



Report of External Evaluation and Review

Te Poutama Arahi Rangatahi
(Barnardos)

Date of report: 1 June 2010

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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.

Brief description of TEO

Location: Templeton, Canterbury

Type: Private Training Establishment

Size: Small, 12 beds, 40 staff, some of whom are shift workers.

Sites: One

Te Poutama Arahi Rangatahi is the national secure treatment centre for New Zealand's adolescent males who have engaged in harmful sexual behaviour. The youth (12-17 yrs) are under the custody or guardianship of Child Youth and Family (CYF). Barnardos is contracted by CYF to implement Te Poutama Arahi Rangatahi (The Steps to Guide Youth) programme. The centre was opened in 1999 and has a capacity of 12 beds. Youth usually stay at Te Poutama Arahi Rangatahi for between 18 and 24 months.

The primary aim of the Te Poutama Arahi Rangatahi programme is: "to reduce the frequency or severity of harmful sexual behaviour in high risk young people". This aim supports ongoing building of safe communities through integrating youth, who have attended Te Poutama Arahi Rangatahi, into the community to lead productive lives. To enable integration into the community a range of appropriate programmes is provided to support each youth.

These programmes include a wide range of lower-level unit standards in subjects such as: Core Generic, Business Administration, English, Health and Physical Education, Mathematics, Science, Practical Art, and Tikanga Māori.

At the previous quality audit of Te Poutama Arahi Rangatahi the centre did not meet a number of NZQA requirements. However, this was due to a restructuring within Barnardos, and the issues identified by the auditor have since been fully addressed.

The Education Review Office (ERO) completed a Special Review Report in January 2010. The terms of reference were:

- The quality of induction of new students into the Barnardos residential education programme
- The quality of teaching, including:

- pedagogy for at-risk students
- the quality of the learning programme (curriculum, planning, and assessment)
- student engagement and achievement
- numeracy and literacy development
- the quality of the relationship between the teaching and learning programme and Barnardos' overall plan for each youth
- the quality of the exit transition for Barnardos' residential students to their subsequent education and training programmes.

Te Poutama Arahi Rangatahi sent the ERO report to the evaluation team. The report has been used by the evaluation team as a source of independent supplementary evidence. It has contributed to the decision-making process used to reach statements of confidence about educational performance and capability in self assessment.

Executive Summary

Statement of confidence on educational performance

NZQA is **highly confident** in the educational performance of **Barnardos**.

Key reasons for this include the following.

- Students and teachers both reported significant improvements compared with the students' entry-level skills; for example eight students completed NCEA level 1 in 2009.
- Students consistently reported that they were proud of their academic achievements, which they considered to be a highlight of their time at Te Poutama Arahi Rangatahi.
- Students are assessed regularly throughout their course of study. Accurate records of feedback are given and final results are kept.
- All issues, academic or personal, are dealt with promptly and appropriately.
- Students reported consistently high levels of satisfaction with course content and the wide range of subject options available to them.
- Students reported that the teachers were skilful at managing individual and class needs and that all the staff were committed to helping them achieve to the best of their ability, academically and personally.
- Staff mentioned the quality, responsiveness, and availability of the lead educator to address issues and concerns, include them in decision-making, and provide guidance and support.
- Staff also commented that the lead educator was knowledgeable and proactive and used her excellent communication skills to ensure all staff were aware of individual students' issues, as these often impinged on behaviour, concentration levels, and ability to work alongside other students in the classroom setting.

Statement of confidence on capability in self-assessment

NZQA is **highly confident** in the capability in self-assessment of **Barnardos**.

Key reasons for this include the following.

- The centre's self-assessment was comprehensive and robust. It accurately reflected the depth and breadth of Te Poutama Arahi Rangatahi's activities and emphasised the importance of learning outcomes for students.
- The processes and procedures reported in the organisation's self-review document were carried out in practice and enabled staff to monitor and review their educational effectiveness.

- Staff contributed to the self-review document and showed deep understanding of the evaluative process. Self-assessment and evaluation underpin the professional models used in this therapeutic community by clinical, educational, and residential team members.
- Staff showed understanding of and commitment to the centre and valued the working environment where open discussion and sharing of ideas occurred regularly, informally on a day-to-day basis and formally in interdisciplinary meetings.
- Ongoing formal and informal review is a strength of the centre, allowing it to be responsive to student and staff needs. This is particularly important in a community where the client group requires regular monitoring.
- The centre understands the interdependence of educational, social, cultural, and personal outcomes for students. It models best practice through its holistic approach to the youth.
- The national management of Barnardos and TPAR is committed to a strategic vision that is dynamic and encapsulates ongoing improvement and critical self-review.

TEO response

Comments received and report changed accordingly.

Basis for External Evaluation and Review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria 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).

Findings

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

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/for-providers/keydocs/index.html>

Outline of scope

The agreed scope of the external evaluation and review of Te Poutama Arahi Rangatahi included the following mandatory focus area:

- Governance, management, and strategy

The areas chosen for evaluation were:

- Nga Pou e Wha – Barnardos Māori Strategy
- Wellbeing Outcomes – Children and Young people
- Residential and Foster Care Services.

Part 1: Answers to Key Evaluation Questions across the organisation

This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Context

Te Poutama Arahi Rangatahi is located in a rural setting on the outskirts of Christchurch city. It is a residential centre for New Zealand adolescent males who have engaged in harmful sexual behaviour. It operates educationally as a high school. Students complete unit standards towards the National Certificate in Employment Skills and/or NCEA level 1. Some students are also enrolled with The Correspondence School. There are three teams that make joint decisions during a youth's stay at Te Poutama Arahi Rangatahi. They are the Residential Team, the Clinical Team and the Education Team. These teams have

different responsibilities but they all work collaboratively, sharing their individual perspectives to reach informed decisions with the youth.

Explanation

Learners achieve highly at Te Poutama Arahi Rangatahi. This is a result of the induction process which ensures that by the time a young person arrives at Te Poutama Arahi Rangatahi all staff are aware of the youth's profile – educationally, socially, and clinically. This means that the residential team is able to plan collaboratively and implement an Individual Care Plan (ICP) as soon as the youth arrives. Once he has settled into the centre an Individual Learning Plan is also drawn up in consultation with the youth and teaching staff.

Many youth have had negative experiences at school and patchy school attendance. Some have undiagnosed learning issues. To ensure the learning is most effective, appropriate diagnostic tests are used. Combined with a thorough analysis of achievement information, the results are used to develop an Individual Education Programme (IEP). The IEP identifies each youth's strengths, areas for development, goals, and interests. The ICP and the IEP form a solid platform for focussed planning.

Without exception there is evidence in the education progress files, sighted by the evaluation team, to show that all youth make positive academic progress. The most notable recent example was in 2009 when eight youths achieved NCEA level 1; in 2008 there had been no NCEA level 1 completions. Te Poutama Arahi Rangatahi acknowledges that the 2009 intake was not necessarily typical, but irrespective of this, all youth gain unit standard credits which can be used for future learning opportunities. The more able students, who can work well independently, are enrolled with The Correspondence School.

Reports about each youth's educational progress are sent to the Ministry of Education (MOE), CYF, and Barnardos four times a year. Te Poutama Arahi Rangatahi currently meets all the terms of its contract with MOE.

The success of the learning at Te Poutama Arahi Rangatahi is able to be attributed to the holistic approach adopted by the centre. It is based on the Wairua model. This model focuses on educating the whole person. It takes into account all the factors impinging on a youth at any one time and seeks input from clinicians, residential workers, and educators to align the teaching and learning programme with the overall plan for each youth. This approach has led to significant gains in learner achievement. These gains increase the opportunities for the youth to integrate into a high school in the community or access future training opportunities.

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 **Excellent**.

Context

Te Poutama Arahi Rangatahi is the only residential centre of its type in Australasia. This makes benchmarking very difficult. However, it consistently achieves above the MOE and CYF requirements and is well regarded nationally. In addition, CYF commissioned Victoria University of Wellington to complete an impact evaluation based on data collected from five years of the programme (2001-2006). The report was released in August 2007 and led to the formation of an advisory group to address one of the report's concerns, "the lack of effective reintegration for young people who participate in the Te Poutama Arahi Rangatahi programme".

Explanation

The primary aim of reducing sexual reoffending has been tracked and the success rates are high. But the youth often offend in other ways, such as violent crime and drug use, and a significant proportion spend time in jail. This realisation led Te Poutama Arahi Rangatahi to broaden its programme and incorporate a more holistic approach. While there is still a focus on sexual abuse specific material the treatment focus has broadened to include trauma and attachment based treatment, sensory approaches to treatment provision and a focus on targeting neural pathway development in the brain. An increased focus on family therapy and community integration also allows for a more robust treatment package which aims to address future non-sexual offending in parallel with reducing sexual recidivism. This is underpinned by a belief system that supports a young person to develop the skills needed to lead a good life.

A Restorative Practice model was instituted. The model encourages the youth to participate in open and honest conversations and to take responsibility for his actions. Because the staff-to-student ratio is very high, each youth having a residential key worker, a clinician and a key teacher, strong relationships are built. Youth understand the importance of negotiating positive conclusions to any situation so that these relationships are maintained.

The connection between forming and valuing strong relationships and seeing those relationships threatened by their "inappropriate behaviour", and being part of the decision-making process for determining the consequences for this behaviour, understanding emotions and impacts and empathy development helps the youth take responsibility for their behaviour.

This increases the likelihood that they will learn to make measured decisions when they are no longer at Te Poutama Arahi Rangatahi; this in turn increases their chances of staying away from violent crime, drugs, or spending time in jail; which therefore increases options for future work or family commitments. Educational placements are always available to the youth when they leave Te Poutama Arahi Rangatahi and all students are supported by organisations such as STOP, SAFE, or WELLSTOP when they are reintegrating into the

community. However, sufficient suitable residential placements for youth leaving Te Poutama Arahi Rangatahi are difficult to secure.

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 **Excellent**.

Context

Te Poutama Arahi Rangatahi has regular ongoing interaction with its stakeholders. These include: the youth, CYF, MOE, SAFE, STOP, WELLSTOP; community organisations, and a local community liaison group, comprising residents from the Templeton area. Te Poutama Arahi Rangatahi reports quarterly to its main stakeholders, MOE, CYF, and Barnardos.

Explanation

The effectiveness of Te Poutama Arahi Rangatahi is that it is responsive to all its stakeholders. It models a whānau approach where stakeholders are viewed as valued team members whose input is encouraged and nurtured. This is evidenced by the needs analysis of each youth when they enter the centre, the ICP plan, the analysis of educational needs, the IEP, the daily informal monitoring of each youth's behaviour and demeanour, and the formal monitoring of each youth's behaviour at weekly meetings with the residential, clinical, and teaching practitioners. In addition, the youth's family and cultural perspectives also inform the ICP.

The strength of this model is that it is comprehensive, inclusive of the wide and varied stakeholder groups, guided by professional ethics, dynamic and responsive while maintaining clear explicit parameters. This coordinated approach requires open, honest communication. It serves as a behavioural model for the youth, and is manifested in the restorative practice principles employed at Te Poutama Arahi Rangatahi.

From the moment a youth arrives at Te Poutama Arahi Rangatahi his reintegration programme is being developed and reviewed. Ongoing review meetings of key personnel across the centre and from the community in combination with excellent processes for recording changes to care plans or goals means the experience and "journey" of the youth is captured in a range of different ways: clinical analysis, feedback from residential youth workers, and feedback from clubs or activities the youth attends outside the centre, such as the local rugby club or hip hop dance classes. Some youth travel to local tertiary providers to undertake more advanced learning opportunities.

Most importantly, the youth are encouraged to take as much responsibility as possible for themselves during their time at Te Poutama Arahi Rangatahi. Educational placements are always available to the youth when they leave and all students are supported by organisations such as STOP, SAFE, or WELLSTOP and the community-based teams when they are reintegrating into the community.

The evaluation team was impressed by the professionalism and commitment shown by staff to the youth and the concerns of the various stakeholder groups that interact with the youth, both while they are at the centre and when they leave.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Context

The teachers at Te Poutama Arahi Rangatahi are supported by the residential workers and clinicians in a youth's care. This enables teachers to focus on the education of the youth but also to contribute to a collaborative approach to meeting behaviour needs which might otherwise interrupt the learning of others in the classroom. The youth at Te Poutama Arahi Rangatahi have often received little formal education and have negative views about schools and teachers, and the school environment. The teaching environment at Te Poutama Arahi Rangatahi is unique. Teachers recognise that it takes up to a year to come to terms with this environment.

Explanation

All teachers need to be able to teach across a wide range of subject matter. The unit standards taught range from English to maths to Tikanga Māori. Teachers need to be confident and well prepared. The quality of curriculum planning is high; assessment is rigorous and Individual Learning Plans (ILP) are completed within 15 working days of a youth arriving at Te Poutama Arahi Rangatahi. Evidence sighted in youths' profiles and exercise books show rising numeracy and literacy levels.

When a youth first arrives at Te Poutama Arahi Rangatahi their integration into the classroom is done in a planned way; sometimes involving a delay in arriving in the classroom. Once they arrive the teacher needs to be able to engage the youth effectively so that he will want to return. This requires skilful analysis of the individual youth's needs, engagement with his interests, and ongoing monitoring of the learning environment to ensure the individual needs of each student are met, without compromising those of other students.

Teachers employ best practice principles of effective teaching: once engaged, the youth are encouraged to identify how they learn best. This may involve reading alone in their room, studying outside under a tree, or listening to music as they study. The teacher monitors the student's progress, and relates to the student in a way that assists him to monitor his own progress as much as possible. Unit standard credits are reported each term; teachers inform students as soon as possible that they have reached the standard. Appropriate "scaffolding" is provided, when required, for each youth, for example, assessing in the dominant learning style of the student or providing a reader-writer. The students interviewed rated their achievement of NCEA level 1 in 2009 as a highlight of their lives.

The special character of the centre, a structured and relevant curriculum, and the ability to give individual attention to students mean all students make progress and some students

excel in their studies. Teachers are supported with individual, group, and organisation-wide professional development opportunities. If this capability exists within the staff group it will be utilised; otherwise, external expertise is used. Teachers also have regular monthly supervision where they discuss the youth and reflect on ways they have managed their teaching, and ways they might approach teaching situations in the future. Staff turnover is low, despite the intensity of the teaching role at Te Poutama Arahi Rangatahi.

The effectiveness of the teaching is in direct relation to the ability to work “in relationship” with the student. The relationships built with the youth across all the staff groups, in a variety of everyday situations, enable the youth to build trust with others, in a safe physical and emotional environment. This also reduces the barriers to learning.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Context

Prior to a youth’s arrival at the centre, staff will be well acquainted with the student; there will have been meetings to discuss the youth, to analyse his special needs, to help ensure his first impressions of the centre are as positive as possible. On arrival each youth and his whānau is welcomed with mihi whakatau by youth and staff already on site, provided with a peer mentor, and matched with a youth worker. The peer mentor will have been at Te Poutama Arahi Rangatahi long enough to show the new youth how the centre works; what is acceptable and what is not. This system also encourages the peer mentor to think about and consider the needs of others, and acknowledges his progress by trusting him to work with the new youth to help him integrate into the centre.

Explanation

There is a comprehensive, individually tailored induction process where a range of tests are administered, for example to establish literacy and numeracy levels. Each youth progresses at his own pace, socially and educationally. Individual care plans are developed in consultation with the youth, his family, and the specialist staff at Te Poutama Arahi Rangatahi. Youth interviewed by the evaluation team said they felt valued and found the induction process positive.

The Kaitohutohu for Te Poutama Arahi Rangatahi is an essential part of the staff team. He plays a significant role with both Māori and Pakeha youth and is the staff member who works most directly with the youth in spiritual matters. The Wairua and Restorative Practice models encourage youth to learn to take responsibility for the consequences of their behaviour. The focus is on building new ways to relate, and acknowledging that all relationships are important, including those with other students, family, staff, and visitors to the centre.

Tikanga Māori is valued and infused throughout the overall vision and values of Te Poutama Arahi Rangatahi. Teachers are highly skilled and dedicated to sensitively sharing te ao Māori with the youth. Leadership, support, guidance, and care for youth are

demonstrated in manaaki (care of spiritual and physical needs, nurture, whānau, and developing relationships). Any interest in te reo Māori is well supported and a number of Māori and non-Māori youth are nurtured and encouraged to participate in Tikanga Māori programmes. Sometimes non-Māori students develop an identity they did not have before. This may lead them to their own whakapapa, for example Irish or Scots.

The youth develop a treaty when new classes are formed. The treaty describes how they will work. They discuss this until they reach consensus so that all are committed to the treaty. Each youth also has a key case worker, key residential worker, and key clinician. Residential youth workers accompany the youth in the classroom and work alongside teaching staff offering increased levels of support and guidance to assist and enable learning. This combination of high staff-to-student ratio and the youth residential worker – who spends the greatest amount of time of any staff member with the youth – acting as the teacher aide means the student has ready access to support and guidance. This allows him to relax into the learning environment.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Context

Barnardos' vision for young people, that “children come first”, is expressed in its commitment to Te Poutama Arahi Rangatahi. The vision of Barnardos and the Te Poutama Arahi Rangatahi vision are inseparable. The Wairua model, developed by the Kaitohutohu Maori and embraced by Barnardos, has been introduced to Te Poutama Arahi Rangatahi.

Explanation

Barnardos management visits Te Poutama Arahi Rangatahi regularly. While Barnardos has a hierarchical structure, Te Poutama Arahi Rangatahi staff report that this is used productively to make decisions when required. All staff were impressed by Barnardos' commitment to the youth at Te Poutama Arahi Rangatahi and the genuine regard in which Barnardos holds the Te Poutama Arahi Rangatahi staff.

The approach nurtured at Te Poutama Arahi Rangatahi is based on the premise that people are complex and multi-layered and that any interventions with a youth need to acknowledge that physical, emotional, and spiritual aspects of a person are interrelated and affect each other. Educational readiness and subsequent achievement, results from treating the youth individually, showing them new ways to relate with others, and building their trust in other people. Any new staff recruited will need to “fit with” and commit to this vision. This allows them to integrate easily. Because the culture at Te Poutama Arahi Rangatahi is inclusive and dynamic, all staff are able to contribute ideas to the overall strategy at Te Poutama Arahi Rangatahi, as are the youth. For example, sometimes a youth may be part of the interview panel, as an observer.

The governance and management of Barnardos develop a strategic plan every 5 years. Te Poutama Arahi Rangatahi staff are involved in business planning on an annual basis. This planning is specific and outcomes oriented. The welfare of the youth at Te Poutama Arahi Rangatahi is the reference point for any strategic initiatives; the educational achievement of the youth is a strong indicator of the effectiveness of governance and management functions across Barnardos and within Te Poutama Arahi Rangatahi.

Self-assessment is ongoing throughout Barnardos and Te Poutama Arahi Rangatahi is a “therapeutic community” with a clear vision, where staff “model” the behaviour they want the boys to adopt, including encouraging their active participation in their educational achievements.

Part 2: Performance in 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 **Excellent**.

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

Refer section 1.6.

Focus area: Nga Pou e Wha – Barnardos Māori Strategy

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

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

Refer sections 1.1, 1.2, 1.3, 1.4, and 1.5.

2.2 Focus area: Wellbeing Outcomes – Children and Young People

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

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

Refer sections 1.1, 1.2, 1.3, 1.4, and 1.5.

2.3 Focus area: Residential/Foster Care Services

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

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

Refer sections 1.3, 1.5.

Statements of Confidence

The statements of confidence are derived from the findings within and across the focus areas. A four-step scale is used: highly confident, confident, not yet confident, not confident.

Statement of confidence on educational performance

NZQA is **highly confident** in the educational performance of **Te Poutama Arahi Rangatahi**

Key reasons include the following.

- The evaluation team sighted documentation and observed behaviour that showed coherence in policy, planning, record-keeping, staff and student comments, and academic achievement.
- Students make gains in academic, social, cultural, and personal development.
- Feedback from internal and external stakeholders attests to the value of the learning acquired at Te Poutama Arahi Rangatahi.
- Te Poutama Arahi Rangatahi welcomed the opportunity to discuss its core business with the NZQA evaluation team and regularly seeks input from external sources such as the local community liaison group.
- Students commented that teachers are experienced, well resourced, and supported in their work by other staff and management.
- Students commented that the quality of the teachers and the relevance of the subject material and learning experiences meant they were able to learn well, sometimes for the first time.

Statement of confidence on capability in self-assessment

NZQA is **highly confident** in the capability in self-assessment of **Te Poutama Arahi Rangatahi**

Key reasons include the following.

- Staff and management are able to describe clearly what they do to review their organisational programmes, track student progress, collect and analyse stakeholder satisfaction ratings, and review policies and procedures.
- Management reflects objectively, sets realistic goals, and prioritises them. This has led to coherent policy-making, accurate documentation of practice and processes, and good record-keeping.
- Staff use ongoing self-review to inform strategies to improve the core business and keep themselves well informed and included in decision-making.

- Staff and management are involved in relevant professional bodies where self-review and evaluation is embedded into the framework and ethics of these bodies.

Actions Required and Recommendations

Further actions

The next external evaluation and review will take place in accordance with NZQA's regular scheduling policy and is likely to occur within four years of the date of this report.

Recommendations

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

NZQA

Ph 0800 697 296

E eeradmin@nzqa.govt.nz

www.nzqa.govt.nz