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Report of External Evaluation and Review

Personalised Education Ltd
trading as Solomon Group

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 9 November 2017

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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:	Personalised Education Ltd trading as Solomon Group
Type:	Private training establishment (PTE)
First registered:	20 February 1998
Location:	236 Great South Road, Manurewa, Auckland
Delivery sites:	3/24 Clifton Court, Panmure, Auckland Kiritara Drive, Massey, Auckland 22 Station Road, Otahuhu, Auckland Newberry Street, Otara, Auckland 20 Putney Way, Manukau, Auckland 30 Ash Road, Wiri, Auckland 9 Matthews Avenue, Kaitaia 9 Dickenson Street, Kaikohe
Courses currently delivered:	<ul style="list-style-type: none">• National Certificate in Computing (Level 2)• New Zealand Certificate in English Language (Level 1)• New Zealand Certificate in Infrastructure Works (Level 2)• Whānau Ara Mua (WAM) Certificate in Intergenerational Education (Level 2) leading to

the New Zealand Certificate in Foundation Skills (Level 1 and 2)

Code of Practice signatory:	Not applicable
Number of students:	Domestic: 91.8 equivalent full-time students (EFTS); Māori 43.5 per cent, Pasifika 29.1 per cent, New Zealand European 14.5 per cent, Asian 8.5 per cent, other ethnicities 4.3 per cent Under 25: 30 per cent International: not applicable
Number of staff:	30 full-time equivalents; 16 part-time
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=848976001
Distinctive characteristics:	<p>Solomon Group identifies as a Māori PTE operating in areas of high need with large populations of Māori and Pasifika. Ninety per cent of current clients are priority students (Māori, Pasifika and under 25). Many of these students are second-chance learners, long-term beneficiaries, or have been recently released from incarceration. They present with personal challenges which have an impact on their learning. Approximately 60 per cent are youth deemed 'at risk'.</p> <p>Solomon Group's mantra since 2015 has been 'Ka mahi, ka ora' (to work is to live), focusing its services on supporting clients to gain employment, careers and financial independence.</p>
Recent significant changes:	In 2015, Solomon Group was purchased by Aspire 2 along with four other PTEs. Aspire 2 has governance responsibilities across all five PTEs. The two focus areas selected for this external evaluation and review (EER) have been approved following the Targeted Review of Qualifications.
Previous quality assurance history:	<p>At the previous EER in 2013, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of the Solomon Group.</p> <p>A Tertiary Education Commission (TEC) audit was</p>

conducted in 2014 with recommendations to tighten enrolment processes which the organisation has addressed.

Solomon Group has met the external moderation requirements of the standard-setting bodies NZQA and Connexis.

Solomon Group previously had an issue with beginning training in sites that were not pre-approved by NZQA. This matter has been addressed and the organisation has strengthened its site approval processes to mitigate this re-occurring.

Other:

In addition to the education and training the organisation offers, the Solomon Group:

- provides Schools Attendance Services for the Ministry of Education (approximately 3,500 cases)
- provides Youth Services for the Ministry of Social Development (approximately 400 youth beneficiaries and 1,700 NEET youth (not in education, employment or training))
- delivers 'ANZ Money Minded' budgeting programmes (approximately 700 clients).

2. Scope of external evaluation and review

The focus areas selected for this EER in discussion with the Solomon Group were:

- Whānau Ara Mua – Certificate in Intergenerational Education (Level 2) leading to New Zealand Certificate in Foundation Skills (Level 1 and 2)

This programme currently has 30 students enrolled. The aim of the programme is improve the literacy, numeracy and confidence of parents or whānau members from vulnerable communities to improve whānau well-being.

- New Zealand Certificate in Infrastructure Works (Level 2)

This programme is part of a collaboration with The Southern Initiative Maori and Pasifika Trades Training, in a consortium with Auckland Council and affiliated employers. The qualification will support Māori and Pasifika students including those not in education, employment or training (NEETs) to gain employment in the trades.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

The evaluation team comprised two evaluators who worked on site for two days. During the EER visit, the evaluation team interviewed a representative of Aspire 2, the quality director, the executive team (consisting of a co-founder of the PTE, the chief executive, the deputy chief executive and programme managers), the management team, tutors, students and graduates.

Along with the self-assessment summary received prior the visit, additional organisational documentation based on the six key evaluation questions was also tabled for review. The evaluation team reviewed relevant samples including Board minutes and reports, executive management and management academic, administrative reports and minutes, student records, self-assessment documentation, teaching and learning resources, teacher performance and professional development plans, learner outcomes data, and evaluation feedback.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Personalised Education Ltd trading as Solomon Group**.

The key reasons leading to this level of confidence are:

- There was clear and comprehensive evidence of improved outcomes for students, many of whom had low or no formal qualifications, low self-esteem and confidence, and were unemployed, on government benefits and, in some cases, recently incarcerated.
- The changes for many students are transformative, as shown in the 80 per cent of students who achieved a qualification in 2016, and other valued outcomes such as further training and employment. Whānau Ara Mua graduates achieved 92 per cent positive outcomes and Infrastructure graduates achieved 100 per cent positive outcomes.
- The organisation has exceeded the contracted targets agreed with the funder (the TEC) of 70 per cent course and qualification completions for the last three years. However, Māori students have not achieved as well as their Pasifika or under 25-year-old peers.
- The organisation ensures that its values (including whanaungatanga¹, manaakitanga², aroha³ and mana o te tangata⁴) enable a positive and empowering learning experience within a whānau environment for learners who generally have been long-term unemployed.
- As well as enrolling with little or no previous educational success, students also present with personal challenges that threaten to undermine their learning. The Solomon Group has an extensive wrap-around support service that works to mitigate these issues, enabling learning and achievement.
- Solomon Group appoints appropriately qualified tutors who care about their students and use relevant goal-setting and a range of learning activities to keep

¹ Whanaungatanga (which binds all individuals in the organisation to the Solomon Group whānau)

² Manaakitanga (embracing behaviours that acknowledge the mana of other cultures)

³ Aroha (hospitality and generosity to others)

⁴ Mana o te tangata (mutual respect)

the students focused on achievement. Course delivery focuses on the appropriate needs of the individual and uses contexts that are relevant.

- Since the previous evaluation, governance and management has been strengthened with additional financial, educational and quality assurance expertise and resources provided by the new owners, which support student achievement. This is further reinforced by the quality of leadership, beginning with the parent body Aspire 2 assisting but still enabling the autonomy of the Solomon Group chief executive, executive management team and management who understand the organisation's values and kaupapa.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Personalised Education Ltd trading as Solomon Group**.

The key reasons leading to this level of confidence are:

- Self-assessment practice is integral to the Solomon Group culture. A very effective tool is used, 'one-on-one' (1:1) where individual staff meet at least monthly with their immediate manager. This tool is used by governance through to the chief executive and managers to effectively meet, communicate, reflect and plan remedial actions. The 1:1 tool also extends to tutor-to-student and Solomon Group mentor-to-graduate support.
- Self-assessment practices include programme reviews, employer and stakeholder feedback, student surveys and external moderation. These provide Solomon Group with full knowledge of the current state of accountabilities including student welfare, progress and success, and compliance responsibilities.
- Solomon Group undertakes strong needs assessment and gathers data from stakeholders. This especially relates to the Infrastructure programme which includes a number of employers to inform strategy and organisational performance as well as programme-level improvements.
- The organisation effectively manages the complexity of its different offerings and services across multi-sites in South Auckland and Northland, areas of New Zealand that are known to be socio-economically challenged. This effectiveness is underpinned by the strong relationships forged and maintained that enable ongoing access to contracts with a number of agencies. As a member of The Southern Initiative Māori and Pasifika Trades Training, the PTE also has the confidence of a number of employers who continue to recruit Solomon Group graduates.

Solomon Group can improve by further developing knowledge of and practices for using data powerfully to effect positive improvements for learners. This could

include reporting by cohort, collating data for analysis, and identifying trends now that the TEC is reporting this way, and analysing student feedback to inform professional development. With the planned introduction of a new student management system by Aspire 2, along with management capability, the organisation has the systems and capability to manage future development effectively.

Findings⁵

1.1 How well do students achieve?

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

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

*He aha te mea nui, maku e ki atu, he tangata, he tangata, he tangata*⁶

There was clear and comprehensive evidence of improved outcomes for students, many of whom had low or no formal qualifications, low self-esteem and confidence, and were unemployed, on government benefits and in some cases recently incarcerated.

The TEC confirmed qualification completion for the organisation for 2016 at 80 per cent, a laudable achievement given this student group presents with personal challenges that continuously threaten to undermine their learning and achievement. For example, 43 per cent of applicants for the Infrastructure course in 2016 tested positive for drugs. Solomon Group supports students to achieve the qualification, be work-ready and drug free, and readily accepts this challenge. Infrastructure qualification completion results for 2016 exceeded the organisation's overall qualification completion, achieving 87 per cent.

The Whānau Ara Mua students are mostly mothers who are sole parents. Many of them told the evaluators that they had not completed their secondary school education, finishing school with little or no qualifications. In many cases they had completed qualifications that are no longer current or relevant, such as computing qualifications. The qualification completion results for these students for 2016 dipped from the 2015 result of 76 per cent to 63 per cent. However, the organisation is aware of the reasons for this, including how life circumstances can affect students, resulting in them needing more time to complete the course. As with the 2015 students, the Solomon Group continues to work with these students following the course to improve qualification completions.

The organisation has exceeded the contracted targets agreed with the funder (the TEC) for the last three years, although Māori students have not achieved as well as their Pasifika or under-25-year-old peers. These are very good results given that

⁵ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁶ 'What is the most important, it is people, it is people, it is people.' Solomon Group believes there is potential in all students and promotes this.

90 per cent of the student body fit the priority groups of Māori, Pasifika and under 25-year-olds (see achievement data table at Appendix 1).

The organisation has robust internal moderation systems, also meeting the external moderation requirements of standard-setting bodies, showing that assessments are accurate, and validating the achievement results.

The recruitment of students is always a challenge for the organisation as they are trying to motivate people who have not necessarily had a pleasant or successful education experience, and therefore have been out of the education system for some time. In some instances, the organisation has used rolling intakes to complete contracted enrolment numbers. While the current student management system is fit for purpose, the proposed Aspire 2 system will better collate and report the rolling intakes, including reporting by cohort, which is the system the TEC is now using to report achievement.

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

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**.

*Ka mahi, ka ora*⁷

Many students experience major life changes as a result of their study with the Solomon Group. This is shown in the 80 per cent of students who achieved a qualification in 2016 and other positive outcomes such as further training and employment. Whānau Ara Mua graduates achieved 92 per cent positive outcomes in 2016 and Infrastructure graduates achieved 100 per cent positive outcomes. These are excellent outcomes for students who have been away from education for lengthy periods, whose experiences were not positive, but are now experiencing success through achieving qualifications and moving into jobs or further study.

Whānau Ara Mua graduate outcomes include securing wide-ranging employment as qualified tutors, bakery assistants, teacher aides, kitchen hands and carers of the elderly. One graduate who enrolled in a foundation nursing course did so well that the industry training provider offered her a full scholarship to continue her studies. These graduates become role models to their peers and return to the organisation as guest speakers to share their experiences.

Students also told the evaluators that their confidence and self-esteem had led to better communication with their children and others, and they can now help their

⁷ 'Where there is work there is life'. Employment will sustain life.

children with their homework. Students also gain budgeting skills and improved nutritional knowledge, which signify an improvement in their personal well-being and that of their families.

The success of the Infrastructure programme is such that graduates have continued with higher levels of learning while being employed because they have experienced success and they now have the confidence to keep studying. These successes are by students whose memories of negative education experiences included being called 'dumb' and 'good for nothing'. Graduates have successfully secured employment in traffic management, construction, infrastructure and logistics. The organisation's continued very sound relationship with a strong employer consortium is in part due to the strong graduates they refer.

One cohort of students is currently incarcerated, and the success of the programme by the previous and current cohorts has ensured that there is a waiting list of 50 for 15 places for the next course. These clients are confident that the Solomon Group will assist them to find employment once they are released.

Graduates interviewed by the evaluators included one who had recently been incarcerated and on release has maintained employment. He noted that with the mentoring and encouragement from the Solomon Group he has remained drug and alcohol free and fully appreciated the opportunity given to him by both the PTE and the employer who relied on the Solomon Group referral. He also attributes his ongoing employment to the post-training support Solomon Group provides to ensure new employees continue to be supported until they can be fully independent. Solomon Group uses the 1:1 tool to monitor graduates in employment, an added-value post-training support service that benefits both the employer and the graduate.

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

Ma tou rourou ma toku rourou ka ora ai e iwi

There was clear evidence that the organisation is matching the most important needs of its students and stakeholders. The PTE has achieved this by recruiting tutors who are qualified and empathetic to the student body and their challenges, and by being responsive to feedback from stakeholders

The organisation engages in extensive consultation and, for the Infrastructure programme, ongoing liaison and feedback with the industry and employers. The PTE has also provided added value for employers by including additional components such as the NZTA Traffic Management Certificate. Employers have also informed the organisation that they require employees with a 'can-do' attitude, are punctual, flexible, drug free, have a strong work ethic and do not suffer from 'itis', i.e. 'Mondayitis', 'Fridayitis', 'paydayitis'. Solomon Group ensures that any graduates referred for employment fit these requirements, and continues to support/mentor them post-employment.

The major component of practical application in the Infrastructure programme suits the mainly kinaesthetic attributes of students and keeps them motivated and interested. The result is that students stay engaged and focused and are more likely to complete the qualification, as demonstrated by the 87 per cent qualification completion achievement.

The Infrastructure programme is dependent on the willingness of the consortium of employers in The Southern Initiative to continue to employ graduates. The 100 per cent positive outcomes for graduates in this programmes attests to the confidence these employers have in the training provided by the Solomon Group.

The Whānau Ara Mua programme also has a comprehensive consultation review process, especially since the impact of the Targeted Review of Qualifications process. A project offered in conjunction with Waikato University to determine the best alignment between unit standards and competencies has assured an improved programme that meets stakeholder needs, has robust assessment activities and clear judgement statements, and is fit for purpose. The programme has a practical component including activities that students can use to improve their skills in financial management, nutrition, self-directed study, communication and problem-solving skills. These are all designed to improve the parenting skills and employability of students. As mentioned, 92 per cent of Whānau Ara Mua

graduates went into employment or higher learning, a huge achievement for students who had previously been long-term unemployed.

Both programmes are also meeting Government policy to get long-term unemployed clients off benefits and into training or employment.

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

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**.⁸

*Manaaki whenua, manaaki tangata, haere whakamua*⁹

Student support is a strength of the organisation. Students are fully supported from recruitment, where they are fully informed about course expectations. Support continues through delivery where class cohorts encourage each other to stay on the programme and succeed and graduate together, ably assisted by qualified tutors. A point of difference with the Solomon Group is that the support continues post-programme whether it be for those students who need additional time to complete their studies, or support for those who have successfully secured employment or who have enrolled in higher learning. Evidence was provided of graduates returning to the organisation to seek assistance, to access resources, or to be in a learning environment that is not available in their homes. Employees are supported or mentored to ensure that personal issues such as transport or budgeting issues do not affect employment.

Solomon Group has an extensive wrap-around support service to ensure that students get the best opportunity to achieve. The PTE has also engaged with external agencies to provide services that staff do not feel confident or qualified to provide.

The programmes are designed to be activity based, have practical components, and provide opportunities for self-directed study. Students interviewed commented on their improved ability to cope with the challenges of study, supported by the tutors and peers.

Other services that the organisation offers include employment brokering and an on-site food bank. Solomon Group has partnered with KiwiHarvest to distribute food weekly to students and their whānau, which is much appreciated by the

⁸ With your contribution, and my contribution we will make progress

⁹ 'Care for the land, care for the people, go forward.'

students. The organisation has also purchased a home in South Auckland which accommodates graduates from the Kaitaia and Kaikohe programmes, usually for six weeks until they are able to find their own accommodation.

Solomon Group has used a number of methods to get feedback from students and stakeholders, from paper-based evaluations to the more recent Survey Monkey surveys. The survey results are generally very positive. However, opportunities for professional development can arise from comments raised by students, as discussed with the evaluators.

1.5 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**.

E hara taku toa i te toa takitahi engari he toa takitini¹⁰

The evaluation team found the PTE's leadership to be highly effective in supporting positive outcomes for students, as seen with the holistic wrap-around support services. The team includes the owner of Aspire 2 and the founders and the executive team of the Solomon Group, who collectively use their business and educational expertise to ensure the purpose of the organisation is clear. The organisation provides a learning environment that is caring and nurturing and learning experiences that are transformative. The educational achievement reflects this.

Solomon Group's mantra – Ka mahi, ka ora – is aimed at training and upskilling students, in particular youth and long-term unemployed, to secure employment and improve their personal and whānau well-being.

Management monitors a strong needs assessment at individual and industry level to inform strategy and delivery. The organisation has forged and maintained very strong employer relationships which in turn support student and graduate outcomes.

Aspire 2 has provided additional resources and expertise not necessarily available to a PTE of this size. This includes effective accountability and monitoring systems that ensure the sustainability of the organisation. The PTE, one of five owned by Aspire 2, retains its autonomy or rangatiratanga which assures the kaupapa of Solomon Group remains intact.

¹⁰ 'My strength is not with one but with many.'

Solomon Group is agile with very strong self-reflection practices, ensuring it is always seeking ways to continuously improve.

1.6 How effectively are important compliance accountabilities managed?

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

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

E kore te matau e rawe ki te moana takai ai, engari ano ki uta¹¹

Solomon Group has clear policies and procedures for monitoring its most important compliance accountabilities. This year the organisation appointed a staff member experienced in and responsible for monitoring compliance. Further, the parent body (Aspire 2) provides additional oversight of compliance accountabilities, as well as monitoring changes to expectations such as NZQA rules and regulations. Consequently, Solomon Group is updated regularly through the organisational Scorecard on changes affecting the organisation and delivery, thus providing further reassurance to management of compliance. The Scorecard affirms that the organisation is meeting compliance requirements and is monitoring student occupancy and achievement effectively.

The organisation was purchased by Aspire 2 in 2015, and as a condition of purchase underwent a stringent due diligence process. This provided Solomon Group and Aspire 2 with additional assurance that the organisation was meeting compliance requirements.

A TEC audit conducted in 2014 provided some recommendations which led to a tightening of enrolment processes, which again affirm improved compliance.

¹¹ 'Don't wait until the last minute, be prepared.'

Focus Areas

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

2.1 Focus area: Whānau Ara Mua - Certificate in Intergenerational Education (Level 2) leading to New Zealand Certificate in Foundation Skills (Level 1 and 2)

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

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

2.2 Focus area: New Zealand Certificate in Infrastructure Works (Level 2)

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 Solomon Group:

- Further develop knowledge of and practices for using data powerfully to effect positive improvements for learners.
- Consider the use of student feedback to inform professional development opportunities.

Appendix 1

Solomon Group achievement data, 2014-2016

All programmes: course and qualification completions, 2014-2016						
Learner groups	2014		2015		2016	
	Course completion	Qualification completion	Course completion	Qualification completion	Course completion	Qualification completion
All	85%	82%	81%	68%	76%	67%
Under 25	63%	53%	73%	70%	73%	64%
Māori	8%	82%	72%	72%	70%	59%
Pasifika	8%	83%	89%	89%	83%	76%

Source: Solomon Group

Focus area programme	2015		2016	
	Course completion	Qualification completion	Course completion	Qualification completion
Whānau Ara Mua	78%	75%	71%	63%
Infrastructure	*	*	93%	87%

*New programme offered first in 2016

Source: Solomon Group

Appendix 2

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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