

# External Evaluation and Review Report

Institute for Child Protection Studies Trust  
Incorporated trading as Child Matters

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 11 April 2018

# Child Matters at a Glance

<b>Type of organisation:</b>	Private training establishment (PTE)
<b>Location:</b>	480 Anglesea Street, Hamilton; plus 24 temporary delivery sites nationally
<b>Courses:</b>	<ul style="list-style-type: none"><li>• Diploma in Child Protection Studies (Level 5)</li><li>• New Zealand Diploma in Child Protection (Level 5)</li><li>• Child Protection Studies Programme (Level 3) (Training Scheme)</li><li>• Tailored one to two-day Child Protection workshops</li></ul>
<b>Number of students:</b>	<p>There were 1,996 students at the time of the external evaluation and review (EER) (includes enrollees on workshops, the Child Protection Studies Programme and the New Zealand Diploma in Child Protection).</p> <p>Māori 21 per cent; Pasifika 10 per cent; female 75 per cent; under 25 years 2.5 per cent</p>
<b>Number of staff:</b>	Four full-time equivalents; seven part-time
<b>Scope of evaluation:</b>	<p>The Child Protection Studies Programme was selected as the primary focus area because it comprises the bulk of delivery (approx. 400 students annually). The programme is delivered over one week with an assessment due three months after.</p> <p>The workshops and the diploma were not included in the scope of this EER. They are one to two-day short courses delivered to around 1,500 attendees annually, while the diploma has only around 40 students enrolled.</p>
<b>MoE Number:</b>	9423
<b>NZQA Reference:</b>	C27602
<b>Dates of EER visit:</b>	21 and 22 February 2018

# Summary of Results

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*Child Matters is highly responsive to its changing environment and provides valued child protection training for individuals and organisations that interact with children.*

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## **Highly Confident in educational performance**

- Strong leadership provides clear direction and effective support to enable responsiveness to stakeholders' training needs.
- Programme outcomes are very good, with consistently high completion rates across the level 3 and 5 programmes.
- Value is evident in individuals' increased confidence in their roles to apply what they have learned and to raise awareness of child protection legislation and processes across their organisations.

## **Highly Confident in capability in self-assessment**

- A range of mechanisms – such as professional affiliations of the leadership team, staff working within the sector, and partnerships with community organisations – are used to help understand sector requirements and develop programmes that meet stakeholder needs.
- Systematic gathering of data and monitoring across a range of activities ensures strong academic processes are in place and that programmes are effective and consistently delivered.
- The specialist expertise of the tutors/consultants contributes to robust, effective programme delivery and appropriate pastoral care that supports the learning.
- The organisation has managed the transition to a new chief executive and renewed board to provide sustainable training and advice to stakeholders.

# Key evaluation question findings

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
KEQ 1 Summary:	<p>Overall completions show high achievement across all programmes and learner groups.</p> <p>There is an awareness of individual achievement to enhance understanding of where support could be provided to help students achieve learning outcomes.</p>
Reasons for ratings:	<p>Achievement rates for the focus area programme (Child Protection Studies) and diploma have been consistently strong over a number of years. It is notable that Māori and Pasifika learners are well represented in the programmes, and generally achieve as well as other learners (see Table 1, Appendix 1).</p> <p>In particular, Māori achievement rates are on a par with or higher than the average completion rate of around 85 per cent for all students enrolled in the previous three years. However, in 2016 only 77 per cent of Māori students – who comprised 38 per cent of enrolments – completed the programme. This was significantly lower than the 86 per cent completion rate for non-Māori or the 94 per cent for Pasifika. The organisation’s analysis showed that the lower Māori rate was due to a large number of withdrawals for personal or family reasons.</p> <p>Achievement for the Diploma In Child Protection is also high overall. In 2015-2016, 84-90 per cent of students completed the programme, with Māori and Pasifika students achieving as well as, if not better than, non-Māori and non-Pasifika.</p> <p>Achievement is analysed using completion data and self-reporting by students on their increased confidence in using their knowledge to identify any improvements in participation, completions and outcomes. Ongoing review of achievement across courses and years helps to ensure that students have an opportunity to succeed.</p> <p>Feedback from students and employers provides good evidence of learners gaining relevant and up-to-date knowledge and skills for their work roles.</p>

	There is 100 per cent completion at the workshops because attendees do not need to submit assignments for these courses.
Supporting evidence (self-assessment):	Child Matters has sound systems for tracking clients' (students') course completions, including by ethnicity, tutor and region. There is good evidence that assessment data is discussed and reviewed by tutors at performance reviews, and at board level, along with the students' evaluations to monitor whether further support is required.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
KEQ 2 Summary:	<p>There is very strong evidence of the value for key stakeholders – including the students, their employers and community organisations – in the application of the knowledge and skills gained from completing courses.</p> <p>Child Matters is valued for its knowledge and expertise and the support provided to organisations to train staff in child protection. The PTE also provides policy advice and helps identify organisational training needs.</p>
Reasons for ratings:	<p>The value of the programmes is in the acquisition of knowledge and skills, using the tools gained from the course that students then apply in their roles. A common theme was graduates reporting increased confidence in applying child protection policies. The course also helped them to raise awareness within their own families and organisations about legal protections for children.</p> <p>There is value in organisations using Child Matters' expertise to ensure that their policies and practices are fit for purpose and meet legislation and best practice. For example, Child Matters is expertise to service delivery for Oranga Tamariki through a secondment position.</p> <p>In addition, Child Matters also works with community organisations as well as professionals. This is seen in the development of a pilot programme for people on community service and a new iwi-based programme to be delivered on marae.</p> <p>Another confirmation of the value is the British High Commission contract for Child Matters to evaluate the effectiveness of the child protection training carried out on Pitcairn Island. Two of Child Matters' tutors have visited the island to review attitudinal changes and report back to the high commission. This demonstrates that Child Matters is producing current</p>

	and relevant training and has the knowledge and understanding to conduct a review of such a sensitive and important nature.
Supporting evidence (self-assessment):	<p>A variety of quantitative and qualitative data is analysed to understand, identify and document the value of the training. This also provides evidence for how the training can be strengthened.</p> <p>Child Matters provides reports to key stakeholders such as the Ministry for Children – Oranga Tamariki. The reports provide detailed information on overall course outcomes and how the course matches the needs of the students. Reports on pilot programmes or tailored courses are also provided to clients.</p> <p>Students complete post-course surveys to monitor whether they are using the tools or have improved their understanding of the processes for reporting following the training. Feedback is highly positive about the content and tutor delivery.</p> <p>Child Matters is assessing an evaluation tool, with the support of Trust Waikato, to gather information from student feedback to understand changes in outcomes and awareness.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
KEQ 3 Summary:	<p>Well-planned programme development and review ensures programmes meet the needs of learners and stakeholders. This is achieved through keeping up to date with the latest knowledge and providing sufficient resources, including tutors with expertise.</p> <p>Achievement is supported by robust academic processes for monitoring the effectiveness of the programme, including delivery and design.</p>
Reasons for ratings:	<p>Stakeholder engagement is purposeful and targeted. It meets the strategic need to cater to organisations that interact with children to ensure they are aware of their obligations to protect and nurture children in their care.</p> <p>Reports to the board document stakeholder engagement when developing new programmes or analysing ongoing consultancy work. Survey responses from organisations that use Child Matters</p>

	<p>for training demonstrate that the organisation seeks feedback to ensure that the training meets needs and to identify any needed improvements.</p> <p>The programme is well organised. Learning modules, block courses and self-directed learning are timetabled to facilitate progressive learning. Programme mapping shows good alignment between teaching, learning outcomes and assessment tasks. The annual and ongoing review mechanisms continue to ensure programmes are meeting student and employer needs and helps to keep the course relevant. This is shown by the number of changes made over the years as a result of changes to legislation and feedback from tutors and students.</p> <p>A range of teaching approaches cater to different learning needs, including group work, guest speakers, individual presentations, journals, worksheets and tests.</p> <p>Tutors are well qualified and have extensive sector experience which they bring to the course. They accommodate the differing needs of students within an inclusive learning environment, as demonstrated by students' feedback in surveys and to the EER team.</p> <p>The quality of assessment is maintained by peer observations, peer marking and moderation of each assessment. The manager provides feedback to the tutors on marking and also analyses re-submission rates. This helps to inform assessment design and teaching practice, as well as checking for consistency across tutors.</p> <p>The organisation has been proactive in finding ways of working with Māori. For example, the PTE has recruited suitably qualified staff to design and deliver a marae-based programme with support from iwi and local agencies.</p>
Supporting evidence (self-assessment):	<p>There is strong evidence of ongoing monitoring of activities to determine whether the programme is matching the needs of the students and their employers. The organisation has comprehensive documentation showing collation of data, analysis and improvements. This includes student and employer evaluations, analysis of results, programme reviews, and the development of new programmes tailored to different stakeholders.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
KEQ 4 Summary:	Child Matters offers a safe environment for students, with robust enrolment processes and strong pastoral support to ensure students have the best opportunity to succeed.
Reasons for ratings:	<p>Tutors provide appropriate support for the nature of the programme and the diverse range of students' cultural and professional needs.</p> <p>This is shown by the materials which reflect diversity in the sector and by demonstrating respect for different cultural values in practice.</p> <p>Tutors have a strong awareness of the sensitive nature of the training and how it may affect students. They clearly set out appropriate emotional and physical space for students at the start of each course to manage any adverse reactions that may arise.</p> <p>Enrolment processes are managed to ensure students are enrolling in appropriate-level courses and will be able to manage the workloads.</p> <p>Students reported favourably about the useful feedback from tutors. They can access ongoing support from tutors and staff in various ways, including Facebook, email and phone.</p>
Supporting evidence (self-assessment):	<p>Students evaluations and feedback show a very high satisfaction rate overall with the tutor support and course content.</p> <p>Enrolment and guidance and support policies and procedures are in place to assist students to achieve.</p> <p>A review of the programme and activities may be useful to identify ways of reducing barriers to those with low levels of literacy, such as a glossary for each module, or language and text aids.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
KEQ 5 Summary:	<p>Child Matters has effective leadership with clear purpose and direction.</p> <p>The organisation is meeting its vision for helping individuals and organisations that interact with children to become competent to protect their interests.</p> <p>A new strategy developed in 2017 is enabling the organisation to extend its influence into the community with targeted programmes.</p>
Reasons for ratings:	<p>Child Matters is a not-for-profit charitable trust, governed by a board of trustees. Board membership has been strengthened with the recent appointment of a Pasifika member. There is strong educational, financial and legal expertise within the board.</p> <p>The organisation identified a need to strengthen connections with Māori. This resulted in the recruitment of a new Kaumātua to provide advice and help form partnerships with Māori. The organisation has also recruited appropriately qualified Māori consultants and is in the process of developing a marae-based programme to be delivered by Māori for Māori. This demonstrates Child Matters' commitment to the Treaty of Waitangi and its responsiveness to feedback from Māori students and client organisations.</p> <p>The organisation is innovative and agile which helps it to respond to changes in the sector and to adopt new strategies. The strategic vision aligns well with the training and consultancy activities to raise awareness across a wider audience of legislation and practices for the protection of children.</p> <p>Staff are valued for their expertise and provided with the right support and opportunities for professional development to support them in their role.</p> <p>There was a restructure of staff and IT systems following the appointment of the new chief executive. The organisation has stabilised in the last nine months across both operational and financial areas. This is supported by effective recruitment and development of staff to ensure skill sets are matched to the nature of the organisation, with supervision available for staff.</p>

Supporting evidence (self-assessment):	<p>Board reporting is focussed, with clear lines of accountability. The board is active in seeking information and questioning performance. Monthly meetings review operational matters, and targets are reviewed quarterly, including course satisfaction and achievement. A formal review of board performance is planned but is yet to be undertaken.</p> <p>A range of approaches are used to engage with stakeholders and staff. This provides a range of qualitative and quantitative data which is collated and analysed for programme development, teaching and organisation-wide reviews of effectiveness.</p> <p>The chief executive, who was appointed in March 2017, undertook a national road trip at in 2017 to develop relationships with and gain a better understanding of the sector. This innovative approach helped Child Matters to cement its place in the sector and its core purpose, leading to a revised strategic plan. The strategic plan now includes a focus on community and whānau in the training, as well as a goal to engage at the right level and with the right organisations.</p> <p>Staff have ongoing professional development plans, including teacher training and attendance at conferences. They are encouraged to maintain relevance through work in the sector.</p>
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## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
KEQ 6 Summary:	Child Matters is managing compliance across all areas of accountability
Reasons for ratings:	The board and leadership team are proactive in managing areas for compliance, including temporary sites, programme approvals and funder requirements. Positive external quality assurance by a range of organisations attests to effective management of compliance responsibilities.
Supporting evidence (self-assessment):	Maintaining compliance is effectively managed using ongoing monitoring and reporting at management and board level. This is demonstrated by Child Matters satisfying external bodies, including the Tertiary Education Commission, the Ministry of Social Development, and NZQA programme approvals.

# Focus Areas

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

## 2.1 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

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

NZQA recommends that Child Matters:

- Review programme materials and activities to identify improvements to eliminate any barriers to those with low levels of literacy or who are unfamiliar with study at level 3.

# Appendix 1

**Table 1. Child Protection Studies Programme (Level 3) completion rates 2015-2017**

Year	All		Non-Maori and Pasifika		Maori		Pasifika	
	No. enrolled	No. (%) completed	No. enrolled	No. (%) completed	No. enrolled	No. (%) completed	No. enrolled	No. (%) completed
2015	371	314 (85%)	162	136 (84%)	177	151 (85%)	32	27 (84%)
2016	405	348 (86%)	216	197 (91%)	154	118 (77%)	35	33 (94%)
2017	408	306* (68%)	208	n/a	166	110* (66%)	34	17* (50%)

\*Indicates some students yet to complete (still within three months after course end)

# Appendix 2

## About Child Matters

<b>Code of Practice signatory:</b>	No
<b>Distinctive characteristics:</b>	<p>Child Matters is a not-for-profit organisation funded by sponsorship, with partial funding for the Diploma in Child Protection Studies by the Tertiary Education Commission.</p> <p>Students may also be sponsored by their organisation to undertake training, or by the Ministry for Children – Oranga Tamariki.</p>
<b>Recent significant changes:</b>	<p>The chairman of the board and the new chief executive were appointed in 2016.</p> <p>The New Zealand Diploma in Child Protection was approved in September 2017 and is being delivered for the first time in 2018.</p>
<b>Previous quality assurance history:</b>	<p>NZQA was Highly Confident in the organisation’s educational performance and capability in self-assessment at the previous EER in April 2014.</p> <p>Child Matters has met the external moderation requirements of Careerforce, the industry training organisation responsible for the assessment standards contained in the programmes delivered.</p>
<b>Other:</b>	<p>Programmes are delivered to individuals and professionals interacting with children.</p> <p>Child Matters delivers approximately 20 five-day courses for the Child Protection Studies Programme, five Diploma in Child Protection Studies blended learning courses, and numerous Child Protection workshops each year.</p> <p>Workshops are held nationally for government organisations, schools, and community groups to raise awareness of child abuse and educate people on how to respond appropriately.</p>

## 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.

### Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- Identify organisational fraud<sup>1</sup>
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.

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<sup>1</sup> NZQA and the Tertiary Education Commission comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

# Appendix 3

## 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](http://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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