

Report of External Evaluation and Review

Youth Cultures and Community Trust trading as Praxis

Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 29 October 2015

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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:	Youth Cultures and Community Trust trading as Praxis
Type:	Private training establishment (PTE)
First registered:	24 December 2002
Location:	15 Gordon Place, Newtown, Wellington
Delivery sites:	Praxis delivers training in Wellington, Christchurch, Auckland and Suva, Fiji.
Courses currently delivered:	<ul style="list-style-type: none">• Certificate in Youthwork (Level 4)• Diploma in Youth and Community Studies (Level 6)
Code of Practice signatory:	Yes – but no international students enrolled in 2015
Number of students:	39 domestic learners for 2015 – 33 per cent Māori; 20 per cent Pasifika
Number of staff:	Eight part-time staff
Scope of active accreditation:	A variety of domains and standards in relation to social services, youth work and development: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=754285001
Distinctive characteristics:	Praxis specialises in training youth workers. It offers a level 4 certificate programme (one year) and a level 6 diploma programme (two years), both of which require the learner to be placed with a community organisation and be able to deliver youth work services throughout the duration of

studies, averaging 16 hours of practice per week throughout the year. Learners must nominate a supervisor to support their learning and reflection, ideally external to the community organisation the learner is placed with.

Content delivery is by way of one block course per term (ranging from a week to nine days) for each of the four terms in a calendar year. Learners participate in weekly cluster meetings in the major cities, with learners based in provincial towns (regional-based learners) joining in person for selected meetings, or by video-conferencing for all other sessions. An annual retreat attended by all learners at the end of the year consolidates and reflects on the year's learning.

Recent significant changes: Tipu Ake, an initiative developed in partnership with Te Ora Hou Aotearoa which delivers Praxis programmes with an emphasis on Māori context, was discontinued in 2013.

Wellington head office relocated to a smaller site outside of the central business district in 2013.

Offshore delivery in Fiji, Papua New Guinea, Tonga, Vanuatu and Solomon Islands for the Diploma in Youth and Community Studies was approved by NZQA in 2015.

Previous quality assurance history: The previous external evaluation and review of Praxis was conducted in 2011. NZQA was Confident in both the educational performance and capability in self-assessment of Praxis.

NZQA conducted a validation visit in 2013. A number of concerns were identified and were immediately rectified by Praxis.

Praxis met all national external moderation requirements at the moderations conducted in 2013 and 2014 by Careerforce, the industry training organisation (ITO) for the community services sector.

After some misunderstanding with Skills Active ITO (responsible for one unit standard taught by Praxis), Praxis became aware that neither itself nor the assessor it contracts on recommendation

from Skills Active ITO holds consent to assess for unit standard 468 ('Assist in facilitation of an adventure based learning programme for the development of participants'), which is a core component in all of its programmes. Praxis notified NZQA and is working with Skills Active ITO to resolve this matter by lodging a consent to assess application for the unit standard concerned.

Other: Praxis receives SAC (Student Achievement Component) funding from the Tertiary Education Commission.

2. Scope of external evaluation and review

Governance, management and strategy is a mandatory focus area. Given the small size of the organisation, Praxis nominated all programmes to be considered under one focus area. The evaluation team agreed.

Youth Cultures and Community Trust holds a contract with the Ministry of Education for the provision of alternative education. This external evaluation and review is limited to the provision of training at tertiary level by Praxis.

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.

Self-assessment materials were delivered to NZQA in a timely fashion to inform the scoping of this external evaluation and review. Prior to the scope being finalised, the lead evaluator met with the chief executive officer of Praxis to agree on the focus areas and logistics of the on-site visit.

The evaluation team comprised two evaluators. The on-site visit at Praxis' head office in Wellington lasted one and a half days. The evaluation team interviewed the chief executive officer, the academic manager, two Wellington-based tutors, four Wellington-based learners and one learner from Hawke's Bay. The evaluation team also invited comments from six graduates and seven stakeholders, and received responses from three graduates and five organisations by email, including the relevant industry training organisation, Careerforce. A range of documents and records were reviewed.

Final Report

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Praxis**.

- Praxis' completion rates have been consistently good. Pasifika learners' achievement rates are high and are similar to mainstream ethnic groups. Achievement for Māori learners is not as strong and is an area to improve.
- Learners gain knowledge of the theories, models and skills essential for youth work practice, enhance their awareness of cultural and social justice issues, and develop academic confidence and ability. Praxis meets its aims of being a 'staircasing' organisation effectively, as demonstrated by the increasing proportion of graduates progressing to a higher level of studies.
- The high value of outcomes is confirmed by learners, graduates and sector stakeholders. Most graduates remain in the youth work sector upon completion and become 'agents of change' and are a positive social influence in their local communities.
- Overall, Praxis demonstrates itself to be a solid performing organisation which delivers training in a niche subject area, being a pioneer in youth work training and held in high regard across the sector.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Praxis**.

- Praxis demonstrates that it is a reflective organisation and operates a range of generally highly effective self-assessment practices, such as 'report cards', annual reports titled 'What does good look like', mid-year reviews at the agency where the learner undertakes practicum work, block course reviews, learner evaluations and twice-yearly satisfaction surveys. All information is analysed and used to identify and respond to areas of improvement.
- Many improvement opportunities were self-identified and initiated, such as 'extra care plans' to support learners, individual agency visits, incorporation of the use of verbal assessments, and more proactive contact with regional-based learners. There is evidence that these interventions have positive impacts on learner achievement, such as outcomes for Pasifika as a result of additional support provided. A similar approach has been identified and is underway to improve outcomes for Māori learners.
- While there are some areas where Praxis can further enhance its self-assessment practice, the evaluation team found, overall, that Praxis has embedded a fit-for-purpose, robust self-assessment system which effectively quality assures its ongoing success in training delivery, as evidenced by the results from many self-identified continuous improvement initiatives.

Final Report

Findings¹

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**.

Learner achievement in terms of course and qualification completion rates for the Praxis programmes are good. Course completion rates remain steady over recent years and generally meet the performance targets set by the Tertiary Education Commission (TEC) for funding purposes. Pasifika learners are completing courses and gaining qualifications at a level similar to all Praxis learners for the last two years. In light of the reduction in the course completion rate by Māori learners and the increasing gap compared with other ethnicities in 2014, more attention must be given to support the achievement of Māori learners.

Table 1. Praxis' course and qualification completions rates, 2012-2014

	2012	2013	2014
Course completion	89%	87%	88%
Māori	86.8%	90.5%	79.2%
Pasifika	91.3%	90.8%	87.8%
Qualification completion	73%	80%	100%
Māori	96.4%	81.1%	95.9%
Pasifika	63.5%	79.0%	118.5% ²
Progression	33%	36%	58%
Retention	83%	85%	77%

Data source: Youth Cultures and Community Trust trading as Praxis, verified by the TEC

Internally, Praxis benchmarks itself against two providers who offer similar qualifications and noted that it outperforms them across all of the TEC's educational performance indicators in 2014.

Learners gain knowledge of the theories and models essential for youth work practice (such as relating to youth in a safe way that complies with the code of ethics), increase cultural and social justice issue awareness, acquire time management, self-management and people skills, as well as develop academic

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² Qualification completion rates can exceed 100 per cent as the TEC calculation formula compares completion in a calendar year against enrolment figures in the year – in this case some learners carried over from their 2013 studies and completed in 2014, but the 2014 base figures did not count such enrolment.

confidence. This is an important aspect as some learners are considered to be 'second-chance' learners, who may not have succeeded academically in the past but possess suitable attitudes and relate well to youth work clients. Praxis equips learners with the necessary skill-set to be an effective youth worker. An increasing proportion of learners are inspired to further progress their studies (see Table 1), either internally from the level 4 certificate to the level 6 diploma programme, or externally to undergraduate degree programmes in youth development, Māori studies or other relevant subjects.

Praxis closely monitors learner achievement throughout the year. Progress reviews are conducted regularly – academic staff complete report cards on achievement statistics three times per annum, which the management team discusses and intervenes if required. For example, an early detection of likely unsatisfactory achievement outcomes of Pasifika learners in 2014 led to additional support put in place (known as extra care plans). The declining trend identified in the mid-year report card was reversed and the 2014 academic year ended with good results for Pasifika learners, at rates comparable to other ethnic groups.

The report cards track academic progress by delivery site and year of study, but do not differentiate between certificate and diploma learners in statistics for Year 1. This is something that can easily be enhanced and can potentially add another layer of information to Praxis' self-assessment system, which the evaluation team discussed with Praxis during the on-site visit.

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 **Good**.

The value to learners in terms of personal and academic growth is clear. Importantly, Praxis equips its graduates with the necessary skills and attitudes to continue working in the youth work sector. Its qualifications are held in high regard by the sector, with one interviewee saying, 'In the youth work industry, when you mention you are from Praxis, you carry mana'.

Praxis effectively tracks its graduate destinations informally through ongoing connections within a relatively close industry, as well as through positive relationships with learners. The vast majority of graduates – 88 per cent in 2014, an increase from 80 per cent in 2013 – continued in paid or voluntary roles (10 hours or more per week) within the youth work sector after graduation (see Table 2). These employment outcomes confirm the value and relevance of the learning to learners/graduates. There is anecdotal evidence that some graduates are promoted to senior/management roles after completing their programme.

Table 2. Praxis' employment outcomes, 2013 and 2014

	2013	2014
No. completed enrolled programme	41	50
No. maintained employment in sector	33	44
%	80%	88%

Data source: Youth Cultures and Community Trust trading as Praxis

Learners are exposed to social justice issues and learn to become 'agents of change' – one of Praxis' aims. For example, one current learner described community involvement in initiating a campaign and gathering support against the proposed licensing of a liquor outlet in the local community.

Youth work organisations nationwide contacted by the evaluation team confirmed the significant value Praxis contributes to the youth development sector, for 'pioneering and setting the standard in youth work training'. One youth work organisation based in Whangarei advised that Praxis is their preferred provider for training their youth workers despite the travelling distance involved. An institute of technology confirmed that Praxis has been the major contributor to the development of the institute's youth development degree, of which the representative summarised, 'If it was not for Praxis, the degree probably would not exist'. Praxis' leadership in youth work training, qualification development and research is also recognised in international literature.³

Praxis recently conducted a graduate survey on social media, which attracted a high response rate and very positive comments. Graduates are keen to maintain their relationship with Praxis, often sharing stories of their practice and their successes. A similar exercise with other stakeholders may be beneficial in terms of further evidencing the value of outcomes from other perspectives.

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 **Excellent**.

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

Praxis' programmes are carefully structured and very well designed, clearly supporting its objective of being a 'staircasing' organisation. The certificate programme builds learners' academic skills to encourage and support their progression to higher levels of study. The programme caters for learners from all

³ Baxtor, R., Caddie, M., & Cameron, G. B. (2016). Aotearoa New Zealand's Indigenous Youth Development Concepts Explored in Practice Today. In Heathfield, M., & Fusco, D. (Eds), *Youth and Inequality in Education: Global Actions in Youth Work* (pp.162). New York: Routledge.

backgrounds and varying abilities, equipping the learners with basic literacy skills where required and enabling learners to advance to higher education if desired. For example, supervision is not a requirement at level 4 studies, but was deliberately incorporated in the programme design to allow learners early exposure to the supervisory aspect of youth work practice, which is a mandatory requirement at the level 6 diploma level. As previously mentioned in Findings 1.1, an increasing proportion of graduates progress to and successfully complete higher levels of studies, including 12 graduates who transitioned from the certificate to the diploma programme within Praxis, and six graduates who have progressed to a youth development Bachelor's degree programme (which Praxis helped develop) at an institute of technology since 2011.

Praxis has a well-planned and structured blended learning model. Learners learn theories in block courses and cluster meetings and are able to apply learning immediately in practice through agency placement – delivering instant benefit to learners, agencies and communities. Outside of the classroom, learners have ongoing engagement with their peers and teachers, at least on a weekly basis. Continued reflection and support is also facilitated through individual supervision.

Praxis practises 'learning in context' and is very strong in incorporating cultural awareness and understanding in its delivery and content. For example, training on the Treaty of Waitangi is done on the marae, and activity-based learning is practised in schools with youth participation. This is especially important as some learners are 'second-chance' learners and an applied learning approach suits these learners better than a classroom approach. The emphasis on tikanga Māori is also highly relevant given the clients of youth work practice are often of Māori descent.

Praxis operates a comprehensive approach to agency placement and supervision. An agency agreement clearly sets out the expectations and responsibilities of agencies. Tutors visit every agency at least once each year to hold three-way discussions between Praxis, the learner and the agency. A detailed supervisor handbook sets out the requirements and duties expected from supervision. A learner nominates their supervisor at the commencement of the programme, but this is subject to approval by Praxis, which evaluates the nominee's suitability as a supervisor, and formalises this by supervisor agreements. These are all meaningful improvements arising from Praxis' effective self-assessment practices.

Praxis responded positively to the previous EER findings and strengthened its learner selection process considerably. Interviews of prospective learners are now conducted by two staff members; the agency where the learner may be placed is strongly encouraged to send a representative to attend, as is the learner's whānau/family. Expectations are well managed at the interviews, with the learners alerted to the requirements and importance of the supervisor, among other things. Police checks are conducted on learners at enrolment and refreshed annually, a practice proven to be worthwhile through a recent, unexpected situation, which Praxis handled well.

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 **Excellent**.

Teaching is generally effective at Praxis. Staff are qualified, experienced and reputable in the youth work sector and demonstrate passion, heart and connection to youth development. Professional development is supported by Praxis, with all staff currently studying towards the Australian qualification, Certificate in Training and Assessment. Peer observation among teaching staff is practised regularly and effectively. Guest speakers are invited and permanent staff members always sit in on those sessions, for personal professional development as well as to quality assure the teaching. Staff and learners enjoy exchange opportunities as presented by the wider Australasian and Pacific Praxis network, with some attending a week-long workshop in Fiji earlier this year; many also enjoyed learning from exchanges with Australians when an event was held locally in Wellington in 2014.

The evaluation team interviewed and was impressed by a group of enthusiastic, highly engaged and articulate learners who discussed the quality of teaching and learning environment at Praxis. The learning environment is positive, safe and encourages ongoing reflection on learners' own practice. Learners described a strong peer support culture within the cohort, resembling the Māori concept of tuakana-teina (mentoring). All staff possess a solid appreciation of Māori culture as well as embedding Māori culture and the core concepts of ako and whanaungatanga in teaching and learning.

Responding to feedback from learner satisfaction surveys, clearer information is now given to learners on assessment schedules and expectations at the beginning of each term. The effectiveness of this improvement is confirmed by a significantly increased satisfaction rate in the corresponding question from the latest survey (conducted in May 2015). Useful, quality feedback is given to learners after assessments are marked. The next challenge for Praxis is to improve its tutors' organisation of classes, as this has been another area consistently receiving a comparatively lower score in learner satisfaction surveys. Praxis has plans in place to get more in-depth information from learners about how to respond in this area.

Praxis has significantly improved its moderation practice since the last EER. A moderation plan is drawn up, with all standards moderated on a four-year cycle. Some course and assessment materials went through an overhaul as a result of findings from internal moderation. Tutors confer when they are unsure of the marking, and learner presentations are always assessed by two tutors. The effort to improve moderation practice has paid off, as reflected in the highly satisfactory results in national external moderation conducted by Careerforce in 2013 and 2014.

Further to the above, Praxis operates a variety of robust self-assessment mechanisms to gauge teaching effectiveness, such as reviews of each block course, fortnightly nationwide staff catch-ups, learner evaluations, report cards (as

described in Findings 1.1), and twice-yearly mid-year retreats (at three days per annum), all of which produce valid data clearly used to support the solid educational performance as shown in Table 1.

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 **Excellent**.

Praxis maintains a strong strategic relationship with agencies to ensure there is sufficient guidance and support to learners outside scheduled class contact times. The supervisor's role is along the lines of a professional mentor, whom the learner meets with at least eight times each year for discussions in confidence. The structure of delivery supports learning well – weekly cluster meetings include a variety of activities such as readings, reflections, progress checks on assignments, one-to-one tutor-learner discussions, and site visits. Praxis puts in place a 'wrap-around support system' where learners are well guided and supported inside and outside the classroom environment. Regional-based learners attend selected cluster meetings in person, often with the financial support from their agency, and by video-conference for the other cluster meeting sessions.

Some of Praxis' self-assessment mechanisms have been mentioned in other sections of this report. Notably, Praxis engages an external representative (often an independent practitioner within the youth work sector) to conduct learner satisfaction surveys twice each year. In a recent survey, Praxis noted feedback from regional-based learners reporting feeling left out and isolated. Praxis immediately applied interventions, with the responsible tutors proactively contacting regional-based learners by voice and text messaging. This improvement is appreciated by regional-based learners, and they reported an increased sense of engagement since the new practice has been in place.

Praxis' self-assessment is highly effective in identifying issues in relation to learner support and guidance. Further to the examples cited above, the higher representation of Pasifika learners in Auckland prompted Praxis to seek extra support for these learners, in addition to its extra care plans. Praxis is also aware of the need to provide better support to Māori learners to lift their achievement, and as such it is actively working with the Praxis Matua (whānau advisor) on this. The performance rating in relation to this key evaluation question may improve when Praxis demonstrates that its interventions lead to actual improvements in outcomes for priority learners.

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**.

Praxis demonstrates that it is a reflective organisation which operates a range of self-assessment practices. The report cards (described in Findings 1.1) are an effective management tool, providing timely snapshots of the performance of each tutor and contributing to ongoing quality assurance of training delivery. The academic manager compiles an annual report titled, 'What does good look like', summarising Praxis' performance against a set of critical success criteria, as well as discussing findings, learnings and opportunities for further improvements. The annual report is a powerful self-assessment tool, although its value is diminished somewhat as, while its content and findings are discussed with staff, the reports have never been shared in their entirety across the organisation.

Praxis' governance and management is effective. An oversight group, which oversees Praxis' operations and educational performance, meets four times each year. The meetings are well supported and discussions are informed by evidence.

Operating in a niche training area, Praxis has a clear purpose and a passionate team that works towards a common goal. Staff are carefully recruited and are usually invited initially to present a certain topic at a block course or cluster meeting before being offered an ongoing academic relationship. Performance issues – as identified through learner evaluations and satisfaction surveys – such as a mismatch of teaching and learning style between a tutor and the learners, are addressed promptly and with sensitivity. Staff are valued and often rewarded additionally at the end of each block course. Professional development is supported (as previously mentioned in Findings 1.4).

Praxis maintains very close relationships with many youth work organisations. Training advisory groups in Wellington, Auckland and Christchurch, each comprising key agencies where learners are placed, meet at least once per annum. However, based on a trial in Christchurch in 2014, Praxis identified that the relationships with agencies are better managed through individual visits and in 2015 has incorporated a mid-year visit to each agency where learners are placed. This has proven to be more effective in gathering intelligence from agencies, as well as discussing progress and supporting requirements of learners placed with the organisation.

However, there is no evidence of agency involvement in programme reviews so far. This may not be a major concern as the sector has been eagerly awaiting the outcome of the Targeted Review of Qualifications, which has been delayed. This uncertainty around future programmes poses some challenges, exacerbated by upcoming personnel changes known to Praxis – both the chief executive officer and academic manager have signalled their intention to resign by the end of 2015 (both because of career aspirations). Losing 21 years of institutional knowledge at a time of change is a significant challenge – Praxis has been developing proposals to prepare for this.

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: All programmes

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

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

Recommendations

NZQA recommends that Praxis:

- Identify ways to better support its Māori learners and lift Māori achievement.
- Further break down Year 1 statistics in internal reporting by programme.
- Share the annual report ('What does good look like') in its printed form with all staff.
- Engage external input into future programme reviews.
- Consider measuring learners' literacy and numeracy levels at commencement and end of studies using the TEC literacy and numeracy tool, to further evidence learner achievement and the value of outcomes to learners.

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).

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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