



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Industry Training Solutions Limited

Date of report: 22 October 2024

About Industry Training Solutions Limited

Industry Training Solutions (ITS) provides employment and life skills courses to secondary school students, students with low or no prior qualifications, unemployed people and learners with a disability.

Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 515 Main Street, Palmerston North
Eligible to enrol international students:	No
Number of students:	Domestic 2024, 1906 students (107.9 equivalent full-time students); Māori 30 per cent, Pasifika 9 per cent, learners with a disability (studying the supported living certificate only) 15 per cent International: nil
Number of staff:	23 full-time equivalents
TEO profile:	Industry Training Solutions provider page on the NZQA website ITS delivers short-duration courses to around 60 secondary schools and communities throughout New Zealand. The courses deliver skills needed in industry as well as employment skills that support students to undertake employment or further education. ITS has two campuses – Palmerston North and Hamilton. Both campuses have the facilities and resources to deliver the short courses to these students on site, or to act as a base for tutors who travel to the clients. The Palmerston North campus has a commercial café and an extensive facility (including a kitchen) from which the supported living qualification can be delivered.
Last EER outcome:	NZQA was Highly Confident in both ITS's educational performance and self-assessment

capability at the September 2020 external evaluation and review.

Scope of evaluation:	<p>Focus area 1: New Zealand Certificate in Skills for Living for Supported Learners (Level 1) with an optional strand in Skills for Working [ID: 122698-3] leading to 2853 New Zealand Certificate in Skills for Living for Supported Learners (Level 1)</p> <p>Focus area 2: Employability Skills and Work Readiness (Level 2) (Micro-credential) [ID: 127742-1]</p> <p>Focus area 3: Short courses in the Life and Communication Skills cluster</p>
MoE number:	7837
NZQA reference:	C57855
Dates of EER visit:	8-12 August 2024

Summary of results

ITS provides training that is highly valued by stakeholders. Completion rates are high. The achievement of important life and employment skills is equally important and is also high. Comprehensive use of data and feedback supports effective programme, student support, resources and staff development.

Highly Confident in educational performance

- ITS delivers customer-driven training that is strongly matched to the needs of the students and industry. Students achieve academic success and important life and employment-related skills that increase their self-confidence, self-belief and drive to succeed.
- Continuous engagement with stakeholders before, during and after the training ensures that tailored, relevant training meets emerging needs.

Highly Confident in capability in self-assessment

- ITS makes excellent use of data and feedback to understand the business and make effective improvements.
- A strong focus on pedagogy and quality teaching provides quality learning environments that are inclusive, engaging and memorable.
- Sound processes and comprehensive moderation provide assurance that assessment is authentic, valid and consistent.
- The PTE's philosophy drives its direction and purpose to support the learners to achieve their best.
- ITS employs well-qualified, highly experienced staff who contribute to the PTE's continuity and innovation.
- Careful attention to compliance is supported by a strong policy framework and underlying systems.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ITS students have diverse profiles. The secondary school students have very high achievement (over 90 per cent)², with no students withdrawing and very few not achieving the course unit standards.</p> <p>Community-based unemployed students and students with a disability also have strong achievement.³ While withdrawals are still low for these students, they account for a higher number of non-completions. ITS understands why these students are not achieving and works to keep them engaged and successful.</p> <p>ITS regularly uses achievement and non-achievement data to understand and influence ongoing course development. Of equal importance – particularly for the unemployed and disabled students – is the successful achievement of life and work-related skills that are having a positive influence on their lives and futures. Examples are:</p> <ul style="list-style-type: none">• increased communications capability and self-confidence• punctuality, keeping to a routine, organisational skills• work-readiness skills (CV writing, interviewing). <p>Students attest to remaining on the courses (instead of withdrawing) and achieving success in learning for the first time.</p>

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 See Appendix 1 for overall, disaggregated and focus area achievement data. For short course achievement see Tables 7 and 8.

³ See Appendix 1 for overall, disaggregated and focus area achievement data. For the supported living qualification and the employment micro-credential achievement, see Tables 1 to 6.

	<p>Overall, Māori and Pasifika students are achieving on par or at a higher level to other students. Directly comparing Māori and Pasifika achievement data with non-Māori and non-Pasifika data could provide further information for self-assessment purposes.</p> <p>The only disabled data being analysed is for those students attending the Supported Living programme. This has supported effective developments for that programme and the support of those students. Analysing disability data already collected from other courses could help ITS to further develop its courses and student support across all the training.</p>
Conclusion:	Achievement of life and employment-related skills supports students to gain greater self-confidence and self-belief. Strong achievement of qualifications or courses further supports these gains. Comprehensive self-assessment supports programme review.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ITS provides highly valued training outcomes for a range of stakeholders. Through long-term, close working relationships with stakeholders, ITS has developed a strong understanding of how to ensure students are ready to achieve the skills and knowledge they can use immediately at home, school and in their future endeavours. Regular collection of and analysis of a large amount of stakeholder feedback (both formal and anecdotal) supports this understanding and informs further training development.</p> <p>ITS's regular interaction with all stakeholders enables the PTE to understand emerging needs within communities and industry. ITS responds by:</p> <ul style="list-style-type: none"> • Developing courses and producing annual training offerings that respond to identified needs. These are advertised through an annual catalogue of courses.

	<ul style="list-style-type: none"> • Contextualising the training provided, or developing bespoke courses. This develops the skills and knowledge wanted by stakeholders. It also ensures students learn new skills and knowledge through not duplicating already completed learning. <p>ITS prides itself on a very high standard of training provision.⁴ The highly practical learning experience enhances student wellbeing. Students and related stakeholders attest to the increased sense that they can now succeed in employment or further study. Destination data indicates that secondary school students are retained in school and complete further qualifications. The disabled students are using the life and employment skills they have gained to either go on to further vocational study (construction, nursing), employment (in cafes), or greater community involvement.</p> <p>ITS has strong connections with Māori and Pasifika communities around New Zealand. These relationships have supported ITS to successfully incorporate Māori and Pasifika worldviews and ways of learning into the training. This has supported families and communities to change cycles of behaviour and expectations.</p> <p>In Palmerston North, ITS has developed a community hub (Allsorts Café) that supports the Supported Living programmes. This has created a valued space where different parts of the community can interact.</p>
<p>Conclusion:</p>	<p>ITS provides highly valued training outcomes to all stakeholders. A focus on providing high quality training ensures students' wellbeing and competency is enhanced. Excellent use of data and feedback enables ITS to meet the emerging needs of communities and to appropriately support priority group learners.</p>

⁴ ITS will refuse training opportunities if they are unable to deliver the training with the duration and resources they know will ensure student confidence and competence.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ITS undertakes regular interaction with stakeholders. Formal and informal feedback supports training that is relevant to and benefits communities and industry. Regular staff meetings and reporting uses this information to support sound review of training design and delivery.</p> <p>Set lesson plans, training and assessment material form a strong base for the delivery of contextualised training. A comprehensive library of activities, extensive physical resources, and the use of a simulated workspace (Seaside Sally's) provides students with engaging and highly experiential learning. The applied learning in the classroom supports the students to apply their skills and knowledge in their own lives and communities.</p> <p>Regular, practical applications of the learning enable tutors and students to monitor and manage their progress and readiness for assessment. Students are supported to gain further knowledge overall before a resit or resubmission of work.</p> <p>Extensive internal and external moderation assures that assessment is valid, consistent and fair. Both sources of moderation are overall positive. Any recommendations received are responded to promptly, and inform staff development around assessment. An example is ITS's plans to expand observation checklists for practical assessments. ITS aims to capture more granular understandings for review purposes.</p>
Conclusion:	<p>Extensive working knowledge of stakeholder needs and the use of experiential learning and teaching methodology ensure relevant and current courses and programmes. Assessment is authentic, valid and consistent. ITS regularly and comprehensively uses collected data to inform programme review and professional development.</p>

1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>At the beginning of the training, ITS requests comprehensive information about stakeholder (including students') goals and any learning needs that require additional support.⁵ The goals are used to tailor the interactive teaching and learning so that opportunities to apply the learned skills and knowledge occur in a recognisable context. The This tailoring is regularly reported on by the tutors to inform further development of the programme and student support.</p> <p>The information about learning needs is used to provide appropriate in-class support.⁶ Information about learning barriers (including learning disabilities) is not currently analysed to inform further support decisions.</p> <p>The highly interactive teaching and learning activities involve group work, team discussions, sharing of experience and practical application. This supports an inclusive learning environment and minimises barriers to learning. Training is accessible and different learning styles and needs are accommodated.</p> <p>ITS management uses regular meetings with staff to complete annual self-reviews against the Code of Practice.⁷ Currently staff rely on management when referencing the Code. The staff (and students) should be aware of their accountabilities and rights as outlined in the Code. This could support ITS's upcoming wānanga to undertake a collaborative Code self-review.</p>
Conclusion:	Comprehensive, respectful relationships with stakeholders (including students) ensures students' needs and goals are

⁵ Requesting extensive information about goals and needs often includes comprehensive pre-training meetings with the stakeholder to understand the cultural and learning needs of the student group.

⁶ In-class support can range from the provision of external support through to the provision of extra tutors, extra time and one-to-one sessions with the main tutor.

⁷ The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	understood, their learning styles are accommodated, and barriers to learning minimised. Increased socialisation of the Code, and collating disability information for analysis could strengthen the high level of support ITS currently provides.
--	---

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ITS's organisational purpose and values are clear and underpin a standard of quality for the organisation's daily operation – which ITS calls 'their recipe'. This supports consistency of practice for staff and a strong foundation on which the organisation can respond to the emerging needs of its stakeholders and communities.</p> <p>Data analysis supports effective decision-making and development at all levels of the organisation. It also supports robust business planning and subsequent regular measurement of progress. An example is the development and roll-out of the new micro-credential programmes. ITS has delivered the programmes using different delivery approaches.⁸ This has informed increasingly effective support and delivery methodology across all programmes.</p> <p>ITS management has instituted effective succession planning resulting from growth and unexpected events. This means that all staff have an in-depth knowledge of the business so they can take responsibility for maintaining relationships and contributing to decisions about training where appropriate. Staff feel they are a valued part of a family.</p> <p>Staff are recruited for their industry knowledge, experience and passion for wanting to help students reach their potential. At induction, staff identify their goals and needs. If needed, they receive additional training in tertiary</p>

⁸ In 2023, ITS delivered the employment and work-readiness micro-credential programme over nine weeks, with a day of course work each week. The rest of the course was completed via a correspondence model. In 2024, the programme was delivered using an initial two and half-day intensive course only. The rest of the course (including assessments) was completed at distance.

	education and teaching to adults. Observations of training, six-monthly performance reviews and information from student support and programme reviews inform ongoing professional development for staff.
Conclusion:	ITS's well-understood purpose, values and direction underpin all organisational operations, review and development. Staff are valued as integral to the innovative, high-quality training that ITS continues to provide to its stakeholders.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ITS manages its compliance accountabilities in a structured, comprehensive manner. The PTE's policies and procedures provide effective guidance to all staff to ensure they manage the compliance aspects of their roles within daily operations. Quarterly reports to management provide close monitoring of accountabilities and capture new practice and/or changes to legislation, rules and regulations. The annual review ensures these updates have been captured accurately and embedded in operations.</p> <p>Systems are in place to capture and report on student management and health and safety management. ITS undertakes improvements in line with the organisation's policies and procedures. There were no formal complaints or critical incidents reported since the last EER, so none have been included in the current self-review of the Code.</p> <p>Memorandums of understanding with schools and community groups are reviewed annually to ensure expectations and conditions of service remain legal and ethical. This includes current police vetting of all staff.</p> <p>NZQA has evidenced a small increase in late reporting of unit standard credits. ITS reports credits achieved to stakeholders within two weeks of assessment. The PTE has indicated that it will change future memorandums of understanding with schools to reflect the required</p>

	timeframe for reporting credits to NZQA. This is to ensure students gain recognition of their achievement quickly.
Conclusion:	Strong guidance from regular review of relevant policies and procedures ensures compliance accountabilities are effectively managed, rules, regulations and requirements are complied with, and practices are legal and ethical.

Focus areas

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

2.1 New Zealand Certificate in Skills for Living for Supported Learners (Level 1) with an optional strand in Skills for Working [ID: 122698-3] leading to 2853 New Zealand Certificate in Skills for Living for Supported Learners (Level 1)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This programme is for students with a disability. The aim is to develop skills that will allow these students to feel safe and confident enough to have greater control of their lives and decision-making. This format also allows for an increase in social interaction. ITS has made improvements to the programme and student support, based on feedback from staff.</p> <p>Achievement is measured as students build up their skills and capabilities in line with each student’s goals. Weekly tutor and student reports ensure that student progress, goals and emerging needs are monitored and managed. Students gain self-confidence and esteem from the personal development they experience, and they begin to see the potential they have to fully engage in daily activities inside and outside the home. Families of these students attest to their having greater autonomy.</p> <p>Highly interactive learning activities support the students towards greater self-reliance, and engage them with immediately applicable skills and knowledge. Students also undertake work experience to practise these skills and integrate more into their communities. This has been shown to be effective through graduates undertaking employment or higher-level studies and/or engaging in their communities more regularly.</p> <p>The three-person tutorial support team have significant experience and training in working with people living with disabilities. The team is regularly supplemented by other ITS tutors delivering specialist skills such as cooking or</p>

	<p>marketing. This supports the integration of the students into the wider ITS community and the Allsorts Café.</p> <p>Rigorous self-review and a close working relationship between ITS management and staff supports effective change and improvements to programme delivery, and how external support services interact with the students in class. These changes have had a noticeable and immediate positive effect on the learning and personal development of the students. Review has also supported strengthened enrolment procedures and behaviour management.</p> <p>During the time of this EER, ITS gained approval to deliver the South Pacific Education Courses (SPEC) programme leading towards the level 1 qualification. This is based on feedback and review leading ITS to choose to change to a programme that better fits with ITS values and standards.</p>
--	---

2.2 Employment Skills and Work Readiness (Level 2) (Micro-credential) [ID: 127742-1]

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This micro-credential was created in response to community-based efforts (such as the Mayor’s Task Force for Jobs) to support disengaged youth and the long-term unemployed into sustainable employment. The course comprises several short duration courses, building up to a total of 16 weeks.</p> <p>The micro-credential has been delivered twice – in 2023 and 2024. Two very different modes of delivery, learning and assessment were used in each iteration. ITS has extensively reviewed the impact of each on achievement and support. The PTE is using the resulting feedback and data to finetune its practices across all micro-credential delivery.</p>

2.3 Short courses in the Life and Communication Skills cluster

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ITS delivers these short courses throughout New Zealand to schools and community groups. If needed, ITS will tailor the unit standards delivered to ensure students get the knowledge they need to meet their goals.</p> <p>ITS has a delivery approach that works for them, and maintains strong engagement with the students, excellent retention of students, and very positive feedback from students and stakeholders. This has fostered strong relationships and repeat business, with bookings for multiple courses per year. These relationships are also maintained through time due to the quality of the training and trainers.</p> <p>Students achieve a unit standard when the tutor is confident that the evidence of competence is authentic. Multiple opportunities to practise skills before assessment ensures students are confident and competent, and often pass on their first attempt. Feedback indicates students retain and are able to apply their learning well after they complete their course.</p>

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Industry Training Solutions Limited:

- Collect and analyse self-disclosed disability data to:
 - identify staff training opportunities
 - support accessible teaching methodologies
 - tailor support for learning differences.
- Share information about the Code of Practice with students and staff so they understand and can contribute to future self-review.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix 1

Key: NYA: not yet achieved, DNC=did not complete, PNC=some unit standards passed (partial non-completion), M=Māori, P=Pasifika, C=Completion, TBC=to be completed

Source: ITS data

Table 1. Overall student achievement

Achievement	Total students	Achieved	NYA	DNC/PNC	Still on course	Completion rate (%)
2021 ITS courses	5337	4654	0	683	0	87
2022 ITS courses	5623	4723	0	900	0	84
2023 ITS courses	6663	5741	49	873	0	86
2024 ITS courses (Jan-Jul)	2834	2216	151	24	443	72

Table 2. Disaggregated overall student achievement

Year	Male	Female	Disability	Māori	Pasifika	DNC M	DNC P	CM (%)	CP (%)
23	2331	3872	68	1609	348	129	21	92	94
24	985	1655	61	726	156	11	2	TBC	TBC

Table 3. New Zealand Certificate in Skills for Living for Supported Learners (Level 1) – overall student achievement

Achievement	Total students	Achieved	PNC	DNC	Withdrawn	Completion rate (%)
2021	17	13	1	1	2	79
2022	15	11	2	-	2	80
2023	26	11	6	4	5	65
2024 (Jan-Jul)	22	TBC	18	-	6	TBC

Table 4. Disaggregated New Zealand Certificate in Skills for Living for Supported Learners (Level 1) – student achievement

Year	Male	Female	Disability	Māori	Pasifika	DNC M	C M (%)
21	8	9	17	4	0	0	75
22	11	4	12	4	0	0	75
23	14	12	26	2	0	0	25
24	15	7	22	3	0	0	TBC

Table 5. Employment Skill and Work Readiness Micro-credential – student achievement

Achievement	Total students	Achieved	NYA	DNC	Completion rate (%)
2023	19	17	0	2	89
2024 (Jan-Jul)	18	3	11	4	TBC

Note: first year of delivery was 2023

Table 6. Disaggregated Employment Skill and Work Readiness Micro-credential – student achievement

Yr	Male	Female	Disability	Māori	Pasifika	C M (%)	C P (%)
23	9	10	0	3	0	100	N/A
24	7	11	0	18	15	TBC	TBC

Table 7. Life and Communication Skills suite of short courses overall – student achievement

Final

Achievement	Total students	Achieved	NYA	DNC	Completion rate (%)
2023	1226	1109	7	110	90
2024 (Jan-Jul)	324	309	12	3	95

Table 8. Life and Communication Skills – short course student achievement

Year	Total students	Achieved	NYA	DNC	Completion rate (%)
Toolkit for study, work, life (two days) achievement					
2023	90	84	1	5	93
2024 (Jan-Jul)	22	0	0	0	100
Toolkit for study, work, life (five days) achievement					
2023	116	108	0	8	93
2024 (Jan-Jul)	-	-	-	-	Not delivered
X Factor Plus (L2) achievement					
2023	64	55	-	9	86
2024 (Jan-Jul)	13	10	3	0	77 (some still to complete)
Tutuki (L2) achievement					
2023	191	187	0	4	98
2024 (Jan-Jul)	60	53	7	0	88 (some still to complete)
Team BBQ achievement					
2023	314	284	0	30	90
2024 (Jan-Jul)	73	71	1	1	97
Work Safe, Home Safe (L1 & 3) achievement					
2023	-	-	-	-	New 2024
2024 (Jan-Jul)	20	20	0	0	100

Leadership (L3) achievement					
2023	248	214	5	29	86
2024 (Jan-Jul)	77	75	0	2	97
Managing Workplace Impairment (L3) achievement					
2023	124	110	0	14	89
2024 (Jan-Jul)	59	58	1	0	98 (1 still to complete)
Hapai (L3) achievement					
2023	63	53	1	9	84
2024 (Jan-Jul)	-	-	-	-	Not delivered
X Factor Plus (L3) achievement					
2023	16	14	0	2	88
2024 (Jan-Jul)	-	-	-	-	Not delivered

Table 9. Disaggregated Life and Communication Skills course suite – student achievement

Yr	Male	Female	Disability	Māori	Pasifika	DNC M	DNC P	C M (%)	C P (%)
23	575	616	4	470	88	36	4	93	96
24	154	777	0	18	15	1		99	0

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁹ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz