

# Quarterly report to Minister

Cumulative report for the period 1 July – 30 September 2021



NEW ZEALAND **QUALIFICATIONS** AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

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**QUALIFY FOR THE FUTURE WORLD**  
**KIA NOHO TAKATŪ KI TŌ ĀMUA AO!**

# Introduction

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This report describes our progress for the period of 1 July – 30 September 2021 towards the strategic intentions and goals described in our accountability documents.

- *He tauākī whakamaunga atu Statement of Intent (SOI) 2019/20 – 2022/23*
- *Te tauākī kawatau o ngā mahi Statement of Performance Expectations (SPE) 2021/22.*

NZQA's vision is Qualify for the Future World - Kia Noho Takatū Ki Tō Āmua Ao.

Our services enable learners to qualify for the future world. This is not a static one-off achievement as the future of work demands lifelong learning. The two outcomes included in the SOI to support this vision are:

- Equity of access to qualifications supports intergenerational wellbeing
- New Zealand qualifications enable lifelong learning.

The work that NZQA has undertaken up to 30 September 2021 supports this aim for New Zealanders, by working to meet current and future needs of learners so they are better equipped to meet the challenges of working and living in communities as the 21st century unfolds. This vision is underpinned by our commitment to make it easier to access our information and services for those most affected by them, and for creating solutions to support intergenerational wellbeing.

## The format of this report

The non-financial performance section of this report follows the layout of the 2020/21 Annual Report, in that it is grouped by the high level outcomes<sup>1</sup> that the work supports the most, and by broad narrative themes. Not all themes are reported against in all quarters.

Due to the timing of our financial audit, we expect the Annual Report to be published in Quarter 2.

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<sup>1</sup> Outcomes are drawn from our performance measurement framework, which is published in the SOI, the SPE and Annual reports.

# Overview of non-financial performance

## Narrative themes

Our work that supports...	Themes reported on in Quarter 1	Additional themes that will be reported in Quarter 2
Outcome 1	<ul style="list-style-type: none"> <li>- Supporting equity in the education system</li> <li>- Ensuring quality customer experience</li> </ul>	
Outcomes 1 and 2	<ul style="list-style-type: none"> <li>- Te Kōkiritanga/Takiala Pasifika 2020-2023</li> <li>- NCEA online</li> </ul>	<ul style="list-style-type: none"> <li>- Building sector capability</li> <li>- Showcasing student achievement</li> </ul>
Outcome 2	<ul style="list-style-type: none"> <li>- Sector resilience during COVID-19</li> <li>- Changes supporting the education work programme</li> <li>- Student wellbeing through the codes of pastoral care</li> <li>- Ensuring qualifications are fit for purpose</li> <li>- Performing our regulatory functions</li> </ul>	<ul style="list-style-type: none"> <li>- Supporting and building our internal capability</li> <li>- Delivering secondary examinations nationwide</li> </ul>

## Themes from the Letter of Expectations that align to work reported in this quarter

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|--|---|
| <ul style="list-style-type: none"> <li>- Customer voice is central to what we do</li> <li>- Delivering more equitable products and services for all</li> <li>- Ensuring the delivery of core business</li> <li>- Supporting equitable outcomes for all</li> <li>- Supporting equitable outcomes for Māori</li> </ul> | <ul style="list-style-type: none"> <li>- Supporting equitable outcomes for Pacific</li> <li>- Supporting sector resilience toward adverse events</li> <li>- Supporting student wellbeing and success</li> <li>- Supporting system transformation</li> <li>- Transforming products, services, and delivery for the future</li> </ul> |
|--|---|

Note that the themes reported in this section may change over time.

## Success indicators and performance measures

	With YTD results available this quarter	With results reported in a later period	Total
Success indicators from SOI	4 (reported throughout document)	2	6
Performance measures from SPE	19 (16 on track, 3 not on track – exception reporting in the table below)	16	35

	Measures not on track this quarter	Commentary
Amber	1.1.1(a) The proportion of survey respondents who agree/strongly agree that information they received from NZQA met their needs	<p>The result for this measure is interim as the survey is still in the field</p> <p>Due to the impact and additional workloads associated with the latest COVID-19 lockdowns, the survey was not sent to secondary school and tertiary education organisation contacts this quarter. This will affect the overall results for this quarter as the results are not a full representation of all our customer segments. We plan to survey larger contact sets for these groups in the three remaining quarters.</p> <p>We expect the measure will meet the target in the following quarter.</p>
	1.1.1(b) The proportion of survey respondents who agree/strongly agree that the NZQA website is easy to use.	<p>While the result for this measure is interim as the survey is still in the field, it is not expected that it will reach its target in the next two quarters. This measure is closely aligned to the Customer Experience Improvement Programme website upgrade workstream; therefore, it is expected that performance improvement will occur as part of the project benefits.</p>
	2.2.2(d) The percentage of all formal complaints (including international and domestic code) that are concluded within 65 working days	<p>Two formal complaints exceeded the service level agreement target of 65 working days due to complexity of issues being investigated and the need to go back to the complainant and education provider multiple times before a finding could be reached.</p>

# Our work that support Outcome 1: Equity of access to qualifications supports intergenerational wellbeing

## Supporting equity in the education system

### Te Hono o Te Kahurangi

Indicators of Māori educational excellence within the specific context of Te Hono o Te Kahurangi have been completed in draft and are currently undergoing quality assurance by independent experts in mātauranga Māori. NZQA plans to implement the finalised indicators in all our Te Hono o Te Kahurangi assuring consistency and external evaluation and reviews (EERs) next year.

We continue working with Māori providers and wānanga to provide targeted guidance, enabling better outcomes for priority learners and continue enabling mana-enhancing relationships.

*Supports: Intermediate Outcome 1.1.2 Whānau and education organisations are engaged and confident in supporting learners; Letter of Expectations theme Supporting equitable outcomes for Māori*

### Māori and Pacific equity

We have maintained our relationship with 'Tokona te Raki: Māori Futures Collective' to support its work with research on addressing inequities in the education system, in particular the impacts of streaming in schools on Māori and Pacific learners. In the next quarter we will join the Tokona te Raki design team to scope a 2022 work plan.

We planned to launch the sixth annual Ringa Toi Student Exhibition in partnership with Te Papa Tongarewa. Ringa Toi showcases art works from across the many forms of ringa toi produced by secondary students studying towards their NCEA Levels 1 to 3. Unfortunately, due to lockdown the 2021 exhibition was cancelled.

*Supports: Intermediate Outcome 1.2.3 Māori and Pasifika learners benefit from innovative partnerships; Letter of Expectations theme Supporting equitable outcomes for Māori*

### New Zealand Scholarship

In 2019 we responded to a request from the Minister of Education to consider ways to address equity of access to the NZ Scholarship Award, particularly for Māori and Pacific learners. This work is continuing and from this we have identified schools which have had consistent student participation in NZ Scholarship across

the country, in urban, rural, and remote areas, and across deciles. In 2021 our school relationship managers have visited ten of these schools, six in this quarter.

We are distilling the findings we gathered from school leaders, classroom teachers and students.

Disruptions caused by COVID-19 have delayed us sharing findings with schools that have low levels of Māori and Pacific learner participation but otherwise high levels of NZ Scholarship participation. We anticipate that this will resume in early 2022.

*Supports: Intermediate Outcome 1.1.3 Learners access qualification pathways that are right for them; Letter of Expectations theme Ensuring the delivery of core business*

### Special Assessment Conditions

Direct support for schools via regional Special Assessment Conditions (SAC) seminars resumed in 2021 with 30 seminars being held around the country in the first two terms. These were attended by SENCOs, LSCs, RTL<sup>2</sup> and others with responsibility for SAC processes in schools. Seminars were suspended due to the COVID-19 lockdown.

Six schools were visited for a formal review of their SAC processes before these visits had to be curtailed due to the COVID-19 lockdown.

The number of SAC applications received continues to increase. As at 30 September 2021:

- Over 16,200 applications have been received. This is approximately 16% more than the number of applications submitted at the same time in 2020.
- The growth in the number of applications from lower decile (1-3) schools is marginally higher than the average, and the growth in the number of applications from higher decile (8-10) is marginally lower than the average.
- Over 85% of all applications made under the learning category are supported by school-based evidence with about 15% supported by independent assessments. In lower decile (1-3) schools, 92% of these applications are supported by school-based evidence as contrasted with 72% in higher decile (8-10) schools.
- The number of computer only notifications received is almost double the number received at the same time last year. 2242 notifications have been

<sup>2</sup> SENCOs - Special Education Needs Co-ordinator; LSCs - Learning Support Coordinator; RTL<sup>2</sup> - Resource Teacher: Learning and Behaviour

received so far in 2021 compared with 1132 received at the same time in 2020.

- NZQA's SAC Team continues to engage with the MoE's Inclusion Team on the future development of SAC and implications in the changing NCEA environment.

In line with the Ministry's recommendations we are exploring what disaggregated data we could publish regarding SAC at the end of the calendar year.

*Supports: Intermediate Outcome 1.1.3 Learners access qualification pathways that are right for them and 1.3.1 Barriers to learners accessing qualifications are reduced and additional learning needs are supported; Letter of Expectations theme Supporting equitable outcomes for all*

## Ensuring quality customer experience

### Customer Experience Improvement Programme

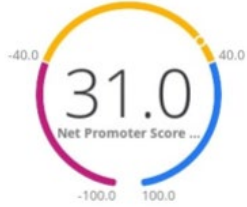
The Customer Experience Improvement Programme is designed to improve our digital interactions with learners, whānau and providers, and involves extensive collaboration and continuous improvement in all phases of the work.

Our vendor has been creating wireframes for the new website and we are conducting user testing with customers.

Procurement is underway for a Customer Relationship Management system, which will assist us to consolidate customer information and interaction history. Procurement has also begun for the Digital Asset Management, which will be used to manage rich media assets (such as audio, video, images and other file types) to use and reuse in multiple channels (such as the website, social media and portals). It is expected that the DAM may also be a key enabler for managing student submissions for NCEA submitted subjects.

*Supports: Intermediate Outcome 1.1.1 Customer experience informs the delivery of NZQA services; Letter of Expectations themes Customer voice is central to what we do, Delivering more equitable products and services for all, and Transforming products, services, and delivery for the future*

## Success indicators supporting Outcome 1

SOI #	Indicator	Measured by	Current results
SOI 1.1a	Feedback from customer groups demonstrates ease of access to our services	The likelihood to recommend and/or speak positively about NZQA services	 <p>We use the Net Promoter Score (NPS) question in our customer satisfaction surveys to measure overall perception – how likely is it that a customer will speak positively of NZQA. The NPS can range from -100 to +100. An NPS above 0 is good, above 20 is favourable, above 50 is excellent and anything over 70 is exceptional.</p> <p>This quarter we have an interim result as the survey is still in the field. Due to the impact and additional workloads associated with the latest COVID-19 lockdowns, the survey was not sent to secondary school and tertiary education organisation contacts this quarter. This will impact overall results for this quarter however we plan to survey larger contact sets for these groups in the three remaining quarters.</p>
SOI 1.1b	Learner data held by NZQA is used to deliver insights into equity and the basis for potential interventions	Data insights are used to inform NZQA's service design and to support system change	Customer feedback via changes such as surveys, co-design workshops, interviews and complaints channels is being used to redevelop NZQA's website and digital services such as logged-in experience. The work on redesigning NZQA's website also includes a particular focus on Māori and Pacific customers such as students and their whānau to ensure the new website and digital experience is equitable.
SOI 1.2	Strong partnerships with NZQA drive improvements in equity	Māori and Pasifika learner participation in STEM, digital assessment and mātauranga Māori qualifications	<p>The Pūhoro STEM Academy delivers our Āmua Ao programme, aimed at inspiring ākonga Māori to pursue STEM pathways. The Āmua Ao programme, through wānanga and events, provides tactile experiential learning for ākonga Māori in secondary kura/schools. This includes a range of science and engineering experiential learning activities and a bilingual STEM Challenge where kura/school teams compete in science and engineering events against other kura/schools.</p> <p>2021-2022 planning for the Auckland, Hawkes Bay, Manawatū and Christchurch STEM Challenges have been delayed due to COVID-19. In October we will work alongside Pūhoro to plan the 2021-2022 Āmua Ao programme including the delivery of the STEM Challenges.</p>

## Our work that supports both Outcomes 1 and 2

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### Te Kōkiritanga/Takiala Pasifika 2020-2023

#### Supporting ākonga Māori and Pacific learner success

Our plans to roll out NCEA Workshops in this quarter were delayed by the COVID-19 Lockdown. However, 150 Māori and Pacific parents, families and whānau participated in our NCEA Workshops in this quarter. To scale up our offerings we are increasing the number of NCEA workshop facilitators and trained regional based part-staff and Pacific secondary school and tertiary students. Our NCEA navigators (Secondary Students) and our STEM ambassadors (Tertiary Students) have been trained to co-lead our NCEA Workshops.

The Pacific team attended three regional festivals in this quarter to distribute information and engage students and their families in NCEA conversations. These Festivals included Pasifika Fusion in Palmerston North, Hutt Fest in Lower Hutt and Northern Region Polyfest in Porirua. More than 4,000 students and families attended across these key events.

We are working closely with interagency partners to support the Ministry of Pacific Peoples (MPP) COVID-19 Community and Youth online fono series which provides Pacific people with accurate, relevant and responsive information in the areas of health, social services and education. Increasingly, there have been more education specific questions from Pacific families and students. To meet this need, our Office of Pasifika is working with MPP, MoE, Tertiary Education Commission, the Education Review Office and the Teachers Council to organise an 'education' focused community and student online fono. Key education information, support and resources will be available across the Early Learning, Primary, Secondary and Tertiary education pipeline.

We have continued to work with MoE to produce a whānau toolkit for parents, families and whānau outlining the NCEA changes. Phase one included a 'Factsheet', a 'Pocket Guide' to support understanding of the NCEA changes, and a 'Pocket Guide' including goal setting tools for parents, families and whānau to support conversations with their tamariki. The whānau toolkit was distributed in mid-August to secondary schools prior to lockdown and NCEA will support the distribution of the toolkit in our workshops and engagements. Phase two will include tools specifically tailored for parents, families and whānau with key messages, calendar dates and tools to help map the actions that young people and their whānau could do together to support achievement and success in NCEA. We will support the distribution of the Whānau Toolkit via our NCEA ma le Pasifika

and NCEA me te Whānau workshops.

*Supports: Intermediate Outcome 1.2.3 Māori and Pasifika learners benefit from innovative partnerships; Letter of Expectations themes Supporting equitable outcomes for Māori and Supporting equitable outcomes for Pacific*

#### Te Whakapakari Tāngata/Tamata

##### Te Whakapakari Tangata

To deliver on our focus on equity of access and outcomes for ākonga Māori requires a culturally competent workforce who can appropriately engage with and respond to our Māori customers. One way that we support staff development is through our te reo Māori initiatives.

We aim to have te reo learning plans in place for all staff by 31 December 2021. To complement our te reo Māori initiatives, we will continue to roll out 'Te Tipuranga Reo Māori' workshop in 2022. This workshop is tailored specifically for NZQA business units and is informed by their engagement with Māori stakeholders.

In quarter two we will pilot a new workshop which includes our Ngā Mātāpono (NZQA corporate values), Te Tiriti o Waitangi and te reo Māori planning. Staff feedback will inform this new offering for delivery in 2022.

In September we delivered two cultural intelligence workshops to approximately 56 staff from the Secondary Examinations and Pacer Plus project teams. Staff valued the opportunity to further grow and strengthen their understanding of Pacific knowledges, worldviews and lived experiences and how this can inform their work.

##### Tamata

The new starter Pacific cultural awareness workshop in August was cancelled due to COVID Alert level changes. However, the September workshop was delivered remotely so that we can continue to run them while meeting social distancing requirements.

Teams can request these workshops on a team basis which adds to the delivery to new starters.

*Supports: Intermediate Outcome 1.2.1 NZQA is a te reo Māori learning organisation; Letter of Expectations themes Supporting equitable outcomes for Māori and Supporting equitable outcomes for Pacific*

## NCEA online

### Digital assessment is improving accessibility for all learners

#### Digital Practice Exams (DPE) 2021

We acknowledge the work of our subject association partners that has enabled digital practice exams (DPEs) to be offered in NCEA levels 1-3 English, Agricultural and Horticultural Science, Classical Studies and Media Studies. DPEs are also available in levels 1-3 Te Reo Māori and Te Reo Rangatira.

In response to the impact of COVID-19 and feedback from schools we have extended access to our digital practice examination platform for assessment and marking until 31 October, giving schools the flexibility to run DPEs up until early Term 4. Schools have indicated an interest in running practice exams at Alert Level 2.

Although DPE are offered on our platform, kura/schools manage and mark these examinations, as with any other internal practice examinations (but as distinct from NCEA end-of-year examinations which NZQA manage and mark).

As at the end of week 10 of Term 3, a total of:

- 37 schools were expected to run DPEs in Week 10
- 67 schools ran DPEs on Week 10 (137 schools to date)
- 3,293 student DPE sessions were run in Week 10 (and a total of 7,862 student session to date)
  - o 3,013 Individual students participated
  - o 241 Students sitting more than one session

As kura/schools complete their DPEs we are sending them two surveys – one for students and one for those involved in administering, supervising, and marking practice exams. Their responses will provide insights into schools' and students' experience using the digital exam platform and provide feedback on the guidance resources, information, and support we have provided.

For the first time, a school in Niue has participated in digital practice exams, with 14 students doing L1 English in the last week of September. As with other participating schools, they were sent information to help them prepare, including access to learning support material for teachers and website familiarisation activities for students.

#### NCEA Online:

In support of our goal for all secondary schools to have offered students the opportunity to attempt at least one digital external assessment by the end of 2022, we have developed draft digital profiles for kura and schools. We see these as a useful tool to support informed conversations with kura and school staff about any barriers they see to their (increasing) digital participation and the opportunity to plan to resolve/mitigate those barriers.

As the work of transitioning NZQA's NCEA Online capability into assessment 'business as usual' continues, the Transition Governance Group is identifying NZQA work areas to take over responsibility for all aspects of our digital exam provision. This progress reflects the growing place of digital learning and assessment in NZ secondary schools. In 2021, the number of digital examinations offered will increase to 67 across 24 subjects, with an expected increase from the 22,475 students from 276 schools who sat one or more of their examinations online in 2020.

2021 is the first time we are offering NZ Scholarship Media Studies as a digital examination.

This year NZQA will scan most NCEA Level 1-3 end-of-year paper examination responses so they can be marked on screen. Students will be able to access their marked exams online using their NZQA student login account (i.e. NCEA Level 1-3 scanned paper and digital exams, and digital NZ Scholarship Media Studies).

As part of our innovation and enhancements work and to support the introduction of the paper exam response scanning process, we conducted research to understand how markers respond to digital (typed) and scanned (handwritten) exam responses. We invited research participation from a panel of markers with experience in marking both paper and digital exams. Participants identified key benefits as removing administration associated with paper-based exam responses, improved efficiency, greater responsiveness when check marking, and the ability for markers to collaborate in real time. The report of this research is on our website.

*Supports: Intermediate Outcomes 1.1.1 Customer experience informs the delivery of NZQA services, 1.2.2 Mātauranga Māori is advanced to support learners, 1.2.3 Māori and Pasifika learners benefit from innovative partnerships, 1.3.1 Barriers to learners accessing qualifications are reduced and additional learning needs are supported, 2.1.2 Learner voice informs digital assessment methods and builds confidence and engagement in attainment; Letter of Expectations theme Transforming products, services, and delivery for the future*



## Our work that supports Outcomes 2: New Zealand qualifications enable lifelong learning

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### Sector resilience during COVID-19

#### COVID-19 resilience in the secondary sector

NZQA and the Ministry of Education (MoE) continue to monitor the lockdown situations and the impact on our learners.

Our School Relationship Managers have been in close contact with their respective schools since the start of the lockdowns in August, with particular focus on Auckland schools. This further includes additional regions that have faced disruption such as in North Hauraki and Waikato. We have also been liaising regularly with the key peak body chairs/leads (SPANZ, PPTA, Secondary Principals' Association, Ngā kura ā iwi and Te Rūnanga Nui o ngā Kura Kaupapa Māori).

The differing levels of disruption across the country (particularly between Auckland and the rest of New Zealand) have required a nuanced and tailored approach<sup>3</sup>.

#### Examination period

As announced on 26 August, the start date for the examination period for NCEA and NZ Scholarship has been pushed back two weeks to 14 December. While NCEA examinations cannot be run under Alert Level 3 under current public health advice, possible options for running NZ Scholarship are being considered. We understand public health advice about running NCEA examinations under some iterations of Alert Level 3 is also being reconsidered and we will respond accordingly.

#### Ongoing support to schools/kura, teachers and students

We continue to work with MoE to monitor the situation and provide support to teachers, students and schools. We have continued to work with schools under Alert Levels 3 and 4, providing advice how learning can be assessed while students are at home and when they return to class.

#### Managing National Assessment

We halted conducting Managing National Assessment (MNA) reviews and reprioritised the schools who were scheduled for a review when New Zealand went

into lockdown. Where possible, we will undertake an MNA for schools on our priority list before the end of 2021 and reschedule the remainder in due course.

*Supports: Intermediate Outcome 2.2.1 The NZQF facilitates lifelong learning; Letter of Expectations themes Supporting sector resilience toward adverse events and Ensuring the delivery of core business*

#### COVID-19 resilience in the tertiary sector

We are focused on supporting tertiary education providers during Alert Level 4 lockdown and subsequent alert levels. We prioritised support to private training establishments (PTEs), international Code signatories, and Auckland PTE student accommodation providers under the codes of pastoral care for domestic tertiary students and international students (the Codes). Key measures included welfare checks, risk management and providing residents with information on how to access pastoral care services, as well as how to embed student voice during this time.

We followed up with international Code school signatories and PTEs who had reported having a COVID-19 positive case(s) to ensure the safety and wellbeing of students under the Codes. We also worked collaboratively with MoE to provide tailored advice to the school sector during lockdown and alert level changes.

We continued to support PTEs by extending timeframes for scheduled compliance activities and facilitating hibernation of their operations if needed.

Most providers were able to pivot quickly to online delivery as many of them applied for a permanent change to their programmes following the Level 4 lockdown in 2020. This allowed them to switch their delivery without needing our approval for the change. Over 50 providers who had not sought a permanent programme change, notified us of changes to their programmes (such as online delivery or delaying placements) via our dedicated COVID-19 mailbox.

We contributed to weekly cross-government agency meetings with tertiary learners during Alert Levels 4 and 3 to discuss their emerging concerns (e.g. access to emergency funds and visa working hour restrictions).

We've updated our webpages providing advice to support providers and international Code signatories to prepare for the changing alert levels. This included information on student accommodation, student voice, and advice in the event of international students under 18 testing positive for COVID-19 and having to enter MIQ. We communicated with providers through "Code News" to reiterate

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<sup>3</sup> NCEA support for COVID-19 disruption during 2021 – as at 4 October 2021  
<https://www.nzqa.govt.nz/assets/About-us/Publications/Covid19-Updates/NCEA-support-for-COVID-19-disruption-during-2021.pdf>

the importance of the wellbeing of students and staff, and to encourage providers to contact us with any concerns in relation to Code obligations.

We continued to build our capability in undertaking services online including degree approval and accreditation, PTE registration, external evaluation and reviews, and validation visits.

*Supports: Intermediate Outcome 2.2.1 The NZQF facilitates lifelong learning; Letter of Expectations themes Supporting sector resilience toward adverse events and Ensuring the delivery of core business*

## Changes supporting the education work programme

### Supporting the Review of Achievement Standards

We are continuing to collaborate with MoE on implementing the NCEA Change Programme and the Review of Achievement Standards. We are providing assessment expertise to sector expert groups in their achievement standard development work and in the development of assessment support materials for schools and kura.

The activity in this quarter has mainly been focussed on providing the MoE with a quality critique of the draft Level 1 standards and associated products in readiness for piloting in 2022. We have also contributed to the MoE evaluation of the NZ Curriculum and Te Ao Haka mini-pilot evaluation progress reports.

We are the lead agency delivering mini-pilots of four Level 1 NZ Curriculum subjects (English, Religious Studies, Science and Visual Arts) and three levels of the new achievement standards in Te Ao Haka.

Through these pilots there are 28 standards being assessed: 14 assessed in schools by teachers which are then verified by our moderators; and 14 standards externally assessed by NZQA through assessment activities and examinations, marked by our contracted workforce.

There are six schools piloting Level 1 English, Religious Studies, and Science; seven piloting Level 1 Visual Arts; and 37 schools and kura piloting three levels of te Ao Haka.

Our approach to the mini pilots has been digital first, where the subject assessments can be sat either online or produced in paper and submitted to NZQA digitally. All responses can then be marked digitally.

In response to COVID-19 disruptions, in consultation with the pilot schools/kura, some changes to assessment dates were made.

We have also been involved in working with MoE in planning for Level 2 standards development and 2022 pilots.

*Supports: Intermediate Outcome 1.1.3 Learners access qualification pathways that are right for them; Letter of Expectations theme Supporting system transformation*

### Supporting Te Reo Matatini me te Pāngarau | Literacy and Numeracy

We continue to collaborate with MoE on developing systems, processes and assessment activities for the external assessment of Literacy and Numeracy | Te Reo Matatini me te Pāngarau.

The activity in this quarter has mainly focussed on the final quality assurance of the assessment activities, and supporting pilot kura, schools and tertiary

organisations to ready themselves for implementing the assessments. We are also contributing to the Ministry's ongoing evaluation of all aspects of the programme.

We are the lead agency delivering the pilot assessments for both the English-medium and Māori-medium unit standards.

Through the pilot, there are five standards being assessed, all externally. Ākonga undertaking assessment against the Māori-medium standards have the option of presenting evidence in a portfolio rather than completing Common Assessment Activities, which will be delivered on NZQA's online platform, AssessmentMaster.

There are 20 organisations piloting the standards: 13 mainstream schools, two of which have Māori-medium units; five kura; and two tertiary organisations.

Our approach to the pilot has been digital first, where the Common Assessment Activities can be sat either online or produced in paper and submitted to NZQA digitally. All responses can then be marked digitally.

In response to COVID-19 disruptions, in consultation with the pilot schools, kura, and tertiary organisations, the assessments have been postponed until early in Term 4.

We have also been involved in working with MoE in planning for a further pilot in 2022, which will involve a significantly increased number of organisations.

*Supports: Intermediate Outcome 1.1.3 Learners access qualification pathways that are right for them; Letter of Expectations theme Supporting system transformation*

## Reform of Vocational Education

Cabinet approved proposals to simplify vocational education qualifications and other credentials. NZQA announced these decisions and released information for stakeholders including the summary of feedback from the 428 submissions received during the consultation. Around 300 people attended four online stakeholder information sessions held to inform people about the proposed changes.

Workforce Development Councils (WDCs) are due to begin operations on 4 October. We will continue to support some of the "inflight" projects that have transitioned to WDCs by running the online consultation process during their first few weeks of establishment of the WDCs

Work has begun on identifying changes we need to make to Rules to implement legislative changes if they come into effect.

Initial thinking on the design of skill standards and 'national curriculum' is underway. This will be progressed with WDCs when they are ready to engage.

We provided ongoing advice and support to the WDC Establishment Unit including the co-design of the endorsement function and development of endorsement

criteria, and handover information for the induction of WDC governance and staff. Induction of WDC governance is underway and we have established two relationship managers to support the initial induction and ongoing support of WDC operational staff. The WDCs will benefit from the operational knowledge of four experienced NZQA staff who agreed to transfer to matched positions in the new entities.

The review of the quality assurance framework will be informed by a report that includes insights from stakeholder interviews and a literature review.

Preparations to transfer qualifications and standards from transitional Industry Training Organisations (TITO) and NZQA to WDCs are on track for 4 October 2021.

We supported the transition of arranging training functions for three TITOs including the New Zealand Marine and Composites TITO in July, Competenz in August, and Connexis in September. Arranging training functions were transferred to Te Pūkenga and a private training establishment. The transfer includes approvals for programmes of industry training, micro-credentials and consents to assess unit standards. Lessons learned from these initial transfers will inform future transitions for the remaining TITOs.

We supported the registration of two new private training establishments to facilitate ongoing training in the marine industry.

*Supports: Intermediate Outcome 2.2.1 The NZQF facilitates lifelong learning; Letter of Expectations theme Supporting system transformation*

## Student wellbeing through the codes of pastoral care

### The Code (International, Domestic, changes)

NZQA has been appointed as Code administrator for The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the new Code), which comes into effect on 1 January 2022. Our activities to implement the new Code included:

- establishing sector advisory groups to support the new Code implementation programme;
- co-developing student videos for #Know the Code social media campaign to promote the new Code to students;
- scheduling and planning the first sector workshops to co-develop guidelines for implementing the new Code;
- preparing a new Code introductory session for delivery to the sector from late September;
- observing a second Committee of University Student Pastoral Care meeting and confirmed universities' self-review reporting requirements for 1 December 2021;
- completing monitoring a sample of 49 international Code signatories;
- completing monitoring of five student accommodation providers that were visited in June (no significant concerns were identified); and
- confirming quality assurance expectations for schools and TEOs for 2021-22 new Code implementation period.

*Supports: Intermediate Outcome 2.2.2 Quality assurance provides trust and confidence in New Zealand credentials and qualifications; Letter of Expectations theme Supporting student wellbeing and success*

## Ensuring qualifications are fit for purpose

### New Zealand Qualifications Framework Review

Work progressed to promote and support the enhanced use of mātauranga Māori within the education and training system:

We concluded an initial round of engagements to test the appetite to incorporate mātauranga Māori within the New Zealand Qualifications Framework. The groups we have engaged with include Te Taumata Aronui, the three Wānanga, Ngā Kaitūhono, Mātauranga Iwi Leaders Group, Te Uepū (Māori members of the Tertiary Education Union), Whakaruruhau matua (experts who assist NZQA in the development of mātauranga Māori unit standards and qualifications), Te Kāhui Ahumahi, Te Kāhui Amokura, and each of the Workforce Development Council interim Establishment Boards.

We began exploring whether Te Hono o Te Kahurangi kaupapa might lead to value statements that underpin the entire framework, and whether such kaupapa can be usefully incorporated within the level descriptors of the framework.

*Supports: Intermediate Outcome 2.2.1 The NZQF facilitates lifelong learning; Letter of Expectations theme Supporting system transformation*

### Assessment and Aromatawai Principles

Following public consultation, the Aromatawai and the Principles of Assessment document were amended and presented to NZQA's Technical Overview Group Assessment for comment. A further round of targeted consultation with a specified group of stakeholders is now underway. We aim to publish the finalised principles by the end of November 2021. NZQA is looking to work with NZCER to develop the next phase of guidance materials to support the use of the Principles document.

*Supports: Intermediate Outcome 2.2.1 The NZQF facilitates lifelong learning; Letter of Expectations theme Supporting system transformation*

### Micro-credentials

Nine new micro-credentials were developed this quarter in the following industry areas: digital technologies, traffic management, sustainable manufacturing, primary industry and electrical.

Following the consultation on simplifying qualifications and other credentials, Cabinet approved several proposals regarding micro-credentials. If the proposed changes pass into legislation:

- WDCs will be able to develop micro-credentials for providers to deliver;

- micro-credentials will be added to the New Zealand Qualifications Framework (NZQF) and it will be renamed the New Zealand Qualifications and Credentials Framework (NZQCF); and
- training schemes will be removed from the legislation and existing training schemes will transition to micro-credentials over time.

We will work closely with the WDCs and other providers on adjusting the policy settings for micro-credentials as required.

We continued to raise the profile and status of micro-credentials which now number 186 at levels 2 to 7 on the NZQF and cover a diverse range of subjects, with over 30 different fields being represented. To date 957 micro-credential completions have been reported in 2021.

*Supports: Intermediate Outcome 2.2.1 The NZQF facilitates lifelong learning; Letter of Expectations theme Supporting system transformation*

## Performing our regulatory functions

### Managing National Assessment reviews

See comment under COVID-19 response in the secondary sector.

*Supports: Intermediate Outcome 2.2.2 Quality assurance provides trust and confidence in New Zealand credentials and qualifications; Letter of Expectations theme Ensuring the delivery of core business*

### National external moderation

We suspended the moderation of physical submissions for any regions that were at COVID-19 Alert Level 3 or 4, to reduce the burden on courier services and the potential for virus transmission. Schools that have spent over 20 days at Level 3 or 4 have the option of National External Moderation to address potential workload issues.

Schools resumed physical submissions as regions returned to Alert Level 2. Schools still under COVID-19 Alert Level 3 or 4 will be able to send physical materials in later this year when Alert levels drop. It is likely that when schools re-open teachers will spend more time on teaching than on assessment, which will reduce the volume of submissions submitted for moderation.

We were able to maintain digital moderation of digital submissions (76% of all submissions are digital) during this time. In addition, 36% of total submissions for September had also already been received. As at 30 September we had completed the moderation of 26,265 samples of student work, compared with 5,542 in 2019.

### New Learning Management System

We completed a soft launch of Pūtake, our new Learning Management System (LMS) for teachers, in the middle of this year. This contains over 100 bite-size, online learning modules, as well as short courses, online workshops and the Transforming Assessment Praxis programme. So far, over 1000 teachers have used the platform and initial feedback has been very positive. The content is restricted to teachers, but it is designed to be self-enrol, self-paced, have no completion requirements and be free of charge. Further promotion is underway and an ongoing evaluation model is being introduced.

A whole-of-organisation approach is being taken for LMS, by developing a central team that can deliver learning products to our key customers across secondary and tertiary sectors as well as internal NZQA staff. The customer facing learning products will be aimed at building capability in the sector so that our customers know what their regulatory obligations are and how they can fulfil them.

*Supports: Intermediate Outcome 2.2.2 Quality assurance provides trust and confidence in New Zealand credentials and qualifications; Letter of Expectations theme Ensuring the delivery of core business*

## Quality assurance

### Approvals and accreditations

We processed 536 approval and accreditation applications this quarter. This is a nine percent increase on the same quarter last year.

TITOs and Te Pūkenga subsidiaries continued to submit applications to ensure their vocational education products remain relevant and current during this time of change.

In this quarter there have been 65 applications for reviews of standards compared to 23 applications in the same quarter last year. The increase is a result of the TITOs reviewing and submitting applications prior to the standard setting functions being transferred to WDCs on 4 October. The number of standards reviewed in an application can vary with some reviews including over 100 standards in one application. This has affected average processing times.

We have been supporting TITOs by responding to requests for information as they develop their plans for the transfer of the arranging training function.

### Monitoring and assessment

We have completed 15 monitoring activities with 12 (80%) meeting or partially meeting the monitoring criteria. Some monitoring activities have been postponed due to regionally specific COVID-19 Alert levels.

Monitoring priorities this year include moderation of targeted information technology and health programmes, as well as monitoring providers granted permanent approval to deliver programmes online to learners based offshore. We continue to monitor provider internal moderation systems which provides valuable insights into the quality of assessment and moderation across a wide range of programmes.

To support good practice in the sector we recently published a summary report, including top tips, for temporary online delivery to learners based offshore.

### Evaluation

COVID-19 restrictions continued to affect the periodic external evaluation and review (EER) process with reviews moving online. Commercial and other pressures have led many TEOs, especially those in the international education sector, to request deferrals of their scheduled EERs. NZQA has assessed these

requests on a case-by-case basis. It has declined any that would pose serious risks to learners or the Crown.

For completed EERs, the pattern of results is similar to those in previous years - over 80% of TEOs attain Category 1 or 2 status. NZQA notes that the majority of TEOs have responded exceptionally well to the challenges of the pandemic in terms of supporting their students during a period of stress.

The initial round of Targeted Evaluations of Te Pūkenga subsidiaries was completed and moderated with reports now ready to be published. We have changed some elements in the reports based on feedback from moderators of the initial round of evaluations.

Assuring Consistency Reviews (ACRs) have been affected by the transfer of qualification and standard setting functions to the WDCs because WDCs are essential participants in the reviews. This has led to some delays in the scheduling of ACRs, but the overall impact has been less than expected. We are seeing the benefits of the self-assessment guidance material that was issued last financial year, as many recent TEO submissions are of higher quality than previously.

### Risk management

Statutory interventions have declined over the last few years as the most serious cases of poor programme delivery and assessment practice were identified and resolved between 2017 and 2020. Recent issues or concerns about delivery and assessment practice have been managed through corrective action, either led by or with the agreement of the TEO, thereby reducing the need for statutory action.

The most significant risk facing the PTE sector now is maintaining ongoing business continuity while New Zealand borders are closed (due to COVID-19) to new international students. The significant reduction in international students and associated revenue increases the financial viability risk of PTEs that substantially rely on international student enrolments.

Investigation and monitoring processes and practices are being reviewed to incorporate changes coming from RoVE and the new Code.

There has been an increase in the number of concerns and complaints from students, staff, industry and the public compared with last year. Further analysis is underway to identify the key issues and ongoing trends.

*Supports: Intermediate Outcome 2.2.2 Quality assurance provides trust and confidence in New Zealand credentials and qualifications; Letter of Expectations theme Ensuring the delivery of core business*

## Success indicators supporting Outcome 2

SOI #	Indicator	Measured by	Current results
SOI 2.2	The NZQF is widely acknowledged in international forums for the portability of New Zealand qualifications	Recognition of New Zealand qualifications is increased through the development and maintenance of qualification-recognition arrangements	<p>The volume of qualification recognition applications has been declining over the last 18 months. Since February 2020 to September 2021, there has been a 25 per cent reduction in application volumes. This downward trend is a direct result of border closures and COVID-19 related impacts and may continue for some time.</p> <p>NZQA initiated a review of its Qualifications Recognition Services operating model in April 2021. The implementation phase has begun and will include changes to the application management system, evaluation processes and team structure.</p> <p>NZQA, MoE and the Teaching Council have worked together to align processes and provide relevant information for the Teacher Border Exception project led by MoE. We have updated our teaching evaluation guidance and refined the pre-approved teaching qualifications list to provide clearer information for teachers with overseas qualifications.</p> <p>NZQA continued its work to support the ASEAN<sup>4</sup>, Australia, New Zealand Free Trade Agreement (AANZFTA) through the provision of technical expertise on Phase V of the ASEAN Qualifications Reference Framework. NZQA has worked with ASEAN Member States and Australia over the last decade to transform the first functional regional qualifications framework in Asia. Phase V is expected to be completed in April 2022.</p> <p>NZQA continued to lead the co-design of implementation plans with the nine Pacific Island countries participating in the Ministry of Foreign Affairs and Trade funded PACER<sup>5</sup> Plus project to improve labour mobility and employment through improved systems for qualifications recognition. We also signed a Memorandum of Understanding with The Pacific Community that sets out a high-level collaborative framework across broad areas of co-operation in relation to Pacific national and regional qualification systems.</p>

<sup>4</sup> Association of Southeast Asian Nations

<sup>5</sup> Pacific Agreement on Closer Economic Relations

## Financial Information

### Financial KPIs<sup>6</sup>

	Actual	Target
<b>Total Revenue</b>	<b>\$25,142,774</b>	<b>\$25,786,115</b>
Total Expenditure	\$21,549,465	\$21,890,076
<b>Net Surplus/(Deficit)</b>	<b>\$3,593,309</b>	<b>\$3,896,039</b>
Cash against current debt ratio	3.22: 1	1.10: 1
<b>% of Staff Cover Costs to Direct Personnel Costs</b>	<b>1.04%</b>	<b>3.00%</b>
Cash Available for Capital Investment (Excl Future Depreciation)	\$13,637,930	\$9,683,000
<b>Net Capital Investment</b>	<b>\$8,117,939</b>	

### Consolidated Financial Report to the Board

	Month			Year to Date			Full Year SPE Budget 2021/22
	Actual Sep	Budget Sep	Variance Sep	Actual Sep YTD	Budget Sep YTD	Variance Sep YTD	
<b>REVENUE</b>							
Crown Revenue	9,869,499	9,869,913	(414)	19,247,006	19,247,420	(414)	74,968,000
Fees And Charges	1,521,443	2,163,182	(641,739)	5,349,708	5,975,895	(626,187)	26,722,167
Interest Revenue	35,901	30,000	5,901	91,460	88,000	3,460	369,000
Other Income	-	4,995	(4,995)	454,600	474,801	(20,201)	892,351
<b>Total Revenue</b>	<b>11,426,844</b>	<b>12,068,090</b>	<b>(641,246)</b>	<b>25,142,774</b>	<b>25,786,115</b>	<b>(643,341)</b>	<b>102,951,518</b>
<b>EXPENDITURE</b>							
Personnel & Board	4,216,593	4,377,599	161,006	12,575,135	12,625,229	50,093	57,320,377
Specialist Workforce	290,341	383,655	93,314	763,743	812,421	48,677	12,140,637
Professional Services	1,272,535	944,000	(328,535)	3,154,612	2,898,838	(255,774)	9,601,020
ITO Moderation Fees	211,348	331,036	119,688	681,819	801,802	119,983	3,452,746
Publ, Print & Distrib	488,029	547,082	59,053	584,807	661,063	76,255	4,216,095
Other Operating	910,235	1,178,486	268,251	2,875,008	3,182,611	307,603	15,483,840
Depreciation	289,777	287,701	(2,076)	914,339	908,112	(6,227)	3,815,897
<b>Total Expenditure</b>	<b>7,678,857</b>	<b>8,049,559</b>	<b>370,701</b>	<b>21,549,465</b>	<b>21,890,076</b>	<b>340,612</b>	<b>106,030,611</b>
<b>Net Surplus/(Deficit)</b>	<b>3,747,986</b>	<b>4,018,531</b>	<b>(270,545)</b>	<b>3,593,309</b>	<b>3,896,039</b>	<b>(302,730)</b>	<b>-3,079,092</b>

- <sup>6</sup> Current Ratio equals: Total Current Assets to Current Liabilities as a ratio. Target is a minimum.
- % of Staff Cover costs to direct Personnel costs is spend on independent contractors used for staff backfill compared to all other staff costs. Target is a year-end maximum.
- Cash Available for Capital Investment equals Total Taxpayers funds less Non-Current Assets. This represents the amount of funding NZQA has available to invest in fixed assets, or other organisation development over and above current year depreciation. Target is a year-end target.
- Net Capital Investment = Non-Current Assets
- Minimum cash forward balance is the lowest month-end cash balance during the forecast period.



## Commentary: NZQA Overview

The YTD net surplus is \$3.593M against a main budget surplus of \$3.896M, giving an unfavourable variance of \$0.303M.

### REVENUE

Revenue for September YTD is \$25.143M against the main budget of \$25.786M being \$0.643M (2.5%) below the main budget.

Fees and Charges are \$0.626M below budget, mainly due to:

- Credit Fee revenue – below budget (\$0.401M) from lower than budgeted number of credits reported through to NZQA by TEOs.
- Qualification Assessment Fees – below budget (\$0.142M) as a result of productivity being adversely impacted by the resignation of two evaluators and fewer staff training workshops. At the start of October, a change process has been initiated which will require management to closely monitor the volumes of evaluation completions.
- Approval and Accreditation – below budget (\$94,055) due to lower volumes of chargeable applications being processed in September. The slowdown in provider activity is likely due to the government-imposed lockdown and tertiary providers waiting for the outcome of the RoVE consultation to be announced.

### EXPENDITURE

Expenditure for September YTD of \$21.549M is favourable against the main budget of \$21.890M by \$0.341M (1.6%).

Professional Services are unfavourable against budget by \$0.256M

Professional Services are above budget mainly due to Digital and Transformation (DAT) Professional Services (\$0.182M).

The overspend in DAT is due to several components in relation to the NCEA Online project, the most significant being:

- A Treasury Gateway review (\$75,000) was incurred one month earlier than budgeted. This is a temporary variance.
- Network for Learning costs (\$50,398) above budget, that is due to timing and are expected to reverse.

Other Operating are favourable against budget by \$0.308M

Other Operating is below budget due primarily to the following:

- Travel and accommodation costs (\$0.200M) are lower mostly due to deferred meetings with external parties, with COVID related restrictions being a significant reason.
- External catering costs (\$41,434) and Meeting expenses (\$67,874) were also below budget for the year due to the same reason.

### Forward Looking

The first forecast for 2021/22 is scheduled for November. This new forecast track will reflect salary movements from the performance round and updated technical/volume assumptions across revenue and expenditure.

The outlook for the budget is tight, with specific areas of focus being on the NCEA Online, Review of Achievement Standards and Reform of Vocational Education initiatives. The management team is actively monitoring and managing the budget towards the expected year end operations target as per the board approval.

## Balance Sheet

	Actual (\$000) 30th September 2021	Opening (\$000) 30th June 2021	Movement (\$000)
<b>Current Assets</b>			
Cash and Bank	4,084	3,472	612
Short Term Deposits	38,500	32,000	6,500
Debtors and Other Receivables	5,531	5,026	505
<b>Total current assets</b>	<b>48,115</b>	<b>40,498</b>	<b>7,616</b>
<b>Non-current Assets</b>			
Fixed Assets	7,057	7,839	(781)
Work in Progress	1,061	1,000	60
<b>Total non-current Assets</b>	<b>8,118</b>	<b>8,839</b>	<b>(721)</b>
<b>TOTAL ASSETS</b>	<b>56,233</b>	<b>49,337</b>	<b>6,895</b>
<b>Current Liabilities</b>			
Creditors and other payables	11,558	10,389	1,169
Provisions for employee entitlements	3,623	3,474	149
Deferred Revenue	1,988	899	1,089
GST Payable	1,674	779	895
<b>Total current Liabilities</b>	<b>18,843</b>	<b>15,541</b>	<b>3,302</b>
<b>Non current Liabilities</b>			
Provision for employee entitlements	955	955	-
Unclaimed Monies	6	6	-
<b>Total non-current Liabilities</b>	<b>961</b>	<b>961</b>	<b>-</b>
<b>TOTAL LIABILITIES</b>	<b>19,804</b>	<b>16,502</b>	<b>3,302</b>
<b>Net Assets</b>	<b>36,428</b>	<b>32,835</b>	<b>3,593</b>
<b>EQUITY</b>	<b>36,428</b>	<b>32,835</b>	<b>3,593</b>

### Commentary: Balance Sheet

Most movements in accounts since 30 June 2021 are relatively small and expected with significant movements noted below:

- Cash and term deposits are up \$7.1M. Refer cash flow for further details.
- Debtors and receivables have increased by \$0.5M. This essentially reflects a \$1.3M increase due to the invoicing of NCEA International fees less a reduction of \$0.5M in prepayments.
- Fixed assets have decreased by \$0.8M reflecting the year to date depreciation charge of \$0.9M, offset by \$0.1M of computer equipment additions.
  - Work in progress reflects the final stage of the costs associated with the capital build of NCEA Online. These costs are expected to be transferred to developed software later in the financial year.
- Creditors and payables have increased by \$1.2M. This is driven by an increase in the salary accrual (due to the timing of payroll payments).
- GST payable has increased by \$0.9M reflecting increased Crown Funding in September 2021 (for the exam cycle) compared to June 2021.
- The movement in net assets is explained by the operating result to date.

## Cash Flow Statement

<b>ACTUAL AND FORECAST 2021/22</b>	<b>Sep YTD</b>	<b>October</b>	<b>Full Year</b>
	<b>Actual</b>	<b>Forecast</b>	<b>Forecast</b>
<b>Net Cash flows-Operating Activities</b>	<b>7,304,847</b>	<b>4,046,261</b>	<b>3,085,522</b>
<b>Cash Provided from:</b>	<b>25,727,258</b>	<b>13,149,340</b>	<b>110,323,807</b>
Crown Revenue	19,247,006	10,974,164	83,287,897
Inter Department Revenue	-	-	-
Third Party Revenue	5,934,192	2,135,175	25,702,414
Other Income	454,600	-	935,036
Interest Revenue	91,460	40,000	398,460
<b>Cash applied to:</b>	<b>18,422,412</b>	<b>9,103,079</b>	<b>107,238,285</b>
Employees	12,298,534	4,348,821	58,691,361
Suppliers	6,123,878	4,754,257	48,546,924
<b>Net Cash flows-Financing Activities</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Cash was provided from:</b>			
Crown-Capital Contribution	-	-	-
<b>Cash was applied to:</b>			
Crown-Capital Withdrawal	-	-	-
<b>Net Cash flows-Investing Activities</b>	<b>(193,290)</b>	<b>(101,405)</b>	<b>(1,840,723)</b>
<b>Cash was provided from:</b>			
Sale of Intangibles & Fixed Assets (FA)	-	-	-
<b>Cash applied to</b>			
Purchase of Intangibles and FA	193,290	101,405	1,840,723
Repayment of Capital Contribution	-	-	-
<b>Net increase/decrease in cash held</b>	<b>7,111,556</b>	<b>3,944,856</b>	<b>1,244,799</b>
<b>Opening Cash</b>	<b>35,472,136</b>	<b>42,583,692</b>	<b>35,472,136</b>
<b>Closing cash balance</b>	<b>42,583,692</b>	<b>46,528,548</b>	<b>36,716,935</b>
<b>Statement of Financial Position</b>			
Cash	4,083,692	3,528,548	3,716,935
Short-term deposits	38,500,000	43,000,000	33,000,000
<b>Closing cash balance</b>	<b>42,583,692</b>	<b>46,528,548</b>	<b>36,716,935</b>

### Commentary: Cash Flow

Cash and term deposits at 30 September 2021 total \$42.6M, an increase of \$6.6M from the previous month. \$38.5M is held on term deposit with varying maturity dates, to maximise interest revenue while ensuring sufficient liquid cash is on hand to meet immediate needs and any additional requirements that may result from the heightened COVID-19 alert level status. Cash balances are likely to increase further as exam cycle and other funding is received prior to the expenses being incurred.