



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Well Women and Family Trust

Date of report: 22 May 2025

About Well Women and Family Trust

Well Women and Family Trust (WWFT) is a charitable organisation that provides services and training to promote and support women's health issues, such as cervical and breast screening, contraception and sexual health.

Type of organisation:	Private training establishment (PTE)
Location:	14/49 Sainsbury Road, Morningside, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: 2024 – 233 students Māori – 50 (21 per cent), Pasifika – 26 (11 per cent) Disabled – one International – nil
Number of staff:	Three full-time equivalents
TEO profile:	Well Women and Family Trust link to provider page on NZQA website
Last EER outcome:	NZQA was Confident in WWFT's educational performance and Not Yet Confident in its self-assessment at the last EER in 2023.
Scope of evaluation:	Cervical Smear Taker Training (Level 6) Training Scheme (ID: 121055-2)
MoE number:	7408
NZQA reference:	C59498
Dates of EER visit:	11 and 12 February 2025

Summary of results

WWFT is meeting the important training needs of its students and stakeholders. Students are supported through a blended teaching approach and relevant work-based practical training. Self-assessment systems and processes have noticeably improved since the last EER, and early evidence indicates that data is informing ongoing improvements.

Confident in educational performance

- Students are gaining important skills and knowledge to enhance their professional skills and abilities. Achievement is consistently strong and has improved since the last EER. An increase in Māori and Pasifika student participation is an indication that the organisation is addressing equitable access and providing flexible training solutions to support priority groups. Limited learning opportunities in regional and rural health clinics continues to impact completions and is an ongoing challenge.

Confident in capability in self-assessment

- WWFT uses its long-standing professional and community connections and relationships effectively to deliver highly contextualised training for nurses and other medical professionals. The organisation works closely with key health organisations and agencies to ensure their training is relevant, current and meeting stakeholder needs within the health sector.
- WWFT updates its training resources and assessment materials and makes them more accessible to the students via an online learner management system. Revised learning modules are relevant and culturally inclusive. Interactive workshops build on the online pre-reading and provide practical scenarios. The practicum component allows students to learn in authentic work settings.
- The PTE has strengthened its student support to include a number of phone checks. Additional support has been extended to the practicum, which allows students to gain support after the

workshop when they need guidance to meet practicum requirements. Student progress is well monitored. Student wellbeing support is central to the training's effectiveness.

- The WWFT senior leadership team is well supported by highly qualified and experienced teaching staff and a dedicated support team. The organisation continues to develop its processes to inform educational performance and formalise self-assessment. The impacts of newly implemented systems are still to be seen.
- The PTE manages most of its key compliance accountabilities well, including during a time of significant change in the senior leadership team. A change in industry practice required WWFT to make significant programme changes. A new unit standard version required changes in assessments which WWFT did not proactively identify. However, the organisation has been responsive and all assessments were updated to meet approval by Toitū Te Waiora Workforce Development Council.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>WWFT provides training in cervical screening for health professionals, primarily registered nurses in primary care. Students complete the training and their work-based experience over a year.</p> <p>Student achievement is well understood. Data is analysed when collected and actions taken to solve identified issues. Student progress is monitored through several processes and discussed regularly to enable effective management and maintenance of strong achievement.</p> <p>Overall course completions have increased from 80 per cent in 2022 to 87 per cent (117/134) in 2023, with 10 students still in progress. Initial data for the January to June courses in 2024 shows that 51 per cent (48/95) of students completed.² Enrolment numbers increased in the second half of 2024, indicating that the larger portion of the year's enrolments are still to complete in 2025. In 2023, there were 17 student withdrawals for various personal reasons, but only one student withdrawal in 2024.</p> <p>Māori and Pasifika student enrolment has doubled in the last year. In 2023, Māori completions were 16/22 (73 per cent) and Pasifika completions were 7/10 (70 per cent). Māori and Pasifika students take longer to complete the programme than other students.³ This ongoing trend can also be seen in the 2024 data. WWFT has provided a number of reasons for this, such as students who are based outside of the larger cities having limited availability of patients to complete the required practical</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 The remaining 49 per cent are still retained and are completing their studies.

³ In 2023, 7 per cent (10) of students did not complete within the required duration. Six were Māori students and three were Pasifika students.

	<p>consultations. Rural nurses have the added burden of lack of staff or supervisors to support their learning experience. WWFT continues to seek flexible solutions for these students, such as allowing them to complete practical experiences at other centres. The recent addition of a self-test for cervical screening also reduces the number of patients students can see.</p> <p>One student identified a learning disability and was provided with additional support. This student completed in 2024. No students with a disability were identified in 2023.</p> <p>The organisation could benefit from reviewing longitudinal data and formally reporting to the trustees, in order to understand ongoing trends to inform overall strategic decisions that consider student access and support needs for the programme.</p>
Conclusion:	Achievement is consistently strong. WWFT has improved its processes for monitoring student progress. More formalised overview processes would benefit self-assessment and inform strategic decisions about meeting student needs.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students gain essential technical skills and knowledge which greatly enhance their competencies and contribute to their organisation's capability to provide a much-needed service to local communities amidst workforce shortages in the health sector.</p> <p>Workshops enable students to develop hands-on skills and the confidence to support patients through the smear-taking process. Students gain an understanding of different strategies to help patients confront their fears – which often discourage them from having the procedure – and provide guidance in dealing with women's health challenges.</p>

	<p>The work-based practical component provides students with real-life experiences when working with patients in clinical settings. Employers gain a workforce who are acquiring current and relevant knowledge.</p> <p>Regional or rural communities often do not have easy access to services, and the responsibility falls on local GPs to provide the service. Students from these communities enhance their capabilities so they are able to broaden the health services available to their communities.</p> <p>WWFT maintains strong networks with iwi groups and government agencies, and has long-standing connections in the health sector. WWFT is recognised for quality training and high standards. A number of district health boards are return clients and enrol their staff on this programme. WWFT collaborates with them to provide tailored and flexible learning opportunities for their staff. This is testament to the strong reputation of the training WWFT offers.</p> <p>Stakeholder feedback data is starting to be collated and some analysis is taking place. However, not enough data has been collected since the last EER to identify trends over time. Initial indications show WWFT is making decisions based on feedback from stakeholders.</p>
Conclusion:	<p>Strong networks with health employers are well maintained to ensure the training delivers high-quality outcomes the health sector seeks and values. Structures and processes are in place to enable WWFT to meaningfully analyse data. However, not enough data has been available thus far to identify trends over time.</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:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Since the last EER, WWFT has developed online modules which allow students access to a blended learning platform. This delivery approach includes online pre-reading, attending a one-day⁴, instructor-led practical workshop followed by work-based learning supervised by a workplace assessor. Extensive stakeholder feedback was enlisted to develop the blended learning materials to ensure industry and community cultural perspectives were considered in the modules. Modules were developed to be engaging, aligned to industry standards and developments, enabling equitable access, increased practical skills and addressing knowledge gaps. This mode of interactive, self-directed learning reduces time away from work.</p> <p>Programme review is regular, and monthly reports to the senior leadership team ensure student progress and educational practices are being reviewed and actioned in a timely manner. Programme policies have been strengthened. New learning materials were digitised and content updated to align with the recent unit standard changes in cervical screening and developments in health sector practices. Lesson plans were updated in response to the change to blended learning. Training tools and learning materials were adapted to be interactive and have a more practical focus.</p> <p>WWFT consulted with key stakeholders on the review of materials and inclusion of te reo and tikanga and cultural diversity to be inclusive of all cultures. Whakawhanaungatanga at all courses encourages openness between students and educators.</p> <p>In response to stakeholder feedback, WWFT developed an assessment map with timelines to guide students to meet their assessment goals. Assessment requirements for</p>

⁴ Beginning in 2025, the workshops changed from two days to one day with the introduction of the online modules. This allows for more time to read the material before attending the workshop, and more time to focus on practical learning in the workshop.

	<p>students in practicum have been modified to ensure marking of work at multiple stages of the practicum. This also ensures students receive feedback once each assignment is completed during the practicum, which further scaffolds learning.</p> <p>Regular tracking of student progress enables the nurse educator to provide targeted support to students who may need further guidance. Written assessments are checked for academic integrity, and students are interviewed to verify their answers. The academic integrity policy sets clear guidelines around academic conduct and expectations and is easily monitored by the nurse educator. Learnings gained from these activities and the improved tracking has led to plans for a revised annual programme review.</p> <p>Annual internal moderation is completed by the clinical lead and another senior registered nurse. External post-assessment moderation conducted by Toitū Te Waiora in 2024 supports assessor judgements. Peer review provides feedback to ensure ongoing self-reflective practice and sharing of quality educational learnings.</p> <p>Plans to consolidate the learnings annually will inform strategic decisions to continue to meet stakeholder needs.</p>
Conclusion:	<p>The programme has been comprehensively reviewed and updated to be relevant and match stakeholder needs. Systems and processes are in place but are not yet fully tested to ensure ongoing improvements.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Student learning goals are established and well understood. The training team focuses on understanding and accommodating cultural differences and promoting respect. Along with support staff, WWFT has a strong commitment to empowering students to improve their nursing practice and develop appropriate skills – not just for cervical screening but also to provide appropriate and important health and wellbeing advice to their patients. This in turn makes students more reflective and aware of their own learning and wellbeing needs and any support they could request.</p> <p>The nurse educator visits students in the workplace to assist with completing practical assessments, and offers further guidance and support. The work-based learning support has been improved since the last EER. The PTE conducts monthly check-ins on student progress, and students are contacted at least three times during the practicum to check whether they need further support. Registered nurse assessors provide the work-based learning and supervision for students in the workplace.</p> <p>The learner management system and tracking sheet is useful to track student communication and progress. The system provides information to be reviewed in real time, and the PTE takes appropriate action where required. Students are offered clinical support in the WWFT facility if they are having difficulty reaching their clinical targets. Feedback from workplace supervisors helps the students improve their practice, and provides evidence of knowledge gained.</p> <p>WWFT has Māori/Pasifika kaimahi contacting Māori/Pasifika nurses to offer cultural support. If extra support is need, the nurse educator facilitates support or refers the student to appropriate health services.</p> <p>WWTF uses the Te Whare Tapa Wha framework to integrate core learning objectives with health and wellbeing, so the focus is on a holistic learning approach. Students learn about responding to patient wellbeing and</p>

	<p>safety. Support is centred around the students keeping themselves safe and their mental wellbeing maintained. WWFT advocates for the students for work experience opportunities required to ensure student success.</p> <p>A peer forum is being set up to allow nurses to share their experiences and continue to build a network for peer support.</p> <p>The nurse educator reports on student progress and stakeholder feedback monthly. This information leads to responsive actions and is used for ongoing improvements. Overall review of data to inform decisions is a work in progress.</p>
Conclusion:	Student support is exemplary and informed by stakeholder and student feedback. Changes and improvements are recent, therefore it is too soon to be able to analyse trends.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>There is strong alignment between the board and senior leadership team. New members to the board bring diverse skills and knowledge to strengthen the strategic direction. As the board matures, it needs to develop processes to have better overview of operational activities to both challenge and support the WWFT team's regrowth and future goals. However, the board is confident in the leadership and strength of the team.</p> <p>Senior leadership reports to the trustees quarterly. The board understands staff and resource needs, and values the senior leadership team as a high-performing and high-functioning team.</p> <p>Teaching staff are highly experienced and have the relevant qualifications to maintain and continue to develop quality training. Professional development has been extensive to cover industry changes, and the evaluators heard from key health professionals about the high-quality training WWFT educators deliver.</p>

	<p>Academic leadership has improved, and learnings were gained through significant programme review and development of unit standard assessment materials. There has been some slippage in identifying the unit standard version change, and the requirement to update assessments. Toitū Te Waiora WDC identified the issue in external moderation. WWFT was involved in consultations with the health sectors when practice changes were occurring, but was not proactive in making the timely changes to its own unit standard assessments. The academic team identified a gap in staff skills to develop new assessments and employed independent contractors to assist in developing new assessments. These assessments were pre-assessment moderated and approved by the WDC.</p> <p>Data collection and collation is supported by systems and processes. However, there is limited analysis of the data to develop an agile organisation and identify actions needed for ongoing improvement. Consolidating and analysing data could strengthen understanding of overall trends and stakeholder needs, which could provide regular metrics for reporting to the trustees and inform strategic decisions.</p>
Conclusion:	<p>A strategic and innovative senior leadership team supports the knowledgeable and experienced academic and support teams to ensure important organisational goals are being met. Self-assessment could benefit from consolidation and analysis of data, with more focus on understanding longitudinal trends to inform overall educational performance. This would support formal reporting to the trustees and provide valuable metrics for the board to inform strategic decisions.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>WWFT is meeting most of its compliance requirements well. Some areas are improving, with new systems and processes recently implemented. Key compliance accountabilities are managed through a compliance calendar.</p> <p>Key NZQA compliance requirements are being met with timely submissions of annual attestations, fee protection management, statutory declarations and Code of pastoral care annual attestations. Staff are well informed about the Code, and support and wellbeing for students is effectively reviewed, giving rise to changes in student support and wellbeing initiatives. The quality management system has been reviewed and updated to reflect changes in assessment practice and to include further guidance on academic integrity.</p> <p>In 2024, WWFT was found to be using the wrong unit standard version for assessment and was required to submit new assessment materials for pre-assessment moderation to Toitū Te Waiora. The new assessments were approved in 2024. External post-assessment moderation validates assessor decisions. There was no impact on students from the non-compliance of the unit standard version change. However, WWFT could be more proactive and plan for programme changes in a more timely manner.</p>
Conclusion:	Key compliances are mostly being managed well. WWFT has responded positively to previous recommendations, with improved processes to address some non-compliances. New processes ensure self-assessment has been strengthened since the last EER.

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:	Excellent
Self-assessment:	Good

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 effective systems to track version changes to the unit standard to ensure the most recent and updated materials are being used.
- Continue to develop and strengthen the use of data to inform the organisation at all levels.

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.

There are no requirements arising from the external evaluation and review.

Appendix 1

Table 1. Well Women and Family Trust – Cervical Smear Taker Course 2023

Disability	Ethnicity	Total ethnicity	In Progress	Completed	Percentage of enrolment	Percentage of completion
0	Māori	22	6	16	16%	73%
0	Pasifika	10	3	7	7%	70%
0	NZ European	46	5	41	34%	89%
0	Asian	28	1	27	21%	96%
0	Other	28	2	26	21%	93%
0	Total	134	17	117	-	87%

Table 2. Well Women and Family Trust – Cervical Smear Taker Course 2024

Ethnicity	Total	In Progress	Completed	Percentage of enrolment	Percentage of completion
Māori	50	40	10	21%	20%
Pasifika	26	21	5	11%	19%
NZ European	97	69	28	42%	29%
Asian	40	29	11	17%	28%
Other	20	18	2	9%	10%
Total	233	177 ⁵	56	-	24%
Disability	1	0	1	-	100%

⁵ 147 (83 per cent) of these students enrolled in the second half of the year. Students have one year to complete all components of the training scheme, which includes completing 15 practical patient assessments under supervision.

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 2022, 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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 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, micro-credentials 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 2022. 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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