics.
33. Our high-level commentary on NZQA's SPE financial position is provided in Annex A

Changes in Performance Measures from 2020/21 SPE

34. NZQA has carried over many of its measures from previous years, however six have been removed. The removed measures are a mix of demand driven measures and quantity and timeliness measures. We support the removal of these as the demand driven measures did not fully reflect NZQA's work and the quantity and timeliness of the measures could be measured at an internal level.
35. Three measures from the previous SPE have been reworded and one of these measures was separated into two new measures.
36. There are seven new performance measures added to NZQA's draft 2021/22 SPE. This includes two which are substantive iterations of previous measures to better measure performance.
37. NZQA has identified two new narrative measures in relation to RoVE:
- *Progress in embedding regulatory change reflecting the new vocational qualification system settings under the reform of vocational education*
 - *Progress in transferring qualifications and standards to Workforce Development Councils.*
38. NZQA's critical work to support the interim Domestic Code and the development of the final Domestic Code is not included in the SPE, except in its measure about timeframes for concluding formal complaints (measure 2.2.2d).
39. Further measures for RoVE and codes of pastoral care will be developed as NZQA works through its review of its measures.
40. Ministry feedback to NZQA was that the Code of Pastoral Care measures could be strengthened. NZQA has agreed to add a narrative measure for the Code to the 2021/22 SPE, which come into effect from 1 January 2022. NZQA will provide you separate advice on this measure along with the final SPE. We will work with NZQA to develop the

underlying measures that will support the narrative measure. An area of interest is how NZQA will implement and incorporate into its business and performance measurement framework the upcoming changes to its responsibilities for provider pastoral care and how its actions impact the wellbeing of learners.

41. It is good to see NZQA continually thinking about improvement for Special Assessment Conditions (SAC). The shift from measuring confidence in NZQA's processes for SAC to measuring the usefulness of SAC is an improvement, as indicated through the iterative measure:
 - *The percentage of targeted schools that found NZQA's package of SAC support useful in helping them manage SAC for learners.*
42. Over time we expect NZQA to continue to grow its understanding and identification of how different groups of learners experience the assessment system, for example:
 - how NZQA will go beyond "Schools find SAC processes helpful" to "students and their whānau don't experience barriers to accessing assessments"
 - using the data NZQA has more deliberately
 - taking a stronger look at how NZQA collects and analyses user experience feedback.
 - working to support disabled learners.
43. This could be reflected in future SPEs in the assessment design measures and/or iterating the SAC measure to link SAC to attainment levels for disabled learners. The development of its next SOI will be important to setting the roadmap for this work. While 2021/22 will act as a baseline year, NZQA has indicated that between 60 and 80 percent would be a good target for this first year. There is an opportunity for NZQA to further strengthen this measure and consider changes in percentage of uptake of SAC after accessing NZQA's package of SAC support.
44. NZQA has changed one of its performance measures, which formerly related to the number of case studies of innovative internal assessment approaches that NZQA shares with teachers. It was an activity-focused measure, and we are pleased to see NZQA has shifted to the following quality of output measure:
 - *The percentage of Assessors who are more likely to use innovative assessment practices after completing NZQA's learning modules on innovative and integrated assessment.*
45. Through our monitoring, we will be seeking to understand how NZQA defines "likelihood" and assesses its performance of the new measure. We are also interested to know whether NZQA will continue to share best-practice with the sector.
46. NZQA's final new measure, "*The percentage of NCEA examinations available in a digital mode*" measures NCEA performance in delivering an opportunity to be digitally examined. NZQA could also include a measure about uptake, and what it is doing to increase uptake of digital examinations.

Opportunities for improvement and future considerations

47. NZQA has a key role in reviewing the New Zealand Qualifications Framework (NZQF). This provides it with a unique opportunity to think through system performance and the impact on learners through the NZQF's critical education system interdependency to:
 - honour Te Tiriti o Waitangi (Te Tiriti) by embedding mātauranga Māori into the framework

- provide equitable pathways through the learning journey for all learners in line with the goals of the NELP, the TES Ka Hikitia, the Pacific Education Action Plan and the Learning Support Action Plan,
 - implement the National Certificate of Educational Achievement (NCEA) Change Package and provide a flexible foundation to transition to further study or industry training, and
 - implement RoVE and how Te Pūkenga is establishes qualification pathways that meet the needs of vocational learners and employers.
48. As the implementation of RoVE progresses and NZQA continues to assess what measures it needs for its assurance function and in the regulatory environment. NZQA could disaggregate its measures to report on the approval of Private Training Establishments, the quality assurance of non-university tertiary education providers, training schemes and micro-credentials.
49. NZQA's SPE has some clear measures about what the organisation is doing to give effect to Te Tiriti. It is thinking about awareness, access, and quality as well as staff capability. As work progresses, we expect that NZQA will shift its weighting from input measures that support capability to measures that are focused on outputs and impact on learners.
50. As mentioned earlier, NZQA could explore how different learner groups experience the assessment function and increase its focus on reducing barriers of access and the impact on attainment levels.
51. These areas can be supported by NZQA considering:
- how it collects data,
 - whether its data can be disaggregated by key learner groups such as Māori, Pacific and disabled learners,
 - how it is using this data to anticipate areas of improvement it can make for learners, and
 - how it will collect data, measure and analyse user feedback and experience.
- . This is especially important as NZQA increases the reach of NCEA Online and NZQA will have more data on hand.
52. NZQA could also increase its measurement to monitor the effectiveness of its contracted workforce to take an innovative and inclusive approach to service design and focus on the learner at the centre. This could be considered in the development of its SOI.

How we will stay on top of performance

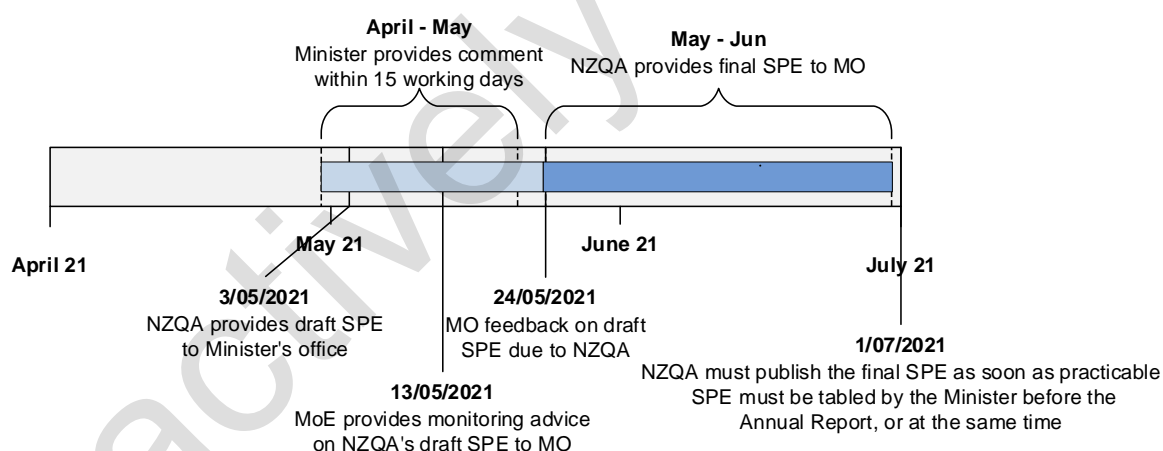
53. As the monitoring agency, we will work with NZQA to monitor performance against its 2021/22 SPE by:
- seeking assurance over the delivery of its core functions as the entity increases its focus on embedding the key education system priorities, strategies, and work programmes
 - understanding its work to improve its performance reporting including its review of regulatory measures, refinement of its equity measures and the measurement of the effectiveness of its work to implement the NELP and the TES and their impact on the system
 - using monitoring frameworks to assess entity performance against key areas of growth and risk, such as equity, digital and data services and investment. An example of the Digital and Data monitoring framework is attached as Annex B

- utilising NZQA's Annual Report to provide you with trend analysis of performance over time
- engaging with officials across NZQA and the Ministry on key change projects,
- facilitating bi-yearly joint Chair meetings between the Chairs of the education Crown agencies' boards so they can consider sector issues, share lessons learned and issues arising, and
- engaging with the Board Chair.

Next steps

54. As NZQA sent its 2021/22 draft SPE to you on 3 May, under Section 149L of the CE Act, you will have 15 working days to forward any comments to the entity. We have provided a draft letter from you to Neil Quigley for this purpose, which will need to be sent no later than 24 May 2021 (see Figure 2 below).
55. NZQA must consider your comments. It then provides the final SPE to you as the responsible Minister no later than start of the financial year. After providing the final document, NZQA must publish it on its website as soon as practicable.
56. The SPE must be tabled by the responsible Minister. This can be done before the Annual Report for the previous year is presented, or at the same time (Sections 149 and 149L of the CE Act).

Figure 2 SPE timeline



Annex A: High-level financial context

Summary

NZQA has budgeted an overall net deficit of \$3.079m in the 2021/22 financial year (FY22). This deficit will be funded from accumulated reserves and has no impact on NZQA's financial position, which remains stable.

Over the last three financial years (assuming current year performance is close to forecast), NZQA has performed better than budget and generated accumulated reserves of \$8.462m. While an element of these reserves are budgeted to be spent in the coming year, NZQA is currently in a period of significant operating uncertainty due the operating impact of system wide changes not being fully visible at this stage (Implementation of the NCEA Review Package, RoVE, NCEA Online). Further decisions on utilising some of the reserves can be made as the future operating picture becomes clearer.

The financial information contained within the SPE is based on facts known at the time of preparation and is subject to change as a result of Budget announcements, changes to demand for third party fee revenue services and operating assumptions. In particular, there is three Budget bids which may result in additional funding being provided to NZQA; Specialist Workforce, RAS and RoVE.

It is therefore likely that the actual performance and position will differ from the SPE and we will report on this in our future monitoring reports.

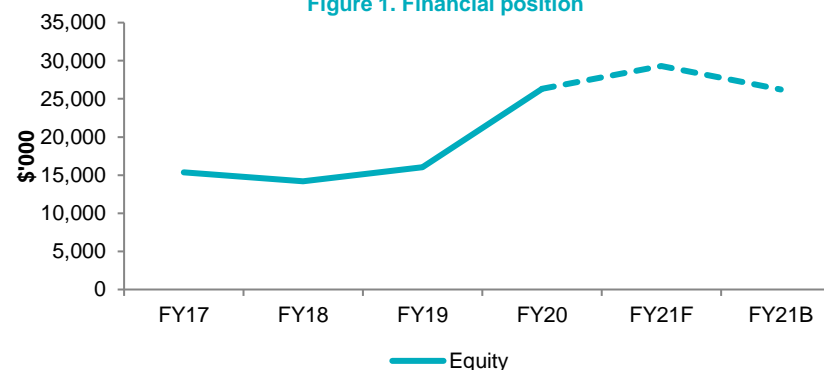
Table 1. SPE Budget statement of financial performance

\$'000	FY22B	FY21F	FY20	FY19
Revenue				
Government grants	74,968	75,605	69,817	49,351
Other	27,983	28,285	31,827	41,700
	102,951	103,890	101,644	91,051
Expenditure				
Personnel expenses	(69,460)	(67,328)	(64,325)	(57,751)
Other operating expenses	(32,754)	(30,283)	(30,263)	(28,396)
Depreciation & amortisation	(3,816)	(3,514)	(3,211)	(3,052)
	(106,030)	(101,125)	(97,799)	(89,199)
Net surplus/(deficit)	(3,079)	2,765	3,845	1,852

Table 2. SPE Budget statement of financial position

	As at 30 June 2022 (Budget)	As at 30 June 2021 (Forecast)	As at 30 June 2020	As at 30 June 2019
\$'000				
Assets				
Current assets	34,048		33,594	22,109
Non-current assets	8,546		8,650	8,349
	42,594		42,244	30,458
Liabilities		Not available		
Current liabilities	15,685		15,306	13,812
Non-current liabilities	680		630	601
	16,365		15,936	14,413
Equity	26,229	29,308	26,308	16,045

Figure 1. Financial position



ANNEX B: Letter to the Acting and Deputy Chair of the NZQA Board (next page)

Proactively Released

Professor Neil Quigley
Deputy Chair and Acting Chair
New Zealand Qualifications Authority (NZQA)
PO Box 160
Wellington 6140

By email: neilq@waikato.ac.nz

Dear Neil

I have received the New Zealand Qualification Authority's (NZQA) draft Statement of Performance Expectations (SPE) 2021/22 and the Ministry of Education's assessment of it. Thank you for providing me with this information.

I note your continuous improvement approach to your measures and am pleased to see your equity focus is embedded into your measures. I also note that you are including in your final SPE for 2021/22 a "Narrative Measure" for your work on the Domestic Code of Pastoral Care. As this is a critical year for implementing this piece of work, I agree it is important that measurement of what NZQA is achieving is brought forward into this year's SPE and your reporting.

Your measures for reporting the Reform of Vocational Education (RoVE) will be developed over the upcoming year and I would appreciate being updated on this as this work continues. As part of this, it would be good to see disaggregation of your measures to report on the approval of Private Training Establishments, the quality assurance of non-university tertiary education providers, training schemes and micro-credentials.

I understand that you are developing a new Statement of Intent (SOI) in 2022. I expect that this will be fully aligned to the system changes outlined in the Education Work Programme – EWP 2021 and the key education sector strategies:

- the National Education Learning Plan (NELP)
- the Tertiary Education Strategy (TES)
- Ka Hikitia and Tau Mai Te Reo
- the Action Plan for Pacific Education
- the Learning Support Action Plan

NZQA's SOI needs to reflect any new or changing responsibilities as a result of the changes, for example shifts in accountability through RoVE and the new responsibilities set out in the Domestic Code of Pastoral Care.

I would also like to see your continued commitment to Te Tiriti o Waitangi to be strongly reflected in your SOI and future iterations of your SPE. It would be good to see, in future development of your SPE, NZQA shift its weighting from input measures that support capability to measures that are focused on outputs and impact on learners.

I recognise it is challenging to capture the extent of the changes expected of you in your new performance measurement framework. I am pleased to hear that you are working on building your intervention logic and plan to review your measures. I would like to be kept informed of this work as it is progressing.

With the extent of system change, and your unique position of holding data on learner achievement, I expect that through the upcoming year you will need to think through the data you need to collect, disaggregate and analyse to inform analysis of your and system impact

Over time I also expect NZQA to continue to grow its understanding and identification of how different groups of learners experience the assessment system, for example:

- how NZQA will go beyond “Schools find SAC processes helpful” to “students and their whānau don’t experience barriers to accessing assessments”
- taking a stronger look at how NZQA collects and analyses user experience feedback.
- how NZQA works to support disabled learners.

This could be reflected in future SPEs in the assessment design measures and/or iterating the SAC measure to link SAC to attainment levels for disabled learners. The development of its next SOI will be important to setting the roadmap for this work.

I look forward to receiving NZQA’s final SPE and its quarterly updates on its performance data, and the activities and work programmes which support its strategic intentions, as its new performance framework is implemented.

Yours sincerely



Chris Hipkins
Minister of Education

cc Dr Grant Klinkum, Chief Executive, NZQA
cc Emily Fabling, Deputy Secretary, Strategy, Planning and Governance, Ministry of Education