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Report of External Evaluation and Review

CTC Aviation Training (NZ) Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 25 November 2016

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Final Report

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:	CTC Aviation Training (NZ) Limited
Type:	Private training establishment (PTE)
First registered:	24 June 2004
Location:	131 Boyd Road RD2, Hamilton Airport, Hamilton
Delivery sites:	As above
Courses currently delivered:	New Zealand Diploma in Aviation (Level 6) (Airline Preparation and Flight Instruction strands) CTC Wings (Cadet programme) ¹
Code of Practice signatory:	Yes
Number of students:	Domestic: 19 International: 200 approximately
Number of staff:	87 full-time equivalents (including 58 full-time flight instructors)
Scope of active accreditation:	Unit standard domains: <ul style="list-style-type: none">• Aviation Core (to level 4)• Aviation operation (to level 6)

¹ CTC Wings is a 'catch-all' qualification for international students which has a number of variations in branding and external certification to address the needs of specific airline clients or market segments.

Programmes and Training Schemes:

- CTC Wings – Cadet programme (Level 5)
- New Zealand Diploma in Aviation (Aeroplane) (Flight Instruction) (Level 6)
- New Zealand Diploma in Aviation (Airline Preparation) (Level 6)

Distinctive characteristics: CTC in Hamilton is a subsidiary of UK-based company, CTC Aviation Group Limited, and cooperates closely with the parent company in all operational matters. CTC delivers programmes progressing from *ab initio* (beginner) status to Air Transport Pilot Licence. The primary focus is competency for employment as first officers and ultimately command, in an international airline. Around 250 cadets from a variety of nationalities and airlines are enrolled annually, all targeted for airline employment. Many of the cadets are recruited by international airline companies, usually in consultation with CTC, and are sponsored and/or already in employment arrangements with the airline before entering the programme.

Recent significant changes: In May 2015, CTC Aviation Group Ltd was acquired by L-3 Communications, a large (48,000 employee) US corporation that specialises in aerospace and defence products. There has been no significant change to CTC Aviation's daily operations, brand or training services. CTC Hamilton still reports to the UK headquarters.

Previous quality assurance history: CTC's previous external evaluation and review (EER) was held in July 2012. It resulted in judgements of Highly Confident in educational performance and Highly Confident in capability in self-assessment.

Because of their wide international focus, CTC has accreditation and quality assurance arrangements from a number of overseas jurisdictions and is subject to audit or other quality assurance measures by a wide range of international quality assurance bodies. A schedule of external audits

was provided in the PTE's self-assessment summary to NZQA.

Other:

The certification and operation of organisations conducting aviation training and assessments in New Zealand is prescribed under Part 141 of Civil Aviation Rules. These rules are governed by the Civil Aviation Authority of New Zealand (CAA). All theory and practical (flight test) assessments are conducted independently by Aviation Services Ltd, which operates under licence to CAA.² All New Zealand pilot licences are issued by CAA.

CTC's authorisation under Part 141 was renewed by CAA in March 2014. This renewal lasts for five years.

2. Scope of external evaluation and review

The scope for the EER consisted of the mandatory focus area:

- Governance, management, and strategy (support for international students was included in this focus area).

In addition, the following focus area was selected:

- Flight training

The above focus area includes all of CTC's teaching and programme delivery activities.

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.

The EER was conducted in late September 2016. Prior to this EER, the lead evaluator visited the site and discussed the upcoming EER visit with the centre

² Given that all summative assessment is through external examination, providers do not require a moderation system.

director and the manager of safety and compliance, who was the organisation's contact for the EER.

Two evaluators made a two-day EER visit to the CTC site at Hamilton airport. The evaluation team reviewed an extensive range of documentation and met with:

- the centre director/chief operations officer
- head of training
- the chief flying instructor
- chief theoretical knowledge instructor
- training department co-ordinator
- manager safety and compliance
- manager customer and base support
- student support co-ordinators
- three groups of instructors (flight and ground)
- two groups of students (one international and one domestic).

The evaluation team also spoke with a range of stakeholders, both in New Zealand and overseas, by telephone and in person.

The evaluation team is confident that they interviewed a sufficient range of staff, stakeholders and students for evaluation purposes.

During the site visit, CTC provided the EER team with a range of operational documentation, including:

- strategic planning materials
- minutes of management meetings
- quality management policies
- enrolment information and policies
- records of student achievement
- student evaluations of programmes and teaching
- student council minutes
- New Zealand Base Support Handbook
- delivery and assessment materials.

This documentation complemented the self-assessment information that had been pre-submitted by the PTE. The evaluators reviewed all the materials the PTE provided.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the capability in self-assessment of **CTC Aviation Training (NZ) Limited**.

The students who have studied at CTC have achieved excellent results. For instance, qualification completion rates for New Zealand domestic students have ranged between 75 and 100 per cent since 2012. The completion rates for international students on the CTC Wings programme is over 95 per cent.

CTC's principal focus is on training pilots for the airline industry. In the period January 2016 to August 2016, CTC placed 472 graduates into pilot positions with 21 airlines globally.

Highly effective processes contributing to CTC's excellent outcomes include:

- effective needs assessment and the tailoring of the training programmes to the current and future needs that industry clients identify. Staff and management are closely attuned to the present and future needs of the aviation profession
- training in appropriate contexts for industry and student needs. The very high employment placement rate confirms that CTC pilots are well prepared for employment
- the organisation has tracked every graduate since it began training, which provides evidence that not only are graduates gaining employment as airline pilots, they are also being retained in the industry and progressing in their careers. The results of this contact indicate that the organisation is preparing students well for employment in the aviation industry
- instruction delivered by highly experienced ground and flight instructors who use their own experience to ensure the training is relevant and effective
- excellent student guidance and support provided on an individual and collective basis.

In summary, NZQA is highly confident in both the educational performance and self-assessment capability of CTC. There is clear and comprehensive evidence that CTC is providing quality education and training that leads to positive outcomes for the majority of its students.

The organisation is well managed and has a clear philosophy and purpose that is reflected throughout the operation. The training is exceptionally well resourced and CTC uses its resources effectively.

CTC has a professional and cohesive team who display a clear understanding of their role and their respective responsibilities to both the international aviation industry and to their students.

Self-assessment at CTC is ongoing, authentic, transparent, and leading to worthwhile improvements.

Findings³

1.1 How well do learners achieve?

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**.

CTC students have achieved excellent course completion rates and examination results. For instance, 97.7 per cent of international students enrolled on the CTC Wings programme successfully completed the qualification in 2015, attaining an average pass mark in the European Aviation Safety Agency (EASA) Air Transport Pilot Licence examination of 93.4 per cent.

CTC has benchmarked its examination and course completion rates against sector achievement rates, nationally and internationally. Although CTC consistently scores better than average, they still aspire to maintain and continuously improve student achievement. Staff at CTC demonstrated a good understanding of the factors that lead to student achievement. They formally and informally analyse and discuss ideas for improving achievement on a daily basis.

CTC, and many other aviation training providers, see the number or percentage of 'first attempt passes'⁴ as an important measure of the success of their training. Aviation training providers benchmark their results against the national averages of first-time pass rates of all New Zealand aviation providers.⁵ Table 1 shows that the 'first attempt' pass rates in 2015 in all categories have been well above the sector average.

Table 1. 2015 New Zealand flight test first-time pass rate %

	Commercial Pilot Licence	C-CAT ⁶	Instrument Flight Rating
CTC	93%	100%	82%
New Zealand average	51%	68%	74%

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ This measure refers to the number or percentage of students who pass external theory or flight test examinations on the first attempt.

⁵ ASL has recently made information on the national average available to all aviation training providers on a quarterly basis.

⁶ C-CAT or C Category rating is the first-level instructor rating. From there, instructors may advance to become B-CAT or A-CAT instructors.

International students on the CTC Wings programme have passed an intensive selection process and are extremely motivated. For instance, one recent cohort of 32 cadets sponsored by a European airline was selected from over 4,000 applicants. The students have high levels of expectation of both their own performance and also of CTC to deliver high-quality training to support their achievement. CTC's high educational performance track record indicates that they are doing this well.

During the training, CTC instructors supervise students on a daily basis. Student progress is monitored using the Computerised Assessment and Reporting System (CARS) which is a web-enabled secure relational database developed in-house by CTC for the generation and storing of trainees' training records. There is an individual record for each trainee and airline sponsor. CARS provides open access to the individual learner and the instructor teams to support a transparent training approach, including data and reports on 'Critical Faults, and Omissions' and 'Training Reviews'.

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**.

Students and other stakeholders are deriving excellent value from the activities at CTC. The immediate outcomes of this training (in addition to the New Zealand Diploma in Aviation or the CTC Wings Certificate) are licences and ratings awarded by the CAA or directly by overseas authorities.⁷ All CTC students are undertaking their training to prepare for a career in commercial aviation, and CTC is very clear in their direction and purpose that this is also the organisation's primary objective. The value in CTC holding regulatory approval from overseas is that students do not have to spend time and money converting their New Zealand licence when they return home. As mentioned, 472 CTC graduates have been employed as pilots by

⁷ CTC holds the following regulatory approvals:

- CAAS Civil Aviation Authority of Singapore
- CAAV Civil Aviation Authority of Vietnam
- DCAB Department of Civil Aviation Brunei Darussalam
- EASA European Aviation Safety Agency
- HKCAD Hong Kong Civil Aviation Department
- PACA Public Authority for Civil Aviation Oman
- QCAA Qatar Civil Aviation Authority
- UKCAA United Kingdom Civil Aviation Authority

airlines between January 2015 and July 2106. The majority of these students had employment or employment arrangements with airlines before starting training at CTC. The remainder of graduates found employment promptly. The average 'whitetail'⁸ time for CTC graduates to date in 2016 is only 27 days. This excellent level of graduate employment is due to the focus that CTC has put on preparing graduates for the aviation workforce.

Coincidentally, on the day after the EER visit, the media reported the appointment of the world's youngest airline captain, aged 26.⁹ The young woman concerned graduated from CTC Hamilton in 2011 and now flies for EasyJet UK.

CTC has places for 25 Tertiary Education Commission-funded students, most of whom are offered scholarships worth approximately \$40,000. In return, the students are bonded to work for CTC as instructors for four years after they graduate from the Flight Instruction strand of the New Zealand Diploma in Aviation, as C-CAT instructors. This arrangement enables CTC to maintain a stable instruction workforce for the large number of international students. The domestic students who had gained these scholarships told the evaluation team that they considered the bonding arrangement to be a huge advantage by providing guaranteed work on graduation.

The CTC operation leads to significant financial benefit for the Waikato region. When it was established in 2003, the business was encouraged to set up in Hamilton by the city council, the airport authority and other local bodies. CTC has calculated that in the past 12 years of operation, their economic contribution to the Waikato region has been in the region of \$90 million. The chief executive of Hamilton Airport confirmed that CTC had made a significant impact on and contribution to the airport precinct and the Waikato region.

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**.

The training provided by CTC is relevant and technically sound. The evaluators saw evidence of this in records kept by the organisation, confirmed by telephone conversations with external stakeholders. In what is an expensive and demanding

⁸ Whitetail is the industry term describing a pilot who is qualified but does not currently hold a pilot position. The term derives from the airline insignia (or lack of) on the tail of an aircraft.

⁹ <http://www.stuff.co.nz/travel/news/84778961/meet-kate-mcwilliams-worlds-youngest-captain-who-flies-for-easyjet>

programme, the suitability of both the client for the programme and the programme for the client is critical. Needs assessment focuses on both. Achievement rates, and the ongoing relationships with airlines, are evidence that these factors are substantially addressed.

Training at CTC is enhanced by the Hamilton location. Prevailing weather means conditions are good for flying on most days throughout the year, with easy access to both controlled and uncontrolled airspace. In recent years, high aircraft traffic in Hamilton airspace has provided a significant challenge for Airways New Zealand and has led to unacceptable wait times for aircraft movement. CTC, whose growth in activity is the main cause of the increased traffic, has been proactive in addressing this issue. In partnership with Airways New Zealand, CTC funds a full-time flight data assistant in the control tower at Hamilton to help organise and expedite flight movements and also to help reduce pilot infringements. CTC has additionally begun to use secondary airfields such as Matamata, Tauranga and Te Kowhai to handle the increased activity.

Managing an aviation training operation of this size is a challenging and complex task which CTC does well. Training managers and support staff meet weekly for an overview of the effectiveness of the delivery of the courses. They review anticipated trainee numbers (and courses) and employee resource information to ensure CTC has enough flight instructors with the relevant skill-set and aircraft to complete quality training efficiently and effectively.

CTC has established a trainee council which meets every six weeks to promote transparent communication between CTC Aviation and the students. This enables both trainees and CTC staff to table suggestions for improvements, changes or greater understanding on any issues. Each course cohort elects one member to the council. That member is responsible for disseminating information and updates from the council. The importance that CTC places on this feedback is evidenced by the fact that CTC's representatives on the trainee council are all senior managers.

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**.

CTC instructors are enthusiastic and passionate about their teaching and are well supported by management. Staff take a very collegial approach and share the same office space in their respective section, so they communicate and share information informally every day. It was evident, however, that there is little communication and integration between ground school and flight instruction staff. The two sections have a strong connection at management level. However, regular liaison between teaching staff to share best practice and opinion – for

instance, on how well students are able to apply their theory learning to practical flying – could lead to ideas to support improved theory training. At the time of the EER visit the chief theoretical knowledge instructor was in Europe attending the EASA working party developing methods for improved training. Utilising this experience to bring about improvements at CTC will be valuable.

The instructors have extensive industry and professional experience, and an obvious natural passion and ability to engage the students. However, their teaching practice would be enhanced by more external contact with the adult teaching profession. The evaluation team believes that stronger policy and practice in this area – for instance, sending instructors to short courses on adult teaching¹⁰, or contracting an external education expert to assist with reflective practice – would enhance the instructors' understanding of what works and demonstrate excellent practice by the organisation. Feedback from the students suggested that the intensive theory programme would benefit from more practical and interactive practices of teaching.

CTC's structure for delivery of the New Zealand Diploma in Aviation involves students completing each of the theory components followed by the relevant flight training, before moving on to the next stage. For instance, they complete Private Pilot Licence theory and flight then move on to Commercial Pilot Licence theory/flight and so on. The students commented that they found this a useful and enjoyable way to learn which enabled them to understand and apply the theory as they learnt.

Conversely, the current structure of the CTC Wings programme, whereby *ab initio* students complete all theory subjects in ground school over a period of six to nine months before commencing any flight training, is questionable pedagogy. Undeniably, students are passing the examinations. But it would be worthwhile for CTC to consider, in the context of contemporary adult learning theory, whether the introduction of some practical flight training during the ground school phase would enable students to better understand and retain the theory learnt, therefore making them better pilots in the long term.

There is a well-established process for mass briefing before, and individual debriefing after, practical flights. Each student has a primary and secondary instructor throughout each phase of their training components. Students and staff interviewed during this evaluation commented on the fact that instructors build trusting relationships with the students. This allows both instructor and student to give and receive frank feedback, confirming the value of this process and its contribution to the overall learning environment.

¹⁰ For instance, courses and workshops offered by Ako Aotearoa or adult teaching courses at Wintec or University of Waikato.

The process for collecting written feedback from students is detailed and systematic. Classes are surveyed anonymously at the end of their training, for example at the end of ground school, and the data is summarised and considered by CTC management. However, by the time the process takes place, that stage of the programme is historical. An interim evaluation part-way into a course would provide authentic student feedback which CTC could use to improve teaching and learning on a continuous basis.

The teaching staff are well qualified A-CAT, B-CAT and C-CAT instructors. Instructors have extensive aviation and professional experience, as well as an obvious natural passion and ability to engage students. A strong feature of several of the instructors at CTC is their lengthy experience as instructors. These instructors have not used the job as a means to build hours before seeking employment in the airline industry, but have chosen to be 'career instructors'. This has been strongly encouraged by CTC management and has led to a core of highly experienced instructional staff who have continued to hone their skills and build the instructional capability of the organisation.

1.5 How well are learners guided and supported?

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**.

One of the stand-out features of CTC is its robust, thorough and client-friendly systems for the pastoral care of their students. The organisation is providing a safe and supportive learning environment for its students. The majority of international students are resident in 'Clearways' – a purpose-built and well-appointed accommodation managed by CTC and located close to the training facility. The facility has hubs attached to each accommodation block and each hub has a large common room, kitchen and laundry facilities, and specific hubs have gym and study facilities. There is a designated support staff member with 24-hour phone contact should the students require assistance when away from the site. CTC recently employed an events coordinator to facilitate after-class activities such as sport and cultural events. CTC offers transport to and from the airport. Alternatively, students can hire vehicles at reasonable rates which they tend to do in groups to spread cost.

Although the majority of students are English-speaking, prospective students from non-English speaking backgrounds must demonstrate, through a recognised English language test, that their English language ability is sufficient to enable them to study at that level. In most cases, the type of test (e.g. IELTS (International English Language Testing System)) and the level required is stipulated by the aviation regulatory authority in the students' countries of origin.

The manager of customer and base support has overall responsibility for student support and pastoral care and ensures that Code of Practice requirements are met. She attends to visa issues, meets incoming students, deals with transport arrangements, and manages accommodation for over 200 students, whose cultural, religious, social, and dietary needs are provided for and individual well-being monitored by a permanent staff of five. Professional counsellors are contracted to supply a free service, and medical attention is available nearby. The organisation periodically (at least once per year) has self-reviewed its compliance with the code, using the self-review guidelines provided on the Ministry of Education/NZQA websites.

Students are currently recruited in their home country, usually in conjunction with an airline based in that country. As discussed, selection processes are rigorous. Students and staff confirmed that the information and guidance provided to students at the time of enrolment is accurate and appropriate.

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

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**.

CTC has a very clear strategy and purpose: to train airline pilots for the global market. This strategy is apparent in every aspect of CTC's operation. The organisation has developed and embedded effective systems for monitoring student achievement and supporting staff to improve educational performance. Quality, in relation to both aircraft operations and pilot training, is well embedded in the organisation.

CTC's management recognises that the key to success of the business lies in the success of the students and the value they gain from their training, and in turn CTC's reputation with their airline clients. CTC actively supports strategies to increase student achievement and support students to meet their employment goals. The leadership and management style is a strong influence on organisational culture, fostering professionalism, safety and customer service. Both staff and students commented that they enjoyed the organisation's highly professional culture as they felt it prepared them well for a future career as airline pilots.

CTC employs very highly qualified and experienced staff, whom it manages effectively and actively develops. The value that CTC management places on the experience and know-how of the instructional team is clearly apparent and makes a positive difference to educational quality.

In recognition of its Treaty of Waitangi obligations, CTC consults with Tainui iwi, e.g. in encouraging young Māori to become airline pilots.

The organisation is exceptionally well equipped with physical and learning resources for the number of students. There are sophisticated monitoring systems in place to ensure sufficient resources (mainly aircraft and instructors) to meet the needs of the students.

Monitoring of performance within CTC is regular, transparent and robust. The organisation encourages reflection on its role and how to continue to make ongoing and continuous improvements to meeting the needs of stakeholders. Self-assessment is being well led by management and is comprehensively adopted throughout the organisation. Management enthusiastically encourages opportunities for reflection on their roles and how to better meet stakeholder needs. This has led to an authentic and reflective environment and culture strongly embedded throughout the organisation.

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 **Excellent**.

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

2.2 Focus area: Flight Training

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

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

Recommendations

NZQA recommends that CTC Aviation Training NZ Ltd:

- Investigate and put in place ongoing opportunities for instructors to further develop their teaching qualifications and practice, for instance by sending instructors to short courses on adult teaching, or contracting an external education expert to assist with reflective practice.
- Investigate ongoing opportunities for CTC staff to increase their professional contact both with aviation providers in other regions and with education providers outside of the aviation sector.
- Consider, in the context of contemporary adult learning theory, whether the introduction of some practical flight training during the ground school phase of the CTC Wings programme would enable students to better understand and retain the theory learnt.

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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