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External Evaluation and Review Report

Holistic Health Training Limited

Date of report: 4 November 2019

About Holistic Health Training Limited

Holistic Health Training (HHT) offers programmes in the field of holistic and alternative health. These include anatomy and physiology; interpersonal, communication and practitioner skills; holistic massage therapy training; holistic pulsing; remedial (deep tissue) massage techniques; hot stones massage; and human nutrition.

Type of organisation:	Private training establishment (PTE)
Location:	33 Mahana School Road, Upper Moutere, Nelson; six temporary sites – Christchurch (two), Nelson (one), Tauranga (one), Auckland (two)
Code of Practice signatory:	No
Number of students:	Domestic: 100; New Zealand Māori 5 per cent, Pasifika 1 per cent, New Zealand European 94 per cent (majority female)
Number of staff:	One full-time equivalent, six contract staff
TEO profile:	Holistic Health Training Ltd – NZQA website Certificate in Applied Anatomy and Physiology for Holistic Body Workers (Level 5) is delivered online by distance; Introduction to the Theory and Practise of Holistic Massage Therapy is delivered at individual contractor's sites each month.
Last EER outcome:	In 2015, HHT was found to be Highly Confident in both educational performance and capability in self-assessment.
Scope of evaluation:	Certificate in Applied Anatomy and Physiology for Holistic Body Workers (Level 5) 50 credits, 500 hours (65-80 students); Introduction to the Theory and Practise of Holistic Massage Therapy (Level 3), 3 credits, 30 hours (20 students). Certificate in Applied Anatomy and Physiology for Holistic Body Workers (Level 5) programme has been aligned with NZQA training scheme requirements.
MoE number:	7648

NZQA reference: C35647
Dates of EER visit: 26 and 27 August 2019

Summary of Results

HHT's rates of programme completion are very high. Students value their qualifications as they enhance self-esteem, increase confidence and enable them to be employed in alternative health care. HHT models an open, authentic approach with students, colleagues and clients that values empowerment and collaboration.

Highly Confident in educational performance

- Students complete their programmes. Knowledgeable, passionate staff work alongside the students to assist them to learn and develop their skills safely.
- Flexible delivery enables students to study from home and in their own time. Online resources are comprehensive and engaging.

Highly Confident in capability in self-assessment

- Staff are highly responsive to the students. Meeting academic and personal needs promptly contributes significantly to successful achievement and increases student confidence.
- Self-review and self-awareness inform all stakeholder relationships at HHT. This approach fosters appropriate challenges that lead to change and improvements.
- Data analysis is used effectively. Programmes are reviewed at regular staff gatherings to ensure they meet stakeholder needs well.
- Recruitment and development of staff is effective. Staff performance reviews are part of an integrated self-assessment process that informs both individual and collective training needs.
- Systematic processes ensure compliance with relevant legislation. Policies and practices are legal and ethical.
- Business needs are collectively discussed and agreed by all staff. Succession planning is well underway to ensure HHT continues to offer high quality education.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The majority of students who complete their programme also graduate. Most students are mature women who have been out of study and the workplace for some time. HHT is able to build up their confidence through its inclusive approach which values people and their life experiences. Students begin when it suits them (no set enrolment dates) and therefore there is no formal date of graduation.</p> <p>Holistic massage and anatomy and physiology represent the majority of the teaching and learning at HHT. Student achievement in both is excellent. To date there have been 440 registrations across all the programmes HHT offers. Of these, 214 have graduated, 171 are still in study, 26 are on hold (the category used when a student needs a break from study but intends to continue later), 27 have withdrawn and two have failed. Students who are not capable of completing self-select out or are carefully guided by HHT to reconsider their suitability for the field of alternative therapy.</p> <p>Reactivation rates are high. HHT has a database of students and contacts them regularly, encouraging them to continue to study if possible. Repeat business indicates that students are comfortable with the HHT programmes.</p> <p>HHT analyses student achievement by gender, ethnicity, programme of study and graduate destination. The data validates anecdotal feedback that most students use their qualification to work from a home business.</p>
Conclusion:	Student achievement is well understood by HHT. Data is collated, analysed and used to discuss student achievement across a range of categories and performance indicators.

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>HHT offers niche qualifications that can mostly be studied at home. The Certificate in Applied Anatomy and Physiology is offered entirely by distance. Holistic Massage Therapy is offered each month across all sites, depending on demand.</p> <p>Students gain useful skills and knowledge. Most students are mature women interested in developing a formal qualification in their area of interest. Their confidence builds when they realise that they have the ability to complete a qualification. The majority of students become self-employed and work from home.</p> <p>Many students move from one HHT programme to another. Some students have completed all four NZQA-approved programmes, indicating that they value the teaching and learning experience offered, and the quality measures provided by NZQA.</p> <p>Self-assessment systems have matured since the last EER. Destination data is analysed more effectively. This includes more detailed capture of types of employment outcomes. This process has confirmed what HHT knew anecdotally about graduate outcomes.</p> <p>This analysis is discussed at 'all of staff' meetings ('Gatherings'), held every six months over three days. It informs programme review and guides the development of new programmes. It also promotes discussions around business and marketing opportunities.</p>
Conclusion:	Students gain the skills and confidence to develop business opportunities. HHT graduates increase community access to high quality alternative health care. HHT meets its core value of access for all to quality knowledge and skills.

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:	Excellent
Findings and supporting evidence:	<p>HHT provides holistic training that focuses on the significance of relationship. The individual experiential wisdom of the student is a vital and valid source of input into the learning process. Delivery fosters a sense of ‘shared power’ as opposed to ‘power over’. This paradigm models the approach that HHT encourages students to use with clients.</p> <p>As a consequence, HHT has developed meaningful and collaborative relationships with students. Student satisfaction levels are high. One of the reasons for this is the inclusiveness of the teaching model. Other reasons are the flexibility of home study, same-day responses to questions, and detailed marking and explanations on assessments.</p> <p>Resources are excellent. Online distance delivery of the Certificate in Applied Anatomy and Physiology is supplemented by DVDs and regular contact with tutors by phone, email or Skype. The chief executive also delivers the certificate to several external organisations. Feedback from these organisations is consistently positive – HHT is responsive, obliging and knowledgeable, and the resources used are engaging and creative.</p> <p>Massage therapy is practical and experiential. It is delivered face-to-face at weekends across the various sites.</p> <p>The Certificate in Applied Anatomy and Physiology is externally moderated. Holistic Massage Therapy has a practical assessment which is internally moderated. Self-assessment is ongoing, both day-to-day and formally at Gatherings. Assessment is valid and consistent across tutors.</p>
Conclusion:	Students are engaged by the HHT philosophy, the quality of their interactions with staff, and the ease of access to the teaching and learning experience. Highly effective self-assessment activities ensure that academic standards and integrity are maintained.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Pastoral support is strong and effective. Student involvement in their learning is profound and personal. Students discuss with tutors any academic or personal barriers to learning and progress. Unresolved personal issues sometimes prevent a person from continuing study until they have undergone their own 'healing process'. The chief executive manages these situations with a kind but firm approach.</p> <p>HHT works with students to find suitable solutions that meet their current circumstances and context. This process is facilitated by the ability of a student to put their enrolment 'on hold', with the option of returning to study when circumstances permit.</p> <p>Reactivation rates are high, sometimes up to five years after initial enrolment. HHT is supportive and generous. HHT grants credit for fees paid earlier. Because considerable time has sometimes elapsed, students nearly always have to begin the qualification again.</p> <p>HHT maintains appropriate professional boundaries with students to ensure that they do not 'take over' or 'take on' student issues. Regular contact with colleagues and professional supervision provides the opportunity to discuss management of difficult situations. Each tutor has technical specialty areas that other tutors can use for expert advice.</p> <p>Students report timely feedback and constructive responses to inquiries. HHT regularly surveys the students. Feedback is noted, discussed among staff, and used to make changes when justified.</p>
Conclusion:	Student support and involvement in their learning is an integral part of HHT's philosophy and core values. HHT supports students to be self-aware so that they can engage appropriately with clients.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>HHT has a flat management structure which encourages staff to be collegial and collaborative. Staff respect the chief executive's considerable mana in the alternative health care industry and her drive to provide exemplary teaching and learning. Maintaining this standard requires staff to be self-reflective, involved and challenging of themselves and each other.</p> <p>There is no board or formal advisory committee, but engagement with other alternative practitioners is high through various organisations such as the Holistic Pulsing Guild of New Zealand. The chief executive calls in specific expertise as needed.</p> <p>HHT has grown to have national coverage. Staff are valued and carefully selected to add value to the current mix of staff expertise, geographical location and HHT's philosophical base. A succession plan is in place with the current associate director.</p> <p>The chief executive emails students every two to three weeks to 'check in' on them and their progress. Management support includes pairing students together for extra support and to provide access to a personal computer for distance learning. Pro bono delivery occurs when the chief executive determines that fees are out of the reach of the student.</p> <p>An updated database enables more comprehensive record-keeping and the ability to analyse data more effectively. Recent analysis identified that HHT's demographic was changing. To meet this market, HHT has adopted new ways to engage with younger students through social media, including Facebook and Instagram.</p>
Conclusion:	The current model effectively supports educational achievement. The chief executive is supported by staff who share all aspects of HHT's operation. Staff are highly valued by the chief executive. Decision-making is collaborative and by consensus where possible. External expertise is readily used if required.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The alternative health care industry is unregulated. NZQA programme approval and quality assurance oversight provide an external quality measure that is valued by students and HHT.</p> <p>HHT has systems and processes to monitor and manage its compliance obligations effectively. Particular attention has been given to reviewing the PTE's processes against the Health and Safety at Work Act 2015. This review has led to the updating of emergency arrangements and client intake and consent forms.</p> <p>The chief executive has visited all contractor workplaces to ensure they meet the required standard. NZQA has been notified of these sites, plus other sites occasionally used by HHT.</p> <p>Self-review includes tutors completing a self-evaluation report which is reviewed by the tutor and sent to the chief executive. This is followed up by an interview with the chief executive where any issues are discussed and flagged for group discussion and analysis. In this way, performance review informs both individual and group discussion and areas for upskilling. Renewal of contracts follows this process. Sub-contract arrangements are up to date and clearly show responsibilities. All staff are first aid trained.</p> <p>The chief executive uses an external organisation for financial and accounting advice.</p>
Conclusion:	HHT has a systematic approach to management of its compliance obligations, particularly those that relate to health and safety in the workplace.

Focus Areas

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

2.1 Focus area: Certificate in Applied Anatomy and Physiology for Holistic Body Workers (Level 5)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Introduction to the Theory and Practise of Holistic Massage Therapy

Performance:	Excellent
Self-assessment:	Excellent

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.

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

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

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 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 under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, 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 2016. 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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