



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

Tauranga Hair Design Academy
Limited trading as Hair to Train

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 25 August 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:	Tauranga Hair Design Academy Limited trading as Hair to Train
Type:	Private training establishment (PTE)
First registered:	1 January 1997
Location:	9 Anson Street, Tauranga
Delivery sites:	Two delivery sites: as above and 5 Totara Street, Mount Maunganui
Courses currently delivered:	<ul style="list-style-type: none">• New Zealand Certificate in Hairdressing (Salon Support) (Level 3)• Certificate in Elementary Hairdressing Skills (Level 3)• Certificate in Intermediate Hairdressing Skills (Level 4)
Code of Practice signatory:	Not applicable
Number of students:	Student Achievement Component (SAC)-funded equivalent full-time trainees: 47 Youth Guarantee-funded equivalent full-time trainees: 32 Pakeha/European 61 per cent, Māori 35 per cent, Pasifika 1 per cent, Asian 2 per cent, other 5 per cent

Number of staff:	Nine full-time equivalents
Distinctive characteristics:	Service sector training focused solely on hairdressing delivered at two sites, each with a commercial hairdressing salon which provides opportunities for trainees to practise their newly acquired skills on clients.
Recent significant changes:	<p>Hair to Train was recently approved to deliver the New Zealand Certificate in Hairdressing (Salon Support) (Level 3), and the first cohort of trainees enrolled in February 2016.</p> <p>The organisation plans to submit an application to deliver the New Zealand Certificate in Hairdressing (Emerging Stylist) (Level 4) later this year in preparation for the cohort of trainees enrolling in February 2017.</p>
Previous quality assurance history:	<p>The previous external evaluation and review (EER) of Hair to Train was conducted in June 2012, with the final report published in November of that year. NZQA was Highly Confident in both the educational performance and capability in self-assessment of Hair to Train.</p> <p>Hair to Train has met the external moderation requirements of its standard-setting body, the Hairdressing Industry Training Organisation (HITO).</p>

2. Scope of external evaluation and review

The scope of the EER included three focus areas:

- Governance, management and strategy

This is a mandatory focus area.

- Certificate in Intermediate Hairdressing Skills (Level 4)

This is the highest-level programme delivered by Hair to Train. It is the second year of a two-year programme building on the New Zealand Certificate in Hairdressing Skills (Level 3). Graduates qualify to work as an intermediate hair stylist in a commercial hair salon. There are 24 learners enrolled.

- New Zealand Certificate in Hairdressing Skills (Salon Support) (Level 3)

This is the first year of a new two-year programme and is offered to both Youth Guarantee and SAC-funded learners. There are 19 learners, including 14 who access Youth Guarantee funding.

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.

A pre-scoping meeting was held by phone between the lead evaluator and the manager of Hair to Train. Potential focus areas were identified and a draft agenda developed as a result of this meeting and other communication. A self-assessment summary and a range of other applicable documents were made available prior to the EER visit.

The EER was conducted over two days. The evaluation team, consisting of two evaluators, reviewed a range of documentation on site and interviewed the following groups:

- Two directors
- The management team (general manager, administration manager and education manager)
- External stakeholders, including salon owners, graduates and a parent of a graduate
- Programme tutors and learners from the focus areas
- Advisor to the directors (email response)
- HITO academic manager (email response).

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Tauranga Hair Design Academy Limited trading as Hair to Train**.

The key reasons for this level of confidence include:

- Trainees achieve well at Hair to Train. Course completion achievement has increased steadily for the level 3 Youth Guarantee trainees, improving from 52 per cent to 75 per cent over the last three years. Achievement for the level 4 SAC-funded trainees has also improved for the same period, from 74 to 82 per cent. Māori trainees on SAC-funded courses exceeded the Hair to Train 2015 result of 82 per cent, achieving 85 per cent course completions. Hair to Train has benchmarked its achievements against other hairdressing trainers and is positioned in the top quartile.
- Graduates are gaining employment. In 2015, seventy-one per cent of graduates secured employment in the hairdressing industry, with a further 17 per cent securing other forms of employment or pursuing further training. This reflects similar achievements to previous years. Trainees improved their personal and work-readiness skills of punctuality, attitudes to work and study, and time management and well-being, increasing their employability.
- Training is industry focused and Hair to Train is very responsive to industry feedback. Practical components have been introduced much earlier (week one, previously in term two), and trainees report greater confidence now when working with clients. Industry also recommended internships which provide additional motivation for capable level 4 trainees, who can start building their own client base. Hair to Train followed through on this recommendation.
- Hair to Train teaching staff are experienced and well qualified and retain their hairdressing currency by working in salons for the 40 hours required by HITO, but also because some have retained a client base. Tutors rotate each term, so trainees get to work with different teaching styles, and they really appreciate the different approaches.
- Governance at Hair to Train has a clear strategic direction and works closely with management to achieve the PTE's goals. The management team is focused on providing quality education, continuously reviewing practice to ensure that programmes continue to meet student and industry needs, thus maintaining the viability of the PTE.

Hair to Train directors, the management team and teaching staff work collaboratively to provide a learning environment that mirrors industry. This has

resulted in valued outcomes for trainees and stakeholders, which supports this highly confident conclusion in educational performance.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Tauranga Hair Design Academy Limited trading as Hair to Train**.

The key reasons for this level of confidence include:

- The organisation is continuously looking to improve practice. The recent appointment of an adviser to the governance team has further strengthened monitoring and reporting against the organisation's annual plan. Goals and key performance indicators are attributed to staff members and reported monthly in the general manager's report. An example is the implementation of 'traffic light' progress reports which alert management and the directors to areas that may require additional support.
- There is clear evidence of effective self-assessment which has been used to bring about worthwhile improvements. This includes staff working collaboratively to implement feedback from industry, stakeholders and trainees, as shown by the introduction of the practical aspects of hairdressing from day one of the training. This innovation has heightened the interest, confidence and motivation of trainees and supports the work-readiness expectations of industry.
- Hair to Train has a systematic approach to self-assessment, as evidenced by the monitoring of all areas that affect the training. Weekly student progress reports are collated and discussed at fortnightly staff meetings and, where necessary, escalated to the 'trainees at risk' list so all tutors can monitor and collectively support those identified trainees by ensuring they have ample opportunities to practise and demonstrate competence or have extra tuition at Monday 'catch-up' sessions.
- Hair to Train is responsive to feedback by stakeholders and trainees, as shown by the alignment of training to industry practice, such as increased practical components and internships (managing a client base) and opportunities to work late nights.

Hair to Train continues to refine its culture of continuous improvement using self-assessment and evaluation to determine need and to gauge the effectiveness of its services for learners, stakeholders and community. Self-assessment and evaluation policies and processes are embedded in all practice, supporting this highly confident conclusion.

Findings¹

1.1 How well do learners achieve?

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

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

Hair to Train is back on track and trainees are achieving well following a dip in achievement in 2012, when course completions dropped from 79.8 to 74.2 per cent as a result of changes to funding requirements and a particular cohort of trainees that struggled. Following the negative 2012 result, Hair to Train strengthened its enrolment and induction processes to ensure that trainees were better positioned to succeed. The successive improvements in course completions show that the changes have been beneficial. In addition, Hair to Train has been in discussion with the Tertiary Education Commission (TEC) about data accuracy. As a result, the 2015 course completion rate for SAC-funded trainees was adjusted upwards, from 76 to 82 per cent.

Course completions have increased steadily for all trainees, with the level 3 Youth Guarantee trainees improving from 52 per cent completion to 75 per cent over the last three years. These are very good results as many of these trainees are re-engaging after previous negative education experiences.

Table 1. Hair to Train educational performance indicator data – New Zealand Certificate in Hairdressing Skills (Salon Support) (Level 3). Youth Guarantee-funded level 3 trainees

	2013 %		2014 %		2015 %	
	CC*	QC	CC	QC	CC	QC
All including Pasifika**	52	50	72	65	75	65
Māori	46	46	64.4	70	77	62.5

*Key: CC = course completions; QC = qualification completions

Data source: Hair to Train data affirmed by TEC performance reports.

All trainees: Increased course and qualification completions for the last three years.

Māori: Increased course and qualification completions for the last three years. Exceeded all trainee achievement for 2015.

**Few Pasifika enrolments, i.e. one in 2015. Included with all trainees as only one trainee and can be identified.

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

Achievement results for the level 4 trainees also improved for the same period, as previously noted, from 74 to 82 per cent. All four Pasifika trainees completed their level 4 qualification in 2014. Māori trainees exceeded the Hair to Train 2015 total trainee result of 82 per cent, achieving 85 per cent course completions. Māori trainees make up about half the trainee enrolments, and these are very good results. Hair to Train has benchmarked its achievements against other hairdressing trainers and is positioned in the top quartile.

Table 2. Hair to Train educational performance indicator data – SAC-funded level 3 and 4 trainees for both qualifications

	2013 %		2014 %		2015 %	
	CC*	QC	CC	QC	CC	QC
All including Pasifika**	74	67	76	72	82	75
Māori	65	70	73	69	85	79

*Key: CC = course completions; QC = qualification completions

Data source: Hair to Train data affirmed by the TEC.

All: Increased course and qualification completions for the last three years.

Māori: Increased course and qualification completions for the last three years. Exceeded all trainee achievement for 2015.

**Low Pasifika enrolments, i.e. two in 2013 and one in 2014. Included with all trainees as they can be identified.

Along with industry skills and knowledge, trainees and graduates report personal growth, confidence and well-being. These, along with other attributes of time-management, punctuality and a positive attitude increase work-readiness and employability. For 2015, more than 85 per cent of graduates secured employment, with 71 per cent hairdressing related. Similar employment outcomes have been achieved for the last three years. Again, these are very good results and affirm that the skills and knowledge gained, and the work experience opportunities, are positioning trainees well for employment. Staff develop very good relationships with trainees who keep in touch post-training, mostly through social media, enabling Hair to Train to maintain its destination data. As Hair to Train has such good contact with graduates, it would be useful to gather data to see where trainees are employed and whether initial appointments have led to employment changes and promotions.

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**.

Trainees and stakeholders value highly the educational outcomes achieved. In addition to the qualifications attained, trainees gain useful skills which they can apply immediately, including cutting hair, styling and colour treatments for family and friends. Trainees range from young school leavers wanting a career in hairdressing to more mature trainees seeking a change in career or fulfilling a long-held goal of being a hairdresser. As mentioned, the majority of graduates get hairdressing-related employment, a valued outcome. Twenty-seven per cent of graduates have progressed to the level 5 qualification, which is managed by HITO and includes two unit standards that can only be assessed in a commercial salon. This qualification has been changed markedly by the Targeted Review of Qualifications process.

Hair to Train provides work experience opportunities which can also lead to employment, as salon owners can gauge whether, in addition to demonstrating their hairdressing skills, trainees will be a fit for their businesses. Trainees can also apply for internships within the Hair to Train salons. Interns can build a client base which they can take with them when they graduate, an obvious advantage to the beginner employee. The interns appreciate the opportunity to apply their skills to more complex services such as chemical hair straightening, a more expensive service in the salon. Other salons sometimes refer clients to Hair to Train as these services are time-consuming and can tie up salon staff for very lengthy periods when a hairdresser can cater to several clients in the same timeframe. Trainees equally appreciate these opportunities to refine and demonstrate their skills.

Hair to Train maintains contact with industry through the New Zealand Association of Registered Hairdressers and salon managers and networks seeking formal and informal feedback about the value of training. The change to practical applications from day one was initiated from such discussions, as was the introduction of late nights. Both changes aligned the training to the reality of the workplace. The organisation also systematically collates feedback from graduate and employer surveys. Information gathered includes the outcomes for the graduates, along with feedback on the training received.

Families appreciate and value the achievements of trainees, not just for being able to take advantage of their hairdressing skills but also because they are proud to see them attending class, achieving and making positive life changes. For those trainees who had not found earlier education a positive experience and are now experiencing success, this is a huge step forward.

Clients use Hair to Train's hairdressing services at discounted prices while trainees are still in training. They appreciate the discounted prices and that trainees are offering their services under supervision. In turn, trainees appreciate the opportunity to practise their hairdressing, communication and administration skills. Teaching staff and trainees also support community initiatives such as pamper days for cancer sufferers – a voluntary service to appreciative recipients.

It is clear from trainee achievement, graduate outcomes and strong industry networks that the training is highly valued by employers and trainees.

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**.

Hair to Train's training matches the most important needs of learners and stakeholders. A strengthened enrolment process – including interviews with parents and carers for the Youth Guarantee trainees – better ensure that programme expectations are clear and match their needs. In addition, prospective students complete a written assessment. Staff have found that this exercise has helped trainees to determine whether they are committed to the programme and want to continue the enrolment process. These changes have assisted staff by ensuring trainees are motivated and supported.

Following induction, trainees discuss and confirm goals which are reviewed as learning progresses. Staff use one-to-one discussions with trainees, weekly staff meetings and fortnightly reports to monitor trainee progress towards these goals.

Trainees want to engage with the practical aspects of hairdressing as soon as possible, and Hair to Train has responded by implementing these practical aspects from day one of training. The benefits have been increased interest and engagement by trainees and earlier confidence when working with clients in the salon.

The earlier implementation of practicals now duplicates how apprentices train in salons, therefore meeting industry needs. Feedback has been sought through close liaison with the New Zealand Association of Registered Hairdressers, and formal and informal contact with salons through work experience activities, surveys and staff networks. Evidence was provided to the evaluation team to show that staff use and respond to this feedback.

All tutors are required to work in a salon for 40 hours per year as part of their professional development. This provides additional opportunities for upskilling and getting ongoing feedback to inform programme content and review. The general

manager and staff have also been involved in external reviews (Targeted Review of Qualifications) as part of the sector's commitment to reducing the number of local qualifications to a few relevant national qualifications. The implementation of the new New Zealand Certificate in Hairdressing (Salon Support) (Level 3) in 2016 is a result of this engagement. An application for the level 4 programme will be submitted later this year for delivery in 2017.

More than a third of all enrolments are Māori, and a staff member has been tasked with developing and implementing strategies to raise the cultural awareness of all trainees. Activities include daily karakia and waiata and guest lecturers to discuss Māori cultural practices relating to hair. External Māori advisers provide feedback to these emerging practices.

Hair to Train is aware of trainee and stakeholder needs and is responsive to feedback to ensure the PTE continues to match those needs.

1.4 How effective is the teaching?

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**.

Hair to Train management and tutors have worked hard, using effective and reflective teaching practices to restore education achievement back to its target of 80 percentile. The management team and teaching staff used feedback from staff conferences, competitions, expos and hairdresser association meetings to keep current, try new ideas and share up-to-date teaching and hairdressing information. The general manager co-authored an Ako Aotearoa research publication which describes best practice by Hair to Train in areas of relationship building, fostering a sense of identity and embedding literacy and numeracy skills as strategies for promoting success for Youth Guarantee trainees. Staff intend to follow up this research to determine how enduring this success is for graduates.

All staff are well qualified, have hairdressing experience and keep abreast of current hairdressing techniques through their annual HITO requirement to undertake 80 hours professional development, including working a minimum of 40 hours in a commercial salon. In addition, some staff have maintained a small clientele and so complete more than this minimum requirement.

Staff meet weekly to discuss trainee progress and to share teaching support and ideas. Tutors reported that the positive student feedback and satisfactory course completion rate are indicators of the high-trust relationships forged with trainees, contributing to increased learner engagement and achievement. Hair to Train provides many opportunities to simulate hairdressing services in salons using the two commercial salons attached to the teaching facilities. The PTE also enables

work placements in a range of salons, providing intern positions and relief staff to commercial salons. Staff vet salons to ensure they meet training expectations.

All assessments are moderated pre- and post-assessment. The industry training standard-setting body, HITO, externally moderates all course assessment materials. The moderator observes the assessment in the salons. The academic manager at HITO affirmed his positive moderation reports that Hair to Train staff are developing best moderation practice. This is very important as it validates the assessments that lead to educational achievement.

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**.

The improved and positive educational achievement shows that the support and guidance partnered by effective teaching is reaping positive outcomes. A strengthened enrolment, induction and orientation process, which includes interviews and informal testing, also alerts staff to some potential support needs. Staff have included family in the interviews, so family are also aware of the PTE's expectations and can work with staff to encourage trainees. If any potential trainees are obviously better suited to other training programmes, staff refer them to another training institute in their network.

Programme expectations are discussed with trainees, supported by clear information for ongoing reference. In addition, trainees can access tutors through mobile telephone, text messages or social media at any time.

Level 3 trainees' literacy and numeracy needs are assessed using the standardised TEC tool, providing staff with an initial diagnosis of any additional needs. Hair to Train maintains that this diagnosis, along with literacy and numeracy embedded in resources, provides staff with strategies to ensure ongoing support throughout the programme to promote success.

The evaluation team observed that staff and trainees enjoyed an open and caring environment which encourages trainees to approach tutors outside the classroom sessions and in the training salons, so trainees are continually receiving feedback on their progress. Hair to Train management networks with community welfare agencies and is able to help trainees to access other types of support (such as health services if required). Hair to Train has also made available a counsellor free of charge.

In addition to the open-door policy, trainees can raise any concerns with their class representatives, who in turn raise these at meetings with management. Trainees interviewed by the evaluation team acknowledged the helpfulness of tutors to

support their learning, and the different tutor skills that catered to their different needs. The increased practical component of the programme is an example of tutors responding to feedback.

Tutors discuss trainee progress at weekly meetings and jointly monitor those at risk, i.e. by being aware of and providing additional practice and assessment opportunities to support trainees, especially when personal circumstances affect their learning.

Hair to Train has clear processes in place to ensure learners can access effective guidance and support. All of these have had a positive impact on educational achievement.

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**.

Governance and management effectively support educational achievement. They are well informed and keep abreast of educational and industry developments. The team is agile, flexible and able to respond quickly, as shown by the programme changes to accommodate the Targeted Review of Qualifications.

The governance team has a clear direction and strategy and is informed by considerable expertise and knowledge of the sector and the region. It has recently appointed an adviser to their ranks with additional skills. The adviser has already strengthened monitoring and reporting against the organisation's annual plan. Goals and key performance indicators are assigned to staff members and reported monthly in the general manager's report. An example is the implementation of the 'traffic light' progress reports which alert management and the directors to areas that are on track to meet targets and those that may require additional support and action.

The leadership team also brings considerable expertise to their roles. They lead by example and use end-of-term staff conferences to enable strategic planning and to review progress and achievement of goals. They have also accessed external expertise to review programme development and strengthen underpinning processes, which is timely given the implementation of the new level 3 qualification offered for the first time this year. The application for the level 4 qualification is to be submitted later this year (2016). External Māori advice has also been sought to raise cultural awareness, and this is an emerging development.

Hair to Train has very strong industry partnerships which it has fostered over time. Salon owners and managers who are now providing work placements for trainees

are graduates of the organisation. This continued engagement has enabled ongoing feedback on industry needs and provides work practice and employment opportunities to trainees.

Governance has invested in well-qualified teaching staff, who in turn use their expertise to provide well-resourced programmes. Hair to Train uses an improvement logging system to keep the general manager informed of any improvements. Changes to date include actions driven through moderation and feedback from staff, trainees and salons. A key change which has led to improved practice was the decision to implement practical components early in the training. This now starts on day one (previously started in term two). This aligns to apprenticeship training in salons and has led to increased confidence when trainees are working and interacting with clients. Trainees interviewed by the evaluation team commented on their preference for early practicals.

Hair to Train has further refurbished its new Mount Maunganui premises, providing a more spacious learning environment. It will need to consider how to provide comparable facilities for Tauranga, as trainees (interns) work between both sites and will make comparisons.

It was evident to the evaluation team that Hair to Train's self-assessment practice is comprehensive and has led to improvements in processes that benefit its trainees.

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: Certificate in Intermediate Hairdressing Skills (Level 4)

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

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

2.3 Focus area: New Zealand Certificate in Hairdressing Salon Support (Level 3)

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 Hair to Train:

- Provide further evidence of outcomes and destination data to see where trainees are employed, and whether initial appointments have led to employment changes and promotions.
- Continue to develop the cultural awareness programme and monitor improvements in Māori participation and achievement.
- Consider how to lift Pasifika participation.

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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Final Report