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# Report of External Evaluation and Review

## Well Women and Family Trust

Confident in educational performance

Confident in capability in self-assessment

Date of report: 23 March 2018

# Contents

Purpose of this Report.....	3
Introduction .....	3
1. TEO in context.....	3
2. Scope of external evaluation and review .....	5
3. Conduct of external evaluation and review.....	5
Summary of Results .....	7
Findings .....	8
Recommendations .....	16
Appendix .....	17

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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 (WWFT)
Type:	Private training establishment (PTE)
First registered:	29 May 2001
Location:	14/49 Sainsbury Road, Morningside, Auckland
Delivery sites:	Hired venues in the Auckland region
Courses currently delivered:	Cervical Smear Taker Training (Training Scheme) (Level 6)
Code of Practice signatory:	No
Number of students:	Domestic: WWFT has intakes of students every two months. For the 2016 calendar year, WWFT had 99 students enrolled, and in 2017, 89 students. Approximately 7 per cent of students identify as Pasifika and 10 per cent as Māori.  International: nil
Number of staff:	Five staff, equivalent to three full-time equivalents
Scope of active accreditation:	WWFT has consent to assess one unit standard: 29556 <i>Conduct Cervical Screening</i> .
Distinctive characteristics:	WWFT is a charitable organisation focused on promoting wellness and reducing the mortality and morbidity of cervical cancers in New Zealand. WWFT offers a cervical smear taking service through community-based and mobile clinics in

Auckland; and cervical smear taker training to registered nurses and other health professionals.

The training is delivered in Auckland approximately every two months. The cost of training is covered by the students or 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.

The cervical smear taking course includes unit standard 29556<sup>1</sup> to conduct cervical screening (level 6) (credits 10) and the National Cervical Screening Programme Competencies for Smear Taker Training. The course is divided into the following parts:

- Full attendance at a three-day workshop (theoretical and practical components)
- Written assignment
- Completion of 10 clinical consultations and checklists completed under the supervision of a qualified smear taker
- Evidence of quality smears (90 per cent adequacy rates required) obtained from the National Cervical Screening Programme Register for a minimum of 15 smears
- Clinical assessment where the student is observed performing cervical smears on two women who have given informed consent. Students must meet the requirements of a very specific assessment tool, and the competencies required by National Cervical Screening Programme guidelines to be a

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<sup>1</sup> Replaced unit standard 1098 *Perform cervical screening and cervical smear taking*, which expires 31 December 2018.

cervical smear taker in New Zealand.

Recent significant changes: General manager appointed 2016; training scheme approved 2016.

Previous quality assurance history: **External evaluation and review (EER)**  
2014 EER – NZQA was Confident in WWFT's educational performance and Not Yet Confident in its capability in self-assessment.

2016 EER – NZQA was Not Yet Confident in WWFT's educational performance and Not Yet Confident in its capability in self-assessment.

#### **Tertiary assessment and moderation**

In 2014 and 2015, WWFT submitted samples to NZQA for unit standard 1098 for external moderation. All samples met requirements.

In 2016, WWFT submitted samples for unit standard 29556 to NZQA for external moderation which did not meet requirements. Specifically, WWFT was using a multi-choice assessment which did not allow students to demonstrate the depth of knowledge required by the standard. This was remedied by WWFT changing the multi-choice assessment to a written assignment. NZQA was notified of this change to the training scheme.

## 2. Scope of external evaluation and review

The Cervical Smear Taker Course is the only course offered by WWFT and therefore the only focus area.

## 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 office over 1.5 days. Interviews were conducted with the general manager/nurse educator, the programme co-

ordinator/nurse educator, clinical assessor/nurse educator, the programme administrator, and one trustee. A representative from Primary Health and Community Services Counties Manukau and a general practitioner/supervisor were also interviewed.

WWFT provided self-assessment information prior to the visit. This information was supplemented with various documents reviewed onsite, including WWFT's strategic plan, achievement data, meeting minutes of the board of trustees, management and staff meeting minutes, staff files, course materials, and analysed participant survey data. The evaluation team also reviewed prior EER reports, improvement plans and NZQA external moderation data to inform the inquiry.

### *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>2</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>2</sup> 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.

# Summary of Results

## Statements of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of Well Women and Family Trust.

The reasons for these judgements are as follows.

WWFT has put in place a number of changes over the past year to improve educational performance and capability in self-assessment. These include:

- Collation and analysis of achievement by priority groups to monitor student progress and the overall impact of improvements on student retention and completion.
- Regular support to students at planned intervals to ensure all students complete the course.
- Early engagement with Māori and Pasifika students to ensure they are well supported by their employer and by WWFT to succeed.
- Using stakeholder feedback to make meaningful changes to programme delivery, content and resources (for example purchasing a new anatomically correct mannequin for training, contracting an extra tutor for workshops, and making changes to presentations) to improve the experience of the student and reflect current practice and competencies stipulated by the National Cervical Screening Programme.
- Governance is now receiving comprehensive information to understand how well students are achieving.
- WWFT is continuing to meet a need in the health sector by supporting practice nurses to broaden their scope of practice to include smear taking.

Overall, WWFT has improved its performance since the last EER and is helping to ensure the provision of competent smear taking clinical services for women. There are, however, a number of matters that the evaluation team identified that WWFT should consider improving include:

- Internal assessment and moderation
- Programme review, assessment design and outcomes.

WWFT has improved its understanding of compliance obligations since the last EER. Compliance matters raised by NZQA have been attended to.

# Findings<sup>3</sup>

## 1.1 How well do students achieve?

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

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

WWFT has improved the way it collates, analyses and uses data to understand learner achievement. WWFT can now easily access and analyse student achievement data over time. There is also specific monitoring of achievement for priority groups, in particular Māori and Pasifika. These are positive changes since the last EER that have contributed to a range of worthwhile improvements outlined further in this report.

Since 2014, course completions have improved from 72 per cent in 2014 to 75 per cent in 2015 and 88 per cent in 2016. Monthly monitoring of 2017 student achievement shows average achievement thus far is 85 per cent (some cohorts have yet to complete). Māori and Pasifika achievement has also improved from 42 per cent in 2015 (19 enrolled and eight completed) to 100 per cent completion in 2016 (14 enrolled, all of whom successfully completed).

WWFT attributes improved achievement to a number of changes including: increased support to students to complete all the requirements of the course within six months rather than a year; follow-up with all students at planned intervals; regular documented discussions between the teaching team around learner progress; and improved understanding, monitoring and internal reporting of student achievement data. Māori and Pasifika students in particular are identified at enrolment and closely monitored by the general manager.

The ethnic profile of enrolled students is varied. In 2017, only 35 per cent of enrolments identified as New Zealand European. The other 65 per cent identified as Indian, Chinese, Māori, Pasifika or other. WWFT has not yet identified whether there are any particular achievement issues for the different ethnic groups. This is something raised in the last EER that WWFT should consider as part of its ongoing self-assessment of student achievement.

Other improvements made since the last EER include:

- Setting an internal key performance indicator for course completions of 80 per cent

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<sup>3</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

- A Cloud-based student management system that allows real-time data to be accessed from anywhere by management
- Formal reporting of achievement to governance members
- Improved self-assessment of non-completion rates.

WWFT has taken on board the recommendations of the last EER. Notable improvements have been made enabling WWFT to better understand and self-assess its educational performance. Additional areas for further ongoing analysis include achievement of the diverse ethnic groups and barriers to/facilitators of their achievement.

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

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 has continued its strong performance in relation to valued outcomes since the last EER. For example, WWFT is contributing to:

- A national initiative to increase the number of women undertaking regular cervical smears through its cervical smear taker training, which increases the number and competency of smear takers.
- The professional practice of nurses, in particular broadening their scope of practice to include skills and knowledge to competently perform cervical smears. In some cases, WWFT has reported that these skills have led to increased remuneration as employers acknowledge the increased competence of their staff, validated through graduate surveys.
- Local responses to cervical screening through engagement and contribution to the Metro Auckland Cervical Screening Advisory Board.
- Stakeholders spoken to felt the course was comprehensive and beneficial to the nurses and the communities they work in.

The last EER noted the need for a more formal collection of stakeholder feedback regarding the training. This has been addressed by WWFT. It now has formal points in time where a tutor obtains feedback directly from employers (supervisors) and graduates (by phone) to supplement student and tutor feedback. This information is reviewed, collated and analysed. At the moment, the feedback is not always providing WWFT with useful information to inform improvements. WWFT could enhance its own outcomes data by determining whether graduates are still smear taking and meeting accuracy requirements after their training.

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

WWFT offers a niche programme that meets a direct need in the health sector. WWFT has recently reviewed its programme based on changes to the unit standard. Changes are also made as needed to reflect the National Cervical Screening Programme Standards, and feedback from students and employers. For example, WWFT has introduced a second training model and an extra tutor at workshops based on feedback from students requesting more opportunity to engage in practical exercises. Extra support is also provided to the students to complete the requirements of the programme within six months rather than 12 months based on feedback from stakeholders who needed their staff trained and qualified within a shorter timeframe. Māori and Pasifika students are also identified at enrolment and supported more consistently than previously. As a result, achievement improved from 42 per cent in 2015 to 100 per cent in 2016.

Based on evidence presented (agendas, pre-course reading material and presentations) workshops appear planned and structured. There is also now a structured follow-up process after the workshop to ensure students are on track to completing the requirements of the course. Student feedback is gathered at workshops and used to make improvements. For example, WWFT refined the guest speaker content that was considered too dense. The tutor/assessor also asks students and supervisors for feedback about the programme after the clinical assessments have been completed. The information is collated and summarised for discussion with the tutor team. Some of the substantive changes made as a result of feedback are described in key evaluation questions 1.2 and 1.4 of this report.

WWFT moderation results have consistently met requirements, with the exception of 2016 where WWFT changed its assessment task from a written assessment to a multi-choice assignment. While this matter has been addressed and 2017 moderation results have improved, WWFT should consider engaging someone independent of the organisation to pre-moderate assessment tasks and post-moderate marked assessments across all tutors. This will provide WWFT with a level of assurance that assessment is robust, fair and transparent across all tutors; that assessment tasks are aligned to level 6 outcomes; and that there is consistency in assessment, particularly in the clinical (practical) assessments. Currently the clinical assessments are not internally moderated, although the evaluation team acknowledges that WWFT has clear marking criteria for assessors

to mitigate any inconsistencies. Where teaching staff experience any issues or concerns regarding assessments, these are regularly discussed among the small tutor team.

Tutors also commented that students do not always pass the practical assessment (or all aspects of the assessment) the first time. Anecdotally, WWFT suggested that some students finish within three months, some six months, and some require up to 12 months to complete (considered an extension). Keeping track of how long it takes students to complete, and the number of re-sits and extensions, will provide WWFT with useful evidence on areas students are having difficulty completing the first time to include as part of programme reviews. Students are also given the opportunity to give their answers verbally. Similar to the above, documenting how often this occurs and with what questions may be useful information to inform self-assessment.

Other areas requiring further self-assessment evidence include:

- Programme review by someone independent of WWFT to review programme content, teaching materials and assessments.
- Review of teaching staff to ensure they have the appropriate adult teaching qualifications and/or relevant skills and knowledge, including specifically assessment and moderation.
- Determine the competency of clinical supervisors so WWFT is assured the workplace clinical component is meeting the needs of the student and being delivered according to the requirements of the programme.

Overall, WWFT delivers the programme well; teaching staff are experienced practitioners; students are well supported to meet the requirements of the programme; and self-assessment activities are targeted and meaningful and lead to worthwhile improvements. However, given the small size of WWFT it should consider an external review of programme content, teaching and assessment practices from time to time as part of continuous improvement.

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

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

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

At the last EER, the evaluation team noted that WWFT's ability to plan and provide guidance and support was inhibited by demographic data that was not reliably collected and recorded at enrolment. Furthermore, there was no evidence of systematic monitoring of student progress. This has now improved. Students are followed up every three months by the administrator, and after five months the tutor contacts all students who have not been in contact to discuss action plans or extensions. This has resulted in improvements in student completions.

Furthermore, as noted in key evaluation question 1.1, Māori and Pasifika students are identified at enrolment and their progress is monitored by the manager. This has also resulted in improved retention and completion rates for these priority learners.

The enrolment process has also been improved to make it easier for students to enrol online. Students attest to having access to an appropriate client base to ensure competency is maintained, which is an entry requirement. However, this is not checked systematically. Where student eligibility based on enrolment evidence submitted is not convincing, the administrator will consult the tutor who contacts prospective students directly.

WWFT now works more proactively with employers and stakeholders to ensure students are enrolled, competent and complete within six months. Where students are struggling to complete their 10 supervised smears to complete the practical assessment, WWFT proactively engages employers/supervisors to discuss smear taking opportunities. In some cases, students have the opportunity to complete their smears under the supervision of WWFT staff to meet the requirements of the programme.

WWFT is also systematically gathering and reviewing data about why students leave the programme or do not achieve. This information is informing enrolment and student support practices and processes.

## 1.5 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 **Good**.

WWFT has a clear organisational purpose which is to reduce the rate of cervical cancer among women. Training cervical smear takers is a valuable contribution to meeting this outcome. Trustees now receive a comprehensive report which includes the educational performance of students, student complaints, staffing, risks and other business-related activities as part of their three-monthly trustee meetings. This is an improvement since the last EER where it was reported that there was limited systematic consideration of educational performance by governance and management.

The current general manager has been in the role for two years, and over the past year has led the organisation through a quality improvement process including resetting the strategic plan and key performance indicators; improving internal reporting of educational performance with staff and trustees; and developing more systematic processes and tools that support organisational self-assessment. Improvements have also been made to administration, compliance management, enrolment and programme delivery. Governance has supported these developments by investing in professional development for the general manager to improve understanding of PTE regulations and compliance; and to build leadership skills (through attendance at a leadership summit and funding access to a business mentor for six months).

WWFT has also moved to Cloud-based platforms, enabling staff to access information any time, any place. Administrative functions have also been moved from a tutor to the office administrator to ensure key functions continue when the tutor is absent.

Staffing has not changed since the last EER, in that the teaching team (including the general manager) are registered nurses with over 30 years of nursing experience. Collectively the manager and teaching team are committed to delivering a quality programme that meets the needs of nurses and the women they support in their communities. Teaching staff, however, should continue to build their teaching skills and one tutor is already enrolled in a short adult teaching course.

WWFT sustains its educational activity through clinical service contracts which is a larger part of its business. The general manager actively manages relationships with key stakeholders including the district health board and employers and advisory groups (for example regular attendance at the Metro Auckland Cervical

Screening Group). Overall, the evaluation team found governance and management to be focused on educational performance, managing the sustainability of the PTE while also investing in its future, and meeting the needs of key stakeholders. The most notable weakness relates to compliance as outlined in 1.6 below.

## 1.6 How effectively are important compliance accountabilities managed?

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**.

The general manager has been proactive in understanding the most important compliance requirements for the PTE and ensuring there are proper systems and people in place to ensure these are managed. Issues raised at the last EER regarding student fee protection requirements have been met.

While the evaluation team acknowledges the improvements made to date, there were minor compliance matters identified by the evaluation team onsite that WWFT was not able to provide sufficient evidence of. These matters have since been addressed and WWFT has improved its processes for managing priority compliance accountabilities.

## Focus Areas

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

### 2.1 Focus area: Cervical Smear Taker Training (Level 6)

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

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

# Recommendations

NZQA recommends that WWFT:

- Analyse the achievement of all its students for each component of the course including re-sits, by ethnic group (including priority learners) to better understand all the factors that impact on their achievement.
- Develop robust internal assessment and moderation practices. Review the teaching qualifications and experience of tutors and staff to ensure capability within WWFT to implement and monitor these processes.
- Review the methods and processes used to gather feedback to gauge the usefulness of current feedback loops (from students, graduates and supervisors) to inform improvements.
- Develop a process that supports a comprehensive educational review of the programme content, resources, assessment materials and teaching practice as part of ongoing continuous improvement.

# 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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