

Qualification Title: New Zealand Diploma in Wellness and Relaxation Massage (Level 5)

Qualification number: 2740

Date of review: 1 August 2019

This report refers to graduates awarded this qualification prior to: **31 December 2018**

Final decision on consistency of the qualification: National consistency is confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence of:

Graduates provide safe and effective wellness and relaxation massage therapy services and/or undertake further studies.

This threshold incorporates the graduate profile outcomes as identified below:

- Demonstrate knowledge of human functioning and apply knowledge to wellness and relaxation massage therapy practise.
- Apply and evaluate the effectiveness of wellness and relaxation massage therapy interventions for individual clients' needs.
- Select and apply a range of professional, self-management, communication and client service knowledge and skills to meet wellness and relaxation massage therapy client and industry needs.

Education Organisations with sufficient evidence

The following education organisations have been found to have sufficient evidence.

Education Organisation	Final rating
Otago Polytechnic	Sufficient
Toi Ohomai Institute of Technology	Sufficient
Southern Institute of Technology	Sufficient
Eastern Institute of Technology	Sufficient
New Zealand College of Chinese Medicine	Sufficient
The New Zealand College of Massage	Sufficient
Waikato Institute of Technology	Sufficient

Introduction

The purpose of this qualification is to provide the health sector and massage therapy industry with people who can provide wellness and relaxation massage therapy services.

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Graduates will be able to work within the scope of practice defined by wellness and relaxation massage. Graduates will communicate and refer with remedial massage therapists, allied health, wellness and medical professionals for those specialist services.

Graduates will be capable of working independently.

This qualification was developed by Massage New Zealand Incorporated.

A consistency review meeting was held in Auckland. Seven providers presented.

In addition to the education organisations, the consistency review was attended by a representative from Massage New Zealand Incorporated and an observer from Wellpark College of Natural Therapies Limited which has a programme leading to the qualification but no graduates.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisation
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

The following types of data were provided:

- Graduate destination data
- Graduate feedback
- Next level tutor/lecturer feedback
- Employer feedback
- Moderation – internal and external results
- Programme related evidence

How well does the evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

Graduate destinations were discussed by all education organisations. Most graduates have progressed to further study or employment just as the qualification intended. The majority that progressed in study have continued in a related Level 6 or Bachelor programme. Feedback was captured from lecturers at the next level of study regarding the Level 5 graduates.

Graduate feedback provided an opportunity for all education institutes to provide evidence that their graduates matched the graduate profile outcomes at the appropriate threshold. Feedback was mostly gathered via surveys. The quality of the survey tools and questions and resulting information gathered, varied significantly. Mostly the feedback was limited to a rating and did not provide any information for analysis to validate or improve consistency. Generally, the response rates for some was low, bringing into question the validity of conclusions and findings, as being representative of the institute's graduates.

Providing Next level tutor/lecturer feedback was an opportunity almost every education organisation could utilise as a source of evidence. Generally, the quality of this feedback was marginal. Improving the quality and type of information collected would benefit education

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organisations at annual programme review. Employers' feedback was less relevant for most education organisations and challenging to gather.

Programme related evidence

Most submissions included the mapped learning outcomes and course content to the graduate profile outcomes. Some also mapped the GPO's to relevant assessments and evidence of quality processes that ensure effective programme delivery. The qualification conditions in relation to programme structure and context, was broadly discussed by education providers. Annual programme review was not discussed by many education providers, which is reasonable as most are in the second year of delivery of this qualification at the time of the consistency review. Moderation, in particular external moderation, was a weakness identified in almost every education institute. This is of some concern given the achievement-based standards used to assess within the programme. The evidence of effective and robust internal moderation occurring systematically within education organisations was variable. This is an area that requires addressing as moderation is a foundational academic quality assurance activity.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus

None.

Examples of good practice

Mapping learning outcomes and courses to the GPOs was generally very well done and in some education organisations very comprehensive and transparent. One education organisation addressed very specifically the conditions of the qualification and how these are addressed in the programme.

A comprehensive graduate survey used by an education organisation collected both quantitative and qualitative data, providing strong evidence that graduates meet the graduate outcomes. The information collected is benefitting the institute at programme review. The quality of the data is supporting further analysis and use of the information to make improvements and acknowledge areas of strong performance.

Issues and concerns

There are several conditions within the qualification and although there is no concern or evidence that these conditions were not met, not all education organisations provided succinct and specific evidence to identify how the conditions within the qualification are met within the programme.

External moderation, as discussed previously in this report, is an area of weakness and a significant gap.

Several graduates are self-employed and although this is a good outcome, education organisations were challenged in their attempts to gather and validate evidence as to what the graduate can, do, know and be. Some useful discussions were held on how this might be addressed going forward.

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Generally, evidence gathering is not occurring as an ongoing quality assurance activity. The gathering of graduate and stakeholders' feedback and information in a condensed time frame, immediately prior to the consistency review is not producing the compelling evidence that reflects the education organisations own perspective as to the extent graduates are meeting the GPOs. This needs to be considered carefully by education organisations, as the span of years will be greater at the next consistency review of this qualification.

Recommendations to Qualification Developer

None.