



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Well Women and Family Trust

Date of report: 7 June 2023

About Well Women and Family Trust

Well Women and Family Trust (WWFT) is a charitable trust offering a range of women's health services, including training health professionals in cervical screening.

Type of organisation:	Private training establishment (PTE)
Location:	14/49 Sainsbury Road, Morningside, Auckland
Eligible to enrol intl students:	No
Number of students:	Domestic: In 2022: 211 students, 11.6 per cent Māori, 2.8 per cent Pasifika International: nil No data available on disabled students
Number of staff:	5.6 full-time equivalents
TEO profile:	Well Women and Family Trust (provider page on NZQA website)
Last EER outcome:	NZQA was Confident in both WWFT's educational performance and self-assessment at the last EER in 2017.
Scope of evaluation:	Cervical Smear Taker Training (Level 6) Training Scheme (121055-2)
MoE number:	7408
NZQA reference:	C51928
Dates of EER virtual enquiry:	23 and 24 February 2023

Summary of results

WWFT has maintained strong course completions and has met most of the important needs of learners and other stakeholders since the last EER. Self-assessment practices are emerging and findings need to be used to guide and inform performance and make improvements.

Confident in educational performance

- WWFT has maintained strong course performance with over 80 per cent of learners completing. The PTE is developing processes for data collection and analysis, which now need to inform improvements to teaching and support strategies.
- The value of outcomes is high for all stakeholders and drives the training activity and future plans. Stakeholders confirm this value and have complimented recent organisational changes.

Not Yet Confident in capability in self-assessment

- WWFT is reviewing its programme, but the schedule of review is unclear.
- WWFT supports the learners well at the face-to-face workshops. There are opportunities to extend support to the clinical experience.
- WWFT provided evidence of positive changes in the organisation over the last six months. There are clear indicators that, going forward, governance and management will be more effective in the oversight of educational performance.
- The quality of WWFT's self-assessment information and processes and the use of the findings to make improvements has been inconsistent since the last EER. It is on this basis that NZQA is not yet confident in WWFT's capability in self-assessment.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Registered health professionals (the learners) are achieving the unit standard² and meeting the competencies for cervical screening education and training.³ This achievement certifies the health professionals to perform cervical smears, and extends their skills and knowledge for application to current or new roles in primary health care.</p> <p>The demand for WWFT training has increased over the 2020-22 period. Seven courses for 125 learners were delivered in 2020 and 13 courses for 203 learners in 2022. Learner achievement has been strong at 80 per cent or over. This performance meets WWFT’s internal targets. The reasons for non-completions, which have only been documented in recent months, relate to changes of workplace, roles or personal circumstances.</p> <p>WWFT monitors learners’ progress at the three and six-monthly checkpoints, as they work through the course components after the face-to-face workshop. These components include completing a written assignment, clinical experience with a minimum of 15 smears and 10 consultation reports, and final clinical assessment in the workplace by an approved assessor.</p> <p>The learner achievement data for 2022 (see Table 1, Appendix 1) presented at the EER shows that a higher proportion of priority learners (Māori 71 per cent and Pasifika 75 per cent) were working through the courses than were the other learners, with 49 per cent in progress. While this data does not</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.

² NZQA unit standard 29556 Conduct cervical screening Level 6 Credits 10

³ NCSP – Competencies for Cervical Screening Education and Training – National Cervical Screening Programme

	<p>reflect enrolment dates and time spent in training, it does indicate that WWFT needs to consider this and review the support provided to priority learners to complete the training in the required timeframes.</p> <p>External moderation conducted by Toitū te Wairoa⁴ in December 2022 confirmed agreement with assessor decisions for all 12 learner portfolios of evidence. This result verifies the consistency of assessor decisions and validates the assessments and high rates of achievement.</p> <p>Since changes in management in late 2022, WWFT has been collecting data more systematically. Now, analysis of this data needs to inform course delivery, support and ongoing contact with learners – in particular, priority learners, including learners with disabilities.</p>
Conclusion:	<p>WWFT has maintained strong performance, with over 80 per cent of learners completing the training scheme. The PTE is developing processes for data collection and analysis. These now need to inform improvements to teaching and support strategies.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Stakeholder feedback confirms that the value of the training outcomes is high. Learners value their newly acquired skills, knowledge, certification and extended roles/new opportunities in primary health. Employers value having trained staff who competently provide cervical smear services in clinics and practices. The National Cervical Screening Programme (NCSP) values WWFT's improved notification of the individuals in training. This enables the screening programme to monitor the adequacy of samples and have more certified smear takers on the national register.</p> <p>WWFT offers screening clinics in a variety of community locations and at events, often in collaboration with other health providers. Plans to extend these services into areas such as</p>

⁴ Workforce development council for community, health, education and social services.

	<p>contraception, and to promote training opportunities, particularly in Māori and Pasifika communities, are underway.</p> <p>WWFT collects learner feedback at the end of the theory workshop via a written evaluation, and distributes a survey with the certificate on completion. Satisfaction rates above 90 per cent are recorded in the first evaluation, but low response rates limit the value of the final survey. WWFT is reviewing this final methodology to gain more meaningful feedback.</p> <p>Refresher training for smear takers is regularly provided by WWFT and supports the three-yearly renewal of certification. This training connects WWFT with previous learners, allowing any gaps to be filled, learners to extend their skills and knowledge, and WWFT to gather feedback to inform programme review.</p>
Conclusion:	<p>The value of outcomes is high for learners, employers, health agencies and women receiving the cervical screening services. WWFT's understanding of this value drives the training activity and collaboration with health providers, and is contributing to future plans to extend services to vulnerable communities. There are opportunities to strengthen the collection of evidence to support the value narrative and future initiatives.</p>

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Increasing engagement with stakeholders and oversight from the professional board members provides some assurance that the programme is relevant and meeting stakeholders' needs. While WWFT is undertaking programme review, the schedule of review is unclear. Further, there is limited evidence of the impact of any changes, beyond positive feedback from learners. This is an area for improvement.</p> <p>Since the last EER, a programme change approved in 2019 reduced the first workshop from three days to two. This change,</p>

	<p>based on learner and employer feedback, has been well received. WWFT's plans for aligning to upcoming changes⁵ in smear practice and the related unit standard are emerging. Management has been contributing to the national working group for this shift in practice.</p> <p>An observational review of the face-to-face workshop and the content was conducted in 2020 by a teaching academic/board member. This review recommended that WWFT adopt a more facilitative and interactive approach, but this was not acted on at the time. The new team takes a student-centred approach to teaching and facilitation, including more discussion, sharing of experiences, use of case studies, stories and group work. They are investigating complementing the current delivery with online learning components. The board supports this shift in pedagogy. Graduates and current learners reported that the learning was engaging, and activities were interesting and meeting their needs.</p> <p>The recommendation made at the last EER, to implement internal moderation processes, is now in the planning phase. External moderation material is supplied when requested. WWFT reported that the changes made to the assessment format, based on external moderation feedback, have had a positive impact on the quality and quantity of learner responses. This now provides greater confidence that the assessments are at the level of the unit standard.</p> <p>Currently there is no monitoring of the academic authenticity of the written assessment, and this needs to be developed. The supervised clinical work and the final practical assessment, supported by the NCSP adequacy reports, are appropriately attributed to the individual learner.</p>
<p>Conclusion:</p>	<p>The programme is generally meeting the needs of the stakeholders and the screening programme. While some review activities are occurring, these need to be regularised and proactive. Self-assessment activities are providing some input into reviews. These require further development.</p>

⁵ From July 2023, the primary test for cervical screening (previously called a smear test) will change to a human papillomavirus (HPV) test, with the option of self-testing.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>WWFT provides the learners with a course handbook and pre-reading of underpinning knowledge two weeks prior to the workshop. The learners' understanding of this knowledge is gauged through tutor questioning and expanded upon in group discussion and sharing of experiences and case studies during the face-to-face workshop.</p> <p>Whakawhanaungatanga time at the beginning of day one provides an opportunity to support positive and collaborative relationships, explore what is important, and help to co-construct aspirations and goals that continue to be revisited throughout the workshop. Learning styles are accommodated through the changing independent and group learning activities.</p> <p>Graduates confirmed that WWFT provides appropriate support during the face-to-face workshops, with recognition of learning and cultural differences considered. WWFT learning and pastoral support beyond this time is limited to a three and six-monthly e-mail check-in. Some graduates and current learners interviewed by the evaluators said they would like more support, clarification on the written assessment, and regular checking-in for progress monitoring and motivation. Expanding pastoral support beyond the workshop and seeking feedback about learner support requirements needs attention by WWFT.</p> <p>No evidence was available of the review of learner support practices against the Education (Pastoral Care of Tertiary and International Students) Code of Practice, although an attestation had been submitted to NZQA. Staff training is required with regards to the Code.</p>
Conclusion:	<p>Tutors engage learners well at the face-to-face workshops, using a range of facilitation strategies, and provide good academic and pastoral support during these two days. This support needs to be extended beyond the workshop, and WWFT needs to gain feedback to inform the provision of support services. WWFT is required to complete a self-assessment review for the Code of Practice.</p>

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>There is recent evidence of positive change in the effectiveness of core governance and management activity supporting educational achievement. The board led a restructure in the later part of 2022, including the creation of two management positions and the recent employment of experienced and skilled managers who have contributed to this positive change. Workloads are sustainable, with responsibilities shared between the practice manager and clinical lead and a new nurse educator who is about to start. Regular and open communication is occurring between the board and management. The culture of the organisation has improved, and as a result there is increasing interest in WWFT as a place of work.</p> <p>The board chair confirmed that under previous management there were issues relating to staff not feeling valued, a lack of evidence of performance review to support salary increases, and challenges in retaining and recruiting staff. The three board members guided the organisation through the change period, engaging expert advice where needed and supporting new staff well as they settled into their new role.</p> <p>The purpose and direction of the organisation is closely linked to supporting woman's health and vulnerable women. The clear vision drives the current activities and future plans to expand the services. The solid financial position will support these plans.</p> <p>The increased focus on self-assessment in the last six months has resulted in some positive changes. More data is being collected and shared with the board. Further analysis is required to use this to make effective improvements.</p>
Conclusion:	The positive changes in the organisation over the last six months were evidenced during the evaluation. There are clear indicators that, going forward, governance and management will be more effective in the oversight of educational performance. Previously, there were performance lapses and variability that did not indicate strong performance.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Since the last EER, strong administrative support with good compliance knowledge has ensured most compliance requirements have been met in a timely manner. The new management needs to upskill in the NZQA rules, regulations and expectations/accountabilities. The managers will then be better positioned to support the administrator and report to the board for their oversight. This also applies to workforce development council requirements for staff assessing unit standards. While these are met by the current trainer, who is a new appointee, there is a need to be aware of these requirements for other staff involved.</p> <p>Improvements in the last six months in reporting enrolled learners to NCSP, and registration with the testing laboratories, are acknowledged. This allows samples to be linked to the learner and adequacy rates to be calculated for certification purposes.</p> <p>A health and safety policy and an appointed officer are in place, with monthly reporting to the board.</p> <p>The extension process being used to support learners to complete during the Covid-19 lockdowns and related restrictions needs to be realigned with the approved programme document and the NCSP guidelines requiring a maximum of 12 months to complete.</p>
Conclusion:	Compliance accountabilities have mostly been met. New management is committed to complying with the range of compliance accountabilities and is upskilling in this area.

Focus areas

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

2.1 Cervical Smear Taker Training (Level 6) Training Scheme

Performance:	Good
Self-assessment:	Marginal

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 Well Women and Family Trust:

- Develop and implement a programme review policy and related processes to ensure the programme design and delivery maintains currency and is continuing to meet the needs of stakeholders.
- Extend learner support beyond the two-day face-to-face workshop, to include regular contact and support during the practicum period and to the completion of the training scheme.
- Continue to expand the available collated data and analyse it to inform the organisation's understanding of achievement, valued outcomes, programme review and student support. This will provide analysis to support further self-assessment and review beyond the meeting of key performance indicators.

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 WWFT to:

- Complete and document a self-review of pastoral care against outcomes 1-4 of the Education (Pastoral Care of Tertiary and International Students) Code of Practice to provide a stronger basis for the current student support.

Appendix 1

Table 1. Learner achievement

Learner group	Completed	In progress
Māori	8	20
Pasifika	4	12
Others	80	78

Source: WWFT PowerPoint presentation provided at EER

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 fraud⁶*
- *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.*

⁶ 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 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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 2021. 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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