

# Quality assurance in New Zealand ASEM Peer Learning Activity

February 2015

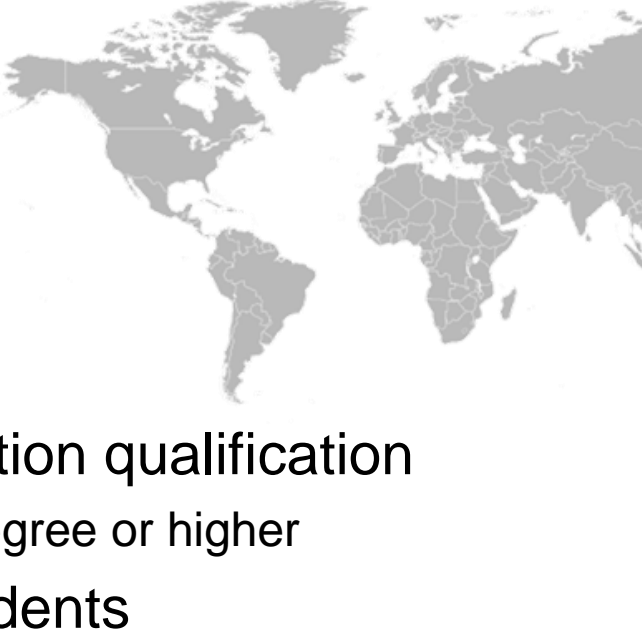
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# The New Zealand tertiary education context

- Population of 4.5 million
  - Diverse
  - Export-led
  - Globalised
- 
- 30% hold tertiary education qualification
    - 63% hold a Bachelors Degree or higher
  - 92,000 international students
  - Diverse range of tertiary education organisations



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# The New Zealand Qualifications Framework

Designed to optimise recognition of educational achievement and its contribution to New Zealand's economic, social and cultural success.

- Includes all qualifications – vocational and academic
- A focus on outcomes
- Ten levels, increasing in complexity
- Recognises indigenous knowledge
- Provides the basis for integrated tertiary education system

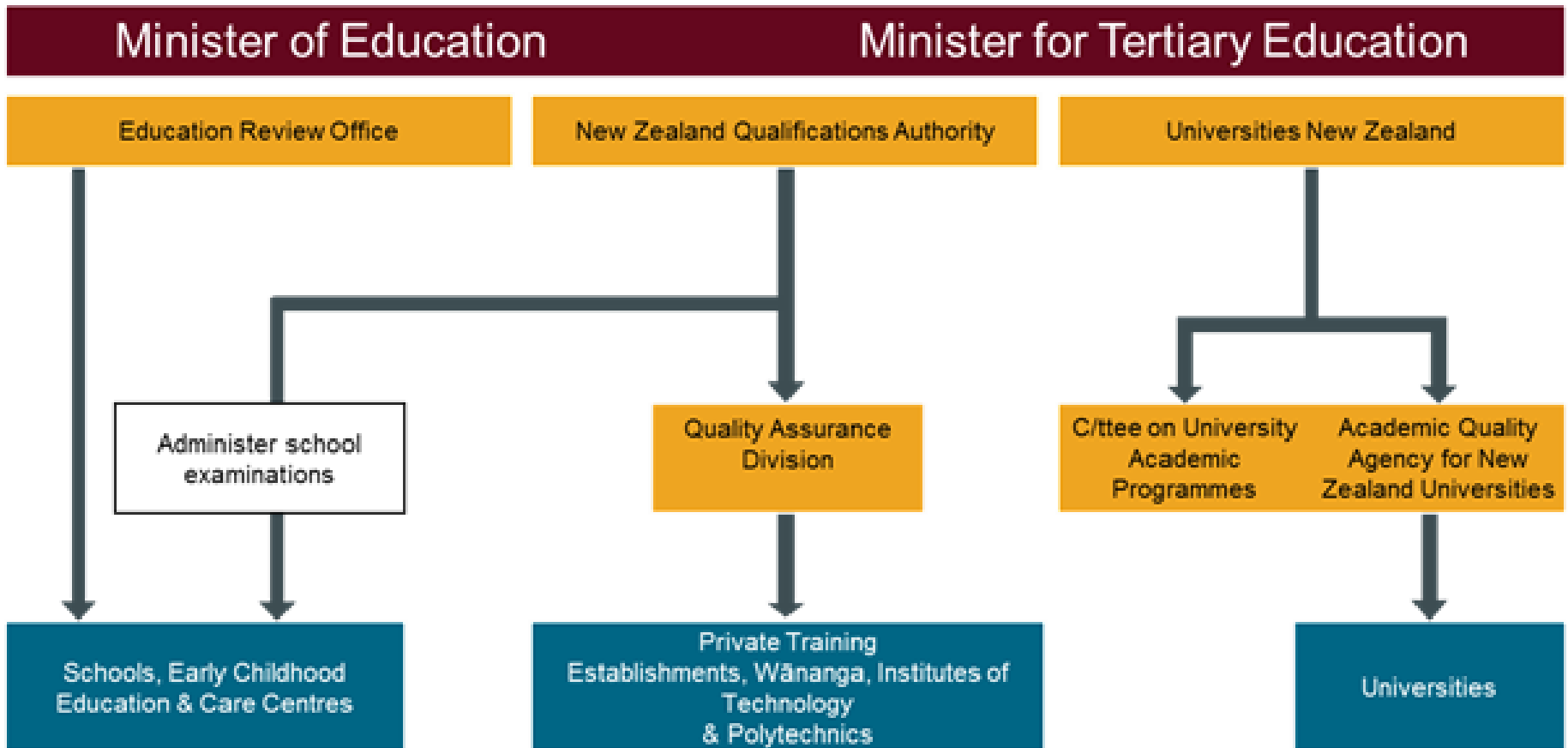


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# The structure of the New Zealand Qualifications Framework

Level	Qualification Types
10	Doctoral Degree
9	Master's Degree
8	Postgraduate Diplomas and Certificates, Bachelor Honours Degree
7	Bachelor's Degree, Graduate Diplomas and Certificates
6 5	Diplomas
4 3 2 1	Certificates

# Quality assuring education in New Zealand



# Quality assurance of NZ tertiary education

- Under the Education Act 1989 NZQA sets the overarching statutory rules for the NZQF and quality assurance
  - NZQA maintains the NZQF
  - NZQA quality assures New Zealand's qualifications system for the non-university tertiary education sector.
  - Universities New Zealand has delegated authority for universities



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# Quality assurance of NZ tertiary education

- integrated system using an evaluative approach
- focus on learner achievement and outcomes for learners
- uses evidence to improve outcomes for learners, employers and communities
- accountability through each tertiary education organisation demonstrating what it does is effective - self assessment



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# NZQA's evaluative quality assurance framework

This quality assurance framework:

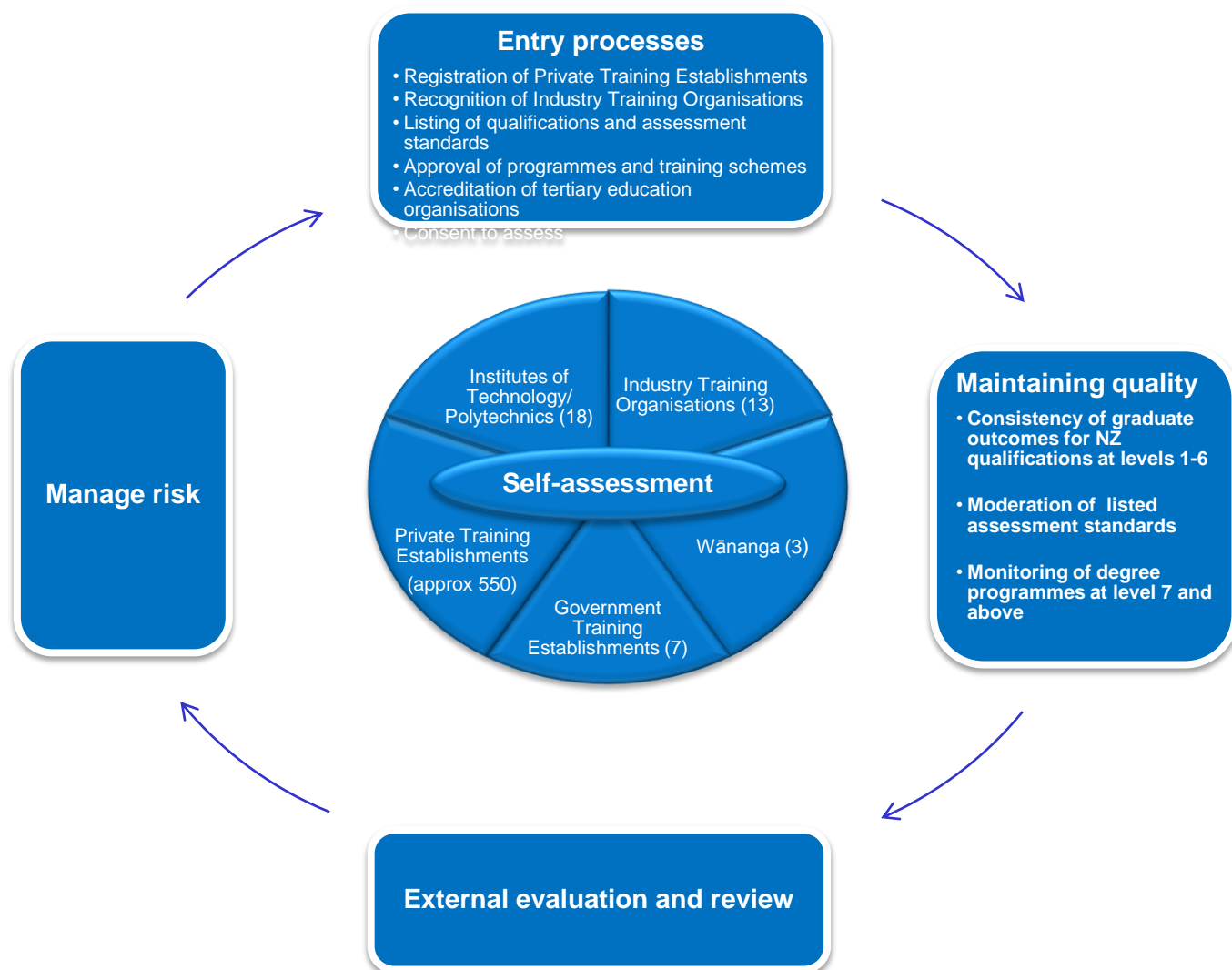
- uses evaluation to reach evidence-based judgements
- focuses on outcomes and key contributing processes
- uses organisational self-assessment to drive improvement
- is built on principles
  - High trust, high accountability
  - A practical focus on outcomes
  - Flexibility
  - Quality as a dynamic concept
  - Strategic and needs-based



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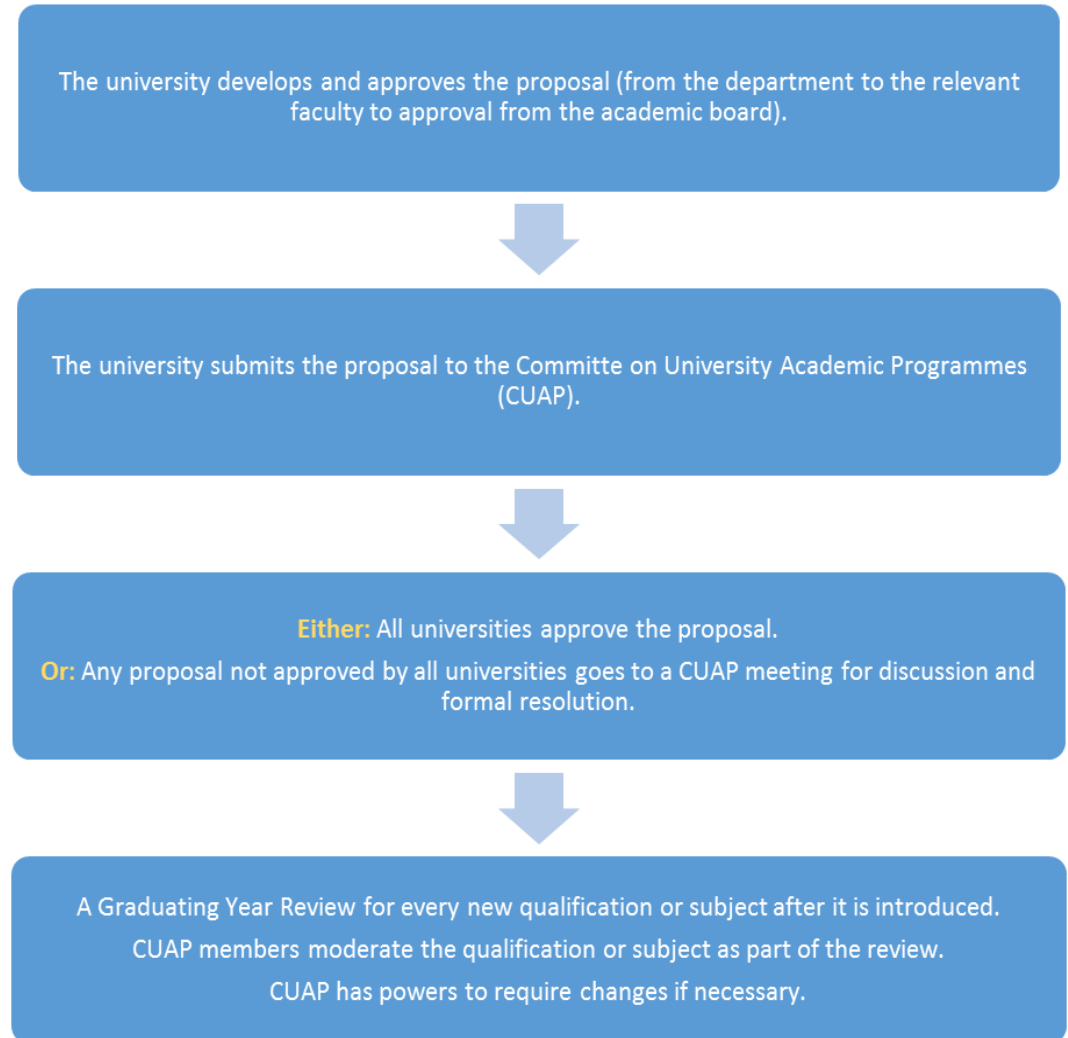


# Quality assurance for non-university tertiary education organisations



# Quality assurance for universities – programmes

## Committee on University Academic Programmes



# Quality assurance of universities – academic audit

## Academic Quality Agency



# Future State: quality assurance in a borderless, digital world

NZQA is focusing on ensuring that qualifications continue to equip and enable learners to succeed in a changing world

- Make qualifications more portable and transferable
- Ensure learners get relevant and credible qualifications
- Explore how prior learning can be recognised
- Ensure NZ education delivered on-shore and off-shore is high quality



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# NZQA's Future State work programme

- Strengthening evaluative quality assurance including education organisation self-assessment
- International recognition of the NZQF
  - Alignment with EQF
  - Reference to AQF
  - Working with Thailand, Malaysia and China
- Seeking to establish a universal record of learner achievement
- Exploring how quality prior learning can be recognised wherever a learner goes, so it doesn't have to be repeated.
- Improving quality of data



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