

1.4c The level and credit value of any qualification to which the course leads are appropriate, clearly identified and meet the minimum requirements of the Register.

The levels and credit value of the qualification would now meet the requirements of the Register.

1.4d An appropriate New Zealand Standard for Classification of Education (NZSCED) classification is identified.

The NZSCED classification remains the same 06 19 01.

August 2006 Requirement: The panel requires a total review and rewrite of the programme.

June 2008 The panel concluded that despite some concern about the content, that the new programme was acceptable and that it would be monitored by the appointed monitor.

The criterion is met.

2 *Delivery and learning methods: The adequacy and appropriateness of delivery and learning methods, for all modes of delivery, given the stated learning outcomes.*

2.1 Proposed modes of delivery and delivery sites are clearly identified.

The proposed degree will be delivered from the College's premises in Francis Street in Auckland and at the clinic, which is in a nearby street.

The original plan to have specified modules to be taught at AUT had fallen through and replaced with a new arrangement with Unitec which offers a degree in osteopathy. The panel asked for and was provided with a signed copy of the Memorandum of Understanding with Unitec.

2.2 Delivery and facilitated learning methods are appropriate to the nature of the course, the proposed modes of delivery and the likely student body.

The teaching method is predominantly face-to-face although the College is moving gradually towards blended delivery, which will add some online delivery to the face-face. Students attend three days per week and have 18 hours contact time per week with 33 hours non contact.

The College does not have a laboratory, but it was confident that they could rent laboratories (from Unitec perhaps) for the little time that they were desirable. Virtual laboratories were improving considerably and were a possibility for the future.

Wellpark is required to provide evidence as to how laboratory facilities will be provided.

2.3 Any practical, field-based or work-based components, including research, which are based away from the delivery site, are integrated into the course.

As before, the clinical work is carried out at Wellpark's own clinic and it is well integrated into the course. However the panel was not quite clear as to how the revised system for operating the clinic would work. The buddy system was not as expected in that a non third year student was being "buddied" with a third year rather than "peer" buddying.

The system for maintaining clinical records has been improved but the College is investigating the use of software, which should be even better.

2.4 Delivery methods do not place students or the public at risk (emotional or physical).

At the August 2006 meeting, the panel was concerned about the low number of clinical cases the students had to complete as it might not give them sufficient experience and skills to be fully competent practitioners on completion of the course. At the June 2008 meeting, the panel noted that students would be expected to complete 33 consultations with clients, but will be assessed on two of those.

The panel asked to see the clinical supervisor, as it remained concerned at her workload and wondered if this constituted a risk in itself. The College explained that the five specialists who would devote time to the clinic would be rotated and would work in conjunction with the clinic supervisor.

The panel recommended that the supervisor to student ratio in the clinic be 1:10.

2.5 In the case of courses with research components, appropriate systems and facilities appropriate to the level and scale of the research are provided to enable students to undertake relevant research, including:

- *Guidance on the development and approval of research projects;*
- *Criteria and procedures for the appointment of appropriately qualified and experienced supervisors;*
- *A code of conduct for researchers and research supervisors; and mechanisms for ethical approval of research projects.*

The criterion was subsequently met.

3 Assessment: The adequacy of the means of ensuring that assessment procedures are fair, valid, consistent and appropriate, given the stated learning outcomes.

3.1 Assessment methodology and planning is appropriate.

The assessments are more appropriate in the revised programme, although the panel considered that there were too many written examinations. The College agreed to revise the assessments to provide appropriate variation.

3.2 The required standards for assessment are clearly specified in relation to each component part of the course.

Standards are clearly specified, but the panel queried the use of the grades with higher distinction and then distinction being between 70 and 79. The Australian academics said that that was often used in Australia and saw no real problem with it.

3.3 Learners are provided with fair and regular feedback on progress and fair reporting on final achievements.

This is the case.

3.4 *Where appropriate, assessment policies and practices allow students to request assessment in te reo Māori.*

The previous policies remained acceptable.

3.5 *Pre-assessment moderation of summative assessment tasks ensures that they are fair, valid and consistent.*

All assessments are subject to internal moderation.

3.6 *External post-assessment moderation of examples of student work and marking/grading ensures that assessment outcomes are fair and consistent.*

External moderation is already established but the College is looking to Southern Cross University in Australia for external moderation for the degree programme.

3.7 *In the case of courses with research components at postgraduate levels (8 – 10), assessment includes external examination of all research components amounting to more than 60 credits.*

Not applicable.

The criterion is met.

4 *Acceptability of the course: The acceptability of the proposed course to the relevant academic, industrial, professional and other communities, in terms of its stated aims and learning outcomes, nomenclature, content and structure.*

4.1 *Stakeholders, including relevant academic, industrial, professional and other communities, are identified.*

At the meeting in 2006 the advisory committee was very supportive of the programme, but it was not clear however as to whether the advisory committee members had seen the re-developed course or not. The College responded that the new version had been sent out, but that there had been little response. The expert consultant from Australia had critiqued it and there were two new letters of support in 2007.

The advisory committee included a former academic, but the panel considered that the advisory committee needed to include on an ongoing basis, a working academic from another tertiary institution. This representative should also be an experienced researcher.

The panel recommended that the Advisory Committee should include a working academic from another tertiary institution.

4.2 *The actual or likely interests of these stakeholders in respect of the proposed course are clearly identified.*

The college has an advisory committee and recognises the value of maintaining links with the profession.

4.3 *The interests of stakeholders have been appropriately addressed.*

Those staff currently at the College, who might be involved in teaching the degree, had been consulted as the programme was revised.

4.4 The course is likely to be acceptable to the relevant wider communities: academic, professional, industrial, Māori and other communities.

The profession is keen to have a degree level programme, but is anxious for it to be a very good programme.

Wellpark has been gradually developing a relationship with Ngati Whatua over the past few years.

4.5 Where appropriate, the course is cognisant of Māori tribal tikanga, reo and traditions and is acceptable to Māori as a reflection of their aspirations for quality learning and standards in accordance with te reo me ona tikanga.

This is not applicable at the moment, although in time the College plans to look more closely at the relationship with Rangoa Maori.

The criterion is met.

5 Regulations: The adequacy and appropriateness of the regulations that specify requirements for admission, credit for previous study, recognition of prior learning, course length and structure, integration of practical/work-based components, assessment procedures, and normal progression within a course.

5.1 General and course-specific regulations are clear, comprehensive and fair and cover, where appropriate:

- *Requirements for admission to the organisation and to the course;*
- *Provisions for the awarding of credit towards a qualification or exemptions from specific course requirements as a result of cross-crediting (from another course within the organisation), credit transfer (from a course awarded by another organisation) or recognition of prior learning (credit awarded for informal or uncertificated learning);*
- *Course structure, including specified pre- and co-requisites, mandatory and optional/elective components, practical/work-based components and alternative entry and exit points;*
- *Normal progress through the course and minimum and maximum periods for completion of the course;*
- *Assessment, including provisions for assessment in te reo Maori, reassessment and appeals;*
- *Provisions for dealing with instances of impaired performance (eg aegrotat passes);*
- *Requirements for the award of the qualification;*
- *Rules and criteria governing any awarding of merit, distinction, honours or other grades.*

Most of the regulations were clearly documented, but there was a concern that the transition arrangements from the diploma into the degree programme were too generous. The bridging arrangements for graduate students seemed to be more acceptable. However, after some consideration, it was agreed that both were acceptable.

In the case of the Unitec modules, Unitec will enrol the students for single courses. Students who are successful in those courses will have them cross credited by Wellpark into the Naturopathy degree.

5.2 *In the case of programmes with research components, regulations must also cover:*

Definition of the type of research activities acceptable;

Research project approval;

Supervision and reporting;

Requirements for submission of theses (length, format, authenticity, presentation of evidence in other than written form);

Provision for the resubmission of theses; and

The respective roles of internal (if applicable) and external examiners with clear statements on reporting and the resolution of differences of opinion.

Not applicable.

The criterion is met.

6 Resources: The capacity of the organisation to support sustained delivery of the course, in all delivery modes, with regard to appropriate academic staffing, teaching facilities, physical resources and support services.

6.1 Academic staff

6.1 *The Education Act 1989 defines a degree as an award that recognises the completion of a course of advanced learning that is taught mainly by people engaged in research.*

Collectively, the academic staff involved in the course:

- a are adequate in number and appropriately qualified for the outcomes of the course to be met;*
- b are engaged in research;*
- c have experience and expertise in teaching, with regard to the proposed delivery modes; and*
- d in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.*

Standards b-d will not necessarily be equally met by each member of academic staff. The expectation is that a collective view of the staff will acknowledge complementary contributions to meeting the standard.

The panel was still concerned about staff qualifications although three staff were currently completing masters' degrees. One of those was to be research leader, but despite being highly skilled, a research record and experience in developing a research culture were lacking. The key difficulty in staffing is that the college uses a number of casual staff, who are also practitioners. While there is some value in the practical, professional expertise they bring, the degree also needs a group of more permanent staff, who can lead the degree, maintain its academic integrity and work on research.

The College was however seeking new staff, a senior tutor/course administrator, someone qualified in herbal medicine and another tutor. It was hoped that a new, well qualified applicant from India, might fill this role. The panel asked for a position description for the