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Report of External Evaluation and Review

Royal New Zealand Plunket Society
Incorporated

Confident in educational performance

Confident in capability in self-assessment

Date of report: 8 November 2016

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Royal New Zealand Plunket Society Incorporated (described in this report as Plunket, the training arm as Plunket PTE)
Type:	Private training establishment (PTE)
First registered:	1997
Location:	40 Mercer Street, Wellington
Delivery sites:	Block courses and secondary school-based course delivery at various places in New Zealand.
Programmes and courses currently delivered:	<ul style="list-style-type: none">• Education in Schools short courses (unit standards based or non-assessed)• National Certificate in Early Childhood Education and Care (Level 3) In conjunction with Whitireia Community Polytechnic: <ul style="list-style-type: none">• National Certificate in Tamariki Ora - Well Child Services (Level 4)• Postgraduate Certificate in Primary Health Care Speciality Nursing
Code of Practice signatory:	Not a signatory
Number of students:	Domestic: 6,700 secondary school students attended Education in Schools programmes in 2015. 81 postgraduate students (80 equivalent full-time

	students (EFTS))
Number of staff:	Three full-time, six part-time and 17 casual Education in Schools teachers.
Scope of active accreditation:	http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=838901001
Distinctive characteristics:	<p>The Plunket Society's stated purpose is: 'Together, the best start for every child - Mā te mahi ngātahi e puāwai ai ā tātou tamariki'. The strategic objectives are summarised as: 'Growing great kiwi kids; putting children at the heart of today's communities; from vulnerability to resilience'.</p> <p>Plunket PTE receives no direct government funding for its programmes. Distance learning, and workplace-based integrated learning at level 4 and above are delivered under an NZQA-approved memorandum of agreement with Whitireia Community Polytechnic. Secondary school-based delivery for Education in Schools programming (as described by Plunket below) is on a cost-recovery basis:</p> <p>The core programme is the 63 credit National Certificate in Early Childhood Education and Care. The senior school non-assessed portfolio includes the Plunket Babysitting Certificate and the Caring for Kids course. Education in Schools programming is provided to about 300 schools and more than 6,000 students nationally.</p> <p>Cool 2 b u! and He tāngata pai are both values-based modules, based on the Health and Physical Education Curriculum and designed for students in Years 6 to 8. These resources have been used as part of school mentoring programmes where senior students work with junior students to promote positive relationships.</p> <p>These programmes have evolved over the past 25 years.</p> <p>Essentially there are two separate and distinct 'departments' within Plunket PTE: tertiary-level programmes/staff professional development; and Education in Schools. The managers of these two departments report to different line managers</p>

(from the executive leadership team), and each provides monitoring and self-assessment reporting to the Plunket clinical governance reference group. This group reports to the risk assurance and audit committee of the national board.

Recent significant changes: The Royal New Zealand Plunket Society has been reviewing and restructuring the organisation, nationally and regionally. Two people were sharing the role of acting chief executive at the time of the external evaluation and review (EER) visit. A new Plunket Strategy 2016-2021 was also being finalised.

As part of this, the reporting line for the manager Education in Schools has recently changed from general manager operations to the manager learning and development.

Previous quality assurance history: The previous EER report (November 2012) stated that NZQA was Highly Confident in the PTE's educational performance and Highly Confident in its capability in self-assessment.

The Nursing Council of New Zealand conducted a scheduled audit of Whitireia's postgraduate nursing programmes in July 2015. It found evidence of:

- strong institute and faculty quality assurance processes that support the rigour of the programmes
- increasing strength of the research culture
- strong support from institutional senior management
- sound institute resources that support the programme, e.g. library, learning centre.

All six Nursing Council of New Zealand standards were met.

National external moderation results: two Early Childhood Education and Care standards were externally moderated in 2013 (10020), 2015 (10021) and 2016 (10022). In 2013, assessment samples met the standard for three out of three learner results and met national requirements. In

2014 the PTE was exempt from external moderation. In 2015, three learner assessment samples were verified as at the national standard. The assessment required modification. In 2016, assessment samples met the standard for three out of three learner results and met national requirements.

Other:

Plunket PTE maintains professional affiliations with Whitireia Community Polytechnic, New Zealand Nursing Council and ITENZ (Independent Tertiary Education New Zealand, representing the PTE sector).

2. Scope of external evaluation and review

Focus areas and rationale for selection		
1.	Governance, management and strategy	This focus area was mandatory at the time of the EER. It has importance for the quality of the educational experience for students, matching the needs of key stakeholders, the employment experience of staff, and the legal, ethical and compliance context for operating as a registered PTE.
2.	Postgraduate Certificate in Primary Health Care Speciality Nursing (PGC)	This focus area includes most full-time students enrolled at the PTE. It is the highest-level programme being delivered to nurses working in client-facing roles with Plunket and by some other health services. It is a mandatory qualification for all Plunket nurses and a recommended qualification for all Well Child Tamariki Ora Nurses.
3.	Education in Schools	This focus area comprises formal and non-formal education delivered to secondary school students across New Zealand. It is important to Plunket in that it provides a key point of contact with young people to communicate many of Plunket's key health messages, and is seen as an important first engagement with future parents.

3. Conduct of external evaluation and review

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

A pre-scoping meeting was held by phone, and Plunket subsequently provided the evaluators with a self-assessment summary and other supporting documents prior to the on-site visit. The evaluators were also provided with access to a diverse range of documentation on site. Two evaluators conducted the on-site enquiry phase of the EER over 2.5 days from 9-11 August 2016. The evaluators met with and interviewed:

- The two chief executives (acting); the chief operating officer; the manager, national coordinator, and the administrator of Education in Schools; the national education manager, other senior managers in Plunket, the programme manager (Whitireia) and a teacher from the PGC; Plunket's Māori, Pasifika and Asian advisors.
- Current students and graduates of the PGC.

External stakeholders from secondary schools were contacted by phone and email.

Documentation considered as part of the evaluation included: Plunket PTE self-assessment records, including progress data; annual programme reviews; Plunket national governance group records and reports from the education programmes to that body; quality management system and strategic planning documents; monitored national service development audit programme; executive leadership team meeting minutes; student surveys; moderation reports; teaching materials and assessment activities; course outlines.

Strategy level documents providing broader context to the material listed above included: Plunket Strategy 2016-2021 (draft); Plunket's Annual Report 2015; Improving Support for Pacific Families in New Zealand – Project Report 2015; Māori Strategic Plan Whānau Āwhina – Whānau Ora 2015-2020; an evaluation review of Royal New Zealand Plunket Society education and workforce development (Professor Philip Darbyshire, 2015).

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Royal New Zealand Plunket Society Incorporated**.

Plunket PTE has continued to perform well since the previous EER. It continues to deliver similar programmes under similar partnerships to the same stakeholders. Students' pass rates across all programmes are very good to excellent (see Findings). The programmes considered in this evaluation are relevant, robust, well taught and subject to ongoing review, which does vary somewhat in depth or rigour. Further development of flexible learning and coordinated professional development of staff using a range of teaching approaches also enhances NZQA confidence.

The postgraduate nursing programme was rated as a stronger focus area than the more modest but wider ranging Education in Schools activities. These two areas have a very different purpose and have quite different approaches to self-assessment which has led to some variation around their evidence of effectiveness.

- The PGC is a programme critical to developing Plunket (and other) nursing staff specialist knowledge and capabilities in working with families and, in particular, under-5s. Plunket PTE holds a high degree of responsibility for delivery, teaching and impacts/outcomes. In addition, the qualification links to important strategies by both Plunket and the Ministry of Health. The programme has maintained strong performance since the previous EER, and gains significant benefits from Whitireia Community Polytechnic's academic quality processes and expertise. As a focus area it rated as Excellent on both scales in terms of educational performance and capability in self-assessment.
- The Education in Schools programmes cater to a much larger numbers of students. That said, Plunket has limited contact time with learners and limited control over learners' guidance, and lesser available insight into impacts and outcomes. Pass rates are solid and improving. Achievement data analysis is certainly adequate. External moderation results are also solid. The programmes match needs as evidenced by enrolments and feedback from schools. As a focus area, Education in Schools rated as Good on both scales.

Plunket PTE is a small part of the wider Plunket organisation's focus, but benefits from Plunket's role and function in delivering to Ministry of Health objectives, and the organisation's considerable capability. It was evident that management and resourcing of the PTE operations has been consistent and appropriate. Significantly, as the shape of the wider Plunket organisation is undergoing change, it would be timely to review Plunket PTE's management and accountability responsibilities to ensure they are fit for purpose.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Royal New Zealand Plunket Society Incorporated**.

- Self-assessment and review practices are more intentional and more fully documented in the PGC focus area than in the Education in Schools programme. To an extent this reflects the value of the partnership with Whitireia, and the quality assurance processes shared with the polytechnic whose self-assessment practices for its nursing programmes was rated highly by NZQA in 2015.¹
- External quality assurance – as reflected by positive NZQA external moderation findings and monitoring by the New Zealand Nursing Council report – provides additional indicators of both programme quality and effective self-assessment practices in both programme areas.
- Broadly, organisational structure, functional roles, programme links to Ministry of Health needs and other desired outcomes are all being subject to critique and review and change. Although there is no evidence that it has led to poor performance or non-compliance at this time, accountability lines for the operations of the PTE could be clearer. The changes to EER which will take effect in late 2016 are significant to note here.
- Examples of quite searching self-assessment by Plunket (including the review of the organisation’s education and workforce development, and the development of the Māori and Pasifika strategy documents), and the processes which led to and flow from these efforts are commendable. The impact of this self-assessment on the future direction and performance of the PTE is as yet unclear.
- Using self-assessment effectively in regard to ‘student voice’ aspects is satisfactory, with the 2015 PGC survey being the strongest example. The feedback that is gathered is informative and generally highly positive, with some valid critique. Students are not consistently informed of changes made as a result of their feedback, which should be considered by the PTE.
- Some areas of self-assessment could be strengthened to either provide stronger assurance of the quality and value of education in schools, or provide greater clarity that the management structure of the PTE is as effective as possible.

¹ Whitireia Community Polytechnic EER report 3 September 2015.

Findings²

Focus Areas

Focus area 1: 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**.

In terms of budget, number of staff, income and volume of work, Plunket PTE is only a small component part of the wider Plunket organisation. Nevertheless, the PTE is closely linked to the wider organisation's strategies and is most significant in relation to the graduate profile and intended outcomes from the PGC for Plunket clinical staff.³ In this context, the longstanding partnership with Whitireia is both logical and mutually beneficial. This is reflected in a number of areas: the benefits of the postgraduate threshold for nursing staff qualifications; growing research activity and knowledge sharing; sound academic quality processes; and the library and online learning resources and support provided by Whitireia.

Plunket PTE benefits from the wider organisation's role and function in delivering to Ministry of Health contractual objectives. Concrete examples of this are: the ongoing work around meeting priority group needs (which align to some extent with the Tertiary Education Strategy); developing culturally responsive and digital services; servicing regional and rural communities; and 'using data/knowledge and evidence to continually review and innovate' (Plunket Strategy 2016-2021). Elements of each of these – which showed evidence of thorough, well-documented self-assessment in action – are apparent in the PTE's programmes, which teach current knowledge and skills.

That said, Plunket PTE has been in a fairly steady state since the previous EER, performing consistently well and delivering the same or similar types of programmes under similar partnerships to the same stakeholders. Resourcing of the PTE has been apparently appropriate; for example, an additional role of national coordinator Education in Schools has been added. Organisational support for staff professional development activities and workshops occurs. Recently, a teacher from the PGC was the recipient of an international study award with a high

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ The programme was developed by Plunket in partnership with Whitireia Community Polytechnic, with a lens on Well Child Tamariki and Primary Health Care nursing sector wide.

degree of relevance to both Plunket and the educational activities of the PTE.⁴ There is an opportunity for Plunket PTE to gather more conclusive feedback on programme benefits to graduates and their employers for the small proportion of non-Plunket staff, particularly iwi and Pasifika providers.

Although there is no evidence that the current model (as described in this report under TEO in Context – Distinctive Characteristics) has led to poor performance or non-compliance at this time, accountability lines for the operations of the PTE need to be clearer. As the shape of the wider Plunket organisation is undergoing change, and NZQA's expectations for PTE management of all aspects of PTE compliance are enhanced, it is timely that Plunket PTE management, and in particular accountability responsibilities, are reviewed to ensure they are fit for purpose. Ensuring synergy with Plunket's innovation team and digitisation work should also be considered.

The PGC benefits from a postgraduate programme advisory group led by Whitireia, which Plunket attends and contributes to. The Education in Schools programmes provide a service function to secondary schools, but have found it difficult to get consistent, timely feedback from that sector using survey methods. That aside, Education in Schools is well positioned to bring the most recent early childhood education qualification to market following the Targeted Review of Qualifications process, indicative of its ongoing self-assessment. Management is vigilant on monitoring their respective sectors in relation to needs and policy changes. The evaluators recommend that the PTE consider developing an informal advisory group which would cover both secondary and tertiary education stakeholders as well as clinical education aspects. The PTE advises that they have already considered this and put a proposal to management for such a group.

As indicated (Conduct of External Evaluation and Review), the wider Plunket organisation has numerous, in-depth and strategic self-assessment processes and activities in place. These have various degrees of relevance and integration into the PTE programme offering. What is clear is that the wide-ranging changes occurring in the broader Plunket organisation are progressing, and the balance of continuity and change is correct at the PTE level. This is evidenced by the continued quality of programme delivery, student results and survey feedback from students and stakeholders.

(Although not a focus area of this EER, the delivery of the National Certificate in Tamariki Ora - Well Child Services has been recognised as highly relevant professional development for Plunket kaiāwhina and staff of other health providers, and is indicative of matched needs. In 2015, course completions were 97 per cent from 26 students enrolled.)

⁴ Margaret May Blackwell Travel Fellowship draft report: Hodren, A. (2015). *Developing secure attachment for vulnerable children by enhancing caregiver child relationships outcomes*.

Focus area 2: Postgraduate Certificate in Primary Health Care Speciality Nursing

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

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

Based on robust self-assessment evidence, this programme has continued to perform very well since the previous EER when it was also rated as Excellent on both scales. The PGC programme is critical to developing Plunket's nursing staff specialist knowledge and capabilities in working with families and, in particular, under-5s. Content has been refined over time as reflected in structured and detailed curriculum reviews, which are informed by staff research (by both Plunket and Whitireia faculty of health) and teachers' experience. Moreover, the curriculum is shaped by and reflects the Well Child/Tamariki Ora objectives set by the Ministry of Health.⁵ Designed around a model of work-integrated learning, the PGC has readily apparent usefulness and benefits to Plunket clients, other health providers and the wider community. In that sense, the programme is high value, but more knowledge of this may strengthen the ratings under key evaluation question 2 (see Key Evaluation Questions – Ratings).

Course and qualification completion rates (Table 1) are high and consistent across groups, with the markedly lower completion rates by the small numbers of Pasifika students being the only gap.⁶ Plunket's nursing staff are required to complete this qualification as part of their employment agreement, supporting the credibility of the students' retention in study and their pass rates. Strong achievement rates by Māori taura, and by students who have not been in formal study for quite some time, and more broadly by all students who are working while studying, indicate high commitment by them and a viable programme model.⁷ Pathways exist towards higher qualifications; for example, the evaluators interviewed one graduate now undertaking doctoral studies.

⁵ <http://well-child.book.health.govt.nz/Section+1+Introduction/Well+Child-Tamariki+Ora+objectives>

⁶ According to the PTE, funding decisions have affected some small Pasifika community health providers leading to withdrawals or non-completions from the programme. This is of concern as it conflicts with the Ministry of Health Well Child/Tamariki Ora objectives such as: 'provide culturally competent services to all children and their families/whānau'.

⁷ Plunket has sought and received critical self-assessment by an external expert of numerous aspects of their service, including this programme. His viewpoint is duly noted.

Table 1. Plunket PTE – PGC educational performance indicators, 2013-2015

	Students (EFTS)	Course completion overall	Qualification completion overall	Course completion Māori (EFTS)	Course completion Pasifika (EFTS)
2013	93	95%	100%	99% (15)	78% (4.5)
2014	82	93%	85%	91% (19)	88% (9)
2015	80	90%	89%	89% (10)	45% (4.5)

Source: Whitireia Annual Programme Evaluation Report 2015 (reflecting TEC measures)

Survey feedback from students indicates that teacher preparedness, teaching practices and programme-related guidance are well suited to the programme and are effective. Aspects of the online learning activities have been further developed since the previous EER, and although some issues were noted in student feedback, nothing of major concern was indicated. The programme is based on two 60-credit courses, a significant proportion of self-directed study, and four-day block courses. Students indicated that this is a busy workload on top of their employment duties. Teacher availability, responsiveness to questions, clinical knowledge and awareness of the challenges students face have been consistently well rated by students.

A clinical educator is assigned to each student in their workplace; this adds value to the students' learning and provides additional pastoral support. Twenty-six (of 36) 2015 graduates responded to a targeted survey, providing feedback which is being responded to by programme leaders. This targeted survey has mitigated low response rates to Whitireia surveys, and should be continued with it is contributing valuable insights. Self-assessment processes to monitor the quality of teaching and the student experience are sound.

Focus area 3: Education in Schools

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

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

As listed under TEO in Context above, Plunket PTE offers a range of apparently relevant programme choices for school students. For secondary students, participation and achievement data is collated and presented to management, and has a focus on participation by target groups deemed important to Plunket (Table 2). Pass rates are reasonably high and improving over time. Management and analysis of student data is acceptable but has limitations in that the different courses taught and the performance of priority groups are not currently being compared. Reporting of students discontinuing their Education in Schools course is useful for monitoring performance.

Table 2. Plunket PTE – Education in Schools delivery statistics, 2012-2015

	Student Nos	Unit standard pass rates	Participation			
			Male	Māori	Pasifika	Asian
2012	5,642	71%	22%	17%	7%	5%
2013	6,866	not supplied	21%	15%	6%	5%
2014	7,687	83%	20%	15%	6%	6%
2015	5,824	85%	23%	16%	9%	6%

Source: Plunket Education Programmes Evaluation Report 2012-2016

The absence of a student management system at Plunket PTE may be a constraint on deeper analysis of achievement patterns. Staff have used various other approaches using proprietary software as a workaround. Control of resulting processes is currently shared with secondary schools, which may be a risk that management should consider. Moderation processes are thorough and assessments have met national standards after external moderation. Assessment towards unit standards is open book, in class and under teacher supervision. The pass rates are credible.

Based on Ministry of Health Well Child objectives, and the pressing need to ensure the safety and wellbeing of all tamariki in New Zealand⁸, there is a clear relevance and need for appropriate school-based programmes. Plunket asserts that Education in Schools is ‘a programme valuable both for its social capital and for the potential for increasing participation numbers’. Plunket seems to be making a valuable contribution with Education in Schools but lacks a strong evidence base to show that the overall programme is highly effective. The development of new programmes does not seem to have benefited from a rigorous, planned evaluative lens, and this is an aspect that would strengthen the PTE’s overall self-assessment. The opportunity cost to schools and students, in terms of both money and classroom time invested, certainly warrants closer scrutiny. The increased diversity of users of Education in Schools services, beyond secondary schools, is noted as an improvement.

Programmes clearly match the needs of schools and students in a number of ways: they can be Plunket-led or taught by school teachers using Plunket-developed teaching and assessment guides; courses range from one-off, non-assessed sessions to the full National Certificate in Early Childhood Education and Care; for some courses, Plunket’s volunteer parents generously bring their babies or young children into the classroom to enhance learning⁹; the curriculum has some alignment with secondary schools’ health and physical education curriculum, and can therefore attract funding and contribute to existing timetables. This flexibility

⁸ <http://www.childmatters.org.nz/55/learn-about-child-abuse/facts>

⁹ More than 1,000 volunteers, according to Plunket PTE.

and added value, and the related programme oversight and timely administrative support, were seen by the NZQA evaluators as the strongest aspects of the Education in Schools programme. An early childhood education coordinator at a low-decile high school contacted by the evaluators made these comments on the Education in Schools learning resources: 'The booklets are well laid out and the new vocab is clearly defined at the start of the unit. This is really good for my students as they do not always have a rich vocab and some have English as a second language (coming from Kura Kaupapa Māori). The teaching guides have good suggestions on how to deliver the content and the answer guides are really easy to use when grading the assessments'.

Other feedback received by the evaluators from a range of schools was similarly supportive of Education in Schools materials and processes.

Vocational Pathways¹⁰ has become a key feature of programme planning at secondary schools. Plunket promotional materials and self-assessment records do not reference these, and there is an opportunity to improve guidance and programme planning to reflect this developing context. That said, Plunket has only a limited role in guidance and support of students as this occurs within each school. More direct guidance is provided by the Plunket educators who facilitate the various programmes. In addition, more data on students' outcomes from courses offered would strengthen self-assessment under key evaluation question 2. With the offering of a full national certificate programme this will be even more critical. Overall, self-assessment of Education in Schools is effective in terms of monitoring, but is more descriptive of process and changes than it is oriented towards improved outcomes.

Management has intentionally reduced the number of educators as was planned at the time of the previous EER. This has resulted in more regular, ongoing work for the 17 part-time staff. It also offers economies for bringing the team together for annual professional development and networking. The educators interviewed have appropriate qualifications and experience. A mentor is assigned to new educators, who teach only after they have sat in on the teaching of other, experienced peers. In most situations the educators teach with the school teacher present in class, which potentially supports classroom management, adding to the effectiveness of the teaching time. Students are surveyed by the educators; school teachers provide written feedback to Plunket management, as do volunteers. Based on consideration of the various sources above, teaching is excellent and the monitoring and development of the dispersed, part-time workforce and the materials provided to them is also highly effective.

¹⁰ [Vocational Pathways](#) 'provide new ways to achieve NCEA Levels 1, 2 and 3 and develop pathways that progress to further study, training and employment'.

Key Evaluation Questions - Ratings

There are six key evaluation questions that provide the structure and direction for the enquiry. The key evaluation questions were developed as an integral part of an evaluative approach. The intention is to answer questions focused on ‘what matters most’ - the quality, value and importance of tertiary education in meeting the needs of learners and other relevant parties. These high-level, open-ended questions focus on either the outcomes achieved or the key processes contributing to the outcomes.

Plunket PTE ratings under the key evaluation questions reflect strong, consistent and well-documented educational performance since the previous EER, with few or no gaps or weaknesses, particularly in the PGC. The PTE operates in a focused area of educational provision which clearly reflects their maxim around the importance of ‘the first 1,000 days’ of life¹¹, and their whakataukī – *mā te mahi ngātahi, e puawai ai ā tātou tamariki*.¹² Some areas of self-assessment could be strengthened to either provide stronger assurance of the quality and value of the Education in Schools programme, or provide greater clarity that the management structure of the PTE is also highly effective. These points are elaborated under the focus area narratives above.

Key Evaluation Question	Educational performance rating	Capability in self-assessment rating
1. How well do learners achieve?	Excellent	Good
2. What is the value of the outcomes for key stakeholders, including learners?	Good	Good
3. How well do programmes and activities match the needs of learners and other stakeholders?	Excellent	Excellent
4. How effective is the teaching?	Excellent	Excellent
5. How well are learners guided and supported?	Excellent	Good
6. How effective are governance and management in supporting educational achievement?	Good	Good

¹¹ ‘Plunket believes that in the first 1000 days of a child’s life, we can make the difference of a lifetime.’

¹² ‘By working together, our children will blossom; together the best for every child.’

Recommendations

NZQA recommends that Plunket:

- Deepen analysis of Education in Schools data to ensure that the different courses taught and the performance of priority groups are compared (this is related to key evaluation question 1).
- Explore appropriate ways of gathering more conclusive feedback on PGC benefits to graduates and their employers for the small proportion of non-Plunket staff, particularly iwi and Pasifika providers (key evaluation question 2).
- Consider ways in which institutional responses to student feedback from the PGC can be reported to them (key evaluation question 5).
- Add relevant aspects of the compliance concerns of the PTE (e.g. those listed under the NZQA Compliance Declaration (CD01) document) to the executive leadership team's risk management table (key evaluation question 6).
- Consider closely the reporting lines and internal structure and accountabilities of the PTE as part of the wider review of the Plunket structure of service delivery (key evaluation question 6).
- Continue the process of developing an informal advisory group to cover both secondary and tertiary education stakeholders as well as clinical education aspects (key evaluation question 6).

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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