



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Holistic Health Training Limited

Date of report: 1 November 2023

# About Holistic Health Training Limited

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*Holistic Health Training Limited (HHT) delivers courses in holistic and complementary health modalities in different locations in New Zealand. Courses include three NZQA-approved training schemes.*

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Type of organisation:	Private training establishment (PTE)
Location:	Head office: 33 Mahana School Road, Mahana, Upper Moutere, Nelson/Marlborough. HHT tutors are located in different parts of New Zealand and tutor at workplaces, hired premises, or some from their own clinics.
Eligible to enrol intl students:	No
Number of students:	Domestic: 120 – approximately 10 per cent Māori and 1 per cent Pasifika. HHT's enrolment form collects information on disabled learners – HHT is yet to collate this data.
Number of staff:	One director who teaches, nine part-time contracted tutors, and one mentor/supervisor
TEO profile:	<a href="#">Holistic Health Therapy Ltd</a>
Last EER outcome:	In 2019 (and 2015) NZQA was Highly Confident in HHT's educational performance and capability in self-assessment.
Scope of evaluation:	The Holistic Massage Therapy (Training Scheme) (level 3) (ID 125962) was the focus area of the EER. This is delivered face-to-face through small workshops or individual or small group tutorials, depending on the students' preferences.
MoE number:	7648
NZQA reference:	C54107
Dates of EER visit:	21 and 22 August 2023

# Summary of results

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*HHT has excellent processes which support students to achieve valued outcomes. These processes include effective academic leadership, experienced tutors, relevant courses and a very inclusive learning environment. Effective self-assessment supports ongoing improvement.*

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## **Highly Confident in educational performance**

Highly effective processes contribute to valued outcomes and a very responsive, inclusive learning environment which encourages self-reflection and collaboration. Courses are highly relevant. HHT meets students' diverse needs, backgrounds and circumstances extremely well.

## **Highly Confident in capability in self-assessment**

HHT closely follows student progress and achievement. HHT data for 2019 to date shows that most students have either successfully completed their courses or remain in progress (the courses have rolling intakes). Nearly 20 per cent have completed more than one HHT course, which are designed to support student pathways.

Tutors have a depth of experience that supports students' learning. The teaching integrates students' culture and experiences into the learning. Course resources are excellent and meet different learning needs. Academic leadership is excellent. Policies, procedures and activities are student-centred and aim to minimise barriers to learning.

Effective self-assessment processes and information, including HHT's 'SERs' model of tutor self-evaluation reports, provide a comprehensive understanding of performance and inform areas for development, support and improvement. HHT is currently reviewing its data collection processes, including to provide better evidence of graduate outcomes. Analysed self-assessment information informs the scope of annual tutor gatherings, where there is a collective focus on performance, planning and development.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students acquire important, highly relevant skills and knowledge and achieve their learning goals. Students particularly highlighted the value of learning about ensuring the emotional, cultural and physical safety, comfort and care of clients.</p> <p>HHT clearly understands each learner's progress and circumstances. This is supported by individualised course start dates and delivery tailored to the individual.</p> <p>Collated achievement data shows that most learners have either successfully graduated or are in progress. Few students fail – HHT attributes this to its relevant, achievable courses, quality tutors and transparent course requirements, performance criteria and feedback.</p> <p>Of the 423 students enrolled in the Holistic Massage Therapy course for 2019 to date, 58 per cent have graduated and 35 per cent are in progress. Just three students failed, five are on hold, and 20 withdrew.</p> <p>HHT has specific parameters for defining students 'in progress' and 'on hold', though it would be useful to explicitly reference this in reported data. The specific data-reporting period should also be stated.</p> <p>A higher proportion of Māori and Pasifika students take longer to complete/are in progress (43.2 per cent, with 50 per cent graduated) compared with other students (29.2 per cent in progress and 63 per cent graduated). HHT attributes this to financial, family or life circumstances. HHT is yet to collate data on disabled student achievement, but works with every student to support them to achieve in a way that can best meet their needs.</p>

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<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<p>This has included two blind students' successful completion of the anatomy and physiology course.</p> <p>As a part of succession planning, HHT is currently refining how it collates and presents achievement data. This provides a useful opportunity to consider the future focus of data analysis, including adapting to future needs as the student and tutor body grows and changes.</p>
Conclusion:	<p>Students acquire important skills and knowledge, achieve their goals, and complete or remain engaged in learning. HHT understands the individual learner's journey well.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Graduates gain essential skills and knowledge to be safe, effective practitioners in an unregulated industry. Attaining an NZQA qualification provides graduates with validation of their training, skills and knowledge, which they identify as of value to potential employers and clients.</p> <p>Graduates contribute their skills and knowledge to their communities and support community wellbeing through massage therapy. Some have extended the scope of their professional wellbeing services – such as adding massage therapy to personal training services. Graduates who have completed additional HHT pathway courses have been able to add extra modalities to their services. Of note, 19 per cent of graduates have completed more than one HHT course, adding to their knowledge and skills base.</p> <p>HHT's courses are of value to other key stakeholders because of the relevance and depth of knowledge that graduates gain. In addition, because of the relevance of HHT's courses, HHT is a preferred provider for two organisations whose reflexology students complete needed learning hours in anatomy and physiology with HHT.</p> <p>HHT is aware of students' intended destinations through data collected at enrolment. Anecdotal information on</p>

	<p>actual graduate destinations is provided by HHT's continued connections with the students post-completion.</p> <p>Currently HHT is considering methods to systematically collect graduate outcomes data. This will potentially provide a body of evidence to demonstrate the scope of valued outcomes achieved. Collating data on student reactivation rates could also quantify HHT's understanding that a high number of learners return to restart HHT courses after long periods.</p>
Conclusion:	HHT courses contribute to a skilled, knowledgeable and qualified workforce, supporting graduates to build on their practice and support community wellbeing. HHT has good insights into graduate outcomes which it could enhance by a systematic process to collect outcomes data.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>HHT has developed and continues to develop relevant courses aligned to sector demand and need, and to provide students with additional pathway options.</p> <p>HHT plans the learning environment to benefit and best support the needs of each student. Students can choose how and when their course is delivered – courses can be one-to-one, in pairs, or in small group workshops.</p> <p>Course materials are engaging and provide step-by-step guidance to support learning. Written and audio-visual resources respond to different learning styles and are continually reviewed to ensure this.</p> <p>Learning activities are relevant and engaging. HHT brings graduates into the tutorials/workshops to support the students' practical learning. This provides them with peer knowledge from the perspective of recently trained practitioners in employment. Student-led case studies provide the students with feedback from diverse perspectives. The case studies require students to reflect</p>

	<p>on areas where they may need to focus their learning and are reviewed by tutors to guide the learning. Tutor feedback ensures the students have a clear understanding of their progress.</p> <p>Clear, relevant performance criteria/marking rubrics support fair, valid and consistent assessment. Internal moderation occurs through regular co-teaching and assessment. The director verifies tutors' assessment decisions and undertakes some assessment of the students. Any unsuccessful assessment outcome is reviewed collaboratively by the tutors. Internal and external moderation occurs at HHT's annual gatherings, where all personnel come together for two to three days (an independent external moderator is engaged).</p> <p>HHT's course review process is excellent. The tutors and the director regularly reflect on the training scheme following delivery, and at the annual gatherings. Focus areas for review at the gatherings are identified through thematic analysis of tutor self-evaluation reports (SERs) – the tutors complete these after each course and they are reviewed by the director. The SERs process contributes to effective academic oversight and continuous self-review.</p> <p>Post-course student evaluation feedback is positive. The tutors use the SERs process to capture the students' feedback. Many examples were shared demonstrating HHT's responsiveness to this feedback.</p>
Conclusion:	HHT provides relevant courses and an inclusive, student-centred learning environment. Effective self-review processes contribute continuous and relevant insights to ensure academic oversight and responsiveness to needs.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Tutors work closely with the students to understand their backgrounds, needs and goals. The pace of the courses is decided together with the students and to suit their circumstances. Tutors tailor courses to the students' contexts, culture and experiences, and ensure the learning environment is responsive to any additional learning needs. The learning relationship is collaborative and reciprocal and the learning environment very inclusive.</p> <p>HHT policies are centred on minimising barriers to learning, including how fees are paid, and not financially penalising students if they take time out from study. HHT is establishing a scholarship for Māori and Pasifika students.</p> <p>HHT's registration form asks students if they have any special learning requirements so that HHT can respond appropriately. HHT took care to adapt how it asks for this information following student feedback about the cultural implications of asking students to nominate a disability.</p> <p>Core principles of mindfulness, acceptance, respectfulness and self-awareness inform HHT's application of the Code of Practice and tutor practice. HHT has clear, meaningful policy statements guiding the pastoral care and support for students, which are embedded in practice.</p> <p>Comprehensive, useful study information is provided to students in accessible formats. This includes step-by-step guidance on completing self-directed learning components. Advice and guidance is provided outside of course delivery, including to support students with their chosen pathways. Student enquiries and questions are promptly responded to.</p> <p>HHT supports students to establish and maintain academic and social support networks through course Facebook groups and connections made with past HHT students.</p> <p>Student evaluation feedback is validating and confirms high satisfaction. The SERs process contributes to effective evaluative oversight, including Code self-review.</p>



Conclusion:	HHT provides a highly responsive learning environment that ensures learners' experiences, goals and needs are well understood and responded to.
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### 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>HHT's purpose and direction is clear. Its mission statement, including core principles, comprehensively guide HHT in all respects. Policy statements specific to Te Tiriti, pastoral care, students with special needs, and sustainability guide collective decision-making and actions.</p> <p>The director and senior team have extensive experience and sector knowledge (education and industry-specific), and a commitment to their professions and quality training. Their connections and insights into industry, and understanding of student needs supports business continuity, innovation and responsiveness. Course development and provision is based on an understanding of need, interest and demand.</p> <p>A co-operative enquiry model of management facilitates a culture of reflection, transparency and collective input. Tutors value this culture of inclusivity and collaboration.</p> <p>Academic leadership and oversight is effective. Processes such as the SERs, gatherings, observation, co-teaching and assessment, and HHT's policies and values support the quality and consistency of teaching practice, a culture of sharing and support, staff mentoring and development.</p> <p>HHT has recruited tutors experienced in diverse holistic wellbeing modalities and who bring valued knowledge and experience for the benefit of the students. An increased number of tutors, located across New Zealand, is a strategic response to need and to enable greater access to learning.</p> <p>Succession planning is in place and includes a focus on developing and strengthening data collection and review processes, including adapting to future needs as the</p>

	student and tutor body grows and changes. Current data collection processes provide HHT with relevant insights into educational achievement, and complement other effective processes of self-review.
Conclusion:	Educational achievement is effectively supported by quality academic leadership, tutors and processes, and a culture of collaboration, reflection and responsiveness.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>HHT has an in-depth awareness of relevant legislation and regulations. Health and safety obligations are built into tutor contracts, ensuring they are adhered to and are centre stage.</p> <p>NZQA requirements have been mostly well understood and met in the last few years due to the use of tools such as a compliance calendar and related spreadsheets.</p> <p>There have been some small instances where the meeting of NZQA requirements has been delayed or not met (site notification, financial reporting, temporary online delivery). These have been isolated issues, with no impact, and have been addressed by HHT. However, it may benefit HHT to review the detail of internal compliance checklists against regulatory requirements.</p> <p>Students and tutors have clear guidance for meeting required learning hours and activities within each course. There are no concerns of under-delivery – rather it is likely that there is some over-delivery, especially because of the extra time tutors give providing support and guidance to the students.</p> <p>HHT has observed an increase in interest from students seeking to complete courses to support their immigration status. HHT is clear that it cannot and does not enrol international students. However, it may be prudent for HHT to establish a process for checking immigration status where this appears as a motivation for enrolment.</p>

	HHT is aware that it needs to publish its 2023 Code of Practice self-review on its website, including complaints and critical incidents data. HHT has a complaints policy but has never received a formal complaint, attributing this to an environment where student feedback is actively encouraged and responded to. It is suggested that HHT add some further detail to its student complaints information in line with Code guidance. HHT's policy statements, including its pastoral care policy statement, are accessible on HHT's website.
Conclusion:	Compliance accountabilities are mostly well managed. Health and safety is a core focus. It may be beneficial for HHT to review its compliance checklists.

## Focus areas

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

### 2.1 Holistic Massage Therapy (Training Scheme) (level 3) (reference 125962)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 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 Holistic Health Training Limited proceed with implementing a process to systematically collect graduate outcomes data to build a body of quantitative information.

## 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 fraud<sup>2</sup>*
- 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.*

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<sup>2</sup> 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](http://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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