



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report

Quality Plus Training Ltd

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 30 October 2018

About Quality Plus

Quality Plus Training offers short courses in audit training to those with experience in the health sector. Completing this training can lead to certification as an auditor within the Health and Disability Service Standards quality assurance system. Quality Plus Training has a close, working relationship with the Designated Audit Agency (DAA) Group and providers of assessment and evaluation services for the health and disability sectors.

| | |
|-----------------------------|--|
| Type of organisation: | Private training establishment (PTE) |
| Location: | 551 Springs Road, Prebbleton, Canterbury 7604 |
| Code of Practice signatory: | No |
| Number of students: | Domestic: 48 in 2017 (1.6 equivalent full-time students (EFTS)) |
| Number of staff: | 1 part-time plus contract teachers as required. |
| TEO profile: | NZQA website details |
| Last EER outcome: | At the last external evaluation and review (EER) in August 2014, 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 upon the NZQA-approved Healthcare Auditor Training (Training Scheme) (level 3). This training scheme was the only formally assessed course that the PTE offered at the time of this EER. |
| MoE number: | 7801 |
| NZQA reference: | C27536 |
| Date of EER visit: | 3 July 2018 |

Summary of Results

Quality Plus Training continues to perform soundly. They deliver quality training in health auditing methods to professionals from the health sector. The training is informed by the PTE's ongoing participation as auditors. The PTE understands and practices continuous improvement. Their engagement with health sector stakeholders directly informs their self-assessment.

Highly Confident in educational performance

- The Healthcare Auditor Training meets the needs of those involved in healthcare settings. It equips them to understand quality systems and standards and participate in or conduct audits.
- The course content is directly linked to the Health and Disability Services Standards.¹ Auditors of those standards must hold the NZQA unit standard 8086. The course has many strong quality assurance features. Most students have relevant prior experience in health settings and complete the course.

Confident in capability in self-assessment

- There is a good review of educational performance, but there is a limitation in analysis of Māori and Pasifika learner data.
- Teachers have ongoing experience in auditing against the healthcare standards, keeping the programme relevant.
- The PTE has coherent and effective governance and management. Stakeholder engagement is ongoing and positive.
- The PTE complies with NZQA requirements for approvals and maintaining registration. However, the PTE needs to modify their process for reporting results to NZQA to record all results.
- There are a few areas where self-assessment could be strengthened.

¹ the Health and Disability Services Standards NZS 8134: 2008 (including Restraint Minimisation and Safe Practice Standards and Infection Prevention and Control Standards):

Key evaluation question findings²

1.1 How well do students achieve?

| | |
|-----------------------------------|--|
| Performance: | Excellent |
| Self-assessment: | Good |
| Summary: | Almost all students have relevant health sector experience and knowledge of standards-based care. They are motivated to gain skills and knowledge in healthcare auditing. This supports the high levels of achievement. |
| Findings and supporting evidence: | <p>The Healthcare Auditor Training provides effective training based on Unit 8086 <i>Demonstrate knowledge required for quality auditing</i> (level 4). The training scheme is delivered during a one-week workshop.</p> <p>Between 30 and 50 students enrol annually. Students are assessed throughout the course and by a final examination. Most students pass (98-100 per cent annually). Some are required to provide additional assessment evidence before they are deemed competent. This is all managed effectively.</p> <p>Students learn how to conduct audits against a quality management system, the Health and Disability Services Standards or other standards or contract specifications.</p> <p>Improving Māori health and reducing health inequalities is one component of the service standard which are a focus of the programme.</p> <p>The course has many strong quality assurance features, including pre-moderated assessments, co-marking by two teachers and close analysis of examination results. Results are benchmarked year-on-year. The PTE met NZQA's national external moderation standards for the one standard they delivered in 2015 and 2018.</p> |
| Areas for improvement: | Analysis of pass rates and marking contributes to a good review of educational performance, but NZQA noted that the analysis of Māori and Pasifika learner data is limited. NZQA requires providers to analyse their performance closely to determine if priority learners are achieving equally. |

² 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: | Good |
| Summary: | <p>Stakeholders include the Ministry of Health (MOH), District Health Boards, Accident Compensation Corporation (ACC) and a wide range of health-related organisations, as well as staff from these organisations who need training in auditing.</p> <p>Quality Plus Training makes a valuable contribution to quality of care for consumers.</p> |
| Findings and supporting evidence: | <p>Graduates of Quality Plus Training are well prepared to understand the standards under the Health and Disability Service (Safety) Act 2001 and either conduct or participate in quality audits or work in environments where they occur.³</p> <p>Some graduates enter part or full-time work as auditors in healthcare settings. Graduates and external stakeholders confirmed this. Quality Plus could improve self-assessment by gathering more specific data about graduate employment. Currently this data is anecdotal: i.e. from graduates employed as auditors by the DAA Group or encountered in health settings.</p> <p>Graduates and employers interviewed by the evaluators stated that the course outcomes have included: implementing improvements in their quality systems; better adherence to procedures; and greater understanding and preparedness for external audits when they do occur.</p> <p>Key stakeholders contacted during this evaluation provided useful, positive comment on the value of maintaining a pool of suitably trained auditors in the healthcare sector.</p> |
| Areas for improvement: | <p>The PTE would gain more knowledge of the training's value to graduates and the sector by intentional, documented contact with graduates. Currently, contact with graduates is irregular and examples provided were anecdotal and so quite limited.</p> |

³ More information on healthcare certification and auditing is provided in Appendix 1.

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 |
| Summary: | The Healthcare Auditor Training programme is well designed, taught by practitioners and reviewed and modified as needed. Student feedback by survey is highly positive. Graduates are better prepared to understand quality in health settings and lead or participate in audits. |
| Findings and supporting evidence: | <p>There is a clearly documented course structure, teaching plan and curriculum, with moderated assessments and marking guides.</p> <p>Most students pass, and the need for additional learner evidence after the exam is decreasing. The PTE is reviewing the relevance of the open book exam and is considering other assessment approaches.</p> <p>The course has many strong quality assurance features, including an ongoing review process involving all teachers, routine co-teaching and co-marking practices.</p> <p>The PTE applies an approach informed by adult education principles to draw on and value the learner's prior experience. The course is intentionally more self-directed and provides students with practical audit-oriented learning experience.</p> <p>End-of-course reviews by students are the routine. The feedback is collated, shared amongst staff and used to make positive changes to the course's delivery.</p> <p>The PTE conducts and documents constructive teacher observation and appraisal. Teachers who also audit for DAA are subject to a two-yearly evaluation of their practice by MOH officials. The result is documented. Quality Plus Training conducts periodic and ongoing reviews of the course. For example, the report writing component of the course has been strengthened.</p> |
| Areas for improvement: | The management of the curriculum is clear, but there is opportunity to more clearly record modifications using a formal process. Document control could be improved: for example, there is some variation in course titles between some documents. |

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

| | |
|-----------------------------------|--|
| Performance: | Excellent |
| Self-assessment: | Excellent |
| Summary: | Quality Plus takes a student-centred approach. The course is designed for health professionals, and their knowledge and experiences are valued. Where students require additional support or re-assessment the PTE provides this according to their stated policies and procedures. |
| Findings and supporting evidence: | <p>Students use pre-course reading that the PTE provides to prepare for the five-day contact course.</p> <p>The course features daily recap and overnight homework that links to the intended ongoing assessment practices. This also helps students deepen their understanding of the topics to gain maximum value from the week.</p> <p>The course places students in small groups from reasonably diverse work environments. This adds value to both the quality and quantity of engagement with peers and teachers.</p> <p>The PTE provides students with clear course regulations and academic guidance. Evaluators saw examples of processes used when students need reassessment, or do not achieve the expected outcomes of the course, and considered these processes fair and appropriate.</p> <p>The PTE also provides handouts, PowerPoint presentations and simulated audit scenarios to actively engage students.</p> <p>Students provide feedback on their satisfaction with the course. The PTE analyses the results and uses them to make changes as required and possible. Quality Plus should consider adding a quantitative overall satisfaction indicator into the student evaluation which could be used to compare sites and annual satisfaction rates.</p> |
| Areas for improvement: | The PTE could consider using blended learning technology to support the students' learning before, during and after the course. However, any current limitation is not impacting quality of delivery or student experience. |

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

| | |
|-----------------------------------|--|
| Performance: | Excellent |
| Self-assessment: | Excellent |
| Summary: | Quality Plus has a clear mission statement and a series of goals and actions designed to achieve this mission. This evaluation found that they effectively undertake those actions and monitor their work accordingly. As a result, students achieve well, and courses are convincingly aligned to current recognised best practice standards in the New Zealand health sector. |
| Findings and supporting evidence: | <p>Governance and management of the PTE is to an extent linked with the strategy and services of the DAA Group. Ongoing, high-level interaction with sector bodies (MoH, ACC, healthcare providers etc) constructively informs Quality Plus' self-assessment.</p> <p>As indicated above, the PTE has continued to work in a limited sphere of operation, in-synch with DAA and other stakeholders. Determining training needs with ongoing monitoring and review is leading to tweaks and improvements to ensure the currency of content.</p> <p>The auditor training course is delivered at major centres on a scheduled basis. This enables students to participate easily and services a range of stakeholders. Resources for learning and administering courses are allocated appropriately.</p> <p>New teachers have been identified and inducted from within DAA and elsewhere. Succession planning is operating.</p> <p>Since the previous EER the PTE has moved to a new, more suitable office in Christchurch. A range of post-earthquake issues have been managed well. Sound administration, planning and teamwork underpins the quality of the PTE's work.</p> |
| Areas for improvement: | None noted apart from those under other key evaluation questions and listed under recommendations. |

1.6 How effectively are important compliance accountabilities managed?

| | |
|-----------------------------------|---|
| Performance: | Excellent |
| Self-assessment: | Good |
| Summary: | Overall the systems, processes and practices for managing compliance are effective. The smaller scale of the PTE allows engagement with NZQA that is easily scheduled, not resource consuming and regular. This assists the PTE in maintaining compliance. |
| Findings and supporting evidence: | <p>Quality Plus has maintained registration by continuing to offer their sole training scheme approved by NZQA in 2014.</p> <p>The PTE meets annual reporting requirements to NZQA.</p> <p>The process for recording and storing student information and results is suitable.</p> <p>Quality Plus has participated in NZQA external moderation since the previous EER and their assessment has met the national standard. Assessment materials and assessor judgements are consistent with other assessors and NZQA moderators nationally.</p> <p>A preliminary risk assessment conducted by NZQA before the EER indicated no compliance risk concerns. Nothing was identified on site to contradict that view.</p> <p>Quality Plus partner organisation DAA Group has current International Society for Quality in Healthcare (ISQua) certification. This is another source of quality assurance evidence for the PTE, supporting the overall understanding and management of both quality and compliance.</p> |
| Areas for improvement: | Historically Quality Plus has only reported results to NZQA for those students requesting this to occur. This has been their process through successive audits and EERs. The PTE should review its credit reporting process to ensure clearer alignment with NZQA's requirements for maintaining consent to assess (10.1 (b)), and clarity of information to students on what reporting will occur (and any additional costs). See Requirement below. |

Focus Areas

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

2.1 Focus area: Healthcare Auditor Training (Training Scheme)

| | |
|------------------|------------------|
| Performance: | Excellent |
| Self-assessment: | Good |

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:

1. develop a process for analysing Māori and Pasifika learner data to measure course performance more closely (i.e. to get more evidence for priority learners achieving equally with other groups of students)
2. implement a table (or similar) tracking and recording changes to curriculum after each annual cycle of delivery, ensuring that the approved programme documents are updated accordingly
3. consider adding a quantitative overall satisfaction indicator into the student evaluation which could then be used to compare sites and annual rates.

4. 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.

NZQA requires Quality Plus to review their policy on reporting results to NZQA to ensure clear alignment with NZQA's requirement 10.1 (b) on maintaining consent to assess and provide clear information to students on what reporting will occur.

When a TEO assesses students against unit standards, and the students pass those assessments, then the credits must be reported.

Appendix 1

Information from New Zealand Ministry of Health website:

Certification of health care services

HealthCERT is responsible for ensuring hospitals, rest homes, residential disability care facilities and fertility providers provide safe and reasonable levels of service for consumers, as required under the Health and Disability Service (Safety) Act 2001.

<https://www.health.govt.nz/our-work/regulation-health-and-disability-system/certification-health-care-services>

Appendix 2

Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document *Policy and Guidelines for the Conduct of External Evaluation and Review* available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud⁴*
- *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.*

⁴ 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 according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013. 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). The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz