

External Evaluation and Review Report

Royal New Zealand Plunket Trust
trading as Whānau Āwhina Plunket

Date of report: 16 October 2025

About Royal New Zealand Plunket Trust

Whānau Āwhina Plunket PTE is the education arm of the wider Royal New Zealand Plunket Trust, which is New Zealand's largest provider of services supporting the development, health and wellbeing of tamariki and whānau.

Type of organisation:	Private training establishment (PTE)
Location:	Level 3, 40 Mercer Street, Wellington
Eligible to enrol international students:	No
Number of students:	Domestic (2024): • Education in Schools – 3560 unit-standard enrolments • Well Child Tamariki Ora – 100 equivalent full-time students (EFTS) (approx.)
Number of staff:	Approximately 10 full-time equivalents across Education in Schools and Well Child Tamariki Ora programmes – most staff are part-time
TEO profile:	See Whānau Āwhina Plunket on the NZQA website. The PTE's activity extends to two distinct offerings: • Education in Schools; partnerships with schools to provide teaching and assessment material, mainly delivered by secondary schools which also report the results. • Well Child Tamariki Ora, in partnership with Whitireia/WeITec institute of Technology (Whitireia), delivering a suite of vocational and postgraduate programmes which are quality assured by Whitireia.
Last EER outcome:	The 2020 external evaluation and review (EER) of Whānau Āwhina Plunket resulted in summative judgements of Confident in educational performance and Confident in capability in self-assessment.

Scope of evaluation:	All training – design and delivery
MoE number:	8389
NZQA reference:	C58442
Dates of EER visit:	2 and 3 September 2025

Summary of results

Whānau Āwhina Plunket PTE is a values-driven organisation with two distinct delivery arms: Well Child Tamariki Ora (in partnership with Whitireia); and Education in Schools (EIS). Each delivery arm operates under clear, separate quality assurance frameworks. Across both, the PTE delivers high-quality education and training that is valued by students, schools and across the health and wider community sectors.

Highly Confident in educational performance

- Outcomes are meaningful for students, schools and communities. EIS students gain recognised NCEA credits and practical skills and knowledge for whānau wellbeing, early childhood contexts, and entry-level employment or further study. Repeat and growing engagement from partner schools signals relevance and value. Stakeholders also report benefits beyond the classroom, including increased confidence and communication skills.

Highly Confident in capability in self-assessment

- Well Child Tamariki Ora graduates are job-ready and meet sector regulatory requirements; many progress directly into roles with Plunket. The longevity of the Whitireia partnership reflects sustained value and mutual confidence.
- Programmes are well designed, mapped to intended outcomes, and regularly refreshed. Robust internal and external moderation gives high confidence in assessment decisions, and Plunket uses the findings to refine tasks, guidance and marking. Recent and planned updates to selected resources and micro-credentials indicate an embedded improvement mindset.
- Student support is responsive and well coordinated with schools and Whitireia. Safe-practice requirements, such as safety checking for practicums, are embedded. Processes for authenticity controls, complaints and appeals are explicit and understood.
- Governance, leadership and compliance are sound. The PTE is stable, self-assessment is active, records and statutory obligations are up to date, and overall compliance is being effectively managed.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Achievement at Whānau Āwhina Plunket is consistently strong and well evidenced. Even where delivery and reporting sits with secondary schools, Plunket's oversight and analysis gives a clear line of sight to progress and outcomes, supported by structured team reflection and discussions on teaching and learning. Assessments are validated through both internal and external moderation, adding confidence in reported results. Across EIS unit standards, completion has trended upward over five years. Overall completion rose from 79.6 per cent (2020) to 88.4 per cent (2024), with gains across teacher-led², educator-led³ and single-student⁴ modes. Although these units are mainly delivered by schools, the lift in achievement largely reflects Whānau Āwhina Plunket's strengthened resources, guidance and support for teachers. Priority-group data shows high overall achievement in 2024, with particularly strong completion for Māori (95.3 per cent) and Pasifika (88.4 per cent). For the Whitireia-delivered Well Child Tamariki Ora programmes, most students complete on time within an online, nationally accessible model supported by tutorial

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

² Teacher-led: teachers in schools use resources developed by Whānau Āwhina Plunket to teach students in the classroom. Schools organise their own practical sessions for their students, mostly completed in an early childhood education setting.

³ Educator-led: a contracted EIS educator delivers the programme in class using resources developed by Whānau Āwhina Plunket. This mode has been scaled back from as many as 12 contracted educators three years ago, and now operates in only two schools.

⁴ Single-student: students work independently online, using resources developed by Whānau Āwhina Plunket, with oversight and support from their school.

	days, workplace supervision and early intervention when needed.
Conclusion:	Overall, students achieve well at Whānau Āwhina Plunket. Increased completion rates, high performance in level 3 standards, strong Māori achievement and responsive actions where variation appears, demonstrate effective educational achievement.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Students gain outcomes that matter now and for their futures. EIS students earn recognised NCEA credits while building sound early childhood education and whānau-wellbeing knowledge that they immediately apply at home and in their communities. The EER also noted growth in transferable skills such as confidence and self-awareness. Schools benefit from high-quality, ready-to-teach resources and flexible delivery modes (teacher-led, single-student, educator-led) which fit timetables and local contexts. Teachers were emphatic about the responsiveness and usefulness of these materials. Communities see wider social value in the programmes. They strengthen ties with local early childhood education centres, address workforce needs in childcare/early childhood education, and equip young people for community caregiving roles. For Well Child Tamariki Ora, outcomes are direct and employment-focused. Graduates are in work, meet legislative requirements, and can use new skills immediately in their workplaces.
Conclusion:	Whānau Āwhina Plunket delivers outcomes of clear value for students, schools and communities. EIS learners have well-defined pathways into further study and entry-level roles in early childhood education and related fields. Well Child Tamariki Ora graduates are highly employable in roles aligned with national child-wellbeing priorities.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Understanding and meeting needs is a standout strength at Whānau Āwhina Plunket. The EER found clear alignment of programme design and delivery to the needs of students, schools and the profession/industry. Design and delivery of EIS resources are deliberately flexible and accessible. Schools can choose teacher-led, single-student or educator-led delivery, with resources easily adapted to fit local contexts and timetables. Comprehensive teacher guides, student workbooks, assessment schedules and evaluation tools form a fit-for-purpose resource package that supports consistent delivery across multiple partner schools. Curriculum development is systematic and evidence-based. Materials are researched, annually reviewed and inclusive; consultation includes Māori and subject-matter experts, with pre- and post-assessment moderation ensuring the validity of assessment decisions. Schools report highly positive experiences of Whānau Āwhina Plunket's responsiveness and support, programme information and on-call help that enable teachers to match units to learner needs. The Well Child Tamariki Ora programmes also show strong alignment to stakeholder needs. The fact that Whānau Āwhina Plunket staff are embedded in programme delivery and lead pre-study advice and recruitment keeps programme design closely connected to workplace requirements and graduate job-readiness. The delivery and content of both EIS and Well Child Tamariki Ora explicitly integrate bicultural foundations and Te Tiriti o Waitangi.
Conclusion:	Programme design and delivery are well structured, flexible and consistently refreshed in response to stakeholder voice and moderation findings. There is clear evidence that student, school and industry needs are being met.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Student support is coherent and well coordinated across both delivery arms, with partnership agreements that clearly define roles and responsibilities. In EIS, schools provide day-to-day pastoral and academic care while Plunket supplies high-quality resources and pre-study guidance. For Well Child Tamariki Ora, tutors and programme leaders monitor progress and intervene early, with access to Whitireia's student support, counselling and related services. EIS provides comprehensive teacher guides and student workbooks that set out unit outlines, outcomes, assessment options and appeals/complaints information, which helps guide students into appropriate courses and understand expectations. In response to demand, EIS now includes a list of external help agencies at the back of workbooks, recognising that some programme content may trigger sensitive issues for students. Access and flexibility are strong features of the programmes, particularly for Well Child Tamariki Ora's fully online delivery. Tutorial days, online modules, group sessions and workplace supervision support engagement and on-time completion, with extensions available where needed. Cultural responsiveness is evident and valued. Dedicated Māori and Pasifika educators provide pastoral and academic support and help embed inclusive practice.
Conclusion:	Student support is responsive, structured and proportionate to Whānau Āwhina Plunket's role within each delivery model. Responsibilities are clearly set out in partnership agreements, ensuring learners are well supported and actively engaged in their learning.

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	The executive leadership team of the Royal New Zealand Plunket Trust effectively provides governance for the PTE. This team is highly qualified and experienced. Alongside strong corporate and health sector capability, several of the members also have extensive backgrounds and experience in vocational education. With the general manager (people and culture) on the executive leadership team and part of the PTE leadership group, there is a clear line of sight from the executive to day-to-day PTE operations. The PTE's education strategy was affirmed by an external review in 2024, and performance is tracked against indicators in the strategic business plan. A renewed strategic plan is now underway to align the next phase of work. Use of data and self-assessment is embedded. Staff engage in structured discussion about teaching and achievement (e.g. daily toolbox, weekly meetings), contributing to a reflective environment that is open with performance information and focused on core educational delivery. Academic oversight and resourcing are effectively supported by strong internal systems. The PTE's advisory group provides guidance under clear terms of reference covering quality reporting, compliance monitoring, achievement oversight and programme direction, with defined membership and a schedule of three meetings per year. However, practice could be strengthened with a wider external voice from schools and professional stakeholders, and strong leadership to ensure the advisory group is fulfilling its mandate.
Conclusion:	Overall, governance and management provide clear direction, capable leadership, purposeful resourcing and an evidence-informed improvement culture.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	Compliance is effectively managed across Plunket's two delivery arms within clear, documented frameworks. Well Child Tamariki Ora programmes run under Whitireia's quality management system via a formal memorandum of agreement. EIS operates under Plunket's quality management system, with formal subcontracting agreements in place with all partner schools. Oversight of compliance is led by the EIS manager, with responsibility delegated to relevant staff members. These staff use individual work plans to track, schedule and report on compliance tasks and associated risks. While this distributed approach has been largely effective, consolidating all compliance responsibilities into a single, organisation-wide compliance plan would strengthen oversight and consistency. Ethical and legal responsibilities are clearly embedded in Whānau Āwhina Plunket's culture. Staff are party to a code of conduct, and all staff undergo police vetting prior to employment. The PTE has completed its annual Code of Practice⁵ self-reviews and attestations to NZQA within required timeframes. The self-review confirms that it meets the intended outcomes of the Code (with schools leading day-to-day pastoral care). NZQA programme requirements and site approvals are current, moderation participation is active, and no non-compliances were identified during this EER.
Conclusion:	While the organisation has effectively managed and met all key compliance accountabilities, adopting a more consolidated approach would enhance consistency across activities and may better support ongoing compliance.

⁵ Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Focus areas

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

2.1 All training – design and delivery

Performance:	Excellent
Self-assessment:	Excellent

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 Whānau Āwhina Plunket:

- Broaden the PTE advisory group's membership to include independent school and professional sector representatives, and implement a structured annual work programme (with clear actions, measures and reporting) to strengthen the group's oversight and impact.
- Refine and maintain centralised processes to monitor, review and proactively manage key compliance accountabilities across all activities and delivery sites.

Requirements

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

There are no requirements arising from the external evaluation and review.

Appendix 1⁶

Table 1. Unit standard enrolments by delivery type 2020-24

Year	Total Enrolments	Whānau Āwhina Plunket Educator Led	School Teacher Led	Single Students
2020	2,887	1,754	1,128	5
2021	3,295	1,305	1,956	34
2022	2,378	528	1,604	246
2023	3,448	1,436	1,638	374
2024	3,562	935	2,167	460

Table 2. Course completion by delivery mode 2020-24

Year	Overall	Whānau Āwhina Plunket Led	Teacher Led	Single Students
2020	79.6	76.7	82.6	52.5
2021	78.6	84.0	78.0	63.2
2022	82.1	85.5	85.6	73.7
2023	85.7	85.4	87.3	71.0
2024	88.4	84.2	88.0	75.2

Table 3. Course completion by priority group 2020-24

Year	Enrolment Numbers	Overall Rate	Male	Māori	Pasifika
2020	2,887	79.6	46.5	80.6	79.5
2021	3,295	78.6	66.3	65.3	82.8
2022	2,378	82.1	50.7	81.7	74.5
2023	3,448	85.7	33.7	85.6	46.4
2024	3,562	88.4	56.2	95.3	88.4

⁶ Data provided by Whānau Āwhina Plunket.

Appendix 2

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 fraud⁷*
- 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.*

⁷ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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). 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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