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# External Evaluation and Review Report

Royal New Zealand Plunket Trust

Date of report: 1 April 2021

# About Royal New Zealand Plunket Trust

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*Royal New Zealand Plunket Trust (Plunket) is New Zealand's largest provider of support services for the development, health and wellbeing of tamariki and whānau. The NZQA-registered Plunket PTE is a small part of the wider Plunket organisation's focus and benefits from Plunket's role and function in delivering to Ministry of Health objectives, and the larger organisation's goals.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 3, Mercer Street, Wellington
Code of Practice signatory:	No
Number of students:	1000+ domestic students
Number of staff:	Nine full-time equivalents
TEO profile:	See NZQA: <a href="#">Royal New Zealand Plunket Trust</a>
Last EER outcome:	Confident in educational performance and capability in self-assessment in 2016
Scope of this evaluation:	<ul style="list-style-type: none"><li>• New Zealand Certificate in Early Childhood Learning and Care (Level 2)</li><li>• Education in Schools (EiS) life skills short courses</li></ul>
MoE number:	8389
NZQA reference:	C44255
Dates of EER visit:	27 and 28 October 2020

## Summary of results

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*Plunket maintains good unit standard completion rates, offers highly valued outcomes, and is led by a capable governance and management team. Whilst self-assessment across the organisation is generally strong, an oversight of a compliance responsibility was found at the time of review. However, after a capability building meeting with NZQA, the PTE has responded and addressed the gaps relating to the compliance oversight.*

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### **Confident in educational performance**

Educational performance is strong, with numbers of students completing individual unit standards. However, there were some gaps in the course completion data for the New Zealand Certificate in Early Childhood Learning and Care (Level 2).

### **Confident in self-assessment**

The value of outcomes for both students and stakeholders is high, and in some cases life-changing for teenagers, whānau and wider communities. Secondary school students are better equipped with a particular set of life skills which positively influence their world experience. Self-assessment of graduate destination data is still emerging.

Plunket meets the needs of students and schools well with its unit standard delivery, comprehensive course materials and thorough internal and external moderation processes.

Good working relationships with schools and stakeholders ensures Plunket can identify needs to improve programme design and delivery.

Plunket offers effective support to schools, through provision of materials and support in the delivery of Education in Schools (EiS) courses. Informal feedback is gathered around the effectiveness of student support. However, this area lacks evidence regarding whether students are engaged and involved in the Plunket educator-led delivery model.

A capable governance and management team leads the PTE, with the support of a high-performing governance and management team from within the

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larger organisation.

The PTE has improved in high-level self-assessment initiatives since the last evaluation, guided by relevant data in the review of programmes. Self-assessment initiatives are used to inform decision-making and improvements in most areas.

Self-assessment in the area of compliance lacked sufficient oversight of NZQA rules pertaining to delivery and record-keeping for the New Zealand Certificate in Early Childhood Learning and Care (Level 2) at the time of review. This has affected the ratings of key evaluation question six.

However, after a capability building meeting with NZQA, the PTE addressed the issues and proved the ability to respond to and adhere to NZQA rules. NZQA has confidence in the competency of the staff in their capability in self-assessment going forward to prevent future oversight of compliance responsibilities.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Students choose to participate in Plunket courses for a variety of reasons:</p> <ul style="list-style-type: none"> <li>• To gain practical life skills to apply in their lives as a whānau member, caregiver, babysitter, or as future or current (teen) parent</li> <li>• They have an interest in the programme content: baby and child development, parenting</li> <li>• To gain a basic knowledge about early childhood education, and to help them decide whether to choose early childhood education as a possible career pathway</li> <li>• To contribute to the required credits towards an NCEA qualification.</li> </ul> <p>Educational performance is commendable where students complete individual unit standards. This is due to individual student aspirations relating to the goal of attaining NCEA and using credits from Plunket delivery. Gaining NCEA is the educational priority for students enrolling with Plunket. However, Plunket was not explicitly tracking qualification data at the time of the evaluation.</p> <p>Unit standards achieved is the key measure for tracking the assessed learning of students. Between 2016 and 2019, the overall completion rates significantly increased over the four-year period for all delivery methods and all three delivery types<sup>2</sup> (see 1.3). Plunket understands that the reasons for non-completions are primarily externally influenced.</p> <p>While the new student management system is a useful tool</p>

<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.

<sup>2</sup> Note that this is for all Education in Schools delivery overall as the data was not disaggregated at the time of the evaluation.

	<p>which gives readily available data, it would be more useful to separate the data for each course of study. This would allow the comparison of completion rates against enrolment data.</p> <p>Data collection has improved since the last EER and assists in the PTE's understanding of achievement. However, data collection needs to be improved as course and qualification completions for the NZQA-approved programme are not currently tracked.</p>
Conclusion:	<p>Educational performance is consistently strong when looking at unit standard completions. While the collection and analysis of data is useful, key data which needs to be tracked and monitored is missing. The programme data is not separated because the approved qualification is not treated as a programme (see 1.6 below). Data analysis of the approved NZQA programme needs to be clearly presented in future.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The value of outcomes is highly regarded by students, stakeholders and the wider community. In some cases, the outcomes are life-changing for the young people who participate in Plunket's delivery.</p> <p>Secondary school students reported valuing the encouragement given to pursue further study in the areas of health and childhood care. Beyond this, students:</p> <ul style="list-style-type: none"> <li>• gain skills and knowledge that can be applied (or will be applied) in their world as whānau members, babysitters, as current (teen) or future parents.</li> <li>• learn well-child, well-family, well-community health messages which they in turn share with their families and communities, and promote health careers</li> <li>• gain valued unit standard credits toward NCEA</li> <li>• are introduced to Plunket as a recognised and skilled resource offering services and support to parents and</li> </ul>

	<p>children, and wider communities in health support.</p> <p>The early childhood life skills courses<sup>3</sup> in secondary schools also build confidence and competence for students to become skilled caregivers within their whānau and community.</p> <p>The above outcomes were confirmed by schoolteachers, Plunket educators and staff, current students, school leavers and graduates of the National certificate.<sup>4</sup></p> <p>Self-assessment activities in this area are useful but could be improved. The PTE is anecdotally tracking graduate outcome and pathway data and is exploring ways to better collect this evidence.<sup>5</sup></p> <p>It would be beneficial to look at ways to formalise the collection of graduate outcomes to further evidence the outcomes for students.</p>
Conclusion:	<p>Students and stakeholders highly value the outcomes, which enhance the lives of young people, their whanau, and wider communities. Self-assessment is informally structured in the monitoring and analysis of data. Developing graduate destination tracking processes for future graduates is an emerging process.</p>

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

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The scope of delivery currently meets the needs of students and stakeholders well. Both student and stakeholder feedback feeds into the fitness for purpose and currency of the programme through the PTE’s advisory board (see 1.5).</p> <p>Plunket has adopted a system to ensure the New Zealand Certificate in Early Childhood Learning and Care is delivered</p>

<sup>3</sup> Focus area 2.2

<sup>4</sup> The previous version of qualification which expired in 2019.

<sup>5</sup> At the time of the evaluation, there were no graduates for the New Zealand Certificate in Early Childhood Learning and Care (Level 2). However, Plunket forecast 15 graduates before the end of the academic year.

	<p>consistently across all partner schools whereby all the same materials are used, teachers confirm the course module books are up to date and relevant, and Plunket-led educators are receiving the same training. However, this evaluation found a gap in the coherence of the delivery of the programme. At the time of the evaluation the programme was not being delivered as approved (see 1.6).</p> <p>Learning environments are planned and structured for the benefit of students where three modes of delivery are available.<sup>6</sup> Teachers and educators work together in the classroom which ensures a balance of quality of the delivery. Academic integrity is maintained by allowance of one re-submission of assessment within a two-week period.</p> <p>Good systems are in place to design the courses, complemented by a sound moderation system.</p> <p>There is a robust process to ensure assessment results are accurate before reporting the credits gained by the students.</p> <p>An internal moderation checklist is used to confirm all necessary material is received from the schools. Positive external moderation confirms the validity of this system and the validity of assessment. The employed curriculum writer engages with relevant stakeholders and ensures any changes in legislation or unit standards are up to date. As a result, all course materials are current and relevant.</p>
<p><b>Conclusion:</b></p>	<p>Unit standard delivery, comprehensive course materials and sound moderation meet the needs of secondary school students and partnership clients (schools). Robust review processes ensuring consistent delivery, and good working relationships with schools, enable the identification of needs as reflected in</p>

<sup>6</sup> **Educator-led** – EIS has 12 contracted educators around New Zealand who teach and use Plunket-developed resources in the classroom. Plunket has considerable influence on the educational delivery and results. All non-assessed life skills course deliveries are Plunket Educator led.

**Teacher-led** – Teachers in schools use Plunket-developed resources to teach students in the classroom. Plunket has some influence on the educational delivery and results through the quality of materials and support provided to the students and teachers. Schools organise their own practical sessions for their students, mostly done in an early childcare setting. The centres that the students are visiting arrange for the police checking to be done in line with the Vulnerable Children Act.

**Single student** – Students work independently using Plunket-developed resources with the support from their school. Plunket has more limited influence on the educational delivery and results through the quality of materials and support provided to the students and teacher.



	the programme design and delivery.
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## 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students are well supported through the strong relationship between Plunket and partner secondary schools. Plunket supports the teachers and schools well by ensuring comprehensive information is provided. Plunket educators are well trained, and schools have general administrative support.</p> <p>Evaluation forms are received from school teachers with suggested improvements which are followed up and actioned. Students are surveyed at the end of each course. Feedback from these surveys assures staff that students are satisfied with the course of study and their overall student experience. Further evaluation forms are collected from teachers, educators and parent volunteers, and the feedback is collated and analysed collectively.</p> <p>Self-assessment activities are sufficient to support students' needs. However, the student surveys could better reflect how well students are engaged in the Plunket educator-led classroom, as the evidence lacked assurance that students are well supported in this mode of study.</p> <p>Teaching materials and resources provided to schools are comprehensive. Plunket educators and schoolteachers work together closely to ensure students have appropriate support; for example, if students require a reader/writer. Where the delivery is Plunket educator-led, the classroom teacher will be present and participating, offering tailored support to the students.</p> <p>Parent volunteers are organised to be in the classroom with their children, creating an opportunity for students to apply their theoretical learning in a practical context with children of various ages.</p> <p>Flexibility in the delivery of the programme and short courses is of benefit to the students. Plunket is mindful of the demographics of the students, some of whom may require more flexibility in study (e.g. teen parent units and students going on maternity leave.)</p>

Conclusion:	Plunket's support to its partner schools, teachers and students is effective in enhancing the student experience. Self-assessment practices in this area need strengthening through increased focus.
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### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>The PTE gained a clearer identity over the last four years and is now more coherently operating as a training arm within a larger organisation, rather than being a siloed entity.</p> <p>The establishment of an effective PTE advisory group further solidifies the structure of the PTE by supporting the legal, ethical and compliance context for operating as a registered PTE to meet NZQA quality assurance processes. The PTE advisory group meets three times annually and feeds into the fitness for purpose and currency of programmes delivered by incorporating sector stakeholder feedback. Membership has recently been extended to include a national educator Māori representative.</p> <p>Plunket's 2016-2021 strategy is focused on making a difference for children and whānau in their first 1000 days of life. Its three strategic goals are:</p> <ol style="list-style-type: none"> <li>1. Healthy tamariki</li> <li>2. Confident whānau</li> <li>3. Connected communities.</li> </ol> <p>These goals are clearly embedded in the functionality of the PTE. The Education in Schools educational delivery contributes directly to the second of the Plunket's 2016-2021 strategic goals of 'Confident whānau'.</p> <p>Plunket recruits and retains appropriately qualified staff with vast experience and offers frequent professional development opportunities, including free Te Reo Māori classes. Staff are able to undertake any relevant postgraduate study with the support of the PTE (two staff are currently completing PhDs relevant to Plunket work). Education in Schools educators talk directly with schools to get feedback about their performance.</p> <p>Staff support is a priority for Plunket. Staff reported feeling</p>

	<p>valued, and regional educators reported being very well supported. Effective staff appraisals occur annually.</p> <p>The PTE operates a viable business model and has plans to increase resourcing and future commercial opportunities. Governance and management of the PTE are aware of external factors that may affect business, for example, legislative changes.</p> <p>Continuous self-assessment initiatives inform decision-making and improvements. However, an oversight in the management of compliance in the Education in Schools portfolio inadvertently did not support educational achievement (see 1.6) by creating a risk of some students not being able to graduate. This has since been addressed.</p>
Conclusion:	<p>A capable governance and management team leads the PTE, with the support of high-performing governance and management within the larger Plunket organisation. The PTE has improved its high-level self-assessment initiatives since the last EER, guided by relevant data in the review of programmes. However, the compliance oversight does not give NZQA full confidence in governance and management supporting educational achievement.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Marginal</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>The PTE has many compliance responsibilities including memoranda of understanding and subcontracting agreements with over 50 secondary schools.</p> <p>Management of compliance responsibilities under the subcontracted Whitireia programmes extends to meeting the regulations of external bodies (e.g. Nursing Council of New Zealand). All staff involved in the Whitireia programmes are appropriately qualified nurses.</p> <p>Plunket's life skills courses meet important compliance requirements; for example, all staff and volunteers are required to pass a police check in order to work with children.</p> <p>Plunket has various checks in place to manage its compliance responsibilities. Compliance documentation is updated annually,</p>

	<p>and staff have access to an active compliance calendar.</p> <p>Despite the above processes in place, at the time of this evaluation the evaluation team found Plunket to be in breach of the NZQF Programme Approval and Accreditation Rules 2018<sup>7</sup> and the PTE Enrolment and Academic Records Rules 2012.<sup>8</sup></p> <p>The NZQA-approved programme<sup>9</sup> was not being delivered as approved. Plunket could not produce evidence to show the programme was being delivered coherently in part or in full by component. Furthermore, Plunket did not hold any evidence of enrolment data.</p> <p>The rating for this key evaluation question is determined by the evidence found at the time of evaluation, requiring intervention by NZQA.</p> <p>However, after a capability building meeting with NZQA, the PTE has addressed the issues and is continuously developing systems in place to respond to and adhere to NZQA rules. NZQA has confidence in the competency of the staff in their capability in self-assessment going forward to prevent future oversight of compliance responsibilities reflected in the statements of confidence.<sup>10</sup></p>
<p>Conclusion:</p>	<p>Plunket has effective processes in place to manage important compliance responsibilities for the Whitireia contracted programmes and Plunket life skills courses. The oversight in compliance relating to the NZQA-approved level 2 qualification inadvertently puts Plunket in breach of NZQA rules. However, the PTE has since addressed this issue and introduced systems to continuously improve the capability in self-assessment of staff going forward.</p>

<sup>7</sup> <https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/2020/NZQF-PAA-Rules-with-all-amendments-to-April-2020.pdf>

<sup>8</sup> <https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/enrolment-academic-records-2016.pdf>

<sup>9</sup> New Zealand Certificate in Early Childhood Learning and Care (Level 2)

<sup>10</sup> The NZQA approve programme 'New Zealand Certificate in Early Childhood Learning and Care (Level 2) was retired before the release of this report. However, the intention of this report is to reflect what was found at the time of the evaluation and present the situation thereafter.

# Focus areas

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

## 2.1 Focus area: New Zealand Certificate in Early Childhood Learning and Care (Level 2)

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>

## 2.2 Focus area: Education in Schools (unit standards)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>

## Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Royal New Zealand Plunket Trust:

- Formalise the collection of graduate destination data in future delivery.
- Consider ways to identify how well students are supported in the Plunket Educator-led mode of delivery in future delivery.
- Familiarise appropriate staff with NZQF Programme Approval and Accreditation Rules 2018<sup>11</sup> and the PTE Enrolment and Academic Records Rules 2012.<sup>12</sup>

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. These include NZQA Rules and relevant regulations promulgated by other agencies.*

NZQA requires Royal New Zealand Plunket Trust to:

- Cease all enrolments and delivery of the New Zealand certificate programme until such time as NZQA confirms it is confident Plunket has proper oversight of the programme to be delivered as approved and has a system to ensure proper enrolment and academic records are kept.<sup>13</sup>

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<sup>11</sup> <https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/2020/NZQF-PAA-Rules-with-all-amendments-to-April-2020.pdf>

<sup>12</sup> <https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/enrolment-academic-records-2016.pdf>

<sup>13</sup> NZQA has been in communication with Plunket regarding these matters and the issue was addressed before the release of this report. This was a requirement at the time of the evaluation.

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>14</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*



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