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# Report of External Evaluation and Review

## Well Women and Family Trust

Not Yet Confident in educational performance

Not Yet Confident in capability in self-assessment

Date of report: 21 December 2016

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MoE Number: 7408  
NZQA Reference: C23423  
Date of EER visit: 12 and 13 October 2016

*Final Report*

# 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 (WWFT)
Type:	Private training establishment (PTE)
First registered:	29 May 2001
Location:	14/49 Sainsbury Road, Morningside, Auckland
Delivery sites:	Hired venues mostly in the Auckland region
Courses currently delivered:	Cervical Smear Taker Course
Code of Practice signatory:	No
Number of students:	Domestic: during 2015, 94 learners attended the Cervical Smear Taker Courses. WWFT expects 2016 numbers to increase to approximately 104 learners.  In the cervical smear taking course in 2015, ethnicity of the 94 participants is recorded on a paper file, the WWFT database is unable to record the information, therefore WWFT was unable to provide clear ethnicity information for one-third (30/94) participants. Twenty-eight identified as New Zealand European, 13 as Asian, 12 as Indian, six Māori and five Pasifika. This represents a change in the profile of WWFT's learners since the previous external evaluation and review (EER) in 2014, when 62 per cent were New Zealand European and 8 per cent Asian or Indian. Māori

and Pasifika percentages are similar to 2014.

Number of staff:	There are 10 staff, all part-time or contracted, with the exception of the general manager and general manager's personal assistant. Three staff are involved in the delivery and clinical assessment of the course..
Scope of active accreditation:	Accredited to deliver and assess: <ul style="list-style-type: none"><li>• Vaccinator Training Course (Level 5) NZQA-approved training scheme</li><li>• Unit standard 1098 Perform cervical screening and cervical smear taking (Level 6) (credit 7)</li><li>• Unit standard 29556 Conduct cervical screening (Level 6) (credit 10) screening (Level 6) (credit 10)</li></ul>
Distinctive characteristics:	<p>WWFT is a charitable organisation which offers a cervical smear taking service and in addition delivers cervical smear training to registered nurses and other health professionals.</p> <p>WWFT has two parts: the larger part of the business is the provision of clinical services – cervical smear taking and testing. The PTE, the education and training arm of WWFT is smaller, and currently only the cervical smear training is delivered.</p> <p>The training is delivered mostly in Auckland every two months and on request in other parts of the North Island. The cost of training is covered by nurses themselves and by health agencies/practices who support their practice nurses to attend. The course aims to equip participants with the knowledge and skills to become competent smear takers. This includes preparing women for cervical screening, taking cervical smears, interpreting results, initiating follow-up action and completing documentation in accordance with National Cervical Screening Programme guidelines. WWFT has delivered this course</p>

for eight years.

The cervical smear taking course includes unit standard 1098 and the National Cervical Screening Programme Competencies for Smear Taker Training and encompasses the Health (National Cervical Screening Programme) Amendment Act 2004. Note: since the on-site EER visit, WWFT has been approved to deliver unit standard 29556 Conduct cervical screening (Level 6) (credit 10).

The course is divided into four parts:

- Theory module (three-day, face-to-face learning)
- Online multiple choice exam (four weeks after the theory module)
- Clinical experience of six months, taking cervical smears under supervision (minimum of 10)
- Clinical assessment of smear taking six months after theory module.

Recent significant changes: WWFT ceased delivery of vaccinator courses in December 2014 as the previous contract with the Ministry of Health expired. WWFT continued to provide clinical assessments until December 2015.

WWFT has recently been awarded a three-year contract by the Ministry of Health to provide cervical screening clinical services and breast screening support.

Previous quality assurance history: The previous EER was conducted in April 2014. At that visit, NZQA was Confident in WWFT's educational performance and Not Yet Confident in its capability in self-assessment.

WWFT met all requirements of NZQA external moderation for 2011-2015.

## 2. Scope of external evaluation and review

The scope of the EER included two focus areas. These were the focus area of governance, management and strategy, and the Cervical Smear Taker Course. This is the only course WWFT delivers. The two focus areas encompass the entire PTE aspect of WWFT charitable trust.

## 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-eeer/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 office over two half-days. Interviews were conducted with the general manager, the nurse educator for the cervical smear taker course, and one trustee. Phone interviews were conducted with five course participants/graduates and external stakeholders – nurse managers of two practices. Various documents were reviewed, including meeting minutes of the board of trustees, management and staff meeting minutes, course materials and assessment and collated participant surveys conducted in 2016 at the three-day theory course.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Not Yet Confident** in the educational performance of **Well Women and Family Trust**.

## 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 these judgements are as follows.

WWFT is meeting the needs of practice nurses through the delivery of the cervical smear taking course which contributes toward their annual professional development requirement and increases their scope of practice. The Ministry of Health, health practices and communities benefit by having competent practice nurses to provide smear taking clinical services.

WWFT is working effectively in these areas, with sound processes to support the training and education of learners. For example, assessment and moderation and the programme design and content is continuously reviewed and updated to reflect current practice. There is good evidence of meaningful changes to programme content and assessment based on stakeholder feedback and engagement with national bodies. The PTE's self-assessment processes evaluate these areas well.

However, there are several important weaknesses in other processes and practices at WWFT, including issues identified in the previous EER with data collation and analysis. These issues have persisted and are not effectively managed. Evidence of achievement was collated at the evaluators' request, but the quality of outcomes is anecdotal only. It is not clearly shown to what extent outcomes are meeting the needs of all stakeholders, including participants. This finding is reflected in the evaluators' judgement of the PTE's capability in self-assessment and the quality of educational performance.

Furthermore, the governance and management of WWFT was unable to convincingly demonstrate a sufficient level of knowledge and understanding regarding the compliance obligations and requirements essential to effectively operating a PTE. Gaps identified in knowledge and understanding have varying degrees of significance. However, the overall lack of understanding does not provide NZQA with confidence in WWFT's quality assurance and ability to ensure ongoing compliance with its obligations.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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

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

There are gaps and weaknesses in the quality of the learner achievement data and WWFT's understanding of achievement, and the issues identified in the previous NZQA EER remain. However, there is evidence that learner achievement is underpinned by good assessment practices and moderation processes.

The evaluators found that data is collected, but there is no evidence that it is collated or analysed for review or to understand achievement. Successful course completion rates were collated on site for the evaluators. The results per cohort, five in total, from February 2015 to August 2015, range from 61 per cent to 80 per cent. There is no target or agreed benchmark to measure or consider what a good rate of achievement is for this course. There is no specific monitoring of Māori or Pasifika achievement. The numbers of Māori and Pasifika are small, at five or six learners per year, and therefore any comparison regarding parity of achievement is based on a relatively small cohort. The evaluators' review of the data suggests that approximately half of the Māori and Pasifika nurses successfully complete, and that this is below the overall rate of completion.

As there is no formal review or reporting of achievement, WWFT is unable to look at trends to help understand educational performance. For example, since 2014 the number of participants on the cervical smear taker course has doubled and there has been a change in the ethnic profile and the English language capability of participants. WWFT does not have an indication of what, if any, impact these changes may be having on completion rates. Overall, there is no formal reporting of achievement, although discussions occur informally to provide a high-level understanding of completions and non-completions, but this is anecdotal and reliant on the nurse educator's knowledge of individual participants. WWFT needs to consider and implement changes to demonstrate effective educational performance for this course. This is important as employers, primary health organisations and health practices are wanting to increase the scope of practice for their registered nursing staff to enable the clinic/practice to provide competent cervical smear taking, which is considered to be key to the early detection and treatment of cervical cancer and gynaecological diseases.

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<sup>1</sup> 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. Practice nurses and their employers, medical practices and primary health organisations value the training which increases the participants' scope of practice, important to the role of the practice nurse and beneficial for the primary health organisation or practice they work in. In addition, successful completion of the course contributes to the professional development of practice nurses, a requirement to maintain nursing registration. Ultimately, practice nurses who are trained and competent in cervical smear taking meet the Ministry of Health and community need to provide early detection of disease and cancers affecting the health of women in New Zealand.

WWFT staff regularly engage with external stakeholders, including the National Screening Unit, and they network with medical practices and primary health organisations. The WWFT general manager is a member of Metro Auckland Cervical Screening, an advisory board. This engagement provides opportunities to gain knowledge about current issues and new research, and contributes to sector developments such as identifying communities where cervical screening numbers are low. However, there is limited formal collection of stakeholder feedback (for example from nurse managers or practice nurses who have completed the course) on the effectiveness of the training, or evaluation of the medium-term value for participants. Stakeholders, including the National Screening Unit advisory board and two nurse managers contacted by the evaluators recognise the value of the course and attest to the quality of the training delivered. WWFT considers that stakeholder satisfaction is evident through the number of practices that continue to send nurses to WWFT for this training. WWFT would benefit from implementing a systematic process to gather feedback and validate the extent to which the course meets stakeholder needs.

### 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 effective in matching the needs of participants and other stakeholders. The course is highly relevant and modifications to the course ensure it reflects current practice and National Cervical Screening Programme Competencies for Smear Taker Training. Attendance by the general manager at relevant sector meetings – including Metro Auckland Cervical Screening and conferences, and the provision of cervical smear taking services by WWFT – strongly positions WWFT to ensure course content is current and reflects recent research including the areas for improvement in smear taker practice.

Participants on WWFT's cervical smear taking courses are acquiring theoretical knowledge and practical skills which they apply directly in the workplace. The structure of the course is varied and incorporates theory, an online test of theory knowledge, supervised practicum and final assessment, practical observation and written exam. The teaching and learning opportunities are relevant, include a self-review and are fit for purpose.

Evaluations of the three-day theory component of the course indicate that student satisfaction is high and meets participants' needs. WWFT recognises the changing profile of participants and has made changes to the assessment from a written exam to an multiple choice online test to better match their needs. Very recently, WWFT introduced further changes including an opportunity for feedback following the final assessment and reducing the timeframe to complete the supervised practicum from two years to six months, as this is the phase in the course where participants disengage. It is too soon to tell what impact these changes may have on the course or rates of completion.

WWFT could also consider giving more thought to matching the needs of Māori and Pasifika participants. This is important as Māori and Pasifika women are a priority for the Ministry of Health and there are fewer Māori and Pasifika nurses to provide this preventative clinical service.

#### 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. WWFT contracts with the Ministry of Health to provide clinical smear taking services as a primary function of the business. Audit by the National Screening Unit affirms that WWFT is meeting all requirements of the National Cervical Screening Programme Competencies for Smear Taker Training. Through this activity, WWFT's nurse educator and guest speakers are recognised as being credible tutors who are proficient in this specialist area of health.

WWFT has established good academic processes which support effective teaching. These include internal moderation and cross-assessing by the nurse educator prior to reporting results to NZQA. The effectiveness of these processes is evidenced through NZQA external moderation, where WWFT moderation results have met all requirements over eight years.

The effectiveness of the teaching is evidenced by the very positive feedback from participants about the course facilitator, using a comprehensive survey. Participant evaluations from the theory component of the course are collated. However, the PTE has only recently begun to be reviewed by the nurse educator and general manager to identify areas for further investigation. Teacher observations have occurred informally, and annual performance appraisal occurs. WWFT would benefit from systematically undertaking a review of the information collected to understand how to improve the course or minimise the barriers to successful completion.

#### 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 **Adequate**.

WWFT is providing effective guidance and support for participants within the context of short courses, particularly for the theory component of the course. Participants are given additional time and one-to-one support from the tutor should they need it, such as those with English as a second language or participants with less clinical experience. However, demographic data is not reliably collected and recorded at enrolment. This inhibits WWFT's ability to plan and provide for different levels of learning assistance or other forms of guidance and support.

WWFT is reactive when a problem is identified. For example, when participants have not completed the practicum and final assessment within the required timeframe, the responsibility for ongoing support sits equally with WWFT and the employer. Systematic monitoring of participants during this phase is reliant on the nurse educator's initiative and her capacity to attend to or send other WWFT staff to follow up and support participants through to completion. This process could be improved. Extensions are provided when requested to allow more time to complete the supervised practicum, and WWFT anecdotally believes these participants usually go on to complete.

WWFT has limitations on their ability to reasonably support and influence the supervised practicum, which requires a qualified supervisor and a minimum number of 10 women to agree to participate. WWFT attempts to provide support collaboratively through and with the health practices they have strong relationships with. Recording and reporting the issues and the attempts by WWFT to mitigate these would provide a baseline of information to review and use, validating the trends that WWFT anecdotally believes have an impact on achievement.

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

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

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 an uncertain and changing funding environment. The organisation has a clear purpose and direction which all staff are committed to.

Three trustees, and the general manager, provide strategic and financial oversight of WWFT, its clinical services, and the PTE education and training functions. The Ministry of Health has contracted WWFT for a three-year period to provide clinical services which is the primary function of the organisation. WWFT is working well with stakeholders. This engagement benefits the education and training arm of the business.

Oversight by governance and management of the PTE's compliance obligations and educational outcomes needs to be improved. While regular reporting and meeting minutes indicate that WWFT's operational and strategic matters are reviewed, educational outcomes and specific PTE-related activities are not being addressed, limiting WWFT's understanding of its educational performance. Where NZQA has identified an issue, for example with the WWFT training scheme and student fee protection requirements, WWFT does take action and works to resolve the issues.

There is limited evidence of engagement at this level with educational performance and outcomes. Systems to monitor training are weak, despite the anecdotal and some formal information in the form of surveys. Primarily, the nurse educator engages with this information as able on her own initiative. Issues identified in the previous EER about the collation and analysis of data persist. Although WWFT did improve its use of achievement data in reporting for the vaccinator courses after the previous EER, that learning and associated processes have not been carried over to the cervical smear taking course, the only course now delivered. WWFT needs systematic processes to more reliably understand achievement and the quality of the training for practice nurses.

## 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 **Adequate**.

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

### 2.2 Focus area: Cervical Smear Taking Course

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 Family Trust:

- Collate, review and analyse outcome and achievement data at all levels of the organisation to develop a greater understanding of educational performance and inform future strategies for improvement.
- Identify some practical processes for capturing and analysing stakeholder feedback to determine the quality of the outcome for graduates and possible areas for further improvement.
- Consider giving more thought to matching the needs of Māori and Pasifika participants, as there are fewer Māori and Pasifika nurses to provide this preventative clinical service.
- Governance and management increase the focus on understanding and ensuring the compliance obligations and regulations of WWFT as a PTE are planned for and met.

# 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](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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