

Report of External Evaluation and Review

Well Women and Family Trust

Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 3 September 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:	Well Women and Family Trust
Type:	Private training establishment (PTE)
Location:	14/49 Sainsbury Road, Morningside, Auckland
Delivery sites:	Hired venues in the Auckland and Northland regions
First registered:	29 May 2001
Courses currently delivered:	<ul style="list-style-type: none">• Vaccinator Training Course• Vaccinator Update Course• Cervical Smear Taker Courses• Annual Women's Health Updates
Code of Practice signatory:	No
Number of students:	<p>During 2013, approximately 500 learners attended one of the vaccinator courses or the cervical smear taker course (approximately three equivalent full-time enrolments).</p> <p>Of the 209 participants in the vaccinator training course during 2013, the majority (130 or 62 per cent) were European; 18 (9 per cent) were Māori; four (2 per cent) were Pasifika; 16 (8 per cent) Asian or Indian. The remainder of the participants were either unknown or declared other ethnicities.</p>
Number of staff:	Two administrative and one part-time management staff; one full-time tutor/manager (vaccinator courses); two part-time nurses (cervical smear

	taker course)
Scope of active accreditation:	<p>Accredited to deliver and assess:</p> <ul style="list-style-type: none"> • Vaccinator Training Course (Level 5) • Unit standard 1098 <i>Perform cervical screening and cervical smear taking</i> (Level 6) (credit 7)
Distinctive characteristics:	<p>Well Women and Family Trust is a charitable organisation that offers a cervical smear taking service and in addition delivers training to registered nurses and other health professionals.</p> <p>The vaccinator training is delivered in Auckland and Northland under contract to the Ministry of Health. The course comprises a two-day block course, an open-book exam and a clinical assessment, and prepares participants for registration as independent authorised vaccinators.</p>
Recent significant changes:	<p>A rebranding resulted in the organisation's name changing from WONS: Nursing, Education and Health Promotion Services (trading as WONS) to Well Women and Family Trust (WWFT).</p> <p>WWFT has recently reduced its scope of activities, focusing on cervical smear taking and education services.</p> <p>The chief executive role was disestablished in 2013. The general manager's role has recently been reduced from full to part-time. The vaccinator training manager was appointed in April 2013.</p>
Previous quality assurance history:	<p>The previous external evaluation and review (EER) by NZQA in 2010 recorded the following statements:</p> <ul style="list-style-type: none"> • NZQA is Highly Confident in the educational performance of WONS • NZQA is Confident in the capability in self-assessment of WONS <p>WWFT met all requirements of NZQA external moderation for 2011-2013.</p>
Other:	<p>WWFT is a small organisation, funded partly by Ministry of Health contracts and fundraising and</p>

course fees. The funding environment is uncertain, and health promotion and support services are currently under review. Training courses are delivered under 12 or 18-month contracts.

2. Scope of external evaluation and review

The scope of the EER consisted of the following focus areas:

- Governance, management and strategy – which is a mandatory focus area
- Vaccinator training (Vaccinator Training Course and Vaccinator Update Course) – which is the main training delivered by WWFT.

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 evaluation team of two visited WWFT's head office over two days. Interviews were conducted with the general manager and vaccinator training manager. Phone interviews were conducted with one trustee (previously chief executive of WWFT) and four course participants. Phone interviews were also conducted with external stakeholders including the portfolio manager (communicable disease) from the Ministry of Health, a registered nurse from the Occupational Health and Safety Department of the Waitemata District Health Board, and a registered nurse from Auckland Primary Health Organisation (who is also a guest speaker on the vaccinator training course). The primary care immunisation coordinator/outreach immunisation coordinator from Te Tai Tokerau Primary Health Organisation provided written answers to evaluators' questions. Various documents were reviewed, including planning and management documents, meeting minutes, statistics and performance monitoring reporting, and evaluation summaries.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Well Women and Family Trust**.

The reasons for this judgement are as follows:

- Course participants are acquiring knowledge and skills in relation to vaccination and cervical smear taking, which are directly relevant to their employment. The courses may be counted towards the annual professional development requirements of practising nurses. Participants who successfully complete the vaccinator training course qualify for registration as independent authorised vaccinators.
- Learners are required to achieve 80 per cent to pass the written exam, and 99 per cent of participants achieved this in 2013. WWFT reports that rates for successful completion of the clinical assessment have improved since the previous EER (approximately 73 per cent for 2013 compared with approximately 60 per cent in 2010¹), although a lower completion rate for participants from Northland persists.
- The training is valued by stakeholders, including learners. This is evidenced by the steady demand for course places and consistently positive feedback in learner evaluations. Medical care providers and health agencies support staff to attend WWFT courses and benefit from their nurses being independent authorised vaccinators. WWFT's training for vaccinators contributes to national immunisation targets and generally satisfies the organisation's contractual obligations to the Ministry of Health.
- WWFT is a flexible and responsive organisation, which strives to deliver useful and relevant training, notwithstanding the challenges of ongoing sectoral changes and funding uncertainties.

Since the previous EER, restrictions in funding have limited the research and evaluation activities of WWFT. This, combined with ongoing issues with data collation and analysis, means that the evaluators were not able to verify that the organisation met the criteria for Highly Confident.

¹ WWFT expects that this rate will increase as more of the 2013 participants complete the clinical assessment component, particularly those who attended the block courses in October or November 2013.

Statement of confidence on capability in self-assessment

NZQA is **Not Yet Confident** in the capability in self-assessment of **Well Women and Family Trust**.

The reasons for this judgement are as follows:

- WWFT has evidence of some effective self-assessment activities. Examples include the use of learner feedback to better meet their needs and improve the learning experience. New information and knowledge gained through regular attendance at sector forums is incorporated into the vaccinator training and update courses, to ensure the content is current and relevant. Efforts have been made to understand non-completion, and strategies have recently been put in place to increase completion rates. There are indications that these strategies have been effective.
- Self-assessment information is of variable quality. Issues identified in the previous EER about the internal management of data persist, although WWFT is endeavouring to address them. The evaluators found evidence of errors and inconsistencies which brought into question the reliability and validity of reports.
- WWFT collates and reports regularly on attendance (including an ethnic breakdown) and completion, both internally and to external funders. However, there is limited evidence of analysis to understand educational achievement across sub-sets of the learner cohort, or to identify trends over time.

Findings²

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 **Adequate**.

Learners on WWFT courses are acquiring theoretical knowledge and skills in relation to vaccination and cervical smear taking, and generally are achieving well. WWFT reports that in 2013, 99 per cent of participants in the vaccinator training course achieved a passing grade for the open-book examination (a minimum of 80 per cent is required to pass) with only a very small number of re-sits. WWFT data on clinical assessments suggests that completion rates have improved since the previous EER (an approximate average completion rate of 73 per cent for 2013 courses compared with approximately 60 per cent in 2010). However, completion rates for courses delivered in Northland remained consistently lower (for example 37.5 per cent for the March 2013 course in Whangarei).

WWFT has put in place several strategies focused on raising completion rates, including reducing the timeframe for clinical assessment (from six to three months following the block course) and increasing the number of staff available to undertake assessment activity. WWFT has recently sought to gain a greater understanding of reasons for non-completion in Northland. Efforts to improve the rates include following up with participants and employers to identify barriers to encourage completion of the clinical assessment. However, it is too early as yet to determine the impact of these initiatives on completion rates in that region.

The evaluators found some weaknesses in the quality of the learner achievement data. There is evidence that learner achievement is underpinned by good assessment practices and moderation processes, which include double marking for marginal or failing exam papers. However, WWFT continues to struggle with data entry errors and inconsistencies in transferring learner outcomes from paper records into the computer system. Although reports are generated regularly for management and external stakeholders, the evaluators found little evidence of analysis of achievement data, across ethnic groups, class cohorts, or over time. As a result, there are some important gaps in WWFT's understanding of its educational performance.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

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

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

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

WWFT is generally meeting the expectations of stakeholders for training in cervical smear taking and vaccination. Nurses and their employers value the ability of participants to complete the requirements for registration as independent authorised vaccinators. In addition, the training and update courses can count towards the learners' professional development portfolios. Documented evaluation feedback and interviews with stakeholders confirmed the relevance and usefulness of the training and the value of the new knowledge and expertise gained. The wider community also benefits from the contribution the training makes to increasing immunisation levels across the population.

The vaccinator training is delivered under contract to the Ministry of Health, which confirms that WWFT generally meets contractual obligations within funding constraints. Key accountabilities include the delivery of a certain volume of training, encouragement of participants to become independent authorised vaccinators, and meeting the needs of Māori and Pasifika peoples. WWFT reports that most training courses are fully subscribed, which reflects the organisation's credibility as a trainer within the health sector. WWFT actively supports successful participants to apply for registration, by supplying course certification and application forms at the time of the clinical assessment. However, although ethnicity and first language data is collected and reported, there is limited evidence of targeted engagement with relevant stakeholder groups for the vaccinator training, or analysis of their needs.

WWFT staff regularly engage with external stakeholders through existing networks such as medical practices, hospitals and health agencies, including the other major provider of vaccination training in the Auckland region. This engagement provides opportunities to gain knowledge about current issues and new research, recruit training participants, and contribute to sector developments. However, there is limited formal collection of stakeholder feedback (for example from nurse managers) on the effectiveness of the training or evaluation of the medium-term value for participants.

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 **Good**.

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

WWFT is a responsive organisation, delivering courses in a range of locations and venues across Auckland and Northland. The organisation's effectiveness in matching the needs of learners and other stakeholders is underpinned by regular and ongoing review of courses, informed by learner evaluations and in light of sector and regulatory changes and action plans. Recent improvements to the training course include the removal of the pre-reading requirement and the revision of content and development of a new exam to reflect the new national immunisation schedule effective from July 2014. Attendance by the vaccinator training manager at relevant sector meetings and conferences means that course content is current and reflects recent research. This is particularly useful for refreshing the update courses, which are regularly attended by experienced nurses.

The learner evaluations confirm that most learners find that the courses meet their needs and objectives. While there is a large amount of content to be covered in the two-day vaccinator training course, learners appreciate the interactive nature of the course and the opportunity to apply the learning to their own experience and work environment. Guest speakers provide specialist content.

While vaccinator training has historically targeted registered nurses, WWFT reported the additional steps taken to meet the learning needs of a group of pharmacists who recently attended the training. Collecting information on the professional backgrounds of participants prior to the course start date would enable the tutor to better target the course material and delivery. WWFT could also consider giving more thought to matching the needs of Māori and Pasifika learners.

1.4 How effective is the teaching?

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**.

WWFT courses are delivered by experienced and well-qualified tutors, who demonstrate a strong commitment to learner success and the value of the training for the wider community. The effectiveness of teaching is evidenced by the completion rates and the very positive feedback from participants about the course facilitator.

WWFT has established good management and academic processes which support effective teaching. These include teacher observations and performance appraisals, together with regular opportunities for professional development.

Learner evaluations from the vaccinator training courses are all reviewed by the general manager, who meets regularly with the vaccinator training manager who is actively reflecting on feedback to make changes to improve her teaching effectiveness. Assessment and moderation processes are practical and effective, including double marking of exam papers that are marginal passes or fails, and referral to an experienced ex-tutor. Planned recruitment of additional staff to assist with the teaching and clinical assessments in Auckland will enable the vaccinator training manager to focus more closely on evaluation and improvement.

1.5 How well are learners guided and supported?

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**.

WWFT is providing effective guidance and support for participants within the context of short courses. The organisation has been responsive to feedback about the enrolment process and has made changes and improvements. Learners are given additional time and support from the tutor should they need it, such as those with English as a second language or participants with less clinical experience. However, while demographic data is collected and recorded at enrolment, there is no evidence that it is influencing WWFT's provision of guidance and support.

WWFT recognises that for some participants there is considerable anxiety associated with the assessment process. Therefore, a supportive and encouraging approach is taken to the provision of feedback on the written exams and the clinical assessments, which take place in the participant's own clinical environment. Re-sits are available for the exam, and an action plan is developed for those few participants who do not succeed in the clinical assessment to prepare them for their next attempt.

The timeframe for the clinical assessment for vaccinators has recently been reduced (from six months to three months) to encourage participants to consolidate their learning and to complete the requirements for certification, and WWFT has begun to send reminders to participants. There are indications that this is an effective strategy. However, WWFT strives to be flexible, recognising the challenges for some participants in scheduling their assessment.

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

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 **Adequate**.

WWFT is a small, values-driven and flexible organisation which has sustained its training provision despite receiving no increase in contract funding over a number of years. The organisation has a clear purpose which is articulated in a variety of documents, although funding uncertainty has meant that strategic planning did not take place during 2013. Currently, WWFT is refocusing on its core clinical and education services.

Three trustees, including the general manager, provide strategic and financial oversight. There is limited engagement at this level with educational performance and outcomes, apart from the extent to which contractual obligations are being met. This is primarily the responsibility of the vaccinator training manager (for the vaccination courses) and the general manager (for the smear taking course). While regular reporting does take place, persistent data management issues have not yet been fully addressed, which means the reports are not totally reliable, limiting WWFT's understanding of its educational performance. There is no evidence that WWFT is analysing data to identify trends (such as comparable achievement across ethnic groups, or cohorts, or over time).

The general manager is supportive of staff and strategies identified to improve completion rates. She regularly reviews learner feedback and supports the trainer to respond appropriately, and there is good evidence of meaningful changes. Teaching resources are adequate, and additional staff are now being recruited to relieve the heavy training and assessment workload of the vaccinator training manager. Professional development is supported and funded.

WWFT reports that the organisation has extensive networks across the Auckland and Northland regions, engages regularly with a range of medical organisations and health agencies, and uses knowledge gained to improve and sustain the training provision. The identification of some practical processes for capturing, analysing and sharing stakeholder feedback within the organisation could be useful for identifying further improvements.

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 **Good**.

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

2.2 Focus area: Vaccinator training

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

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

Recommendations

NZQA recommends that Well Women and Family Trust:

- Strengthen data management and analysis in order to:
 - ensure accurate records and valid and reliable reports on learner achievement
 - develop greater understanding of educational performance
 - inform future strategies for improvement.
- Increase the focus on educational outcomes at all levels of the organisation; in particular, identify opportunities to foster improved educational outcomes for Māori and Pasifika learners, including developing a greater understanding of current achievement trends and learning needs, and enhancing stakeholder engagement.

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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