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External Evaluation and Review Report

Institute for Child Protection Studies
Trust Incorporated trading as Child
Matters

Date of report: 1 August 2022

About Institute for Child Protection Studies Trust Incorporated

Child Matters delivers child protection training nationwide, including one-day workshops and programmes leading to qualifications at levels 3 and 5 on the New Zealand Qualifications Framework.

Type of organisation:	Private training establishment (PTE)
Location:	480 Anglesea Street, Hamilton
Code of Practice signatory:	No
Number of students:	Domestic: 2,263 in 2021: 1,835 attended one-day courses and seminars, 406 enrolled in the level 3 programme, and 22 in the level 5 diploma programme. 2021: 14 per cent Māori; 4 per cent Pasifika
Number of staff:	Nine full-time equivalents and four part-time
TEO profile:	Institute for Child Protection Studies Inc
Last EER outcome:	At the last EER in 2018, NZQA was Highly Confident in both the PTE's educational performance and capability in self-assessment. This outcome has been achieved for each previous EER.
Scope of evaluation:	There were two focus areas: <ul style="list-style-type: none">• New Zealand Diploma in Child Protection (Level 5) (Programme ID 122304-1)• Identifying and Responding to Vulnerability and Child Abuse – one-day workshops
MoE number:	9423
NZQA reference:	C47236
Dates of online EER visit:	19 and 20 May 2022

Summary of results

Child Matters delivers highly relevant training that results in significant and important knowledge gain and practice change. Ongoing self-review involves quality processes with data used effectively to ensure the currency and quality of delivery.

Highly Confident in educational performance

Child Matters' workshops and programmes contribute significant value to students, stakeholders and communities. The important confidence, knowledge gain and changed practices that are attained in the areas of child protection and advocacy are contributing to strengthening the awareness of, and responsiveness to, child protection matters in Aotearoa.

Highly Confident in capability in self-assessment

Stakeholders' child protection policies and procedures are being improved as a result of the knowledge students acquire, and through specific advice and support provided by Child Matters.

Programme and workshop completions are high. Programme content and delivery is highly relevant. Students benefit from the knowledge and experience of staff and guest speakers with significant expertise. The wellbeing of students is integrated within the processes of learning. Staff wellbeing is also a central focus.

Compliance accountabilities are generally managed well, though the PTE has not submitted a fit and proper person declaration and two site approval notifications to NZQA.

Self-assessment processes review all areas of priority on an ongoing basis. Evaluations and self-assessment activities are well designed to gather important and quality insights into knowledge gained from the training and the impact the training has on practice. Data analysis occurs in real time, ensuring currency and responsiveness to students' and stakeholders' needs, including where areas for improvement are identified. Data is used effectively. There are opportunities for Child Matters to develop the collation and long-term review of educational performance data to further advance already highly effective self-review.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>High achievement is consistently attained every year (refer Appendix 1). Annual non-completion numbers in the diploma programme are typically small (a few more non-completions in 2020 related to COVID-19).</p> <p>Level 3 completions were 97 per cent in both 2019 and 2020, and each year 100 per cent of students complete the one-day workshops.</p> <p>Students and stakeholders highly regard the knowledge gained and retained from the training and the immediate and long-term impacts on practice.</p> <p>The training has made a positive change to the responses people now take if child abuse is suspected. The knowledge gained has improved confidence in making child abuse notifications.</p> <p>Students and graduates described increased confidence in engaging families and whānau. They have also attained an improved understanding of colonisation, Te Tiriti o Waitangi, and knowledge of Te Ao Māori.</p> <p>The knowledge acquisition described by students and stakeholders aligns closely with the self-assessment insights Child Matters collects from its own stakeholder engagement, survey data and level 5 students' post-course reports.</p> <p>The PTE does not analyse completions by ethnicity. This gap has minor impact given small non-completions each year and the PTE's knowledge of the reasons for each non-completion. However, without such analysis it is not possible to identify if any non-completion trends over time are linked to ethnicity or to fully understand equity of achievement for priority learners.</p>

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

Conclusion:	Exceptional achievement is seen through consistently high completions and important knowledge acquisition changing child protection-related practices. Achievement is well understood but is not analysed by ethnicity.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The value of outcomes provided is extensive. The organisation's work and training leads to improved knowledge of, and responsiveness to, child abuse and child protection concerns in Aotearoa. Child Matters is highly valued for enabling stakeholders to meet their staff child protection training needs.</p> <p>Important impacts of the training, consistently identified by self-assessment information and stakeholder feedback, include acquired confidence to discuss and advocate for child protection matters, and the ability to recognise possible abuse and to report it. This facilitates a child advocacy mindset and a child-centred lens which graduates are in turn contributing to their organisations. Also consistently identified is the improved understanding of Te Ao and tikanga Māori, and stakeholders' improved child protection procedures.</p> <p>Stakeholders affirmed the integration of, and value provided to their organisations from the training, and the consultancy support Child Matters provides to develop stakeholders' child protection policies and procedures.</p> <p>Child Matters provides a free consulting service on child protection issues; the training also bridges current gaps in understanding of the roles and work of Oranga Tamariki. This is important in encouraging child abuse notifications. The organisation also contributes knowledge and expertise nationally and to the sector through the representation of management and staff on different sector groups.</p> <p>Child Matters has a comprehensive understanding of the value of outcomes for its stakeholders. This understanding is supported through regular stakeholder engagement, student evaluations and surveys of graduates and their employers six months post-graduation. For the level 5 diploma, students</p>

	<p>complete pre-and post-evaluations for each block of learning, providing insight into the knowledge gained. They also complete post-course reports that provide key insights into how graduates use and implement the new knowledge and skills acquired.</p> <p>There is an opportunity for Child Matters to review how it records and collates its self-assessment activity. An example is documenting the frequency and key outcomes identified from the regular stakeholder engagement activities undertaken. In addition, while each post-course report is analysed, key themes or the outcomes of analysis are not recorded for future reflection.</p>
Conclusion:	The value of outcomes provided is extensive. Child Matters contributes significantly to creating awareness and responsiveness to child protection issues.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students and stakeholders highly value Child Matters' programmes and workshops for their relevant and important content and excellent delivery. Students benefit from the knowledge of expert guest speakers in the level 5 programme. They consider the assessments to be engaging and relevant.</p> <p>The one-day workshops and the level 3 and level 5 programmes provide an integrated pathway of learning, with stakeholder organisations repeatedly referring staff to Child Matter's training.</p> <p>Learning activities and resources are highly effective in engaging the students. Examples were shared of the powerful impact that the sharing of real and complex cases has had on the long-term retention of knowledge and practice change.</p> <p>Training is regularly reviewed and updated in response to current societal and sector issues and considerations, supported by regular contact with stakeholders about their needs and representation on different sector bodies. There is a continuous focus on integrating the latest knowledge into delivery.</p> <p>Child Matters is highly mindful of the sensitive content they facilitate and engage students in. It ensures that the learning</p>

	<p>environment is appropriately structured to support confidentiality and students' safe and comfortable participation.</p> <p>Staff are reflective and regularly engage and collaborate around delivery and assessment. Assessments are regularly reviewed using student feedback and assessment outcomes. Staff and management commonly observe teaching delivery for the purposes of learning and improvement.</p> <p>Moderation is valued for its contribution to quality. The PTE met most requirements of external moderation undertaken by Careerforce in 2020, with learnings applied to improve assessment practice. Teaching staff regularly and actively engage in what seems to be a robust internal moderation process for the level 5 programme.</p> <p>The relevance of programme design and delivery is well understood through student evaluations and direct engagement undertaken with students and stakeholders post-training. The PTE is challenged by low evaluation response rates for the one-day workshops, and this is an ongoing area of focus. Evaluation findings are reviewed in real time, with changes immediately made if need is identified. Feedback is predominantly positive.</p> <p>Each level 5 block of learning is reviewed as it is completed. However, the outcomes of these reviews are not being documented. This seems important to do, particularly to capture reflections as online delivery is being developed. Because of COVID-19 related disruptions, there has been no level 5 annual programme review since 2020. Nor is there overall collation of insights and data from self-review. Programme review is planned for 2022.</p>
<p>Conclusion:</p>	<p>Programme design and delivery match students' and stakeholders' needs extremely well. Self-assessment is effective, with opportunities to enhance existing processes.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students' wellbeing needs are actively supported and responded to, including through key processes integrated into the delivery.</p> <p>The training engages students in sensitive and challenging content. Students are advised of this at the outset. The entry requirements to the level 5 programme include understanding students' resilience and workplace support. Students develop self-care plans focused on their holistic wellbeing, which they review through the programme to ensure the appropriateness and currency of their supports and support actions identified. Tutors act quickly to respond to students who require guidance and support. In the online context, this has included real-time support for individuals, encouragement to take time out in break-out rooms, and Zoom meeting debriefs after the training.</p> <p>Child Matters has taken a cautious approach to online delivery, mindful of the sensitive content of the training, and has worked closely with stakeholders and is consulting relevant overseas research and experiences in similar training contexts. Positive feedback was received from a small number of people engaged for the EER about their experience of the training online. The PTE has hired an IT employment manager to ensure dedicated, accessible IT support for students.</p> <p>Training is interactive and students are engaged in authentic learning. This includes through role plays and the sharing and reflection on real cases. Timely and useful feedback is provided to students on their progress and assessments.</p> <p>Students are encouraged and supported to make professional networks, which is important to cross-sector relationships in child protection and advocacy work. Academic and social support networks are supported through the establishment of private class Facebook pages and WhatsApp groups.</p> <p>Staff monitor students' needs to identify where additional support may be required. Student evaluations undertaken for each block of learning in the level 5 programme provide ongoing reflection to ensure the consistent meeting of students' needs.</p>

Conclusion:	Students are effectively supported and engaged in their learning through effective processes integrated into the delivery and the responsiveness of staff.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Child Matters has a clear organisational purpose and strategic plan and direction. There is a clear interlinkage and alignment of activities and training to the organisational purpose of educating and upskilling people to identify the risks of child vulnerability and abuse and to have the knowledge and confidence to take appropriate action.</p> <p>The PTE anticipates and responds to change. This is supported by the core nature of the organisation’s work, relevant sector and stakeholder relationships, and the organisation’s sector expertise and connections. These include the recruitment of staff with specialist expertise in areas of emergent sector importance.</p> <p>Initiatives and processes are in place, including throughout the pandemic, to ensure staff wellbeing is a central focus. There is a ‘family first’ culture. Staff are long-standing.</p> <p>Professional development is encouraged, including for staff to develop their understanding of tikanga and te reo Māori, and to take the time to undertake research and attend conferences and events to keep up to date with sector and professional developments. All teaching staff have gained qualifications in adult education. External cultural supervision is supported for Māori staff (working in a non-Māori organisation).</p> <p>A strategic focus for the organisation is ensuring all training and services are responsive and culturally sensitive to Māori and Pasifika. This lens will inform the planned development of the level 5 programme with the support of a consultant who has also assisted the organisation with consultation on its position as a culturally responsive treaty partner.</p> <p>Self-review processes are well developed to provide important and valuable insights on the impact of and quality of the training, with some opportunity to improve data collation to inform longer-</p>

	term analysis and the discerning of potential trends and patterns (see findings 1.1). Data and insights are used well and in real time by management to understand delivery and to ensure training is relevant and meeting needs on a continuous basis.
Conclusion:	The clear purpose, knowledge and expertise of the organisation ensures highly relevant training and excellent educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>Appropriate systems are in place to manage key compliance accountabilities. The PTE has a compliance spreadsheet that records key accountabilities, which is reviewed monthly by the chief executive. Health and safety matters are reviewed and reported monthly.</p> <p>Child Matters has demonstrated strong ethical consideration in its approach to determining whether or not to proceed with online learning approaches, given the subject matter content, and in the responsibility taken to ensure the wellbeing of staff.</p> <p>During the EER period, the PTE has demonstrated meeting many key external accountability requirements including Tertiary Education Commission audit requirements in 2018, most Careerforce external moderation requirements in 2020, and all Ministry of Social Development standards for accreditation in 2021. Child Matters has an excellent credit reporting history with NZQA.</p> <p>However, there are three types of required notifications to NZQA that are outstanding. While Child Matters sought and gained approval for a permanent delivery site in Nelson in September 2021, approval has not been sought for an Auckland permanent delivery site – the site is not currently in use (but was in 2021), and so this is not a current gap with impact.</p> <p>The last annual notification to NZQA of its temporary delivery sites was in 2017. Moreover, the PTE has not submitted a fit and proper person declaration for its national services manager, who has been in the role since 2019.</p>

Conclusion:	Compliance accountabilities appear mostly well managed and many regulatory requirements are well met. However, there are outstanding NZQA notification requirements that need to be addressed.
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Focus areas

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

2.1 Focus area: New Zealand Diploma in Child Protection (Level 5)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: One-day workshops: Identifying and Responding to Vulnerability and Child Abuse

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

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

NZQA recommends that Institute for Child Protection Studies Trust Incorporated:

- Undertake analysis of achievement data by ethnicity, annually and over time, to determine if any trends or patterns emerge and to assess equity of achievement for priority learners.
- Document the frequency and key outcomes of stakeholder engagement centred on understanding the quality and value-add of training delivery.
- Continue to determine the most appropriate methods for gaining representative student feedback from the one-day workshops.
- Collate analysis and key findings from course and programme reviews, and from post-course reports in the level 5 programme.

Requirements

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

NZQA requires Institute for Child Protection Studies Trust Incorporated to submit the following to NZQA as a matter of priority:

- Notification of current temporary delivery sites.
- A Fit and Proper Person Declaration for its national services manager.

Appendix 1

Achievement data

Table 1. Completion results for all programmes

	2018	2019	2020	2021
All programmes	99% 3581/3620	99.5% 2883/2897	99% 1759/1775	98% 2220/2262 (some still to complete)

Source: Child Matters

Table 2. Completion results: one-day workshops and NZQA-approved and accredited programmes

	2018	2019	2020	2021
Level 3	92% 439/476	97% 309/319	97% 305/315	385/406 4 still current
Level 5	95% 36/38	91% 32/35	80% 24/30	18/22 still current
1-day workshops	100% 1277/1277	100% 1386/1386	100% 874/874	100% 1198/1198

Source: Child Matters

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- Identify organisational fraud²
- 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.

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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