



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Vertical Horizonz New Zealand  
Limited

Date of report: 30 January 2026

# About Vertical Horizonz New Zealand Limited

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*Vertical Horizonz New Zealand (VHNZ) is a New Zealand-owned and operated private training establishment with experience in delivering high quality workplace health, safety and vocational training across New Zealand.*

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Type of organisation:	Private training establishment (PTE)
Location:	246 Matakokiri Drive, Tauriko, Tauranga
Eligible to enrol international students:	Yes
Number of students:	Domestic: 59,671 (4173.90 equivalent full-time students) in 2024, including 13,464 (22.5 per cent) Māori, 3752 (6.2 per cent) Pasifika and 94 diverse students  International: nil
Number of staff:	155.67 full-time equivalents
TEO profile:	<a href="#">Vertical Horizonz New Zealand Limited</a>  In late 2022, VHNZ assumed full responsibility for work-based training of rope access, rigging, roofing and scaffolding including two apprenticeship programmes.
Last EER outcome:	At the last EER, NZQA was Highly Confident in VHNZ's educational performance and self-assessment.
Scope of evaluation:	New Zealand Apprenticeship in Roofing, ID 127517; New Zealand Apprenticeship in Scaffolding, ID 127459; Assessment and Moderation practices; Governance and Management
MoE number:	8199
NZQA reference:	C62585
Dates of EER visit:	13-17 October 2025

# Summary of results

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*Since the last EER, VHNZ has expanded its business model, broadened the scope of training, successfully included work-based learning, and matured as an organisation. VHNZ has the personnel, processes, systems and innovative thinking to manage future growth.*

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## **Highly Confident in educational performance**

- Short courses continue to show strong achievement. VHNZ is effectively reviewing and evaluating student performance and proactively implementing changes to enhance course and programme delivery and support to improve student success, including completion of work-based learning.

## **Highly Confident in capability in self-assessment**

- VHNZ is providing valued outcomes for all stakeholders, including trainees and apprentices, employers and industry groups, across a range of contexts. As a leading training organisation, the PTE is integral to the development and future health of high-risk industries in New Zealand.
- The organisation is committed to meeting stakeholders' needs, reducing barriers to success through the redesign of programmes, contributing to qualification review and development of skill standards, and improving programme review and assessment practices.
- VHNZ has demonstrated a strong commitment to supporting and engaging students in their learning. This is evidenced through additional capability and capacity in leadership, learning and development and the training advisor team, investment in resources, and clear plans that are guiding the implementation of enhanced learning and pastoral support services.
- The inclusion of work-based learning into VHNZ's business operations has been effectively managed. Resourcing has been added to support the demands created by this expansion. At the same time, the high quality of the core

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business – short course training – has been well maintained.

- The culture of the organisation encourages high levels of staff engagement and performance.
- The majority of VHNZ's important compliance obligations have been met. Improvements identified in VHNZ's assessment and moderation practices of New Zealand Transport Agency (NZTA) forklift unit standards have been well implemented.
- Self-assessment is intentional, purposeful and being continually used to monitor where changes and adjustments are required to ensure consistency of quality training across delivery sites.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Student achievement of the unit standard-based short courses is high, with rates consistently above 95 per cent, and most months exceeding 98 per cent completions.<sup>2</sup> While the high rates of short course achievement are common with this type of mainly one-day delivery and assessment, maintaining this high rate over time is a reflection of VHNZ's robust training and support.</p> <p>As the courses cover a wide range of high-risk, skill-based areas – with many incorporating compliance requirements such as forklift driving – the importance of 'getting it right' is paramount to VHNZ's business, reputation and stakeholders.</p> <p>Since taking responsibility for the apprenticeship programmes in late 2022<sup>3</sup>, VHNZ's trainees have been completing their apprenticeships, although at varying rates. Twenty per cent of trainees who enrolled in the roofing apprenticeship, and 10 per cent who enrolled in scaffolding, have completed. (Refer to 2.1, 2.2 for further commentary.)</p> <p>VHNZ has a clear understanding of its students, the high-risk industries they provide training for, and how well students and apprentices are achieving. This depth of knowledge applies across both short courses and Tertiary Education Commission (TEC)-funded programmes and apprenticeships. It is indicative of the consistently high</p>

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

<sup>2</sup> Unit standard completion rates 2022-24 – supplied by VHNZ's self-assessment report.

<sup>3</sup> All apprentices were transferred to VHNZ in October 2022.

	<p>quality self-assessment information and processes evidenced during this EER.</p> <p>Trainees’ demographics reflect the largely male-orientated trades, with strong participation of Māori students in the programmes and apprenticeships (around 50 per cent). Industry initiatives to grow female participation<sup>4</sup> in the trades are well supported by VHNZ and the tutors.</p> <p>VHNZ’s comparative analysis of achievement across priority groups shows that Māori and Pasifika students’ performance is generally on par with all students. The PTE has conducted detailed analysis of specific industries, e.g. primary industries, to drill into data on student performance and to understand gaps. This is important given the high participation rates, particularly for Māori students.</p> <p>New dashboards and data insights have been implemented to accurately monitor the progress of the roofing and scaffolding apprentices. VHNZ has gained an understanding of the drivers behind withdrawals, and has significantly increased the support for transitioning trainees and employers. VHNZ has high aspirations and accompanying strategies to lift achievement, and early indications are that this is trending in the right direction.</p>
<p>Conclusion:</p>	<p>Short courses continue to show strong achievement, and trainees are completing their apprenticeships. VHNZ is effectively reviewing and evaluating student performance and proactively implementing changes to enhance course and programme delivery and support to improve student success, including completion of work-based learning.</p>

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<sup>4</sup> Female participation in VHNZ training between 2022 and 2024 was around 15 per cent.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>VHNZ's engagement across a range of sectors is reflected in the varied participation in the training from schools, government agencies – including Corrections and the Ministry of Social Development (MSD) – and large and smaller construction business. Repeat customer business, with over 50 per cent of clients returning for training, and being identified as a preferred provider by industry associations, is strong evidence of the quality of VHNZ's training, reliability, responsiveness and value-add.</p> <p>Trainees are mostly in work, are building on existing skills and developing new skills and knowledge aligned with industry best practice, keeping them safe and more engaged in their work, as well as meeting compliance requirements. This adds real and meaningful value for individuals, employers and the broader construction sector.</p> <p>As the construction industry faces challenges in the current economic climate, VHNZ has demonstrated an ongoing commitment to MSD clients and is making a positive difference to individuals and communities.</p> <p>Successfully completing short courses builds trainees' confidence and provides certification for ongoing work and career development. For employers, training contributes to meeting legal and industry requirements. Apprentices value their learning opportunities, participation in block courses, sharing of skills and encouragement from their trainers, and having training advisors in their workplaces. Feedback from trainees and apprentices is consistently positive and informs VHNZ of areas where improvements can be made.</p> <p>VHNZ is highly engaged with industry associations. The parties are working toward forming partnerships that will expand the reach of the training and connections and actively contribute to the ongoing maturity of the roofing, scaffolding and access sectors.</p>

	While satisfaction data and Net Promotor Scores indicate positive levels of student and trainee satisfaction, there are further opportunities to formally validate the value and worth of training more fully.
Conclusion:	VHNZ is providing valued outcomes for all stakeholders, including trainees and apprentices across a range of contexts, employers and industry groups. As a leading training organisation, VHNZ is integral to the development and future health of high-risk industries in New Zealand.

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Since the last EER, VHNZ’s portfolio of programmes has expanded significantly. The nationwide delivery has also been extended with the inclusion of work-based learning programmes. To support this growth, the organisation has focused on building capability and capacity. This has included appointments of key staff, e.g. chief academic officer and compliance officer to manage and strengthen assessment design, improving quality assurance policies and practices, and providing greater oversight of delivery sites and trainers.</p> <p>VHNZ has worked collaboratively with workforce development councils (WDCs) to redevelop roofing qualifications and prepare embedded skill standards. This work is continuing with the scaffolding review. VHNZ staff have contributed their industry experience and learnings from work-based training to these reviews. This has included issues relating to the large number of knowledge-based unit standards, over-assessment, and students’ literacy and numeracy levels.</p> <p>Programmes are reviewed and updated to meet students’ and stakeholders’ evolving needs, and a quality improvement tool is used to capture feedback relating to changes. However, VHNZ has identified inconsistencies in its approach to programme and course reviews, especially for programmes with low enrolments. Plans are being</p>

	<p>implemented to drive a more systematic process and better coverage moving forward.</p> <p>Student evaluations, conducted digitally, provide VHNZ with feedback that confirms training effectiveness and alignment with students' needs, and identifies areas for improvement.</p> <p>VHNZ has identified – based on formal and anecdotal feedback from trainees, apprentices and employers – that the assessment process involves too much writing. This is associated with too great a focus on theory knowledge for practically based skills development. Moderation results have also shown gaps in evidencing trainees' practical competencies and achievement of the standards they are awarded. Work has been progressing with various WDCs to address these issues, including a pilot with Waihanga Ara Rau WDC to trial digital assessment in the Mobile Elevated Work Platform and Working at Heights spaces.</p>
Conclusion:	VHNZ is committed to meeting stakeholders' needs, reducing barriers to success through the redesign of programmes, contributing to qualification review and development of skills standards, and improving programme review processes. Improvements in assessment practices and strengthened moderation processes are being implemented.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	VHNZ has shifted from providing a range of isolated student support initiatives to a whole-of-organisation student success approach. This has been achieved through the engagement of an experienced learner success manager, management training and the development of strategies. These are articulated in the well-documented Learner Success Plan and the Disability Action Plan, and the self-review of the Code of Practice. The organisation's intention is to create safe, inclusive spaces free from racism and discrimination, and to live by

	<p>their vision to deliver training that not only saves, but changes lives.</p> <p>VHNZ is aware that around 50 per cent of work-based students have additional learning needs and challenges, and is taking steps to collect baseline data so they can measure the progress of strategies and projects, and allocate resources, more comprehensively. Apprentice LNAAT<sup>5</sup> data also identifies low literacy and numeracy levels, and for many students this is impacting on their success. In response, personalised learning plans are being implemented to assess apprentices' support needs to identify at-risk students, including for literacy and numeracy development.</p> <p>Trainers discussed strategies used for engaging their students, setting clear expectations, including accommodating diverse learning styles, literacy and numeracy and ESOL<sup>6</sup> challenges. This was confirmed by students who spoke of easy access to the trainers, valuing their industry experience, training and support approaches, and access to laptops and digital rooms. For many of VHNZ's students, who were not successful in previous learning environments, the use of practical activities and practice opportunities, regular breaks and teamwork prove to be effective ways of engaging the students.</p> <p>Partnering with a wellbeing support provider, the organisation supports a text service for apprentices, enabling them to anonymously contact and seek wellbeing help at any time. Usage data since 2024, and feedback from apprentices, indicates that this initiative is a valued service.</p> <p>Training advisor support for apprentices has been enhanced since VHNZ took over the work-based learning. Regular three-monthly visits to apprentices and employers provide useful and proactive support, guidance and monitoring. Training advisors, with relevant industry backgrounds, share their experiences to encourage the students.</p>
<p><b>Conclusion:</b></p>	<p>VHNZ has demonstrated a strong commitment to supporting and engaging students in their learning.</p>

<sup>5</sup> Literacy and Numeracy for Adults Assessment Tool.

<sup>6</sup> English for Speakers of Other Languages.

	Feedback from students and trainees confirms the effectiveness of VHNZ's support. This is further evidenced by the additional capability and capacity shown by the leadership team, the learning development and training advisor team, as well as clear plans that guide the implementation of enhanced learning and pastoral support services.
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### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>VHNZ's organisational purpose and direction is clear and well understood across the organisation and by external stakeholders. Described as 'real training that saves and changes lives', this purpose influences all organisational activities and adds value to students, apprentices and employers through building safer, more competent workforces and workplaces.</p> <p>VHNZ is a family-orientated organisation, with strong values. These are evidenced in the behaviours and actions of everyone, from the board through to staff. This culture encourages high levels of staff engagement and performance. Together, the values and culture provide an effective balance of a relaxed atmosphere with a focus on managing and oversight of the business operations.</p> <p>Resourcing is strategic and equitably distributed across the nationwide organisation. Effective academic and operational leadership and oversight is provided throughout the organisation. The nationally led delivery is responsive to regional and community needs, consistently meeting a wide range of stakeholders' needs.</p> <p>VHNZ's transition to full ownership of the work-based training for roofing and scaffolding has been effectively managed. Appropriate resourcing has been added to support the demand this has created, while the quality of short course delivery has been maintained</p> <p>Research and higher-level study is strongly encouraged and supported by the board. Recent projects have been well orientated toward informing the development of the</p>

	<p>organisation’s training, with the findings shared widely across the sector and industries.</p> <p>Data insights are informed by a professionally designed and useful dashboard. Capability has also been built in this area. The information is well utilised and informs decision-making across the business.</p> <p>VH NZ operates a sustainable business model that is well aligned to its educational purpose of providing training in critical high-risk industries. The organisation has the personnel, processes, systems and innovative thinking to manage future growth.</p>
Conclusion:	<p>The inclusion of work-based learning into VH NZ’s business operations has been effectively managed. Resourcing has been added to support the demands created by this expansion. At the same time, the high quality of the core business – short course training – has been well maintained. The culture of the organisation encourages high levels of staff engagement and performance.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Given the extensive range of training provided for high-risk industries and other contexts, such as the renewable energy sector, VH NZ has many important compliance accountabilities and accreditations to manage and maintain. At board and management levels, there is a range of expertise and experience, including industry leadership and financial capabilities, that guide decision-making, risk awareness and mitigations, business planning and organisational management of health and safety.</p> <p>Since the last EER, various audits have been conducted and findings addressed. Examples of these include: Te Kāhui Kāhu accreditation (2024) strengthening compliance with the Vulnerable Children Act; Industrial Ropes Access Trade Association audit (2023) improvements in recording student information; NZTA and NZQA investigations (refer to 2.3); and New Zealand Maritime (2023) where four observations were addressed. International accreditation of ISO 9001 has</p>

	<p>been maintained on a three-yearly cycle through desktop audits of the quality management system, management reviews and on-site visits to observe training and confirm facility compliance.</p> <p>Training-related compliance activities are overseen by the chief academic officer, and financial accountabilities by the head of business services, with regular reporting to the senior leadership team and the board. A comprehensive compliance calendar identifies actions and the timeframe for actions to be taken.</p> <p>Improvements identified in VHNZ's assessment and moderation practices of NZTA forklift unit standards have been well implemented.</p>
<p>Conclusion:</p>	<p>The majority of VHNZ's important compliance obligations have been well managed. Improvements in NZTA assessment practices and moderation processes have been implemented and applied across all course and programme assessment.</p>

# Focus areas

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

## 2.1 Roofing apprenticeships

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The roofing work-based programme has been successfully transitioned to VHNZ. Apprentices and employers reported positively on the processes, communication and increased level of support from VHNZ.</p> <p>Roofing completion rates have increased from 70 per cent in 2023 (the first year following transition) to over 100 per cent in 2024 and 2025.<sup>7</sup> The contributing factors to this improved achievement include: regular visits and encouragement from training advisors; increased block course delivery providing apprentices with additional assessment opportunities; provision of data dashboards and reports; supporting tutors and training advisors; monitoring of apprentice progress at both class and individual level; and the identification of students who are at risk of falling behind and proactively planning support.</p>
Conclusion:	The roofing work-based programme has been successfully transitioned to VHNZ. Apprenticeship completions have been lifted through purposeful strategies and supports.

## 2.2 Scaffolding apprenticeships

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Early in the transition phase VHNZ identified the disparity between completion rates for scaffolding and roofing apprentices. The low completion rates of the scaffolding apprentices were not fully accounted for by obvious metrics, such as prior qualification levels. To understand this issue, research into the factors that may be hindering</p>

<sup>7</sup> Completion rates: 2023, 70.2 per cent; 2024, 106.5 per cent; 2025, 106.5 per cent. Data provided by VHNZ roofing self-assessment report.

	<p>progress and completion has been undertaken. The early findings indicate that scaffolding apprentices have language, literacy and numeracy challenges and greater issues with book work requirements.</p> <p>At the time of the EER, VHNZ was developing strategies to overcome these barriers and support employers to better understand how to support their apprentices in their learning journeys. Improving completion rates will be essential for supporting the long-term health and productivity of the scaffolding sector and wider construction industry.</p>
Conclusion:	Research has identified some of the challenges scaffolding apprentices are experiencing. Strategies are being developed to support apprentices and improve completions.

### 2.3 Assessment and moderation practices

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>VHNZ has responded effectively to some poor assessment practices, following complaints regarding the validity of assessment results with NZTA forklift driver licence courses. NZTA and NZQA conducted separate investigations and imposed related controls and expectations. An internal investigation identified gaps in practices and oversight. At the time of the EER, significant improvements include strengthening compliance capability, upskilling tutors in moderation, moderating all assessments, and enhanced reporting. However, evidence that these actions have led to improved assessment and moderation practices is yet to be externally confirmed.<sup>8</sup></p> <p>VHNZ has also responded effectively to external moderation results from workforce development councils<sup>9</sup></p>

<sup>8</sup> At the time of the EER, NZTA was conducting a follow-up audit (initial audit 12/24). The findings were not available to include in this report. NZQA's Risk unit had concluded that the issue appeared to be isolated to trainer/s and other staff rather than being systemic. However, NZQA is continuing to assess material provided by Vertical Horizonz.

<sup>9</sup> Including Hanga Aro Rau, Muka Tangata, Toitu Te Waiora and Waihanga Ara Rau.

	<p>since the last EER. Internal moderation practices have been improved through use of a centralised team of skilled moderators, increasing the sampling of student assessments, improved templates and guidance, staff training, communicating results and trends, and reporting.</p> <p>These improvements have contributed to notable gains in the quality of assessor judgements in both internal and external moderation. In 2024, 87.2 per cent of post-assessments passed internal moderation, compared with 71.3 per cent in 2022. External moderation results (post-assessment) have lifted from 75.7 per cent pass rate in 2022 to 90.5 per cent in 2025 (YTD).</p>
Conclusion:	VHNZ has responded effectively to external moderation and audit findings relating to assessment practices. The early indications are that improvements being made are leading to improved quality of assessment and more consistent assessor practices.

## 2.4 Governance and Management

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The organisation is effectively governed by the experienced and committed board. Regular reporting informs the board about educational achievement, progress against targets, financial management and compliance matters. Board meetings held at delivery sites provide board members with opportunities to meet staff, understand the training operation, and appreciate successes and challenges, in turn informing the board's strategy and risk management.</p> <p>A structured approach to strategic planning at board level, with input from the senior advisory board, produces a five-year plan. This provides the framework for management's annual business plan, with a focus on student success initiatives directly targeted at student achievement. This is important as it ensures the diverse needs of students are central to planning and monitoring by both governance and management.</p>
Conclusion:	VHNZ is effectively governed and managed. Explicit strategic and operational plans guide the organisation's

	activities, oversight, monitoring and proactive approach to risk management.
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## 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.*

It is recommended that Vertical Horizons Limited:

Consider further opportunities to formally validate the value and worth of the training more fully.

## 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

## 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 fraud<sup>10</sup>*
- *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.*

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<sup>10</sup> 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](http://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/>.*

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