



Report of External Evaluation and Review

CPS Training

Date of report: 20 July 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: Head Office, London Street, Hamilton

Type: Private training establishment (PTE)

Size: Medium

Sites: Nationwide delivery at temporary premises

CPS Training (CPS) has developed three levels of training courses for a wide range of people whose work involves children. Courses are provided nationally using local guest speakers and CPS tutors. The aim of the training is, "To prevent harm and violence to children through education and awareness".

The organisation delivers workshops to raise awareness of child abuse and educate people on how to respond appropriately. The workshops also serve as an introduction to the Child Protection Studies Programme (Level 3).

The programme is delivered over five days, or over three days for professional workers who complete pre-course work. All participants on this course complete a reflective report three months after the course to receive their certificate.

CPS also delivers training towards the Diploma in Child Protection Studies (Level 5). The diploma is primarily for managers and supervisors and takes one year to complete.

CPS is a not-for-profit organisation which has been registered as a PTE with NZQA since 1993. It relies on funding from sponsors and from course fees to provide the workshops and three/five-day courses. The diploma programme is partially funded by the Tertiary Education Commission (TEC).

Executive Summary

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **CPS Training**.

Students' average completion rate for the programme was 92 per cent over the last five years, indicating that students are motivated and encouraged by tutors pre-, during, and post-course to complete their qualification.

Evidence from tutors and student feedback also show that a high number of students who complete the programme build confidence in their ability to study and go on to complete higher education studies in relevant areas such as degrees in nursing and teaching. One graduate is currently completing a social science PhD.

CPS has a clear organisational structure and roles that fit within the organisation's vision and goals. This enables the organisation to provide programmes that meet community, social work services, and students' individual needs. The chief executive officer is active in the community and maintains relationships with businesses and community services to understand and meet their needs.

The programme content and activities have been developed based on sound research practices in training for the sector internationally and nationally.

Staff use extensive student tracking systems to identify student progress and provide suitable support, which assists with identifying students' achievements to provide better support.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **CPS Training**.

The staff track students' progress to identify any issues and provide support accordingly.

The results show a high programme achievement rate over a number of years. The organisation informally collects information on how many graduates go on to higher tertiary training and has indicated that it is looking at ways in which to track this information formally.

CPS has commissioned three external evaluations since it began training in this sector in 1997. This shows a willingness by the organisation to evaluate itself and use the results to make changes. A recent evaluation showed that students reported a significant increase in their knowledge, attitudes, and behaviours post-course.

The organisation conducts an annual review of training outcomes to look at any issues and make improvements as required.

TEO response

CPS Training has confirmed the accuracy of this report.

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 CPS included the following mandatory focus area:

- Governance, management, and strategy.

The following focus area was selected, in consultation with CPS, because the organisation was interested in seeing whether its self-assessment activities confirmed the success of its training outcomes:

- Certificate in Child Protection Studies Programme (Level 3).

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

The child protection studies programme is suitable for anyone involved in working with children, from teachers to social service workers and police as well as the public. Student backgrounds vary greatly and many have not undertaken formal studies for some time.

Explanation

CPS had an impressive average course completion rate of 92 per cent from 2004 to 2008. The results for 2009 have yet to be collated but current results show that 79 per cent have completed their post-course report and received a certificate. This shows a high retention

rate of students. Of the 280 students enrolled in the 2009 programme, 12 have enrolled in the diploma for 2010.

Students may request to be assessed for unit standards credits as part of completing the programme and the majority of students achieve these credits. This means that although students achieve unit standards after attending the course, the results show they are still motivated three months after attending the course to complete their post-course report to attain a certificate. The high number of certificates awarded is partly attributed to the willingness of students to learn (for some it is a compulsory work requirement), but also to the pre-entry selection process and post-course support provided by CPS tutors which is regarded as a major factor in this success.

The organisation keeps comprehensive records of student outcomes and often follows up with the students' employer to see whether the training has made a difference to their practices. CPS also collates feedback from the students' post-course reports to identify any trends among different groups of students. CPS has commissioned three external evaluations since it began in 1997. An evaluation of the five-day course in 2007 found that students reported changes in knowledge, attitudes, and behaviours, and a pre- and post-evaluation exercise in 2000 found significant changes on all scores of students' knowledge, attitudes, and behaviours. These activities show a willingness by the organisation to evaluate itself and use the results to make changes.

The organisation informally collects information on how many graduates go on to higher tertiary training and CPS has indicated that it is looking at ways in which to track this formally. Currently, the organisation records the number of students that have completed. However, CPS could also benefit from identifying the trends in the number of students who request the unit standards to be reported on their record of achievement, as this would indicate the relevance of the unit standards to the programme completion. Currently, most students go on to complete the post-course report, although this is not required in order to be assessed competent for the unit standards.

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 **Excellent**.

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

Context

The child protection studies programme is delivered over three-days nationally and can be tailored to specific client groups. People often enrol in the child protection studies programme following attendance at a one-day workshop designed to raise awareness of child abuse for workers in this sector.

Explanation

CPS is actively engaged with the community nationally to ensure it is delivering courses that are valued by participants as well as local social service agencies that work with children. CPS adds value for participants by using local guest specialist speakers such as

the local family lawyer, police, doctors trained in sexual abuse, and social workers so that students learn about the support available in their own community and whom to contact.

The programme is becoming widely recognised as important for workers in the social services sector and some organisations make it a compulsory requirement for their employees. CPS tutors are also requested for specific courses nationally and overseas where there is a need in the community to raise child abuse awareness and provide training on how to deal with child abuse occurrences. Recent examples include courses developed for the Pitcairn community and a course requested by a central North Island community.

From its analysis of post-course reports showing cases where students have applied their learning, the organisation can see that the course is changing students' behaviours in actively assisting children at risk in the community. This view is supported by the 90 per cent student satisfaction rating for the knowledge and attitudes gained from attending the course.

Evidence from tutors and student feedback also shows that a high number of students who complete the programme build confidence in their ability to study and go on to complete higher education studies in relevant areas such as degrees in nursing and teaching. One graduate is currently completing a PhD in Social Science.

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

The wider aim and vision of the organisation is to meet community needs as a whole. To do this CPS has a strong marketing focus to get people along to workshops to raise awareness of child abuse issues, but also to encourage people in the community or working for organisations involved with children to enrol in the programme. This is a higher-level training course than the one-day workshops and increases knowledge and confidence around child abuse and reporting. The diploma course is the next level for those in management roles or wanting to go further in child advocacy as a career.

Explanation

The organisation trialled delivering the five-day programme over three days in response to feedback in 2007. However, because of the programme demands it was decided to offer both a three-day and a five-day programme. The three day programme is only suitable for people who have many years of experience or have previously studied in this area. All three day programme students are required to complete a pre-course assignment.

The five-day programme is for people who are returning to study after a long period of time or who would benefit from additional time to reflect on their understanding and knowledge as it relates to their situation. Feedback shows that the programme has helped participants prevent abuse from worsening by knowing the right approach and whom to contact.

The programme was originally developed based on research by the chief executive officer on international approaches to child protection training and the issues that needed to be covered. The programme activities were then developed with a strong practical emphasis to cater for all levels of academic abilities. At weekly tutor meetings current theories and practices are used to review programme activities. In addition, tutors complete a post-course report on venue, guest speakers, and students, which is used to ensure arrangements for future courses are meeting the needs of students and the community.

The programme is fully reviewed at least annually by the academic team to ensure it keeps up with current research, using journals published by similar organisations or studies relating to children. In addition, the organisation conducts a review to look at where students have difficulties with a particular question or topic and make improvements

CPS uses experiential learning and interactive group sessions to capture the students' interest and maintain motivation. A key part of the programme is bringing in guest speakers, such as local iwi representatives or students on the programme who have specialist knowledge, to provide a realistic framework for understanding the content. The students themselves also help each other by providing information on their own organisation does and how they link with other child protection services. The programme timetable allows for students to reflect on the course and its value to them and where they would like more information or support.

The evidence from student post-course reports and conversations with tutors and a key stakeholder shows that the organisation responds well to community issues and adapts the programme to meet both their and students' needs.

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 programme is delivered over five days at venues nationwide. Where the programme is reduced to three days of classroom contact, students are required to complete a pre-course assignment. Following the courses students complete a post-course report outlining how they have applied the learning in their day-to-day life and work activities.

Explanation

Ninety-two per cent of students are awarded a certificate, which indicates a high motivation to succeed by the students, although achievement depends on supplying a post-course report three months after attending the programme. The organisation attributes the high completion rate to the support tutors provide during the programme and the individual follow-up afterwards. Tutors also identified that the success is due to the programme being a compulsory work requirement for some students, while others are successful because they are learning what they need to apply in the field.

Students' feedback is analysed by the organisation and students report that they have learnt a lot and are highly satisfied with the programme overall. CPS also uses anecdotal evidence of improvements to attitudes and awareness. An external evaluation conducted measured the level of learning that students had at the start and finish of the programme, and the results showed that students were gaining significant knowledge from attending the programme. For the tutors, the post-course reports are a useful indicator that learning is occurring because they provide information on how students apply the learning to their own practices. The reports are collated and the themes that come through are the shift in students' attitudes and behaviours in managing child abuse situations.

CPS requires all new tutors to attend the five-day programme as part of their induction to understand the content and context for the delivery of the information. Tutors also develop their own knowledge from the guest speaker presentations and the students themselves and use their own experiences as case examples to help with students' learning.

The tutors expressed their satisfaction with the organisation's support. It was noted that there have been a number of improvements as a result of the organisation's ongoing review of tutors' travel and the programme delivery timetable. As a result, the organisation has a policy that tutors are not to deliver more than 10-13 days of training per month, and provision is made to ensure tutors take time off during the week where they are required to travel during the weekends. This is important because due to the training content and the high level of support required by some participants. In addition, the organisation provides access to qualified supervisors to help tutors with any issues they may have.

All assessments are moderated before use and CPS is meeting the national external moderation requirements of the standard-setting body, the Community Support Services Industry Training Organisation (Careerforce). Internally, tutors regularly moderate a sample of each other's assessments to ensure that each outcome is covered and students have demonstrated their understanding of the subject, for example being able to identify the factors for children who are at risk. However, further evidence could be provided through the internal moderation process to confirm that assessment activities are at the appropriate level.

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

Student support is paramount as students are often completing formal study for the first time, or for a number of years, and are working full time. In addition, many students have also been abused as children and are still dealing with major life issues.

Explanation

The high course completion rate demonstrates the level of interest and guidance that students receive, as very few do not complete.

CPS is active in assessing the learning needs of students using student feedback, tutor reports, and recent international research. The organisation uses this information to implement support mechanisms and practices to help students achieve. For example, CPS reviewed its selection processes and as a result has retained open-entry criteria for the five-day programme but applies a different set of criteria for enrolling students on the three-day programme, which better enables students to achieve.

The organisation tries to enrol students from a range of backgrounds and professions, for example by including lawyers, teachers, principals, and social workers on each programme so that attendees benefit from gaining a different perspective and understanding of other organisational roles in child services.

The training begins with the tutor and students establishing guidelines for a safe and comfortable learning environment. Tutors have the flexibility to tailor training to meet the composition of the group. For example, course guidelines could be established using the principles of whakawhanaungatanga, the sharing of food, and karakia. This helps students to build a trusting rapport with other participants, which is important given the nature of the training. Rapport is further encouraged through establishing guidelines of respect, trust, confidentiality, and assertiveness which are agreed to by the group. For their own safety students are advised both prior to and at the start of the course to have management strategies in place to cope with the content of the training and how this may impact on their emotional learning state.

CPS tutors and staff provide follow-up support for students after they have attended the three or five-day programme to assist them to complete a report within three months post-course in order for them to achieve the certificate. This may be face to face or by telephone. Students have three resubmission opportunities to complete the training workbook. Tutors may allow students more time for report completion in cases where life issues hinder progress. In this situation the management team will meet to discuss the appropriate action, which is often to grant the students an extension of time.

CPS also has a free telephone support service available for anyone to ring and ask for advice and all staff are trained to respond to enquiries and refer callers to the correct person.

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

CPS is a not-for-profit organisation governed by a trustee board consisting of seven members, including the chief executive officer.

Explanation

The chief executive officer maintains relationships with businesses and community services nationally to understand their role and how CPS can meet their needs. This relationship is

underpinned by a board of trustees with a good understanding of, and networks within, the child protection services sector, and with experience of governance in education to provide a tangible purpose and vision for the organisation.

CPS's strength lies in its clear organisational structure and roles. This enables the staff to understand their role and how it fits within the organisation's overall vision and goals. In addition, all staff are involved in the review of policies and procedures, which creates an understanding of the relevance of the training to students and the community as well as to funders. The organisation's communication processes also contribute to the students' achievements as staff meet regularly to discuss issues to inform programme development and students' support and guidance as well as to identify community needs.

As mentioned in section 1.4, the organisation strongly supports tutors so they can fulfil their role, with professional development opportunities, relevant research to inform programmes, teaching resources, as well as workload policies to reduce stress.

CPS conducts ongoing needs analysis to review what they are doing to ensure it fits the organisation's vision and stakeholder needs. At an annual tutor conference, the students' results are reviewed as well as their feedback on the training and tutors. Any gaps are responded to immediately, for example the length of the five-day programme was reviewed in response to student feedback.

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**.

2.2 Focus area: Child Protection Studies Programme

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

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

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.

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