

# Report of External Evaluation and Review

Hospitality Training Company Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 18 December 2013

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# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	Hospitality Training Company Limited (HTC)
Type:	Private training establishment (PTE)
Location:	104 The Terrace, Wellington.
Delivery sites:	Training occurs on licensed premises in Wellington, Kapiti and Christchurch.
First registered:	26 November 1999
Courses currently delivered:	<ul style="list-style-type: none"><li>• Basic Food Hygiene Certificate short course</li><li>• Licence Controller Qualification short course</li></ul>
Code of Practice signatory?:	No
Number of students:	Over the past 12 months, 550 students have attended one of the two short courses on offer (Basic Food Hygiene certificate, 300 attendees; Licence Controller Qualification, 250 attendees). All were domestic students.
Number of staff:	Two directors (one of whom is also a full-time trainer) and one part-time trainer
Scope of active accreditation:	HTC holds consents to assess in the following domains, as well as a range of hospitality industry-related unit standards. The organisation is currently only using a few standards within this scope:

- Core Generic/Personal Financial Management (to level 2)
- Service Sector/Hospitality/Food and Beverage Service (to level 4)
- Service Sector/Hospitality/Food Safety (to level 5)
- Service Sector/Hospitality/Foundation Skills (to level 1)
- Service Sector/Hospitality/Operations (to level 4)

Distinctive characteristics: HTC does not receive funding from the Tertiary Education Commission or any other government agency. All students are self-funded, studying on one of two short hospitality-related courses:

- The Licence Controller Qualification course covers both NZQA unit standards 4646 *Demonstrate knowledge of the Sale and Supply of Alcohol Act 2012 and its implications for licensed premises*, and 16705 *Demonstrate knowledge of host responsibility requirements as a duty manager of licensed premises*
- The four-hour Basic Food Hygiene Certificate short course is recognised by Wellington City Council (and a number of other councils across the country) as covering fundamental entry-level content relevant to food handlers working in bars, restaurants, cafes, food markets, etc.

Recent significant changes: Since the last EER in June 2011, the directors have engaged a business mentor who has worked alongside the organisation as it has further developed its own business planning processes.

Since June 2013, HTC has partnered with a Christchurch-based trainer who is a registered assessor with the industry training organisation, ServiceIQ, delivering training and assessing the Licence Controller Qualification (see section 1.6 of this report for specific comment on this arrangement).

Previous quality assurance history:	<p>At the previous external evaluation and review (EER), NZQA was Confident in the educational performance of HTC, and Not Yet Confident in its capability in self-assessment. HTC worked with NZQA in the development and implementation of the PTE's quality improvement plan, which has now been completed.</p> <p>In 2013, external moderation by ServiceIQ verified assessor decisions for the two unit standard assessments that were moderated (six learner samples, three for each unit standard), in some cases with modifications either required or suggested in the evidence requirements of the assessment schedule. This moderation related to the two unit standards included in the Licence Controller Qualification.</p>
Other:	<p>HTC has a current application with NZQA for a training scheme titled Licence Controller Qualification and Food Hygiene. The application is currently undergoing the NZQA approval process.</p>

## 2. Scope of external evaluation and review

Three focus areas were selected:

- Governance, management and strategy
- Basic Food Hygiene Certificate
- Licence Controller Qualification

The governance, management and strategy focus area is mandatory in all EERs. The other two focus areas comprise all of the formally assessed training offered by HTC, and cover all student enrolments and the primary activities of this PTE.

### 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

Two evaluators conducted the EER visit over one and a half-days at the PTE's Wellington office. Meetings were held with the two directors, the Christchurch-based trainer, recent course graduates and a group of industry stakeholders representing bar, restaurant, catering and food market sub-sectors. A range of key local government, industry training organisation and industry stakeholders, as well as HTC's business mentor, were contacted by phone.

Key documents considered by the evaluators during the evaluation included the PTE's teaching and assessment materials and lesson plans, aggregated student feedback, industry training organisation post-assessment moderation, social media data, business planning documents and related correspondence. HTC provided a self-assessment report before the evaluation.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Hospitality Training Company Limited**.

HTC students achieve very high levels of course completion (98 per cent) in both the Basic Food Hygiene and Licence Controller Qualification short courses, and similarly high levels of unit standard achievement.

The teaching is clearly effective and most of the Licence Controller Qualification graduates also go on to successfully achieve their goal and pass the General Manager's Certificate test with the local council.

Industry representatives, confirming HTC's own self-assessment findings, were unequivocal in describing HTC as providing relevant, transferable training that consistently meets their business needs.

The training has wider value – potentially affecting bars, restaurants and food markets – around the consumption of safe food and the safety of patrons on licensed premises. These are goals shared by HTC and key stakeholders, including businesses, local territorial authorities, police and health bodies.

HTC also provides *pro bono* food handling training to the tangata whaiora group at the Suzanne Aubert Compassion Centre, and to Kaibosh Food Rescue<sup>1</sup> members. The HTC director is also a committee member on the Capital Awards 2013 regional hospitality awards. These activities add value to HTC's core training business and contribute to community life in Wellington.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Hospitality Training Company Limited**.

Since the last EER, HTC has made a comprehensive response to the development of effective self-assessment processes. The PTE has comprehensive and reliable data on learner achievement and student feedback from both courses. This information is being used both to monitor performance and to assist operational and strategic planning.

The PTE has developed a strategic plan, marketing plan and risk management plan. As an outcome of this activity, the PTE sought out new areas of work outside Wellington, and these have introduced new opportunities for internal moderation

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<sup>1</sup> Kaibosh is New Zealand's first dedicated food rescue organisation: 'We rescue this food from retailers and redistribute it to Wellington charities who work with people in need.'

and the potential for peer review of teaching as well as business expansion. HTC is using sound business information, arrived at through self-assessment, to develop and improve its business.

Surveys of various types are appropriate, aggregated on a cyclical basis, and used to modify processes or teaching where necessary and feasible. The surveys in use are well designed and comprehensive, gathering reliable information which the PTE considers and acts on where appropriate and feasible.

Information gained through visits to stakeholder businesses, supplemented with their own social media-derived data, is also shaping the direction of HTC.

HTC has taken a considered and in-depth approach to developing a self-assessment framework that is comprehensive yet relevant to the scale of operations. While it is too early to state that this significantly strengthened approach to self-assessment has led to a raft of relevant and worthwhile improvements, these actions and activities support the judgement of Confident in self-assessment.



# Findings<sup>2</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

HTC currently offers two formally assessed short courses, the Basic Food Hygiene Certificate and the Licence Controller Qualification. As shown in the table, for both courses, retention and completion are currently 98 per cent, and this level of achievement has been sustained year on year. Very few learners are unable to pass the written tests, and in the case of the Licence Controller Qualification almost all achieve competency in the two embedded level 4 unit standards. These are theory-based units and are required before anyone can apply for a General Manager's Certificate from a district licensing agency (local council).

Year	Course completion	Course completion
	Licence Controller Qualification	Basic Food Hygiene Certificate
2012-13*	98% (250 students)	98% (300 students)

\*Based on HTC data, complete up until 17 October 2013

This level of achievement is supported by a number of interrelated factors. The majority of HTC's students are hospitality employees and have some food industry or hospitality background; this experience and knowledge is effectively utilised within the training room. The students have clear goals towards achieving competence in the content, motivated by taking on new workplace responsibilities or being promoted, or in many cases with a view towards starting a business. Students with less experience or facing English as a second language challenges are supported effectively – predominantly by adept use of group work and specific teaching strategies, but also by one-to-one coaching that can be made available because of the small learner cohorts.

Graduates interviewed by the evaluators described direct transfer of knowledge into their respective workplaces and increased confidence to deal with 'challenging situations', and confirmed that achieving the Licence Controller Qualification has led to promotion and new responsibilities.

Externally, ServiceIQ moderation supports the assessor decisions being made against the two level 4 unit standards within the Licence Controller Qualification

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<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

course, and a Wellington City Council representative described the graduates as particularly well prepared to undertake the final tests leading to a General Manager's Certificate.

HTC has high expectations around its own quality of teaching in supporting students' achievements and providing relevant knowledge and transferable skills. Accordingly, student surveys and stakeholder consultation notes are being used evaluatively to closely monitor relevance and achievement. Ongoing contact with many of the businesses employing graduates informs the PTE's knowledge of further outcomes arising from the training; the trainers enjoy ongoing contact with, and are able to observe, many graduates progressing in their careers.

## 1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

HTC is clearly informed about and understands the business needs of particular customers. Because of the small scale of the operation and the personalised approach to recruiting students and meeting stakeholder needs, the PTE provides training that clearly links to the outcomes valued by students, hospitality businesses and local councils (the self-identified primary stakeholders). The director's experience and continued close engagement with the hospitality sector informs the operations of HTC – student and stakeholder feedback is collected on an ongoing basis, and is documented and acted on where applicable. Employers describe HTC as 'knowledgeable and responsive', securing their repeat business as a result.

According to stakeholders consulted during this evaluation, the hospitality workforce is characterised by reasonably high levels of staff turnover and transience.<sup>3</sup> This means that the need for training by even smaller businesses is ongoing – some staff are promoted to higher-level responsibilities, and replacement staff need induction and training. Effective training in this context needs to be cost-effective, clearly focused and readily available. Information gathered by the PTE and confirmed by the evaluators indicates that employers are highly satisfied with the quality of training being provided by HTC, and endorsed the currency of the knowledge graduates demonstrate as a result.

Restaurants, takeaway premises, food stall operators and hawkers must all obtain annual certification from their local council. The HTC Basic Food Hygiene Certificate meets council requirements that food premises staff be trained in food safety and hygiene practices. In some cases, obtaining the certificate also assists

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<sup>3</sup> This is consistent with information on the Careers New Zealand jobs database.

job seeker entry to hospitality employment. On a broader scale, this training also contributes to business and council 'safe food' and public health objectives. Beyond its commercial activities, HTC also provides this training to two non-profit organisations in Wellington.

The Licence Controller Qualification is a prerequisite qualification needed by many staff working in businesses selling or serving alcohol to the general public. Gaining this qualification and subsequently meeting the requirements of local councils for the General Manager's Certificate also leads to promotions and pay increases for some employees. The Licence Controller Qualification also supports business and local regulatory agency 'safe use' objectives. The content of the training provides skills and knowledge applicable to 'diffusing difficult situations and managing difficult customers'; industry representatives and employers of graduates described clear links between the HTC training and these outcomes. In addition, the unit standards achieved are portable to other hospitality qualifications.<sup>4</sup>

As a result of ongoing needs assessment and self-assessment activities, HTC implemented a well-received online course booking option, and has provided customised seminars on host responsibility. Content particularly relevant to child care centres and kindergartens has also recently been introduced to the Basic Food Hygiene Certificate.

The PTE's information and knowledge of the relevance and transferability and value of the training was supported by key stakeholders. The directors use self-assessment to stay informed and document discussions and actions – together these activities support HTC's intuitive knowledge of the sector. HTC staff relate maintain close contact with their sector, and they understand clearly the outcomes the sector values.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Stakeholder needs, particularly those of café, restaurant and bar owners, are clearly understood and met by the flexible, service-oriented approach of HTC. This is supported by much repeat business and loyalty of relationships in a very competitive and price-sensitive training context. Employers told the evaluators that they found the PTE 'very easy to deal with', with 'simple, timely processes' that suited their particular business needs. The accessibility of the training, the ease of

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<sup>4</sup> For example, the National Certificate in Hospitality (Operations Supervision) (Level 4)

enrolment into regularly occurring courses, the quality and relevance of training and prompt certificating all directly respond to stakeholder and learner needs.

The Licence Controller Qualification course is delivered using ServiceIQ-developed learning and assessment resources. Training is delivered over one full day, and candidates return to sit the assessment at a later date of their choosing, although no sooner than one day after the initial training session. The implementation of this mode of assessment was a response to suggestions from ServiceIQ. This training is primarily for bar, restaurant, supermarket and off-licence staff. Student feedback aggregated from student evaluations by HTC rated the quality of information provided on the course, and how well it prepared them for adopting and using 'host responsibility' practices in these venues as 'excellent' or 'very good' across all respondents.

Graduates of the Licence Controller Qualification receive their certification promptly by mail, and during the course are helped to prepare for the requirements of the General Manager's Certificate application and test. This preparedness was commented on favourably by a representative of Wellington City Council. Achieving this licence is a goal for almost all students, and the council reported that almost all HTC applicants achieve this outcome.

As stated in section 1.1, the Basic Food Hygiene Certificate aligns with local council food premises licencing requirements, but is also relevant as an entry-level qualification for people seeking to work in food businesses. The training culminates in a multi-choice and short answer test, which trainees are required to pass in order to gain the certificate. Although the course does not lead to assessment against unit standards, it clearly matches current legislative requirements. Modifications to the food safety content have been made as the PTE has identified new needs (e.g. increasing numbers of market stall holders; people wishing to produce food for markets; food safety in kindergarten/childcare premises). Although the food safety content and delivery is apparently current, an external periodic review of content, learner materials and delivery may be beneficial. This is not to suggest a perceived gap, but rather points to good practice.

Clear evidence was provided demonstrating that HTC has responded comprehensively and constructively to feedback provided by NZQA, ServiceIQ and industry stakeholders. HTC is also active and intentional in understanding changing sector requirements and responding to them.

Changes to local council requirements for food premises registration, including the implementation of 'food control plans', is closely monitored by HTC. However, the organisation has yet to develop a strategic response for how it will match stakeholder needs under this new regime.

## 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Teaching is guided by clear lesson plans, and approaches to facilitating learning have been developed and modified over time to align content, learner needs and assessment outcomes. Both of the programmes offer excellent examples of adult education principles and practices that engage students, lead to effective learning, and aid achievement of the assessment requirements. For example, students' previous experience and knowledge are combined effectively with the intimate knowledge of local businesses held by the trainer to contextualise the learning. Group activities and scenarios drawn from the trainers' extensive experience are valued by learners and graduates, and are used to vary the learning process and provide opportunities for discussion and deeper engagement by students with the topics.

HTC analyses student feedback gathered through end-of-course written evaluations, and refines their approach to teaching in response. When interviewed, graduates described an active approach to learning, and noted that their own professional experience was both valued and utilised within the training room.

Assessment of learners is fair, and they are clearly informed and guided both in relation to passing the HTC assessments and, for those on the Licence Controller Qualification programme, passing the General Manager's Certificate application and test. Low tutor/student ratios (generally averaging 1:10-15 per cohort) also support achievement. In the Licence Controller Qualification, well-designed ServiceIQ materials are provided for pre-reading at least one week before the contact course – again supporting achievement.

An area that requires strengthening is tutor peer review, and new potential for this to occur has arisen with the engagement of an additional trainer. This presents similar opportunities for stronger internal moderation to ensure that Christchurch, Wellington and Kapiti delivery and assessment are aligned. These actions will supplement the appropriate professional development the trainers are currently undertaking, which includes training towards the National Certificate in Adult Education and Training (Level 4) and hospitality conferences/competition attendance.

Student feedback is systematically gathered using a comprehensive survey instrument, and qualitative and quantitative feedback is aggregated and discussed by the directors. Comments, observations and suggestions are discussed and responded to where feasible. An additional group learning activity was developed and added to the afternoon training sessions as a direct response to this feedback. As indicated, there is an opportunity for closer alignment of the self-assessment process around teaching between the Wellington and Christchurch operations, with a view to direct comparability between the data being gathered.

## 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Learner needs assessment starts with some fundamental information around course learning demands and additional support needs being sought at the time of online application. This is linked to initial team-building activities at the commencement of each course. As noted in section 1.4, ServiceIQ-developed Licence Controller Qualification workbooks are provided for reading before the course, allowing students the opportunity to prepare for the content, which student surveys reveal is somewhat more complex than many expect. HTC's assessment is that only some students pre-read the workbooks, but those that do clearly benefit.

The fundamental support provided to meet language and/or literacy needs is the use of a 'reader/writer' approach involving the trainer and the student(s). Examples of this occurring were related by the two trainers, two industry stakeholders and graduates. The practice as described appeared fair and equitable, although a few examples were recorded where students were still deemed 'not yet competent' despite this level of support. The PTE has yet to develop supplementary learning materials specifically targeted to meeting the needs of English as a second language speakers, or people with low levels of literacy or numeracy.

Employers spoke of their selection of individuals for training, with most having hospitality experience and also having potential for higher responsibilities. Students and graduates referred to the fact that their employers were funding their training, and this gave an added impetus to achieve, as well as the possibility of a pay increase. Alongside this is the legal requirement for premises to have trained and certified staff on duty to meet licensing requirements. These factors are particularly acute for the Licence Controller Qualification course. Students on both of the HTC courses are highly motivated to succeed and are provided with appropriate guidance and support, with particular learning needs met in appropriate ways. As a result of these contributing factors, learner achievement is consistently very high.

## 1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

HTC is a small, family-owned operation with a stable business base and a clearly defined niche in the Wellington, Kapiti and (more recently) Christchurch hospitality sectors. The decision to engage a business mentor through Business Mentors New Zealand<sup>5</sup> has proven beneficial. Outcomes have included development of a new strategic plan, a month-by-month marketing plan and a risk analysis/management plan. These documents have supplemented the organisation's existing quality management system documentation. The purpose, direction and policies of the PTE are clearly documented and subject to ongoing monitoring and self-review.

The self-assessment tools and processes that have been developed by the directors since the last EER are clearly 'owned and understood', and there is evident enthusiasm in using the data and business information they yield in purposeful ways to further develop the business. Student survey responses are aggregated, and the Christchurch and Wellington operations are using these, the strategic plan key performance indicators and the marketing plan to review educational and operational performance regularly.

A fundamental dimension to HTC's approach to self-assessment occurs through personal visits by trainers to hospitality workplaces, involvement with hospitality forums and competitions and through astute use of social media. Data gathered from monitoring its own social media outlets is providing HTC with new insights into topics of particular interest and relevance within its networks, and this fundamental business knowledge now informs both strategy and training delivery.

Interactions between HTC stakeholders, including employers and graduates, are purposeful and closely tracked to elicit information that informs course content, improves the quality of the training and ensures successful engagement with the students and other customers.

HTC has submitted a training scheme application to NZQA as required, but has yet to formalise its new Christchurch delivery by submitting a sub-contracting application. This needs to be attended to as a matter of urgency.

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<sup>5</sup> Business Mentors New Zealand is a fully funded service of Business In The Community Limited, with a mission of enhancing small business sustainability by mobilising volunteer resources, utilising the skills and experience of successful businesspeople to meet community needs by supporting the creation and retention of employment, and the alleviation of financial hardship in urban and rural communities.

As noted under the statement of confidence in self-assessment, HTC has acted comprehensively to develop an 'appropriate-to-scale' yet robust approach to evaluation and review across the whole business. There is clear evidence that the value of self-assessment is now better appreciated and learner achievement is more closely monitored, and that self-assessment activities are leading to refinements and improvements that are and will continue to benefit learners and other stakeholders.



## Focus Areas

*This section reports significant findings in each focus area, not already covered in Part 1.*

### 2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

### 2.2 Focus area: Basic Food Hygiene Certificate

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

### 2.3 Focus area: Licence Controller Qualification

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

# Recommendations

NZQA recommends that Hospitality Training Company Limited:

- Implement a schedule for tutor peer review and internal moderation of training delivery and assessment to ensure that Christchurch, Wellington and Kapiti delivery and assessment are aligned.
- Consider sourcing or developing supplementary learning materials specifically targeted to meeting the needs of students with limited English and/or people with low levels of literacy or numeracy.
- Formalise the current Christchurch delivery model by submitting a sub-contracting application.

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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