

Report of External Evaluation and Review

Child Matters

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 15 July 2014

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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.

Introduction

1. TEO in context

Name of TEO:	Child Matters
Type:	Private training establishment (PTE)
Location:	480 Anglesea Street, Hamilton
Delivery sites:	Venues all over New Zealand
First registered:	1 December 1993
Courses currently delivered:	<ul style="list-style-type: none">• Diploma in Child Protection Studies (Level 5)• Child Protection Studies Programme (Level 3)• Workshops as requested
Code of Practice signatory:	Not a signatory
Number of students:	2,168 domestic learners at the time of the external evaluation and review (EER) with 14 per cent Pasifika, 32 per cent Māori, and 36 per cent NZ Pakeha. 38 studying the diploma and 329 on the level 3 programme. The remaining 1,801 learners are on customised workshops.
Number of staff:	13.4 full-time equivalents (seven full-time and eight part-time staff)
Scope of active accreditation:	<ul style="list-style-type: none">• Child Protection Studies Programme• Diploma in Child Protection Studies
Distinctive characteristics:	Child Matters is a not-for-profit organisation. It relies on funding from sponsors and from

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programme fees to provide the workshops and five-day programmes. The diploma programme is partially funded by the Tertiary Education Commission (TEC).

Programmes are provided nationally using local guest speakers and Child Matters consultants at community-based sites. The learners are mainly in employment. Child Matters 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.

The Child Protection Studies Programme is delivered over five days nationally and can be tailored to specific client groups.

Recent significant changes: There was a change to the governing Board and staffing structure in 2011. The organisation was previously registered with NZQA as Child Protection Services.

Previous quality assurance history: NZQA's previous EER visit conducted in 2010 determined it was Highly Confident in Child Matter's educational performance and Highly Confident in their capability in self-assessment.

2. Scope of external evaluation and review

The agreed scope of the EER of Child Matters included the following mandatory focus areas:

- Governance, management and strategy
- Child Protection Studies Programme (Level 3)

The second focus area was selected in consultation with Child Matters as it is the programme most widely covered and often feeds into the level 5 diploma programme.

3. Conduct of external evaluation and review

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

The EER team (consisting of one lead evaluator and one team evaluator) carried out the evaluation at the Child Matters site for two days.

The team interviewed board members, the chief executive, the leadership team, consultants (who are the tutors and also perform a consultancy role), learners and graduates. Evidence from the interviews was supported by the documents reviewed on site and after the EER visit.

The EER team sighted the organisation's data on student outcomes showing qualification achievement, programme completion and progression. The documents reviewed included organisation business plans, investment plans and strategic plans, and internal self-evaluation reports.

The team also reviewed:

- Advisory and board meeting minutes
- Data on Māori and Pasifika retention and achievement and overall learner outcomes
- TEC education performance indicator data
- Programme review and monitoring
- Learner satisfaction results and client feedback
- Tutor reporting, monitoring and performance reviews.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Child Matters**.

The reasons for this confidence rating can be summarised as follows:

- Achievement data shows consistently high achievement rates for the focus area programme, with increasing achievement rates for the diploma over the past four years. The outcomes of learning how to identify child abuse and advocate child protection are valued by learners, the community and government agencies.
- The high completion rate is a result of the consideration given to learners as they enrol, the support the Child Matters consultants provide during the programme, and the individual follow-up after the programme.
- The organisation's purpose and direction is clear, with a formal strategic plan and clarity around the direction of Child Matters. This plan enables the organisation to provide programmes that meet community, social work services, and learners' individual needs.
- The visible management, board and advisory groups of Child Matters are values-led and set organisational goals. They also guide the commitment of Child Matters to anticipate and respond to change with regard to up-to-date evidence-based international practices. Strategy and changes are clearly communicated by the board and management.
- Staff roles are well defined and well managed with a shared vision for all. Staff have a clear purpose and direction. Management is involved with the mandatory review of qualifications, working to align the diploma programme to a New Zealand qualification in child protection.
- Strong engagement with a range of stakeholders, including Child, Youth and Family (CYF), and government and non-government agencies, is shown by Child Matters' policy changes and other tertiary institutions asking for advice and tutoring, including input into the development of a level 8 programme.
- The programme content and activities have been developed with a strong practical basis and are based on sound research practices. The programme provides training for the sector internationally and nationally, with teaching informed by sound pedagogy and safe practices.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Child Matters**.

The reasons for the judgement in the organisation's self-assessment capability include:

- Programme and qualification achievement rates are analysed by cohort and across time. This analysis is used to inform programme planning and improvements.
- Child Matters reviews its mission purpose and strategic goals and plans on a regular basis, including input from various stakeholders and keeping an eye on international trends.
- Ongoing needs analysis reviews what the organisation is doing to ensure it fits with the organisational vision, government and stakeholder needs and identifies any gaps. Child Matters then responds immediately to find out what needs to be done to improve or better meet these needs.
- Child Matters has shifted to being a more customer-centric provider of training. This is seen to strengthen the organisation's ability to articulate its value to the community and Government.
- Learners have the opportunity to comment on the programme, the facilities and the care and support they receive from the Child Matters consultants and management. There are various forms of student evaluations that take place regularly. Feedback from learners guides positive change and improvement in the organisation.
- The organisation takes opportunities to benchmark best practice. Child Matters seeks evidence-based information around what is taught. If there are no comparable New Zealand providers, Child Matters look overseas to benchmark its performance.
- The organisation is willing to evaluate itself and use the results to make changes. An annual review of training outcomes is conducted to look at any issues and make improvements as required. The review uses a range of approaches to feedback, including:
 - Post-programme review feedback – three months out
 - Evaluation forms
 - Guest speaker feedback
 - Quarterly reports
 - Graduate success stories

- Contributions to the community and research are evaluated and realigned with the organisation's strategic goals.
- The organisation has a range of tools that it uses to gain information and feedback, and this information is used for improvement.

Findings¹

1.1 How well do learners achieve?

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 **Good**.

Child Matters offers two main programmes – Child Protection Studies Programme and Diploma in Child Protection Studies. Child Matters has high retention and achievement rates for the learners, with 91 per cent completing the five-day programme (only a very small number do not complete the programme due to exceptional personal circumstances). There is also an 84 per cent completion rate for the diploma, with 6 per cent going on from the five-day programme to study the diploma.

The educational performance of Child Matters is outlined in the table below, showing a consistently positive pattern of course and qualification completions from 2010 to 2012. Data for 2013 is not yet finalised but the provisional data indicates that the upward trend will continue.

	2010	2011	2012
Course completion	55%	82%	84%
Qualification completion	63%	77%	85%

Disaggregated achievement rates for Māori for 2013 show achievement results for Māori learners are good, with 83 per cent gaining the diploma, increasing from 71 per cent in 2012. These percentages are equal to the achievement results of the overall cohort.

Learners achieve well and gain useful knowledge and skills, and are applying that knowledge in different ways in different work environments. This is shown by the post-programme reports, where learners are required to outline how they have applied the learning to enable them to pass the programme. Evidence from the reports outlines how and why the learners' awareness and attitudes have shifted.

Almost all learners complete the programme, and it is very rare for someone to only attend part of the programme or drop out. Any learners that fall behind with the post-programme report receive numerous follow-up phone calls and emails. In the reports, learners state they have learnt listening and observational skills, remember

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

what was taught three months after the programme, and feel confident to act when faced with incidents of child abuse.

Consultants reviewing the post-programme reports are able to see the development of confidence and awareness of child abuse as learners say how the programme has helped them in their three-month programme report. Feedback from these reports is used to identify any trends among different groups of learners.

Graduates contribute positively to local and wider communities, learning useful and meaningful knowledge and skills to know how to respond effectively to child abuse and to protect children.

As no other provider is delivering a similar programme, no benchmarking has been completed other than to visit overseas agencies with similar programmes.

Achievement data (including ethnicity data) is collected and tracked well at cohort, tutor and programme level, but at organisational level the data is not tracked thoroughly to note trends across all training. Achievement data could be reported and analysed more carefully at organisational level and presented to the academic advisory board for their information and comment.

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**.

Learners 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 various community organisations.

There is evidence that participation in the programme creates networks in the community. Learners take their new knowledge back to the workplace and put in place new or updated policy and/or strategies around child abuse and child protection in their organisation.

Ongoing stakeholder engagement with CYF supports the delivery of training and indicates that the training is valued. CYF has contracted Child Matters for a further year to deliver the training to CYF providers.

Child Matters invites local specialist guest speakers to present at their training programme: e.g. local family lawyer, police, social workers. In this way, learners make relevant contacts within their community and this knowledge is put to good use. As a result, Child Matters has noted the value in having a greater number of people in the community with the knowledge to identify signs of child abuse and having the confidence and courage to act and know where to seek support.

Another indicator of value is the increase in sponsorship for Child Matters projects. A large insurance company funded the 'buddy day' project for three years, as there is an alignment with the many claims for insurance involving child abuse or its outcomes. The buddy day is about influencing people's attitudes to child abuse and child protection. A report on the buddy day was compiled, with outcomes noted to ensure a greater alignment with Child Matters' objectives and a wider regional spread.

As noted earlier, management learns from post-programme reports about how the learners have applied the learning in their community. Evaluators heard evidence of the learned strategies being applied and the confidence and courage needed to act on observed child abuse.

A database was developed to make relationships between learner and staff more interactive and to better monitor the learners' progress.

Child Matters is currently involved in the Wintec Bachelor of Social Science (Social Work) programme level 7 module and consultants have been participating as guest lecturers/tutors. Further involvement with Wintec includes a request for Child Matters' feedback into the level 8 module, which is yet to be developed.

The EER team heard from learners, Child Matters consultants and graduates about the value of the programme. Learners gain the confidence, capability and skills to deal with those involved in child abuse.

Child Matters reviews every training programme and all employer feedback. Learner programme evaluations cover the venue, resources, delivery, assessment and safety, and show a very high student satisfaction rate of over 90 per cent. The organisation is constantly reviewing the programme outcomes and feedback and updates various components of the programmes in response to feedback and policy change. Learners' post-programme reports are very graphic and real in their ability to show that their learning is highly valued. These reports are reviewed and responded to if necessary. The resulting reports from the programme evaluations are sent to the board for comment.

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**.

The five-day programme is aligned to the organisation's strategy. A key part of the programme is bringing in guest speakers, learners (if they have specialist knowledge), family court lawyers, CYF, providers of supervision and a health professional trained in sexual abuse care (DSAC). The programme is becoming widely recognised as important for workers in the social services and early

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childhood sectors, and some organisations make it a requirement for their employees to attend, with the fees being paid by the organisation.

Child Matters is committed to ensuring that the content and delivery of the programmes is innovative and meets client needs, is designed specifically for different groups in the community, and that programmes are delivered without compromising the learning objectives around child protection.

The programme activities are developed with a strong practical basis, as learners are already working in the sector. Child Matters takes current theory from overseas research to inform programme activities. Regular reviews use research and relevant journals and policy changes to ensure the programme remains up-to-date with industry or research outcomes: police and CYF reporting protocols for example. The programme reflects any changes noted from feedback and current research, and therefore stays current and relevant. Evidence of change was that, historically, strong emphasis was placed on working with social agencies. This emphasis is now shifting to professionals in the health sector, disability sector, early childhood educators, teachers, church groups and iwi organisations.

The organisation's responsiveness to community needs or any issues is prompt, with many examples of tailoring the programme to specific groups. Examples were given of the development of one to two day workshops to match the needs of some other industries or particular clients, and hosted workshops are held for particular agencies.

The organisation keeps up with government policy changes to ensure the programme directly aligns with policy. In some cases, Child Matters is asked to write policy for government, as the specialist knowledge sits within Child Matters.

With no comparable New Zealand provider, Child Matters looks overseas to benchmark its performance and to look at best practice.

The organisation also looked at ways to improve. As a result, Child Matters is working at becoming more customer-centric and employing the right staff.

Getting the right mix of days for the programme has been an ongoing issue, and changes made as a result of stakeholder feedback (both industry and learner) have not always been in the best interests of the learning. Child Matters has now decided that the five-day programmes best fit the learners' needs and cover the programme well.

Funding was sought to improve the knowledge management system, and as a result, online enrolment has now been put in place. The enrolment form is to be updated and shortened to reflect feedback from learners.

The organisation measures every training programme using a range of evaluation methods. The evaluations are analysed, reported to the board and acted on. Examples include a changed venue, clarity around the expectations of learners, and a learning checklist, changes in delivery structure, changes in guest speakers

and an update to the workbook. Background readings for the diploma programme have been put online so learners have access to these before they come to the block courses.

Literacy and numeracy testing is not done, and therefore specific areas of need are not captured. However, this is not a significant gap given the achievement rates and level of education of participants.

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**.

Teaching staff (called consultants) are well qualified and highly skilled. All have undertaken the five-day programme as a requirement of being able to deliver and facilitate it. All either hold or are training to gain the Certificate in Adult Teaching (Level 5).

Staff are valued and value each other, understand each other's roles, understand what education and advocacy mean, and work together to achieve Child Matters' purpose. A culture of supportive self and peer monitoring and supervision is evident. Staff provide strong support to each other in a collaborative culture and work environment. Regular meetings are held to discuss issues and inform delivery and safe practices. A planned process is in place to support staff to understand each other's roles and goals and to understand their part in Child Matters' success.

Opportunities for whole-of-staff learning are accessed whenever possible. A focus on staff development is understood and undertaken to maximum extent within the resources available. Senior staff identify opportunities to mentor other staff and model the way they interact with each other.

Guest speakers are evaluated and the results fed back to inform their part in the programme. Each module within the programme is evaluated using dashboard measurement, and any feedback on consultants is collated and used to inform the quarterly review meeting. External evaluations conducted show high satisfaction with Child Matters, and learners recommend the programme to others.

Management understands the importance of moderation activities to ensure assessment practices are robust and valid. This is reflected in the internal moderation process of looking at assessment questions using a grid to review each question response and to note trends in responses (tutor analysis spreadsheet). The national manager analyses the spreadsheet information to identify opportunities for improvement in tutoring and marking. This initiative has led to a change in the workbook to ensure better understanding of the question.

The sector's industry training organisation (Careerforce) moderated two unit standards and was satisfied with Child Matters' internal moderation.

A review is undertaken at least annually to identify the effectiveness and fitness for role of each staff member, and action is taken to make changes as necessary.

Consultants are well resourced for their teaching and can work from home and Skype in for meetings and discussions. Tutor meetings are used to review guest speakers, programme content, logistics and attendance.

There is strong recognition from the leadership team of the importance of the wellbeing of their consultants. Child Matters provides a robust nurturing environment and support for staff. Supervision is arranged for all staff to ensure their emotional safety. Long-serving staff are encouraged to help consultants overcome any stress as part of their role.

Evaluation of effective teaching is completed through the following means:

- Learner results
- Programme feedback
- Observation
- Weekly team meetings
- Tutor conference
- Quarterly reviews
- Post-programme reports.

Child Matters may benefit from putting some literacy aids into resource materials, to assist those with lower literacy and numeracy skills. However, it is not clear that the complex texts used in the programme are a barrier to the learning, as achievement rates are high.

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**.

The chief executive and staff recognise that learners may have higher needs than the general public as often they have had adverse childhood experiences themselves that have drawn them to the helping profession.

All staff understand the importance of protecting their own and others' emotional safety. The consultants make sure they inform the learners that the programme could raise dormant personal issues, and at the introduction refer to acknowledging

anxieties. For everyone's wellbeing, and to ensure their emotional safety needs are being met, Child Matters has set up guidance and support guidelines for within the classroom covering respect, trust, confidentiality and assertiveness, and includes a verbal agreement within the group about confidentiality.

Child Matters provides a list of useful contacts in the programme workbook to assist learners if a particular aspect of the programme raises personal issues. The consultants are skilled, recognising those with needs and providing appropriate support and responses when emotions are triggered during class. There is also a support line for learners to ring for advice. All staff are trained to respond to enquiries, and learners are aware of the support available.

Constant review ensures appropriate guidance and support for learners, and an improved feedback form is collecting clearer information to give realistic feedback.

Feedback is collected on the venue, the support learners are given during the programme, and their expectations of the programme. This feedback is analysed and any changes are fed back to the participants. Learners felt comfortable giving feedback and one learner noted that a particular concern was dealt with sensitively. In response to learner feedback, Child Matters put in place an improved online enrolment process. This makes the process far easier for learners and removes the need for scanning and emailing of enrolment forms.

Comprehensive pre- and post-programme support is offered to learners. Generous time allowances are made to enable the completion of the programme. Resubmission opportunities are given, and the evaluators heard cases of students being allowed to rejoin the diploma programme after a gap and of the ongoing support for participants if confronted with a scenario in their own workplace and were unable to attend a training session.

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**.

The organisation is a not-for-profit organisation and is governed by a trustee board. The board has a clear purpose and direction and a shared vision transmitted through open communication by a well-balanced leadership team that is consultative and effective. The five current board members were chosen for their thorough understanding of the sector. The board chair and chief executive want to create a wider group with a wider set of skills and more strategic perspectives to gain stronger leverage with the government.

Child Matters has trusted relationships with key stakeholders for mutual benefit and is seen as a credible partner that is making a strong contribution to child protection.

This is shown by the strong network of government, community and private organisations committed to Child Matters' financial viability.

The clear organisational structure and roles enable staff to understand their particular role and how it fits with the organisation's overall vision. The roles share information to inform programme development and learner support and guidance, as well as to identify community needs and the needs of funders.

A comprehensive whole-of-organisation approach to the strategic plan and related operational aspects ensures an effective prioritisation of the many organisational, community and government initiatives that are captured, discussed and responded to with functional action and monitoring plans.

Child Matters maintains a strong relationship with the Children's Action Plan Directorate leading the Children's Action Plan focus. The organisation has established a reputation with the ministries involved with the Children's Action Plan, so they see Child Matters as a partner and consultant. Child Matters is a member of local and national groups, enhancing its ability to influence other organisations. Staff are members of both local and national advisory and governance groups

The organisation is responsive to community needs and the sector, as well as learner needs, shown by the tailored courses for CYF. Child Matters maintains its relevance to stakeholders by growing partnerships with national and regional businesses which have a local community focus.

The organisation engages in planning and review. The strategic plan becomes operational through the business plan, which ensures tailor-made programmes to fit community and national needs. Research practices support the content of the programme and activities. This was shown by the board chair, the chief executive and the national manager gaining funding to travel overseas to look at best practice, and evaluating how Child Matters performed relative to best practice and how they could improve.

The organisation has clear communication processes around programme development to match the organisation's vision to create wide stakeholder awareness and an understanding of the extent of child abuse and the need for child protection training.

Increased professionalism as a result of a restructure has prompted Child Matters to become more customer-centric. The board is purposely building the capability of staff, looking for people with passion, skills and ability in this specialist area and to fit with the organisation's vision and goals and the way in which the programmes are run. This is all aimed at meeting community, organisation and individual needs.

The new structure with more staff has allowed the chief executive more time to work on strategic relationship-building with key stakeholders nationally and internationally. The chief executive is actively engaged with government policy makers, with proven input into political thinking and strategy. She also maintains

relationships with businesses and community services nationally to understand their role and how Child Matters can meet their needs.

Best-practice policies, systems and processes positively enhance Child Matters' ability to actually deliver its services to a standard of sustained excellence. Policies and procedures are developed and operated at management level. Policies are current and reviewed annually and reflect the desired environment. Rigorous policies are in place to cover all aspects of organisational risk, which is comprehensively and systematically reviewed.

There is good recognition of staff, their wellbeing and performance. All staff are involved in the review of policy, which helps to create an understanding of the relevance of the training to learners and the community and to those funding the training. A process is in place to ensure that all staff are up-to-date with Child Matters' strategy, goals and current direction, and that they have the information needed to perform their role.

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 (Level 3)

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

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

Recommendations

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

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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