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External Evaluation and Review Report

New Zealand Family Planning Association Incorporated Trading as Family Planning

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 3 October 2018

About New Zealand Family Planning Association Incorporated Trading as Family Planning

Family Planning provides education and training to health professionals to develop, enhance and maintain competency in their skills and knowledge to support the sexual, reproductive health and wellbeing of New Zealanders.

Type of organisation:	Private training establishment (PTE)
Location:	National office is located at Level 7, Southmark House, 203-209 Willis Street, Wellington
Code of Practice signatory:	Not a Signatory
Number of students:	Domestic: 860 participants in 2017 Māori 13 per cent and Pasifika 3 per cent.
Number of staff:	Four part-time staff
TEO profile:	https://www.nzqa.govt.nz/providers/details.do?providerId=986451001
Last EER outcome:	Confident in educational performance Confident in capability in self-assessment
Scope of evaluation:	Conduct Cervical Screening (Training Scheme) (level 6) Family Planning Certificate in Contraception and Sexual Health
MoE number:	9864
NZQA reference:	C29346
Dates of EER visit:	31 July and 1 August 2018

Summary of Results

Family Planning deliver highly relevant programmes which comprehensively meet the needs of stakeholders and reflect current standards, legislation and best practice. The same level of exceptional scrutiny is not as evident for some self-assessment activities but does not undermine the quality of the outcomes.

Highly Confident in educational performance

- Almost all participants successfully complete Family Planning programmes and the NZQA-approved training scheme.
- This training enhances and maintains the scope of practice and competency of registered health professionals.
- The training also enables health providers to offer sexual health services and assessments done by confident and competent staff.

Confident in capability in self-assessment

- Programmes are designed to meet the sexual health needs of New Zealanders with a focus on vulnerable people and ‘at risk’ communities.
- The quality and content of programmes are validated through continual internal and external scrutiny.
- Family Planning’s strategic direction and priorities are embedded in the PTE. Governance and management are highly effective in progressing and resourcing these.
- Self-assessment activities are generally of high quality. Some processes would benefit from more comprehensive review, such as data analysis to show exceptional self-assessment and support improvements.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>All programmes have a high rate of achievement, kept up over the past 10 years.</p> <p>The Ministry of Health contracts and funds the majority of places on Family Planning certificate courses each year. The outcomes have been exceeded since the programme started. The contract offers Māori and Pasifika registered nurses training in sexual health and wellbeing, as well as to those providing services in Māori and Pasifika communities.</p> <p>All participants in the Conduct Cervical Screening training scheme complete the pre-course and block-course components, but not always the workplace practicum. Family Planning has less influence over the practicum but collects and understands the reasons for non-completions. Family Planning could do more analysis of the data to establish possible trends and identify how Family Planning can impact these outcomes. The National Cervical Screening Programme Register verifies the adequacy of samples before the qualification is awarded, validating the successful participant's skills and knowledge.</p> <p>Although there is no difference in the achievement of Māori and Pasifika participants compared to all participants, Family Planning could improve data collection and analysis to provide better evidence of the strong outcomes and parity of achievement.</p>
Conclusion:	<p>The current high rate of achievement in the training scheme and programme have been consistent over many years. Participants' competency in the skills gained is externally validated. Family Planning could improve the comprehensive analysis of the qualitative and quantitative data.</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.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Family Planning Certificate is specifically targeted to support Māori and Pasifika registered health professionals and those working in Māori and Pasifika communities or health services. As a result, health providers can offer sexual health services and assessments done by confident and competent staff. This is an important outcome for vulnerable communities which are often rural and remote.</p> <p>Family Planning trains most cervical smear takers in New Zealand, meeting a key need for qualified smear-takers in the health sector. The ongoing sampling by the National Cervical Screening Unit, done for all cervical smear-takers and showing a 90 per cent adequacy rate, is a clear short to medium-term indicator of the quality of the training.</p> <p>Because of the training, registered health professionals increase their scope of practice and health providers can offer a broader range of services. This benefits communities and contributes toward improving health outcomes for women.</p> <p>A range of methods have been used to gather meaningful stakeholder feedback across programmes. Family Planning is still refining and improving the survey tool. There are strong indicators that stakeholder needs are well met: overall analysis of stakeholder feedback, which is very positive, monitoring of outcomes by a national body, meeting specific outcomes for the Ministry of Health, and the continued demand and wait list for training.</p>
Conclusion:	Registered health professionals and health providers have enhanced competency, skills and knowledge in the provision of sexual health and wellbeing services. This contributes to improved health outcomes for women and communities in New Zealand.

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:	Good
Findings and supporting evidence:	<p>Programmes are highly relevant and clearly matched to education and training needs for registered health professionals and health services, and the New Zealand health strategy.</p> <p>All programmes are systematically and comprehensively reviewed internally and updated every six months. The Conduct Cervical Screening training scheme undergoes external scrutiny by the National Cervical Screening Programme, which ensures it is current in terms of legislation and health practices. NZQA's external moderation of unit standards 1098 and 29956 consistently met the national standard, with assessor judgements upheld over the past four years. The National Cervical Screening Unit validates the clinical assessment outcome.</p> <p>The structure, variety of teaching activities, guest speakers and laboratory visit enhance the programme. Family Planning has recently introduced e-learning activities and they are being trialled for refresher programmes to improve access to training for those outside the main centres. The uptake and feedback on these programmes are still to be determined.</p> <p>The programme facilitators are qualified adult educators and experienced clinicians registered on the National Cervical Screening Register. Facilitators review their teaching through learner feedback and peer observations (not systematic).</p> <p>In this context and for these programmes, self-assessment activities are generally of high quality. Some processes, such as internal pre-assessment moderation, would benefit from a comprehensive review to support improvements.</p>
Conclusion:	<p>Programmes are well matched to the needs of stakeholders. Programmes reflect current clinical standards and best practice guidelines. Activities and assessment match the teaching and skill development. Academic systems may benefit from external educational input.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Participants receive timely information prior to the course, including the required pre-course reading and the administrative support needed to attend programmes. Registered health professionals commence the Conduct Cervical Screening training scheme with full knowledge of all core course and assessment requirements.</p> <p>Policies about student support, including complaints, have been reworked and are effective. Facilitators provide support as required during all face-to-face teaching, and embedded formative assessment shows that participants are learning. Online learners for the new refreshers are able to email staff for support if needed.</p> <p>There are clear processes to monitor progress for online learning and in the workplace practicum to encourage completion of the clinical assessment. Extensions are provided for the practicum as per the policy and Family Planning staff use related processes to guide learners and encourage completion. Theoretical knowledge is applied in the workplace practicum. The required skills and confidence are also developed under close and structured supervision during the workplace practicum. Family Planning ensures the supervisor is qualified and accredited to undertake this role, so learners are appropriately guided and supervised.</p> <p>Family Planning anticipates the new management system and changes being implemented to stakeholder survey questions will improve the quality of the data and feedback available for analysis and self-assessment.</p>
Conclusion:	Within the context of short programme and blended delivery, Family Planning effectively supports participants.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The Board of Family Planning Incorporated Society is skills-based and has direct oversight of all important aspects of the business, including youth and Māori representation. The latest self-review undertaken by the board indicates it is highly effective. Family Planning engages effectively at a national level within the health sector, staying current, seeking advice and advocating through their policy and health promotion work. This reflects its larger role in the health sector.</p> <p>A clear strategic framework guides the organisation and aligns the vision (equity, access and choice) and the strategic outcomes and priorities of Family Planning to the role and function of the PTE. The alignment was evident in discussions with staff, in the programmes Family Planning deliver and how they are delivered.</p> <p>Family Planning's commitment to the education and training that occurs within the PTE has resulted in significant resource development and a restructure to support the implementation of their vision in sexual and reproductive health services and education. There is an organisation-wide approach to professional development and staff are recruited to match the ongoing needs of the organisation.</p>
Conclusion:	The PTE is the smallest of Family Planning business units and services, but clearly an important one. Well resourced and supported, the educational purpose is well aligned to the organisation through the strategic plan and priorities implemented by governance and management.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Internal review and audit occurs systematically to monitor and manage compliance accountabilities. Family Planning is subject to several national-health-related audits and invites non-required audits of the PTE where Family Planning believes the outcome would benefit the organisation through new learning.</p> <p>Overall the results of a wide range of internal reviews and external audits since the previous EER attest to the quality of the organisation.</p> <p>NZQA accountabilities are shared across the PTE and oversight sits with the Deputy Chief Executive Officer.</p> <ul style="list-style-type: none"> • The NZQA training scheme is delivered as approved. • Student Fee Protection arrangements are in place. • Attestations are received in a timely manner. • Annual tertiary assessment and moderation has determined that the assessment and assessor judgements met the national standard from 2014 to 2017. <p>Family Planning reviews its policies and monitors practices to ensure they are legal and ethical.</p>
Conclusion:	Family Planning identifies and monitors its compliance accountabilities systematically using effective processes.

Focus Areas

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

2.1 Focus area: Conduct Cervical Screening (Training Scheme) (level 6)

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: Family Planning Certificate in Contraception and Sexual Health

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 New Zealand Family Planning Association Incorporated Trading as Family Planning:

- Analyse data about Māori and Pasifika participants to provide better evidence of the strong outcomes and parity of achievement for all participants.
- Collate the qualitative data collected with reasons for non-completion of the 'Conduct Cervical Screening' training scheme. This could better show the organisation's ability to impact or influence these outcomes further.
- Seek educational input on academic aspects of programmes, such as internal pre-assessment moderation.

Appendix 1

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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) 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.

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 fraud²*
- *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.*

² 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 according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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