

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

Provision exists for assessment in te reo Māori.

The criterion is met.

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

Internal moderation procedures for existing courses are documented in the Quality Management System (QMS). It appears that it is intended for the degree programme, especially the pre-assessment moderation. Staff commented on the improved internal moderation system.

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

The external moderation is included in the documentation, but the description of the process is limited and no arrangements have been made to date with another tertiary institution.

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

N/A

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.

Stakeholders have been identified, and an Advisory Committee established. The group has met at least once and includes two people from the profession and 6 with commercial interests, but there is no academic from another institution on the advisory group.

It is recommended that an external academic be included on the Advisory Committee.

There was some confusion regarding the relationship between the Advisory Committee for the proposed degree programme and other consultancy groups. Some of the stakeholders listed for the consultancy groups did not believe that they had in fact been fully consulted. As a result it is not entirely clear whether all the relevant stakeholders have been consulted.

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

The interests of those on the panel are closely identified with the College's aims, in that they want a degree programme for their profession. However the panel has no educational input.

4.3 The interests of stakeholders have been appropriately addressed.

The three advisory committee members interviewed by the panel were all professional stakeholders, were passionate about their subject area and the desire to have an integrated healthcare system. They had been to one meeting of the advisory committee.

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

Ngati Whatua has given their support. The professional and industrial communities support a degree programme.

The criterion has been met.

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.

A Maori adviser has been appointed to guide the programme.

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:

General and course regulations are for the main part adequate for the course as it currently stands. The course regulations may need to be reviewed after the re-write of the course.

Requirements for admission to the organisation and to the course;

Entry requirements need to be revised, as it is desirable that students should have background in chemistry or science, at least to Level 3. Mature students may not have it and should be made aware of the need. The IELTS score was too low compared to similar areas. The IELTS score should be 6.5 with a minimum band of 6.

It is recommended that the entry requirements be reviewed to include a science background and to set the IELTS requirement at 6.5 with a minimum band of 6.

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);

The bridging and transition arrangements from the diploma into the degree programme were over generous with only 60 more credits required for diplomates to complete the degree programme. This issue needs to be re-investigated. It was unclear as to whether Wellpark wishes to cross-credit from other institutions. This policy needs to be clarified.

It is recommended that Wellpark review the bridging, transition and cross-crediting arrangements for the degree.

Course structure, including specified pre- and co-requisites, mandatory and optional/elective components, practical/work-based components and alternative entry and exit points;

The contact hours appear to be high for a degree programme and the progression towards self-directed learning is not clear. The arrangement for the inclusion of the AUT papers into the programme needs to be clarified and strengthened. There do not appear to be any pre-requisites for clinical practice.

The issues raised in regard to this criterion should be dealt with under Requirement 1.

Normal progress through the course and minimum and maximum periods for completion of the course;

Six years for the completion of the programme was acceptable although panel members tended to think that it was too short so students could be disadvantaged.

Assessment, including provisions for assessment in te reo Māori, reassessment and appeals;

The provision for assessment in te reo Māori, re-sits and the appeals process are clearly documented.

Provisions for dealing with instances of impacted performance (eg aegrotat passes);

This was not clear, although there are opportunities for re-sits.

Requirements for the award of the qualification;

This was clearly stated as being the completion of all courses.

Rules and criteria governing any awarding of merit, distinction, honours or other grades.

The margins between merit and distinction made it quite easy to pass with distinction. This needs to be reviewed under Requirement 1.

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.

N/A

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 *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;

There would appear to be an adequate number of staff for the diploma, but the number will not convert exactly for the degree programme as preparation for the new courses and a time allowance for research will need to be incorporated into staff workloads. This will mean that some staff will have to have less contact time, so more staff will be needed. A workload formula needs to be developed and consequently the staff contracts will need to be revised.

Currently the face-to-face teaching load is high. Many of the staff are contracted to deliver their subject only and many of these people run their own clinics. While it is valuable for the college to have current practitioners, it also needs a bigger core of permanent staff who can take responsibility for the degree programme.

Not all staff are adequately qualified although one or two are working towards a higher qualification.

b are engaged in research;

It appeared that no staff are currently engaged in research in Naturopathy and Herbal Medicine, although at least two are research capable and several others are keen. Wellpark might consider finding an academic mentor from a degree providing institution with a similar qualification. This should be considered under Requirements 4 and 5.

c have experience and expertise in teaching, with regard to the proposed delivery modes; and

Most are experienced teachers but more in vocational training than higher education. The staff interviewed did not consider that there would be major changes to their teaching style with a degree programme, apart from an emphasis on critical thinking and apparently more assessments.

The College needs to address staffing resources, contractual arrangements for staff, and a workload formula to ensure that time is allowed for research, qualification upgrades and professional development. These should be incorporated into the plan requested in Requirement 2.

d in the case of courses with research components, have experience and expertise in the supervision of research at the appropriate level.

N/A

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.

In the case of courses with practical, field or work based components, the roles and responsibilities of the supervisory staff and the institution are formalised.

There was only one clinical supervisor. The roles and responsibilities are clear but it is impossible for one person to adequately supervise a group of students with clients and to manage the clinic as well. Having only one supervisor means a limited perspective for students and a high workload for the supervisor.

Wellpark needs to review the staffing for clinical supervision with consideration being given to the appointment of at least one additional staff member. This should be considered under Requirement 2.

In some situations experience in Māori language and culture, and appropriate knowledge, skills and tikanga will also be necessary.

The College has appointed a Māori advisor who has a Diploma in Naturopathy. There is an inherent respect for other cultures.

Additional staffing needs are identified where necessary and detailed recruitment and or staff development plans appropriate to the course implementation timetable are in place.

Limited funds are available for additional staffing, but there was no obvious recruitment policy.

Wellpark is required to develop a comprehensive plan for the staffing of the degree.

6.2 *The organisation has clearly identified the range of teaching facilities and physical resources, including library facilities, necessary for the implementation and sustained delivery of the course, in all proposed modes of delivery, and*

- a put in place the necessary teaching facilities and physical resources, or*
- b established detailed development and acquisition schedules appropriate to the course implementation timetable.*

There are resourcing issues. While current facilities are very pleasant, only full-time academics have their own offices and tutors are cramped into a very small space. Access to databases is difficult and computer access for both staff and students is limited.

Laboratory facilities are also lacking, but Wellpark is undergoing negotiations with AUT for the use of one of their laboratories.

Wellpark has a very good dispensary on site, but panel members were concerned to hear that it might be removed. They considered it an important teaching resource, which would also be valuable at the clinic.

The library is the main concern as it is very small and barely useable, it does not have a trained librarian and the students are not permitted to take out books. They can use them for limited time at one of the two desks available for students. There are plans to extend the