

# Report of External Evaluation and Review

## International Aviation Academy of New Zealand Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 7 February 2013

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MoE Number: 8589  
NZQA Reference: C07849  
Date of EER visit: 10 and 11 October 2012

# 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:	International Aviation Academy of New Zealand Limited (IAANZ)
Type:	Private training establishment (PTE)
Location:	800 Pound Road, Christchurch
First registered:	1 March 1991
Code of Practice signatory	IAANZ is a signatory to the Code of Practice for the Pastoral Care of International Students and approved for students over the age of 18 years.
Number of students:	Domestic: 50 equivalent full-time students International: 38 equivalent full-time students
Number of staff:	24 full-time and ten part-time staff
Scope of active accreditation:	New Zealand Diploma in Aviation (Aeroplane) and strands: General Aviation, Airline Preparation, and Flight Instruction  Accreditation also includes delivery of: <ul style="list-style-type: none"><li>• Private Pilot Licence (PPL) – Aeroplane (Level 4)</li><li>• Commercial Pilot Licence (CPL) – Aeroplane (Level 5)</li><li>• Instrument Rating – Aeroplane I/R (A) (Level 6)</li></ul>

- Integrated PPL/CPL /I/R Aeroplane (level 6)
- Integrated PPL/CPL/Multiple Engine Instrument Rating (MEIR) Aeroplane (Level 5)
- Integrated PPL/CPL Theory (Aeroplane) (Level 5)

Distinctive characteristics: IAANZ is a limited liability company owned and governed by the Canterbury Aero Club, which is an incorporated society.

In 2011, IAANZ was selected by Air New Zealand Aviation Institute as one of five flight training schools to engage a memorandum of understanding to work collaboratively in partnership to improve the quality of pilot training in New Zealand.

Recent significant changes: In 2012, IAANZ was awarded Tertiary Education Commission (TEC) funding to commence delivery of a new Diploma in Aviation (Aeroplane). This replaced the Diploma in Aviation Science (Nelson Marlborough Institute of Technology), previously delivered until 2011. IAANZ has 16 students on track to complete the flying component by the end of 2012.

At the time of the external evaluation and review (EER), an interim chief executive was managing the PTE until the appointed person commenced full-time in the role in late October.

Previous quality assurance history: Civil Aviation Authority (CAA) audit reports in 2011 and 2012 have no recommendations for IAANZ's aviation training and air operations.

Aviation Services Limited, under delegation from CAA, is the assessment professional for aviation schools and provides student theory and flight exams, also ensuring the consistency of the assessing. Aviation Services Limited confirms that IAANZ theory and flight exam results are at the higher end and compare most favourably, and are better than, the majority of flight schools.

At the previous NZQA quality assurance visit in 2008, three requirements were not met relating to: governance and management; and learner

information, entry and support. Two of these requirements were repeat findings from the 2006 quality assurance visit and pertain to not being fully compliant with the Code of Practice.

## 2. Scope of external evaluation and review

Following telephone discussion between the programme coordinator and NZQA lead evaluator, and review of IAANZ documentation, the follow focus areas were agreed for inclusion in the EER.

The mandatory focus areas are:

- Governance, management, and strategy
- International student support

The majority of domestic students are enrolled in the programme below. This programme also contains the same learning and assessments as the pilot licences that all 38 international students are enrolled in, and therefore encompasses the majority of IAANZ learners.

- NZ Diploma in Aviation (Aeroplane) (Airplane Preparation) (Level 6).

## 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.*

Two evaluators conducted the EER over two days on site. Interviews were held with the chief executive, the president of the Canterbury Aero Club, chief flying instructor, programme coordinator, and international marketing manager. A representative number of the team leaders, flight instructors, junior and senior and students – both domestic and international – were also interviewed.

The following interviews were conducted via telephone: CAA, Nelson Marlborough Institute of Technology, Aviation Services Limited, Air New Zealand Aviation Institute manager, and IAANZ graduates.

A range of documentation was reviewed, including achievement data, student files and training records, instructor training programme, student evaluations, and a range of meeting minutes.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **International Aviation Academy of New Zealand Limited**.

Overall, IAANZ is meeting the most important needs of students and other stakeholders. Achievement for domestic students in the previously delivered Diploma in Aviation Science (Management or Air Instruction) has been between 84 and 94 per cent course completions, exceeding the sector average. The new Diploma in Aviation (Aeroplane) (Airplane Preparation), which commenced in 2012, has 100 per cent of students currently successfully passing each part of the programme. International student achievement, which is focused on achieving MEIR and the CPL licence, has not been as well understood historically, and a recent review confirmed that there is a disparity in achievement results internally between domestic and international students. IAANZ is focusing on strategies to respond and improve educational outcomes for international students, who represent almost half of the student body. Current tracking of international student outcomes indicates that the vast majority are on track and successfully completing the theory courses. This is an improvement on previous years.

There is clear anecdotal evidence that IAANZ graduates gain jobs in the aviation industry, with a number achieving their goal to become airline pilots. IAANZ has had six of its own instructors employed as pilots in 2012. However, as graduates are not tracked, the number of domestic and international students achieving this goal cannot be used to confirm the likely very good long-term outcomes of the programme.

The purpose-built facility, based at an international airport, has excellent resources, including a fleet of 35 varied aircraft available for students to train in. The majority of students who selected IAANZ to study emphasised the attraction of the facilities and professional expectations and standards, which provide an overall very authentic experience, adding significant value to the training.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **International Aviation Academy of New Zealand Limited**.

IAANZ has many systems, processes, and protocols that ensure the standards in aviation flight schools required by CAA and the partnership agreement with Air New Zealand Aviation Institute are being well addressed and met. The organisation's processes are generally robust and monitored carefully.

Monitoring of individual students' progress is very good; however, historically there has been no reliable analysis of the data gathered. The analysis and review of

data and information to highlight trends and draw useful information has begun in earnest over the past year. There is evidence of changes being implemented as a result of review in an attempt to improve educational outcomes for all students. Examples are the introduction of team leaders, allocation of a dedicated staff member to the support of international students, and improved student selection criteria.

To date, the implemented strategies and initiatives look promising; however, not all processes have been reviewed and it is too soon to tell how effective these strategies will be. Initial indications show improved outcomes for international students in 2012, for example a 100 per cent retention rate and most students passing theory courses. Both are improvements on previous years.

There are also areas where IAANZ could improve self-assessment, such as tracking graduates and external benchmarking, both of which could strengthen the evidence around educational performance outcomes.

Overall, self-assessment is purposeful, becoming more formalised and now involving all staff throughout IAANZ more reliably.



# Findings<sup>1</sup>

## 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 **Good**.

For the now-replaced Diploma in Aviation Science, data indicates that the IAANZ course completion rate for 2011 is approximately 84 per cent, with Nelson Marlborough Institute of Technology reporting the network average as 70 per cent. Programme completion is very poor, which is consistent across flight training schools as historically, once students have gained their pilot licence they abandon the qualification. IAANZ has 16 students who are still to complete the flying component of this qualification by the end of 2012. IAANZ and Nelson Marlborough Institute of Technology believe these students are on track to meet this target.

The most valuable outcome for all students is the successful achievement of licences: CPL and MEIR. Between 2008 and 2011, IAANZ reported that 70-85 per cent of students achieved the MEIR and 69-74 per cent achieved their CPL licence. IAANZ believes this is a very good outcome, but has not undertaken any external benchmarking. Both Aviation Services Limited and Nelson Marlborough Institute of Technology validated for evaluators the very good achievement results for students at IAANZ.

This year (2012) is the first year of the new two-year Diploma in Aviation (Aeroplane) (Airplane Preparation), and results are being tracked for each intake of domestic students. Indications for those cohorts due to complete in 2014 show a 100 per cent pass rate to date. Most of the international students working towards gaining their MEIR and CPL licence are on track and successfully completing the theory courses, which is an improvement on previous years.

Historically, IAANZ has tracked individual and cohort achievement through a number of good systems and processes at all levels of the organisation, including governance. However, limited analysis has occurred to understand the factors that influence achievement. IAANZ has recently recognised the need to review systems and processes that collect achievement data and to more thoroughly analyse the data collected.

An internal IAANZ review of achievement confirmed information that was already anecdotally understood, namely that some processes that track student progress are being implemented inconsistently and that there is a clear disparity in

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

completion rates of domestic and international students. IAANZ is now beginning to focus on consolidating some of the methods and systems to track individual students more reliably and introducing strategies aimed at improving educational outcomes, in particular for international students. There is evidence of clear planning to implement these strategies. It is too soon to tell how effective the strategies will be, but very early indications are showing a more robust understanding within IAANZ of achievement, and an improvement in pass rates for international students.

## 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 **Good**.

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

IAANZ reports that a number of its graduates are going into employment in the aviation industry and gaining employment as pilots. This is based on anecdotal information and IAANZ's own experiences of selecting and employing its own domestic graduates with the appropriate licence, ratings, and hours as junior instructors. These junior instructors gain valuable hours flying and, as they achieve further instructor ratings, there is a high likelihood of their progressing to senior flight instructor roles at IAANZ as they become available. The opportunity for domestic graduates to gain experience as an instructor at IAANZ or to fly as an instructor for the Canterbury Aero Club, which also selects IAANZ domestic graduates, improves the likelihood of gaining employment in the airline industry, assisting in bridging the gap between graduation and employment as a pilot. In the past year, IAANZ has had six senior flight instructors move to employment as pilots to airlines in New Zealand. Students at IAANZ witness this progression which motivates and encourages them in their own studies.

Neither international nor domestic graduates are tracked to confirm IAANZ's belief as to the longer-term outcomes and how many graduates actually enter the airline industry as a pilot. There is anecdotal evidence of the benefits of the training provided at IAANZ in preparation for the industry via ongoing engagement with some graduates; however, this is primarily relationship-based and there is no clear process where feedback that is received is discussed, analysed, or reviewed. IAANZ recognises the need to compile graduate feedback for formal analysis which may be used to make improvements that will support the outcomes of graduates.

Following a robust selection process, Air New Zealand Aviation Institute has in the past 18 months invited five flight schools into a collaborative partnership in an attempt to lift the quality of flight training in New Zealand. Part of the motivation for this initiative is the recognition that in the medium to long term there will be an increased demand for pilots and a likely shortage of qualified, good quality graduates from which to select. The value for students now training with IAANZ is

that as graduates they will have a preferred status when applying for positions with Air New Zealand, a real advantage towards achieving students' and graduates' ultimate goals. An Air New Zealand Aviation Institute representative confirmed that according to their criteria IAANZ is believed to be absolutely sound in practice and throughout the engagement has been open to changes and ready to take on new ideas. IAANZ has volunteered to be the first of the five flight training schools to be audited using a newly developed tool by Air New Zealand Aviation Institute.

### 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 **Good**.

IAANZ has purpose-built facilities with classrooms and navigation rooms, all very well resourced. IAANZ has a fleet of 35 operational planes available to students and maintained by five full-time engineers, ensuring ongoing maintenance and maximum flying time. The variety of planes is purposely selected to develop students' skills. For example, several new planes have glass tops, improving visibility, and an electronic instrument panel reflecting more closely the instrument panels found in commercial airliners. Cessnas are available for international students, as a number of other countries prefer students to have trained in these. More uniquely, an aerobatic plane and a flight simulator that provides two-crew training are available to facilitate more specific aviation skills.

IAANZ has airfields not only at Christchurch International Airport but also at West Melton, and has a base in Rangiora. These facilities offer differing benefits and experiences to students learning to fly. Being located alongside an international airport is a significant factor for students. The experience of sharing the airport, the airspace, and the operating environment with commercial airlines is also a key factor in students' learning. Professionalism is displayed by IAANZ staff and expected from the students, including in their presentation, conduct, and in following procedures and directions on and off the ground. Other stakeholders utilise IAANZ's facilities, and students encounter a range of groups associated with the aviation industry, for example Canterbury Aero Club members, cabin crew, and pilots. Overall, students at IAANZ experience a high level of authenticity which enhances the training provided.

The course is designed as required around the CAA syllabus requirements, both theory and practical. There is a logical progression from theory to practical learning. IAANZ is audited annually by CAA and has consistently met all requirements of the audit for the past few years.

Air New Zealand Aviation Institute is identified by IAANZ as a key stakeholder and a potential employer of graduates. Utilising this new partnership, IAANZ conducted internal reviews, and as a result made a number of changes in standards of practice, in documentation such as the format of route guides, and in professional

practice to better reflect Air New Zealand's own practices. One example is the improved selection criteria introduced in 2012. The beginnings of an improvement in student achievement this year has in part been attributed by IAANZ to the addition of an online cognitive test and a more robust personal interview. However, there has not yet been any analysis to determine the impact of these changes.

#### 1.4 How effective is the teaching?

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 **Good**.

As in all flight schools, the training content and context at IAANZ is strictly regulated, and the content has changed very little in recent years. Aviation Services Limited sets the associated exams, undertakes assessment, and informs IAANZ of the pass rates. Team leaders track students' progress in the courses and areas they are responsible for and via the student training record, which is accessible to instructors and students for monitoring overall theory and flying progress. In addition, after every five hours of flying instruction, each student flies with a Category B instructor who independently monitors flying progress.

Individual courses that make up the diploma would benefit from a regular scheduled review. Team leaders have a level of autonomy around when, what, and how a review is conducted. This is good in principle, but a more reliable process for review is required, as team leaders and instructors regularly move on to employment in the airlines, and consistency of delivery by instructors is important.

Instructors are graduates of IAANZ and have the appropriate instructor ratings: junior instructors have a Category C rating and senior instructors a Category A or B rating. The majority of instructors at IAANZ are Category A and B, giving students access to highly qualified instructors to train them. Instructors are informed about the effectiveness of their theory teaching by senior instructors and students. Junior instructors are given four days of instruction on how to deliver classes. Back-seat observation of the junior instructor in theory classes and in flight by a Category B instructor provides the opportunity for feedback to junior instructors and develops their abilities. A student perspective is formally gathered via student achievement and evaluations at the end of each theory course. The evaluation forms indicate a high level of satisfaction with the classroom instructors. Students report that instructors are approachable and relate well to the students and are interested in what they are teaching. Instructors and students are clear there would be useful learning for junior instructors if a purposeful opportunity was provided to feedback on the effectiveness of the flying instruction. This has the potential to be beneficial for both student and instructor.

## 1.5 How well are learners guided and supported?

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 **Good**.

Almost half of the students at IAANZ are international students. IAANZ recognises that support for international students is an area that requires improvement, and the organisation is making genuine efforts to improve support. Since 2011, a dedicated staff member has been employed to market the institute in New Zealand and overseas, support applications, and monitor students while in New Zealand. Since the introduction of this role there has been a reduction in the number of withdrawals of international students, with 100 per cent retention for 2012 to date. The reasons for withdrawal are now being examined more closely. A sample of student files and interviews indicates that IAANZ is now fulfilling its obligations under the Code of Practice.

International students have additional specific entry criteria to meet on enrolment. IAANZ ensures that on accepting international students it clearly understands the conversion of New Zealand flight qualifications and any additional requirements for graduates to become a certified pilot in their country of origin. This is important, since for some, such as Japanese students, there are significant additional financial and flying hours' requirements to be met. All international students interviewed were confident through the enrolment process that these requirements are well understood and catered for by IAANZ.

A two-week orientation occurs for international students and alongside standard support such as collection from the airport, orientation to facilities, assistance with bank accounts, and organising transport to IAANZ. Students have an opportunity to experience the realities of study in New Zealand. One of the papers that is usually delivered over a couple of days is delivered over the two-week orientation, providing an opportunity for students to experience the classroom environment and understand the work commitment. The opportunity to sit the exam, which is multiple-choice and different to what most international students are accustomed to, also helps students to anticipate the academic year ahead. The two-week orientation allows time to recover from travelling, adjust to the new environment and community, and develop relationships with fellow students and staff prior to commencing the course. This is very good practice, although a number of the international students interviewed were unable to participate in this orientation, and the alternative orientation for the remaining students was much less substantial. It is important that IAANZ ensures all international students receive a comprehensive orientation to maximise the benefit of their time at IAANZ.

Support for all students at IAANZ is via the international marketing manager and course coordinator, primarily through daily interaction and engagement with students. Instructors provide additional tuition on an as-needs basis which can incur an additional fee. The key indicators that IAANZ uses to be informed about the effectiveness of support and guidance are attendance, course results, and evaluations completed after theory classes. Feedback about the support and

guidance the students receive relies heavily on them self-identifying and approaching IAANZ staff to discuss an issue. IAANZ feels that this approach is sufficient and reliable as staff are accessible and regularly enquire after students' welfare. Once an issue is identified, there is evidence that it is responded to quickly and to the satisfaction of the students.

The processes for support and guidance for students are mostly informal and most have been introduced in the last 18 months. Considering that nearly half of the students are international students and IAANZ is focused on improving the achievement rate of these students, a review of the current support processes to determine their effectiveness may be beneficial and validate the perception that the support provided is effective for all students.

## 1.6 How effective are governance and management in supporting educational achievement?

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 **Good**.

IAANZ is owned and governed by the Canterbury Aero Club, which is an incorporated society. This relationship has been well established over decades and IAANZ is governed and managed effectively under this structure. The mutual benefits to IAANZ and Canterbury Aero Club are many and the extensive purpose-built facilities and excellent resources and fleet of aircraft provide obvious benefits to the students.

There are five board members of IAANZ, including three from Canterbury Aero Club, who are elected by the club's executive committee, including the president. The two remaining board members are external and are selected for expertise that the board recognises it needs. Board members other than the president of Canterbury Aero Club are elected on a two-year term which is staggered. Board meetings occur monthly and reports are tabled from the chief executive and chief flying instructor. Standard agenda items include the current achievement of students and comparison to IAANZ's benchmark of 70 per cent average pass rate per paper. The IAANZ board of directors in turn report to the Canterbury Aero Club executive monthly about the activities and achievements of the academy.

Following significant changes in the past 18 months – the introduction of the new diploma in 2012 and the Air New Zealand Aviation Institute partnership in 2011 – the IAANZ board recognised the need for more thorough monitoring and review of processes. To this end, team leader positions were added to the structure of the organisation. The key aim was to improve the flow of communication between students and management. Although no formal review of this structural change has occurred, there is overwhelming anecdotal evidence that the role and positions are benefiting all staff and students at IAANZ, and that communication in all aspects of the life of the institute has improved.

Professional development of the IAANZ board, Canterbury Aero Club executive, and IAANZ staff is ongoing. This is important as IAANZ senior instructors are employed by the airlines regularly, and as a result there is a turnover of instructors. To mitigate this risk, IAANZ has a process to support and develop junior instructors. Junior instructors are under the supervision of a senior instructor for a minimum of the first 100 flying hours of their employment. Beyond this, junior instructors continue to have a senior instructor to mentor them, whom they meet with daily. Instructors are supported to achieve ratings and some attend national training exercises. Instructors are also able to make use of all IAANZ facilities, and through the course of their work increase their flying hours.

At the time of the EER, IAANZ had an interim chief executive. The board has demonstrated a robust process to recruit a new chief executive to ensure the requirements of CAA and IAANZ are being met in the interim. It is anticipated that a change will occur in the course coordinator position. In the last 18 months this role has been key in developing the self-assessment capability in IAANZ and as a result, instituting a number of new processes. With a number of these processes still to be reviewed for effectiveness and self-assessment still to be fully embedded into IAANZ, the board of directors will need to monitor how IAANZ adjusts to these anticipated changes in personnel; chief executive and course coordinator, to ensure continued improved achievement, particularly for international students and overall educational performance. NZQA is confident that IAANZ's systems and processes are sufficiently robust to ensure the board of directors can be fully aware of these outcomes.

# 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 **Good**.

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

## 2.2 Focus area: International student support

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

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

## 2.3 Focus area: New Zealand Diploma in Aviation (Aeroplane) (Airplane Preparation) (Level 6)

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

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



# Recommendations

In addition to those recommendations implied or expressed within the report, NZQA recommends that International Aviation Academy of New Zealand continue to gather useful data, such as tracking graduates outcomes, and review self-assessment processes that will provide a good base for analysis and the opportunity to confirm trends and develop strategies to improve the educational performance of all students at IAANZ.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.*

*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 EER process approved by the NZQA Board.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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