

## **AQA Strategic Framework 2022 - 2027**

### **Introduction**

AQA's Strategic Framework 2022 - 2027 will guide AQA priorities and activities to achieve its purpose over the upcoming five-year period.

The strategic framework will be operationalised in annual statements of performance expectations.

### **Purpose, Goals and Strategic Action Areas**

The purpose of the AQA is to contribute to the advancement of New Zealand university education by:

- engaging as a leader and advocate in the development of academic quality,
- applying quality assurance and quality enhancement processes that assist universities in improving student engagement, academic experience and learning outcomes, and
- supporting confidence in the academic quality of New Zealand universities.

### Goals

Over the 2022-2027 period, AQA will focus on achieving six goals:

1. Be a Te Tiriti o Waitangi responsive organisation and good Te Tiriti o Waitangi partner
2. Be recognised as a leader and authoritative voice in academic quality
3. Deliver value to universities and students in (Cycle 6) academic audit
4. Support quality enhancement in universities
5. Contribute to confidence in the academic quality of New Zealand universities
6. Continue to be a well-performing quality assurance agency

### Strategic action areas/themes

AQA will pursue the above goals through five strategic action areas:

1. Te Tiriti o Waitangi (TT)
2. Best practice (BP)
3. Communications and engagement (CE)
4. Partnerships and relationships (PR)
5. Resourcing and capability (RC)

Strategic action areas will contribute to more than one goal.

The contribution of strategic action areas to goals and indicators of progress is set out in the Strategic Framework below.

## AQA Strategic Framework 2022 -2027

*Goal 1: Be a Te Tiriti o Waitangi responsive organisation and good Te Tiriti o Waitangi partner by:*

Strategic action area	Indicators
Developing and implementing a Te Tiriti o Waitangi plan. (Note this plan will be guided by work underway with Te Kāhui Amokura and NZVCC.) (TT)	Participate in “Te Tiriti Responsiveness Audit” Plan in place by Q1 2023
Developing and deploying academic quality material in te reo Māori (CE)	Website incorporates te reo Māori % bilingual content increases by 10% pa.
Enhancing Māori experience of Cycle 6 (BP)	Interim review of Cycle 6 and reviews of Cycle 6 include analysis of Māori comments in Cycle 6 Academic Audit reports and experiences of Māori in academic audit
Developing a relationship with Te Mana Ākongā (PR)	TMĀ participation in AQA activities and Board membership
Building AQA capability to be a Te Tiriti o Waitangi responsive organisation and good Te Tiriti partner through appointing Board members, staff and auditors (TT, RC)	The AQA Board has at least 2 members (not including nominees from students’ associations) who whakapapa Māori A nominee from Te Mana Ākongā is appointed to the AQA Board. % AQA staff who whakapapa Māori Māori auditors appointed to all Cycle 6 Audit Panels
Building and strengthening cultural competencies in AQA Board, staff and auditors through Te Tiriti o Waitangi training (RC, TT)	Number of training sessions held Satisfaction with training

*Goal 2: Be recognised as a leader and authoritative voice in academic quality by:*

Strategic action area	Indicators
Modelling partnership in leadership (TT)	Māori Deputy Chair of AQA Board appointed
Working in partnership with students, strengthen relationships with Māori, Pacific Peoples and other groups. (PR)	Partnership agreements developed or renewed
Contributing to national and international developments in academic quality (PR)	Number of submissions made and consultations participated in Advice provided
Making contributions to academic quality as a discipline and area of professional practice (PR)	Number of presentations and publications
Drawing on national and international relationships to provide advice on developing topics (BP, PR)	Advice provided

*Goal 3: Deliver value to universities and students in (Cycle 6) academic audit by:*

Strategic action area	Indicators
Delivering Cycle 6 academic audits as scheduled (BP)	Feedback from universities on their experience of academic audit
Recruiting and appointing appropriate panels (RC)	Experience, diversity and inclusivity of Cycle 6 Register of auditors and reviewers
Ensuring Audit panels are trained (BP)	Number of auditors trained, satisfaction with training
Including working with and supporting student voices in Auditor (and Board member) training. (BP)	Number of training sessions held Feedback on training
Supporting student engagement in academic quality and quality assurance (PR)	Student Voice Summit Student feedback
Developing and deploying resources to support increased awareness and understanding of quality assurance (CE)	Feedback on audit experience
Developing and maintaining national and international relationships that add value to AQA activities (PR)	Number of relationships Relationships reviewed

*Goal 4: Support quality enhancement in universities by:*

Strategic action area	Indicators
Delivering AQA events that support enhancement (CE)	Number of events held as set out in SPE Feedback on events
Providing AQA communications that support enhancement (CE)	Feedback on AQA communications
Māori leading the evaluation of the effectiveness of the enhancement theme from a Māori perspective (TT)	Report produced
Pacific Peoples' leading the evaluation of the effectiveness of the enhancement theme from a Pacific Peoples' perspective (PR)	Report produced
Developing and distributing good practice guides (BP)	Number of guides as determined in annual SPE

*Goal 5: Contribute to confidence in the academic quality of New Zealand universities by:*

Strategic action area	Indicators
Publishing fair and robust academic audit reports (BP, CE)	As per Cycle 6 schedule
Developing and publishing a report on academic audit that is accessible to a non-specialist audience (CE)	Reports released
Making public comment as required (CE)	Comments made
Developing and maintaining constructive relationships across the tertiary sector (PR)	Feedback on relationships (AQA External Review)
Retaining alignment with INQAAHE GGP in next external review (BP)	External Review report
The development of Cycle 7 reflecting best practice in quality assurance internationally and the bicultural context of Aotearoa New Zealand. (BP)	Cycle 7 developed Engagement in and satisfaction with the development process

*Goal 6: Continue to be a well-performing quality assurance agency by:*

Strategic action area	Indicators
Responding to recommendations and suggestions in AQA's 2020 External Review (BP)	% recommendations and suggestions addressed
Seeking and responding to feedback on AQA activities (BP)	Feedback sought Changes made in response
Communicating effectively (CE)	Biennial communications survey
Ensuring AQA has adequate funds and resources (RC)	Funding requests met
Meeting PBE <sup>1</sup> reporting requirements (BP)	Financial audit
Achieving annual budget and SPE objectives (BP)	Annual report

## **Review**

This strategic framework will be reviewed annually in conjunction with setting objectives in the annual Statement of Performance Expectations and will be renewed following the completion of Cycle 6 Academic Audit and the next external review of AQA.

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<sup>1</sup> PBE FRS 48 (Public Benefit Entity, Financial Reporting Standard) Service Performance Reporting.  
<https://www.xrb.govt.nz/standards/accounting-standards/public-sector-standards/standards-list/pbe-frs-48/>