

College has added the Diploma in Nutrition, the Diploma of Yoga and the Diploma of Yoga Therapy.

The College offers the most comprehensive range of programmes in natural therapies in New Zealand, with the Ayurvedic and Yoga programmes being unique in this country. The College employs 16 admin staff and 42 academic staff, with a mix of full-time (5) and part-time (37) employees and contractors. For a full organisational Chart see *Appendix 1*.

See *Appendix 1* for further information on the Financial and Administrative Infrastructure

3. Treaty of Waitangi

As set out in the College's Charter and Quality Management System (QMS p.20), the College addresses the requirements of the Treaty of Waitangi by:

- Developing and offering programmes in response to the needs of Maori through the College's Maori Adviser
- Providing hands-on clinical experience to its students in local community settings which include services to Maori patients
- Having Maori representation (iwi and/or health agency) on the College's programme specific Advisory Committees
- Welcoming applications from suitably qualified tangata whenua for teaching and administrative positions
- Offering scholarships to Maori students and assistance to gain scholarships from iwi and other Maori organizations.

The College has appointed Teahou Luke as Maori Adviser for curriculum advice in relation to iwi and to assist in the development of relationships with local iwi.

4. Degree Development – The Rationale

In 2004 College management identified the need to offer students the opportunity to gain degree qualifications. The key reasons leading to the decision to develop a degree programme were:

- The marked global growth in the use of traditional medicine (inclusive of complementary and alternative medicines (CAM)). See World Health Organisation Report on *Traditional Medicine* (2003) which gives figures by country and identifies

the two main obstacles as inadequate training and qualifications, and the lack of licensing schemes (*Appendix 2*).

- National trends - the *New Zealand Health Strategy* (insert year) noted that 25 per cent of New Zealand adults visit a CAM practitioner at least once a year; in Australia this figure is almost 50 per cent. The Strategy also refers to increasing government support for a holistic approach to health and the wider use of complementary and alternative health care practices. The *Report of the Ministerial Advisory Committee on Complementary and Alternative Health (June 2004)* sets out a range of recommendations in support of expansion in this area. The Report also identifies the risks to be addressed and that one strategy to contain the risk relates to minimum standards of education and training.
- Public expectation that their primary contact healthcare providers will be trained to a high standard, able to interact on an equal basis with other health professionals involved in their care, and able to provide safe, informed and effective care.
- The trend towards registration for practice in the field of health. In New Zealand the Health Practitioners Competency Assurance Bill is not only a pathway to greater recognition – it also leads towards registration for health care professionals.
- Increasing industry demand for highly trained practitioners – health product manufacturers and distributors have employed a growing number of naturopaths over the last 10 years. Examples are Naturalife, Good Health Products and Thompsons Nutrition where naturopaths have been employed to give technical advice on product development and research, and to train staff and retailers.
- The forecast for increasing employment opportunities for graduates. Kiwi Careers website notes that in Auckland the number of people employed in the CAM sector is expected to grow moderately to rapidly over the next 3-5 years.
- Greater recognition of natural therapies by both the public and medical practitioners, along with confusion over the status and legitimacy of existing qualifications. Parity with other healthcare professionals is essential for primary care practitioners.
- Growth in the evidence base for practice. The global increase in demand for CAM has led to more research funding and a significant increase in the publication of research papers. Education must reflect this trend and support practitioners to be intelligent consumers of research.
- There is currently no education provider offering students the opportunity to complete a New Zealand degree in naturopathy.

CAM practice increasingly needs to be supported by academia and informed by research. In order for this to occur, a step by step approach to grow the academic support is required. The development of the Bachelor of Naturopathy is an attempt to begin that process.

The proposed Wellpark College degree programme, together with a proposed 4th year course of study (*Appendix 3*) is aimed at ensuring that the New Zealand public, which is demonstrating increased demand for CAM, will be serviced by well qualified practitioners who will seek to remain at the cutting edge of their field through engaging in evidence based practice, research and ongoing professional development.

5. Target Group

The programme was developed to target the following groups:

- Candidates (minimum age 18 years) who hold no previous qualification in naturopathy
- Candidates who apply as international students
- Candidates who already hold a health qualification who wish to study natural therapies in order to include the knowledge and skills into their current practice.
- Naturopathy and herbal medicine Diploma graduates from approved programmes¹ who wish to upgrade their qualification to a Bachelor degree.

The College has developed and is updating a marketing plan that targets potential students who have an interest in natural therapies. In general the demographics of the College illustrate that mature students 25 – 45yrs age range – form the majority of the student population. However there is an increasing number of younger students seeking education in natural therapies in general and naturopathy in particular.

6. Employment Opportunities

As noted in paragraph 4 above, the employment opportunities will continue to expand. Most current graduates are either self-employed natural therapy practitioners or employed within a practice environment. However, graduate opportunities are increasingly being made available in pharmacies, product manufacture and distribution, herbal dispensaries, health promotion, education, and research. The move towards integrated medicine is resulting in naturopaths working in conjunction with general practitioners.

¹ Approved programme: Such programmes that have been delivered by NZQA Registered Private Training Establishments (or Government approved TEI) or such overseas institutions that offer equivalent levels and educational outcomes and are registered educational providers within the framework of that country's tertiary educational system. RPLs and Credits will be given according to the College's QMS.

The following is an extract from a report given by the Head of Faculty to the June 2006 meeting of the College's Naturopathy and Herbal Medicine Advisory Committee:

'... Twenty-one students [completing studies in 2005] graduated in April – 17 in Naturopathy and Herbal Medicine and 4 in Nutrition. Of the 21, 3 are now working for companies, 16 are in part time practice with 3 of those moving towards full-time practice, and 2 are not yet working as they have family responsibilities ...'

7. Stakeholder Acceptability - The Consultation Process

7.1 Industry support

Before progressing the development of the degree programme, contact was made with a cross section of stakeholders to canvas the support (or otherwise) for degree level study. Letters of support (*Appendix 4a*) were received from the following:

- NZ Society of Naturopaths Inc
- Vice President, The South Pacific Association of Natural Therapists NZ (Inc)
- Technical Manager, Pacific Health
- Good Health Products (Lani Lopez, Naturopath)
- Erik Bakker and Dr Kamal Karl, The Hawke's Bay Wellness Centre
- Managing Director, Metagenics New Zealand Limited
- Natural Health Advisor, Nutra Life Health and Fitness
- General Manager, Thompson Nutrition Limited

7.2 Iwi Consultation

Initial discussion with Maori graduates indicated that the following areas should be included in the degree programme:

- Traditional Maori Health – the characteristics
- Knowledge and use of native plants
- The sustainability of herbs
- Cultural safety.

These have been included in the programme.

The College has appointed Teahou Luke as Maori Adviser on the basis that he is a natural therapies graduate and therefore an important link between the College and iwi in relation to health. This will enable the College to best serve the needs of iwi as they relate to development of an inclusive curriculum and the support of Maori students. (*See Appendix 4b*)

November 2007

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14

The Maori Advisor is currently assisting the College to strengthen its links with iwi (Ngati Whatua and Te Kawerau a Maki) following a three phase approach as outlined below.

Phase 1: Whakawhanaungatanga/Kotahitanga Whakawhanaungatanga - [A Maori term that includes the process of introducing oneself. It means kinship, collective and relationships. Kotahitanga can mean inclusion, such as bringing groups of people together, to include their views and ideas in any forum, discussion, planning environment, decision-making process].

Phase 2: Tuhono - [A value that drives the process of consultation and being aware of other people's beliefs, ambitions, and goals. Principle of agreement and alliance (Durie 2002) usually aligned to other peoples, shareholders, beneficiaries, hapu, iwi aspirations. Cross sectoral alignment of social, cultural, economic and environmental goals].

Phase 3: Puawaitanga [Trying always to achieve the best outcomes in a holistic way. Principle of best outcomes (Durie 2000) when taking into consideration wider social, cultural, environmental, and even broader economic perspectives by endorsing multiple measures].

The College is aware that the process will take time. It should be noted, however, that the Chairperson of Ngati Whatua Nga Rima o Kaipara has formally endorsed the nomination of Teahou Luke as the Ngati Whatua representative on the degree approval panel.

The draft curriculum document was sent to two key Maori organizations involved in traditional medicine:

- Nga Ringa Whakahaere o te Iwi Maori, an independent network of Maori traditional practitioners; and
- Te Whare o Te Oranga Pumau Trust, an organization providing traditional Maori healing and rongoa Maori Services

As a result of stakeholder consultation, an *Advisory Committee* was formed – see section 21 on Programme Monitoring and *Appendix 4* for the process followed.

7.3 Wellpark College Degree Development Process

Prior to commencing curriculum development for the degree, agreement was sought from the Board of Management (now the Board of Directors²) to commence investigations. Discussions were then held with senior academic staff (who now form the Academic Board³) in order to review the shape and content of the current 360 credit Naturopathy Diploma programme. This programme is currently endorsed by the relevant professional associations representing naturopathy.

The College formed an internal degree development group⁴. A graduate profile was developed together with an outline of a three year degree level programme that met the requirements for practice in New Zealand. These documents were used as the basis for consultation with external industry experts.

Iwi consultation has been held with Ngati Whatua – the Tangata Whenua for the rohe (tribal region) in which the College is situated (see Appendix 4b).

Stakeholder consultation meetings were held at the College on 26 January and 7 March 2006 respectively. The focus was on the draft programme aim, philosophy, core competencies, scope of practice and graduate profile, together with the proposed programme structure and content required to meet the suggested graduate profile.

Participants noted trends within the industry and gave their predictions for the future as they related to the education of practitioners. See Appendix 4c for a list of participants, meeting notes and the College's response to stakeholder feedback.

Adjustments were made to the document and subsequently forwarded to the following professional bodies for their information and comment.

- NZ Society of Naturopaths Inc.
- South Pacific Association of Natural Therapists Inc. (now merged with another group into Naturopaths of New Zealand Inc.)
- New Zealand Association of Medical Herbalists Inc.

Letters of Support have been received from professional associations within the field as well as selected industry representatives (see appendix 4a).

² The Board of Directors consists of: Grant Litchfield (Chair), Lindsay Peart (Secretary), Jennifer Cottingham (Assistant Principal), Phillip Cottingham (Principal)

³ The Academic Board consists of Faculty Manager, Heads of Faculty, Principal & Assistant Principal, with input from selected administration staff, as and when required

⁴ This consisted of Philip Dowling (Head of Faculty Naturopathy & Herbal Medicine), Grace Sylvester (Academic Director), Dr. Sridhar Madella (Head of Faculty – Medical Science), Phillip Cottingham (Principal). This development group has been involved in the revision of the document with Dr. Pauline McCabe

Third level consultation took place through seeking a critique of the final curriculum document by the following:

- Dawne Sanson, practicing Medical Herbalist and member and ex President of the NZ Association of Medical Herbalists
- Jill Dunn, naturopathic educator, experienced practitioner, and member of the Society of Naturopaths.

See *Appendix 4d* for the reports received and the College's response to each.

7.4 The higher education sector

A range of CAM degree programmes was assessed via the web. Contact was made with two Australian universities, University of Western Sydney (UWS) and Southern Cross University (SCU), where CAM degrees are offered and sound research programmes are in place. The purpose was to locate a suitable academic to critique the programme and to secure the availability of post-graduate opportunities for Wellpark graduates. In the longer term research relationships may be established. Positive responses were received from both organizations.

Discussions were also held with Auckland University of Technology (AUT) (Faculty of Health and Environmental Sciences). Discussions indicate that further collaborative initiatives may be possible.

Following the difficulties that AUT have in accommodating the programme, discussions were held with Unitec – School of Health: Osteopathy department with a view to negotiating a subcontracting arrangement. See *Appendix 5* for details.

If there is a break down with the Unitec agreement (i.e. either party withdraws from the agreement or the arrangement no longer suits the aims of the programme), the College will undertake to deliver courses with similar outcomes to those listed in the Unitec course descriptors.

Table 2 Unitec Course Details

Unitec Course	Credits	Level
HEAL5378– Medical Humanities 2 : To enable students to examine the influence of socio-economic and political factors on health status, the relationship of socio-economic and cultural theories to health care delivery in New Zealand and explore the impact of discrimination in healthcare.	15	5
HEAL6377 - Medical Humanities 3 : To enable students to examine psychological theories and interpersonal relationships, to review strategies utilized in developing a therapeutic relationship and to explore the role of creativity in healthcare	15	6
HEAL7374 - Research Methods : To enable the student to develop an understanding of research process and methodology; to develop critical thinking and the organisation skills required for research.	15	7

7.5 Wellpark College response to the New Zealand Qualifications Authority (NZQA) Report

Following the NZQA Panel's review and report Wellpark College undertook the following steps (see Table 1 for summary of report and responses):

- Appointment of an external education consultant, Dr Pauline McCabe (see CV at Appendix 6)
- Onsite visit by Dr McCabe for one week in June 2007
- A lengthy process of consultation with Dr McCabe and academic staff
- A report was written by Dr. McCabe see Appendix 7
- Restructuring of the Bachelor degree in Naturopathy (and removal of Herbal Medicine from the title of the Bachelor degree) incorporating the recommendations of Dr. McCabe's report
- Rewriting of the Application for Approval and Accreditation of the Bachelor degree
- The production of a business plan to accompany the Application (see Appendix 8)
- The development of a Collaborative agreement with another tertiary institution. This allows the College students to have access to increased resources, as well as providing a platform for further collaborative programmes, research cooperation and other collaborative initiatives. Whilst this was initially explored with Auckland University and Auckland University of Technology, administrative constraints on the universities (EFTS funding Caps and other issues) the final agreement

(subcontracting three courses) has been reached with School of Health Studies at Unitec (Osteopathic Department). *See Appendix 5*

- Submission of the revised Application to the following organisations for comment:
 - Naturopaths of New Zealand (Inc.) – formerly South Pacific association of Natural Therapists (Inc.) and Association of Natural Therapists (Inc.)
 - NZ Society of Naturopaths Inc.

The remainder of this document constitutes the revised and updated Application for the Accreditation of a Bachelor of Naturopathy degree.

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PART TWO: THE PROGRAMME

8. Philosophy and Aims of the Programme

Wellpark College has a strong philosophical position which underpins all its educational endeavours. The naturopathic philosophy, which grounds the programme and informs its aims, is described below.

8.1 Bachelor of Naturopathy Philosophy

Naturopathy is the science and art of applying natural medicine principles to improve health and treat disease by assisting the body's innate capacity for healing and the maintenance of health. Naturopathy is grounded in an understanding of health which recognizes the capacity of living systems to balance, regulate and heal themselves if they have the inner and outer resources to do so, and it is this grounding in health and healing which differentiates naturopathy from orthodox medicine. Naturopathic strategies support natural health and healing mechanisms through holistic assessment of the resources required for health and healing, the application of supportive natural therapies, the therapeutic relationship, health education, and building on clients' strengths. Naturopathic care and education have the capacity to improve the health of individuals, families, communities and the environment.

Naturopathic practice is based upon the following principles (Myers, Hunter Snider & Zeff 2003):

- Practice the healing power of nature (*vis medicatrix naturae*);
- First do no harm (*primum no nocere*);
- Identify and treat the cause (*tolle causam*);
- Doctor as teacher (*docere*);
- Treat the whole person: work with the multi-factorial nature of health and disease;
- Prevention.

Wellpark College has extended these principles to provide a more comprehensive philosophical basis for the provision of naturopathic education. The curriculum and the graduate capabilities are supported by the following additional principles and values.

1. The human being is fundamentally healthy and whole, and disease symptoms are an indication of an imbalance in the mechanisms that impart health to the body, mind and spirit.
2. Healing is understood as possible on all levels of being (physical, mental, emotional and spiritual), and is possible on at least one of these levels until the end of life.
3. Naturopaths seek to integrate traditional knowledge and wisdom with modern sciences through a critical stance towards both these approaches to human health and care.

4. Naturopathy is increasingly informed by an evidence base that seeks to describe the efficacy and effectiveness of natural medicine. Naturopathy can contribute to the development of research methodologies appropriate to its holistic philosophy and care.
5. Naturopaths have a role in critically interpreting healthcare information in the light of holistic philosophy, and applying such information in their practices and educational activities.
6. Naturopathy is part of contemporary healthcare. Its practitioners can be integrated with mainstream care while still holding to the principles of naturopathy.
7. Naturopathy will increasingly impact on the shaping of modern healthcare policy and practice.
8. Naturopaths have a significant role in educating the public in preventative healthcare.
9. Naturopaths utilize their knowledge and understanding to increase health and wellbeing locally and globally.

All the above principles are consistent with the College's core values, which are:

- Aroha – love and caring for all
- Rangimarie – peacefulness in all our activities
- Mahi Tika – appropriate activity that respects others
- Pono – fostering the truth that we are all connected.

8.2 Aims of the Programme

The aims that flow from the above philosophy are set out below. These aims are an important statement of the College's purpose and future direction with regard to naturopathic education. As such, they will be evaluated periodically to ensure that the College is achieving the aims, and to enable adjustments to be made as the College responds to future social, educational and other changes.

The aims of the Bachelor of Naturopathy programme are to:

1. Produce graduates who will be eligible for registration as qualified naturopaths
2. Respond to growing public and professional demand for advanced natural therapies education
3. Foster scholarship and research in naturopathy
4. Broaden postgraduate education and employment opportunities for naturopaths
5. Assist in reducing structural barriers in healthcare
6. Benefit individual clients and society through continuing attention to the quality of naturopathic education.

9. Graduate Capabilities

The graduate capabilities were developed following detailed consideration and consultation regarding the nature of the capacities and attributes Wellpark College graduates should bring to the community. The graduate capabilities provide another benchmark for the evaluation of the College's ability to produce high level graduates. Regular surveys of students and graduates will enable the College to determine whether the graduate capabilities are in fact being achieved, and whether the capabilities should be adjusted in response to future social change.

Graduates of the Bachelor of Naturopathy should be able to:

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
4. Demonstrate an open-minded and critical stance in relation to healthcare issues.
5. Engage in ongoing professional development to maintain currency in knowledge and practice.
6. Manage a naturopathic clinic professionally and ethically with regard to applicable government and professional regulations and requirements.
7. Refrain from discrimination on any grounds, including race, religion, gender, disability, ancestry, nationality, sexual orientation, and economic and social standing.
8. Contribute to the field of naturopathy through engaging in evidence based practice, research, scholarship and mentoring.
9. Identify opportunities to provide service and leadership in healthcare, the profession, and the community.

10. Scope of Practice

Definition

Naturopathic medicine is a comprehensive system of health care within the complementary and alternative medicine world that incorporates many modalities. Naturopathic physicians encourage the selfhealing abilities of the individual through the education and promotion of therapeutic methods and modalities. "Naturopathic practice blends centuries-old knowledge of natural, nontoxic therapies with current advances in the understanding of health and human systems." (Bastyr University Catalog 1999/2000)⁵

Naturopathic physicians are typically trained in a wide array of alternative therapies including herbology, homeopathy, massage, hydrotherapy, physical medicine, behavioral medicine, traditional Chinese medicine, Ayurvedic medicine, acupuncture, and nutrition therapy, as well as clinical practices such as minor surgery, pharmacology and obstetrics. The American Association of Naturopathic Physicians (AANP), the primary professional association for naturopathic physicians, defines naturopathic medicine as "...a distinct system of primary health care — an art, science, philosophy and practice of diagnosis, treatment and prevention of illness. Naturopathic medicine is distinguished by the principles upon which its practice is based. These principles are continually reexamined in the light of scientific advances. The techniques of naturopathic medicine include modern and traditional, scientific and empirical methods." (AANP, 1998)⁶

Wellpark College of Natural Therapies' students will graduate able to work safely and with confidence within the following *Scope of Practice for Naturopathy Graduates*. This has been developed in consultation with the industry.

Naturopathic treatment may include:

- Prescription, administration, dispensing and use of nutritional products, herbal medicines, homeopathic medicines, and supplements of mineral, botanical or animal origin.
- Body therapy modalities (may include massage and reflexology)
- Lifestyle counseling (including information on nutrition, exercise, stress management and other lifestyle considerations)
- The application of medical science, including understanding of pathology from both orthodox and complementary and alternative viewpoints, diagnostic assessment using both orthodox and complementary and alternative methods, and research findings

⁵ Bastyr University. (1999/2000) *Bastyr University Catalog*. Bothell, WA: Bastyr University.

⁶ American Association of Naturopathic Physicians. (1998) AANP Definition of Naturopathic Medicine: Adopted November 1, 1989, Rippling River Convention. Seattle, Washington: AANP.

A graduate of the Bachelor of Naturopathy will not treat:

- Any notifiable disease (as defined by the New Zealand Ministry of Health).
- Malignancies or neoplasms (of any type), except when the patient/client is under conventional medical care and the treatment is confined to lifestyle and dietary issues
- Psychiatric conditions where psychosis⁸ is the diagnosed disorder

The above Scope of Practice should remain in place for the first two years following graduation. During this period it is anticipated that graduates would engage in professional development through part time post graduate study on the proposed graduate diploma programme [refer *Appendix 2*] or other formal mentoring programme.

As part of the College's exit procedures, graduates will be required to sign that they have read and understood the above scope of practice.

11. The Bachelor of Naturopathy

The Bachelor of Naturopathy is a three year equivalent full-time programme taught over six semesters. All courses are compulsory and may be studied part time over a maximum of 7 years.

11.1 Programme Overview

The following table provides an overview of the structure of the teaching year, the estimated contact and self-directed learning hours per week, and NZQA classification indices.

⁸ The word psychosis is used to describe a group of conditions that affect the mind and to some extent mean that the person loses contact with reality. A person may experience unusual or distressing perceptions eg hallucinations and delusions, which may be accompanied by a reduced ability to cope with usual day to day activities and routine. Someone who has these unusual experiences is described as having a psychotic episode. Institute of Psychiatry, 2005. Kings College, London. accessed online on 27th February 2005, from: <http://www.mentalhealthcare.org.uk/resources/glossary/>

Table 3. Programme Overview Summary

Tuition/Teaching weeks per year	36	Teaching Hrs/week (average)	16
Vacation/Recess weeks	6	Work Experience Hours/week	0
Total Gross Weeks per year	42	Self-Directed Learning Hours/Week	18
Number of Years	3	Total Learning Hours/week	36
Qualification Award Category	33	Distance Learning	selected courses may be taken through supported distance learning
Register Level	7	NSCED	061901

- The level 5 courses have approximately 50-54% of the learning hours as contact time. The level 6 & 7 courses have around 40-45% of the learning hours as contact time.

11.2 Programme structure

The Bachelor of Naturopathy consists of 23 courses and all the courses are compulsory. There are no elective courses in the programme. The table on the next page sets out all the courses and course details.

Table 4. Programme Structure

Year and Semester	Course Name	Level	Course Teaching Wks (incl. Examination period)	Course Holiday Wks	Contact Hours	Total Student Learning Hours	Wellpark Credits	NQF Credits	Proposed EFTS course factor	Proposed Classification #01-39	Funding Category A B C X etc	Proposed NZSCED Classification
Y1 S1	Introduction to Critical Thinking	6	9	0	27	50	5	-	0.0417	18	L	61901
	Human Anatomy & Physiology 1	5	18	1	108	200	20	-	0.1667	18	L	61901
	Foundations of Body Therapies	5	18	1	90	150	15	-	0.1250	3	A1	61901
	Foundations of Naturopathic Practice	5	9	0	63	150	15	-	0.1250	3	A1	61901
	Chemistry for Health Science	5	18	1	36	50	5	-	0.0417	18	L	61901
Y1 S2	Human Anatomy & Physiology 2	5	18		90	150	15	-	0.1250	18	A1	61901
	Foundations of Herbal Medicine	5	18	1	63	150	15	-	0.1250	3	A1	61901
	Medical Humanities 2 (Unitec)	5	18	1	60	150	15	-	0.1250	18	L	61901
	Biochemistry for Natural Health Science	6		1	63	150	15	-	0.1250	18	L	61901
Y2 S1	Pathophysiology for Natural Therapies	6	18	1	90	200	20	-	0.1667	18	L	61901
	Health & Assessment for Natural Therapies 1	6	18	1	45	100	10	-	0.0833	18	L	61901
	Nutrition 1		18	1	63	150	15	-	0.1250	3	A1	61901
	Medical Humanities 3	6	18	1	60	150	20	-	0.1667	18	L	61901
Y2 S2	Health & Assessment for Natural Therapies 2	6	18	1	72	150	15	-	0.1250	18	L	61901
	Intro to Clinical Practice	6	18	1	45	100	10	-	0.0833	3	A1	61901
	Herbal Medicine 1	6	18	1	80	150	15	-	0.1250	3	L	61901
	Nutrition 2	6	18	1	90	200	20	-	0.0833	3	A1	61901
Y3 S1	Research Methods	7	18	1	60	150	15	-	0.1250	18	L	61901
	Clinical Practice for Naturopaths 1	7	18	1	144	300	30	-	0.2500	3	A1	61901
	Herbal Medicine 2	6	18	1	80	150	15	-	0.1250	3	L	61901
Y3 S2	Clinical Practice 2	7	18	1	144	300	30		0.2500	3	A1	61901
	Nutrition 3	7	18	1	63	150	15		0.1250	3	A1	61901
	Evidence Based Practice	7	18	1	63	150	15		0.1250	18	L	61901
			Totals		1699	3600	360	0	3			

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11.3 Levels and credits

The educational levels of this programme comply with NZQA requirements for a Bachelor degree in that it contains at least 72 credits at level 7.

Each semester contains courses with a total credit value of 60 credits.

Table 5 – Levels and Credits

Level	Number of Courses	Total Credits
5	Eight	100
6	Eleven	170
7	Four	90
		360

11.4 Pre-requisites and co-requisites

Pre-requisites and co-requisites have been established to ensure the appropriate sequencing of courses and building of knowledge.

Table 6 – Prerequisites & Corequisites

Year/ Sem	Course	Pre-Requisites	Co-Requisites
Y1 S1	Introduction to Critical Thinking	Nil	Nil
	Human Anatomy & Physiology 1	Nil	Nil
	Foundations of Body Therapies	Nil	Nil
	Foundations of Naturopathic Practice	Nil	Nil
	Chemistry for Health Science	Nil	Nil
Y1 S2	Foundations of Herbal Medicine	Nil	Nil
	Human Anatomy & Physiology 2	Human Anatomy & Physiology 1	Nil
	Biochemistry for Natural Health Science	Chemistry for Natural Health Science Human Anatomy & Physiology 1	Nil
	Medical Humanities 2 (Unitec)	Nil	Nil
Y2 S1	Pathophysiology for Natural Therapies	Human Anatomy & Physiology 2 Biochemistry for Natural Health Science	Nil
	Medical Humanities 3 (Unitec)	All level 5 courses	Nil
	Nutrition 1	Foundations of Natural therapies	Nil
	Health Assessment for Naturopaths 1	Human Anatomy & Physiology 2	Pathophysiology
Y2 S2	Herbal Medicine 1	Foundations of Herbal Medicine	Nil
	Introduction to Clinical Practice	Pathophysiology Health and Assessment for Natural Therapies 1 Nutrition 1	Herbal Medicine 1
	Nutrition 2	Nutrition 1 Pathophysiology	Nil

	Health Assessment for Naturopaths 2	Health Assessment for Naturopaths Pathophysiology	Nil
Y3 S1	Research Methods	All level 6 courses	Nil
	Clinical Practice for Naturopaths 1	Introduction to Clinical Practice	Health and Assessment
	Herbal Medicine 2	Herbal Medicine 1	Clinical Practice 1
Y3 S2	Clinical Practice for Natural Therapists 2	Clinical Practice 1	Nil
	Nutrition 3	Nutrition 2	Nil
	Evidence Based Practice for Natural Therapies	Research Methods (or equivalent)	Clinical Practice 1 and/ 2

11.5 Integration of the Programme

The revised Bachelor of Naturopathy programme has been designed to ensure both sequential development of knowledge and the building of students' capabilities across the whole programme. Four streams of development are identified and described: naturopathic, medical and social sciences, clinical practice, and professional practice. Graduate capabilities directly targeted within each stream are also identified.

11.5.1 Naturopathy Stream

The naturopathy stream commences in the first semester of the programme and is steadily built across the three years as foundational naturopathic principles and strategies are applied in health assessment, therapeutics (massage, nutrition and herbal medicine), and clinical practice. The first half of the B. Naturopathy curriculum has a strong focus on normal human development and health, holding to the principle that naturopathic philosophy is grounded in health. A comprehensive understanding of health is fundamental to wellness, and to the process of healing during which the naturopath facilitates the client's journey back towards health. In second year the focus turns more towards illness and its treatment with natural therapies. In the third and final year of the programme students will undergo supervised practice in the student clinic for two semesters. The clinical experience will consolidate learning and support synthesis of practice, combining naturopathic assessment and the various treatment modalities with professional care and the therapeutic relationship.

Foundations of Naturopathic Practice (semester one) introduces students to naturopathic principles and practices, and to the role of the naturopath as a healthcare professional. It also provides an introduction to lifestyle enhancement from a naturopathic perspective utilising nutrition, fitness, meditation and other practices such as homeopathy which support a preventive approach to health.

Naturopathic modalities: Massage, Nutrition and Herbal Medicine

Naturopathic principles and practice, including the principles of holistic care, will guide the learning and therapeutic synthesis of massage, nutrition and herbal medicine.

Bodywork is considered fundamental to the holistic care provided by naturopathy and *Foundations of Body Therapies* (semester one) will provide students with practical skills in relaxation massage and stress management. The application of basic health assessment skills also begins here, as students consider the appropriateness of massage for individual clients.

Nutrition is core to naturopathy's prevention and treatment strategies. Knowledge in this field begins in semester one in *Foundations of Natural Therapies* which introduces nutrition as an aspect of lifestyle, and considers the role of nutrition in naturopathic theory and practice. *Nutrition 1, 2* and *3* (semesters three, four and five) develop nutritional knowledge, with the final course running concurrently with the first clinical practice course so that the application of nutrition in practice becomes very evident to students.

Herbal medicine is also central to naturopathic practice and the extensive knowledge base required occupies a significant component of the curriculum. *Foundations of Herbal Medicine* (semester two) introduces this subject, and training continues with *Herbal Medicine 1* and *2* (semesters four and five). *Herbal Medicine 2* runs concurrently with the first clinical practicum.

Graduate Capabilities

The naturopathy stream will contribute to the following graduate capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
4. Demonstrate an open-minded and critical stance in relation to healthcare issues.
5. Engage in ongoing professional development to maintain currency in knowledge and practice.

7. Refrain from discrimination on any grounds, including race, religion, gender, disability, ancestry, nationality, sexual orientation, and economic and social standing.

11.5.2 Medical and Social Sciences Stream

The inclusion of biosciences in the naturopathy curriculum is considered essential to understanding of human health and development, and to safe, competent and professional practice. The College's philosophy on the meeting of these two approaches to healthcare is that of 'critical integration' where neither approach is accepted in an unquestioning way. The outcomes related to the merging of scientific and naturopathic approaches will continually be reviewed in the light of ongoing clinical and research evidence.

Most of the first year of the curriculum will consist of basic and biosciences. Study of these commences with anatomy and physiology (semesters one and two) in *Human Anatomy and Physiology 1 and 2*. Simple clinical problems will be incorporated into these courses to support the integration of naturopathic principles.

Human Anatomy & Physiology 2 introduces the normal development and stages of human beings (mental, physical and emotional) across the lifespan. This course provides a basis for *Health and Assessment for Natural Therapies 1 and 2*, in which students will learn to recognise the signs and symptoms of normal and abnormal function and to identify problems that require referral to another practitioner.

Chemistry for Health Science will also be taught in semester one. The study of inorganic and organic chemistry at level 5 will provide the basis for the study of complex biological compounds in *Biochemistry for Natural Health Science* (semester two). The knowledge and understanding gained in these courses provides a basis for the study of nutritional and herbal medicine.

Medical Humanities 2 (Unitec) will introduce students to the social sciences, providing a sociological perspective on healthcare and naturopathy. Students will be encouraged to situate naturopathy in the context of New Zealand's healthcare system, and to examine the challenges faced by naturopathy as it works towards acceptance as a professional healthcare discipline.

Health Assessment for Natural Therapies 1

In semester three the focus begins to switch from normal health to the abnormal. The health assessment course retains the emphasis on healthy individuals, but moves towards the identification of deviations from the norm.

This course will be based on clinical practice where learning is facilitated by reflection on that practice. The focus is on assessment of healthy individuals across

the lifespan within primary care. Skills and knowledge are developed to a level of competence that facilitates safe primary care practice.

Health Assessment for Natural Therapies 2 links incorporates common diagnostic procedures with those utilised traditionally in naturopathy, as well as some naturopathic approaches developed over more recent times.

In the *Pathophysiology* course (semester three) a systems approach will be used to study human disorders and diseases. This course will include the common pharmaceuticals prescribed by the medical profession, and problem based learning will be incorporated to facilitate knowledge of pathophysiology.

Graduate Capabilities

The medical and social sciences stream will contribute to the following graduate capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
4. Demonstrate an open-minded and critical stance in relation to healthcare issues.

11.5.3 Clinical Practice Stream

Clinical experience is built steadily across the three year curriculum. Clinic observation and development of interpersonal skills commence in semesters one and two, health assessment in semester three (AUT), massage practice in semester four, naturopathic health assessment in the student clinic also in semester four, and supervised clinical practice in semesters five and six.

Students will have their first opportunity to observe naturopathic consultations in the student clinic during *Foundations of Natural Therapies* in semester one. This will provide important exposure to naturopathy at the beginning of what is a strongly science-oriented year. In semester two, as part of *Foundations of Herbal Medicine*, students will observe an external practice (of their choice, for example naturopathy, herbal medicine, medical practice, maternal and child health, Chinese medicine, chiropractic).

In *Health Assessment for Natural Therapies 1* (NB. This subject contributes to both the *Medical Science Stream* and the clinical practice stream) the focus is on assessment of healthy individuals across the lifespan within primary health care, and students will practice health assessment on each other in a simulated clinical setting. Skills and knowledge are developed to a level of competence that facilitates safe primary care practice. Students will also experience at least one clinical observation.

Medical Humanities 3 (Unitec), in semester three, develops the student's interpersonal skills through an exploration of the therapeutic relationship, psychological theories of the *self* and creativity. This provides a good basis for the clinical encounters that will occur in semesters four, five and six.

In semester one the student has learned to provide relaxation massage in *Foundations of Body Therapies*. In *Introduction to Clinical Practice*, an external placement, for example in aged care, will provide an opportunity for a massage practicum. This also allows students to bring together a number of skills, both practical and interpersonal. This course also provides important grounding experience in the student clinic, where students will act as assistants to senior students, e.g. by doing preliminary case taking and observations (blood pressure, urine testing, etc.) and carrying out clinic administrative procedures. This course also emphasises the requirements of professional practice.

Assessment skills will be further consolidated in *Health Assessment for Natural Therapies 2* (Semester 4). Attention to the parameters of normal health patterns will continue but the major focus will be on recognition of signs of the abnormal, including the interpretation of pathology test results, iris signs, urine testing and haemaview blood analysis. This course does not have a clinical component but it will link with *Clinical Practice 1. Health and Assessment 2* tutorials will focus on cases encountered in the student clinic (*Introduction to Clinical Practice*), with an emphasis on client assessment and clinical decision-making.

Supervised clinical practice takes place in both semesters of the final year. Students will assess clients, develop treatment plans, and make referrals as necessary according to the needs of the individual client. Care will be evaluated in follow-up visits and in case presentations. Students will present cases in 'grand rounds' which will be open to peers and academic staff at the College.

Naturopathic principles and their application will shape the healthcare practice of students as they move towards completion of the programme.

Table 7, Naturopathy Clinical Experience

Semester	Course	Type of Clinical Experience	Hours
1	Foundations of Natural Therapies	Observation in student clinic	2
2	Foundations of Herbal Medicine	Observation in external facility	2
3	Health Assessment for Natural Therapies 1	Observations in the Clinic	
4	Health Assessment for Natural Therapies 2	Student clinic practicum	24
4	Introduction to Clinical Practice	Clinical experience, observing as well as case taking and assessment. Hand/foot massage in external facility, e.g. aged care	45
5	Clinical Practice 1	Clinical practice 1 consists of the following components: (i) Supervised practice in student clinic* (ii) Self-directed clinicals (ii) Case Discussion tutorials (students' case discussed with five experienced naturopaths) (iii) Clinic Management (iv) Observation in external private naturopathic practice (v) Observation in Maternal & Child Health setting (paediatric case study)	300 5 5
6	Clinical Practice 2	(i) Supervised practice in student clinic (ii) Self-Directed Clinicals (ii) Case Discussion tutorials (students' case discussed with five experienced naturopaths) (iii) Clinic Management (iv) Supervised practice in mobile clinics (iii) Observation in external facility of student choice (case study)	300 7
		Total Clinical Hours	690

*A total of 30 clients must be seen over the whole year; every client must have at least one follow-up consultation and at least six clients are to have a third follow-up consultation (minimum of 66 consultations over the whole year).

See Appendix 14 for Clinical Policies and Protocols

Capabilities

The clinical practice stream will contribute to the following graduate capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
2. Integrate knowledge from the paradigms of the western sciences and naturopathy.

3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
6. Manage a naturopathic clinic professionally and ethically with regard to applicable government and professional regulations and requirements.
7. Refrain from discrimination on any grounds, including race, religion, gender, disability, ancestry, nationality, sexual orientation, and economic and social standing.
8. Contribute to the field of naturopathy through engaging in evidence based practice, research, scholarship and mentoring.

11.5.4 Professional Practice Stream

This stream covers the skills required for the conduct of a professional healthcare practice:

- Communication (interpersonal and professional, including referral skills)
- Ethical practice
- Legal issues
- Research
- Professional development
- Small business management.

Development of communication skills commences in semester one in *Foundations of Natural Therapies*. As well as commencing study of the principles and practices of naturopathy, this course includes an introductory module on the interpersonal skills necessary to conduct practice. An introduction to the therapeutic relationship, methods of communication, and ethical behaviour are the key components and will be the focus when students undertake observation in the College's student clinic

Foundations of Herbal Medicine (semester two), will further explore communication strategies, however the professional issues component of this course will focus on a beginning understanding of the wider issues involved in professional practice such as legal issues and ethical practice. Professional issues will be consolidated during structured observation of consultations in an external healthcare facility.

Students will practice ethical interpersonal skills with each other during practical massage classes in the *Foundations of Body Therapies* (semester three), and then as they begin to interact with clients in the student clinic in semester four (*Health and Assessment 1*). The clinical component of this course will require students to perform clinical duties such as providing massage (when prescribed by third year students), taking the client's health history, and recording observations (BP, heart rate, respirations, weight, etc.). Students will be supported to increase awareness

of their level of professionalism in client encounters and to consider professional practice issues such as legal requirements, ethical conduct and misconduct. *Medical Humanities 3* (Unitec), in semester three, develops the student's interpersonal skills through an exploration of the therapeutic relationship, psychological theories of the *self* and creativity. This provides a good basis for the clinical encounters that will occur in semesters four, five and six.

The principles learned in the previous courses will be integrated into *Clinical Practice 1* in semester five. Interpersonal and counselling skills (and referral appropriate to client needs in this area) will be strengthened in the final semester in *Clinical Practice 2*. Professional practice awareness and skills will be consolidated as students demonstrate knowledge and practice in areas including the role of professional associations and complaints bodies in protecting the public.

Basic research skills are an essential component of professional practice and becoming an independent, lifelong learner. Students who do not have basic skills such as identifying credible literature, literature review, and referencing skills at the beginning of the course will be required to undertake *Introduction to Critical Thinking* which will be offered in the first semester to support the student's learning and academic development during that critical period.

Critical thinking and open debate will be supported and facilitated in the Bachelor of Naturopathy. *Research Methods* (Unitec) will cover quantitative and qualitative research and *Evidence Based Practice for Complementary Healthcare* (semester six) will consolidate critical thinking skills through consideration of contemporary debates on research philosophies and methods, and the types and role of evidence in naturopathic practice. These discussions will be linked to cases from the student clinic presented by students.

Students will be required to undertake literature reviews and write academic essays in a range of courses across the programme to facilitate academic writing and reasoning, the ability to recognise ongoing professional development needs, and to promote lifelong learning and scholarship. These skills and qualities are also necessary to provide a basis for postgraduate study, and students with aptitude will be encouraged to consider further studies and to participate in research to support the growth of naturopathy as an academic discipline.

The two *Clinical Practice* courses in third year will consolidate students professional practice skills as they learn to assume the role of a professional healthcare provider in readiness for independent practice. *Clinical Practice 2* also incorporates a section on small business management to assist students to develop their own practice after graduation. Key components of this section include business planning, marketing, legal requirements, taxation and other compliance requirements, bookkeeping and other requirements for establishing a successful naturopathic practice.

The Management of the students' clinical practice is undertaken by the Head of Faculty in association with the Clinic Supervisor. The College's policies and procedures that underpin Clinical Practice are available to the panel. The College holds indemnity insurance so that students are covered when working with clients.

Professional practice issues such as the legal requirements of a practitioner, privacy, consent, keeping health records, advertising, discrimination, sexual harassment and occupational health and safety will be covered in *Clinical Practice 1 and 2*.

Mentoring is also an important feature of the programme. Students will have their first experience of mentoring and being mentored in *Introduction to Clinical Practice* (semester four), and mentoring will continue in the Clinical Practice courses. Mentoring is an important aspect of service to the profession and the College aims to impart this value to students as part of its commitment to supporting new graduates as they move into professional practice.

Capabilities

The professional practice stream will contribute to the following graduate capabilities:

1. Provide a high standard of safe, competent and professional naturopathic healthcare.
3. Acknowledge the requirements of working within an integrated healthcare environment and use appropriate communication skills with patients and other professionals.
4. Demonstrate an open-minded and critical stance in relation to healthcare issues.
5. Engage in ongoing professional development to maintain currency in knowledge and practice.
6. Manage a naturopathic clinic professionally and ethically with regard to applicable government and professional regulations and requirements.
7. Refrain from discrimination on any grounds, including race, religion, gender, disability, ancestry, nationality, sexual orientation, and economic and social standing.
8. Contribute to the field of naturopathy through engaging in evidence based practice, research, scholarship and mentoring.
9. Identify opportunities to provide service and leadership in healthcare, the profession, and the community.

12. Bridging and Transition Arrangements

12.1 Transition Arrangements for Current Wellpark College Students

Students who entered year 1 of the Diploma of Naturopathy and other equivalent courses (in the year of commencement of the Bachelor of Naturopathy) and who successfully complete all programme requirements will be accepted into year 2 of the Bachelor of Naturopathy **with the proviso** that to graduate they will be required to successfully complete the following:

Table 8 Required courses for transition students – Naturopathy year 1

Course	Credits	level
Introduction to Critical Thinking (students must enroll in this course at the first opportunity)	5	6
Medical Humanities 2 (Unitec)	15	5
Biochemistry for Natural Health Science	15	6
Total Credits	35	

*Is this additional to the above?
Yes*

Students who entered year 1 of the Diploma of Herbal Medicine in the year of commencement of the Bachelor of Naturopathy and who successfully complete all programme requirements will be accepted into year 2 of the Bachelor of Naturopathy **with the proviso** that to graduate they will be required to successfully complete the following:

Table 9 Required courses for transition students - Herbal Medicine year 1

Course	Credits	level
Introduction to Critical Thinking (students must enroll in this course at the first opportunity)	5	6
Medical Humanities 2 (Unitec)	15	5
Foundations of Body Therapies	15	5
Biochemistry for Natural Health Science	15	6
Total Credits	50	

Students completing year 2 of either the Diploma of Naturopathy or the Diploma of Herbal Medicine in the year of the commencement of the Bachelor of Naturopathy programme will complete the current Diploma programmes and, as Diploma graduates, will have the opportunity to take up the diploma-degree bridging option outlined in the following section. Completion of the bridging option will enable the students to graduate with the Bachelor of Naturopathy degree.

The Programme Implementation Timetable is set out in *Appendix 13*.

12.2 Bridging Arrangements for Diploma Graduates

Graduates from the Wellpark College Diploma of Naturopathy and Diploma of Herbal Medicine whose studies were completed between 2000-2007 inclusive, and who wish to graduate with a Bachelor of Naturopathy, will be required to successfully complete the following:

Table 10 Required courses for bridging students - Graduates

Course	Credit Points	Level
Introduction to Critical Thinking	5	6
Medical Humanities 2 (Unitec)	15	5
Medical Humanities 3 (Unitec)	15	6
Research Methods (Unitec) (if not completed in the Wellpark Programme – graduates from 2003 onward will be credited with this course)	15	6
Evidence Based Practice	15	7
Nutrition in Society (Nutrition 3 delivered in mixed mode)	15	7
The Clinical Practice of Herbal Medicine (Herbal Medicine 2 – delivered in mixed mode)	20	7
Clinical Case Studies	20	7
Total Credits	120	

Successful completion of the above requirements will ensure the programme's graduate capabilities is met together with the requisite number of Level 7 credits. Graduates who do not currently have practice premises will be able to complete the clinical practice requirement through the College's Prema Clinic.

Wellpark College graduates whose studies were completed prior to 2003 and those who have successfully completed a relevant Diploma programme from another provider will follow the standard cross crediting process to ensure all degree requirements have been met.

A process of Recognition of Prior Learning (RPL) is available to applicants who believe they have the knowledge required for all or part of the above requirements.

13. Academic Pathways

Graduates from the Bachelor of Naturopathy who wish to continue academic studies may apply to any university for admission into post-graduate study. For a three year degree it is now common practice for students to initially enroll in a post-graduate certificate or diploma and, based on progress, transfer through cross crediting arrangements to a Masters programme.

Auckland University of Technology (Faculty of Health and Environmental Sciences) offers this approach to post-graduate study through to either a Master of Health Science or a Master of Health Practice. The flexibility of this approach enables graduates to practice in their field and at the same time study part time.

Discussions with The University of Auckland (School of Population Health) indicate a similar approach with the provision of a different range of specializations.

Some Australian universities also provide opportunities for post-graduate study, including the University of New England, Charles Sturt University, Southern Cross University and the University of Western Sydney. The College is currently building a database of institutions within New Zealand and overseas that offer postgraduate programmes suitable for graduates.

Wellpark College has identified the need for a further year (equivalent) of study at Level 7 to support graduates during their transition from supervised clinical experience to professional practice and to provide participants with further knowledge and understanding of the practice of integrative medicine. See *Appendix 2* for the initial draft of a graduate diploma with two graduate certificates embedded. The initial draft has been tabled, discussed and the concept strongly supported by the College's Naturopathy and Herbal Medicine Advisory Committee. The graduate diploma is seen as a stepping stone to gaining further post-graduate qualifications (Masters and Doctorates) for an academic or research-based career. There is a strong possibility of naturopathy becoming a registered profession under the *Health Practitioner's Competency Assurance Act (HPCA)*, although this may be some years away, and the professional requirements could be undergoing a four year course of study. Prior to that, it is envisaged that professional development requirements in the profession will be strengthened, and the graduate diploma may fulfill the need. It needs to be noted that the New Zealand Association of Medical Herbalists Inc. have applied for and been given provisional approval to be registered under the *HPCA*¹⁰, and there is already strong support within the naturopathic professions in New Zealand for a pathway to registration being established. A strong and robust academic qualifications structure is integral to the future of the profession.

Why?
Level 7
?

¹⁰ Ministry of Health 2006, 'Proposal that Herbal Medicine become a regulated profession under the Health Practitioners Competence Assurance Act 2003', NZ Ministry of Health, accessed online on 26th October 2007, from: <http://www.moh.govt.nz>

14. Learning and Teaching

14.1 Delivery Sites

College: 6 Francis Street,
Grey Lynn

Clinic: 69 Wellpark Avenue
Grey Lynn

The Bachelor of Naturopathy will be offered full-time and part-time on site at the College with the clinical component being delivered at the College's clinic. Students will take the three Unitec courses at the Point Chevelier campus. This will give the students the opportunity to learn in a different environment with a wide range of health professionals which will broaden their understanding of healthcare provision in New Zealand.

14.2 Learning and Teaching Philosophy

Wellpark College aims to offer an innovative and contemporary Bachelor of Naturopathy programme which incorporates a flexible learning environment for the student. The mode of educational delivery is grounded in the principles of adult learning and incorporates elements of problem based learning. Students undertaking the Bachelor of Naturopathy will need to develop the intellectual flexibility and critical thinking skills necessary to work with knowledge from two distinct paradigms, naturopathy and the biosciences. The need to develop paradigm flexibility, a critical stance and appropriate integrative skills requires careful attention to the learning process. Key aspects of the learning and teaching philosophy are student centred learning, critical thinking, and quality learning.

? Is it really?

Student centred learning

The approach to learning is student-centred and focused on the need for students to become independent, lifelong learners. The teacher/student relationship is participatory and collaborative with the learner as the focus of the educational endeavour. Learning is a life-long process triggered by the realities of everyday experience and this is facilitated by small group work, problem based learning and clinical practicum. According to adult learning principles students are responsible for their own learning; nevertheless they are supported by academic staff, who act to facilitate students' endeavours. Student autonomy is fostered by increased opportunities for self-directed learning through the provision of varied learning opportunities such as diverse assessment modes, problem based learning, and small group work. The incorporation of problem based learning strategies provides a more stimulating learning environment for students and promotes independent, collaborative, and self-directed study.

Critical thinking

Academic skills are developed in reading, writing, critical thinking, information literacy, and understanding of research in order to foster scholarship and prepare students for postgraduate study. Students without prior university experience undertake *Introduction to*

Critical Thinking in semester one to establish academic and critical thinking skills. Assessment over the whole of the course continues to develop skills in critical thinking, analysis, problem solving and information literacy.

Quality learning

Learning is supported through flexible approaches to assessment and the facilitation of deep learning (understanding) rather than superficial learning.

As far as possible teaching topics are synchronised week to week so that students are covering the same topic from different perspectives, for example, simultaneous attention to gastrointestinal disorders in the pathophysiology, nutrition and herbal medicine classes. This integrates learning for students.

The curriculum has a process orientation in that the knowledge, skills, attitudes, and values considered essential for professional practice develop sequentially throughout the course. The educational experiences are structured to facilitate student inquiry and develop critical thinking skills using case studies, experiential field based studies, and clinical practicum as well as lectures and tutorials.

14.3 Learning and Teaching Principles

Wellpark College aims to provide a learning and teaching environment which promotes:

- Independent, self-directed, lifelong learning in students and staff
- Appreciation of open enquiry, debate, critical thinking and analysis
- High standards of professional ethics in teaching and in natural therapies practice
- An innovative, responsive and flexible approach to learning and teaching
- Continuing professional development for teaching staff
- Regular review of teaching and learning methodologies, processes and regulations as part of the College's quality improvement cycle.

Teaching takes place within the context of natural therapy practice. This approach covers the required knowledge, skills and attitudes for effective clinical practice. It begins with foundational sciences (anatomy, physiology and chemistry) and builds towards the final 60 credits of clinical practice - the programme's capstone course. Selection of tutors is guided by their clinical experience and their ability to deliver in the context of clinical practice. Wherever possible, students are assisted to make the link between knowledge and its practical application.

14.4 Learning and Teaching Methods

There is an emphasis on self-directed and life long learning throughout the programme so that graduates will have a sound base on which to build through ongoing professional education. The College believes that students learn best from experience and that teaching should draw on a variety of experiences. Problem based learning (PBL) methods will be an important part of the learning and teaching strategies in the Bachelor of Naturopathy. Working on problems in small groups will support students to learn both independently and collaboratively.

The following range of learning and teaching methods will be used across the programme and appropriate methods have been identified to suit each course descriptor:

Table 11 Types of Assessment

• Case study analysis	• Problem based learning
• Clinical practice	• Classroom presentation
• Demonstration	• Clinical simulation
• Group work	• Group discussion
• Lecture	• Guest speaker
• Research analysis	• Reflective practice
• Client profiles	• Role play
• Tutorial	• Peer assessment
• Workbooks	• Clinical case presentations to students and tutors

14.5 Flexible Learning Environment

The flexible learning environment at Wellpark College currently includes:

- Distance or self-directed study, supported by face to face and/or online tutorials (offered in Human Anatomy & Physiology 1 & 2)
- Classroom study with the option of on-line support using internet and multimedia
- Day or evening classes (offered in Human Anatomy & Physiology 1 & 2, Foundations of Body Therapies)

*First Yearly
Reference*

The College is in the process of developing flexible delivery options for selected theory courses. In 2008, there will be a flexible option for Human Anatomy & Physiology I & II. It is envisaged that this range will increase from 2009 onwards, with more theory classes being offered in flexible modes. Possible courses for 2009 include:

- Pathophysiology
- Chemistry
- Biochemistry

Other courses may be added.

Future development of flexible learning modes will be guided by periodic evaluation of the current provisions, with alterations and improvements arising from the evaluation.

15. Assessment

15.1 Assessment Philosophy

The College believes that:

- Formative and summative assessment processes are important in order to assist student learning and to test achievement and, therefore, both must be integrated into the learning process.
- Assessment must be valid, reliable, and measure each student's achievement of learning outcomes.
- Assessment practices will provide constructive feedback to students that is timely and provides students with a measure of their progress against the learning outcomes.
- A range of assessment practices will be used appropriate to the knowledge, skills or attitudes being assessed.
- Assessment tasks will, wherever possible, encourage the development of critical thinking.

Sample assessment tasks are available.

15.2 Assessment Principles

In line with the process orientation of the curriculum, the assessment practices are aimed at further developing and testing the acquisition of knowledge, critical thinking and practical skills, as well as the attitudes and values essential for practice in naturopathy.

The assessment process will:

- Support development of graduate capabilities
- Ensure that assessment is valid, reliable, and measures each student's achievement of learning outcomes
- Ensure a broad scope of assessment types
- Provide for formative and summative assessment
- Ensure appropriate feedback mechanisms for students
- Monitor the provision of adequate study skills support for students
- Meet the requirements for internal and external moderation
- Be overseen by the Academic Board
- Require regular review of assessment types for each subject and across the whole programme
- Provide right of appeal processes for students.

PART THREE: PROGRAMME OPERATIONS AND MANAGEMENT

16. Quality Management System

Programme management is governed by the Wellpark College Quality Management System (QMS) (2007). The QMS sets out the governance and management structure of the College; the various committees and their roles and terms of reference; policies and processes for personnel, physical and learning resources; student information, entry and support; the development, delivery and review of programmes; assessment and moderation, and student appeals. (See Appendix 15)

To ensure ongoing compliance as a PTE i.e compliance with the quality assurance processes (QA Standard 1 or future developments) policies and procedures in the QMS manual are updated periodically to reflect current practice. An annual internal review is undertaken and amendments to the QMS made as necessary. An internal audit is carried out annually, with an External audit from NZQA is carried cyclically according to the results of the previous audit. The College is a signatory to the Code of Compliance for International students and is audited by NZQA (at the same time as the quality assurance audit).

Significant aspects of the QMS that are relevant to this Application are set out briefly below. Full details can be located in the QMS which is provided as Appendix 15.

17. Organisational Structure

The boards and committees responsible for the management and oversight of Wellpark College are the Prema Trust Board, the Board of Directors of the College, the Academic Board, programme specific Advisory Committees, and the Research and Ethics Committee. (See Appendix 1 for a flow chart of the organizational structure of the College). Section 3 of the QMS provides detailed information about the structure, functions and meeting schedules of the boards and committees.

17.1 Financial and Administrative Infrastructure

The Quality Management System sets out the roles of those responsible for the financial/administrative infrastructure, including the Board of Directors, the Principal and Assistant Principal, Accountant, and Accounts Administrator. See Appendix 1 for an updated organisational chart. Further information about the administration of the College can be found in Section 2 of the QMS.

The College runs the Public Trust Fee Protection Scheme to protect students' fees. The financial and administrative aspects are audited during the NZQA audit and an annual financial audit is carried out by the Company's auditors.

17.2 Business Planning

Business planning and financial management are the responsibility of Board of Directors, which instructs the Principal (acting as CEO) to implement the strategic directions set down.

Wellpark has upgraded its strategic business plan in accordance with the requirements of the Expert Panel (NZQA Report 2006 p.15). See Appendix 8.

18. Programme Specific Regulations

The College Quality Management System sets out the regulations under which the College's academic programmes are delivered. The following additional regulations, specific to the Bachelor of Naturopathy have been approved through Academic Board and will be included in the next QMS revision.

18.1 Admission and Selection

All students will be interviewed as part of the entry and selection process in order to discuss programme requirements and determine aptitude for the programme.

English language requirements - All students must demonstrate competence in written and spoken English. The College has increased its requirement for English proficiency.

Students whose first language is neither English nor Maori shall provide IELTS results (academic) with a minimum band score of 6.5 overall and not less than 6 in each band or evidence of a comparable level of proficiency in written and spoken English.

Applicants under 20 years of age (minimum entry age 18 years) - A minimum of 42 credits at Level 3 or higher on the National Qualifications Framework (NQF), including a minimum of 14 credits at Level 3 or higher in each of two subjects from the approved NZQA subject list. A further 14 credits at Level 3 or higher taken from no more than two additional domains on the NQF or approved subjects, **AND**

A minimum of 14 credits at Level 1 or higher in Mathematics on the NQF, **AND**

A minimum of 8 credits at Level 2 or higher on the NQF in English or Maori, 4 credits must be in reading and 4 credits must be in writing. These literacy credits must be selected from a schedule of approved achievement standards and unit standards, **AND**

A minimum of 12 credits at NQF Level 2 or higher in **one** of the following subjects: Biology, Chemistry, Science **OR**

equivalent secondary school qualifications.

Mature Entry - Following a successful interview process, applicants 20 years of age and over will be admitted to the programme but will be required to undertake extra study during the first year (or study prior to enrolment) if they are inadequately prepared for science subjects.

Application to Enter the Programme - Persons wishing to enter the Bachelor of Naturopathy must complete and submit the College application form, together with evidence of educational qualifications and work experience.

Selection Process - Students who have met the entry requirements and interview process will be selected in order of application.

Notice of Outcome - All applicants will be notified in writing of the outcome of their application. Unsuccessful applicants will be informed of the reason and provided with information on possible options to enhance future applications.

Appeal to Principal - Any applicant who has been refused permission to enroll or who objects to any condition of enrolment by the Faculty may, within 10 working days of being notified of the decision, appeal in writing to the Principal.

Schedule of Courses - Students enrolling in the programme may only enroll in courses totalling a maximum of 60 credits per semester.

18.2 **Assessment of Prior Learning**

Applicants who believe they already have the experience or knowledge to achieve the learning outcomes of a course or courses may seek Recognition of Prior Learning (RPL) for specific course/s through the College's current RPL cross crediting and RCC policies and processes.

18.3 **Completion of the Programme**

The minimum and maximum periods for completion of the programme are:

Minimum	3 years
Maximum	7 years

November 2007

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pre-entrance appi 47

18.4 Criteria for Successful Completion

To gain the Bachelor of Naturopathy students must successfully complete all courses on the programme schedule.

18.5 Variation to Regulations

Any variation to these regulations requires the Head of Faculty to seek formal approval through Academic Board. Authorisation from the Board of Directors is required before these variations are implemented.

19. Evaluation and Review

The programme evaluation process will be overseen by the Faculty manager and will include the following, which will be included in the updated QMS (Jan 08).

1. Internal Moderation will occur for all curriculum material prior to delivery. This includes:
 - Assessment material – checked against learning outcomes
 - Assessment material – post assessment moderated
 - Manuals and course material for appropriateness and applicability to course aims, learning outcomes and assessments
2. External moderation will occur for assessment material samples (usually three – four per annum)
3. A programme monitor will be appointed and monitoring will occur on an annual basis
4. External stakeholders will have an opportunity to review the programme through the advisory group process. The results of the moderation process and monitor's report will be made available to members of the advisory group. The monitor will ascertain from the stakeholders their input into the programme.

The College's QMS (Section 10.4) sets out the standards and processes for programme review. This will be updated to include the processes listed above. The Board of Directors approves the initial development of new programmes. The Academic Board approves programmes, receives student evaluation summaries and discusses issues relating to programme implementation through its meetings. The College's QMS policies and

procedures as they relate to programme design, delivery and review are formally reviewed as part of the annual internal audit.

It is essential that external stakeholders are involved in the monitoring process to ensure that standards are maintained and the programme remains relevant to the profession. Consequently, an Advisory Group has been created for this purpose. Terms of reference and membership are set out in *Appendix 1*.

A monitor will also be appointed, as required by NZQA, to report on the development and quality of the programme and to provide professional and academic advice to the College.

In preparation for the monitor's annual visit, the College will prepare a report that includes a response to any recommendations made on the previous visit, data relating to the programme as well as data relating to graduates and their destinations. Research and staff development will be reported on and copies of moderation reports will be available to the monitor.

The monitor's report will be tabled at Academic Board and a copy sent to the College's Board of Trustees.

20. Assessment and Student Progress

20.1 Assessment Policy

Section 11 of the QMS sets out the policies and processes with regard to assessment and moderation.

- The assessment process is aimed at developing safe and confident practitioners who can integrate the appropriate knowledge, skills and attitudes into their practice.
- Students will be provided with details of course assessment requirements at the start of each semester which will outline the method of assessment, due date and criteria for achievement.
- Assessment may be completed in Te Reo Maori provided the translator is approved by the Head of Faculty. A request to the Head of Faculty for assessment in Te Reo Maori must be made upon enrolment in any year.
- Minimum clinical competencies will be expected to be reached prior to the student being granted a pass in *Clinical Practice for Naturopaths 1 & 2*. This will ensure that critical practical competencies are able to be carried out in professional practice

20.2 Pass Marks and Grades

Grades will be allocated according to the level of achievement and results shall be specified as follows:

Table 12 Pass marks and grades

Grade	Mark Range (%)	Qualifier
A	80-100	High distinction
B	70-79	Distinction — merit
C	60-69	Credit
D	50-59	Pass
N	0-49	Fail

too high

N.B. A mark in the range of 45-49 would generally make the student eligible for a supplementary assessment.

20.3 Student Progress

Tutors compile records of assessment results and submit these to Student Support for corroboration. Once completed, the assessment records are passed on to the administrative team who enter the data electronically on the student record of learning.

Students can receive updates on their academic progress through a reference file which they can access via a private code number. They are provided with a paper copy of their record of learning twice a year.

Students will have ONE opportunity to resubmit or resit assessments for courses that they have failed. Resubmissions or resits will be allowed if the overall mark for the course fails to meet the requirements. (NB. Students who have passed the course will not be allowed to resubmit or resit to gain a higher mark, only to apply for a reassessment of their original papers).

Initially the collegial group will evaluate student's progress and each student will have their progress mapped through the programme (on a semester by semester basis). Students who are of concern in terms of progress will have a report prepared by the collegial group and this will be presented to the Academic Board for consideration as to the steps required to:

- a. Improve the progress OR
- b. Resit selected courses OR
- c. (In the case of those students whose progress is well below what is satisfactory) disallow re-enrolment in further semesters of the programme

Students who are identified as having difficulty in achieving the standards required will be placed on a remedial support programme (overseen by the College's learning centre and possibly including the College's counselling service – if required) and their progress closely monitored over the next two semesters. If satisfactory progress is made, the student will be able to re-enrol. If satisfactory progress is not made, the student will resit selected courses or be refused re-enrolment.

The College will issue its own Certificate and Diploma qualifications only if all programme requirements have been met. Where students have met individual component requirements but not completed the requirements for the whole qualification, they will be issued with a record of learning indicating areas of achievement. For short courses, a certificate of attendance may only be issued.

20.4 Appeals

Appeals against assessment results will, in the first instance, be to the teaching member of staff who marked the assessment concerned. If the issue cannot be resolved, it will be referred to the Head of Faculty who may exercise judgement on the matter or refer it to the full Academic Board for discussion and resolution. If the decision continues to be disputed, the student concerned will be directed to a qualified and independent assessor from another similar training establishment who will re-mark the assessment. These arrangements will be built into the moderation agreements.

20.5 Moderation

20.5.1 Internal Moderation

This will follow the policies and practices for pre- and post- assessment as set out in the QMS (Section 12.4) and related documents.

20.5.2 External Moderation

A cyclic process will take place where each semester two courses will be externally moderated to ensure standards are maintained as required by the NZQA guidelines. The moderator will be a representative from an educational institution offering a similar programme. The moderator will report on:

- The appropriateness of the assessment items to the learning outcomes.
- The appropriateness of course content to the level of the course
- The consistency and fairness of the marking.

Moderators will be supplied with:

- The course descriptor
- Copies of assignments, tests and examinations
- Sample student scripts (high/medium/low performance)
- A summary of final course grades awarded.

External Moderators' reports will be acted on by the Head of Faculty and tabled at the Advisory Committee, the Academic Board and the College's Board. The College has begun discussions with Southern Cross University, Lismore (Tini Gruner) and University of Western Sydney to finalise arrangements for external moderation agreements.

21. Resources

21.1 Resource Development Plan

Resource development was a key area of concern for the NZQA Panel, specifically in the areas of academic staffing, the library, development of a research culture, and provision of a business plan to support delivery of the degree.

The College reviewed its current resources in order to identify areas that required an injection of funds during the programme's implementation phase. Library resources (see *Appendix 9a*), research, and staff development were identified as the key areas. Income is expected to at least remain steady or increase slightly, as the programme gradually replaces the current diploma programme. The financial implications relate mainly to research and to supporting upgrades of staff qualifications. See *Appendices 12 & 13 for staffing and research implications of the programme on the College's business plan.*

Additional information about resourcing these areas is provided below.

21.2 Teaching Staff

See *Appendix 10 for a revision of the staffing plan.* Key responses to the panel's concerns have been:

1. The creation of a collegial group
2. The creation of a professional development programme for staff that includes research and post-graduate qualifications
3. The creation of a new full-time position that supports the head of faculty in the development and delivery of the programme.

The current plan to resource the teaching of the Bachelor of Naturopathy is as follows:

- A new position of senior tutor/course administrator will be provided. (See *Appendix 10* for a position description and qualifications, skills and experience required for this position).

- Several current Wellpark staff have been placed on personalised professional development programmes to upgrade their undergraduate qualifications in health as well as teaching skills and quality.
- *Appendix 10* sets out a conservative projection of student numbers over the next five years. This indicates the need for 6 full-time staff (equivalent) from 2010 on. This will be made up of a mix of full-time and part time staff (see tables in 12a)

21.3 Current staff

A range of full-time, part time and casual lecturers provide teaching for the naturopathy programme – see *Appendix 10* for a list of staff, their qualifications (completed and in-progress) and the courses to which they contribute, AND *Appendix 10 FOR STAFF RESUMES* which include teaching/ practitioner experience and membership of professional bodies.

The maximum staff/student ratio is 1:35 and the average 1:25. Where there are practical components the maximum ratio is, in general, 1:18.

See *Appendix 10* for a breakdown of full-time/part time ratios of staff from 2008 – 2012, along with general duties. *Appendix 10* gives a position description for full-time tutoring staff (non-Heads of Faculty).

21.4 Staff Recruitment and Selection

Section 7 of the QMS describes the policies and processes related to staff recruitment and selection. In general, Heads of Faculty will determine teaching requirements on an annual basis. Once the need to fill an existing position or create a new position has been identified:

- a. A job description to suit the position will be either identified or created
- b. A grade will be allocated to the position (*a description of teaching grades will be available to the panel on their visit – they are in the process of being upgraded*)
- c. The position will be advertised
- d. Applicants will be screened by the faculty and a short list produced
- e. Short list candidates will be interviewed by the Head of Faculty and either the Principal or Assistant principal
- f. The successful candidate will be inducted into the position

If the position falls within the budgetary guidelines the Principal has the authority to approve the above process. If the position falls outside of budgetary guidelines, the Board of Directors must approve the appointment. (NB. The current (2007) QMS will be updated to reflect this process).

21.5 Professional Development

Currently there is no Level 7 naturopathy degree programme delivered in New Zealand. Level 6 Diploma qualifications have been the highest practitioner qualification available through New Zealand educational institutions and this is the current requirement for the voluntary registration systems that exist. A number of New Zealand practitioners have upgraded their qualifications to Bachelor degrees by completing a conversion course at an Australian university, for example the Bachelor of Health Science (Complementary Medicine) offered by Charles Sturt University. Wellpark College supports staff to upgrade their qualifications through its professional development programme.

The College has set up several categories of grants and scholarships as described below. Expenditure in the last five years was \$4000.00 per year and projected/available expenditure for the period 2008-2013 inclusive is at least \$25,000.00 per year.

1. Staff post-graduate scholarships will be available for research projects. The Prema Trust, the owners of the College have agreed to create a funding pool of \$20,000.00 in 2008 for research grants. These grants will be utilised by staff to:
 - a. Fund selected approved research projects
 - b. Upgrade their understanding, skills and experience in research methods
 - c. Publish research papers

See Appendix 11a: Revised Research Plan

2. Professional development grants. Heads of Faculty have a professional development grant built into their contracts. This grant has been in place for the last four years and provides up to one thousand dollars per annum. The grant has been utilised for enrolment in qualification upgrade programmes and seminar attendance. Philip Dowling (Head of Faculty – Naturopathy) is currently utilising his grant to subsidise Masters studies in nutrition. Phillip Cottingham (Principal) has been subsidised in his postgraduate studies in herbal medicine (Graduate Diploma (Herbal Medicine) from the University of New England).

3. Conference grants. Senior staff have recently been funded for Conference/Seminar attendance, including: Australasian Ayurveda and Yoga Conference, Sydney 2007
 - Australasian Integrated Medicine Assn Seminar and Conference 2006
 - National Health Council seminar on integrated healthcare *The Whole Picture* 2005
 - Aromatherapy Conference. 2006

The Principal – Phillip Cottingham will be attending the *Complementary Medicine Research* conference in Sydney in March 2008.

21.6 Physical and Learning Resources

As part of its commitment to ongoing student support, the College offers a variety of facilities and services – see Student Handbook and 2007 Prospectus for further details. These include:

- a dispensary for natural therapeutics supplies, students' herbal medicines and supplement prescriptions
- a professional training clinic
- examination tables
- lending library
- bookshop
- café and student common room
- computing facilities
- Online learning support
- free counselling service through Auckland University of Technology
- classroom presentation material – data projection system

21.7 Library

The College realised that the library was inadequate for the current developments and, as part of the degree development process, an external consultant completed a library review in April 2006. Recommendations were made for the short and long term. (See *Appendix 9* for the Consultant's Report and *Appendix 9a* for an updated library plan, which includes a capital and operational budget).

Major achievements in library development to date include:

- Development of a borrowing system
- Extension of the collection
- Having a full-time staff member located in the library

21.8 Laboratory Facilities

There was a concern from the panel that the College's laboratory facilities were inadequate. Whilst this concern is shared by the College, the decision at this time is to hire laboratory facilities when required. The use of virtual labs will be prominent in the medical science courses. Laboratory facilities at Unitec are being investigated for suitability.

21.9 Support Staff and Systems

This aspect of the College is run by a small group of qualified and multi-skilled staff who work collaboratively to ensure that the appropriate level of support is available to staff and students. The Assistant Principal is responsible for all administrative staff, the key positions for which are:

- Accountant/Senior manager

- Accounts Administrator
- Student Administrator
- Academic Records
- Faculty Manager
- Administration Support
- International Student Support
- Marketing/Course Information
- Receptionist

This team works closely with the Principal and Assistant Principal, both of whom have a hands-on approach to management. One is always available on site to work through any student or staff issues that may arise. In the event of unavailability of both Principal and Assistant Principal, the Accountant and the Faculty Manager have the responsibility of managing the administrative and academic aspects of the College. Each Head of Faculty also contributes to student guidance and support. IT support is provided through PC Doctor.

The panel had a concern regarding a perceived increased workload with delivering a degree. The College has had a long history of delivering tertiary educational programmes, and the systems have been refined to accommodate the needs of students, staff and the external monitoring and funding agencies. The delivery of a degree, whilst it may place some extra requirements (mainly in the development of printed material and online support services) this will be accommodated for in the strategic planning for administration. The College does not envisage altering its student management systems or enrolment procedures. Determination of cross credits, recognition of prior learning and prerequisite learning is an area of increased workload. The College has developed comprehensive systems to cover these eventualities.

22. External Relationships

22.1 Professional and Academic Relationships

These relationships continue to be developed through establishing Advisory Committees, the services of an external Chair leading the Research and Ethics Committee, and the beginning of ongoing academic relationships with other institutions. Examples are:

- Auckland University of Technology – including research development sessions with Dr Neil Haig and possible joint research.
- Manukau Institute of Technology – research development with Dr Willem Fourie, Deputy Head of Department and Research Leader for Health Studies. Dr. Fourie has mentored Philip Dowling (Head of Faculty – Naturopathy) in a small pilot research project in 2007. Initial discussions have taken place with a view to establishing joint research with experienced researchers.
- Unitec – including sub-contracting the two *Medical Humanities* courses and the *Research Methods* course.

Following the approval and accreditation process, the College will be looking to similar institutions, particularly in Australia, for the purposes of:

- Formal monitoring of the programme
- Moderation of various courses, and
- Sponsoring guest researchers to visit Wellpark College and engage in dialogue with key academic staff.

22.2 Community Relationships

Community relationships have been created through the Prema Clinic, the South Auckland Mobile Clinic, the Dispensary, and the availability of the College and Clinic facilities for community use related to natural therapies. Free public talks are given on health care and related topics, and Open Days are held three times a year.

22.3 Relationships with the Natural Health Industry

The College has created relationships with companies who have a significant place within the natural health products industry. Many of these have employed graduates of the College programmes, notably the naturopathy, herbal medicine

and nutrition programmes. Representatives of these companies attend the College from time to time for consultation or to speak to the students. The companies include:

- Pacific Health and Fitness
- Good Health Products
- Metagenics Ltd.
- PhytoMed
- Blackmores.

The College is aware of the potential for students to be influenced by marketing approaches, the role these companies play in ongoing professional education, and the lack of objective best practice guidelines for the naturopathic treatment of many disorders. Students are encouraged to research treatment recommendations independently. Nevertheless, relationships with the natural health industry are important and the College has worked with representatives of the industry on submissions that address the interests of the profession. For example, a submission to the Select Committee considering the Australia/New Zealand Therapeutics Products Agency Bill which achieved some success in ensuring that the views of all participants in the natural health professions and industry were considered by Parliament.

23. Research

The College is in the process of creating an infrastructure to support staff involvement in research projects. An audit has been carried out to establish the level of staff research experience. It is clear that although some staff have completed research studies and/or projects as part of undergraduate or post-graduate programmes, research experience is very limited. The development of research is, therefore, a priority area for the College as outlined in the College Charter. It is also a priority for the profession as the level of New Zealand research outputs from the naturopathy and herbal medicine industries is currently low. The following developments occurred this year:

- Establishment of a Research and Ethics Committee, initially Chaired by Professor Charles Crothers, Auckland University of Technology. In 2008, a new chair will be appointed following the inability of Charles to continue. (See *Appendix 1* for membership and terms of reference).
- A research development plan has been drawn up. This has been updated in line with a more robust and supportive approach to research (see *Appendix 11a*).
- Selected companies were approached by the College Principal and discussions were held regarding co-operatively exploring ways to fund and implement a research strategy for CAM.

- Initial discussions have taken place with other educational institutions with a view to working in collaboration either in research projects or in supporting Wellpark's research development through staff seminars and workshops.
- Scholarships have been made available to staff who wish to engage in post-graduate study, the research component of which will provide staff with a sound foundation in research methodology.
- Mary Hayes Grad. Dip. (Education) was appointed *Research Leader* as part of her College responsibilities in the 2007 academic year. This position, whilst being a short term contract in 2007, will be made into a permanent position in 2008 and beyond.

Drawing on the experience of other tertiary institutes, the College is aware that developing a research culture is a gradual process. Consequently a collaborative approach with experienced researchers is seen as the most appropriate way forward. Financial support will be made available to staff who have papers accepted for conference presentations.

The Prema Trust (the parent body of the College) has, as part of its objectives, to foster research in natural therapies. As a consequence of this, the Trust will set aside an annual pool of funds for research. (See the research plan (*Appendix 11 & 11a*) for details of the implementation of this funding.

24. References

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PART FOUR THE COURSES

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