NZQA's Key Evaluation Questions (KEQs)

Exploring the most important dimensions of educational quality

Outcome questions	
How well do students achieve?	What is the value of the outcomes for key stakeholders, including students?

Process questions	
How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?	How effectively are students supported and involved in their learning?
How effective are governance and management in supporting educational achievement?	How effectively are important compliance accountabilities managed?

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The language of External Evaluation & Review (EER)

NZQA will report their judgements as one of four levels of confidence: **Highly Confident, Confident, Not Yet Confident** or **Not Confident** across:

- **Educational performance** - the extent to which the educational outcomes (the quality of learning and teaching, and the achievements of learners) represent quality and value for learners and the wider community

- **Self-assessment** - how effectively an organisation uses self-assessment information to understand performance and bring about improvement.

The organisation is placed in one of four categories of capability:

Category 1   Highly Confident in educational performance and Highly Confident or Confident in self-assessment

Category 2   Confident in educational performance and Confident or Highly Confident in self-assessment

Category 3   Not Yet Confident in either educational performance or self-assessment

Category 4   Not Confident in either educational performance or self-assessment

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Effective self-assessment focuses on

Outcomes	What is being achieved and the value for learners, employers and the wider community
Needs assessment	the extent to which TEOs systematically determine and address the needs of learners, employers and the wider community
Processes & practices	the processes and practices that help to achieve outcomes, e.g. the primary importance of good teaching, or the role of effective learner support services
Learner achievement	the impact of educational provision on learner progress and achievement
Using what is learned	evidence-based conclusions and decision-making that will feed into strategic and business planning, leading to positive change
Actual improvement	the extent to which improvements are relevant and worthwhile

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