



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Quality Plus Training Ltd

Date of report: 23 November 2022

About Quality Plus Training Ltd

Quality Plus Training offers a training scheme in Health Auditing to professionals in the health sector. The training offered can lead to employment as an auditor of quality assurance systems, within the health and disability sector.

Type of organisation:	Private training establishment (PTE)
Location:	208 Ohariu Valley Road, Ohariu, Wellington
Code of Practice signatory:	No
Number of students:	Domestic: in 2021, 28 learners were enrolled in the NZQA-approved training scheme. International: nil
Number of staff:	Full-time: one; part-time: three
TEO profile:	NZQA - Quality Plus Training Ltd
Last EER outcome:	At the last external evaluation and review (EER) in July October 2018, NZQA was Highly Confident in the educational performance and Confident in the capability in self-assessment of Quality Plus Training Limited.
Scope of evaluation:	This evaluation focused on the NZQA-approved Healthcare Auditor Training (Training Scheme) (Level 3) (114714)
MoE number:	7801
NZQA reference:	C50783
Dates of EER visit:	22 and 23 June 2022 online

Summary of Results

Quality Plus Training continues to deliver quality training in health auditing methods to professionals in the health sector. Engagement with associated stakeholders ensures the PTE's training scheme delivery is well matched to student needs. Learners are achieving well and acquiring valued auditing skills to apply in healthcare settings. With a change of ownership, the new management is working to implement a range of effective self-assessment strategies that will guide and inform performance going forward.

Confident in Educational Performance

- Quality Plus Training has recently had a change of ownership. The new owners and leadership team transitioned from the previous organisation and benefit from having experience and expertise in the field. The vision and purpose have remained clear, with plans to expand, although the change of ownership has had an impact on the continuity of self-assessment practices.

Confident in capability in self-assessment

- Quality Plus Training is responsive to and is clearly meeting the needs of its stakeholders. Frequent interaction with industry ensures the training scheme and delivery remain current and relevant.
- Learner completions are strong for the training scheme, with 98-100 per cent pass rates, which are typical for short courses.
- Healthcare Auditor Training equips graduates to participate in or conduct health audits, and also helps them understand and often implement improved quality systems at their own organisation. The course content is directly linked to the NZS 8134:2021.¹
- The extensive contribution of graduates to industry was apparent in the interviews during the EER, and from feedback recently gathered by Quality Plus Training.
- With the ownership changeover, record management – including access to data and

¹ Ngā Paerewa Health and disability services standard NZS 8134:2021

pertinent documents – presented some challenges for the organisation.

- Management has noted a gap in analysis of data since 2018. While the collation of value-related feedback, analysis and use for self-assessment and improvement is occurring, processes are still being aligned to the new structure and practices.
- The PTE needs to modify the process for reporting unit standard results to NZQA, to record all results – not just those for learners who requested their results.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Course completions are high. Healthcare Auditor Training prepares learners with the high-level skills, knowledge and confidence required to complete healthcare audits, either within their own organisation or with external organisations. Evidence from interviews notes that the skills graduates gain are clearly meeting the needs of stakeholders.</p> <p>Most learners enrolling in the training scheme have relevant experience in various health settings, and pass (98-100 per cent annually). Some learners are required to provide additional assessment evidence (with one-on-one support) before they are deemed competent.</p> <p>There has been a review of educational performance, with pass rates reported and some surveys being completed. Conducting analysis of Māori and Pasifika learner data was a recommendation in the previous EER, but there is a notable limitation in the collection and analysis of this data. NZQA requires providers to analyse data closely to determine whether priority learners are achieving equally with others.</p> <p>Data collection has been an issue due to administration errors and lost files. Trend analysis was not completed prior to 2020 because of enrolment issues. Much of the data was discovered in boxes during the EER, and analysis was completed at the same time. As this analysis is yet to be reported and discussed by management, it is too early to determine its effectiveness.</p> <p>Quality Plus Training is implementing new survey methodology and will add questions relating to the value of outcomes. Currently, anecdotal information is gained from feedback to and from the tutors, with some analysis done for the pending EER.</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	<p>Internal reviews of the training scheme have been completed, with some changes identified as a result of tutor and student feedback.</p> <p>The very recent collection and collation of data indicates that Quality Plus Training will be able to understand trends and use them to inform decision-making.</p>
Conclusion:	<p>Learners achieve well, and those who have gained the training scheme are highly skilled and sought after. They are able to use the skills and knowledge gained in their own organisation to ensure quality, or they can undertake healthcare audits. Purposeful data analysis and data-informed decision-making require improvement to understand trends and guide change.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>There is good evidence that stakeholders and graduates value the outcomes of the learning. They reported valuing the outcomes and soft skills of the graduates, as well as having highly trained health auditors within their organisations.</p> <p>Graduates highly value the superior auditing skills and knowledge they gain, and their ability to audit health areas to ensure ongoing quality processes in their own organisations. The contribution of graduates to the industry was apparent in interviews with the evaluators; however, this information was not being formally gathered by Quality Plus Training.</p> <p>Graduates and employers interviewed by the evaluators said that the course outcomes added value and have helped them:</p> <ul style="list-style-type: none"> • implement improvements in their quality systems • be better at adhering to procedures • gain a greater understanding and preparedness for external audits, when they occur • identify errors in their practice. <p>Graduates keep in touch with the training school through their instructors who are used as mentors when graduates are</p>

	<p>completing further training as an auditor with an associated designated audit company, The Designated Audit Agency (DAA) Group.</p> <p>Many examples were given of graduates developing capability in soft skills including organisational skills, time management and communication skills. These skills have contributed to the improvement in their wellbeing, with a stronger sense of self and growth in confidence from learning with a network of like-minded health providers.</p> <p>Progression data gathered or analysed prior to the end of 2021 was initially not available to Quality Plus Training or the evaluators. No employer feedback on skills and attributes was collected until recently, although this has been showing some good outcomes.</p> <p>Feedback obtained from end-of-paper surveys by tutors and graduates was not available during the EER. The surveys have since been located, but management has yet to complete a full analysis to feed into a monthly academic report; therefore, it is still too early to demonstrate their effectiveness for achievement and outcomes.</p>
Conclusion:	Stakeholders and graduates value the outcomes and soft skills from the learning, with the outcome of highly trained quality auditors who can implement improved quality systems. Collation, analysis and use of feedback received from all stakeholders needs further development.

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>Purposeful course design is well matched to student needs and healthcare settings. The delivery is contributing to meaningful participation in study.</p> <p>A close working relationship with the DAA Group, and providers of assessment and evaluation services for the health and disability sectors assures that Quality Plus Training that the training offered is current and relevant.</p>

	<p>Regular interaction with stakeholders ensures teaching materials remain relevant and current, and development and delivery is meeting emerging needs. The organisation has made changes across the training scheme in line with Ministry of Health sector standards, with relevant handbook and workbook changes. Initially there was some discussion around learners enrolling 'expecting a different standard', with information not being made explicit to learners. This has been addressed.</p> <p>The training scheme is designed and scaffolded well, with learning environments, activities and resources effectively engaging the students. Staff and learners noted that the first three days of the five-day course are challenging in terms of the concepts taught. The learning is then consolidated in the final two-day sessions. Feedback from participants confirms the training scheme is well designed and the learning is well scaffolded.</p> <p>The organisation has been looking at student needs and has observed that the course is difficult. They are considering including blended/digital delivery along with making the course more accessible, with some changes in different site offerings.</p> <p>NZQA requirements around moderation for 2020 around assessment decisions have been addressed and this will need to be monitored by Quality Plus Training going forward. No learner results were reported for 2021.</p> <p>Course review is occurring at paper, component and assessment levels, with evidence of additional material and the development of differing delivery methodology arising from a review of performance around the theory aspects taught.</p> <p>Course satisfaction surveys for students are distributed and the feedback is collated, shared among staff and at times used to make positive changes to the course's delivery. However, the information collected, and the use of that information, is not consistent with ensuring parity of achievement.</p>
<p>Conclusion:</p>	<p>Purposeful delivery that is scaffolded well is matched to student needs and is contributing to meaningful participation in study. A more purposeful analysis and use of data would note trends and provide informed decision-making around the delivery, support, resources and outcomes of the course.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students' goals and needs are identified on arrival and monitored regularly, and emerging needs are addressed promptly.</p> <p>Online support is available for learners who can also support others in an online forum where academic and social networks are fostered. The inclusive learning environment acknowledges individual needs, and management has recently begun to work on understanding and meeting students' cultural and learning needs and placing emphasis on cultural inclusivity. Related professional development for staff could assist in this, to bed-in appropriate processes and practices.</p> <p>Surveys at the end of each paper and assessment results (informal and formal) guide the development of tailored support. Regular feedback also ensures a prompt response to emerging student learning needs, but this does not specifically capture cultural needs or learners with disabilities.</p> <p>Staff review individual progress, which gives a sense of how students are developing and gaining some knowledge. However, there is no significant tailored support for Māori and Pasifika students which is a potential area of growth.</p> <p>Quality Plus Training completed the interim Code of Practice³ attestation self-review via the published guidelines, but is yet to start the full review against the new Code⁴ for the November 2022 deadline.</p>
Conclusion:	<p>Management has systems in place to support learners, and has begun work on further understanding and meeting students' cultural and learning needs. End-of-course reviews by students are routine. Value-related feedback that would prompt changes to improve support for priority learners is not yet formally collected/collated.</p>

³ The Interim Code of Practice for the Pastoral Care of Domestic Tertiary Students 2019

⁴ The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Quality Plus Training has recently had a change of ownership. The new leadership team has a good understanding of the educational and business requirements of Quality Plus Training, and are working to build the organisation. Data collection issues inherited by the new owners are being systematically addressed, with some good indication of future effectiveness.</p> <p>The vision and purpose of Quality Plus Training has remained clear, and consolidation is beginning to re-establish the direction of the organisation to continue the strong community in health audits with a stable ownership regime. Academic leadership and the senior academic manager are working to ensure Quality Plus Training remains effective.</p> <p>Staff resources are available and are effectively allocated to address the current needs of the organisation. Management has prioritised meeting any additional needs. Staff meetings identify the need for action/follow-up on self-assessment.</p> <p>Appropriately qualified staff have been fully involved in the changeover to the new organisation. They feel valued and are provided with professional development that will ensure they keep up to date with current teaching and the curriculum. It is recommended that Quality Plus Training incorporate extra professional development around Te Tiriti, the Code of Practice and engagement with Māori and Pasifika and disabled students, to ensure all staff are prepared for meeting new expectations around parity for learners.</p> <p>It was noted during the enquiry phase of the EER that the paperwork and systems were not reliable. This had an impact on the continuity of self-assessment processes and practices. This challenge has now been addressed with the gathering of past documentation and the appointment of a quality manager whose role is to collate and analyse past and current data, and identify trends to recommend changes to ensure positive outcomes.</p>

	Improved data collection and analysis would provide quality information to implement a range of effective self-assessment strategies and to guide and inform performance.
Conclusion:	There is evidence that the new management is fully involved in the operation and delivery of training, although it is still too early to determine its effectiveness across all areas. More specific and focused information would enable better analysis and response to performance data by course, area and cohort.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Sound processes are in place to indicate that management of compliance is done well. Quality Plus Training maintains a Risk and Corrective Action Plan (the plan). Managed by the training manager, the plan covers most areas related to both internal and external compliance, with actions noted and many completed with a good justification.</p> <p>Management has oversight of the plan and ensures ongoing review of policies and procedures. The plan has timeframes for key compliance documents to be registered, filing of attestations, the updating of course credits, and completion of conflict of interest declarations.</p> <p>Quality Plus Training has needed to modify the process for reporting unit standard results to NZQA to record all results – not just those for learners wanting their results reported. It was noted that the paperwork and systems used by the previous ownership were not comprehensive, and this is now being addressed.</p> <p>With the ownership changeover, record management presented some challenges for the organisation for access to data and pertinent records. This has since been addressed and all data has been moved to the correct site for use.</p>
Conclusion:	Key compliance accountabilities are well managed by staff, with clear contributing systems. Quality Plus Training complies with NZQA requirements for approvals and maintaining registration.

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 Quality Plus Training Ltd:

- Incorporate extra professional development and self-assessment around Te Tiriti and engagement with Māori and Pasifika students to ensure all staff are prepared for meeting the expectations and adherence to the Tertiary and International Learners Code of Practice 2021.

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 fraud⁵*
- *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.*

⁵ 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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