



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

Te Kura Toi Whakaari O Aotearoa:
New Zealand Drama School
Incorporated

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 14 August 2017

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	4
3. Conduct of external evaluation and review.....	4
Summary of Results	6
Findings	8
Recommendations	18
Appendix	19

MoE Number: 8502
NZQA Reference: C24357
Dates of EER visit: 9 and 10 May 2017

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:	Te Kura Toi Whakaari O Aotearoa: New Zealand Drama School Incorporated (Toi Whakaari)
Type:	Private training establishment (PTE)
First registered:	22 July 1991
Location:	11 Hutchison Road, Newtown, Wellington
Delivery sites:	11 Hutchison Road, Newtown, Wellington
Courses currently delivered:	<ul style="list-style-type: none">• Diploma in Entertainment Technology (Level 6)• Bachelor of Performing Arts (Acting) (Level 7)• Bachelor of Performing Arts (Management) (Level 7)• Diploma in Costume Construction (Level 5)• Bachelor of Design (Stage and Screen) (Level 7)
Code of Practice signatory:	Yes
Number of students:	Total equivalent full-time students (EFTS) 118 Domestic: 107 EFTS (Māori 26 EFTS, Pasifika eight EFTS; Under 25s 101 EFTS)

	International: 11 EFTS
Number of staff:	20 full-time equivalents One part-time
Scope of active accreditation:	As above
Distinctive characteristics:	Toi Whakaari operates from Te Whaea: National Dance and Drama Centre in Newtown, Wellington – a site it shares with the New Zealand School of Dance. The learning environment at Toi Whakaari is underpinned by a collaborative tikanga marae-based framework called kōiwitanga which underpins the work of students in the different disciplines and challenges them on their individual learning journeys throughout their time at the school.
Recent significant changes:	The Toi Whakaari board recently completed a significant restructuring, with the majority of the board’s work now being conducted through three advisory committees: the academic board, managing all academic matters; the plant, people and risk committee managing all legislative and financial matters; and the engagement committee managing outward communication and outreach with the goal of strengthening quality assurance practices. The management overview of all important compliance accountabilities is now held by the registrar. These tasks were previously split between the student services manager and the business manager.
Previous quality assurance history:	At the previous external evaluation and review (EER) conducted in 2013, NZQA was Highly Confident in Toi Whakaari’s educational performance and Confident in Toi Whakaari’s capability in self-assessment.

2. Scope of external evaluation and review

This EER included the following three focus areas, chosen and agreed following discussion with the organisation:

- Bachelor of Performing Arts (Acting) (Level 7)

There are 60 learners enrolled in this programme, and therefore it is and has been the largest offering of the PTE.

- Bachelor of Design (Stage and Screen) (Level 7)

The Bachelor of Design was considered for review at the previous EER. However, it was considered too new, hence its inclusion in this EER. Seventeen learners are enrolled.

- International Student Support and Wellbeing

This is a mandatory focus area.

From the end of 2017 the school will cease to offer the Diploma in Entertainment Technology, and in 2018 will offer a new qualification, a two-year level 6 programme leading to the New Zealand Diploma in Scenic Construction and Properties. Hence the Diploma in Entertainment Technology was not considered as a focus area for this EER.

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-eeer/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.

Prior to the on-site visit, the lead evaluator discussed the planning for this evaluation with a senior tutor who also holds roles as the chair of the curriculum committee and is the staff representative on the academic board. The planning included discussing and agreeing on the scope for the visit. At this planning stage, there were only three international students, but this number grew to 11 at the time of the visit. Therefore, the focus area of International Students: Support and Wellbeing was subsequently added to the scope of the evaluation.

Two evaluators spent two days at Toi Whakaari. During this time, the evaluators held face-to-face interviews with a group of international students, a group of students from each programme, their tutors, stakeholders including graduates, management, the director, and the chair of the board of trustees. The chair of the academic board – who is also a member of the board of trustees – joined the governance and management interviews by Skype from Brazil. In addition to the documents provided for the EER scoping exercise, a wide range of records and documents were reviewed to confirm and validate information discussed during these interviews.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance and **Highly Confident** in the self-assessment capability of **Te Kura Toi Whakaari O Aotearoa: New Zealand Drama School Incorporated**.

The key reasons for this level of confidence are:

- Toi Whakaari has developed a unique educational model and pedagogy called *kōiwitanga* which integrates indigenous, specifically Māori knowledge, metaphors and frameworks into the training of performing arts practitioners. This is having a positive impact on the school and student success.
- The organisation has a strong leadership with a focus on achievement. This was evidenced by the consistently high achievement in course and qualification completions. These results are collated, analysed and benchmarked specifically against other performing arts providers and generally against the PTE sector.
- Toi Whakaari provides outcomes of value to its students and graduates, with a solid focus on employment and personal development. This includes providing internship opportunities both in New Zealand and internationally.
- Graduates are highly employable. There was very good evidence of students gaining multiple industry-relevant skills, knowledge, attitudes and behaviours that enable industry-ready, flexible and professional arts practitioners. Other skills such as collaboration, risk-taking, leadership, initiating and networking are also developed, all of which are valued by their colleagues and employers when the graduates enter the workplace.
- Toi Whakaari is well resourced, from its impressive, purpose-refurbished facilities – where students have the opportunity to craft, apply their skills and perform in productions on site – through to the regularly reviewed and resourced programmes which ensure student and performing arts sector needs are met.
- The quality of teaching is high, and the way that tutors engage, relate and reflect with students supports high educational success.
- The Toi Whakaari board is visible in the leadership of the organisation and is self-reflective and engaged. This is demonstrated by its self-review and subsequent restructuring to form three sub-committees to more effectively manage its academic, quality assurance and compliance responsibilities.
- The school has very strong recruitment and selection processes in place to ensure that successful applicants are likely to succeed in their programmes.

Students attend open days, open weeks, summer school, workshops, and acting associates programmes to experience delivery and sample programmes across the disciplines before applying to enrol.

- Toi Whakaari has made a concerted effort since the last EER to strengthen its quality assurance and self-assessment practices. A registrar has been appointed to ensure the school is current with changes to legislation and regulations affecting the operations of the school.
- Feedback is sought from students, graduates and the industry, analysed and acted on to bring about worthwhile improvements.

Findings¹

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 **Excellent**.

Achievement is very strong at Toi Whakaari, with course completion rates averaging 92 per cent for the last four years, and qualification completion rates averaging 87 per cent for the same period. These are excellent results as the majority of students are enrolled in three-year degree programmes and achievement has consistently exceeded the industry median, which sits in the 80 percentile range.

Māori and Pasifika student achievement compares well with all students for course completions. However, their small numbers can disproportionately skew the qualification completion rates downwards when just two or three students do not complete the qualification. Small numbers of international students (fewer than five) were first enrolled in 2015. These students are also achieving very well and the first graduates are expected this year.

Table 1. Toi Whakaari course and qualification completions, 2013-2016 (%) all programmes

	Course completion					Qualification completion				
	All	Māori	Pasifika	U25	Int'l	All	Māori	Pasifika	U25	Int'l
2013	93	97	90	92	n/a	93	80	100	82	n/a
2014	92	80	90	91	n/a	83	74	83	81	n/a
2015	86	100	85	86	83	92	57 (4/7)	66	100	100
2016*	97	97	90	98	100	81	80	66	81	100

*2016 data is provisional at the time of the EER

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

Table 2. Toi Whakaari course and qualification completions, 2013-2016 (%) Bachelor of Performing Arts (Acting)

	Course completion					Qualification completion				
	All	Māori	Pasifika	U25	Int'l	All	Māori	Pasifika	U25	Int'l
2013	90	92	87	89	n/a	85	60 (3/5)	100	89	n/a
2014	96	92	85	95	n/a	80	66 (4/6)	80	82	n/a
2015	94	100	80	94	100	81	60 (3/5)	50 (1/2)	86	n/a
2016*	96	94	88	96	100	90	80	50 (1/2)	88	n/a

*2016 data is provisional at the time of the EER

Table 3. Toi Whakaari course and qualification completions, 2013-2016 (%) Bachelor of Performance Design

	Course completion					Qualification completion				
	All	Māori **	Pasifika **	U25	Int'l	All	Māori **	Pasifika **	U25	Int'l
2013	95	100	100	94	n/a	58 (7/12)	n/a	n/a	66	n/a
2014	89	100	100	92	n/a	66 (8/12)	100	100	60	n/a
2015	92	100	100	91	n/a	71	100	n/a	71	n/a
2016*	94	100	100	92	n/a	60 (3/5)	n/a	100	50 (1/2)	n/a

*2016 data is provisional at the time of the EER

**Maori and Pasifika numbers are very small (actual student numbers in brackets) and affect achievement rates greatly when one or two students do not complete qualifications; there was one Māori student in the 2015 graduating cohort – but no Pasifika (therefore n/a); there was one Pasifika student in the 2016 graduating cohort – but no Māori (therefore n/a)

This consistently high performance is attributed to small class sizes, effective and caring teachers, high contact hours, strong learning/academic support, and balanced

theory and practice all underpinned by the Toi Whakaari's kōiwitanga framework which encourages and enables learners to be actively involved in their own learning.

This student success leads to improved wellbeing and enhanced abilities and attributes. In addition to the qualifications achieved, the students gain multiple industry-relevant skills, knowledge, attitudes and behaviours that enable industry-ready, flexible and professional arts practitioners. Other skills such as collaboration, risk-taking, leadership, initiating and networking are also developed, all of which are valued by their colleagues and employers when they enter the workplace.

Toi Whakaari's kōiwitanga framework enables and encourages strong self-reflection practices which are then recorded through well-managed monitoring systems. At management level, the curriculum committee collates achievement data and context for analysis and reporting to the academic board on behalf of the governing board and then inputs back to programmes. At teaching level, tutors monitor student progress and reflect on this progress through scheduled and informal meetings with students.

The organisation is nimble, agile and able to adjust quickly should the need arise. An example demonstrating this prompt action followed feedback from students about assessment feedback being inconsistent. Students wanted useful, written feedback on assessments and in a timely fashion. As the smallest programme, design staff trialled a process for reviewing assessment tools and processes and then rolled this out to all programmes, with resulting positive feedback from students on its effectiveness.

Twice-weekly kōiwi meetings led by students (mentored by tutors), which are whole-school gatherings, are also opportunities to discuss any matters that might enhance or improve teaching, which in turn can have an impact on 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**.

The programmes have high value for the students. The knowledge, techniques, skills and personal attributes the students gain are also of high value to the performing arts industry. The majority of graduates have secured employment in all areas of theatre and screen performance, design, technical and stage production, arts and events management, costume construction, and education.

Information on graduate success and destinations is gathered on a continual basis. Data comes from graduate surveys, anecdotal evidence from graduates maintaining relationships with the school, and the strong networks within the

performing arts industry. Toi Whakaari provided the evaluators with graduates' destination data for the last three years for both programmes. Toi Whakaari also keeps contact with its alumni, acknowledging and celebrating success, as seen during the week of the evaluation when one of the alumni was offered a leading role in a major Hollywood movie.

The high level of training is acknowledged by the industry, and some graduates are approached for employment prior to completion. Internships provide opportunities for students to gain real industry experience, enabling employers see student talent and skills while students can access international internships if they choose. Toi Whakaari arranges opportunities for students to engage with agents such as at the Big Screen Auckland symposium, screen workshops at Shortland Street TV productions, and with mock auditions with a leading casting agent to enable students to gain insight into industry situations and requirements.

Each year of study, Toi Whakaari holds and performs productions that provide opportunities for students to craft, practise and showcase their skills and talent to industry and the public. The education and training is also valued by the community as school groups also attend the productions and tutors arrange workshops for teachers. This can also spark interest for future enrolments. Schools see Toi Whakaari as a viable tertiary education option, and school leavers from further afield than Wellington who are now current students were keen to demonstrate this to their schools.

The practice of *kōiwitanga* provides another set of skills, especially of collaboration and leadership which will equip the students well whatever their goals post-graduation.

Toi Whakaari seeks feedback from many sources, including student surveys, informal daily engagement, twice-weekly *kōiwi hui*, internship feedback and industry networks. The PTE is responsive to ensure that these stakeholders' needs are continuing to be met. An example was the feedback from agents and casting directors who said students needed to strengthen their audition and self-promotion skills. This led to audition practice – which is usually reserved for the second year – being made a more rigorous aspect for both first and second years.

Students interviewed spoke of their confidence in getting employment, aware that it might not be consistently long term, which is the nature of the industry. Graduates interviewed affirmed this and said their employment included a number of roles and opportunities, which added its own anxiety, interest and variety. International students who say they are having a very positive study experience are also considering staying in New Zealand post-graduation to seek employment.

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**.

In the first year, the programmes focus on the individual building their foundational skills. This is followed by applying these individual skills to the group, developing increasingly complex skills, and finally focusing on the independent artist navigating diverse performance contexts and building relationships with arts practitioners, producers and casting agents. Toi Whakaari teaching is based on a conservatoire model which is characterised by teaching practical skills through experiential encounters – both ‘hard’, discipline-specific craft skills and the ‘soft’ skills of creative leadership, collaboration and community building.

Toi Whakaari has designed and delivered programmes that match the needs of students and the performing arts industry. It has selected teaching staff for their highly regarded specialist industry skills and experience. The high quality of teaching is affirmed by the very positive student feedback and the consistently high achievement. Teaching experience is gained/further developed through observation, one-on-one teacher practice, contracted facilitation and guidance, and working in teams. Staff are self-reflective and adjust their practice accordingly. Guest lecturers, such as directors from the industry, are also used to provide additional specialist tutoring, which students appreciate.

The school has ample, purpose-built facilities including an auditorium, sound and recording studio space, costume design and production rooms, stage and screen spaces, theatre space, a library, student study areas, a café, common spaces for students, and a library which contributes to student learning, practical skill application, socialising and quiet study as required. Productions can also be delivered on site in the auditorium.

Teaching staff and students relate well to each other, as noted through student feedback and kōiwi hui where students lead whole-school discussions. Effective modes of delivery include one-on-one teaching and mentoring, group tutorials, cross-disciplinary interaction and delivery, and whole-school delivery such as productions and internships. The internship reports by students affirmed this very effective opportunity to learn and apply skills in the ‘real world’.

Annual programme evaluation report information is well collated and analysed, and includes external monitor and moderator feedback and student survey findings. Toi Whakaari is responsive to these findings, as seen in the improved assessment practices reported at Findings 1.1 and as shown by the considered response to the

students' request to change the timetable to allow a mutual lunch break to allow the students from different disciplines to socialise.

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**.

There are very strong recruitment and selection processes in place to ensure that successful applicants are likely to succeed academically and can work collaboratively and within the values of *kōiwitanga*. The student learning journey begins well before enrolment. Students can attend open days, open weeks, summer school, workshops and acting associates programmes to experience delivery and sample programmes across the disciplines before applying to enrol. Following attendance at the pre-enrolment activities, students audition for a place based on their portfolio and past experiences. A call-back then considers their ability to work collaboratively and within the *kōiwitanga* framework. The selection process mirrors recruitment in the industry. Some programmes have a very high waiting list. For example, the acting degree had 278 applications in 2016, with 210 auditioning for 17 places. Five additional places were set aside for international students. The process also works well for students as they experience teaching at Toi Whakaari before they enrol. A current student reported that she was successful in securing a place at Toi Whakaari on her fourth attempt, building on her skills and experience in the interim.

Academic support and pastoral care for students is excellent, as affirmed by student and graduate surveys and student interviews. The international students reported that the support they received prior to arriving in New Zealand was exemplary. Support included being met at the airport and supported to find accommodation and adapt to being away from home. Teaching staff hold one-on-one progress meetings twice-yearly with students. These are very effective as students review their progress in relation to core skills and their learning habits. Students provide a written statement that outlines their strengths, what they feel they need to develop further, and their intentions for the next half-year. Both current students and graduates interviewed reported on how the meetings were empowering in managing and maximising their learning opportunities.

In addition to these scheduled progress meetings, tutors operate an open-door policy, and are available to students to discuss any matters pertaining to their learning. Students appreciate this opportunity to address any matters as they arise.

Twice-weekly *kōiwi hui* led by the students provide opportunities for all students across all disciplines to gather and learn from each other. *Kōiwi* works in response to

school-wide concerns, events, productions and individual creative work. These hui also provide opportunities for students to develop their leadership abilities.

Independent practice is woven through the students' learning journey, where students take direct control of their own development as practitioners in terms of individualised learning needs and industry goals. Current students are benefiting from previous reviews and modification of the independent practice component. Students report that the process develops greater self-learning capacities.

Students interviewed were very supportive of "Practice Process" which helped students to deal with pressures and stresses that might affect their study and progress. Graduates interviewed also commented on how Practice Process helped them deal with periods of uncertainty between employment. Previously offered by external facilitators, staff are now the facilitators as there is more flexibility to hold Practice Process on a regular basis initiating sessions as the need arises and in situations where the learning is likely to be the strongest.

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**.

Toi Whakaari has strong and effective governance, management and leadership. Following an internal review, the board of trustees actioned a significant restructuring, with the majority of the board's work now being conducted through three advisory committees: the academic board; plant, people and risk committee; and the engagement committee. The implementation of sub-committees has helped to identify strengths within the existing trustees and which areas need strengthening with financial, legal and female input.

The academic board manages all academic matters and is effective in supporting educational achievement through its curriculum committee. A very good example demonstrating this was the response to student concerns about the voice component of the acting curriculum. The actions to address these concerns were managed by the curriculum committee reporting to the academic board. Improvements included group voice classes replacing one-on-one engagement sessions, the inclusion and integration of more voice work inside the acting courses, the introduction of coaching in a range of specialised accents that students are expected to know, the voice tutor position moving from part to full-time, and upskilling staff in the area of core voice training. Students interviewed acknowledged the significant improvements to voice training.

The curriculum committee has also trialled and shared very effective action plans, responses to feedback, and the closing off of actions. Other committees and programmes are using the model, and when it is consistently used by all it will further strengthen already effective self-assessment practices.

Toi Whakaari has anticipated and responded to change, being actively involved in the NZQA Targeted Review of Qualifications process, and is awaiting the listing of the New Zealand Diploma in Sets and Props to submit its programme for approval. Now that kōiwitanga is embedded, the board of trustees is keen to project the value of kōiwitanga externally.

Staff are caring and operate an open-door policy and consequently work extra hours. The evaluation team discussed with staff and management how management might ascertain staff wellbeing to not erode the goodwill that exists.

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 **Excellent**.

Toi Whakaari is focused on effectively managing its most important compliance matters. The board uses its sub-committees to manage its compliance accountabilities. The academic board is responsible for academic matters; the plant, people and risk committee manages legislative and financial matters; and the engagement committee manages outward communication and outreach. The sub-committee structures are working well, with clear key performance indicators monitored by a traffic light system which ensures actions are prioritised and addressed.

The academic board receives the external monitor's and moderator's reports, which provide the board with assurance that its programmes are regularly reviewed and continue to meet student and stakeholder needs. This includes ensuring programmes are delivered as approved in all aspects. The academic board has also identified research as an area to strengthen as it moves away from the standard models of research and exploring more action-research opportunities. Toi Whakaari will see how well this has progressed as it intends submitting an application for Performance Based Research Funding in the 2018 round.

On behalf of the plant, people and risk committee, the registrar is tasked with ensuring the school is current with changes to legislation and regulations affecting the operations of the school and all matters pertaining to international student support and wellbeing. Interviews with international students confirmed their

satisfaction with administration, delivery and support. A review of these students records showed they were in order and no concerns were indicated.

Focus Areas

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

2.1 Focus area: Bachelor of Performing Arts (Acting) (Level 7)

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: Bachelor of Design (Stage and Screen) (Level 7)

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

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

2.3 Focus area: International Students: Support and Wellbeing

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 Toi Whakaari:

- Continue to self-assess and reflect on staff wellbeing and the ability to maintain the current impressive efforts, especially given the research requirements that are being embedded at Toi Whakaari.

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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