

**7. Contract Tutors**

	2007	2008	2009	2010
<b>Total Contract Tutors</b>	<b>60230</b>	<b>62800</b>	<b>65500</b>	<b>69000</b>

**8. Tutors S&W**

**- Heads of Faculty**

	2007	2008	2009	2010
aromatherapy	611	1615	1770	1680
ayurveda	55000	57350	62940	59800
massage	28352	29565	32440	30820
med sciences	27500	28675	31470	29900
naturopathy	62315	65000	71400	67800
yoga	27500	28675	31470	29900
	<b>201278</b>	<b>210880</b>	<b>231490</b>	<b>219900</b>

<sup>1</sup> Increased responsibility with degree development

**- Tutors Payroll**

	2007	2008	2009	2010
aromatherapy	32185	33550	36850	35000
ayurveda	37365	38950	42700	40600
massage	83260	86800	95250	90500
med sciences	50970	53140	58300	55400
naturopathy	83580	127130	178850	172850
yoga	43840	45700	50150	47650
	<b>331200</b>	<b>385230</b>	<b>462150</b>	<b>442000</b>

40,000 allocated to degree development and delivery

**Total Tutor S&W**

	<b>532478</b>	<b>596150</b>	<b>693640</b>	<b>661900</b>
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**9. Other Dept Costs**

	2007	2008	2009	2010
	56842	59684	62668	65802
faculty costs	56842	58795	60949	63284
sundry course exps	1650	1700	1760	1820
graduation costs	4000	4150	4300	4450
work experience	3000	3105	3215	3330
<b>Total Other Dept Costs</b>	<b>65492</b>	<b>67750</b>	<b>70224</b>	<b>72884</b>

3 & 4 Includes 20,000 professional development costs

3.5% increase annually  
 3.5% increase annually  
 3.5% increase annually  
 3.5% increase annually

**10. Other Costs**

	2007	2008	2009	2010
Bookshop Purchases	100000	102500	105060	107690
Dispensary Purchases	102000	104550	107165	109840
<b>Total Other Costs</b>	<b>202000</b>	<b>207050</b>	<b>212225</b>	<b>217530</b>

2.5% increase annually

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**Wellpark College  
Capex 2008-2010**

<b>Forecast 2008 - 2010</b>					
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>note ref</b>
surplus	72040	53426.6	95298.94	191993.5	
<b>proposed use for capex</b>	<b>30000</b>	<b>38000</b>	<b>60000</b>	<b>90000</b>	
library	20000	18000	20000	20000	1. This provides for extensive upgrade of library services see library plan
teaching resources	3500	3500	7500	12500	Includes software, dvds, and other teaching resources
Teaching resources degree	4000	4000	7500	7500	5. Includes manuals software, dvds, models, etc
furn & fitt	5000	5000	10000	10000	
comp equip	5000	5000	10000	20000	
lab equip	2500	2500	5000	20000	5. Upgrading of lab services including a focus on virtual labs
for contingencies	30000	38000	60000	90000	
<b>accumulated for contingencies</b>	<b>42040</b>	<b>15427</b>	<b>35299</b>	<b>101993.5</b>	
<b>**** library extensions will be donated and paid by The Premier Trust (Landlord)</b>	<b>42040</b>	<b>57466</b>	<b>92765</b>	<b>194759</b>	

for library mobile system option quoted \$13635

## Appendix 8b Wellpark College Profile 2007-2009

NB. This section contains the strategic directions portion of the Profile, which has the relevant targets and performance indicators

### 2. Strategic Direction(s) and Objectives, Performance Indicators and Targets

This section of the Profile template captures the PTE's strategic direction(s) and how these will contribute to the TES and across the range of priorities set out in the STEP that are relevant for PTEs. It also sets out the objectives that will give effect to each strategic direction. \_Refer Guidelines, page 16\_

**Table 13: Strategic direction(s) and objectives**

Strategic direction(s)	Contribution to the TES	Contribution to the STEP	Objectives
<p>1. Establishment of an advisory process guided by input from Ngati Whatua, through Kaumatua, Maori advisor and Maori Advisory group. This may occur through:</p> <p>Representation on Boards and Committees that are an integral part of the College governance and administration</p> <p>Kaumatua guidance and support for Maori Student Advisor</p> <p>Regular hui (meetings) to facilitate closer relationships and support between Ngati Whatua and</p>	<p>Contribute to the achievement of Maori Development Aspirations</p> <p>3. Enabling students and learners to access excellent and relevant tertiary education, and progress to higher levels of study and achievement.</p>	<p>2.6 Strengthening Maori development</p> <p>3.2 Maori participation and outcomes</p> <p>2.3 Addressing education and health workforce needs</p>	<p>1. New Maori advisory system established with Ngati Whatua as guide and guardian of the system</p> <p>College Maori strategy developed using Maori advisory system – 2006</p> <p>Strategy implemented – 2007 – 2009</p> <p>2. Powhiri and formal agreement -2006</p> <p>Continued contact for stakeholder input and collaborative projects – ongoing</p>

Strategic direction(s)	Contribution to the TES	Contribution to the STEP	Objectives
<p>the College</p> <p>2. The College planned to offer Wai Kaahea - Diploma of Traditional Maori Healing in 2006, however this has been delayed due to an extension of the consultation process. It is anticipated to offer this in 2007 or 2008 depending on the pace of the consultation process.</p> <p>3. More consultation with Pasifika to determine aspirations Marketing strategy has been adjusted to improve focus on increasing Pasifika participation</p> <p>4. Currently offering Diploma &amp; Planning to offer degree programmes in Ayurvedic Medicine (2008) &amp; Yoga (2009) (Indian ethnic). Planning to offer Diploma of Ayurvedic Lifestyle Management (Indian Ethnic) in 2007</p> <p>5. Marketing to Indian</p>	<p>1. Investing in excellence in teaching, learning and research</p> <p>Educate for Pacific peoples' inclusion and development</p> <p><u>Develop the skills New Zealanders need for our knowledge society</u></p>	<p>2.7 meeting the development aspirations of Pasifika</p> <p>3.3 Pasifika participation and outcomes</p> <p>2.3 Addressing education and health workforce needs</p> <p>3.1 Improving learning outcomes</p>	<p>3. Wai kaahea to be offered by 2008 after consultation</p> <p>4. Develop a comprehensive system for consultation with Pasifika peoples</p> <p>5. Programmes offered Diploma of Ayurvedic Lifestyle management Bachelor of Ayurvedic Medicine Bachelor of Yoga</p>

Strategic direction(s)	Contribution to the TES	Contribution to the STEP	Objectives
community ongoing through Indian newspapers and networks			
6. Marketing strategy has been adjusted to improve focus on increasing diversity of population	Develop the skills New Zealanders need for our <u>knowledge society</u>	1.1 An excellent broad tertiary education system 1.2 Increasing differentiation and clarity of roles 2.3 Addressing education and health workforce needs	6. Marketing strategy finalised 2006 Marketing strategy approved by stakeholders 2006 Marketing strategy implemented – 2006 – 2009 Feedback and results contribute to ongoing quarterly revisions 2006 – 2009
7. Monitor support services and respond appropriately to issues raised	Strengthen system capability and quality.	1.1 An excellent broad tertiary education system 4.1 Capability for quality and relevance	7. Support services reflect requirements of students
8. Programmes have common modules which allow a great deal of interdisciplinary sharing between natural health modalities	Develop the Generic and Specialist Skills New Zealanders need for our <u>Knowledge Society</u> Strengthen system capability and quality <u>Strengthen research, knowledge creation and uptake for our knowledge society</u>	2.3 Addressing education and health workforce needs 1.1 An excellent broad tertiary education system 1.2 Increasing differentiation and clarity of roles 1.4 Stronger focus on skills for work and life	8. Research workshops and training given to academic staff – 2006 Research projects initiated – 2006 Research projects continued – 2007 – 2009 9. Teaching staff qualifications upgraded 2007 – 2009 10. Ongoing professional



Strategic direction(s)	Contribution to the TES	Contribution to the STEP	Objectives
			development programmes developed and implemented – 2007 – 2009 Graduate certificates developed and offered for graduates - 2008
9. Student clinic offers extensive clinical training Charitable mobile clinic taking natural medicine into communities, particularly Maori and Pacific Island communities	2. Increasing the relevance of skills and knowledge to meet national goals	2.3 Addressing education and health workforce needs 1.1 An excellent broad tertiary education system 1.2 Increasing differentiation and clarity of roles 1.4 Stronger focus on skills for work and life	11. Continuation and ongoing investment in quality at college clinic 2007 - 2009  Continuation and expansion of mobile clinic services 2007 - 2009
10. Continuation of position of Dedicated staff member for international students to ensure Code of Practice obligations maintained	4. Enhancing capability and information quality in the tertiary system to support learning, teaching and research	1.1 An excellent broad tertiary education system 1.1 Capability for quality and relevance	12. Continuation of international liaison role, with upgrading of knowledge as and when required 2007 – 2009
11. Alumni tracking system continuation and included as part of annual review using student database information Regular newsletter continued	4. Enhancing capability and information quality in the tertiary system to support learning, teaching and research	2.3 Addressing education and health workforce needs	13. Alumni system continued Alumni association formed
12. Employment prospects will be regularly posted on website and on College noticeboard 13. Post-graduate training opportunities will be	<u>Strengthen system capability and quality</u> <u>Strengthen research, knowledge creation and uptake for our knowledge society</u>	3. Addressing education and health workforce needs 1.1 An excellent broad tertiary education system 4.1 Capability for quality and relevance	14. Employment noticeboards continued  Post-graduate training opportunity information regularly made available to

Strategic direction(s)	Contribution to the TES	Contribution to the STEP	Objectives
regularly communicated to past and present students 14. Work with natural therapies organisations to develop professional development programmes continued			graduates 15. Professional development programmes developed (graduate certificates and diplomas integral part of this)
15. Medical Sciences included throughout the curriculum: Anatomy & Physiology Pathophysiology Diagnosis Understanding of conventional treatment	<u>Strengthen system capability and quality</u> <u>Strengthen research, knowledge creation and uptake for our knowledge society</u>	3. Addressing education and health workforce needs 1.1 An excellent broad tertiary education system 4.1 Capability for quality and relevance	16. Continuation of strong medical science aspects of curriculum Upgrading of diagnostic and examination aspects of the programme to ensure more effective clinical practice Increased emphasis on evidence base as well as integrative aspects of natural medicine
16. Bachelor of Naturopathy and Herbal Medicine offered in 2007 (NZQA approval pending) with Graduate Diploma in Naturopathy and Herbal Medicine (Graduate Certificate in Integrative Medicine and Graduate Certificate in Naturopathy	<u>Strengthen system capability and quality</u> <u>Strengthen research, knowledge creation and uptake for our knowledge society</u>	3. Addressing education and health workforce needs 1.1 An excellent broad tertiary education system 4.1 Capability for quality	17. Bachelor Of Naturopathy And Herbal Medicine – 2007 18. Graduate Diploma in



Strategic direction(s)	Contribution to the TES	Contribution to the STEP	Objectives
and Herbal Medicine) introduced in 2008-2009		and relevance	Naturopathy and Herbal Medicine (Graduate Certificate in Integrative Medicine and Graduate Certificate in Naturopathy and Herbal Medicine – 2008 - 2009
17. Specialist advisory groups will be established for Naturopathy, Nutrition and Herbal Medicine Ayurveda and Yoga Massage and Aromatherapy	<u>Strengthen system capability and quality</u> <u>Develop the skills New Zealanders need for our knowledge society</u>	3. Addressing education and health workforce needs 4.1 Capability for quality and relevance	19. Advisory groups established – 2006 Ongoing work with advisory groups with revision of terms of reference where required – 2007 - 2009
18. Inclusion of practical components in the programmes that reflect increasing involvement in hospital and hospice health care.	<u>Strengthen system capability and quality</u> <u>Develop the skills New Zealanders need for our knowledge society</u>	3. Addressing education and health workforce needs 4.1 Capability for quality and relevance	20. Off-site components (clinical practice) contacts established – 2006 - 2007 Off-site components (clinical practice) programmes instigated – 2007 - 2009
19. Research Centre being established in 2006 Research components of College programmes established and being developed further Staff being encouraged into	<u>Strengthen research, knowledge creation and uptake for our knowledge society</u>	4.1 Capability for quality and relevance 2.5 A stronger focus on research that is relevant to New Zealand's economic	21. Research leader appointed - 2007 Research programme developed – 2006 – 2007 Research projects initiated – 2006 – 2009

Strategic direction(s)	Contribution to the TES	Contribution to the STEP and social priorities	Objectives
research Continuation of work of research committee  Email/Website research newsletter included in website			Collaborative arrangements with industry developed and initiated – 2006 – 2007 Collaborative arrangements with other tertiary institutions developed and initiated – 2006 – 2009 Email/website research update established - 2006
20. learning support developed and maintained		3.1 Improving learning outcomes 4.1 Capability or quality and relevance	22. Learning support programme revised and upgraded – 2006 – 2007 Learning support programme assessed - 2008

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<p>21. Staffing policies reflect need for quality Quality management systems monitor quality of delivery Learner support policies include ongoing development of student support systems Internal audit conducted yearly</p>	<p><u>Strengthen system capability and quality</u> <u>Develop the skills New Zealanders need for our knowledge society</u></p>	<p>4.1 Capability for quality and relevance</p>	<p>23. Staffing policies reviewed with annual QMS review – 2006 - 2009</p>
<p>22. Collaboration planned: Auckland University of Technology Manukau Institute of Technology John Bastyr University – Seattle University of West Sydney Southern Cross University – Lismore NSW</p>	<p><u>Strengthen system capability and quality</u> <u>Develop the skills New Zealanders need for our knowledge society</u> <u>Strengthen research, knowledge creation and uptake for our knowledge society</u></p>	<p>1.2 Increasing differentiation and clarity of roles 1.4 Stronger focus on skills for work and life 2.3 Addressing education and health workforce needs 2.5 A stronger focus on research that is relevant to New Zealand's economic and social priorities 4.1 Capability for quality and relevance</p>	<p>24. Collaborative arrangements (non research) with other tertiary institutions developed and initiated – 2007 - 2009</p>
<p>23. Maintain ongoing provision of natural therapies programmes</p>	<p><u>Strengthen system capability and quality</u> <u>Develop the skills New Zealanders need for our knowledge society</u></p>	<p>1.1 An excellent broad tertiary education system 1.4 Stronger focus on skills for work and life 2.3 Addressing education and health workforce needs</p>	<p>25. Ongoing provision of natural therapies training maintained 2007 - 2009</p>

24. Increase the range of programmes offered at the College	1. Investing in excellence in teaching, learning and research	1.1 An excellent broad tertiary education system 1.4 Stronger focus on skills for work and life 2.3 Addressing education and health workforce needs	26. Range of programmes gradually increased – 2007 - 2009
25. Ensure quality in delivery of natural therapies education	1. Investing in excellence in teaching, learning and research	1.1 An excellent broad tertiary education system 1.4 Stronger focus on skills for work and life 2.3 Addressing education and health workforce needs	27. Quality delivery audited annually
26. Ensure College marketing reflects College nature	4. Enhancing capability and information quality in the tertiary system to support learning, teaching and research	4.1 Capability for quality and relevance	28. Marketing strategy assessed and revised annually

27. Ensure programme range reflects College mission, goals and nature	1. Investing in excellence in teaching, learning and research	1.1 An excellent broad tertiary education system 2.3 Addressing education and health workforce needs	29. Feedback from students and staff collected and assessed quarterly
28.. Ensure College remains viable and healthy in terms of : Financial position Ability to deliver programmes	4. Enhancing capability and information quality in the tertiary system to support learning, teaching and research	4.1 Capability for quality and relevance	30. Financial audit annually
29. Distance learning components in Ayurvedic Medicine and Medical science portions of the programmes	1. Investing in excellence in teaching, learning and research	1.1 An excellent broad tertiary education system 2.3 Addressing education and health workforce needs	31. Distance learning components in Ayurvedic Medicine developed 2006 and implemented 2007 Distance learning components in Anatomy and Physiology developed 2006 and implemented 2007 Distance learning components Pathophysiology developed 2007 and delivered 2008

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**Table 14: Objectives, performance indicators and targets**

For each objective, set out performance indicators, if applicable, prior performance achieved, expected performance in 2006 and the targets for 2007, 2008, and 2009. \_Refer Guidelines, page 19\_

Objectives	Performance indicators	Actual achievement for previous year(s)	2006 target and expected result	Target 2007	Target 2008	Target 2009
1. New Maori advisory system established with Ngati Whatua as guide and guardian of the system College Maori strategy developed using Maori advisory system— 2006 Strategy implemented – 2007 – 2009	Advisory system established Ngati Whatua consultation increases relevance and suitability of College programmes to Maori (students and community)	Contact made	Formal agreement signed between the college and Ngati Whatua: November 2006 Powhiri Held Koorero (talks) re collaborative projects held	2006 Agreement reviewed and changes implemented in 2007 agreement	2007 Agreement reviewed and changes implemented in 2008 agreement	2008 Agreement reviewed and changes implemented in 2009 agreement
2. Powhiri and formal agreement -2006 Continued contact for stakeholder input and collaborative projects – ongoing	Powhiri held Projects initiated	First draft developed and submitted NZQA		2006 Agreement reviewed and changes implemented in 2007 agreement	2007 Agreement reviewed and changes implemented in 2008 agreement	2008 Agreement reviewed and changes implemented in 2009 agreement
3. Traditional Maori Healing programme to be offered by 2008 after consultation	Traditional Maori Healing Programme developed Wai Kaahea programme revised		2nd draft developed and submitted NZQA	3rd draft developed in consultation with wider	Programme delivered Programme reviewed	Ongoing programme delivery

November 2007

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Objectives	Performance indicators	Actual achievement for previous year(s)	2006 target and expected result	Target 2007	Target 2008	Target 2009
4. Develop a comprehensive system for consultation with Pasifika peoples	Wai Kaahea programme approved Wai Kaahea programme offered for delivery System established Wellpark programmes reflect Pasifika peoples consultation input	Mobile clinic established servicing Pasifika peoples (understanding of health needs gained) First draft developed and submitted NZQA	Contact made and talks re consultation relationship initiated	stakeholder groups Programme approved Consultative relationship established	Ongoing consultation	Ongoing consultation
5. Programmes offered Diploma of Ayurvedic Lifestyle management	Diploma of Ayurvedic Lifestyle management Programme developed Diploma of Ayurvedic Lifestyle management programme revised Diploma of Ayurvedic Lifestyle management programme approved Diploma of Ayurvedic Lifestyle management programme offered for delivery	Initial thoughts as to role and structure of programme	2nd draft developed and submitted NZQA Programme approved	Programme delivered Programme reviewed	Ongoing programme delivery	Ongoing programme delivery
Bachelor of Ayurvedic November 2007			First consultation	First draft developed and	Programme offered for delivery and reviewed	Ongoing programme delivery

Objectives	Performance indicators	Actual achievement for previous year(s)	2006 target and expected result	Target 2007	Target 2008	Target 2009
Medicine – 2007	Bachelor of Ayurvedic Medicine Programme developed Bachelor of Ayurvedic Medicine programme revised Bachelor of Ayurvedic Medicine programme approved Bachelor of Ayurvedic Medicine programme offered for delivery	Initial thoughts as to role and structure of programme	In group to assist in programme development Draft outline developed	discussed (consultation) and submitted to NZQA for approval Programme approved	First draft developed and discussed (consultation) and submitted to NZQA for approval Programme approved	Programme offered for delivery and reviewed
Bachelor of Yoga – 2008	Bachelor of Yoga developed Bachelor of Yoga programme revised Bachelor of Yoga programme approved Bachelor of Yoga programme offered for delivery		Draft outline developed	First consultation group to assist in programme development Draft outline revised		
6. Marketing strategy (reflecting diversity) finalised 2006 Marketing strategy	Maori and Pacific student participation meets or exceeds national participation	Participation rates exceed national rates for health education	Input from stakeholders	Continued stakeholder input	Continued stakeholder input	Continued stakeholder input

Objectives	Performance indicators	Actual achievement for previous year(s)	2006 target and expected result	Target 2007	Target 2008	Target 2009
approved by stakeholders 2006 Marketing strategy implemented – 2006 – 2009 Feedback and results contribute to ongoing quarterly revisions 2006 – 2009	rates for health education  Indian (ethnic) student rate increases by 0.5% annually		Participation rates exceed national rates for health education	Participation rates exceed national rates for health education	Participation rates exceed national rates for health education	Participation rates exceed national rates for health education

7. Support services reflect requirements of students	Student feedback reflects this	Support staff appointed Physical and learning resources increased Systems modified to reflect response to feedback	Library services increased Ongoing tutorial support provided	Ongoing support monitoring and responsiveness	Ongoing support monitoring and responsiveness	Ongoing support monitoring and responsiveness
8. Research workshops and training given to academic staff – 2006 Research projects initiated – 2006 Research projects	Research committee established Research workshops held Research projects initiated	Research methods course introduced Staff seminars held	Research strategy developed Research committee established	2 larger research projects developed and conducted	At least 2 research projects developed and conducted	At least 2 research projects developed and conducted

<p>continued – 2007 – 2009</p>	<p>At least 2 research projects by staff undertaken annually</p>	<p>Professional Development fund in place for Heads of Faculty and one senior tutor for 4 years</p>	<p>1 small research project approved and implemented Research seminars held</p>	<p>Professional development applications reviewed and ongoing professional development plan developed for 2009</p>	<p>Professional development applications reviewed and ongoing professional development plan developed for 2010</p>
<p>9. Teaching staff qualifications upgraded 2007 – 2009</p>	<p>Professional Development plan for staff created and agreed to by key staff Staff professional development report produced annually and approved by academic board and Board of Directors Professional Development requirements revised annually</p>	<p>Professional Development fund reviewed and extended for selected senior staff into research areas in accordance with professional development plan</p>	<p>Professional development applications reviewed and ongoing professional development plan developed for 2008</p>	<p>Professional development applications reviewed and ongoing professional development plan developed for 2009</p>	<p>Professional development applications reviewed and ongoing professional development plan developed for 2010</p>
<p>10. Ongoing professional development programmes developed and implemented – 2007 – 2009</p>	<p>Graduate Diploma and Certificates developed and delivered</p>	<p>Planning for graduate programme</p>	<p>Graduate programme offered (subject to NZQA approval)</p>	<p>Graduate programme offered (subject to NZQA approval)</p>	<p>Graduate programme offered (subject to NZQA approval)</p>
<p>Graduate certificates developed and offered for graduates - 2008</p>	<p>Graduate certificates developed and offered for graduates - 2008</p>	<p>Development of curriculum</p>	<p>Development of curriculum</p>	<p>Development of curriculum</p>	<p>Development of curriculum</p>

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			for graduate programme Submission to NZQA for approval			
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11. Continuation and ongoing investment in quality at college clinic 2007 - 2009 Continuation and expansion of mobile clinic services 2007 - 2009	Prema Clinic supervisor appointed Graduate clinic established Student clinic operational and reviewed annually as to effectiveness	Prema Clinic supervisor appointed Graduate clinic established	Review of student clinic and graduate clinic services	Review of student clinic and graduate clinic services	Review of student clinic and graduate clinic services
12. Continuation of international liaison role, with upgrading of knowledge as and when required 2007 – 2009	International liaison role reviewed Performance review of staff in that position	Continuation of position Ongoing review	Continuation of position Ongoing review	Continuation of position Ongoing review	Continuation of position Ongoing review
13. Alumni system continued Alumni association formed	Alumni database established Alumni newsletter produced monthly Alumni input sought annually	Alumni newsletter distributed regularly	Alumni newsletter distributed monthly Alumni input sought	Alumni newsletter distributed monthly Alumni input sought	Alumni newsletter distributed monthly Alumni input sought
14. Employment noticeboards continued Post-graduate training opportunity information regularly made available to graduates	Noticeboards (physical and web) continued Professional development programmes advertised	Noticeboards (physical and web) continued Professional development programmes advertised	Noticeboards (physical and web) continued Professional development programmes advertised	Noticeboards (physical and web) continued Professional development programmes advertised	Noticeboards (physical and web) continued Professional development programmes advertised
15. Professional programmes developed (graduate certificates and diplomas integral					



part of this)									
16. Continuation of strong medical science aspects of curriculum	Upgrading of diagnostic and examination aspects of the programme to ensure more effective clinical practice	Increased emphasis on evidence base as well as integrative aspects of natural medicine	Medical Science components form integral part of programme review	Diagnostic portion upgraded	Review reflects effectiveness	Medical science programme curriculum development ongoing	Medical science programme curriculum development ongoing	Medical science programme curriculum development ongoing	Medical science programme curriculum development ongoing
17. Bachelor Of Naturopathy And Herbal Medicine – 2007	Bachelor Of naturopathy and Herbal Medicine programme	document developed with Graduate Diploma and Certificate	components included in document	Document submitted to NZQA for approval	NZQA approval process undergone	Programme approved	Programme delivered	Programme reviewed after one year	Programme reviewed (small review to highlight urgent development work required (if any))
18. Graduate Diploma in Naturopathy and Herbal Medicine (Graduate Certificate in Integrative Medicine and Graduate Certificate in Naturopathy and Herbal Medicine – 2008 - 2009			Programme in development	Review of development process	Staff member appointed to guide the development and approval process	Document completed, submitted and approval process undergone	Programme delivered	Programme reviewed after one year	Programme reviewed (small review to highlight urgent development work required (if any))

<p>19. Advisory groups established - 2006 Ongoing work with advisory groups with revision of terms of reference where required – 2007 - 2009</p>	<p>Programme reviewed after an additional two years Establishment of advisory groups Advisory groups meet six-monthly Advisory group recommendations implemented (where appropriate)</p>	<p>Initial establishment of contacts and first contact made (last three years)</p>	<p>Naturopathy, nutrition and Herbal Medicine advisory panel established and meet three times to discuss degree and make recommendations Ayurveda and Yoga advisory group established Massage and Aromatherapy advisory group established</p>	<p>Naturopathy, Nutrition and Herbal Medicine &amp; Ayurveda and Yoga advisory groups fully functional Massage and Aromatherapy advisory group functional</p>	<p>Advisory groups functional</p>	<p>Advisory groups functional</p>	<p>Advisory groups functional</p>
<p>20. Off-site components (clinical practice) contacts established – 2006 - 2007 Off-site components (clinical practice) programmes instigated –</p>	<p>Programme protocols and Guidelines developed Off site components included Outcomes reviewed and revisions made</p>	<p>Mobile clinic established and operational for 1 year Other potential sites identified</p>	<p>Mobile clinic continued Other potential sites identified</p>	<p>Off-site components included in selected programmes Review of</p>	<p>Off-site components included in selected programmes Review of</p>	<p>Off-site components included in selected programmes Review of</p>	

	(if required)		Contacts made with other potential sites	provision of offsite components	provision of offsite components	provision of offsite components
<p>2007 - 2009</p> <p>21. Research leader appointed - 2007 Research programme developed – 2006 – 2007 Research projects initiated – 2006 – 2009 Collaborative arrangements with industry developed and initiated – 2006 – 2007 Collaborative arrangements with other tertiary institutions developed and initiated – 2006 – 2009 Email/website research update established - 2006</p>	<p>(if required)</p> <p>Research Leader position description developed Research leader appointed Research projects initiated Results of research assessed Research papers published</p> <p>Collaborative initiative contacts made (AUT, Manukau Institute of Technology) Collaborative agreements signed Collaborative projects undertaken Collaborative projects reviewed</p>	<p>Research Methods course running for past three years (Staff given opportunity to attend this course) Research-based teaching initiated as part of the College delivery</p>	<p>Research plan developed Research committee established Research Leader position description developed Research Leader appointed Small research project initiated Research update established on website</p>	<p>2 Research projects undertaken Results of research assessed Continuation of research committee's work Initial contacts made for collaborative arrangements Collaborative agreement signed Collaborative agreement developed Website newsletter maintained</p>	<p>2 Research projects undertaken Results of research assessed Research papers published Continuation of research committee's work Collaborative agreement signed Collaborative projects undertaken Website newsletter maintained</p>	<p>2 Research projects undertaken Results of research assessed Research papers published Continuation of research committee's work Collaborative projects undertaken Website newsletter maintained</p>
<p>22. Learning support programme revised and upgraded – 2006 – 2007 Learning support</p>	<p>Learning Support Strategy revised Learning support strategy upgraded</p>	<p>Learning support established Students have access to free</p>	<p>Learning Support Strategy revised</p>	<p>Learning support strategy implemented</p>	<p>Learning Support Strategy reviewed</p>	<p>Learning Support Strategy reviewed</p>

<p>programme assessed - 2008</p>	<p>Learning support strategy implemented Learning Support Strategy reviewed</p>	<p>counselling services (4 years)</p>	<p>Learning support strategy upgraded</p>	<p>ed Learning Support Strategy reviewed</p>		
<p>23. Staffing policies reviewed with annual QMS review – 2006 - 2009</p>	<p>Staffing policies reflect nature of College Feedback reflects staff satisfaction Staff turnover reflects effectiveness of staffing policies</p>	<p>Staffing policies and systems reviewed and upgraded</p>	<p>Staffing policies and systems reviewed and upgraded</p>	<p>Staff feedback reviewed Staff turnover assessed as being within acceptable limits</p>	<p>Staff feedback reviewed Staff turnover assessed as being within acceptable limits</p>	<p>Staff feedback reviewed Staff turnover assessed as being within acceptable limits</p>
<p>24. Collaborative arrangements with other tertiary institutions developed and initiated – 2007 - 2009</p>	<p>Collaborative arrangements established (MOUs) with at least three tertiary institutions Cooperation results in: Tutor exchange Cooperative or parallel research projects established Dialogue on teaching delivery and curriculum development Staircasing to higher qualifications for Wellpark Students</p>	<p>Contact made with Gujarat Ayurvedic University (India) MOU agreed to (this has been helped by the Indian government due to regulatory process – nothing to do with the College's eligibility or desirability of MOU with College)</p>	<p>Contact established with two Australian Universities (University of West Sydney and Southern Cross University – Lismore) Two representatives from these universities appointed to panel</p>	<p>MOU established with University in Australia with strong natural therapies orientation. This to include collaborative on on: Staircasing to higher qualifications Research Tutor exchange Contact</p>	<p>One MOU established with institution in USA or Europe Continuation of development of collaborative arrangements with Australian institution</p>	<p>Continuation of collaborative arrangements with at least two overseas institutions</p>

			assessing degree.	made with at least one university in USA and one in Britain or Europe with a view to establishing MOUs	
25. Ongoing provision of natural therapies training maintained 2007 - 2009	Student evaluation reflects this	Natural Therapies training provision developed and delivered Student evaluation reflects effectiveness and value of the College's programmes	Natural Therapies training provision developed and delivered Student evaluation reflects effectiveness and value of the College's programmes	Natural Therapies training provision developed and delivered Student evaluation reflects effectiveness and value of the College's programmes	Natural Therapies training provision developed and delivered Student evaluation reflects effectiveness and value of the College's programmes
26. Range of programmes gradually increased – 2007 - 2009	Range of programmes increased according to capacity	Diplomas of Yoga, Nutrition delivered successfully in past three years	Diploma of Yoga Therapy (Advanced ) developed for delivery	Delivery of: Diploma of Yoga Therapy (Advanced ) Diploma of	Bachelor of Therapeutic Massage and Integrative Therapies delivered Bachelor of Ayurvedic Medicine delivered (pending industry support)



				<p>in 2007 Bachelor of Naturopathy and Herbal Medicine developed for delivery in 2007 (NZQA approval pending) Diploma of Ayurvedic Lifestyle Management developed for delivery in 2007 (NZQA approval pending)</p>	<p>Ayurvedic Lifestyle Management Bachelor of Naturopathy and Herbal Medicine Development of Bachelor of Ayurvedic Medicine Initial development of Bachelor of Therapeutic Massage and Integrative Therapies (pending industry support and College approval processes)</p>	<p>and NZQA Development of Bachelor of Therapeutic Massage and Integrative Therapies (pending industry support and College approval processes)</p>	<p>(pending industry support and NZQA Development of Bachelor of Yoga (pending industry support and College approval processes)</p>
27. Quality delivery audited annually	NZQA audit cycle reflects this	Audit cycle increased from 6 months to one year	Audit cycle remains at one year	Audit cycle increased to two years	Internal audit reflects quality	Audit cycle increased to three years	
28. Marketing strategy assessed and revised	Marketing report reflects revision and	Marketing strategy	Marketing strategy	Marketing strategy	Marketing strategy	Marketing strategy	



annually	effectiveness	developed from reviews	reviewed and reflect effectiveness	reviewed and reflect effectiveness	reviewed and reflect effectiveness	reviewed and reflect effectiveness
29. Feedback from students and staff collected and assessed quarterly	Feedback summaries reflect this	Feedback system in place for past four years	Feedback summaries collated and used to assess effectiveness of delivery	Feedback summaries collated and used to assess effectiveness of delivery	Feedback summaries collated and used to assess effectiveness of delivery	Feedback summaries collated and used to assess effectiveness of delivery
30. Financial audit annually	Audit performed and approved by TEC (Financial Template) NZQA audit report reflects this	Audit performed over past seven years Financial statements approved by TEC and NZQA	Audit performed Financial statements approved by TEC and NZQA	Audit performed Financial statements approved by TEC and NZQA	Audit performed Financial statements approved by TEC and NZQA	Audit performed Financial statements approved by TEC and NZQA
31. Distance learning components in Ayurvedic Medicine developed 2006 and implemented 2007 Distance learning components in Anatomy and Physiology developed 2006 and implemented 2007 Distance learning components Pathophysiology developed 2007 and delivered 2008 Other distance	Distance learning for Diploma of Ayurvedic Lifestyle Management developed Distance learning for Diploma of Ayurvedic Lifestyle Management approved and delivered (NZQA) Distance delivery Foundational Sciences for Natural Therapies developed Distance delivery		Distance learning for Diploma of Ayurvedic Lifestyle Management developed Distance learning for Diploma of Ayurvedic Lifestyle Management approved	Distance learning for Diploma of Ayurvedic Lifestyle Management developed Distance learning for Diploma of Ayurvedic Lifestyle Management approved	Distance learning for Diploma of Ayurvedic Lifestyle Management delivered Distance learning for Diploma of Ayurvedic Lifestyle Management delivered	Distance learning for Diploma of Ayurvedic Lifestyle Management delivered Distance learning for Diploma of Ayurvedic Lifestyle Management delivered

<p>components introduced where market research reflects need</p>	<p>Foundational Sciences for Natural Therapies approved and delivered Distance delivery aspects of Applied Sciences for Natural Therapies developed Distance delivery aspects of Applied Sciences for Natural Therapies approved &amp; delivered</p>	<p>(NZQA) Distance delivery Foundation al Sciences for Natural Therapies developed Distance delivery Foundation al Sciences for Natural Therapies approved</p>	<p>Distance delivery aspects of Applied Sciences for Natural Therapies developed Distance delivery aspects of Applied Sciences for Natural Therapies approved</p>	<p>Distance delivery aspects of Applied Sciences for Natural Therapies delivered Other distance delivery aspects developed and approved</p>	<p>Distance delivery aspects of Applied Sciences for Natural Therapies delivered Other distance delivery aspects delivered</p>
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**Appendix 9 Library Development Plan****Wellpark College of Natural Therapies****Strategies for Developing a Library Service**

Prepared by  
Lynley Stone  
The Information Workshop  
April 2006.

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## BACKGROUND

This report has been produced at the request of the Principal of Wellpark College. Wellpark College is applying for NZQA accreditation for a degree programme, and the provision of adequate and appropriate library services is one of the standards that it will be assessed on. Alongside this, there is a desire to develop a research culture amongst staff and students, and enhanced information services are required to support this. Wellpark will probably move into more flexible modes of course delivery in the future, which also needs to be accommodated in a model of library service.

Wellpark College currently has a small collection of books, journals, reports and audiovisual material in an unsupervised space. There are concerns about security and management of this collection, and its adequacy for the needs of the students and staff of Wellpark College. A high level of dissatisfaction with the Wellpark Library has been expressed in a graduate survey.

Lynley Stone of The Information Workshop has been commissioned to develop a scaleable strategy that will enable Wellpark College to optimise the space and resources currently available, and develop the library service over the next three years.

Information for this initial report has been collected through interviews with key senior staff, and examination of the current library on 21 and 28 March 2006. Staff interviewed were Grace Sylvester, Philip Dowling, Vijay Srinivasamuthy, Sridhar Maddela, Phillip Cottingham and Jenny Cottingham.

## SCOPE

This report lays out a strategy for developing the Wellpark Library, based on national and international standards and best practice. It is a brief report which gives an overview of the steps needed and an indication of the level of expert assistance that will be required to implement some of the steps. It provides an estimate of the time and costs that would be incurred, but these may vary once detailed planning is completed and decisions are made.

The initial brief for this report was to spend 10 hours in compilation. It therefore identifies areas where further detailed investigation, planning and consultation are required, rather than attempting to provide a complete project plan.

## STRUCTURE OF REPORT

The most important key issues are laid out in separate sections. Each section begins with a factual overview of the current situation, based on data collected in the site visits. This is followed by a discussion of the issues and options, providing context for the recommendations, aimed at a non-librarian audience. The third part is a list of recommendations in relation to that section.

A gantt chart showing the steps and indicating linkages and contingencies is included.

## SPACE

November 2007

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### **Current Situation**

The Library is housed in a small room approximately 4.5 metres x 4.5 metres (this is an estimate) behind the Dispensary. There is one access door from the Dispensary, which is a very busy room. Library resources are housed in four glass-fronted locked cabinets and two open shelving units that line the walls. A photocopier and four computers have recently been moved into the room. This has had a positive effect of enhancing information use, but has reduced the space available for sitting at the tables to study as each workstation now has a computer on it.

There is a plan to build a new library space elsewhere in the College, but this is dependent upon planning, finance and Council consent.

In the medium term (1-3 years), the current space is the space that is available to work with. The fact that this is too small is acknowledged by staff, but it is symptomatic of the tight space in the College.

### **Discussion**

The concept of "the Library as a space" is important – research consistently reveals a library to be a potent symbol of an open society and of academia even amongst those themselves who do not make use of any library. Traditionally, a library has been a quiet, safe place for people to go to find books and articles to read and refer to. Wellpark College students and staff will be familiar with the traditional concept of a library from schools, public libraries and other tertiary study.

The concept of "the virtual library", or "the library without walls" is often discussed. Academic libraries are no longer solely hard-copy (print, AV, etc) based. There is an increasing level of electronic information available. This consists of information that never exists in a print published form, and also digital information which exists in both print and electronic formats. However, it is accepted that for the time being (at least the next 10 years and probably a lot longer for many disciplines and particularly undergraduate programmes), academic libraries need to be "hybrid" – a combination of hard-copy and electronic resources. It should therefore be assumed that the Wellpark College Library will contain a large hard copy collection for the foreseeable future. This will be discussed with more focus in the "Collections" section of this report.

Using an intranet and/or the Internet, it becomes possible to access the electronic portion of the library collection from elsewhere on Campus or possibly off-campus. As this occurs, the role of the physical library changes.

It is still the place to go to consult, copy from resources and borrow books. However, value-added services are needed to empower users to get the most out of both the hard copy and online resources available: a student who is not aware of, or unskilled in using, the electronic resources will not get the most out of their course of study. The academic library of the future, particularly in a small, highly integrated organisation such as Wellpark College, has the potential to become a people-focussed learning centre where staff and students can use reference material, and obtain expert assistance on how to plan their research, use information resources (such as how to search databases and the Internet), and synthesise the information they find into their assignments and learning. The Library becomes a place where students learn how to learn, guided and supported by expert staff. This process is called "information literacy" and in many academic institutions, library staff work in partnership with teaching staff to help students develop



expertise in critical thinking and research skills. Expert library staff can also assist academic staff in their own research.

The nature of the academic library as a space is changing radically. A library built today will contain book shelves, many networked computer workstations and network ports available for laptops (or a wireless network), large discussion tables and rooms, and teaching spaces for small groups. It will be staffed by experts whose primary focus is to educate and support the users to find and use the information they need. I predict that the Wellpark Library in ten years time will have many book shelves, but the focus will be increasingly on accessing electronic information, and the purpose of the library will be increasingly the place – the studios heart of a Campus where students can get expert training and support, and can sit and focus on their study.

If Wellpark offers courses in flexible modes, off-campus students will need to have equitable access to information resources. This will require excellent Internet based services (e.g. databases and catalogues will need to be available off campus), staff support, and book and article delivery services. All decisions need to be made with this future potential in mind.

Hard copy resources need to be stored on shelves. The Wellpark College Library has solid wooden bookshelves which do not have adjustable shelves. Although these have the advantage of being able to be locked, the lack of ability to adjust the shelves results in inefficient use of space. When the move is made to the new Library space, a decision will be required as to whether wall mounted or free-standing shelving is most appropriate.

There are no New Zealand standards for designing a new library, although various codes do apply, such as fire regulations, disability legislation (e.g. the distance between book stacks and access), and floor loadings (book stacks are heavy and this needs to be factored in to the basic design of the structure). The architect that is commissioned to design the new space will need to be familiar with these factors, and ideally would have designed successful tertiary library spaces, or should be required to discuss the project with a library consultant. The American Library Association's Association of College and Research Libraries provides guideline standards for libraries in higher education, which are regularly updated (see Appendix One): these are generally referred to in planning projects in New Zealand, and should be referred to when planning the new space.

### **Recommendations**

Given that the current space available is limited, it is recommended that:

- The current space available for shelving books must be optimised. A decision needs to be made about securing the collection (see discussion under "Security").
- If a staff member can be present at all times the Library is open, then replace the wooden shelving units with adjustable wall mounted metal shelving from a specialist supplier (such as Hydestor). This would provide more shelving space and flexibility as to the style and space between shelves.
- If the added security of the locked cabinets is deemed essential, retain those but replace the two open wooden shelving units with adjustable shelving to gain more space.
- A staff workstation needs to be added to the room, possibly by pushing back the doorway in the rear of the room (suggested by Phillip Cottingham), or in the short term by dedicating one of the workstations in the Library to a staff member (turning it to face the

room). This may be able to be achieved by relocating the serials and audio visual material into the cabinet to the right of the rear door, and positioning the staff desk in front of that.

- All workspaces currently have computers on them – there is no flat space for a user to spread out papers and consult printed materials. Dedicate two computers to library catalogue and electronic information resource access, and if possible put these against a wall or under the window. The central area could be devoted to a flat table.
- Audio-visual viewing facilities could be introduced by use of headphones for CDROM and DVD viewing on one of the computers. It may be possible to also make video viewing facilities available on one of the computers – technical expertise would be required to find the best solution to this.
- Investigate the possibility of moving the photocopier to the doorway in the left-hand wall.
- Sufficient room needs to be available between the book shelves and the tables or equipment to move comfortably.
- Develop online information sources and borrowing policies to reduce the pressure on the physical space of the Library.
- The planning process for the new library space include examination of the relevant guidelines and physical examination of other tertiary institution library spaces, and consultation of relevant experts.

## COLLECTIONS

### **Current Situation**

The Library consists of six shelving units (described under “Space”) containing approximately 700 books, several serial titles, approximately 50 videotapes, and some research and other miscellaneous reports (numbers based on a brief visual inspection on 21 March 2006).

The collection is housed in four locked cabinets and two open bays of shelves. The key to these cabinets is available from the Librarian who works in the Dispensary next door, which is a very busy place. Students cannot borrow from the collection, and staff use an honesty system and sign items out in an exercise book. However, security of the collection is a major problem, and many items disappear from the room, particularly the core textbooks. There is a reluctance to put new items in the Library because of the lack of security.

There are also some resources kept in locked cabinets in classrooms, which are inaccessible during class times.

New items are recommended for purchase by Heads of Faculties and ordered by Tashi Taskovics. In 2005 the library budget was \$15,000 but this was not all spent.

As reported by Phillip Cottingham, there are five serial subscriptions paid for by Wellpark College. The subscriptions are managed through the accounts process in the office. These titles are in the following areas:

- o 1 in Aromatherapy
- o 1 in Yoga
- o 1 in Body work/Massage
- o 2 in Complementary Therapy

A catalogue list of the collection is available on the computer in the Library, and a stocktake of November 2007

the physical collection was taken in February 2006 which identified the items missing.

In assessing the collection, benchmarking with similar tertiary institutions is a useful approach. The following libraries have been identified as potentially useful benchmarks for tertiary level collections in relevant areas, albeit direct competitors in some cases (URLS are the library catalogues):

- o South Pacific College of Natural Therapies (Auckland) – no online catalogue: Librarian Annette Huang.
- o New Zealand College of Massage (Auckland) – no online catalogue.
- o New Zealand School of Acupuncture and Traditional Chinese Medicine (Wellington) <http://www.acupuncture.co.nz/books1.htm>
- o Philson Medical Library, University of Auckland (Auckland)

<http://voyager.auckland.ac.nz/>

- o University of Western Sydney (Australia) <http://voyager.uws.edu.au/>
- o Southern Cross University (Australia) [http://www.scu.edu.au/library/finding\\_info/catalogue.html](http://www.scu.edu.au/library/finding_info/catalogue.html)
- o Charles Sturt University (Australia) [http://bondi.unilinc.edu.au/F?func=find-b0&local\\_base=125x](http://bondi.unilinc.edu.au/F?func=find-b0&local_base=125x)

### Discussion

The Wellpark College Library collection needs to be developed to meet the needs of students, particularly in later years of their courses where they may focus on evidence based practice, case studies, etc; and of staff as a research culture is developed.

Students cannot borrow library material, which restricts their access to the information as the small Library space is not conducive to in-depth consultation.

Multiple copies of core items are needed to ensure that a reference copy is always available, and that other copies are available for borrowing. The ratio for this varies, but based on a recent benchmark study done of UK tertiary institutions, where students are expected to own the textbook, the library should hold 1-2 copies, and for recommended reading, a copy to student ratio of between 1:6 and 1:12, depending on the discipline and number of part-time and off-campus students. This means that for a class with 25-30 students, 3-4 copies of core material could be purchased if the lecturer thinks it is necessary.

To ensure that copies of high-demand items are available as needed, the standard approach is that:

One copy is "reference only" and never leaves the Library. This needs to be clearly marked on the spine and inside the book.

A desk copy (one or three hour loan) or short term loan (one day or three days) system may be used depending on need.

A systematic assessment of the collection is needed to identify those items which should stay non-borrowable, and which can be made available for use outside the library. There is a need for a medical sciences reference only collection. The optimum length of loan period also needs to be explored.

The Wellpark College collection of the foreseeable future will be partly hard copy, partly

electronic. Given the constraints of space, it makes sense to develop an online collection of resources as much as possible, but for the foreseeable future the main source of information for most users will be hard copy. This discussion will address hard copy resources first, then electronic sources.

## HARD COPY

Areas to consider are:

- o Collection development (what to buy)
- o Storage and arrangement (how to organise the material)
- o Access (how do users know what is available)
- o Use (recording issue information)
- o Maintenance (ensuring the collection is in good condition and available)

### Collection development (what to buy)

A library needs a Collection Development Policy. This is a document that outlines:

- o the types of material to be purchased
- o the number of copies
- o the budget available
- o the recommendation and purchase process
- o how old editions will be treated (retained or discarded)
- o how out of date material will be managed (evaluated and discarded)
- o who will be responsible for various aspects of the policy

There is a range of resources available to help in writing a CDP – a good list of resources are available linked from the American Library Association's Reference and User Services Association website on Collection Development Policies

<http://www.ala.org/ala/rusa/rusaourassoc/rusasections/codes/codessection/codescomm/colldevpolicies/collectiondevelopment.htm>. It would be easier if the first version of Wellpark College's CDP were developed by someone with experience at writing such documents, in consultation with staff. Such a policy needs to be reviewed every year to ensure it meets the needs of the College.

Wellpark College has a core library collection, but there are gaps caused by loss and possibly gaps and weaknesses in collection areas. A systematic process of identifying and filling these gaps would be useful to ensure a balanced collection. Related to this it is vital to ensure that the best value is obtained for the money available. This strategy would involve:

- o Identifying obvious subject gaps or weaknesses in the collection based on staff members' expert knowledge of their teaching and research requirements, and of the literature in their field. This may include identification of areas where newer material is required, where there is a geographic or philosophical bias, where material from key publishers has not been acquired, etc.
  - o Identifying individual titles that should be acquired for the collection. This should be a systematic process so that the gaps identified above are filled. It should address:
    - o What is not currently owned that should be in the collection
    - o What is currently held in an out-of-date edition (and whether old editions have a value, or if they should be discarded)
- o Exploring second hand bookshops in Auckland (such as the Hard to Find

bookshop and others identified via the Yellow Pages), elsewhere in New Zealand, and internationally (such as Alibris and Amazon second hand) for desired titles. If subject areas in general need to be enhanced but individual titles have not been identified, the selector needs to be careful to assess whether possible purchases will indeed fill the gaps. A standard set of evaluation criteria are given in Appendix Two.

o Identifying the most cost effective methods for finding out about and purchasing newly published books, audio visual media, etc in the different disciplines. This would involve talking with vendors such as Medical Books (New Zealand), TLS (Total Library Solutions), The Library Supply Company, individual publishers, etc, to identify the routes that provide the best deals and reliability. This would need to be revisited annually.

### **Storage and arrangement (how to organise the material)**

CDs and other material that is currently housed elsewhere in the College could be centralised in the library if security and management issues were addressed.

In order to find material in a library, it needs to be physically organised into some sort of logical system. The Wellpark College Library is currently organised into categories of subjects, and shelved alphabetically by author within those categories, which is an acceptable method for a small collection. However, as the collection and its method of use will change and probably expand, a more precise method of organising the collection is desirable.

Most tertiary libraries in New Zealand use the Dewey Decimal Classification (DDC) system to organise their print material. This classification provides a hierarchical subject-based organisation that is familiar to the majority of users from their use of school, public and other tertiary libraries. Its advantage for Wellpark is that it is scaleable and can be used to organise both print and electronic resources if desired.

Signs and shelf labels are very important.

### **Access (how do users know what is available)**

In order to manage and use a library effectively, some sort of list of holdings is needed. In its simplest form this can be a printed list, but in most libraries an electronic database is used. This is referred to as a catalogue.

Large academic libraries use big expensive software for this task. There are a number of different software products that are available for a lower cost that are utilised by many smaller libraries. The two leaders in this field in New Zealand for very small libraries are Liberty Concordance and DBTextworks. The advantage that these products have over other database software (such as Microsoft Access) is that they are specifically designed for dealing with library data and functions. Several larger libraries in New Zealand and internationally have adopted the free Open Source software Koha, developed by Katipo for a New Zealand library market. Open source software such as Koha requires enthusiastic onsite IT support, and this may be beyond the resources of Wellpark College at this stage. Tashi Taskovics has done some exploration on this topic but on the four occasions I have tried to contact her she has been unavailable. The process of selecting a library management software needs to be systematically approached, requirements, budgets and resources identified, and options explored.

A library catalogue includes a record for every item in the collection. The act of "cataloguing" – creating these records – can be done in two ways. The easiest is to find a record for the same item that has been created by another library and copy it into the local database,



perhaps making some small editing changes to ensure accuracy. This is known as “copy cataloguing”. Most libraries find they can obtain 65-90% of their records in this way. The other approach is “original cataloguing”, where the item record is created from scratch by the cataloguer. Depending on the nature of the material and the skill of the cataloguer, 6-10 items can be copy catalogued in an hour, and 1-5 items can be original catalogued in an hour.

Cataloguing consists of three steps.

- o The item is described (who wrote it, what is its title, how many pages, etc)
- o Subject headings are applied from a standard list of headings (a thesaurus)
- o A classification number is assigned (e.g. DDC)

The classification is the main subject indicator – it tells you where the item will be found on the shelves. The subject headings allow minor subjects to be accessed through a database search, and the description allows a user to find an item if they know its author or title.

The establishment of a library catalogue for the first time would require a “retrospective cataloguing” project to be undertaken, where all items that have been assessed as worthy of retaining in the collection are catalogued into the database. Thereafter, the cataloguing of new material for the collection would be an ongoing task that would not be very time consuming. There are approximately 1000 items that would require cataloguing. At an estimate of five items an hour, this would require approximately 200 hours to catalogue. A contract cataloguer would charge approximately \$25 per hour to undertake this work, so the cost of retrospective cataloguing of the Wellpark Collection would be in the vicinity of \$5000 + GST.

Once an item is catalogued onto the database, it needs to be processed. This generally consists of a spine label sticker (the DDC number plus an alphabetical or alphanumeric indicator of author, known as a “cutter number”), ownership stamps and/or stickers, and any issue system requirements (e.g. barcode or card and pocket).

All items need to be identifiable when on the shelves. Clear label templates for videos, comb and spiral bound resources, reports, etc, are required.

### **Use (recording issue information)**

The Wellpark College Library will be partly reference only (i.e. material is for use in the library only) and partly borrowable. Currently, an exercise book is used to record items that have been borrowed. Such an honesty-based system is suitable for a small library but is not ideal for a larger library that is more heavily utilised.

Ideally the software chosen for the library would indicate to a user whether an item is available or on loan, although the identity of the borrower should be hidden from anybody other than the Librarian. If the software chosen for the library catalogue supports online issuing, this is the simplest approach to use: often this is done via a barcode sticker in the item that is scanned to issue. There are more manual approaches, where the librarian issues a book and records the borrower’s details into the database, or even where a card is filled in and filed in a box when a book is borrowed. The system that is introduced at Wellpark will depend upon the software chosen.

In the medical and health fields, a large amount of information is available in audiovisual format.



While audiovisual players are available in classrooms, there is no facility for students to view AV resources outside of their class groups. There should be facilities for students to view DVD and videotape resources in the Library (utilising headphones -a splitter can be used to allow two students to watch a single TV set). This is referred to in the "Space" section.

### **Maintenance (ensuring the collection is in good condition and available)**

Any record of borrowing is useful only if it is used every time an item is borrowed, and if it is monitored regularly by staff to ensure that items are issued and returned in the correct manner. Rapid re-shelving, regular shelf-reading (making sure the collection is in DDC order), stocktakes of the collection, and monitoring of overdue items are required for this system to work. If theft continues to be a problem, the circulation via email of a list of missing items to all members of the College is one way of raising awareness of the problem and possibly retrieving material.

Any repairs done to the collection should utilise archival quality materials such as book repair tape from a library supply vendor such as Raeco and white PVA glue. Standard guidelines on book repair are available and should be followed. Many libraries choose to cover the dust-jackets of their books with plastic to protect them: this is a decision that would need to be made based on the level of use and desirability of clean covers.

### **SERIALS**

Serial titles and management also need to be reviewed.

Currently, five print serials are subscribed to by Wellpark. There may also be personal subscriptions, paid for by individual staff rather than the College. A three day circulation system whereby issues are distributed to Heads of Department and copies of articles requested has just been introduced. There is reluctance to house journals in the Library, as they are likely to be stolen, so they are housed in the Head of Departments' offices.

There is no systematic method of making journals available to all staff on Campus apart from the Heads of Department. They are part-time staff who are also practitioners. Teaching staff need equitable access to appropriate serials, and students need to be able to access them as needed.

### **Collection development (what to buy)**

It is important that Wellpark College subscribes to the most relevant print serials. To ensure this, a project could be undertaken to identify what print serials are available in relevant areas, and an assessment made of what is needed.

A systematic method of identifying what journals are being published in relevant areas is needed. There are several different trade directories that could be used for this project. This should identify the scholarly journals available, those that are peer reviewed, the availability in print and in electronic versions, and the costs attached to these options.

The cost and efficiency of subscription management should also be examined. Most libraries manage their own subscriptions, but if issues do not arrive or there are problems, management can be time consuming. Some small libraries use a commercial service such as the Magazzino shop <http://www.magazzino.co.nz/> to manage their subscriptions.

### **Storage and arrangement (how to organise the material)**

In a small collection such as this, serials can either be shelved with the books at the same DDC number, or alphabetically by title in a separate serials sequence. The latter is easier to manage.

The most efficient method of organising serials is to store them in cardboard journal boxes (available from a supplier such as Raeco <http://www.raeco.co.nz/>).

### **Access (how do users know what is available)**

In a large library that has access to many electronic databases that index serials, it is not necessary to provide in-house access tools to help people find what is in the print serials. Most library catalogues only list the title of the serial, not the articles in it: this is too time consuming to maintain. In smaller libraries that lack access to electronic indexes, a common practice is to photocopy the tables of contents and store them in a clearfile or ring-binder with the serial title, to enable quick scanning of contents.

Some libraries create an email or photocopied table of contents publication that is circulated to all staff each week or month. This notifies staff of the contents of newly received issues of serials, and can also be combined with a new books listing.

Many serial publishers offer an email table of contents service, which alerts recipients that a new issue has been published. These services are useful but are not available for all titles, and often appear weeks ahead of the receipt of a printed serial issue. They can be useful to raise awareness of the contents of serials that are not subscribed to by Wellpark.

### **Use (recording issue information)**

Serials are not normally borrowable.

### **Maintenance (ensuring the collection is in good condition and available)**

The nature of a serial collection make them highly vulnerable to theft and misplacement. Regular shelf checks and tidying and good record keeping are important to ensure issues are available.

Space permitting, a display rack with current serial issues and new books is an effective way of promoting the collection. It has been suggested that the daily newspaper could be made available in electronic or print formats.

## **ONLINE RESOURCES**

Given the space constraints and changes in academic publishing, it is desirable that Wellpark College Library develop an online collection. This will not replace the print collection in the foreseeable future, but a judicious combination of free and subscription products will enhance the information available to staff and students.

### **Collection development (what to buy)**

Online resources fall into several categories:

- o Those owned and mounted locally (e.g. a CDROM and DVD collection that can be made available in the library or via an Intranet)
- o Those freely available on the Internet
- o Those which require a subscription to access.

They may be:

- o Websites
- o Books
- o Articles
- o Newspapers
- o Conference proceedings
- o Research reports
- o General electronic journals
- o Peer reviewed scholarly journals
- o Databases of information
- o Databases of indexes and abstracts of articles
- o Full-text databases of articles

All material needs to be purchased or added according to the Collection Development policy: the electronic collection needs to be selected according to the same quality and content evaluations as hard copy material. If there is any desire to permanently mount a CDROM or DVD product on a local server, licence agreements need to be considered at the time of purchase, and the technical solution needs to be investigated before embarking on expensive purchases. A network is available at Wellpark College, but it requires technical expertise to ensure reliable secure access to resources. A password-protected website is essential.

There are many free full-text databases available on the Internet which would be suitable for Wellpark. These cover general topics, education, mainstream health and alternative and natural healing. These include Google Scholar, Pubmed, Cochrane and ERIC. Some offer partial functionality for free, and provide the option of accessing information for a fee if desired. An identification and evaluation of the available databases needs to be done.

Alongside the free databases, there are many databases that Wellpark could consider purchasing. This needs to be systematically identified.

There is a national Inter-library Loan scheme which the Wellpark College Library could join. It is described at [http://www.lianza.org.nz/about/profile/interloan/interloan\\_handbook.html](http://www.lianza.org.nz/about/profile/interloan/interloan_handbook.html). Wellpark College is unlikely to meet the criteria for a "Charter Library" in the scheme but it may be possible for it to obtain books on loan and copies of articles as a "Non-Charter Library". The implications of this are cost: once a research culture is established, it is inevitable that researchers will need access to articles and publications not held at Wellpark. The standard charge for Interloan in New Zealand is \$14 an item, but Non-Charter Libraries may be charged a premium rate. Commercial document delivery may be a possibility for some sources of information. A strategy for accessing required information in the most cost-effective manner can be developed for Wellpark.

Any staff and students of Wellpark College who live in Auckland City can be members of Auckland City Libraries, and they can use databases for their own personal research and private study. There is a useful collection of Health databases in their digital library section. However, Wellpark should provide access to the key resources needed by staff and students, rather than relying on other organisations. Staff and students should not make use of the databases subscribed to by other tertiary institutions unless they have a legitimate right to do so.

### **Storage and arrangement (how to organise the material)**

A webpage or directory that lists useful websites by subject is a very useful tool. These sites need to be carefully evaluated for authority, ease of use, reliability, etc. A standard set of criteria for evaluating websites is included in Appendix Three. When designing a structure for such a website, an examination of good models, and careful consideration of how Wellpark College's students interact with computers, will be important. There are some excellent examples of websites that organise websites and other electronic tools in academic libraries. The University of Auckland Library's subject webpages are considered some of the best.

Many libraries create their own digital library of in-house staff and student research reports and other publications that are free of copyright. Free software such as Greenstone is available to manage such a library. This requires server space and some expertise to design and build a digital library, and the process of digitising old reports takes time, but the establishment of an institutional repository for research would be very valuable.

With the availability of articles in electronic formats, it is tempting to consider developing a collection of articles for future use. However, the copyright legislation is very clear that the copy is supplied for the purpose of use by the requesting individual only, and that it is illegal to use a copy for other purposes. Guidelines on copyright in academic institutions are available, such as

[http://www.waikato.ac.nz/copyright/uow\\_copyright\\_guidelines.shtml](http://www.waikato.ac.nz/copyright/uow_copyright_guidelines.shtml)

### **Access (how do users know what is available)**

It is easy to spend a lot of money on the creation of an online information system, and subscriptions to databases. Ensuring that they are utilised requires publicity, training, encouragement, staff enthusiasm, and easy access to computer terminals. This is an ongoing process, particularly with students who may not be enthusiastic users of computers.

### **Use (recording issue information)**

While online information should be accessible anywhere at any time, it is important that there are security systems in place for subscription databases so that only registered staff and students of Wellpark College can get access to the databases. It is also important to set up software tracking to monitor which resources are being used, to provide feedback on whether the expenditure is justified. Monitoring of the level of use of computers within the College, and extent of access from students from computers outside the College, should also be set up and reviewed.

### **Maintenance (ensuring the collection is in good condition and available)**

Websites disappear or change their URLs. They need to be checked regularly.

Databases lose functionality, or local firewall or software problems may prevent access. Staff members need to regularly monitor this to ensure students are not disadvantaged.

Free products change, and new options emerge over time. This needs to be watched.

### **Recommendations**

#### Borrowing:

- o Students should be able to borrow some of the books.
- o The collection should be split into “reference only”, “desk copy” or “shortterm loan” and “normal loan”.
- o The optimal loan periods need to be decided (one hour for very high demand desk copy? Three days for short term loan? One week for normal loan?)
- o A ratio of multiple copies of textbooks and recommended reading books needs to be developed for each subject area, and additional copies purchased and assigned to the above three categories.

#### Collection development:

- o Develop a Collection Development Policy to guide Library collection’s growth
- o Evaluate the collection to identify gaps and weaknesses
- o Identify titles and subject areas to fill the identified gaps
- o Explore second hand book dealers as a source of some material. Evaluate items carefully before buying.
- o Identify the best vendors and sources of information about newly published information for each subject area, and set up systems to obtain information.

#### Library catalogue

- o Select the best software for a library catalogue.
- o Purchase and implement the software.
- o Purchase a set of Dewey Decimal Classification System (approximately \$500)
- o Undertake a retrospective cataloguing project applying Dewey Decimal Classification to the collection and processing the items.
- o Create signage and shelf labelling and point-of-use instructions about DDC.

#### Management and Maintenance

- o Establish mending and labelling protocols.
- o Apply spine labels to videotapes, comb and spiral bound material, reports etc to enhance access.
- o Document and train staff in cataloguing, processing, and management tasks.

#### Serials

- o Systematically identify and assess the serials being published in relevant areas. Identify options for print or electronic subscription, indexing and access to articles if needed through other avenues.
- o Review serials subscription management strategies to see whether outsourcing is desirable (this may depend on the scale of purchases)
- o Replace large plastic serial display boxes with smaller cardboard boxes, to tidy collection. Label clearly.
- o Consider whether an email or print tables of content service would be useful to staff.
- o Make the New Zealand Herald available in the Library in print form, and link to it (and other daily papers) in the Library webpage



**Online resources**

- o Assess whether it is desirable or possible to mount and CDRoms or DVDs on a permanent server at Wellpark for networked access, or if individual access is adequate.
- o Systematically identify the subscription-based and free databases that would be suitable for the Wellpark College collection. Identify costs and access options and plan for acquisition.
- o Investigate Inter-Library Loan and Document Delivery service options.
- o Create a website that links to library catalogue, databases, and a subject list of relevant websites. Ensure that access is secure and that only registered staff and students can get through.
- o Explore the feasibility digitising old students and staff research (with authors' permission) and creating a digital library of Wellpark resources. Utilise software such as Greenstone (free).
- o Ensure that all access and use of information is within copyright and adheres to licence agreements.
- o Establish a regular process of checking the website for dead links, and for updating it.
- o Establish and maintain a publicity and training campaign to encourage staff and students to use the online library resources well.

**SECURITY*****Current Situation***

The Wellpark Library is not directly supervised by staff and has no security system apart from locked cabinets. The collection is mostly "use in library only" but a considerable amount of current material has been lost. At the time of this review, new items were not being added to the Library for fear of loss. It is therefore critical that security be addressed

***Discussion***

In a library of this size, it is not financially viable to invest in an electromagnetic or radio frequency security system (from a vendor such as 3M or Checkpoint Meto), although this may be an option for the future if the physical collection expands and the library is relocated to a new space. These systems sound an alarm if an item is removed without being properly issued, and the most recent technology streamlines issue and returns. The per-item cost of security tagging is quite low, but the hire and annual maintenance subscription of security equipment and software is prohibitive for an organisation this size. An additional concern at Wellpark may be that some items in the Dispensary may be affected by the electromagnetic or radio frequency emissions of a security system.

Therefore, it is necessary to establish a more cost effective system for Wellpark. The easiest way to do this would be to create a staff presence in the Library. Obviously, this is not a guarantee against theft, but in combination with the locked cabinets and the recommended practice of regular stock checks and chasing of missing items via email, it is the most viable option.

A staff member who is present at all times is not always achievable. A backup might be to install a video camera to record activity when the room is empty but this would need to be reviewed.

***Recommendations***

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- o That a staff member be located in the Wellpark Library, and that strategies such as rostered cover or videotape security be explored to provide backup.
- o That a stocktake be undertaken monthly
- o That email be used to all members of the College to chase missing items.

## STAFF

### **Current Situation**

There is no staff presence in the Library. Library users request the key to the cabinets from the Dispensary.

Jenny Cottingham is responsible for the administration and management of the Library. Heads of Faculties recommend material for purchase. Tashi Taskovics orders the books.

### **Discussion**

The presence of a staff member in the Library would achieve a number of results:

- o Use of the library collection could be supervised, thereby reducing losses
- o Users could be assisted to use the physical and online resources
- o The collection could be managed and developed by one person
- o The flow of information through the College would be enhanced, e.g. proactive dissemination of articles and information sources.

Ideally the library of a degree-granting PTE would be staffed by an experienced librarian with experience in academic scientific or medical libraries, who holds a degree themselves as well as a recognised professional library qualification. There are several suitable individuals in Auckland who have a personal interest in natural health who would be attracted by such a position were it to be advertised. A salary for this type of job would be in the vicinity of \$35-40,000 (this is the low end of the professional librarian pay range).

It may not be viable for Wellpark College to appoint a professional librarian at this stage, but this should be the aim as the collection develops. An intelligent, computer literate person (ideally holding a degree and having some knowledge of the field themselves) would be suitable in the interim, supported by professional advice when needed from a consultant such as staff of The Information Workshop. A person with a degree has a better understanding of degree-level academic study, and is therefore better equipped to support staff and students at this level. This is the base-line qualification requirement for most New Zealand academic libraries.

As indicated earlier in this report, part of the role of a library-based person should be learning support – information literacy, information skills, and information use. Library skills and teaching skills are therefore both relevant to this role. In discussion with staff of Wellpark it has been suggested that a current staff member could be located in the library to supervise and manage the collection and assist in its use, as well as contributing to learning support.

Aspects of learning support could include topics such as:

- o Remedial assistance with scientific topics for students who require bridging assistance (as all students go through the medical sciences courses)
- o Academic writing
- o Referencing
- o Distance and flexible learning student support and liaison
- o Supporting staff with their research

There are aspects of the initial set-up of the Library that require expert skills, such as cataloguing the collection – an experienced cataloguer on a short-term contract would be much more efficient to undertake the retrospective conversion of the collection. However, core skills could be documented and taught to a non-librarian.

Ideally, there would be a rostered staff presence at all times the Library was open. While the security aspect of the role requires a staff member to be present during opening hours, the library tasks would take approximately two days a week, and could be combined with a wider learning support role.

### **Recommendations**

- o In the short term, identify a permanent staff member who could have their desk situated in the Library.
- o Bring in a part-time librarian or consultant and contractor to assist with the professional work needed during the establishment phase.
- o Aim to appoint a qualified librarian to work in a joint Library/student support role within two years.

## **PROJECT PLAN**

The following gantt chart takes the major action recommendations from this report and identifies those that could be started immediately, and those which are contingent upon earlier activities or upon time passing.

The initial ten hours to produce this report has meant that areas requiring detailed planning have not been explored, but there are several which could be worked on immediately to make quick and obvious progress.

The "Responsibility" column indicates whether this item should be progressed by Wellpark Staff and Management (indicated by "Mgt"), those areas where Wellpark's IT advisors may be required (IT), and areas where a consultant such as The Information Workshop could be utilised to undertake investigation or assist with implementation in a more efficient manner (Cons). The need for a contract cataloguer to do the retrospective cataloguing project has been indicated by (Contractor).

An estimate has been given of the time that The Information Workshop would likely spend assisting with different stages of the project, if required. This is given as a maximum number of hours. The hourly rate would be \$40+GST if we were needed to do further work.

In most cases, direct costs cannot be estimated until more detailed scoping and decision  
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making is undertaken – this is indicated by \$x indicating that some cost would be incurred. For example, the cost of library catalogue software could be free, or could cost several thousands of dollars. Service contracts and IT assistance will need to be factored into the detailed budgeting.

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**Table 15 - Suggested Action Plan with Responses**

IMMEDIATE	1 MONTH	3 MONTHS	6 MONTHS	responsibility	Consultant time	Cost	Result
Nominate a permanent staff member to work in Library and manage service and systems				Mgt			Permanent staff member stationed in library
	Identify backup mechanisms to cover staff absence			Mgt			Backup provided
	Locate the staff member in the Library			Mgt			Done
		If desired, make structural alterations to doorway to accommodate staff workstation		Mgt		\$x	Not required – staff workstation installed
	Rearrange workstations in library -two student computers against the window and a flat table. Move photocopier if possible			Mgt			Done

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IMMEDIATE	1 MONTH	3 MONTHS	6 MONTHS	responsibility	Consultant time	Cost	Result
		Is there any need to mount any AV resources on a local server?		Mgt / IT		\$x	Still to be completed
Decide whether wooden shelves should be replaced by adjustable metal shelves for some or all of the collection				Mgt			See revised plan
	Discuss exact requirements with consultant			Mgt / Cons	1 hour		as above
	Contact a supplier (such as Hydestor) for advice and quote			Mgt			As above

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IMMEDIATE	1 MONTH	3 MONTHS	6 MONTHS	responsibility	Consultant time	Cost	Result
Develop policies on making part of the collection borrowable, including loan periods and multiple copy rations for each subject		Replace shelves		Mgt Mgt		\$x	See Library Plan Collection has become borrowable
Develop a Collection Development Policy	Evaluate the collection to identify gaps and weaknesses			Mgt / Cons	up to 10 hrs		See revised library plan
		Identify titles and subject areas to fill the identified gaps		Mgt / Cons	up to 20 hrs		See revised library plan
			Explore second hand book dealers as a source of some material. Evaluate items carefully before buying.	Mgt		\$5,000 est	Done

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IMMEDIATE	1 MONTH	3 MONTHS	6 MONTHS	responsibility	Consultant time	Cost	Result
Select the best software for a library catalogue.				Mgt / Cons / IT	up to 10 hrs		See revised library plan
	Purchase and implement the software.			Mgt / Cons / IT	up to 20 hrs	\$x	See revised library plan for implementation schedule
	Purchase a set of Dewey Decimal Classification System (approximately \$500) may be possible to defer this cost by borrowing a set			Mgt / Cons	1 hour	\$500	See revised library plan for rationale against proceeding with this
		Undertake a retrospective cataloguing project applying Dewey Decimal Classification to the collection and processing the items.		Contractor	approx 200 hours	\$5,000	See above

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IMMEDIATE	1 MONTH	3 MONTHS	6 MONTHS	responsibility	Consultant time	Cost	Result
Establish mending and labelling protocols.				Mgt / Cons	up to 3 hours		Check with Hu
Apply spine labels to videotapes, comb and spiral bound material, reports etc to enhance access.				Mgt / Cons	up to 5 hours		Check with Hu
Systematically identify and assess the serials being published in relevant areas. Identify options for print or electronic subscription, indexing and access to articles if needed through other avenues.				Mgt / Cons	up to 10 hrs		See revised library plan

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IMMEDIATE	1 MONTH	3 MONTHS	6 MONTHS	responsibility	Consultant time	Cost	Result
	Make the New Zealand Herald available in the Library in print form, and link to it (and other daily papers) in the Library webpage			Mgt			Check with Hu
Systematically identify the subscription-based and free databases that would be suitable for the Wellpark College collection. Identify costs and access options and plan for acquisition.				Mgt options	up to 10 hrs		Check with Hu

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IMMEDIATE	1 MONTH	3 MONTHS	6 MONTHS	responsibility	Consultant time	Cost	Result
	Create a website that links to library catalogue, databases, and a subject list of relevant websites. Ensure that access is secure and that only registered staff and students can get through.			Mgt / Cons	up to 20 hrs		See revised Library plan
			Explore the feasibility of digitising students and staff research (with authors permission) and creating a digital library of Wellpark resources. Utilise software such as Greenstone (free).	Mgt / Cons	up to 5 hours		Check with Hu
	Document and train staff in cataloguing, processing, and management tasks.			Mgt / Cons	up to 10 hrs		Check with Hu

IMMEDIATE	1 MONTH	3 MONTHS	6 MONTHS	responsibility	Consultant time	Cost	Result
			Undertake benchmarking exercise with relevant small academic libraries as part of planning exercise	Mgt / Cons	up to 20 hrs		See revised library Plan
			Commission architect to design new library space.	Mgt		\$x	See revised library plan
			Appoint professional Librarian	Mgt / Cons	up to 10 hrs		See revised library plan

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## Appendix 9a Revised Library Development Plan

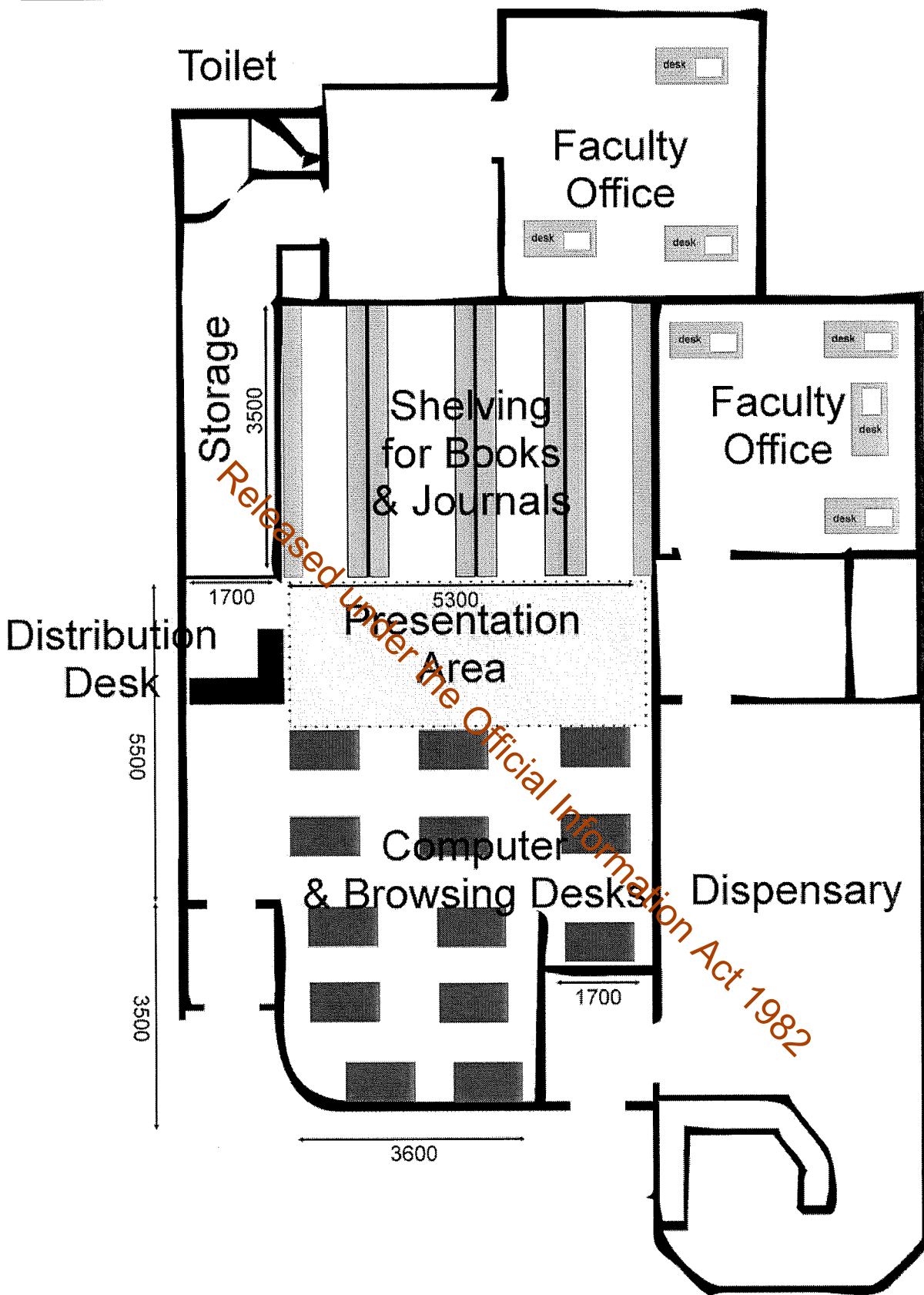
Requirement 3. from the Panel's Report states:

"Wellpark to enhance and sustain the library and to provide access to library resources so that the degree programme is adequately supported."

In reviewing the panel's statements and requirements, the College has responded in the following manner:

1. *The library location will be shifted*  
The original plan showed an extension to the current, rather small, room in which the library is currently housed. The Board of Directors has agreed to a relocation of the library, utilising an existing classroom. Timetables have been adjusted to allow for this.  
The existing library space is 12.25 m<sup>2</sup>. The new space will be approximately 80m<sup>2</sup>, which considerably increases the capacity. The number of desks will be increased from four to twelve. (See attached floor plan).
2. *Shelving for the collection* will be installed and be sufficient to allow for expansion of the collection over the next five years.
3. *The Library Collection* will be expanded over the next three years (see table below for current collection and the first phase of this expansion). Currently the College collection consists of 1679 books, and 16 subscriptions to journals. We also have back copies of a number of journals. In 2007, this collection will be expanded to 1788 books and 38 journals. The plan for 2008-2009 is to expand the book collection to at least 2000 with the emphasis on books published within the last five years, as well as some historical books on natural health care. Along with this, there will be an emphasis on online subscriptions to journals and online databases.
4. *Library software* will be installed to operate the borrowing, online access to journals and management of the collection. (See business plan for details)
5. *A librarian* will be hired or contracted to oversee the management of the library. The details of the is position are in the planning stage, but are accounted for in the business plan.
6. *Library Memberships* will be free to Wellpark College student and staff, with paid memberships being offered to graduates and practitioners.
7. *Communication System* – Journal contents and new book descriptions will be posted on the website, with email alerts for academic staff when journals arrive.
8. *Staffing* - The library will be staffed permanently, with a fully qualified librarian available on selected days (2-3) for advice and to establish systems and protocols.





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## Library Resources (This is a summary of the planned expansion of the collection over the next year)

Table 16 Book Collection Statistics

Wellpark College Book Collection Statistics						
FACULTY/BOOKS	Faculty Cabinet	Required Textbook	Faculty Total	New Collection Plan	TOTAL	
NATUROPATHY	135	18	153	22	175	
NUTRITION	113	6	119	13	132	
HERBAL	201	24	225	7	232	
HOMEOPATHY	123	0	123	0	123	
MEDICAL SCIENCES	249	26	275	26	301	
AYURVEDA	107	60	167	25	192	
YOGA	101	55	160	6	166	
MASSAGE	109	34	143	6	149	
AROMATHERAPY	20	12	32	4	36	
OTHERS (Psychology, spirituality, astrology etc.)	151	9	160	0	160	
STUDENT RESEARCH PAPER	122	0	122	0	122	
<b>TOTAL</b>	<b>1431</b>	<b>248</b>	<b>1679</b>	<b>109</b>	<b>1788</b>	

Table 17 Journal Collection Statistics

Wellpark College Journal Collection Statistics			
FACULTY/JOURNALS	Current Collection	New Collection Plan	New Collection Totals
NATUROPATHY	6 Naturopathy Journals (4 of them still receiving new issues)	12 (including 3 open access Journals)	18
NUTRITION	1 (no issues from 1999)	1	2
HERBAL	1 (still receiving new issues)	1	2
AYURVEDA	1 (issue annually)	3	4
YOGA	1 (no issues from 03 -07)	0	1
AROMATHERAPY	3 Aromatherapy Journals (no new issues from 06-07)	0	3
MASSAGE	2 Journals (one of them still receiving new issues)	2	4
HOMEOPATHY	1	1	2
<b>Totals</b>	<b>16</b>	<b>20</b>	<b>36</b>

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Table 18 - Library Expansion Plan – details of Journal and Book Costs

Online Journals	Journals	Cost
<i>Science Direct</i>		\$6,008.45
1. Complementary Therapies in Medicine		
2. Fitoterapia		
3. Homeopathy		
4. Journal of Bodywork and Movement Therapies		
5. Brain, Behavior, and Immunity		
<i>Elsevier</i>		\$509.86
1. Complementary Tgerapies in Clinical Practice		
<i>Mary Ann Liebert</i>		\$6,157.93
1. Journal of Alternative and Complementary Medicine		
2. Journal of Medicinal Food		
3. Alternative & Complementary Therapies		
4. Clinical Botanical Medicine		
5. Antioxidants & Redox Signaling		
<i>HerbMed Journal</i>		
<b>HerbMed database</b>		
<i>Open Access Journals</i>		\$0.00
1. African Journal of Traditional, Complementary and Alternative medicines (AJTCAM) URL <a href="http://www.africanethnomedicines.net/ojs2/index.php/ajtcam">http://www.africanethnomedicines.net/ojs2/index.php/ajtcam</a>		
2. Evidence based Complementary and Alternative Medicine URL <a href="http://ecam.oxfordjournals.org/">http://ecam.oxfordjournals.org/</a>		
3. Wiley Inter Science -Evidence-Based Child Health: A Cochrane Review Journal <a href="http://www3.interscience.wiley.com/cgi-bin/jhome/112100413">http://www3.interscience.wiley.com/cgi-bin/jhome/112100413</a>		

Ayurvedic Journals – Cost to be ascertained	
MAPA (Medicinal and Aromatic Plant research abstracts)	
Amruth -12 years subscription (FRLHT, <a href="http://www.greenhealer.net/first.php#0">http://www.greenhealer.net/first.php#0</a> )	
Ayurvedline (Ayurvedline, Bangalore)	
Annual Review of Nutrition (print &Online)	\$305.63
Annual Review of Nutrition (print &Online)	
American Journal of Health Promotion (Elsevier)	
Other Journals	
Subscription to Touch Research Newsletter	\$28.17
<b>Books</b>	
Professional Development	\$2,656.18
Naturopathy, Nutrition, Herbal Medicine	\$143.52
Medical Science	\$2,374.52
Yoga	\$217.89
Aromatherapy	\$123.34
Massage	\$462.66
<b>DVDs and Educational Software</b>	
Ayurveda Faculty	\$676.06
Yoga Faculty	\$291.37
Medical Science	\$1,295.08
<b>Total</b>	<b>\$21,038.52</b>

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## Appendix 10: Revised Staffing Plan

The Panel's report requires:

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

In response to this the College has revised the staffing plan in the following manner:

1. A collegial group (*see page 309*) has been created that will guide the development of curricula and course material. This group will meet regularly to assess the progress in development and delivery. It will ensure that the programme aims and objectives are being translated into the delivery of the programme, as well as ensuring that assessment development meets the requirements of an undergraduate degree programme. Minutes from those meetings will be available to the programme monitor annually.  
The collegial group will comprise:
  - Phillip Rowling (Head of Faculty Naturopathy) who will lead the group and will have the focus on nutrition
  - Lynda Bailey (Clinic supervisor)
  - Sridhar Madhira (Medical Science)
  - Mary Hayes (Research)
  - New Tutor (to be appointed) who will have the focus on herbal medicine
  - Phillip Cottingham (Principal) will attend meetings to ensure a management perspective
2. Staff workloads (*see page 311 – table 20*) have been revised to address the requirement for research and professional development.
3. All staff will be required to have their own Professional Development plan. (This applies not only to staff that are tutoring within the degree, but is across the College for staff tutoring more than 50 hours per annum)
4. As part of the professional development plan for selected staff (mainly the collegial group, but others as well) research will be significant. (See research plan.)
5. Student numbers and staff requirements have been calculated over the period 2008 – 2012 (*see page 312*)
6. A new position has been created for a Senior Tutor/Course Administrator (*see page 313 for job description*)
7. A new position of Research and Professional Development Leader has been created (*see page 318 for job description*).
8. Selected staff (mainly from the collegial group, but incorporating others – *see pages 324 -346*) will be given responsibility for a range of courses. Whilst there will be other tutors (whose qualifications are appropriate to the subject matter) these tutors will take overall responsibility for the development and delivery of these selected courses. (See below for the tutors and their allocation).
9. Support staff numbers (currently eleven full-time support staff are employed) will be reviewed to ensure that any increase in workload through the degree delivery will be assessed and responded to appropriately.
10. If, prior to the programme commencement, there is a change in personnel, the College will undertake to ensure that staff with equivalent qualifications and experience (where possible) are engaged in the programme.

collegial group  
workloads  
professional dev

research  
tutor  
development



**Table 19 Course Coordinator Allocations**

Yr/Sem	Course	Cr Pts	Level	Staff (Course Coordinator)
Y1 S1	Intro to Critical Thinking	5	6	Mary Hayes
	Human Anatomy & Physiology 1	20	5	Sridhar Maddela
	Foundations of Body Therapies	15	6	Marina Locke
	Foundations of Naturopathic Practice	15	5	Phillip Dowling
	Chemistry for Health Science	5	5	Ben Assdollahzedah
Y1 S2	Medical Sciences 2,	15	5	Sridhar Maddela
	Foundations of Herbal Medicine	15	5	New Tutor
	Medical Humanities 2 (Unitec)	15	5	Unitec Staff
	Biochemistry for Natural Health Science	15	6	Ben Assdollahzedah
Y2 S1	Pathophysiology	20	6	Sridhar Maddela
	Health Assessment for Natural Therapies 1	15	6	Sridhar Madella
	Medical Humanities 3 (Unitec)	15	6	Unitec Staff
	Nutrition 1	10	6	Phillip Dowling
Y2 S2	Health Assessment for Natural Therapies 2	15	6	Sridhar Madella
	Herbal Medicine 1	15	6	New Tutor
	Intro to Clinical Practice	10	7	Lynda Bailey
	Nutrition 2	20	6	Philip Dowling
Y3 S1	Research methods (Unitec)	15	7	Unitec Staff
	Clinical Practice for Naturopaths 1	30	7	Lynda Bailey
	Herbal Medicine 2	20	6	New Tutor
Y3 S2	Clinical Practice for Naturopaths 2	30	7	Lynda Bailey
	Nutrition 3	15	7	Philip Dowling
	Evidence Based Practice	15	7	Phillip Cottingham

**Course Coordinator's Description of duties:**

1. Develop curricula from course descriptors given (*see Application document Part 4*)
2. Develop, maintain and monitor assessments
3. Prepare for and respond to internal and external moderation of assessment
4. Develop study guides, readings and other course material
5. Tutor selected portions of the course
6. Assist in tutor selection, tutor induction and monitoring, and performance review
7. Mark selected assessments
8. Contribute to collegial group (attend meetings, email and online discussions, contribute to development of faculty academic strategies, etc.)

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**The following staff have been chosen for the Collegial Group for the following reasons:**

Lynda Bailey

Lynda has a diploma in nursing, a diploma in naturopathy, a degree in Health sciences, and a diploma in midwifery.

Lynda has managed the third year clinical training at the college for the last three years and has demonstrated excellence in every aspect of the work. She has no research background, but will be involved in the Clinical research planned in the next year.

Her background as a nurse and midwife together with her experience since 1999 as a naturopath make her suitable for the position of clinical course coordinator.

Mary Hayes

Mary has a graduate diploma in higher education and a post graduate diploma in education. Research projects have included an educational intervention in adult learning, a multi cultural educational intervention and assessment case study, and an elearning case study.

She has been in adult education and training since 1992. She is currently writing her Thesis and will commence her data collection in semester one next year, in order to complete her Masters Degree in Education. She is assisting with several small research projects.

She has been chosen to be course coordinator because of her extensive research background and her recent teaching and advisory role at the college.

Philip Dowling

Philip has two degrees: Health sciences and Economics; two diplomas: Naturopathy and Herbal; he is completing his masters in Nutrition in mid 2008.

He has been head of naturopathy since 1999 at the college, and has been successful in assisting many graduates to find employment. He has written a published book 'Journeys Back to Health', and is currently carrying out research at the college on nutritional change within naturopathic students.

He has been selected because of his experience as head of faculty, his ability in teaching, and his research and studies in nutrition.

Behnam Assadollahzadeh

He has a Diploma in Chemistry (5 year program) at the Westfaelische Wilhelms University in Muenster, Germany (german equivalent of Masters of Science), where he gained experience in experimental chemistry, physical chemistry and basics in biochemistry. He conducted a Ph.D. in theoretical chemistry at Massey University and work on the field of nano-sciences.

He studied fundamental physical and structural properties of nano-clusters by means of ab initio quantum mechanical methods and have applied a biological method (genetic algorithm inspired by Darwin) to solve the problem of finding the most favourable morphology of these clusters.

He has presented his research at many international conferences and has published some of his results in international peer reviewed journals.

He has 3 years of experience in demonstrating/supervising 101 chemistry labs at Massey University and gave/give tutorials for engineers in thermodynamics.

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Before conducting his Ph.D. at Massey University, he has worked as an honourable research fellow at the University of Auckland, where he worked on solid-state nuclear magnetic resonance (NMR) spectroscopy.

He has been teaching Chemistry at Wellpark for almost 2 years now. His qualifications, experience in research work, plus his teaching experience make him ideal for the position.

#### Sridhar Madhella

He has a Degree in naturopathy and yoga from NTR university of health sciences and a Post Graduate Diploma in yoga and Naturopathy from Gujarat Ayurveda University.

His research involved an international seminar presentations at Gujarat Ayurved University. The subject was 'Rasayana effect of Yogic and Naturopathic processes with special reference to Hypertension'.

He has lectured in yoga and naturopathy at university level in India from 1996, and since 2003 has lectured in medical sciences and yoga at Wellpark college. He has run the yoga and medical sciences faculties for four years.

His background and experience make him ideal for the position as course coordinator for medical sciences.

#### Marina Locke

Marina has received qualifications in massage, assistant midwifery, as an emergency medical technician, and as a childbirth educator.

Marina is a registered massage therapist, internationally certified yoga teacher, and doula. Her professional practice began in 1988 and peaked from 1994- 2002 when she successfully ran a maternity massage clinic and doula service in Canada. She has taught massage and yoga trainings internationally since 1995. Currently, she is completing her certificate in craniosacral therapy.

Her experience in teaching and practicing massage make her ideal for the position as course coordinator for massage.

#### Phillip Cottingham

Has a Graduate Diploma of Health Science (Herbal Medicine) from University of New England, as well as Bachelor of Health Science (Complementary Therapies) from Charles Sturt University and a Diploma of Naturopathy from South Pacific College of Natural Therapeutics. He has been working as a naturopath, herbalist and remedial body therapist for the past 27 years. Phillip has a keen interest in the role of research in integrative medicine and in establishing complementary and alternative medicine as a respected sector within the health care framework.

Resumes for the above staff are attached at the conclusion of this pan on page

**Table 20 Staff Workloads**

For salaried teaching staff the following workload policy will apply on a weekly basis:

<b>Full-Time Salaried Staff</b>	<b>Hours per week (semesters)</b>	<b>Hours per week (outside semesters)</b>
Tutoring hours:	16	0
Research hours:	4	6
Professional Development (Teaching)	1-2	1-2
Administration, Marking & Course Preparation	18	32
	40	40
<b>Part-Time Salaried Staff</b>		
The hours allocated will be proportional to the tutoring hours		
<b>Part-Time contracted staff</b>		
Those who are given professional development plans, including research, will be paid separately for the hours spent in researching, under a contracted basis, with a set amount negotiated between the College and themselves.		

**Projected Staffing Needs**

The following table outlines a projection of Student Numbers for the years 2008 – 2012.

**Table 21 – Projected Student Numbers**

Cohort	2008 Semester 1	Semester 2 2009 - Semester 1	Semester 2 2010 - Semester 1	Semester 2 2011 - Semester 1	Semester 2 2012 - Semester 1	Semester 2
1 2008 - Mid year intake		25	25	23	23	20
2 2009 - Feb intake			25	25	23	23
3 2009 - Mid year intake				25	25	23
4 2010 - Feb intake					25	25
5 2010 - Mid year intake						25
6 2011 - Feb intake						25
7 2011 - Mid year intake						25
8 2012 - Feb intake						25
9 2012 - Mid year intake						25
Diploma Students	90	90	90	90	90	90
Bridging Students		25	35	35	15	15
<b>Totals</b>	<b>90</b>	<b>115</b>	<b>140</b>	<b>163</b>	<b>186</b>	<b>206</b>

Because the Diploma students will be completing their programmes, extra staff will only be required for the bridging programmes (2008 – 2010) and the numbers will taper off to steady number after 2010.

**Table 22 – Projected staffing hours required**

Cohort	2008 Semester 1	Semester 2	2009 - Semester 1	Semester 2	2010 - Semester 1	Semester 2	2011 - Semester 1	Semester 2	2012 - Semester 1	Semester 2
1 2008 - Mid year intake		324	276	258	287	300	286			
2 2009 - Feb intake			324	276	258	287	300	286		
3 2009 - Mid year intake				324	276	258	287	300	286	
4 2010 - Feb intake					324	276	258	287	300	286
5 2010 - Mid year Intake						324	276	258	287	300
6 2011 - Feb intake							324	276	258	287
7 2011 - Mid year Intake								324	276	258
8 2012 - Feb intake									324	276
9 2012 - Mid year intake										324
Diploma Students	2160	1800	1440	1080	720	360				
Bridging Students <i>Includes 1st year and upgrading students</i>		250	500	250	250	250	250	250		
<b>Totals</b>	<b>2160</b>	<b>2374</b>	<b>2540</b>	<b>2188</b>	<b>2115</b>	<b>2055</b>	<b>1981</b>	<b>1981</b>	<b>1731</b>	<b>1731</b>
No of equivalent Full-time staff required to accommodate	7.5	8.243	8.82	7.6	7.34	7.14	6.878	6.88	6.01	6.01

Tutorial staff requirements for the period 2008 – 2010 will be fulfilled utilising part-time and contracted staff, allowing for full-time staff workloads to be addressed.

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## New Position

As stated above, there will be a new position created for a senior tutor/course coordinator. This position is created to bring into the programme someone with extensive academic experience to work alongside the Head of Faculty and assist other staff, especially those in the collegial group with the development of curricula and course material. Once degree approval is given, this position will be advertised widely in New Zealand and Australia to ensure that a good spread of candidates apply. The job description for this position follows.

## Position: Senior Tutor/Course Administrator Naturopathic Faculty

**RESPONSIBLE TO:** Head of Faculty - Naturopathy

*Herbal medicine*

**RESPONSIBLE FOR:** Teaching and being part of a curriculum development team within the naturopathic faculty of the College

**General Description:** Duties and Responsibilities

**Salary Range:** \$50,000 - \$60,000 (dependent on qualifications and experience)

Work within team on curriculum and course material development for the naturopathic faculty, specifically in relationship to the proposed Bachelor of Naturopathy and the Graduate Diplomas of Nutrition and Herbal Medicine

vvTutor in the faculty (see separate job description)

### Skills & Experience Required:

Be experienced in curriculum development (degree development preferable, but not essential)  
Have experience in research and research informed delivery of a teaching curriculum. Be active in research and be prepared to be an integral part of the College's research development.  
Be a qualified naturopath and herbalist (essential) of between five and ten years clinical experience.  
Have a minimum qualification of undergraduate degree in Naturopathy or Health Science.  
Have a minimum of five years teaching experience in a tertiary institution.

## SPECIFIC DUTIES AND RESPONSIBILITIES

### Course Administration

Develop curricula for a set of courses  
Coordinate assessment development for a set of courses  
Develop course material, study guides, teaching manuals and resources for a set of courses  
Ensure all tutorial staff delivering sections of courses as laid out in syllabus:

- Are familiar with aims and content of the course/s
- Can deliver classroom assessments, and mark assessments (if required)
- Provide regular feedback to **course administrator** regarding any issues arising from delivery of curricula

Assess tutors performance

Build relationships with other institutions or relevant-associated groups?

### Deliver Tuition

Tutor classes as per agreed annual schedule  
Teach the classes over the agreed number of weeks and time schedules  
Produce lesson plans according to agreed criteria (see attached template) for all tuition being delivered  
Maintain ethical and professional standards whilst delivering tuition  
Ensure the classroom environment is one conducive to the learning process  
Support students in their learning processes  
Ensure student's understanding of the syllabus and curriculum related to the course content

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Ensure attendance records are completed and submitted for all courses according to agreed criteria  
Ensure student feedback forms are delivered at least once per course and more often as required by administration or earlier where there is a new tutor.  
Deliver lesson preparation and tuition for all classes in an agreed schedule over the year  
Assess student's performance in all classes being tutored  
Maintain communication with Wellpark Administration on all concerns related to class tuition  
Maintain Professional Qualifications  
Maintain qualifications required for delivery of tuition in a tertiary institution in New Zealand and provide the college with copy of qualifications.

### **Assessment of Student's Performance**

Prepare assessments for all courses in conjunction with the Head of Faculty  
Ensure assessment content is consistent with student outcomes  
Ensure all assessments have a marking schedule according to agreed criteria  
Prepare alternative assessments required for assessment of student's performance (particularly for tests)  
Ensure student's understand of the assessments and the assessment process  
Collect all assessments for marking  
Mark all assessments related to the courses taught  
Mark Assessments on College premises unless signed permission to mark offsite  
Ensure accurate recording of the results of all assessments related to the course  
Ensure that Heads of Faculty receive results of assessments no later than two weeks after the assessment is received from the student  
Ensure assessment/test samples are photocopied for required moderation and submitted to the Faculties Administrator.  
Liaise with students when there is an adjustment to required date for reception of assessment from the student  
Ensure assessment results are delivered to the Head of Faculty for delivery to administration  
Grade all assignments according to agreed criteria  
Approve final grades for courses

### **Faculty and Tutor Meetings**

You are required to attend the two scheduled compulsory tutor meetings dates as listed in the tutor handbook.  
Maintain all communications required for tuition delivery support  
Attend faculty meetings as required

### **Resource Management**

Ensure that all resources required are present in the classroom  
Inform administration at least two weeks prior to class of any resources required for tuition delivery  
Communicate with Head of Faculty regarding required and recommended texts for modules five months prior to the academic year  
Prepare such classroom material as is required for efficient delivery and assessment of the courses.  
Process resource orders through the HOF, then to accounts department.

### **Classroom Management**

Maintain an environment in the classroom that is conducive to the education process  
Ensure all lights, fans and gas heaters are switched off, doors locked and windows shut, at the end of the class. The classroom key is returned to its correct allocated place.

### **Moderation**

Participate in all moderation processes as required by the College for quality management processes

### **Clinical Program**

Assist Clinical Supervisor in ensuring that the clinical program prepares the student for, and ensures competence in, professional practice  
Communicate with clinic management to ensure resources are adequate for professional practice

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## Specific Duties and Performance Measures

Area	Activity	Performance Measure
<b>1. Course Coordination and Curriculum Development</b>		
1.1	Be an integral member of the curriculum development team for the Bachelor of Naturopathy (with particular responsibilities for the herbal curriculum)	Meetings attended Assistance rendered Curriculum developed within set timeframes with contribution evident
1.2	Contribute to strategic direction of naturopathic faculty	Faculty strategic plans are produced (contribution acknowledged by Head of Faculty)
1.3	Contribute to programme reviews	Contribution acknowledged
1.4	Produce course material (assessments, study guides, presentations, articles, etc.) for the naturopathic faculty	Material produced and revised annually
1.5	Manage tutors who are teaching sections of the course in terms of: <ul style="list-style-type: none"> <li>Familiarity with aims and content of the course</li> <li>Delivery of classroom assessments, and mark assessments (if required)</li> <li>Feedback regarding any issues arising from delivery of curricula</li> <li>Providing performance assessment</li> </ul>	Tutors are managed
1.6	Develop curricula for selected courses	Curricula are developed according to faculty strategic aims and goals
<b>2. Assist in the development of research for the College</b>		
2.1	Investigate areas of potential research for the naturopathic faculty	Report produced quarterly
2.2	Develop research projects that involve tutors and students within the faculty, according to the research plan.	Projects developed and initiated
<b>3. Tutor in the Naturopathic Faculty</b>		
3.1 Classroom Delivery	Prepare professionally for tuition delivery	Lesson Plans are furnished prior to delivery on the template provided Lesson plans are approved by Heads of Faculty.
	Deliver tuition according to the agreed schedule	Tuition is delivered (in case of illness or other unforeseen circumstance [see contract] where tuition cannot be delivered, the Heads of Faculty and the tutor will be responsible for ensuring classroom delivery takes place in a similar manner to that of the current tutor)
	Utilise resources available for tuition delivery	A range of resources are evident from the lesson plans
	Maintain ethical and professional standards in tuition delivery	Ethical and professional standards are maintained according to the Wellpark College Code of Ethics and standards of the professional association to which the tutor belongs

3.1 Classroom Delivery (cont)	Support students through the learning process	Student Evaluations show evidence that: <ul style="list-style-type: none"> <li>The classroom environment is supportive of students</li> <li>Student feel supported through the educational process</li> <li>All materials required by students are presented to them (see checklist in classroom folders)</li> </ul>
	Ensure student's understanding of the contents of courses and what is expected from them.	Checklists are completed
	Ensure Student evaluation forms are handed out and completed	Evaluations are completed and returned for each course taught
	Record attendance	Attendance records are completed
	Where applicable check with students they have required text books and teach from these.	Affirm students have required textbooks for class. Tutor teaches from text as part of the Course. Recorded on lesson plan.
3.2 Contribute to academic community	Attend meetings/forums when required	Meetings are attended
	Produce articles for faculty and wider academic community	Articles are produced
	Be a part of College's peer review system	Contribution is acknowledged by Head of Faculty
<b>4. Student Assessment</b>	Ensure assessments are prepared where required and/or designated.	Assessments are attached to course packs
	Align assessments to Performance Criteria and College outcomes	Pre-assessment moderation reveals that they are so aligned
	Assessments contain marking schedules	Pre-assessment moderation reveals that marking schedules are present
	Students have a clear understanding of what is expected of them in the assessment process	Student evaluation shows that they have an understanding of expectations
	Mark assessments in a fair, accurate and consistent manner	Post-Assessment moderation reveals that there is fairness, accuracy and consistency
	Mark Assessments in a timely and accurate manner	Assessments do not leave the College and are results are returned to Head of Faculty for Post-Assessment moderation within two weeks of the assessment submission by student
	Record assessment results accurately (according to the weighting system if applicable)	Assessment audit reveals that marks are accurately recorded and student result form is returned with assessment
	Participate in moderation process	Tutor is willing to receive feedback (and adjustments if required) to assessments Tutor moderates assessment and delivery (if applicable)
<b>5. Meeting attendance</b>	Attend Tutor orientation prior to the academic year	Attendance recorded
	Attend at least two faculty meetings per year	Attendance recorded

<b>6. Resource Management</b>	Resources are requested in a timely manner (preferably prior to the start of the academic year if it involves major outlay)	Resource requests are received by the Heads of Faculty in a reasonable time
	Resources are cared for and stored in a manner that will maintain resources for future use	Resource check (quarterly) reveals resources are in a sound condition and stored in a manner that maintains them well
	Classroom resources (such as handouts) are available to students in a manner that supports learning	Student evaluations reveal that this is so
	Classroom is cared for	Lights, fans and gas heaters are switched off at the end of class Classroom is left clean Doors and windows are shut (and locked where applicable), key returned to allocated key board.

### Description of Role

This is a full-time position requiring a minimum of 40 hours per week.

### Reports:

Weekly verbal report to Naturopathic Head of Faculty

### In assisting the Tutor to reach the performance criteria listed above the College will:

- Ensure tutor orientation processes are comprehensive, clear and accessible
- Produce instruction material to ensure tutor understanding is comprehensive
- Provide support through the Heads of Faculty to ensure ongoing tutor understanding and communication is maintained
- Receive tutor feedback and respond in a timely manner to any reasonable request
- Ensure communication to tutors is clear, timely and comprehensive
- Provide ongoing professional development training in teaching, curriculum development and assessment
- Provide opportunities for professional development in current natural therapies programmes being offered at the College

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## Research and Professional Development Leader

This is a new position that has been created as there is a real need for the College to develop staff in these areas. Along with working with staff, the position will also assist with the direction of policy and processes around research and professional development at the College. There is also some scope for educational research within the role. The job description follows:

### Wellpark College of Natural Therapies

#### Job Description - Template

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**Position: Research and Professional Development Leader**

**Responsible to: The Principal**

#### Role and Function

The **Research and Professional Development Leader** does the following activities. These activities include the following:

*Develop and maintain Research strategies in consultation with the Principal's Office and the Faculties*

- Develop the Research Plan for 2007-2010
- Monitor compliance with the plan
- Ensure all staff are appraised of the plan and the implications for their role
- Report to the Principal regularly (at least quarterly) on the progress in implementing the plan

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*Organise and Lead the Research & Research Ethics Committee*

- Ensure Research & Ethics committee meets at least twice annually
- Ensure that research projects are presented to the committee in a timely and orderly fashion
- Ensure all members and staff are informed of the committee's decisions and that processes are transparent and valid
- Ensure that all decisions made by the committee are consistent with: the Privacy Act, Human Rights Act, Treaty of Waitangi and the College's research protocols.
- Ensure the committee has available to it all the relevant documentation, copies of acts, ethics protocols, etc. in order to make the best possible decisions
- Work with the Chairperson to ensure that committee procedure is followed

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*Develop and be an integral part of the Research Mentoring Process*

- Ensure that mentoring is available to researchers (staff members who are approved for research as part of their professional development programmes) if required
- Mentor staff and/or students who are engaged in research (if required)
- Develop mentoring protocols where required

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*Develop and maintain the Professional Development strategies for Academic Staff*

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- Develop a professional development strategy for academic staff
  - Ensure that staff personal professional development programmes comply with and are harmony with the strategy
  - Ensure academic professional development course is congruent with strategy
- 

*Assist Staff in developing personal professional development plans*

- Counsel staff on appropriate professional development plans
  - Ensure that professional development plans are developed and updated annually
  - Ensure that the Principal's Office, Academic Board and the Board of Directors are informed regularly on the implementation of the professional development strategy
- 

*Develop and Maintain the Teaching Excellence Programme for academic staff professional development*

- Develop a curriculum for *Teaching Excellence in Integrated Health Education*
  - Ensure successful delivery of the programme through monitoring, moderation and feedback systems
  - Develop online support system for academic staff undergoing the programme
- 

*Develop and maintain online strategies and distance learning frameworks*

- Develop and maintain the online learning strategy for the College
- Research appropriate systems, software and websites for delivery of online frameworks
- Develop monitoring and feedback systems to ensure ongoing quality management of online and distance programmes
- Develop the curricula for selected courses involving online or distance learning (either in part or in total)
- Assist academic and administrative staff in online delivery of courses and programmes



## Specific Activities & Performance Measures

1. <i>Research leader</i>	Activity	Performance Measure
1.1 <i>Develop and maintain Research strategies in consultation with the Principal's Office and the Faculties</i>	Develop the Research Plan for 2007 - 2010	Research Plan is developed and approved by the Board of Directors. Research plan is integral to approval of Bachelor of Naturopathy programme by NZQA
	Monitor compliance with the plan	Compliance report produced six-monthly
	Ensure all staff are appraised of the plan and the implications for their role	Head of Faculty reports reflect this
	Report to the Principal regularly (at least quarterly) on the progress in implementing the plan	Report is received by Principal
1.2 <i>Organise and Lead the Research &amp; Research Ethics Committee</i>	Ensure Research & Ethics committee meets at least twice annually	Committee meeting is held and is successful
	Ensure that research projects are presented to the committee in a timely and orderly fashion	Faculty reports and research reports reflect this
	Ensure all members and staff are informed of the committee's decisions and that processes are transparent and valid	Committee minutes reflect this
	Ensure that all decisions made by the committee are consistent with: the Privacy Act, Human Rights Act, Treaty of Waitangi and the College's research protocols.	Committee minutes reflect this

1. <i>Research leader (cont)</i>	Activity	Performance Measure
1.2 <i>Organise and lead Research &amp; Research Ethics Committee (cont.)</i>	Ensure the committee has available to it all the relevant documentation, copies of acts, ethics protocols, etc. in order to make the best possible decisions	Committee minutes reflect this
	Work with the Chairperson to ensure that committee procedure is followed	Committee minutes reflect this
1.3 <i>Develop and be an integral part of the Research Mentoring Process</i>	Ensure that mentoring is available to researchers (staff members who are approved for research as part of their professional development programmes) if required	Faculty reports and research reports reflect this
	Mentor staff and/or students who are engaged in research (if required)	Faculty reports and research reports reflect this
	Develop mentoring protocols where required	Mentoring protocols are developed and approved by research committee
2. Professional Development	Activity	Performance Measure
2.1 <i>Develop and maintain the Professional Development strategies for Academic Staff</i>	Develop a professional development strategy for academic staff	Strategy is developed and approved by Academic Board and Board of Directors
	Ensure that staff personal professional development programmes comply with and are harmony with the strategy	Professional Development report reflects this
	Ensure academic professional development course is congruent with strategy	Professional Development report reflects this

<b>2. Professional Development (cont)</b>	<b>Activity</b>	<b>Performance Measure</b>
<i>2.2 Assist Staff in developing personal professional development plan</i>	Counsel staff on appropriate professional development plans	Faculty reports reflect this
	Ensure that professional development plans are developed and updated annually	Updated Professional Development plans are received by the Faculty manager on an annual basis
	Ensure that the Principal's Office, Academic Board and the Board of Directors are informed regularly on the implementation of the professional development strategy	Reports received by the Boards and Principal's Office reflect this
<i>2.3 Develop and Maintain the Teaching Excellence Programme for academic staff professional development</i>	Develop a curriculum for <i>Teaching Excellence in Integrated Health Education</i>	Curriculum is developed and approved by Academic Board
	Ensure successful delivery of the programme through monitoring, moderation and feedback systems	Programme reviews reflect this
	Develop online support system for academic staff undergoing the programme	Programme reviews reflect this
<b>3. Online Support &amp; Distance Learning</b>	<b>Activities</b>	<b>Performance Measure</b>
<i>3.1 Develop and maintain online strategies and distance learning frameworks</i>	Develop and maintain the online learning strategy for the College	Online learning strategy developed and approved by Academic Board and Board of Directors
	Research appropriate systems, software and websites for delivery of online frameworks	Reports reflect this

3. Online Support & Distance Learning (cont)	Activities	Performance Measure
3.1 <i>Develop and maintain online strategies and distance learning frameworks (cont)</i>	Develop monitoring and feedback systems to ensure ongoing quality management of online and distance programmes	Reports and reviews reflect this
	Develop the curricula for selected courses involving online or distance learning (either in part or in total)	Curricula developed and approved by Academic Board
	Assist academic and administrative staff in online delivery of courses and programmes	Reports and reviews reflect this

**Reporting to:** The Principal  
The Faculty Manager

**Responsible for:** Research  
Professional Development  
Online delivery and Support systems

**Collaboration with:** The Faculty Manager  
The Heads of Faculty  
The Website Administrator  
The Chairperson of the Research and Research Ethics Committee

**Annual Performance Checklist:**

- € Research plan developed and/or reviewed
- € Compliance report received by Principal's Office
- € Research & Research Ethics Committee minutes received at least six-monthly
- € Professional Development Strategy developed and/or reviewed
- € Professional Development plans received by faculty manager
- € *Teaching Excellence* programme curriculum developed and/or reviewed
- € Online learning strategy developed and/or reviewed
- € Curricula for online courses developed and/or reviewed

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## **Resumes of Selected Key Staff**

NB. These are resumes of the Course Coordinators as well as other key staff members who may take significant tutoring roles.

**NAME** Philip Dowling (Head of Faculty – Collegial Group)

### **QUALIFICATIONS**

- Bachelor of Arts in Economics (Hons)
- Bachelor of Health Sciences (Complementary Medicine)
- Diploma in Naturopathy
- Diploma in Medical Herbalism
- Certificate in Adult Teaching

### **Current Studies**

- Master of Nutrition, University of Integrated Science, California, USA

### **TEACHING EXPERIENCE**

2000-2006 Wellpark College of Natural Therapies, Head of Faculty (Naturopathy and Nutrition). Includes teaching (18 hours) on a range of natural therapies and medical science subjects; Managing 20 tutors, assisting/directing 100+ students, curriculum management, leadership, oversight of faculty marketing.

1997-1999 Wellpark College of Natural Therapies, Lecturer – *Iridology, Anatomy and Physiology and other related subjects.*

1994-2002 Australasian College of Herbal Studies (Correspondence School), Tutor involved in marking for two certificate courses.

1994-1997 Birkenhead College (Community Education), Tutor in Natural Therapies

#### *Other Teaching Activities*

- Marketing Seminar for Natural Therapists
- Iridology for Practising Naturopaths

### **PRACTITIONER EXPERIENCE**

1994-2000 Self-employed Naturopathic Consultant  
Health Shop Management (2 years) and joint ownership/management of a Health Retreat (3 years)

1996-1998 Nutralife Health and Fitness, In store Iridologist

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*Previous Career (15 years) Sales and Marketing in the UK and in New Zealand (Management)*

## **RESEARCH**

*Book Published in 2007*

Dowling, P. M. (late 2006), *Journeys Back to Health*

## **PROFESSIONAL MEMBERSHIP**

- Naturopaths of New Zealand (Inc)
- Australasian Integrative Medicine Association (AIMA)

## **PEER ESTEEM**

Keynote Speaker, Iridology Conference 2000. Address: *The Connections between Iridology and Ayurvedic Medicine*

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**NAME:**

Lynda Bailey (Collegial Group)

**QUALIFICATIONS:**

- Diploma of Naturopathy
- Registered Midwife
- Registered General Obstetric Nurse
- Advanced Diploma of Nursing
- Reiki Master (UK)

*In-progress* - Bachelor of Health Science (Complementary Medicine)

**TEACHING EXPERIENCE**

2005-present Wellpark College of Natural Therapies  
Clinical Supervisor, Prema Clinic, Grey Lynn

Range of Seminars relating to Women's Health, Pregnancy, Child Birth

**PRACTITIONER EXPERIENCE**

2005-present Self employed Naturopathic practitioner, Ponsonby  
2002-2004 Self employed Naturopathic Practitioner, Hampshire, UK  
2001-2002 Self employed Naturopathic Practitioner, Italy  
2001 Self employed Naturopathic Practitioner, Dorset, UK  
1985-1992 Various positions in nursing and midwifery  
1992-1998 Self employed independent midwife, partner of The South Canterbury  
Midwifery Partnership

**PROFESSIONAL MEMBERSHIP**

New Zealand Society of Naturopaths  
New Zealand Natural Charter of Health Practitioners

**PEER ESTEEM**

Member, National Board of Management, NZ College of Midwives  
National Committee Member, NZ College of Midwives  
NZ College of Midwives National Rep to The NZ Childbirth Educators Advisory Board

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**NAME:** Phillip Cottingham (Collegial Group)

**QUALIFICATIONS:**

- Bachelor of Health Science (Complementary Therapies)
- Diploma of Naturopathy
- Diploma of Homeopathy
- Diploma of Massage

Master of Health Science (Herbal Medicine) completion 2007

**TEACHING EXPERIENCE**

1990–2006 Wellpark College of Natural Therapies, Main Tutor, then Teaching Principal - subjects include:

- Massage and Body Therapies
- Herbal Medicine, including Philosophy and History, Materia Medica, Therapeutics and Pharmacology
- Clinical Practice
- Medical Sciences including: Anatomy and Physiology, Pathology and Diagnosis
- Craniosacral Therapy

1987-97 Tutor – various subjects in naturopathy, including clinical practice: South Pacific College of natural Therapeutics

1984 -87 Senior tutor in Homoeopathy – South Pacific College of natural Therapeutics

1982 – 83 Tutor in Medical Science, Naturopathy & Homoeopathy – South Pacific College of natural Therapeutics

**PRACTITIONER EXPERIENCE**

1981-present Practitioner of Naturopathy, Homoeopathy, Herbal Medicine and Body Therapies.

Clinics include:

- Glen Innes Health Centre
- Remuera Health Centre
- Lincoln Grove Healing centre, Henderson
- Onyx Clinic, Papatoetoe
- Levin Natural Health Centre, Levin
- Prema Clinic, Grey Lynn (current)

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## RESEARCH

### *Books (in progress)*

- Rongoaa – Native Healing Plants
- The Ocean and the Wave – an exploration into the phenomenon behind Craniosacral therapy

## PROFESSIONAL MEMBERSHIP

- Naturopaths of New Zealand (Inc.) – Life Member
- NZ Natural Health Practitioners Accreditation Board and NZ Charter of Health Practitioners - Registered Naturopath, Remedial Body Therapist and Medical Herbalist
- The Ayurvedic Association of New Zealand
- Australasian Integrated Medicine Association

## PEER ESTEEM

Past President of South Pacific Association of Natural Therapists (Inc) (SPANT)  
Foundational SPANT representative to the New Zealand Natural Health Practitioners' Accreditation Board (Inc) – 15 years  
Current Trustee, Health Training Organisation  
Member NZQA panels for Remedial Body Therapy, Naturopathy, Herbal Medicine  
Executive Board member, New Zealand Charter of Health Practitioners (Inc)

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**NAME**

Dr Sridhar Maddela (Collegial Group)

**QUALIFICATIONS**

- Post Graduate Diploma in Yoga and Naturopathy
- Bachelor of Naturopathy and Yogic Sciences
- Diploma of Physiotherapy

**TEACHING EXPERIENCE**

2003-2006 Wellpark College of Natural Therapies, Auckland. Head of Faculty, Medical Sciences and Yoga; Yoga Tutor; Yoga Instructor; Yoga Consultant and Coordinator for Shanti Yoga Kendra incorporating the integrated approach of Yoga practices (Asana, Pranayama, Relaxation, Meditation, etc.); Lecturer for Medical Sciences across all natural therapy areas; Therapeutic Yoga Consultant and clinic supervisor.

1996-2003 Shantiniketan Nature Cure Hospital and Yoga Training Centre, Arari, Gujarat, Lecturer, Naturopathy and Yoga

Parmarth Nature Cure and Yoga Institute, Rishikesh, India, Lecturer for Diploma in Yoga and Naturopathy

Government Gandhi Nature Cure College, Hyderabad, India, Lecturer, Yoga and Physical Culture

Gujarat Ayurved University, Jamnagar, Gujarat, Lecturer, Yoga Naturopathy for PGDYN, DYN and other MPIYNER courses.

**Other Training**

- Special yoga training camps for overseas students
- Stress management classes for executives, ladies and patients of various diseases
- Health awareness camps for patients of various diseases
- Yoga training, techniques of meditation and relaxation for executives of various fields of work

**PRACTITIONER EXPERIENCE**

1996-2003 Babu Nature Cure Hospital and Yogashram, New Delhi, India,

- Medical Officer
- Officer, Supervision and Guidance, Drug Addiction Centre

Shantiniketan Nature Cure Hospital and Yoga Training Centre, Arari, Gujarat, Resident Medical Officer

Parmarth Nature Cure and Yoga Institute, Rishikesh, India,

- Resident Medical Officer

- 
- Officer in Charge, Naturopathy and Yoga orientation courses for overseas medical practitioners.

Self-employed, Hyderabad, India, Consultant Physician, Naturopathy and Physiotherapy.

Wellspring Nature Cure and Yoga Hospital, Hyderabad, India, Chief Medical Officer

Gujarat Ayurved University, Jamnagar, Gujarat, Maharishi Patanjali Institute for Yoga, Naturopathy, Education and Research

- Assistant Physician, Yoga, Gym, Naturopathy, Physiotherapy,
- In-charge Officer, Supervision and Guidance to Overseas groups in yoga, naturopathy and physiotherapy,
- Assistant Director, Internal Administration

## RESEARCH

International Seminar Presentations, Gujarat Ayurved University, Jamnagar, Gujarat

- (2003) Maddela, P. and Maddela, S., *Rasayana effect of Yogic and Naturopathic processes with special reference to Hypertension*
- (2003) Maddela, S. and Maddela, P., *Rasayana effect of Yogic and Naturopathic processes with special reference to Asthma*

## PROFESSIONAL MEMBERSHIP

- New Zealand Ayurvedic Practitioners' Association
- Yoga Alliance

## PEER ESTEEM

Gujarat Ayurved University:

- Examiner for Post-Graduate Diploma in Yoga and Naturopathy
- Examiner for Diploma in Yoga and Naturopathy

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**NAME:** Marina Locke (Collegial Group)

**QUALIFICATIONS:**

- Registered Massage Therapist (Canada)
- Registered Yoga Teacher (RYT500)
- Infant Massage Instructor Certification
- Doula Certification
- Midwifery Assistant Certification
- Emergency Medical Technician (Ambulance) Certification

**TEACHING EXPERIENCE**

2005-present Wellpark College of Natural Therapies, Head of Faculty (Massage) – topics include *anatomical aspects for body workers*

1998-present Teaching Yoga (Canada and International)  
topics include *yoga (hatha and meditation); understanding the female pelvic floor*  
Teacher training across Canada and International

1995-present Mother and Baby Wellness courses (Canada) Six-day intensive for certification purposes. Topic – *antenatal yoga and massage techniques, Birth Support/Doula training*  
Certification training for Doula (Canada and International)

1993 Assistant Instructor, Mount Royal College Massage Therapy Program, Calgary, Alberta. Teaching topics included *massage techniques, anatomy and physiology, current trends in massage*

A cross section of short courses including:

- General Hospital (1996) *Massage techniques for the birthing process*
- Leisure Learning Courses/Holistic Fair (1997), *Couples/partner massage*
- Grey Nuns Hospital obstetrical staff and associates, Edmonton (1997) *Massage techniques for Doulas, Infant Massage*
- Calgary Regional Health Authority (Hospitals) pregnant couples workshops (1998-2000), *Massage techniques for birth*
- Doulas Services of Alberta (1999) *Massage techniques for Doulas*

**PRACTITIONER EXPERIENCE**

1988-present Self-employed Registered Massage Therapist providing clinical and mobile massage ranging from relaxation and sports to therapeutic with orthopaedic assessment and remedial exercises. Practice took place in hospitals, chiropractor, physiotherapy, naturopathy and medical clinics, resort hotel, remote backcountry lodge and aesthetics salon. Manager of incorporated business providing contract and sub-contract services in the areas of massage, yoga and teaching certification.

1996-2002 Registered Massage Therapist, Canadian Mountain Holidays, heli-skiing/Heli-hiking, British Columbia including sports and relaxation massage

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to international skiers and hikers and designing individual yoga programs for clientele on request.

1995-1996 Emergency Medical Technician (Ambulance), Gleichen Ambulance Service, Gleichen/Sisika Reserve, Alberta

## RESEARCH

### Conference presentations:

- (2003) MTAA conference 2004 *Yoga therapy for massage therapists*
- (2002) CAPSAC conference 2002, *Introduction to Hatha Yoga*
- (2000 and 2001) \*AMTWP AGM/conference, *Pregnancy Massage*
- (1999) AMTWP *pubic symphysis separation in pregnancy*
- (1997, 1998, 2000) \*MTAA conferences *Pregnancy Massage*
- (1997, 1998, 2000) \*MTAA conferences *Pregnancy Massage*
- (1996) CAPSAC Blazing Our Way Conference featuring Dr. Carolyn DeMarcos, *Massage techniques for Doulas*
- (1995) Doula /Birth Support Partner Volunteer Program, Peter Lougheed Hospital, *Massage techniques for Doulas*
- (1995) Foothills Prenatal Instructors, *Massage techniques for the birthing process (Doulas)*
- (1995-98) Obstetrical Trends Conference For Medical Professionals, sponsored by Rockyview Pain Options classes, Peter Lougheed Hospital, *Massage techniques for the birthing process*

\*MTAA - Massage Therapists Association of Alberta (provincial association)  
AMTWP - Association of Massage Therapists and Wholistic Practitioners, CAPSAC - Calgary Association for Parents and Professionals for Safe Alternatives in Childbirth (now known as Birth Unlimited). All presentations were in Calgary unless specified.

### Research In-progress

- Effects of childbirth on the pelvic floor
- Yoga techniques that strengthen the pelvic floor
- Massage for pregnancy related conditions
- Yoga for seniors/Alzheimer's

## PROFESSIONAL MEMBERSHIP

- International Yoga Teachers' Association
- South Okanagan Yoga Association
- Yoga Association of Alberta
- Foundation for Higher Learning
- Yoga Alliance
- Canadian Massage Therapists' Alliance
- Massage Therapist Association of Alberta
- Association of Massage Therapists and Wholistic Practitioners
- Alberta Registered Massage Therapists' Society

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## PEER ESTEEM

Selected to contract for

- Workers' Compensation Board; and
- Calgary Health Region; and
- Maternity massage clinic in the Peter Lougheed Hospital in Calgary 1994-1995
- Vice President Canadian Childbirth Association 2003-2004

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## Mary Hayes

### QUALIFICATIONS:

- Graduate Diploma in Higher Education (Unitec)  
2005
- Certificate 3 in Office Administration (Queensland TAFE)  
1998
- Certificate 2 in Office administration (computer operations) (Queensland TAFE)  
1998
- Certificate 5 in Workplace Training (Queensland TAFE)  
1998
- Certificate in Reflexology – Bailey School of Reflexology  
1994
- Adult Teaching Certificate (730) (Tottenham College of Technology)  
1992
- Certificate of Massage – London Institute  
1988

### TEACHING EXPERIENCE

2005-2007 Learning to Learn Wellpark College  
2007 Research Methods Wellpark College

### RESEARCH (AS A PART OF POST GRADUATE EDUCATION)

- Intervention in Adult Learning,
- Multicultural Educational Intervention
- Self and Peer Assessment Case study

Currently: an e-Learning Case Study.

### PROFESSIONAL MEMBERSHIP

- British Massage Therapy Council
- The British Association of Reflexology
- International Therapies Examinations Council
- Australian Association of Massage Therapies
- Reflexology Association of Australia (Queensland)

### PEER ESTEEM

- Student representative for Unitec New Zealand Advisory Committee, School of Education
- Compliance and Assessment Consultant for the International Therapies Examinations Council
- PD Programs for Papakura Assistant Principal and Deputy Principal Association
- Assessment Design selected by the National Moderator as setting a national standard for Core Health NZQA Unit Standards

**COURSES AND PROFESSIONAL DEVELOPMENT WORKSHOPS DESIGNED,  
DELIVERED AND ASSESSED**

Train the Trainer	NZQA Moderation and Assessment Online learning and assessment Effective session time management Establishing learning needs and styles Creative teaching methods Effective study techniques How to implement assessment material Effective use of Quality Management Systems
Body Massage	Relaxation Massage Swedish Massage Deep Tissue Acupressure Remedial/Therapeutic Holistic Massage Corporate Chair Massage Pregnancy Infant Massage Palliative Care
Body Electrical and Spa Treatments	Anatomy and Physiology Figure Analysis Postural Diagnosis Diet and Nutrition Wet and Dry Spa treatments Hydro treatments Thermal Treatments Applied Body Electrical Treatments
Reflexology	Foot and Hand Treatments Pregnancy Infant/Children Palliative Care
Reiki	Levels I and II Masters
Meditation	Workshops Guided Classes Integration during treatments such as Reiki, Reflexology and Holistic Massage

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**NAME:**

Alphonse V. Pantig (Tutor – Anatomy &amp; Physiology)

**QUALIFICATIONS:**

- Doctor of Medicine (Philippines)
- Bachelor of Arts (Philippines)
- Diploma of Applied Sciences (Acupuncture) (Sydney)
- National Diploma of Acupuncture (NZ)
- Physicians' National Licensure Examinations (Philippines)
- Certified Family Physician

**TEACHING EXPERIENCE**

- 2003-present Wellpark College of Natural Therapies - *Anatomy and Physiology*.  
2003-present NZ School of Acupuncture and Traditional Chinese Medicine, Auckland,  
HOD (Acupuncture)  
2002-present Tutor and Clinical Supervisor
- 1997-2000 Acupuncture Therapeutic and Research Centre, Inc, Philippines  
Training Consultant  
1997-1998 Guest Lecturer  
1992-1997 Executive Director and Training Program Coordinator
- 1988-1989 Acupuncture Colleges of Australia (Sydney), Tutor
- 1984-1985 Acupuncture Therapeutic and Research Centre, Inc., Philippines  
Executive Director

**PRACTITIONER EXPERIENCE**

- 1999-2001 Intercare Chiropractic Centres, Philippines, Executive Director  
1998-2001 Associate Consultant
- 1998-1999 De La Salle University, College of Medicine Centre for Indigenous  
Medicine, Consultant
- 1997-2001 Independent Practitioner (Physician-TCM Acupuncturist)
- 1984-1985 Tuason Community Centre Foundation, Inc, Philippines  
Physician-Acupuncturist
- 1983 Urban Training Team for Urban-based Primary Health Care Program  
and the UNICEF – Physician and Health Program Supervisor
- 1982 Rural Health Practice Program, Ministry of Health, Philippines –  
Community Health Physician

**RESEARCH**

Pantig, A.V., (1997) *An Evaluation of the External Apprenticeship Programme (EAP) Training Courses as Conducted by the Acupuncture Therapeutic and Research Centre*,  
November 2007

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*Inc. from 1993 to 1996. An evaluation, including proposals for improving the training courses.*

Pantig, A.V., (1989) *The Historical Development of Indigenous Medicine in China (circa 2000 BC – 1986 AD)*, Unpublished Thesis, Acupuncture Colleges of Australia (Sydney)

Pantig, A.V. (1988) 'The Impact of Western Medical Science on Indigenous Medicine of China', *Australian Journal of Traditional Chinese Medicine: Vol. 3, Nos 2-4*

*Book*

Pantig, A.V., (1996) *Understanding Traditional Acupuncture: A Practical Handbook for Health Practitioners in the Philippines*, Acupuncture Therapeutic and Research Centre, Inc. and The Socio-Pastoral Institute, Philippines.

**PROFESSIONAL MEMBERSHIP**

Philippine Academy of Family Physicians, Inc.  
Acupuncture Ethics and Standards Organisation  
Philippine Scientific Acupuncture Association, Inc.  
Philippine Medical Association

**PEER ESTEEM**

1995-1996 Associate Editor *Ma-I. The Philippine Journal of Traditional Chinese Medicine*, published by the Acupuncture Therapeutic and Research Centre, Inc., Philippines

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**NAME**

Vanessa Hitch (Tutor – Nutrition)

**QUALIFICATIONS**

- Bachelor of Health Science (Complimentary Medicine)
- Advanced Diploma of Naturopathy
- Diploma of Nutrition
- Diploma of Botanical Medicine
- Diploma of Homoeopathy

**TEACHING EXPERIENCE**

2004-present Tutor, Wellpark College, Grey Lynn, Auckland. Part time and casual tutor for 2<sup>nd</sup> and 3<sup>rd</sup> year naturopathic and nutrition students. Subjects: *Clinical Nutrition, Naturopathic Therapeutics, Nutrition and Naturopathic case discussion classes.*

2001–2004 Tutor at the South Pacific College of Natural Therapeutics – *Nutrition, Assessing Presentations on Disease Therapies, Supervision of Student Clinic.*

*Other Teaching:*

- Lecturing at natural therapies colleges for Pacific Health.
- Contract Speaker and Lecturer (2002-present). Keynote speaker to naturopaths, doctors and complimentary health practitioners on natural therapies subjects including *Hormonal Health, Breast and Prostate Cancer, Stress, Diabetes.*

**PRACTITIONER EXPERIENCE**

2000-present Technical Manager and Naturopathic Consultant, Pacific Health and Fitness. *Technical consulting, technical writing, marketing, practitioner support hotline maintenance.*

2006-present Managing Director, Quest Vitality, Producer of practitioner-only health supplements for New Zealand. *Research and product development, formulator and technical writer for Quest Vitality.*

2000-2005 Self-employed Naturopath (part time)

1998– 2000 Eagle Pharmaceuticals, Research and Product Development Co-ordinator and Technical Consultant.

1998-1999 Naturopath, Essential Health, Health Food and Discount Vitamin Shop.

1998 Eastlakes Pharmacy, Eastlakes, Sydney, Naturopathic Consultant (Locum)

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1996-1998 Naturopathic Student Practitioner and Homoeopathic Student Practitioner,  
Natural Health Care Centre, Glebe, Sydney ( 500 hrs Clinic experience)

### **PROFESSIONAL MEMBERSHIP**

Full Professional Member of the New Zealand Natural Medicine Association  
Chartered Natural Medicine Practitioner

### **PEER ESTEEM**

2006 Member, Wellpark College Advisory Committee (Naturopathy and Herbal  
Medicine)  
2004 Secretary for the New Zealand Association of Medical Herbalists  
2003 Member, South Pacific Association of Natural Therapists (Inc)

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**NAME:**

Sharon Erdrich (Tutor – Aromatherapy &amp; Nutrition)

**QUALIFICATIONS:**

New Zealand Registered General and Obstetric Nurse  
Diploma of Naturopathy  
Diploma of Herbal Medicine  
Diploma of Aromatherapy  
Certificate of Massage  
Certificate in Teaching English as a Foreign Language to Adults

*Incomplete*

National Certificate in Adult Education (completion July 2006)  
Post-Graduate Certificate in Health Science (Nutrition)  
National Diploma of Horticulture – sat and achieved 12 of the required 20 papers.

**TEACHING EXPERIENCE**

2004-present Wellpark College of Natural Therapies, Tutor – *Aromatherapy*  
1996 Teaching English as a Foreign Language to Adults (Germany)

**PRACTITIONER EXPERIENCE**

2005-present Practicing full-time Naturopath/Herbalist.  
2003-present Practicing part-time Aromatherapist

1981 - NZ Registered Nurse, current practicing certificate maintained. Experience covers primary and community healthcare to intensive care situations and practice management.

**RESEARCH**

None completed to date

**PROFESSIONAL MEMBERSHIP**

Australasian Integrative Medical Association (Associate Member)  
NZ Association of Medical Herbalists  
South Pacific Association of Natural Therapists  
Auckland Society of Naturopaths

Currently seeking membership to the NZ Charter of Natural Therapists

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**NAME:** Jillian (Jill) Mary Dunn (Tutor – Herbal Medicine & Nutrition)

**QUALIFICATIONS:**

- MHSc Complementary Medicine
- BHSc Complementary Medicine
- Diploma in Herbal Medicine
- Diploma in Naturopathy
- New Zealand Registered Nurse (currently non-practising)

**TEACHING EXPERIENCE**

2004 – present Wellpark College of Natural Therapies – *herbal material medica; naturopathic and herbal case discussions with final year students*

1988-2002 South Pacific College of Natural Therapeutics – *herbal therapeutics; nutrition (course supervisor)*; College Principal 2000-2002

1986-1996 Tutor for various adult education courses related to nutrition and natural therapies.

1986-1992 Natural Therapy lectures for nursing students in all Auckland polytechnics

**PRACTITIONER EXPERIENCE**

2005-present Part owner and health services manager for *Nourish*, specialist online store focusing on well researched natural health information/products [www.nourish.net.nz](http://www.nourish.net.nz)

1987-2000 Healtheries of NZ Ltd, Responsibilities included: *Health Digest* three publications/year; natural health articles for NEXT and NZ Women's Weekly magazines; regular articles in *The Supplement* trade magazine.

1986-present Naturopathic/Herbal Medicine part-time practice

1985-1986 Spectrum Natural Health Clinic

**RESEARCH**

Dunn, Jill M. *'Perceived causes and treatment strategies for rheumatoid arthritis based on philosophical principles held by some practitioners from a range of health systems'*. Health systems compared and contrasted were: specialist orthodox rheumatology treatment, traditional Chinese medicine, Ayurvedic medicine, naturopathy, herbal medicine, anthroposophical medicine. *Unpublished thesis*.

Dunn, Jill M. and Wilkinson, Jenny M. (2005) 'Naturopathic management of rheumatoid arthritis' in *Modern Rheumatology*; 15:87-90. *Review*.

*Conference presentations*

(May 2006) New Zealand Association of Medical Herbalists, AGM *'Caring for Patients with Inflammatory Joint Conditions'*.

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(September 2005) Phytomed Seminar: *'Inflammatory Joint Conditions – Naturopathic management of rheumatoid arthritis and systemic lupus erythematosus'*

Various presentations – public seminars and international lectures, including:

- *Self help with natural health care* (Auckland, Wellington, Christchurch)
- *Looking after yourself naturally* (Auckland Aotea Centre, Christchurch)
- *Looking after your health* (Taiwan)
- *The benefits of fatty acids* (Bangkok Medical Hospital)
- *The benefits of dietary supplementation* (Mahidol University)

*Product development* – Formulation of Healtheries and Biozone range of dietary supplements (1987-present)

*Other publications* – *Tots to Teens* (Feb/Mar 2005); *Health Options* (Sept 2005); Product training manuals for all brands; *Rainbow Magazine* (regular article 1991-1995)

## **PROFESSIONAL MEMBERSHIP**

Society of Naturopaths  
New Zealand Association of Medical Herbalists  
New Zealand Charter of Health Practitioners

## **PEER ESTEEM**

Chairperson, Advisory Group, Herbal Medicine Unit Standards  
Member, Advisory Group, Naturopathy Unit Standards  
Member, Wellpark College Research and Ethics Committee

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**NAME**

Karen Burn (Tutor – Herbal Medicine &amp; Nutrition))

**QUALIFICATIONS**

- Bachelor of Health Science (Complementary Medicine)
- Diploma of Naturopathy
- Diploma of Medical Herbalism

Registered Naturopath  
Registered Medical Herbalist

**TEACHING EXPERIENCE**

2003-present Wellpark College of Natural Therapies, Lecturer – *Naturopathy, Nutrition, Herbal Medicine (Diploma)*

*Other teaching*

- Weekend workshop: Neuro Linguistic Programming
- Public Talk – *Natural Alternatives to HRT*

**PRACTITIONER EXPERIENCE**

2003-present Phytomed Medicinal Herbs Ltd, Practitioner and Retail Services Manager

2002-2003 Lifesense Ltd, In-Store Naturopath

2001-2002 Huckleberry Farms Ltd, Sales/ Customer advice on nutrition, formulation and preparation of herbal formulas (under supervision of qualified herbalist)

2000 Nature Baby, Sales – advising on organic products and health care for babies and infants

**RESEARCH**

(2002) Burn, K. *The role of nutrition in the treatment of eczema*, Unpublished Research Project, Wellpark College of Natural Therapies

*Published Articles*

- In *Healthy Options* 'Herbal First Aid'
- In *Avena* 'Herbs in Pregnancy' and 'Herbs for Weight Loss'

**PROFESSIONAL MEMBERSHIP**

New Zealand Association of Medical Herbalists



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**NAME:**

Philip Rasmussen (Tutor – Herbal Medicine)

**QUALIFICATIONS:**

- Diploma in Herbal Medicine, School of Phytotherapy, U.K.
- Certificate in Herbal Studies, School of Phytotherapy, U.K.
- Master of Pharmacy (in Pharmacology, with credit), University of Otago
- Bachelor of Pharmacy, University of Otago

**TEACHING EXPERIENCE**

- 2003-present The University of Auckland, Honorary Senior Lecturer in Pharmacy, Faculty of Medical and Health Sciences
- 2000 The University of Auckland, Lecturer in Pharmacy 700, Critical Evaluation of Complementary Medicinal Products, School of Pharmacy
- 2001-present Waikato College of Herbal Medicine, Hamilton, Guest Lecturer in Pharmacology
- 1999-present Wellpark College of Natural Therapies, Auckland. Guest Lecturer in Pharmacology
- 1998-2002 Canterbury College of Natural Medicine, Christchurch, Guest lecturer in Pharmacology and Clinical Examiner,
- 1995-2002 University of Wales, Cardiff, Examiner in Pharmacology, School of Phytotherapy
- 1993-2003 South Pacific College of Natural Therapeutics, Auckland. Lecturer in Pharmacology and Clinic Tutor,
- 1981 University of Otago Medical School, Tutor, Pharmacology Department.

**PRACTITIONER EXPERIENCE**

- 1993-present Medical Herbalist in private practice (part-time), Grey Lynn, Auckland.
- 1998-present Managing Director, Phytomed Medicinal Herbs Ltd, Auckland.
- 1997-2002 Professional Supervisor, Phytotherapy Service, Detoxification Unit, Regional Alcohol and Drug Services, Waitemata Health, Auckland.
- 1992-1996 Pharmacist (part-time), Auckland Methadone Treatment Services, Waitemata Health, Auckland.
- 1993-997 Medical Herbalist (part-time), Detoxification Unit, Regional Alcohol and Drug Services, Waitemata Health, Auckland.
- 1989-1993 Student of Herbal Medicine, School of Phytotherapy, U.K.
- 1986-1992 Locum Community Pharmacist, London and Bristol, U.K.
- 1987-1992 Proprietor of business manufacturing herbal medicines, U.K.
- 1986 Drug Information Pharmacist, South Western Regional Drug

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Information Service, Bristol, U.K.  
1982-1985 Hospital Pharmacist, New Zealand and U.K.

## RESEARCH

Rasmussen, P.L., M.Pharm thesis, Pharmacology Department, University of Otago Medical School, 1981 *Antidepressants and Serotonin*.

Baillie, N. and Rasmussen, P.L., *Black and blue cohosh in labour*, N.Z. Med J. 24 January, 20-21, 1997.

Rasmussen, P.L., *A role for Phytotherapy in the treatment of benzodiazepine and opiate drug withdrawal: Pt 1, Introduction and benzodiazepine withdrawal*, Eur. J. Herbal Med. 3(1):11-21, 1997.

Rasmussen, P.L., *A role for Phytotherapy in the treatment of benzodiazepine and opiate drug withdrawal: Pt 2, Opiate withdrawal and conclusions*, Eur. J. Herbal Med. 3(2):13-19, 1997

Rasmussen, P.L., *St John's Wort: a review of its use in depression*, Aust. J. Med. Herb., 10(1), 8-13, 1998

Rasmussen, P.L., *Garlic: A Review*, Aust. J. Med. Herb., 10(3), 94-99, 1998.

Rasmussen, P.L., *Phytomedicines for depressive illness: more than just Hypericum*. Paper presented at International Conference on Phytotherapy, N.H.A.A., Sydney, 1998.

Rasmussen, P.L., *Stress management for women*, paper presented at Women, Health and Herbs conference, Cambridge N.Z., September, 1998.

Rasmussen, P.L., *Echinacea- a Review*, Pharmacy Today, December, 1999.

Rasmussen, P.L., *The role of Phytotherapy in the treatment of Hepatitis C* Paper presented at the 2<sup>nd</sup> Australasian Conference on Hepatitis C, Christchurch, August 17-19, 1999.

Rasmussen, P.L., *Phytotherapy for Pharmacists*, presentation to Pharmacy Conference, Wellington, May 2000.

Rasmussen, P.L., *De-stress with Kava*, Pharmacy Today, October 2000.

Rasmussen, P.L., *Saw Palmetto – a short review*, Pharmacy Today, November 2000.

Rasmussen, P.L., *Ginkgo – a short review*, Pharmacy Today, December 2000.

Rasmussen, P.L., *Bilberry – a short review*, Pharmacy Today, January 2001.

Rasmussen, P.L., *Clinical Uses of some New Zealand Natives*, paper presented at International Conference on Phytotherapy, N.H.A.A., Sydney, February 2001.

Rasmussen, P.L., *Valerian – a brief review*, Pharmacy Today, March 2001.

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