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External Evaluation and Review Report

New Zealand College of Chiropractic

Date of report: 27 April 2021

About New Zealand College of Chiropractic

The New Zealand College of Chiropractic (NZCC) is the sole chiropractic training institution in New Zealand. The college offers the Bachelor of Chiropractic and leads and contributes to chiropractic research in New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	6 Harrison Rd, Mt Wellington, Auckland
Code of Practice signatory:	Yes
Number of students:	306 students; 63 international students at the time of the evaluation 2019 enrolments: European 63.3 per cent; Māori 8.4 per cent; Pasifika 3.5 per cent; Asian 25.1 per cent; Other 13.7 per cent
Number of staff:	Full-time 27; part-time 19 Regular contractors 29
TEO profile:	See NZQA: New Zealand College of Chiropractic
Last EER outcome:	Highly confident in educational performance and capability in self-assessment
Scope of this evaluation:	Bachelor of Chiropractic (Level 7)
MoE number:	8396
NZQA reference:	C45978
Dates of EER visit:	22 and 23 February 2021 (virtual)

Summary of results

NZCC is a high-performing PTE committed to the growth and maintenance of high standards in the chiropractic industry in New Zealand. Student achievement is strong, and outcomes are highly valued by the students, who are in demand upon graduating. The college is responsive to change and is led by a capable and highly experienced governance and management team.

	<p>Course and qualification completion rates are consistently high for all students including Māori and Pasifika. Achievement data is monitored appropriately and used to understand student progression.</p>
Highly confident in educational performance	<p>NZCC exhibits a commitment to growing the profession and ensuring quality in industry. This is achieved through high standards and integrity in academic performance.</p>
Highly confident in capability in self-assessment	<p>Students highly value the outcomes of the programme; most graduates are employed before the end of the programme or immediately after graduating.</p> <p>Students and graduates also highly value their development of soft skills. Trainee chiropractors grow in confidence and develop the professional skills needed for their careers.</p> <p>NZCC is very well connected to industry, which enables the programme design and delivery to be appropriately informed by stakeholder feedback. This is validated by the graduate outcomes.</p> <p>Domestic and international students are offered a comprehensive wrap-around support service, which meet the needs of the diverse student population. Additionally, effective self-assessment activities have informed targeted growth in student support services.</p> <p>The PTE's vision, mission and values are clearly embedded across all levels of the organisation. The organisational purpose and direction is clear to staff, students and stakeholders.</p> <p>NZCC invests in the professional development of its staff and adds to the knowledge base of the profession through a commitment to research.</p>

Management of compliance responsibilities is effective, supported by an appointed compliance-focussed staff member. No discrepancies were found in an audit of the international student files.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student achievement is consistently high. Course completions have been on average 96.4 per cent for all students since the previous evaluation. The prerequisite study gives students a strong foundation before studying the Bachelor of Chiropractic. Qualification completions have been on average 79.7 per cent for all students since the previous evaluation.²</p> <p>Māori and Pasifika students achieve well compared with other student demographics. Course completions have an average rate of 94.4 per cent for the same period and a rate of 76 per cent for qualification completions. While student progress and achievement are effectively monitored, NZCC could consider separating Māori and Pasifika achievement data for accurate, targeted analysis.³</p> <p>The PTE has good systems to understand its achievement data. Effective monitoring of achievement data allows staff to understand any reasons for withdrawals and non-completions, although this is currently anecdotal.</p> <p>The skills gained through acquisition of the qualification and courses completed meet international registration requirements, allowing graduates to practise and work globally. NZCC also benchmarks against these international standards. The majority of students gain employment upon graduation (see 1.2).</p>
Conclusion:	Students achieve well and complete the qualification. Māori and Pasifika students achieve well compared with non-Maori domestic students. Monitoring of achievement data and trends is informative and useful to the college.

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

² See Appendix 1.

³ See Appendix 1.

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 outcomes are highly valued by both students and stakeholders. Students successfully complete their studies and are practice-ready from graduation. It is common for final year students to secure employment before they graduate. Destination data collected and analysed by the academic leadership team reflects high employment rates for graduates. Most students go on to work as chiropractors, and some students go on to postgraduate study, encouraged by the NZCC research centre.</p> <p>The focus on soft skills development in the programme of study is also highly valued by students and stakeholders. Graduate feedback highlighted growth in confidence as a health professional by the time students reach their final year of study.</p> <p>The philosophy and supportive culture of the college allows students to develop and progress as professional chiropractors, enhancing their abilities through academic and work-ready skills development (e.g. customer service, treating a variety of clients). However, to ensure graduates are comprehensively work-ready, NZCC could explore more ways to expose students to inclusive and diverse cultural perspectives for chiropractic care.</p> <p>The college is very well connected to industry. Guest lecturers from industry feature in the programme, alumni cohorts remain connected to the college as they pathway into industry, and the sector is regularly consulted on the review of graduate profile outcomes.</p> <p>The established stakeholder advisory committee is involved in business decisions and is a strong link between the college, stakeholders and the chiropractic industry. Students have an opportunity to use their skills and knowledge (with supervision) to support community wellbeing through programmes at Te Puea Marae and annual visits to Rarotonga.</p>
Conclusion:	Outcomes are highly valued by both students and stakeholders. Graduates gain the relevant skills and qualification needed to be a successful chiropractor. An effective stakeholder advisory committee guides self-assessment activity.

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>The scope of delivery currently meets the needs of students and stakeholders well. Relevant and well-qualified staff underpin teaching and learning. Industry consultation informs the construction and coherence of the programme design and delivery.</p> <p>Internal annual review of the programme occurs between the college and stakeholders, including practising chiropractors, to ensure alignment between industry requirements and the curriculum. Student feedback is also considered in programme review. For example, recent student feedback led to a further review of the technique foundation course and resulted in changes.</p> <p>The NZCC research centre also underpins both the theoretical and practical components of the curriculum design and delivery. The most recent review of the programme determined the level of current research being used in each course as satisfactory. The annual academic programme review informs improvements in programme design and delivery, as do external monitor reports.</p> <p>The process for internal and external moderation is useful and validates the positive achievement results. A disciplinary committee and the use of plagiarism software ensures high standards and academic integrity.</p> <p>Programme design and delivery reflected changes as necessary to remain current during temporary online delivery in 2020. Teaching and learning activities effectively transferred to online platforms, and the programme of study proceeded without the practical component. This did not disadvantage students, who were able to catch up on practical assessment.</p> <p>Learning environments are planned and structured for the benefit of students to enable them to apply their knowledge in a variety of ways throughout the programme. The programme design enables students to progressively and safely develop their decision-making and practical skills; initially with peers in</p>

	<p>the first year, through to clients in a supervised workplace practice setting in the final year.</p> <p>Students receive feedback after the practical application of their knowledge; however, feedback is variable. Further exploration of ways to ensure consistent and useful feedback on all assessments would be of use.</p>
Conclusion:	<p>The programme maintains relevance to stakeholders and communities. Programme design and delivery is informed by industry to match the needs of stakeholders and students. Further consideration of ways to provide consistent assessment feedback would be useful to the students.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are very well supported from enrolment to graduation by a dedicated student support team and an active class representative system.⁴ All students have access to a wide range of wrap-around services including counselling, peer assisted study support classes, and study groups and topic-related clubs initiated by the college and/or students. Specific wellbeing workshops have been introduced in response to self-assessment information that identified areas students were most concerned about, including resilience and procrastination.</p> <p>NZCC is very responsive to the wellbeing needs of students and responds appropriately to the needs of different student communities. Students have access to a variety of academic and social clubs for peer-to-peer support.</p> <p>First-year orientation is comprehensive and successful in introducing students to the college. First-year students attend a college camp to establish peer connections early on and to encourage students to develop their professional network. Students emphasised the effectiveness of this initiative to support learning and networking.</p>

⁴ The students' association oversees the student representative system and liaises with teaching staff and management through a student leadership group. Student representatives are consulted appropriately, and student feedback is openly received.

	<p>Students have been well supported during recent regional Covid-19 lockdowns, with ongoing access to support services and individual weekly check-ins.</p> <p>Staff regularly review resourcing and support practices. Student feedback is used to identify further support needs. For example, the college employed an on-campus mental health counsellor when the need was highlighted by students.</p>
Conclusion:	<p>Students are effectively supported. The college offers multiple avenues for students to seek academic and pastoral support. Self-assessment activities optimise academic and pastoral support services and new initiatives.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZCC has an effective organisational structure and reporting line. The organisational purpose and direction are clear. The vision and mission are understood across the organisation to effectively support educational achievement.⁵</p> <p>The board of trustees and senior management have effective processes for reporting, information-sharing and intervention.</p> <p>The longstanding members of the board of trustees are appropriately skilled and experienced to purposefully guide the organisation. Management staff are equally skilled and experienced, alongside highly qualified teaching and research staff.</p> <p>There is an emphasis on investment in research at the college, with an established research centre and active research staff contributing to, and leading, chiropractic research in New Zealand. Staff have many opportunities to be active in research, supported by research leave. Multiple staff members are current PhD candidates.</p> <p>Other relevant professional development opportunities are available including conferences, workshops and upskill courses.</p>

⁵ Vision: 'A world of people expressing optimum potential'. Mission: 'To educate great people to become the world's best chiropractors'.

	<p>All staff have completed, or are completing, a relevant certification in adult teaching. Professional development opportunities are highly valued by staff.</p> <p>NZCC is agile and flexible, as reflected in the organisational response to recent change with the temporary move to online teaching and learning during the Covid-19 lockdowns. Staff and students reported effective support from governance and management throughout the multiple regional lockdowns.</p> <p>Self-assessment activities effectively inform change and improvements across the college. Management uses data to understand and influence student achievement, wellbeing, outcomes and programme design and delivery. Regular self-monitoring across these areas is ongoing common practice.</p>
Conclusion:	The mandate of the skilled and experienced governance and management team is effective in supporting educational achievement. The college is agile in responding to change and offers effective and robust support for staff. Professional development and self-review are highly valued.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance accountabilities are effectively managed through use of a shared compliance calendar, supported by a dedicated compliance manager. Management effectively ensures oversight of the requirements of the Council on Chiropractic Education Australasia (CCEA), the Tertiary Education Commission and NZQA.</p> <p>Effective processes and policies are in place for risk management and complaints, as well as health and safety as a core focus in the chiropractic profession.</p> <p>NZCC keeps up to date with industry requirements to maintain good practice for trainee chiropractors through accreditation with the CCEA. The CCEA accreditation process ensures required standards are met through assessment of governance and management, the programme of study, and the student experience.</p>

	<p>Robust processes are in place to manage compliance checks of international student files, including visa and insurance validity. NZQA found no discrepancies in the international student file audit.</p> <p>NZCC is a financially viable organisation.</p>
<p>Conclusion:</p>	<p>Important compliance accountabilities are effectively managed across the organisation. Accreditation with the CCEA and NZQA require the college to be highly accountable.</p>

Focus areas

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

2.1 Focus area: Bachelor of Chiropractic (Level 7)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: International Student Support and Wellbeing

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.

NZQA recommends that NZCC:

- Separate the Māori and Pasifika achievement data for more accurate monitoring and analysis.
- Explore ways to ensure students have consistent and useful feedback on all assessments.
- Explore opportunities that expose students to inclusive and diverse cultural perspectives for chiropractic care.

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 1

The following table shows student achievement since the last EER in 2016

2019 EPIs:	NZCC Overall	Māori and Pacific Island	Under 24 age group	TEO average for level 7 degree
Qualification completion	74.2%	67.2%	80.4%	58.8%
Course completion	97.7%	98.3%	97.9%	86.5%
First year retention	97.4%	92.3%	96.4%	76.9%
2018 EPIs:	NZCC Overall	Māori and Pacific Island	Under 24 age group	TEO average for level 7 degree
Qualification completion	73.4%*	71.5%	73.8%	59.6%
Course completion	97.3%	90.3%	98.3%	86.3%
First year retention	97.3%	96.6%	98.4%	76.2%
2017 EPIs:	NZCC Overall	Māori and Pacific Island	Under 24 age group	TEO average for level 7 degree
Qualification completion	91.5%	89.5%	91.2%	59.3%
Course completion	94.4%	94.7%	98.1%	86.5%
First year retention	97.2%	100%	95.0%	75.5%

Appendix 2

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 fraud⁶*
- *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.*

⁶ 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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