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PROFESSIONAL MEMBERSHIP

- 1994-present National Institute of Medical Herbalists, U.K. (M.N.I.M.H.)
- 1993-2004 Member of the College of Phytotherapy Practitioners, U.K. (M.C.P.P.)
- 1981-present Member of the Pharmaceutical Society of New Zealand, (M.P.S.)
- 1985-1993 Royal Pharmaceutical Society of Great Britain (MRPharmSoc)
- 1994-present New Zealand Association of Medical Herbalists (M.N.Z.A.M.H.)
- 1995-present National Herbalists Association of Australia (M.N.H.A.A.)

Appendix 11 Research Plan

WELLPARK COLLEGE OF NATURAL THERAPIES

RESEARCH PLAN 2006-2007

Introduction

A paper entitled *Research Centre Development Plan* was developed by the College in 2003, the key contributors being Dr Antoinette McCallin and Phillip Cottingham, College Principal. The paper sets out the Mission Statement, the Aim, and four key components of a Wellpark Research Plan. These are:

1. The development of a Natural Therapy Research Centre;
2. The development of research and scholarship in the College which includes the appointment of a research leader to spearhead the development;
3. The development of collaborative research; and
4. The development of a strategic research direction.

This excellent document underpins the research direction of the College. No doubt without the appointment of the proposed Research Leader, none of the strategies has been developed. There is now an urgent need for research to be established if the College is to meet the legislative requirements for degree programmes. The NZQA approval panel will require evidence that a research culture is in the process of development and that research will inform the delivery of the degree. *The Education Act states that degree programmes must be taught 'mainly by people engaged in research' (s.254 3(a)).* To retain degree accreditation, the external degree monitor will be required to report annually to NZQA on the development of research together with the quantity and quality of research outputs.

There is, therefore, a need for a manageable short term plan to be approved and implemented this Semester. All the Heads of Faculty have contributed their views and given ideas on the way forward for research development at the College.

The Purpose

Apart from legislative requirements and maintaining approval and accreditation status, being involved in quality research will strengthen Wellpark's academic identity through:

- College staff presenting at Conferences and publishing research outcomes;
- Forming collaborative research arrangements with academic organizations that are leading in complementary medicine research and scholarship;
- Forming research partnerships with the industry (both practitioners and suppliers).

Strengthening its academic identity and external focus will assist Wellpark's recognition as the NZ academic leader in complementary medicine both in teaching and research.

Key Factors

The interaction of the following key factors is essential for research development in a tertiary institution and any initial research plan should be based on these factors.

1. *Staff Capability* (includes qualifications, research experience and motivation).
2. *Resources* to support research involvement (includes access to journals and related written resources; time to carry out research; funding; mentoring).
3. *Infrastructure* (includes institutional leadership, policies, and accountability mechanisms).

In a learning community that is focused on one over-arching discipline, student contribution to the research culture should be included in its research plan

Staff Capability - Qualifications

The accreditation document will require a table of staff qualifications including qualifications 'in progress' and until this is completed, it is difficult to comment on research experience through qualifications. Naturopathy and Herbal Medicine appear strong with three Masters and those with advanced Ayurveda qualifications have research experience. Some staff have published books drawing on their practice in natural therapies and these should be included as research outcomes.

**That a schedule of completed and 'in-progress' staff qualifications be completed.
An * should indicate the staff who will be teaching on the degree programme.**

Responsibility: Faculty Heads

Staff Capability – Research

The level of research needs to be established. There appears to be minimal, if any, research being carried out at present and most appears to be related to completed post-graduate qualifications. There is a research knowledge base that will enable some leadership/mentoring of staff and it is essential that a development programme is immediately put in place.

That a list of staff research outcomes, research in-progress, aspects of peer esteem and contributions to the research environment be completed.

Responsibility: Faculty Heads (Grace Sylvester to create template (with explanations) for HOF to send to staff for completion

That a staff research development programme be devised for approval through the Research and Ethics Committee.

**Responsibility: Grace Sylvester in consultation with the HOF
Due Date: First meeting of the Research Committee**

Staff Capability – Motivation

HOF discussions indicate that there is enthusiasm for a research culture that draws on the talents of the wider NT community.

That all teaching staff be made aware of research requirements, encouraged to participate in a research project and, as appropriate, the research development programme.

**Responsibility: Heads of Faculty
Due Date: Ongoing**

Resources - Library

The key area to support research is Library resources and its development is the #1 priority for research development and for degree approval. Ways need to be found to provide access to at least one on-line database and access to librarian knowledge to ensure the collection meets programme and research requirements, the catalogue is maintained, and staff and senior student needs are met. An investment needs to be made into library resources and an appropriate work space provided if it is to remain a reference library.

Academic staff will be subscribers to various journals and in the short term a system could be put in place whereby the contents pages are circulated and articles photocopied as required. A list of available journals is required for accreditation.

That a review of the library resources is carried out and a development plan put in place for the short and long term.

Responsibility: Assistant Principal

That a list of all relevant academic journals be made with * indicating location.

Responsibility: Grace Sylvester

Resources – Partnerships Relationships

Research into NT has been slow to develop in NZ. A few key research centres should be evaluated for relevance and contacted with a view to forging a research-based relationship. This could provide mentoring to emerging researchers, access to resources and establish important relationships as the proposed Wellpark Research Centre develops. Information on the University of Western Sydney's Centre for Complementary Medicine Research is attached as an example.

Relationships could also be formalized with some local practitioners and suppliers. Both groups are likely to have research experience to draw on.

That a few research-based partnerships be formalized.

Responsibility: Principal in consultation with the HOF

Resources - Funding There needs to be a funding stream to support researchers so that research outcomes can be presented at conferences and to enable experienced researchers to be invited to Wellpark as guest researchers. These are important opportunities for networking within the discipline and enhancing Wellpark in the national and international arena. Consideration should be given to seeking sponsorship from suppliers for this purpose. Funding to carry out research could be sought in the longer term from organizations such as WHO where there is a complementary medicine division.

Responsibility: Principal

Resources - Research Time This is difficult in a tertiary organization where student numbers are comparatively small, classes have much lower numbers and there is no post-

graduate programme that essentially funds staff research time in the university environment. Consideration needs to be given to reducing student contact hours particularly in years 3 and 4 and attempting to timetable staff so that lead researchers have a limited amount of allocated research time. This would be in line with an approved research project that involves the leadership of a team approach to the project – see below.

Responsibility: Principal/Assistant Principal
Due Date: Semester 2 2006

Infrastructure – Research Committee

The College's QMS (section 1.2.8) sets out the policy and procedures for research and I see no reason why any aspect should be altered at this stage. These should be reviewed at the end of the year and any changes recommended to Academic Board through the Research Committee. It is suggested that, at least in the short term, the Research Committee takes a strong leadership role to ensure that a focused and achievable research plan is put in place for 2006-2007 and that the plan is regularly monitored.

Membership is outlined in the QMS and it is suggested that the three HOF should be members for the next two years and that Professor Charles Crothers, AUT's Research Coordinator for the Social Sciences be invited to chair the Committee. Richard Aylett is to be invited to be the external representative from the industry and Phillip Cottingham will represent the Principal's Department. The Committee will meet twice/semester and other business carried out via email.

Responsibility to invite Professor Charles Crothers: Assistant Principal

Research Projects

Initial discussion supports integrating the modalities offered at Wellpark and creating small cross-modality research teams. An example is researching the physical effects of breathing techniques on wellness. This may lead to collaborative work with a physiology department of a university.

It is recommended that the HOF meet and bring to the Research Committee meeting a first outline of three(?) research projects that build on the current knowledge base of the College. The projects would need to inform the teaching programme and could link with final year student research projects.

Responsibility: HOF (Vijay) in consultation with other HOF
Due Date: February Research Committee meeting

Grace Sylvester
31 January 2006

Appendix 11a Revised Research Plan

2008-2010

In 2008 the College revised its research objectives in the light of the panel's report and the requirement for a more robust approach to supporting research.

Key features of the plan include:

1. The revision of the position of research leader and the appointment of Mary Hayes to a dedicated position (see staffing plan for job description)
2. The reformation of the Research and Ethics Committee.
3. The establishment of revised goals for research
4. The establishment of a research fund by the Prema Trust
5. The establishment of professional development plans for selected staff that include research projects

The following plan has been written and approved by the Research and Ethics Committee, Academic Board and the Board of Directors.

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Research Resources	Current goals 2006	Wellpark's projections/goals 2007	Recommendations/Plan 2008-10
Provisions for teacher laptops (age)	Not at present. Teachers' computers 2-4 years old. Classroom 4-5 years old	2007 - Review necessity of laptop for tutors	2008 - Upgrade review within the next year Upgrade within 3 years
Web cams	Not at present	Purchase of web cams for video interviews or conferencing distant interviews with participants	2008-10 Review and upgrade when necessary
Mp3 Players	None at present	Purchase of Mp3 players for interviews with research participants	2008-10 Review and upgrade when necessary
Filming and photography equipment	Digital video and still	2007 - Utilize for filming group interview with research participants	2008-10 Review and upgrade when necessary
Pod-casts: For teachers and students	Not at present	2007 - production of audio tapes	2008 - Pod casting
Library (see revised library plan)	Very small library database Build on database Subscribe to journals on line Review current library facility and collection Create a plan outlining short and longer term needs Plan approved Financial resources made available Create a list of all relevant academic journals Indicate location	Library update in progress Research books recommended: Research Methods in Education, Cohen (2007) Social Research Methods, A Bryman (2004) Students participating in the Degree program will now have access to Unitech's library facilities Mind mapping tool	2008 - Subscribe to online journals Online books available Website database for reputable sites learners can visit 2009 - evaluate and update annually
Inspiration.com	Not at present		2008/9 - Brain storming, mind mapping research projects Professional Development sessions
Endnote	On Research computer only	Library database	2008-10 - Upgraded as necessary
N6	On Research computer only	Data analysis software	2008-10 - Upgraded as necessary
Dragon voice recognition software	Not at present	Converts voice recordings in MP3 into written data	2008-10 - Upgraded as necessary
Use of current resources	Identify current resources	Utilise student clinic and database Clinical research to be incorporated	2008-10 - Review effectiveness of clinical research

While Wellpark currently has access to some hardware and software for recording during data collection it has been recommended that these be updated. The new hardware and software will save time, money and space on the Colleges server.

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Evidence informed teaching and learning	Current goals 2006	Wellpark's projections/goals 2007	Recommendations/Plan 2008-10
Integration into curriculum and assessment	Research Methodology course Degree program	2008 - Integration in the degree program 2007 - Integrate Research on a gradual basis. Design and develop Research components to suit the New Degree 2008 - use new Degree as the models for other curriculum areas	2009 - Offered as a professional development program for Professional Natural Therapists 2009 - Graduate Diploma offered
Students strategies Understanding of information literacy within curriculum including Ethics Regular reviewing of evidence based activities	Course completion Research Methods Program	2008 Degree program 2008 Degree program	Students to assist in Wellpark's Research projects Early 2008 - Work shop for staff and students Bi -annually/as new students arrive
Integration into Industry	None at present Pathway for Naturopaths with Diploma to cross credit onto Degree Program	2007 - First year reviews on a three monthly basis. 2008 Start of Degree program 2008 - Offered as a professional development program for Professional Natural Therapists	2008 - bi-annually 2009 - annually 2009 - 2010 Offer Graduate Diplomas Pathway on the Masters Programs

Evidence based learning will be integrated into the degree program. Students will have the opportunity to carry out their own research and assist in faculty Research. Initial workshops will be held with staff and students of an integrated understanding of information literacy and the ethics surrounding Research. Natural Therapy Professionals will have the opportunity to cross credit and pathway on to the degree program as a part of professional development. Wellpark is in the process of integrating e-learning into the programs, this learning environment will be used to support Staff, Students and Industry Professionals who are participating on the Research Program.

Wellpark College of Natural Therapies Review of Research Plan 2007

Table 23 Revised Goals for Research Development

Current goals 2006		Wellpark's projections/goals 2007	Recommendations/Plan 2008-10
Mission Statement (D. Smith & Turney, 1997) Principal and Board of Trustees	Education Mission statement: To develop and deliver educational programs for natural therapies. To establish research into natural medicine To foster excellence in natural therapies education and practice to provide community education in natural therapies	Reviewed to include: Holistic approaches that are integrated	2008 - Review the Mission statement
Objectives and Goals 1. Why research?	To establish the beginnings of a research culture through providing opportunities for staff and students to further their knowledge on research methodology and to engage in research discussions with a cross section of researchers in the field of Natural Therapies To work towards the creation of a Wellpark College community of researchers that are not separated by modality	2007 - Develop specific goals and objectives	2008- Review the goals and objectives
Statement of problem	Time Under funding No research leader	2007 funding has been allocated from the Board of Trustees (BOT) Research leader has been appointed	2008- Apply for funding from AKO
Research Plan	Sighted Needs to be reviewed	Oct 2007 Research plan reviewed and sent to NZQA	2008-10 Research committee to review the research plan annually
Policies for Research	Sighted. Policy for Faculty research needs to be written Review current policy	Oct 2007 - Policy for staff created Amendments made to current policy document	2008 - 10 Review document Ongoing annually

	Current goals 2006	Wellpark's projections/goals 2007	Recommendations/Plan 2008-10
Procedures For research	Basic procedures outline in plan Procedure sighted for students Procedures for faculty research needs to be re-written	Development of procedures in progress Form to be added	2007 - Create Research procedures doc 2008 – Review and amend Ongoing
Research Committee policies and Procedures	To be developed	In development	Approved by the Research Committee and BOT 2008-10 review Committee policies and procedures
Research Committee Members	Committee need to be reformed	2007 Committee members invited and one at least one meeting held before the year end	2007/8- Research committee re-established one member of the academic board one representative from the Principals dept External representative from NT Industry Roles and responsibilities 2008 meet bi-annually 2008-10 Review annually
Complaints Procedure Establish active ongoing research based relationships	Developed and sighted Establish active ongoing research-based relationships in order to provide mentoring to emerging researchers and to enhance the development of a Wellpark Research Centre Contact made with: Other academic institutions Local practitioners Naturopathic suppliers Invitation to visit Wellpark College Visit to key contact people Agreed relationship established and developed To create a research Fund to enable conference presentation, visits by guest researchers	Review in 2007 To be reviewed in the first Research Committee meeting Unitec New Zealand Osteopathy has been formally approached and a collaborative partnership is currently being established Department is being approached 2007 Independent Research committee member to be invited on the Research Committee	2008 – Review wider community
Research Fund	To ensure there is ongoing research taking place that supports the programmes and ethos of the college	Sponsorship is sought Funding gained through budgeting process Guidelines for use of fund 2007 Each faculty to develop a research project suitable for a small team approach – integrating modalities if possible	Research funding has been established by the BOT Oct 2007 Project outlines reported to the Research Committee and the BOT
On going research Program			

Wellpark's Research direction has been amended to include a holistic and integrated approach to research. Specific goals and objectives are presently being developed by the Research Team. The Board of Trustees has now allocated funds to the Research Program. Along with internal funds for Research External funding will be applied for. The Research Plan has been reviewed and Research Policies (forms to be included) and have been amended to accommodate the changes. Research policies have been amended to include Faculty procedures for research applications. The Research Committees Roles and responsibilities (forms to be included) have been developed and the Committee is in the process of reforming to include an independent Research Advisor. Research projects are currently being developed; one small Naturopathy project is already in progress.

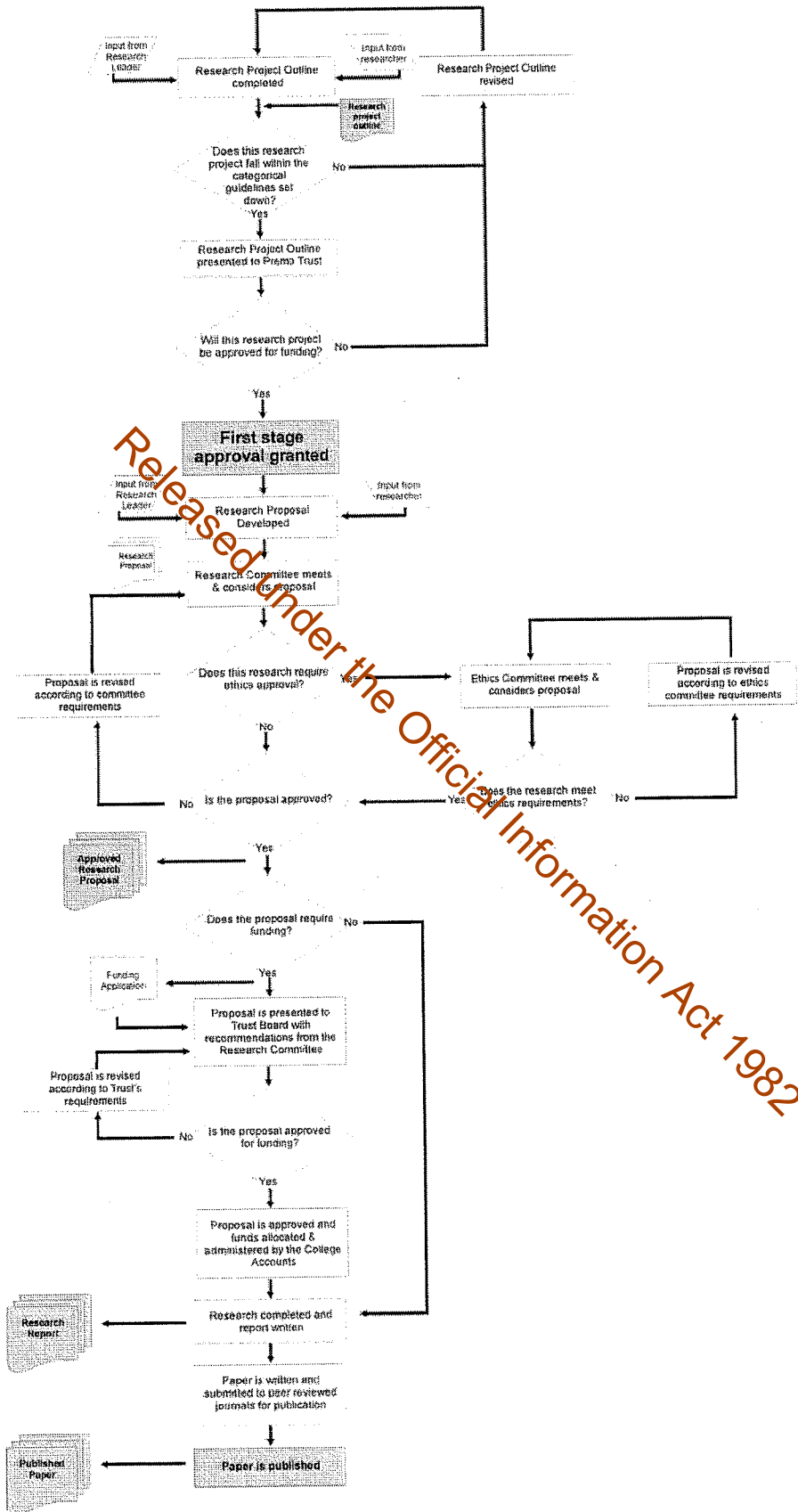
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Professional development strategies	Current goals 2006	Wellpark's projections/goals 2007	Recommendations/Plan 2008-10
Research leader	Research leader role needs to be established	Research leader established Roles and responsibilities established	2007/10 – Review Annually
Research Team Members	Research Team needs to be formed	Research Team members invited and one at least one meeting held before the year end Selected HOF's, Grace Swester and Research Leader	2007/8- Research Team established To meet bi-monthly Responsible to Principal and BOT
Research qualifications of staff	The following collected from academic staff: Completed qualifications In-progress qualifications with anticipated completion dates *Denoted teaching in the BNHM degree Collated into schedule	Schedule for degree approval document Information to Principal for PD purposes	2007 - PD for staff on Degree 2008 - All staff have continued ongoing PD
Reviews of teachers PD needs	Planning stages Short term development plan Long term plan (2006-2008) developed Approved by research committee Funding approved Staff advised of research requirements and encouraged to participate in development program Research conferences attended	Ongoing training Outcome: All staff receive copies of plans Academic Board advised Advisory Committee advised	2008 - Initial training with continual reviews and ongoing online
Conference Proceedings		Keep up to date with conferences and publications	2008 - Attend the <i>Third International Congress of Complementary Medicine Research 2008</i>
Current Research projects	Research outcomes to be collected from all staff: Research outcomes 2004-2006 Research in progress Other contributions to the research environment, e.g. peer esteem Collated into schedule Research section created on webpage	Faculty members taking part in research will do so as a part of their PD program Schedule for degree approval document Base for various annual reporting processes Information for management for budgeting purposes Inform research development process Research Projects to be seen through to publication	2008-10 Review PD programme

The role of researcher leader has been filled (roles and responsibilities attached). A Research Team has been formed consisting of selected Heads of Faculty, an independent Research Development Advisor and the Research Leader (appendix 4). The Principal will attend the Sydney conference for research (appendix 5). Those members of Faculty taking part in research will do so as a part of their personal Professional Development Program.

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Wellpark College Research Approval Process Flow Chart



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Appendix 12 Programme Implementation Timetable
PROPOSED PROGRAMME IMPLEMENTATION SCHEDULE
BACHELOR OF NATUROPATHY AND HERBAL MEDICINE

Table 24 Programme Implementation Timetable

Date	Courses
2007 - Semester 2	Year 1 - all Semester 1 courses Year 2 - all Semester 1 courses
2008 - Semester 1	Year 1 - all Semester 2 courses Year 2 - all Semester 2 courses Bridging students ⁷ One course to be delivered by Wellpark College: <i>Evidence based practice for natural therapies</i> <i>Health in the Context of Aotearoa New Zealand</i> will also be available through AUT
2008 - Semester 2	Year 1-3 - all Semester 1 courses Bridging students <i>Current issues in natural therapies</i> <i>Natural therapies and herbal clinical practice</i>
2009 – Semester 1	Year 1-3 – all Semester 2 courses Bridging students – as for 2007, Semester 2

⁷ Diploma graduates wishing to upgrade their qualification to the Bachelor of Naturopathy and Herbal Medicine November 2007

Appendix 13 - Academic Board Extract – Degree Approval

Present: Phil Cottingham, Barbara Allpress, Phil Dowling, Sridhar Maddela, Marina Locke, Ali Coomber, Tian Hua
Apologies: Vijay

	Minutes	Action	To be actioned by	Brought forward
1	Previous Meeting Minutes	Accepted by Sridhar, Ali, Phil Dowling, Barbara & Marina Signed off by Phil Cottingham		
2	Assessment Workshop:	Five of our HOFs and some key tutors are doing the Assessment Workshop at the moment. Phil C will take some time with those tutors after the Workshop to start the assessment.	Phil C & HOFs	Ongoing
3	ASR	All the third round ASR files need to be in by 24 th of June. Kerry is contacting with other people individually. Phil C left a message to a lawyer and would seek some legal advice.	General Info	Ongoing
4	NZQA Audit Action Plan	Audit Action Plan has been sent to NZQA. The College is waiting for comments.	General Info	Ongoing
5	Degree Approval	A programme document for the proposed Bachelor of Naturopathy and Herbal Medicine has been passed to HOFs for approval. Phil Cottingham, Phil Dowling, Ali Coomber, Barbara Allpress, Vijay and Sridhar are all in favour of the proposed Degree Program. The draft of Programme document for the proposed Bachelor of Naturopathy and Herbal Medicine is approved by the Academic Board.	General Info	
6	Timetabling	Phil C suggests that we need a half day teaching off for all the HOFs each week in 2007. Ali will put it on her 2007 timetabling consideration list.	General Info	Ongoing

The Revised application will be submitted to the next academic board meeting for final approval. Board members have been requested to read the document and sign that they are in favour of approving it. A paper with their signatures will be forwarded to the panel as evidence prior to the end of 2007.

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Appendix 14 Clinical Procedure and Protocols

Section 10.3 of the QMS gives an outline of the Policies related to the Clinic. The following is extracted from the Prema Clinic Handbook (v2. 2007) which all students receive. These policies and procedures are reviewed on an annual basis and will be reviewed prior to commencement of the degree clinical programme to ascertain issues that may be relevant to the delivery of clinical training for the degree.

In 2007, Sophie Holmes was appointed assistant clinic supervisor. Her role is defined as:

- Assisting students with clinic protocols
- Assisting students with assessment of clients
- Assisting clinic supervisor (Lynda Bailey) with case management advice

In 2008 a clinic manager will be appointed. This position will be a permanent role, located at the clinic office.

Dispensary – A small dispensary will be available onsite to enable students to prescribe and dispense at the time of consultation (where this is required).

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Clinic Handbook Extract

The following is extracted from the Clinic Handbook that all students receive at the commencement of their clinical programme.

The Prema Clinic's purpose is to provide a place of healing and education through

...

providing a nurturing environment for all who visit and work in it;
enabling the development of skill and experience to unfold for students;
providing the public with access to natural medicine at reasonable cost;
providing a place that reflects the understanding that the student has gained during their natural therapy education and allowing this to develop into practice under the guidance of experienced tutors;
providing an avenue for the College to interface with and serve the community by offering treatment that is in harmony with nature;
fostering an environment wherein growth, understanding and wisdom may flourish according to nature's laws.

What benefits does the Clinic offer to students?

Safety, peace of mind, and security while:

learning to apply the professional requirements for practice without the financial burden of setting up a clinic;
developing confidence in the client-practitioner relationship;
using the availability of the Clinic as a self-marketing tool;
developing client relationships that may lead to ongoing consultation treatments;
developing client treatment plans and witnessing changes towards an improved state of wellness;
receiving advice, support and encouragement from Clinic Supervisors/Heads of Faculty throughout the clinical learning process.

When can students begin working with clients?

Initially students work under the supervision of an experienced practitioner. The Head of Faculty or Clinic Supervisor will formally sign off that you are ready to practice under supervision. The sign off form is available from the Head of Faculty.

Before graduating from the College, students will have the opportunity to progress to conducting self-directed clinics, all of which must take place at the Prema Clinic. This requires the Head of Faculty or Clinic Supervisor to formally sign off that you have the required knowledge and experience to hold your own clinics. Note that prescribing remains the overall responsibility of the supervising tutor who will approve all treatments while you are a Wellpark student.

Without the signed approval of the Head of Faculty or Clinic Supervisor, students cannot work with clients.

All student practitioners are required to complete a contract in relation to clinical practice. See Appendix 3 for a copy of the Student Contract. The signed contract will be filed in each student practitioner's personal file.

Who will be my clients?

Student practitioners are expected to source their own clients; adults or children can be clinical clients. The College assists with marketing the services of the Clinic.

What Clinic equipment is available to student practitioners?

Key equipment items are provided for student practitioner use and these will be outlined by the Clinic Supervisor during the Clinic orientation process. You will also be advised of any resources to be supplied by student practitioners.

Student practitioners should notify either the Clinic Manager (Extn 721) or the Clinic Supervisor when supplies become depleted.

How do student practitioners book a client consultation?

Any changes from the following College wide procedures will be set out in your clinical course pack and outlined to you by your Clinical Supervisor or Head of Faculty.

Students have timetabled hours when supervised clinics take place. Other than Massage students, clinic rooms for supervised clinics are booked through the Clinic Supervisor. Students involved in self-directed clinics make their clinic room bookings through College Reception (Extn 701).

Clinic room bookings for Massage students involved in either supervised or self-directed clinics are made through College Reception.

What is the consultation fee payment process?

The College is required to receipt all payments and the receipt number is to be recorded on the client case study before being accepted for marking. No receipt = no marking.

For supervised clinicals, student practitioners process the payments as outlined at their Prema Clinic Orientation. There is a receipt book at the Clinic if a client requests a receipt. EFTPOS facilities are available to clients when the Clinic Supervisor is present.

For self-directed clinicals, clients are required to pay the student practitioner who takes the money to the College Reception where a receipt is issued. Student practitioners may wish to carry change but should request clients to bring the exact amount if possible or pay by cheque. Student and client names are listed on the receipt docket.

What are the protocols that students are required to follow?

Ethics: Students are required to read and abide by the Clinic's Code of Ethics as set out in Appendix 1.

All clients must sign the standard Informed Consent Form prior to the start of an appointment. See Appendix 2 for a copy of the form. Copies are available from the Clinic or from Reception. The signed consent form is to be filed in the allocated file held at the Clinic Reception or at the College as advised by the Clinical Supervisor.

All ingestible prescriptions must be written on the Wellpark College prescription forms, approved and signed by the Clinic Supervisor, Head of Faculty, or as advised at the Clinic orientation.

All ingestible prescriptions must be purchased through the College dispensary. This ensures control of product quality and protects client and student safety. (A prescription catalogue is available at the Clinic. Any required product that is not in the catalogue should be ordered through the dispensary. If product is not available through the dispensary, the Dispensary Manager will direct the student practitioner to a suitable/controlled outlet.)

Student practitioners must collect materials, such as oils and waxes, from the dispensary preferably the day prior to the consultation.

Student practitioners must be dressed professionally when dealing with the public. Required dress code for specific modalities will be advised by the Clinic Supervisor concerned.

If a student practitioner is unable to keep an appointment, at least 24 hours' notice must be given so that a replacement practitioner can be arranged.

Student practitioners are responsible to set up their own consultation room and should arrive at the Clinic at least 15 minutes prior to the appointment time.

Following the consultation, the clinic room is to be left clean and tidy for the next client. This includes rolling up the blinds, turning off the lights and heaters, removing cups, and closing up cleaned massage tables and other tables.

No food or drink (apart from water) is to be taken into the client consulting environment.

Is there a standard process to follow?

Welcome your client by their first name.
Invite them to take a seat at Reception if you have yet to prepare the consulting room.
Offer them a cup of tea/coffee/water.
Ask them to complete the informed consent form.
At completion of the consultation, complete the payment/receipting process.
Encourage the client to book for follow up treatments

How do student practitioners manage the client record keeping process?

The student practitioner is responsible to care for and maintain client records according to privacy requirements. The process to be followed is outlined below.

A standard Client Record Cover Sheet is completed by the student practitioner for each client. To maintain client confidentiality, the Client Record Cover Sheet is kept in a secure file at the Clinic and does not leave the Clinic at any time.

As client cases are part of the student practitioner's assessment process, the Client Record Cover Sheet will be numbered and student practitioners will ensure that the client ID number is written on all client case notes. Client case notes will never identify the client by name.

Student practitioners will develop their own case record form as part of their Year 2 assessment. The form will be approved by the Head of Faculty or Clinic Supervisor prior to use.

Student practitioners will complete their case notes at the clinic, add the client number, make a copy of the case notes, keep the original case notes for assessment purposes, and attach the copy to the Client Record Cover Sheet. The notes will be filed in the secure file at the Clinic in the manner advised by the Clinic Supervisor.

Student practitioners in Massage and Aromatherapy will follow the same procedure at the College. The location of the secure file will be advised by their Clinic Supervisors.

Are there specific Health and Safety Protocols to follow?

A copy of the College's Health and Safety Manual is kept at the Prema Clinic and at the College campus. Its location will be included in the orientation process.

A set of clinical standards of practice is displayed in the clinic.

Modality specific Health and Safety issues will be outlined to you by your Clinic Supervisor through your course pack.

The Clinic Supervisor or Clinic Manager must be advised of all health and safety issues, including faulty equipment.

Personal hygiene standards are essential and will be clearly outlined during the Clinic orientation process.

***If you experience any difficulties or require advice,
contact the Clinic Manager, Kerry Atma (Extn 721)***

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Appendix 1

PREMA CLINIC CODE OF ETHICS

The Natural Therapies student will, in all professional duties and relationships, practice with compassion and respect for the principles of Holism (consideration for all aspects that affect the health of patients). This includes the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social and/or economic status, personal attributes, or the nature of their health problems.

This translates into every aspect of the student's behaviour within the confines of the Clinic.

No client will be denied treatment on the basis of any judgment other than presenting with conditions that are not within the student's scope of practice.

The Natural Therapies student's primary commitment is to the patient, whether an individual, family group, or community.

All consultations, treatment and advice will be client centred.

To the best of their ability, the student practitioner will serve the needs of the client, assisting them to better health on all levels.

The Natural Therapies student promotes, advocates for, and strives to protect the health, safety, and rights of the client.

The student practitioner will ensure that client rights and safety are foremost in all their clinic interactions.

Confidentiality of patient information, both verbal and written, is paramount and this is ensured by both the student practitioner and the clinic supervisor.

Patient boundaries will be respected at all times. This includes sexual, physical, moral, mental, emotional, cultural, and spiritual boundaries.

Only professional relationships with clients will be entered into by student practitioners.

The Natural Therapies student is required to:

Follow an acceptable referral protocol as given and checked by the clinic supervisor.
Ensure the confidentiality and safety of any documentation that may be transferred through such protocol, to ensure the right of the client to privacy at all times.

The Natural Therapies student will, to the best of his/her ability ensure their own well-being and professionalism, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.

The student will ensure that s/he is in a fit state of health to conduct a clinic.
The student will refer to the clinic supervisor in any question of competence, scope of practice or other issues related to their own or the health and well-being of the client.

If it is considered that any of the above rules have been compromised, contact should be made with the Clinic Manager, Wellpark College, 360 0560 Extn 730 or with College Reception Extn 701.

Appendix 2

PREMA CLINIC INFORMED CONSENT FORM

.....

agree to attend the Prema Clinic as a patient/client on the following terms:

I accept that Wellpark College of Natural Therapies will take responsibility for the process of gathering and storing information about me and the treatment I am offered.

I acknowledge that I will make every attempt to comply with treatment, but agree that I will not participate in any treatment plan that I feel is contrary to my wishes.

I agree to information about me being utilized for teaching or statistical purposes as long as complete confidentiality is maintained and that I cannot be identified in any way with information that is published or used for teaching purposes.

Signed Client, Prema Clinic

The Prema Clinic operates on the following terms:

We do not diagnose. Nothing we do or imply should be construed as diagnosis. We attempt to ascertain factors about your health issues.

We make no attempt to cure any 'condition'. We do not claim, imply or suggest that any treatments will cure any condition, nor that the purpose is to cure any condition. The purpose is to support the body to regain health.

We do not prescribe nor treat disease

We do not attempt to interfere with medical advice in any way. We cannot advise you on medication given to you by your MD or any other doctor. Please always ask your MD for advice on your medication.

I acknowledge that I have read the above and agree to treatment under these terms.

Signed Client, Prema Clinic

CONSENT TO TREAT A MINOR

By my signature I authorize to provide treatment to my child or dependant.

Parent/Guardian signature Date

.....

Appendix 3

STUDENT CONTRACT

Wellpark College of Natural Therapies

Student Name:

Student ID:

Modality:

Student Signature:

Date:

I have read the Prema Clinic Handbook and agree to conduct my clinical requirements at Wellpark College in accordance with the conditions set out in that Handbook.

In return the College will undertake to provide promotion and advertising of student clinic services, an attractive and safe clinic working environment with back up support from Heads of Faculty, Supervisors, and the Clinic Manager.

Released under the Official Information Act 1982

Appendix 15 College QMS

This QMS is the Current (2007) one. It will be updated to include the provisions within the degree documentation, including regulations and policies, once degree approval is gained.



**WELLPARK COLLEGE OF NATURAL THERAPIES
LTD**

QUALITY MANAGEMENT SYSTEM 2007

**PREPARED BY THE PRINCIPAL IN CONSULTATION WITH THE
WELLPARK COLLEGE STAFF**

Introduction

Wellpark College of Natural Therapies is New Zealand's largest natural therapies tertiary institute, offering the country's most comprehensive range of natural therapies qualifications.

The College was first registered as a Private Training Establishment in 1997 under the Prema Charitable Trust. It gained accreditation to offer courses and programmes based on selected National Qualifications Framework domains and individual unit standards in 2003.

The College offers a wide range of approved and accredited programmes at Certificate and Diploma levels. These include:

- Certificate of Aromatherapy
- Certificate in Craniosacral Therapy
- Certificate of Relaxation Massage
- Diploma in Ayurvedic Lifestyle Management
- Diploma in Ayurvedic Medicine
- Diploma of Aromatherapy
- Diploma of Herbal Medicine
- Diploma of Naturopathy
- Diploma of Nutrition
- Diploma of Therapeutic Massage
- Diploma of Yoga
- Diploma of Yoga and Therapy (Advanced)

Curriculum development is proceeding on the College's Bachelor of Naturopathy which the College plans to offer in the future.

Wellpark College accepts both national and international students for its Certificate and Diploma programmes. The College gained signatory status to the Code of Practice for the Pastoral Care of International Students in 2003.

The College has EFTS funding for its approved and accredited programmes. Intending national students can apply for Student Loans and Allowances through Study-link.

As part of its commitment to ongoing student support, the College offers a variety of facilities and services. These include a dispensary for natural therapeutics supplies, a professional training clinic, a library, bookshop, café, student common room, computing facilities and a free counselling service.

Through the Prema Trust, the College is committed to forging relationships with its local community through the various services it offers. These currently include the Prema Clinic, public open days and free public talks. Further Trust

initiatives include the development of free mobile clinics, the establishment of a free natural therapies hospital and the development of commercial herbal medicine production.

The College is committed to quality education that is infused with the values that form the foundation of natural therapies and to the broader recognition of natural therapies within New Zealand.

Organisational Details: Wellpark College of Natural therapies

A. Legal status

Wellpark College of Natural Therapies is wholly owned and governed by Prema Charitable Trust. From 2007, it will operate as a limited liability company.

B. Legal and trading name

The organisation will trade in New Zealand as Wellpark College of Natural Therapies Ltd, an appropriate name distinguishable from the names of related companies and one which does not duplicate the name of another registered establishment or use any protected terms. The name will be clearly stated on all publicity materials and student information.

The College's administrative centre and head office is situated at 6 Francis Street, Grey Lynn, Auckland 1.

C. Delivery Sites

Wellpark College of Natural Therapies will deliver its courses and programmes from its principal delivery site which is situated at 6 Francis Street, Grey Lynn, Auckland 1.

1 Defining Goals and Objectives

1.1. Company vision/mission statement

The vision of Wellpark College of Natural Therapies is *'to educate students to be qualified and registered natural therapists working in an integrated national health care system'*.

1.2 Education mission statement

The mission of Wellpark College of Natural Therapies is captured by the following broad objectives:

- To develop and deliver educational programmes for natural therapies
- To establish research into natural medicine
- To foster excellence in natural therapies education and practice
- To provide community education in natural therapies

1.3 Statement of values

Wellpark College of Natural Therapies is committed to the following values:

- The principle of holism in health and education
- Honouring an education process that seeks to bring out excellence in students, staff, teachers and support staff
- Promoting education and discussion that serves society in a meaningful way across a range of areas including social services and health care disciplines
- Valuing research so as to establish the place of natural therapies within the health care environment
- A values-orientated approach to education

The following represent essential humanistic values of the organisation:

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

Wellpark College's Quality Management System provides a comprehensive framework of documented policies and procedures adhering to these key values.

1.4 Strategic Plan 2004-2007

Goals and Performance Indicators

1.4.1 Offer an increasing range of programmes in natural therapies

1.1 Existing range of Certificate and Diploma level programmes is maintained

1.2 New specialist programmes are designed in response to discerned needs

1.4.2 Ensure quality of programme delivery

2.1 Delivery issues and decisions/actions recorded in Academic Board minutes

2.2 Minimum of 80% satisfaction rating reported in student evaluations

2.3 Review of major programmes is undertaken triennially

1.4.3 Ensure staff are qualified and maintain currency in subject field and teaching

3.1 All appointed staff meet stated appointment criteria

3.2 Annual performance appraisal of tenured staff is undertaken

3.3 Staff professional development goals are achieved through participation in in-house/external professional development activities

1.4.4 Provide quality support structures and pastoral care to students

4.1 Positive student feedback is received on College's learning support services

4.2 Positive feedback is received on College's counselling service

4.3 Obligations are maintained as a signatory to the Code of Practice for international students

1.4.5 Produce qualified professionals in natural therapies

5.1 All new programmes are formally approved by Academic Board to ensure their strong integrated focus

5.2 All major programmes are reviewed and any changes actioned

5.3 Graduate employment pathways are well defined through closer links with industry

5.4 Database of graduate employment destinations is created and maintained

5.5 Pathways developed with other like providers to enable graduates to access further study, clinical and research opportunities

1.4.6 Develop a research committee to support academic programmes

6.1 Qualitative and quantitative research is introduced into selected Diploma programmes

6.2 Academic staff are trained in research-based teaching

6.3 Provision of on-site resources for research is increased

1.4.7 Forge and maintain relationships with ethnic groups and the local community as a whole

7.1 Needs analysis is undertaken to identify further programmes for development which meet targeted needs of groups

7.2 Links are strengthened with local Maori iwi and Pacific Island community agencies

7.3 Student clinical experience is provided in diverse community settings

1.4.8 Ensure ongoing compliance as a PTE

8.1 Policies and procedures in QMS manual are updated periodically to reflect current practice

8.2 Annual internal review is undertaken and necessary changes made

8.3 Positive external audit outcome is achieved denoting compliance with QA Standard One and the requirements of the Code of Practice

Any reading of the above Strategic Plan needs to be read in conjunction with the College Profile 2007-2009.

2 Governance and Management

Wellpark College of Natural Therapies Ltd. (the College) is wholly owned by its Prema Charitable Trust and governed by a Board of Directors, which reports to the Prema Trust Board under its Deed of Trust.

The current directors of Wellpark College are:

Grant Litchfield	P.O Box 43, Pukekohe
Lindsay Peart	P.O. Box 81, West Park Village, West Harbour
Dinesh Lal	79 Whitney Street, Blockhouse Bay, Auckland
Phillip Cottingham	122 Lone Kauri Road, Karekare, Auckland
Jennifer Cottingham	122 Lone Kauri Road, Karekare, Auckland

The company's accountant is: Vinay Shah (in house)

The company's lawyer is: Mark Burns
P.O. Box 47-160
Ponsonby
Auckland 1

The company's financial auditors are: Richard Lockhart & Associates
P.O. Box 5353
Wellesley Street
Auckland 1

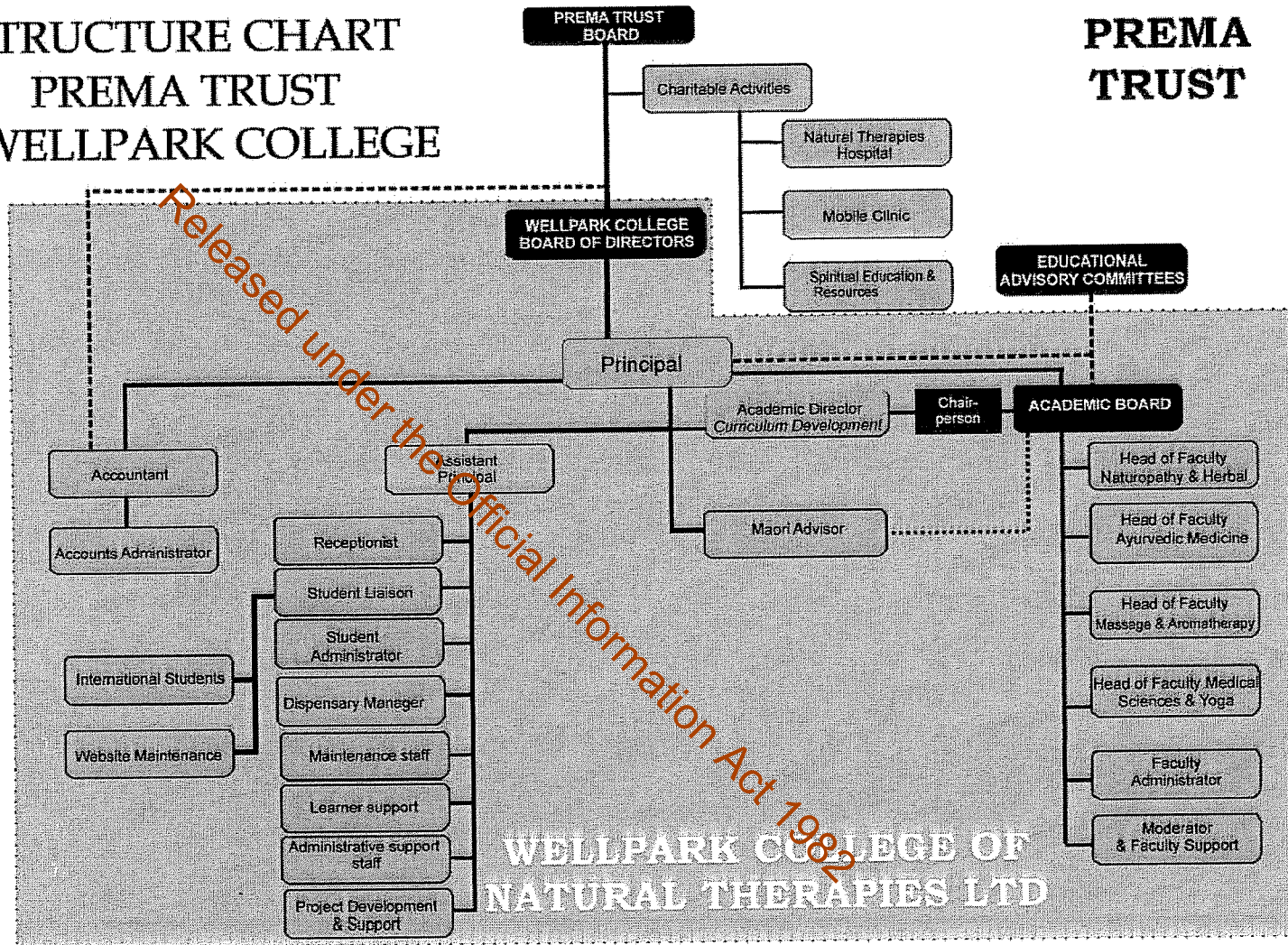
The company's bankers are: ASB Business Banking
Green Lane
Auckland

NOTE:

Wellpark College of Natural Therapies will notify New Zealand Qualifications Authority of any significant changes to the structure or makeup of the organisation, if and when these occur.

STRUCTURE CHART PREMA TRUST & WELLPARK COLLEGE

PREMA TRUST



Version 3 December 2006

© Wellpark College of Natural Therapies

2.1 Key Personnel Responsibilities

Principal

The Principal is responsible for providing the overall vision and leadership to the College and for overseeing the management of the four academic faculties by the Heads of Faculty. The Principal will report to the Prema Trust Board. The Principal's duties include:

- Disseminating the vision of Prema Trust
- Ensuring that Trust objectives are met
- Ensuring the efficient and profitable management of Wellpark College
- Overseeing policy compliance and the quality assurance function
- Overseeing the planning, delivery and review of College programmes
- Approving major changes to programmes
- Overseeing provision and quality of teaching/learning resources
- Overseeing assessment practice and moderation
- Sighting student evaluation data
- Selecting staff
- Co-ordinating Wellpark College research activities
- Overseeing the development of the College's subsidiary support services
- Overseeing health and safety compliance
- Communications to staff and students
- Strategic planning
- Attending QMS team meetings
- Marketing and promoting events, where necessary
- Authorising approval of major purchases and student refunds
- Attending Board of Directors meetings

Assistant Principal

The Assistant Principal is responsible for coordinating administrative support to the academic programmes. The Assistant Principal will report directly to the Principal. The Assistant Principal's duties include but are not limited to the following:

- Overseeing staff recruitment and appointment process
- Staff appraisal
- Overseeing professional development of staff
- Supervising and supporting staff (teaching and non teaching)
- Reviewing publicity material and student information
- Sighting student evaluations and reporting student feedback
- Communicating with students
- Student welfare and support
- Promotions and events
- Dealing with student complaints
- Attending Board of Directors meetings

Academic Director⁸

- Co-ordinating planning, development, redevelopment and approval of new programmes
- Supporting Heads of Faculty and teaching staff with teaching and learning initiatives
- Setting up and managing Advisory Committees for each of the Faculties
- Co-ordinating and Chairing Academic Board
- Managing the Research and Ethics Committee and assisting academic staff in relation to research projects
- Reviewing and updating the Quality Management System
- Academic project work as required by the Principal

Accountant

The College accountant is primarily responsible for the accounts and account procedures of the College and Prema Trust. He/she is directly responsible to the Principal. Chief duties include:

- Preparing monthly accounts
- Preparing budget and cash flow projections
- Invoicing
- Maintaining a system for tracking payments
- Managing debt recovery
- Overseeing and managing capital expenditure
- Overseeing payroll systems
- Undertaking financial reporting
- Preparing financial projections for business plans
- Managing budget allocations and contingency funds for purchase of resources
- IT operation and maintenance

Accounts Administrator

The Administrators will report to the Principal. Duties include but are not limited to the following:

- Managing cash flow
- Monitoring daily income and expenditure
- Reporting to Wellpark accountant
- Accounts payable management
- Purchasing office supplies and operational items
- Managing payroll and petty cash
- Monitoring tuition fee revenue streams
- Maintaining database of student information and academic records
- Making room bookings

⁸ Now Faculties Manager (Phillip Cottingham – 2007)
November 2007

International Student Liaison/ Project Coordinator

The International Student Liaison is involved in marketing decisions related to international marketing, as well as enrolling and supporting International students. The Project Co-ordination role involves specific projects such as maintaining the website and the bookshop.

- Administering and supporting international students
- Ensuring international student obligations are met (accommodation, medical and travel insurance, fees protection)
- Ensuring ongoing compliance with Code of Practice
- Maintaining College website
- Maintaining bookshop and managing required and recommended books on the student management system
- Co-ordinating international marketing activities
- Preparing and issuing certification

Heads of Faculty

The Heads of Faculty will be responsible for managing all activities of their respective faculty. They will report directly to the Principal and Assistant Principal. Their duties, while not confined to the following, will include:

- Managing all faculty staff
- Managing all faculty administration
- Review of curricula of faculty qualifications
- Developing Community Education programmes for the faculty
- Identifying resources and monitoring usage
- Managing the faculty's annual timetable
- Managing faculty relationships with students
- Developing course materials including module packs
- Dealing with credit transfer and RCC applications
- Moderating faculty designed assessments
- Managing student performance records and reports
- Sighting student evaluations and reporting student feedback
- Determining staffing requirements
- Observing classroom performance of teachers and appraising staff
- Approving and supervising faculty research activities
- Conducting faculty research, as appropriate
- Undertaking teaching duties, as required
- Considering student complaints and appeals
- Attending Academic Board and Advisory Council meetings
- Developing and maintaining relationships with professional associations
- Participating in the College review and audit process

Teaching staff

Teaching staff will be expected to contribute to teaching, educational development and some administration within the organisation. They will report to their respective head of Faculty. Their duties include but are not limited to the following:

- Planning teaching sessions
- Developing teaching materials
- Organising teaching resources and materials
- Delivering teaching sessions
- Carrying out assessments
- Participating in the moderation of assessments
- Providing feedback to students on progress and achievement
- Student guidance, welfare, supervision and support
- Supervising students and monitoring attendance
- Recording and reporting student results to administrative staff
- Maintaining currency with their subject discipline and teaching skills
- Complying with quality assurance policies and relevant OSH legislation
- Maintaining communication with College administration
- Attending faculty and staff meetings, as required

Faculty Administrator⁹

The Faculty Administrator will be responsible for providing an effective support management system for Heads of Faculty. He/she will be responsible to the Assistant Principal. Chief duties include:

- Setting up and maintaining faculty administrative systems
- Monitoring learner information
- Preparing Student Handbook
- Preparing Tutor Handbook
- New Tutor induction
- Responding to general tutor enquiries
- Course coordination
- Managing Graduations
- Alumni Newsletter
- Liaising with Student Administrator re student complaints and appeals

⁹ Role now merged with Faculties Manager (Phillip Cottingham 2007)
November 2007

Student Administrator

The Student Administrator will be responsible for carrying out enrolments, timetabling and managing the curriculum database. He/she will be responsible to the Assistant Principal. Chief duties include:

- Managing the enrolment process
- Managing fee protection arrangements
- Reporting to TEC
- TIA marketing
- Maintaining currency of curriculum information
- Timetabling
- Course listings booklet
- Administering Distance Learning Programmes
- Making room Bookings
- Managing student complaints and appeals

A full Quality Management System comprising groupings of key staff who undertake collective functions and responsibilities is described in the following pages.

Released under the Official Information Act 1982

3 Quality Management Structures and Systems

To ensure the quality of all functions associated with the provision of educational programmes and services, the following groupings have been established which perform specific roles within the quality management system:

- Prema Trust Board
- Board of Directors
- Academic Board
- Advisory Council

3.1 Prema Trust Board

The composition of the Prema Trust Board is:

Grant Litchfield	Chairperson	<i>Lawyer</i>
Lindsay Peart	Secretary	<i>Teacher (retired)</i>
Dinesh Lal	Trustee	<i>Surgeon</i>
Peta Joyce	Trustee	<i>Natural Therapist</i>
Phillip Cottingham	Principal	<i>Naturopath</i>
Jenny Cottingham	Assistant Principal	<i>Psychologist</i>

Prime Function

The prime function of the Trust Board is to monitor the overall performance of Wellpark College of Natural Therapies and to approve and advise on the strategic direction of the educational establishment as a whole.

Responsibilities of the Board of Trustees

- Setting strategic objectives for the College
- Reviewing and approving strategic plans
- Monitoring the College's progress towards and achievement of strategic objectives
- Reviewing and approving College budgets
- Reviewing and approving the hiring of senior management staff
- Monitoring the Principal's performance and conducting his annual performance review
- Reviewing and approving capital expenditure over \$3,000
- Overseeing compliance with legislation and regulations of agencies to whom the College is accountable
- Ensuring that the management systems of the College are consistent with the aims and objectives of the Trust
- Reviewing and approving any activities that broadly affect the aims and objectives of the Trust
- Maintaining the reputation, culture and image of the College and advocating on its behalf

System Operation

The Trust Board will meet quarterly or more frequently if required to discuss the performance of the Trust as a whole on the basis of documentation provided by subsidiary support units (i.e Wellpark College, Satyavan and the Services Arm). In addition, the Principal is required to submit reports on the financial performance of the College and the extent to which it is achieving its strategic plan. The Board will work to a pre-determined agenda and its meeting decisions will be minuted. Copies of agendas and minutes will be held by all trustees.

3.2 Board of Directors

The composition of the Board of Directors is:

- Principal
- Assistant Principal
- Two Trust Board members

Prime Function

The prime function of the Board of Directors is to oversee and manage the ongoing operation of the College

Responsibilities of the Board of Directors

- Reviewing and developing policies and procedures for all aspects of administrative and academic management
- Approving purchases within stipulated budgets
- Contributing to strategic planning
- Approving staffing appointments and monitoring staffing levels
- Approving the development of new courses/programmes
- Reviewing the relevance and currency of existing courses
- Determining student selection criteria and admission procedures
- Monitoring the delivery of programmes
- Ensuring compliance with employment legislation
- Overseeing the welfare of academic and administrative staff
- Approving professional development grants
- Dealing with administrative issues
- Ratifying audit and review reports

System Operation

The Board of Directors meets monthly to monitor all aspects of the operational management of QRC and to make decisions on issues which arise. At each meeting the members deal with standard agenda items and general business. Minutes are taken to record key decisions, along with responsibilities and a timeline for completion for each agreed action. Minutes of meetings are circulated to each member and a master copy held on file in the Principal's office.

In addition to the formal monthly meetings, members of the Board of Directors meet informally to share information and discuss events as required.

3.3 Academic Board

The composition of the Academic Board is:

- Principal
- Assistant Principal
- Heads of Faculty (4)

-
- Faculty Administrator
 - Student representative (as required)
 - Administration representatives (as required)
 - Maori Advisor (as required)

Prime Function

The prime function of the Academic Board is to set the academic policies of the College, co-ordinate the development and approval of new courses/ programmes, manage all aspects of course/programme delivery and to fulfil a broad quality assurance and continuous improvement function.

Responsibilities of the Academic Board

- Reviewing courses/programmes and approving newly designed or redesigned courses/programmes
- Approving major programme changes
- Assisting in the development of academic policies and procedures
- Monitoring internal moderation practice and external moderation data
- Assisting the Principal in matters of faculty management, curriculum development and delivery
- Assisting in mediation in matters of dispute between faculties or tutors
- Reviewing disciplinary cases
- Sighting written summaries of student evaluation feedback
- Considering student grievances and appeals
- Contributing to and sighting internal and external reviews/audits

System Operation

The Academic Board meets monthly to review all aspects of the delivery of programmes and make decisions on any issues which arise. At each meeting, the members deal with standard agenda items and general business. Minutes are taken to record key decisions along with responsibilities and a timeline for completion for each agreed action. Minutes of meetings are circulated to each member and a master copy held on file in the office of the Principal.

In addition to the formal once monthly meetings, members of the team meet informally to share information and discuss events as required.

3.4 Administration Meetings

Administration team meetings will be run on a fortnightly basis and be attended by the College's administrative staff. These will focus on operational procedures and practices. Minutes will be taken of key decisions reached and circulated to the team.

3.5 Advisory Committees

The College's Advisory Council has been replaced by the establishment of three Advisory Committees to support the Faculties as follows:

4. Naturopathy, Herbal Medicine, Aromatherapy
5. Ayurvedic Medicine and Yoga
6. Massage

The composition of each Advisory Committee is:

- Wellpark College Principal (ex officio)
- Heads of Faculty (ex officio)
- Graduate student/s
- Up to four practitioners for each modality covered
- Iwi representative
- Representative from the key professional association/s
- Clinical Supervisor – Prema Clinic (as appropriate)
- Committee Secretary (Wellpark College)

Members are appointed for a two year term. Further members are seconded for one year appointments on an 'as needs' basis. Each Advisory Committee meets twice each academic year.

Terms of Reference for each Committee

- To strengthen links between the College and members of the profession.
- To monitor the quality of the range of the College's programmes for the relevant Faculty/ies through receiving reports on student achievement.
- To advise on the ongoing development of the curriculum so that the programmes remain current and at the leading edge of natural therapies education.
- To advise on the content of any related courses of study that will meet the ongoing professional development needs of graduates of the modalities represented.
- To provide information and advice on career paths and employment opportunities for graduates of the modalities represented.

Minutes, with actions, are retained for all Committee meetings.

3.6 Research and Ethics Committee

The composition of the Research Ethics Committee is:

- Three members or representatives of the Academic Board of whom at least one member is actively involved in research
- One representative from the Principal's department
- External representatives from Natural Therapies industry

NOTE: All members of the Committee are to have a working knowledge of the Privacy Act, Human Rights Act, Treaty of Waitangi and the College's research protocols.

Prime Function

The prime function of the Research Ethics Committee is to guide and promote the development of research within the College and to address research-related issues.

Responsibilities of the Research Ethics Committee

- Approving all research proposals in accordance with the Research Code of Ethics
- Ensuring that supervisors of research are familiar with and comply with the Research Code of Ethics
- Dealing with research activities within the College's programmes
- Dealing with complaints relating to research ethics
- Recommending changes to the Research Code of Ethics to the Academic Board

System Operation

The Research Ethics Committee meets at least twice each year. A chairperson will be appointed on a meeting by meeting basis. At each meeting, the members will consider proposals for research which have been pre-circulated. Minutes of meetings are circulated to each member and a master copy held on file in the office of the Principal. The Principal will provide ongoing reports on the Committee's progress to the Academic Board and also compile an annual research report which will be made available to the Academic Board, the Board of Directors and the Prema Trust Board.

In addition to the formal meetings, members of the team meet informally to share information and discuss events as required.

4 Internal Review Processes and Audit

Review of policy and procedures occurs on an ongoing basis through the consultative process of the operational meetings outlined above. Any changes to policies and procedures agreed to by the Board of Directors will be recorded in the meeting minutes. Revisions made to specific QMS policies and procedures will be formatted in accordance with Wellpark College protocol. It is the responsibility of the Principal to regularly review and update the organisation's policies and procedures to reflect current operational practice.

An annual internal *audit* is also carried out towards the end of each calendar year to review the entire operation of the training establishment. This will be undertaken by an *independent educational auditor* who will work collaboratively with key College staff during the undertaking of the on-site audit.

The auditor will prepare a written report which includes:

- An evaluation of the extent to which the organisation has *complied* with its own policies and procedures and with NZQA's standards for the registration of private training establishments, plus any other relevant standard, such as the Code of Practice for the Pastoral Care of International Students.
- An evaluation of the *effectiveness* of the organisation's policies and procedures in ensuring quality and in meeting its goals and the needs of clients
- Recommendations for improvement

The report will be presented to the Board of Directors for consideration and endorsement. The final report will also be available to Prema Trust Board members. It will also be presented to NZQA prior to the agency carrying out its external audit of the organisation.

Both the Principal and the International Student Liaison Officer will check the Ministry of Education website for updates on requirements for international students. It will be the Principal's responsibility, however, to approve any changes to existing policies and procedures needed to meet changed requirements.

The International Student Liaison Officer will be responsible for reviewing and revising the information provided to international students on the College website and in the Student Handbook. The International Student Liaison Officer will inform staff of any changes to requirements in the Code of Practice and what actions will be necessary to meet such requirements.

5 Treaty of Waitangi

Wellpark College of Natural Therapies will address the requirements of the Treaty of Waitangi by:

- Developing and fostering relationships with local iwi to ensure their cultural input into the development and delivery of programmes. (Tangata Whenua – Ngati Whatua, is the primary relationship with iwi that the College has)
- Appointing a position of Maori Advisor for the purposes of developing relationships with iwi and other Maori groups, ensuring Treaty of Waitangi requirements are fulfilled, supporting Maori students and assisting in development of programmes that are of significance to, and mindful of the needs of, Maori. The Maori advisor may also be called upon to advise the academic Board on issues relevant to Maori.
- providing hands-on clinical experience to its students in local community settings
- welcoming applications from suitably qualified tangata whenua for teaching and administrative positions

Released under the Official Information Act 1982

6. Business Planning and Financial Management

Wellpark College of Natural Therapies will demonstrate sound business and financial practices by:

- establishing a three year strategic business plan to be annually endorsed by the Prema Trust Board.
- meeting the commitments under the Education Act in terms of financial management. The Public Trust will manage the College's trust account for the holding of all student fees. International students are required to either arrange medical and travel insurance in their own country or to arrange it through approved insurance providers in this country before the commencement of their course.
- employing an on-site chartered accountant to advise on its financial management
- undergoing an independent annual financial audit
- seeking legal and employment related advice when required to ensure compliance with all relevant legislation.

Released under the Official Information Act 1982

7. Personnel

7.1 Policy

- All staff selected will meet the stated selection criteria of Wellpark College and should be prepared to commit to the principles of the College as stated in the organisation's mission statement and values.
- All staff, including full and part time staff, must hold a current job description and a valid individual employment agreement which sets out terms and conditions of service.
- All tenured staff will undergo an annual review of their performance.
- Teaching staff are expected to retain currency of their subject expertise and teaching skills through ongoing professional development activities.
- Staffing policies and procedures must comply with employment relations and relevant corporate legislation including but not limited to the following: the Employment Relations Act 2000, the Human Rights Act 1993, the Fair Trading Act 1986 and the Privacy Act 1993.

7.2 Selection Criteria

All teaching staff appointed must:

- hold a recognised higher qualification in their subject field
- have a minimum number of years experience in professional practice and be currently practising
- have a minimum number of years teaching experience in their subject speciality
- hold current membership to their relevant professional association

Preference will be given to applicants who:

- have a recognised teaching qualification, preferably gained in New Zealand or an equivalence to a New Zealand qualification. Note: This will become a mandatory requirement in 2005.

All staff selected should possess:

- good communication and interpersonal skills
- an interest in and concern for student welfare and support
- a commitment to the College and its philosophy

7.3 Recruitment policy and procedures

Where it is necessary to recruit new staff, the following procedures will apply:

1. In general, Heads of Faculty will determine teaching requirements on an annual basis and review these every three months. Once the need to fill an existing position or create a new position has been identified, the proposal will be put before the Board of Directors for approval.
2. Once approved, the appropriate manager of the person to be appointed will develop the position description or review the existing position description.
3. The vacancy is either advertised through the appropriate channels such as the College website or local press or, as is often the case with tutorial staff, they may be approached in person.
4. Applicants are provided with a copy of the position description and invited to attend an interview. Interviews for teaching positions will be conducted in general by the relevant Head of Faculty or Principal. The Principal and Assistant Principal will normally conduct interviews for Heads of Faculty or administrative positions when a shortlist may be drawn up and a second interview required. All applicants not short-listed will be advised in writing that their application has been unsuccessful.
5. Once the interviewing process is complete, a recommendation of appointment is made to the Board of Directors. Where no candidate is deemed suitable, the position will be re-advertised.
6. The Assistant Principal carries out a verification of applicant qualifications and a verbal check on references that have been provided. Once these have been cleared and the recommendation for appointment approved, the successful applicant is offered the position in writing and an employment agreement is negotiated with the relevant manager and signed.

7.4 Employment Agreements

A written agreement which conforms with the requirements of the Employment Relations Act (2004) will be entered into with all new staff. Prior to signing such an agreement, employees will be provided with a copy and advised of their entitlement to seek independent advice. Agreements will include but not be limited to the following:

- The names of the employer and the employee
- A description of the work required (position and duties)
- An indication of the work times and length of contract
- The level of remuneration and how and when it will be paid, including expenses and allowances
- Specific benefits relating to the position, including entitlement to holidays, professional development and leave
- Reporting and authorities
- Information on procedures and services available for problem and grievance resolution

NOTE: All employment agreements will be stored in the Accounts office.

7.5 Induction

Staff induction will generally be the responsibility of the appointee's manager.

Induction will cover the following:

- Orientation. This includes information on the Wellpark College values and philosophy, academic standards and quality assurance systems
- A College Code of Ethics which staff sign as a measure of compliance.
- Operational systems and procedures
- Introduction to the College's programmes
- Health and safety requirements
- A summary of the requirements of the Code of Practice for the Pastoral Care of International Students which staff are required to sign that they have read.
- A tutor and student handbooks as well as a prospectus to familiarise the staff member with policies and procedures

7.6 Performance Review

The performance of all staff will be monitored on an ongoing basis.

Part time teaching staff, while exempted an annual performance review, will be appraised through *direct observation of their teaching* which will be carried out by the relevant Head of Faculty. This will occur at periodic intervals and feedback will be communicated to the staff member concerned. Other evidence of overall performance may be cited in the Student Course feedback summaries and through moderation of marked student assessments.

Tenured full-time staff will be subject to a regular *annual review* of performance by their respective manager. This applies to teaching staff, management and administrative staff.

The annual performance review is an opportunity for the staff member and his/her manager to:

- evaluate the staff member's performance in line with his/her job description
- identify the staff member's development needs in line with College objectives for the next year and the long term
- discuss what College management can do to further support the needs of the staff member
- determine what the performance objectives will be for the staff member for the following year

As part of this process, either party may compile and produce evidence of the appraisee's performance.

Findings and actions related to current performance along with performance expectations for the forthcoming year are recorded by the manager who ensures that both parties are provided with a signed and dated copy of the review. The College retains its copy of the review on the staff member's personal file which is stored securely in the Principal's office.

7.7 Professional Development

The College has a policy of supporting staff in their own professional development by:

- encouraging staff to participate in in-house professional development seminars and workshops
- encouraging and supporting them, where feasible, to update their teaching skills
- encouraging regular interaction between tutors

All tutorial and administrative staff are offered the opportunity of attending one study module offered by the College free of charge on an annual basis. They are also encouraged to take part in any in-house seminars and workshops run for College staff.

All staff are required to submit to their Head of Faculty a short report outlining the professional development they have undertaken for the year.

Heads of Faculty will have available to them \$1000 per annum for professional development relating to their own subject discipline. Any application by Heads of Faculty to access this allowance must comply with the stated terms and conditions of the College and be formally approved by the Board of Directors.

It is a College objective that, as from 2005, all tutorial staff teaching more than 100 hours per academic year will be required to hold a recognised adult teaching certificate attesting to competencies acquired in teaching presentation and assessment practice. Heads of Faculty should hold recognised certification in assessment design or demonstrate equivalent skills. It will also be necessary for Heads of Faculty involved in in-house moderation of assessments to have a recognised qualification in moderation practice or to demonstrate equivalent skills.

In addition, an in house programme of professional development activities will be organised by the Principal in response to immediate training needs as they are identified. All staff are encouraged to attend these workshops. This programme is likely to include sessions on research methodology and supervision for tutorial staff as well as staff updates on the Code of Practice for the Pastoral Care of International Students when changes in requirements occur.

As part of the College's budget, there will be an allocation of funds for the implementation of professional development activities for staff.

The Assistant Principal will maintain a current listing of relief teachers to ensure there is adequate staff back-up, when needed.

7.8 Evaluation and review

The Assistant Principal will monitor the area of staff appointment, performance review and professional development on an ongoing basis. The organisation's annual internal audit will provide information on staff development activities and budget allocation over the audited period.

8. Physical and learning resources

8.1 Policy

- No course or programme will be implemented without adequate levels of financial, administrative and physical resources.
- Resource implications of proposed courses and programmes will be accurately determined before detailed programme development is initiated.
- Levels of all resources will be monitored on an ongoing basis and reviewed annually to determine and maintain:
 - adequacy
 - appropriateness
 - currency
 - accessibility

8.2 Financial Resources

Wellpark College maintains financial management practices and performance which conform to standard practice. Adequate financial reserves are available to meet projected expenditures for ongoing upgrading and repairs to equipment and premises.

Faculty Budgets are developed by the Principal and the Accountant in consultation with the Heads of Faculty. All budgets must be formally approved by the Prema Trust Board. The budgets cover the following:

- Tutorial resources
- Teaching resources
- Books
- Administrative support services (calculated on a per head basis)
- Other expenditure as may be deemed applicable from time to time

Budget expenditure and items are stipulated within the budgets. Any expenditure of tutorial or classroom resources that may be adjusted throughout the academic year must undergo an approval process from management using the requisition procedures.

The purchase of capital items above \$3,000 requires the prior approval of the Prema Trust Board.

The organisation's accountant prepares monthly finance statements for the Principal showing income and expenditure who reports on the College's financial performance to the Board of Directors. The Principal will also provide the Prema Trust Board with regular financial updates at its meetings.

In addition, the need for additional or improved resources (financial or otherwise) may be identified during the development of specific programmes or during evaluations by students or other stakeholders. The procedures for development, approval and evaluation of programmes (see Section 1.2.5) ensure that such needs are clearly identified and that resources are allocated as required.

As far as student fee protection is concerned, the College has arranged for Public Trust to manage the College's trust account for the holding of all student fees, both domestic and international.

International students are required to either arrange medical and travel insurance in their own country or arrange it through approved insurance providers in this country before the commencement of the course. In either case, documented proof of medical and travel insurance cover needs to be provided by the student, a copy of which is placed on their file.

The organisation's financial auditors are Richard Lockhart & Associates, P.O. Box 5353, Wellesley Street, Auckland 1 who will undertake a full financial audit on an annual basis.

8.3 Administrative Resources

All accounting, financial and other administration, including the processing of student enrolments and maintenance of student records, is managed by the administrative staff at the College premises located at 6 Francis Street, Grey Lynn, Auckland.

The College is adequately equipped to meet all administrative demands.

The administrative staff at the College are responsible for maintaining and updating student records, including academic results, on electronic database.

Full insurance cover for the organisation includes all owned administrative resources.

8.4 Physical Resources

Most of the equipment, fittings and fixtures used for programmes are owned outright by Prema Trust and represent assets that form a vital factor in ensuring the stability of the organisation.

The Heads of Faculty will identify the resource requirements of any courses/programmes to be offered by their faculties and ensure that these are allocated in a timely fashion. Individual tutors are responsible for ensuring that resources are assembled prior to the commencement of any course or programme.

Where part or all of a programme component is delivered and assessed in a clinical setting, the teacher concerned will organise the provision of resources.

In general, no on-line learning components make up any programme of study. Students nonetheless have access to word processing and Internet facilities through the College's computer suite and library.

A listing of the organisation's physical resources is included as part of the assets register which is maintained and updated by accounts staff.

8.5 Premises

The College's administration centre, head office and main delivery site is located at 6 Francis Street, Grey Lynn, Auckland.

The delivery site, as well as classrooms, contains a range of student facilities including computer suite, professional training clinic, library, student common room, café, bookshop and dispensary.

Wellpark College has Resource Management Act consent from Auckland City Council to undertake training activities from its premises. It also has a current Building Warrant of Fitness.

8.6 Health and Safety

The College delivery site will be monitored on a regular basis to ensure that all student facilities are maintained to a sufficiently high standard. This will be the responsibility of general caretaking staff who will report any concerns to the Principal. In general, the Principal will be responsible for overseeing the College's health and safety provision and for raising any issues for discussion through the Board of Directors.

The College has developed a set of health and safety policies and procedures which are contained in its Health and Safety Manual.

Health and safety regulations and practices will be introduced as part of student orientation. The following areas are covered in the Student Handbook and will form part of the students' health and safety briefing:

- First aid. There will be a number of first aid kits on site. The College has a minimum of two staff members amongst its resident staff with current first aid qualifications. A register will be kept with each first aid kit to record details of accidents and medical supplies used and replaced.
- Emergency and evacuation procedures. These will be displayed in student common areas. In addition, regular fire drills will take place. A register will be kept of the dates and times of any evacuations (simulated and real).
- Hazard management and the reporting of accidents/incidents. Both students and staff will be briefed on the process of alerting the appropriate personnel to any hazards or incidents that occur. Once advised, the person/s concerned will complete the appropriate form which will be tabled at the following Board of Directors meeting. The Principal will follow through with any remedial actions.

Where occasional visits to locations off-site are involved, the tutor concerned should seek the prior approval of the appropriate Head of Faculty.

8.7 Evaluation of Resources

In line with organisational policy, levels of resources are reviewed by the Head of Faculty on an ongoing basis to ensure that they meet minimum requirements for the effective delivery of faculty programmes. In addition, when developing new or amending existing programmes, resource requirements will be identified and additional resources acquired, where necessary.

Regular programme evaluations by students ensure that strengths and weaknesses of the current provision of resources can be identified and remedied.

Resource provision is also an area covered by the annual internal review.

8.8 Planning

The responsibility for resources planning rests with the Principal and in-house accountant in collaboration with the Heads of Faculty. All budgets will be presented to the Prema Trust Board for approval.

8.9 Evaluation and review

The Heads of Faculty will assume overall responsibility for the management of learning resources within their faculties and provide resource usage updates to the Principal for consideration at Board of Directors meetings. The annual audit will cover the area of physical and learning resources.

Released under the Official Information Act 1982

9. Learner information, entry and support

9.1 Learner Information and Entry

Policy

- Students will be provided with accurate and timely information on Wellpark College programmes through the College's publicity material which will meet the requirements of the Fair Trading Act.
- All references to entry criteria in publicity material will accurately reflect the entry criteria that apply.
- Applicants will be accepted without regard to race, colour, religion, gender, marital status, age or national origin as long as entry requirements are met.
- Both credit transfer and recognition of current competence (RCC) will be publicised as available services to students who wish to have relevant previous learning recognised and credited towards their Wellpark College qualification.
- Students selected for Wellpark courses/programmes will receive orientation information in the form of a Student Handbook prior to the commencement of their study programme.
- Wellpark College of Natural Therapies will comply fully with the requirements as contained in the Code of Practice for the Pastoral Care of International Students.

Criteria for selection

The following entry criteria will apply for admission to all Wellpark courses and programmes:

1. National students

Students who are permanent residents in New Zealand should:

- Be at least 18 years of age prior to the commencement of their course of study.

Students *under* 18 years of age prior to the commencement of the course *may* be considered provided that they have gained NCEA or Sixth Form Certificate in Chemistry and Biology.

2. International students

International students must:

- Be at least 18 years of age prior to the commencement of their course of study.
- Demonstrate competency in English to IELTS Academic Level 6.0 or the equivalent score on a recognised alternative examination, such as TOEFL.

NOTE: While not a requirement, it is *desirable* that all intending students have had some previous study in science subjects, such as Chemistry and Biology.

General

All intending students are required to submit a short essay with their Application for Enrolment, stating their reasons for wishing to pursue a programme of study in natural therapies.

Returning students (national and international) may also have to meet any programme or unit standard pre-requisites where these apply.

Entry criteria for courses will be clearly outlined in the Wellpark College's prospectus and on the College's website. Checks on the currency and accuracy of this material will be the responsibility of the Student Liaison Officer, the Project Co-ordinator /International Student Liaison and the Assistant Principal.

The College does not employ the services of recruitment agents, either overseas or in this country.

Selection Procedures

1. Students are provided with information about the College's courses/programmes and the appropriate enrolment forms on the College website or they may contact the College directly and request a copy of the College Prospectus. Both the College web site and the Prospectus contain information for international students on the Code of Practice.
2. Students can apply either by post, fax or in person. They should submit a completed Application for Enrolment Form, along with proof of identity (a verified copy of their birth certificate or passport, their short essay and an Application for Enrolment fee). This will be credited towards the total tuition fee if the student is offered a place or returned if the applicant is not successful.

The College application form also requests prospective students to state any conditions or special learning needs that may impact on their learning.

NOTE: Prospective students wishing to apply for credit transfer, cross crediting or RCC should also submit the relevant completed form, together with any evidence and the appropriate credit transfer fee which is non refundable.

3. The Head of Faculty and Student Administrator will make a selection decision using the criteria specified above. Where an application is unsuccessful, the applicant will be notified and the appropriate reason or reasons will be given. Successful applicants will be sent a *provisional offer of place* letter, along with an invoice for the balance of fees, a required book and materials list and a timetable. International students will receive a special enrolment pack which includes information on arrangements pertaining to the protection of their fees and general information about the Code of Practice .

NOTE: If the number of applicants exceeds the number of places available on a course and there are not sufficient resources to create a similar course, the College will advise students of the closest possible alternative starting date.

A one-on-one interview with a prospective student will often be requested by the Head of Faculty as a means of finding out more about the special learning requirements of individual students and whether the College can meet these. The Head of Faculty will advise the student concerned and the Student Administrator if a place can be confirmed once the interview has taken place.

4. Once students have paid their tuition fees in full, they will be sent a letter of confirmation together with a receipt for payment. They are then regarded as an enrolled student of the College.

5. Student orientation includes a tour of the premises and an introduction to the facilities and full requirements of the programme. As part of the orientation, all students will receive a Student Handbook which contains general information for all students under specific category headings and which meets the information requirements for international students, as specified in the Code of Practice.

Credit Transfer/Recognition of Current Competence (RCC)/Cross Crediting

A general statement on credit transfer, recognition of current competence (RCC) and cross crediting is contained in the College prospectus, the Student Handbook and on the College website.

Where students have already passed units or components which form part of Wellpark College courses/programmes and can produce evidence to verify this, they will be eligible for *credit transfer*. Students applying for credit transfer will have to complete the appropriate application form at the time of enrolment and provide evidence of previously assessed equivalent learning and an application fee.

Where students claim to have already acquired the knowledge/skills of a unit standard/module of learning through previous learning but have not been formally assessed, they can apply for *recognition of current competence (RCC)*. Students applying for RCC will have to complete the appropriate application form at the time of enrolment indicating the knowledge/skills of a particular module or modules they would like to have assessed and provide an application fee. The assessment challenge test will normally be administered by the appropriate Head of Faculty.

Where students have passed one of the College's courses/programmes and want relevant parts of it credited towards a new College programme on which they are enrolled, they can apply for cross crediting. They should discuss their intention with the relevant Head of Faculty who will advise them of the application procedures. A cross crediting administration fee will apply.

The College has developed a set of policies and procedures for the implementation of credit transfer/RCC/cross crediting.

The following applies to the consideration of the above:

-
- A fee will be levied for all services payable at the time of enrolment which is non refundable.
 - The College will credit no more than 25% of any programme via credit transfer, RCC or cross crediting.
 - Students will be requested to demonstrate their *current* knowledge/skills if more than five years has lapsed since the award of credits

Students wishing to appeal a cross credit/RCC/cross crediting assessment decision should follow the same appeals procedure outlined in Section 1.2.6 of this manual. This procedure is also outlined in the Student Handbook.

Responsibilities

The Head of Faculties are responsible for:

- determining and reviewing course entry criteria
- dealing with credit transfer/RCC applications

The Assistant Principal will be responsible for

- preparing and reviewing general publicity and promotional material

The Head of Faculty and Student Administrator will be responsible for making student selection decisions against specified criteria.

The Faculty Administrator will be responsible for preparing the Student Handbook.

The Project Co-ordinator/International Student Liaison will be responsible for and updating information on the College website.

Review

Learner entry and information will be monitored by the Student Administrator and Project Co-ordinator/International Student Liaison and any issues raised for discussion at Academic Board meetings. A review of the policy and procedures relating to the area of learner information and entry will occur as part of the annual audit.

9.2 Guidance and Support

9.2.1 Policy

- All students shall have access to appropriate guidance and support to ensure that their learning needs are met and that barriers to their progress are minimised.
- Wellpark College will ensure that students are adequately advised of its rules, complaints procedures and guidance and support services available.
- The organisation and its staff will respect the student's right to privacy and confidentiality.
- Staff will maintain the professional nature of the teacher/student relationship at all times.
- In the interests of protection and safety, students are provided with documentation relating to specific protocols to be observed in clinical settings which involve their peers, staff members and members of the public
- Where a specific welfare or support service is delivered on behalf of the College by another agency, the College will ensure that adequate protective measures are in place for students and that provider responsibilities are clearly indicated in any contractual agreement.

9.2.2 Responsibilities

The Assistant Principal has overall responsibility for ensuring that provision of student support and guidance is adequate and effective. In addition, teaching staff have responsibility for recognising support and guidance needs of students and either dealing with them in person or referring students, where appropriate, to the relevant College services personnel or an outside agency. Students are also expected to assume responsibility for recognising their own needs and seeking appropriate guidance and support.

9.2.3 Internal Guidance and Support

Prior to commencement of course/programme

Application for Enrolment Forms

The application forms which all enrolling students complete request the following information:

- Notification of any disabilities that could adversely impact on students' learning
- Authorisation for Wellpark College to collect, hold and use information about students for educational and welfare purposes subject to the *Privacy Act*

NOTE: All student fees will be deposited into a trust account and managed by the Public Trust.

The application process also requests the following from international students:

- Evidence of English language ability as an entry requirement of courses and programmes
- Evidence if health and travel insurance has been arranged prior to departure in the student's home country.

Following course/programme commencement

Orientation

Both domestic and international students will attend an Orientation day at the College prior to commencing their course of study. At this time, they will be provided with a Student Handbook which will contain general information on the following:

- Wellpark College contact details and information about facilities
- Information on staff
- Fees policy and refunds
- Cross credit/RCC/cross crediting
- Internal support services provided by QRC
- External support services available
- Information on assessment (including regulations, exams resits, recounts and assessment appeals)
- Code of ethics (rules and regulations)
- General health and safety requirements
- Monitoring attendance and academic progress
- Withdrawal from a course
- Absenteeism
- Disciplinary procedures and termination of tuition
- Complaints procedures

NOTE: The Student Handbook will also include all information required to be given to international students under the Code of Practice, the standard Code wording at the front and a summary of the Code of Practice.

9.3 Internal Welfare and Support

Wellpark College offers a wide variety of internal welfare and support services to students. These include:

- *Learning to learn module*

As part of their initial course of study, students are required to complete a mandatory Learning to Learn module which introduces them to learning styles and intelligences and the appropriate learning strategies for successful study.

- *Professional training clinic (Prema Clinic)*

The clinic affords students the opportunity to observe and discuss cases in a group setting and also to conduct under supervision one on one sessions with clients.

- *Free counselling service*

A free counselling service within the Prema Clinic is offered to Wellpark College students to assist with issues relating to their studies or life issues which may be affecting their studies

- *Study groups*

Students are encouraged to actively participate in study groups as a means of supporting and reinforcing the learning process.

- *Library*

The library contains books and journals on a variety of subjects related to natural health and biomedical science. Educational CD Roms are also available for viewing.

- *Computer facilities*

The College has a number of computers for student self directed learning both in the study area next to the Student Common Room and in the library. High speed internet facilities are available to students.

- *Bookshop*

The bookshop contains all the required texts for study programmes as well as recommended texts covering all the modalities taught at the College.

- *Dispensary*

The dispensary provides all the prescribing requirements of students and their clients and offers free mini consultations with the experienced on-site natural health practitioners.

9.4 External Support

A listing of relevant external support agencies is included in the Student Handbook.

Protection from physical, mental and emotional harm

The following measures are taken to ensure the protection of students and the public from physical, emotional and mental harm:

Monitoring attendance and academic support

November 2007

Students are informed that their tutor is the first point of contact for discussing any welfare or support issues.

Tutors will monitor the attendance of students by daily completion of a roll list. They will advise the appropriate Head of Faculty of any unexplained period of student absence who will follow the matter up. The Project Co-ordinator/ International Student Liaison will follow up the absenteeism of international students once advised to do so by the Head of Faculty concerned.

The International Student Liaison Officer will inform NZIS of any international students who fail to meet the College's attendance requirement. International students are alerted to this requirement in their Student Handbook.

Student assessment results will be recorded on Tutor Assignment Record sheets which are then entered onto the academic records database by the College administration. The teacher will follow up poor student academic progress in the first instance. Where there is no improvement, the teacher concerned will alert the Head of Faculty for follow up action, such as the provision of extra tutorial support.

Personal protection and safety

The College has developed sets of protocols to cover the following:

- Student practical skills practice in clinical settings
- Protocols relating to members of the public volunteering as patients for clinical sessions run by students
- Practical skills practice involving peers
- Field trips or occasional visits off-site

Where students are involved in any of the above contexts, the College will ensure that the parties concerned receive specific written information relating to the protocols surrounding safe practice in relation to themselves, their peers, staff members and members of the public. These protocols will be reinforced and monitored throughout the programme of study. The College will ensure an adequate level of student supervision by staff in these settings at all times. Any breach of protocol that is received by the College will be referred to the Board of Directors for immediate resolution which may result in the interim suspension of the person concerned while the matter is under investigation.

Where an outside agency is contracted to deliver a service on behalf of the College, such as the provision of free student counselling by AUT psychotherapy graduates, the College will ensure that the responsibilities of the service provider are properly defined and that the provider's quality systems are sufficiently robust to guarantee adequate protection for its students.

Accommodation

The College will not operate an in-house accommodation service for either national or international students. Instead, it will provide information to students on accommodation options and their respective features via its website. The Project Co-ordinator/ International Student Liaison will supply additional information to students on selected accommodation options if such information is requested. Students are responsible for arranging their own accommodation.

The College will hold full details at all times of each student's current accommodation and will update records immediately to show the category of accommodation and the new contact details.

9.5 Complaints

If a student wishes to make a complaint, the following process will apply:

1. The student discusses the matter with the Student Administrator who will log the complaint in the student file and record it on the student database.
2. If there is no resolution at Step 1, the student is advised to refer the complaint to the Head of Faculty if it is an academic matter or to the Assistant Principal if it is an administrative matter.
3. If there is no resolution at Step 2 then the matter (academic) will be referred to the Academic Board or to the Board of Directors, if of an administrative nature. The Assistant Principal will communicate the decision to the complainant which will be final.
4. If the complainant is still dissatisfied with the decision, he/she will be advised to contact:
 - New Zealand Qualifications Authority, P.O, Box 160, Wellington. Tel: (04) 802 3000
or
 - International Education Appeal Authority c% Ministry of Education, Private Bag 47 911, Ponsonby, Auckland. Tel: (09) 374 5481; Fax: (09) 374 5403 Email: info@ieaa@minedu.govt.nz

NOTE: These complaint procedures will form part of the Student Handbook.

9.6 Review

Learner support will be monitored by the Assistant Principal and any issues raised for discussion at the following Academic Board or Board of Directors meeting. A formal review of the policy and procedures relating to this area will occur as part of the annual audit.

10. Development, Delivery and Review of Programmes

10.1 Programme Development

Policy

- Programmes may be based on National Qualifications Framework unit standards and/or locally developed components.
- Programmes submitted for approval will include documented evidence of meeting clearly defined requirements, based on sound educational principles and aligned with the College's vision and aims
- All programmes developed will meet the needs of students and the requirements of other relevant stakeholders. This will be assured through initial and ongoing consultation with external stakeholders including industry groups, ongoing evaluation of programmes and annual programme review.
- All programmes will be formally approved by the Principal's office
- All staff involved in the development, delivery, assessment and evaluation of programmes will, at all times, comply with the procedures laid down in this section of the Quality Management System. No changes shall be made to existing programmes or new programmes initiated except through the procedures outlined here.

Released under the Official Information Act 1982

Notes

1. The policy and procedures relating to programme development apply to the development of new programmes and to the re-development of existing programmes where the need for major changes has been identified.
2. Major changes to a programme require the approval of the Principal and the Academic Board. Where only minor changes are involved, these can be approved directly by the Head of Faculty.
 - A **major change** is likely to affect the main focus or key characteristics of a programme for example, the removal or substitution of unit standards or components, the level of learning or the credit value and duration of the programme.
 - A **minor change** will not affect the main focus or characteristics and might include modifications to aspects of delivery or assessment timings, for example, as a result of evaluation feedback from students.

10.2 Programme Proposal and Approval Procedure

1. Identification of a perceived need. This may be determined by any one or a combination of mechanisms. Mechanisms by which a particular need is determined include training needs analysis, evaluation from students, industry feedback and stakeholder consultation.
2. A programme proposal will be prepared usually by the Head of Faculty who will identify the resource implications of any programme. This programme proposal will go initially to the Academic Board and, if supported, will proceed to the Board of Directors for endorsement and approval of resources for programme development. Once this is cleared by the Board then full programme development can proceed.
3. Generally, members of the Faculty concerned with appropriate subject expertise will be assigned the task of developing the full programme proposal in line with programme approval requirements (see Programme Development Checklist). The designer/s may call upon the expertise of any outside 'industry' representative if and when required while developing the programme. Overall supervision during this design process will be provided by the Principal and/or Academic Director who will work collaboratively with the designer/s and provide feedback on an ongoing basis. Any recommendations for changes or amendments will be incorporated into successive drafts of the programme documentation.
4. The final curriculum document is presented to the Academic Board for approval and is then officially signed off by the Principal's office.
5. Once approval is given, the Head of Faculty will then allocate resources for the programme to be implemented.

10.3 Programme Delivery Policy

- The modes of delivery selected for any programme must be appropriate to the programme outcomes and meet the needs of students.
- Tutor/student ratios will be a maximum of 1:40 for classroom teaching and 1: 25 for practical skills teaching.
- Any temporary or occasional premises hired for the purposes of teaching will be inspected and approved prior to use to ensure the quality of venue is acceptable.

NOTE: Wellpark College of Natural Therapies currently delivers a range of Certificate and Diploma level programmes across a range of natural therapies. These programmes are, for the most part, a combination of unit standards from the domains for which accreditation has been granted and locally devised components. The College is currently developing its first Bachelors degree programme which it plans to offer in the future.

All programmes are delivered and assessed by the College's teaching staff. No training partnerships of any kind have been entered into as no programmes or parts of programmes have been contracted to external approved and accredited providers to deliver or assess.

Delivery of programmes will take place from the College's delivery site at 6 Francis Street, Grey Lynn, Auckland 1.

The College enrolls both national and international students for its programmes. It does not, however, offer its programmes overseas.

Practical skills training

Practically all the College's courses involve practical skills training as well as classroom based training. The practical skills training takes place on site at the Prema Clinic which is leased by the Trust. No practical skills training takes place in any off-site settings nor are there any work experience components built into any programmes.

Clinical practice may involve student peers, teaching staff and members of the public.

A Code of Ethics pertaining specifically to clinical practice has been devised and is supplied to both students and staff. Members of the public who visit the clinic for treatment from Wellpark College students are advised of the learning situation and are briefed on the protection and safety that will be afforded themselves and the student/s concerned.

Where clinical practice is concerned, it will be the responsibility of the tutor to ensure that the following delivery requirements are met:

- adequate facilities available
- adequate resources for proposed range of tasks
- adequate supervision of students
- adequate occupational safety and health provisions

It will be standard practice for the tutor concerned to inspect the clinical location prior to the delivery of training to ascertain that all delivery and health and safety requirements are met.

10.4 Programme Review Policy

- *Ongoing review:* All programmes will be evaluated on an ongoing basis by the Head of Faculty with input from students and tutors.
- *Major review:* All major programmes will be reviewed by the Principal on a three yearly basis

Procedures for ongoing review

Evaluation by students

Students are encouraged to give verbal feedback formatively while their course is in progress.

Each programme of study comprising unit standards and/or local components will be formally evaluated at the end. This will take the form of written questionnaires which students are requested to complete. Feedback is sought on aspects of the course and tutor performance as well as the quality of the College's facilities and services, including administrative support.

The raw student data derived from these two evaluations will be sighted first by the Principal's office and then will be forwarded to the Heads of Faculty for perusal. The data is then submitted to the administrative staff who compile written summaries of the student feedback. These summaries are sighted by both the Principal and Heads of Faculty before they are formally presented to the Academic Board for acceptance and discussion of any emergent issues. Heads of Faculty will monitor the implementation of any changes made to programmes as a result of the feedback received.

Evaluation by tutors

Tutors are advised to provide their Head of Faculty with any feedback pertaining to the delivery of the course or the quality of the College's facilities and services. Any matters from staff which cannot be resolved by the Head of Faculty will be presented for discussion by the Head of Faculty at the following Academic Board meeting.

Evaluation by external stakeholders

As part of Wellpark College's annual internal audit, key external stakeholders from the Advisory Committees will receive reports from Heads of Faculties on student performance, including student completion and success.

Programme changes

Any changes that fall short of a major change to the programme should be referred for approval to the relevant Head of Faculty. Once approval has been given, any changes can be implemented directly by the tutors concerned at the most appropriate time. This may be during the current programme or when the next programme commences. Major changes, on the other hand, will need to be referred to the Academic Board for consideration and agreement to implement.

Where the need for a programme change is identified, the Head of Faculty is responsible for:

- ensuring that minor changes to programme delivery are implemented
- presenting proposed major changes for further discussion and action if required

Review of major programmes

The review of major programmes will occur on a three year cycle and will be conducted by the Principal's office.

The findings and recommendations will be submitted to the Academic Board in the form of a written report. This report will also be sighted by the Board of Directors and tabled at a subsequent meeting of the Prema Trust Board.

Evaluation and review

The Board of Directors will approve the initial development of new programmes and the termination of any based on available review evidence. The Academic Board will approve programmes, receive student evaluation summaries and discuss issues relating to programme implementation through its meetings. The College's QMS policies and procedures as they relate to programme design, delivery and review will also be formally reviewed as part of the annual internal audit.

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11. Assessment and Moderation

11.1 Policy

- All assessment shall be carried out against the specific programme outcomes using clearly defined standards.
- Students will be provided with clear and thorough information relating to assessment requirements, opportunities for re-assessment, and procedures for appealing assessment decisions.
- Feedback to students on their progress and achievement will be prompt and provide the information needed to allow them to enhance and extend their skills and knowledge.
- Wellpark College shall demonstrate fair, open and honest assessment practices which includes privacy and confidentiality with respect to the disclosure of students' results
- All assessment activities shall be subject to internal and external moderation to ensure that assessment processes are fair, valid and reliable.
- An assessment file shall be maintained for each programme with master copies of approved assessment activities and a record of moderation processes relating to each activity.

11.2 Assessment requirements

Each programme approved by the Academic Board will have:

- clearly defined assessment requirements and procedures
- clearly defined regulations regarding assessment and certification

11.3 Assessment practices

Assessment forms a vital linkage in the learning process and will be both formative and summative.

Ongoing formative assessment during the course provides students with feedback on their progress, allowing them to see where they are succeeding and where they need to focus further. The tutor is provided with the same feedback and is able to judge the level and pace of learning that students require. Formative assessment will employ a range of activities such as oral questions and answers, brainstorming, short tests, case studies and simulations as well as clinical practice. Peer assessment will form a vital part of ongoing formative assessment. Formative assessment may, like summative assessment events, contribute towards a final grade. Students will be notified at the start of their course the combinations and weightings of assessment processes that will be used.

Summative assessments will usually be devised in-house by the Faculty concerned. Summative assessment methods include written assignments, essays, oral presentations, research and clinical assessments. Integrated summative assessment tasks will be used, wherever possible, drawing together the knowledge and skills-based elements within or across unit standards/modules to provide a holistic and realistic assessment of performance.

In general, direct observed evidence of trainee performance will be sought.

In all cases, the College's teaching staff will be responsible for carrying out and invigilating assessments and for marking, recording and reporting results to students and administrative staff for entry on the student database.

Wellpark College will employ competency-based assessment where NQF unit standards are assessed against. This means that student performance will be reported as Competent (C) or Not Yet Competent (NYC). Where local components of courses are concerned, student performance may be reported in percentage terms/grades or utilising competency-based assessment. degree-level qualifications.

Reassessment - students will be granted one re-assessment opportunity. This will take place at a determined rest date and ideally should be timed to take place in the same term as the original assessment. Students are required to apply for a re-assessment at reception. A re-assessment fee of \$30 is payable with their application.

Aegrotat Passes for dealing with cases of impaired performance are contained below. This information will be made available to students via the Student Handbook. (NB. Aegrotat applies only to those assessments that are achievement-based).

11.4 Aegrotat Policies and Procedures

Introduction

The following sets out the regulations and procedures for applying for aegrotat consideration in cases of impaired performance.

The procedures outlined must be read in conjunction with General Course and Examination Regulations

Definitions

A student prevented from completing any major item or items of work for assessment in a course, or who considers that his or her performance in completing any major item or items of work for assessment in a course has been impaired by illness or injury or bereavement or any other critical circumstance may apply for **aegrotat consideration** for the course. A student may apply on the basis that disrupted revision through one of these causes has resulted in impaired performance.

Aegrotat Policy Statement

1. A student prevented from completing any major item or items of work for assessment in a course, or who considers that his or her performance in completing any major item or items of work for assessment in a course has been impaired by illness or injury or bereavement or any other critical circumstance may apply for aegrotat consideration for the course. A student may apply on the basis that disrupted revision through one of these causes has resulted in impaired performance.

Note: Aegrotat consideration is not available where results have been affected by impairment to a student's ability to learn the material for the course(s) concerned. The aegrotat provisions are intended to assist students who have covered the work of a course but have been prevented by illness or other critical circumstance from demonstrating their mastery of the material or skills at the time of assessment.

NB. Aegrotat cannot be claimed for unit standards or any competency-based assessments.

2. The application must be made to the Head of Faculty on or within seven days after the due date for submission of the work concerned, or on or within seven days after the date of a test or examination. In a special case, the Academic Board may approve a late application, and in the case of a student making multiple applications for the same examination or test period, the Academic Board may approve a consolidated application which should normally be submitted within seven days after the last test or examination concerned.
3. The application must be supported by satisfactory evidence:
 - i. In the case of illness or injury to the student, satisfactory evidence must be a confidential report on the prescribed form from a registered medical practitioner, registered dental surgeon, registered midwife or a student counsellor approved by the Academic Board, and relate to a consultation which normally has taken place shortly before or within 24 hours after the due date for the required work or the date of the test or examination. In exceptional cases the Academic Board

may extend this time provided that the consultation has taken place at such a time as to permit the practitioner to make a sound evaluation of the applicant's condition at the time of the assessment. The report must state the nature of the illness or injury and an opinion about its effect on the student's ability to complete the required work or to sit the test or examination.

Note: Students needing to see an approved counsellor should enquire at the College's Counselling Service.

- ii. In the case of bereavement, appropriate evidence may be a death notice from a newspaper or a letter from a medical practitioner, Minister of Religion, Kaumatua or the Police. Where the notice or letter does not indicate the relationship of the deceased to the applicant, the applicant should attach a letter stating the relationship or connection.
 - iii. In cases of other critical circumstances, supporting evidence will depend on the nature of the circumstances, some independent supporting evidence should be provided where possible, and this might include Police reports, medical certificates or letters from others concerned in the situation.
4. The Head of Faculty will inform the applicant within seven days if the grounds for the application are accepted or not accepted.
 5. If the application is accepted, the Head of Faculty may, in the case of assessed work other than tests or examinations, offer a specified extension of time without penalty to complete the work. Where an offer of extension is not appropriate or accepted, and in the case of tests and examinations, the aegrotat for the course will be considered at the completion of the course and after the final item of assessment has been marked. After consultation with the examiners, the Head of faculty shall determine whether an aegrotat pass or grade shall be awarded. A Head of faculty's determination shall be based on the work done throughout the course in items of assessment that are appropriate, and may take into account other relevant work done in the course and in any other related courses undertaken at the same time or earlier. An aegrotat pass or grade shall be recommended only if the Head of faculty is satisfied that the student would in the absence of the impairment have attained at least a pass or that grade or that class of honours. An aegrotat grade or pass may be awarded only where the student has been able to complete at least 75% of the course and a substantial part of the assessment for that course at a satisfactory level.

NOTES:

1. *Faculties should inform students of any items of assessment in a course that are not appropriate in terms of this regulation.*
 2. *Students may request information from Faculties on their policy in relation to these regulations as to what constitutes a substantial part of a course and a substantial part of the assessment, and as to what is considered to be a satisfactory level.*
6. Where a student has missed a final examination, or has a substantially impaired performance, in circumstances that justify an aegrotat application but where the Faculty is unable - because of insufficient information/ assessment - to make an aegrotat assessment, a Head of faculty after consultation with the relevant examiners may make provision for a "special assessment" to be implemented if this is considered appropriate. Departments may choose not to conduct special assessment and will make this information available in course assessment information.

7. The student may appeal to the Academic Board against the aegrotat decision.

Procedures

Applications

Aegrotat consideration is available only for major items of work. Major items are examinations, tests and other work worth not less than 10% of the total assessment.

1. Absence

Aegrotat regulations allow for two distinct circumstances: those which prevent performance and those which seriously impair performance. Impairment is not of itself considered adequate grounds for not sitting a test or examination or completing the item of work by the due date. Unless students are actually prevented by their condition or other critical circumstance from carrying out the item of assessment (and have a medical certificate to that effect) they are expected to undertake the item of assessment, using special facilities, if necessary, and to submit an aegrotat application on the grounds of impaired performance.

2. Special Facilities

Subject to the provision of a medical certificate, special facilities can be provided for candidates unable to sit under normal examination/test conditions. These include arrangements for candidates to leave examination rooms under supervision for short periods or, if necessary, individual supervision in a separate room; supervision off-campus for candidates in hospital or convalescing, provision of special seating and other facilities including use of a reader/writer for the seriously injured or disabled; extension of time for writing the examination/test.

3. To The Student

You are expected to discuss with your practitioner, doctor or dentist whether you could use the special facilities described above.

It is your responsibility to ensure that the attached certificate is given to your practitioner, doctor, counsellor or dentist promptly.

4. To The Practitioner

Practitioners should note that applications for aegrotat consideration may be assessed by the Head of Faculty. Adequate evidence, specifically addressed to the due date for the item of assessment must be supplied. Where there is adequate evidence or doubt that the illness or injury described supports the failure to sit the test/examination or perform the work, the application may be declined. Retrospective documentation of an illness or disability may also be declined. It is the student's responsibility to secure the necessary documentation and meet the costs involved.

12. Academic Requirements

All students must meet certain academic requirements to continue their studies at Wellpark College. These requirements are the following:

- Successfully complete the assessment requirements of all unit standards and/or local components which makes up their programme of study

Turn in all assignments by the deadline.

- Students who do not meet the required standard in an assessment must re-attempt the assessment at the next available resit date.
- Review their academic records regularly and ensure that the records are correct. Copies of the records are accessible in binders in the computer area of the Student Common Room. Please see details of procedure for amending incorrect marks under Academic Record, page 26
- Purchase the REQUIRED texts and materials listed. These must be purchased before the course starts. Recommended texts are optional.
- Maintain a personal binder with all assessment criteria sheets and marked tests and exams. In the event of a dispute about an academic record, a student will have the evidence required.
- Follow all Wellpark College policies and procedures. If a student is in disagreement with a policy or procedure, they need to state their case in writing and address their correspondence to the Principal.

12.1 Absence or Lateness

- Students who arrive at class later than 10 minutes after the start of class are to be marked 'L' on the Roll List. If a student has two 'L's on the Roll List, they will have one absence 'A'. All International students are required to attend 80% of their classes.
- If a student knows they are going to be absent for a class ahead of time we suggest they ask a fellow student to collect any handouts for them.

12.2 Submitting and Picking Up Assignments

All students must include two cover sheets with each assignment. The assignment coversheets are available above the student file drawers in the main hallway. Students need to turn in their assignment with two coversheets to Reception. Both coversheets will be date stamped and one copy will be returned to the student for their records. The other copy will be attached to the assignment and put into the appropriate faculty assignment box by the Receptionist.

Marked assignments that are not returned in class will be placed in each student's folder. The folders are filed numerically by student ID number in the filing drawers in the cabinet.

Marked large assignments will be placed in the appropriate cupboard. Marked assignments not collected at the end of each term will be disposed of.

Marked assignments and tests are placed in the assignment boxes located in the main hallway (next to the Kauri Room) twice a week for collection. They are not available from reception.

- Students attending one-day or weekend courses must attend for the entire schedule. Students who are enrolled in modules that run for less than 10-weeks need to consult their Tutor regarding any acceptable absences.

If a Tutor is late for a class (10 minutes or later), one student should advise Reception.

12.3 Information to students

General assessment requirements will be communicated to students via their Student Handbook. These will include information relating to the assessment regulations and re-assessment arrangements.

Students will receive details of individual assessments in their module pack, including what is being assessed, the assessment criteria that will be used, the evidence they will be required to produce and the time frame for completion.

12.4 Moderation

Internal Moderation

Pre assessment

Wellpark College Faculty staff are responsible for devising the assessments against the learning outcomes and the performance criteria of the relevant unit standards/local components which make up the teaching programmes. The Faculty Administrator will draw up an internal moderation schedule for the Faculty on an annual basis. The College Moderator will then moderate the assessment against the criteria on the College Assessment Moderation Form. Any suggestions are subsequently incorporated in the form of revisions to the assessor concerned. These changes will be monitored by the Faculty Administrator in the module pack register.

Post -assessment:

A sample of student summative assessments will be moderated to gauge the reliability of results and consistency of marking. In general, not less than 10% of student submissions for any one assessment will be cross-marked by the College Moderator who completes the appropriate part of the Assessment Moderation Form for each moderated submission. Any remedial actions required to ensure consistency and fairness will be discussed with the assessor concerned. Results of post assessment moderation and any moderation issues will be reported periodically at Academic Board meetings. The Faculty Administrator will assume responsibility for the storage and security of all assessment materials.

External Moderation.

Wellpark College will comply with the AMAP requirements of the various industry groups covered by the scope of its accreditation.

The College will arrange external moderation for all programmes according to the requirements of each professional modality.

12.5 Appeals

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

12.6 Responsibilities

Teaching staff have responsibility for:

- carrying out assessments, recording the results, and providing feedback to students
- informing the College administrative staff of assessment results for entry on the student database

The Head of Faculty is responsible for:

- overseeing the quality of assessment information communicated to students.
- overseeing internal and external moderation processes
- considering assessment appeals

The Academic Board is responsible for:

- overseeing, monitoring and reviewing moderation policy and procedures, including compliance with external moderation requirements
- considering any student assessment appeals

12.7 Evaluation and Review

The Academic Board will oversee and report on the implementation of the College's assessment systems on a regular basis through its meetings. The area of assessment and moderation will be formally reviewed as part of the annual internal audit.

13. Notification and reporting on learner achievement

13.1 Policy

- Students will receive regular and timely feedback on their progress and achievement throughout their course/ programme.
- Student assessment records will be maintained and updated on electronic database with automatic backup
- The College will exercise the strictest confidentiality with regard to access to and divulgence of student assessment results
- On successful completion of the requirements of their study programme, students will be awarded the appropriate credits and certification.

13.2 Procedures

Teaching staff will keep their own records of formative student progress. Once summative assessments have taken place, the marked student's work, together with completed marking schedule, are returned to the student. Tutors compile records of assessment results and submit these to Student Support for corroboration. Once completed, the assessment records are passed on to the administrative team who enter the data electronically on the student record of learning.

Raw student assessment data, once processed, will be stored securely for a minimum of seven years. These archived student records can only be accessed by designated teaching and administrative staff.

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

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

Privacy Act

The College's enrolment form completed as part of the acceptance of terms requires students to consent to Wellpark College communicating their contact details and educational information to the relevant external agencies and authorities.

Hook on and Credit Fees

The College is moving to an electronic system of registering student 'hook ons' and recording NQF credits. These will be reported periodically to NZQA by the administration team.

Appeals

Appeals against reporting and recording practices will follow the same process as outlined in the preceding section on Assessment and Moderation 1.2.6.

13.3 Evaluation and review

Informal evaluation of the area of notification and reporting will occur through meetings of the respective Faculties and any issues relating to the College operating systems will be referred to the Academic Board. A formal evaluation of the policy and procedures relating to notification and reporting of student results will occur as part of the annual audit.

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14. Research

14.1 Policy

- Any research proposals for research projects or activities must be made in writing and must be formally approved by the relevant Head of Faculty and the Wellpark College Research Committee. Any research activities not authorised internally cannot be undertaken.
- Any research undertaken by College students and staff must comply with the Operational Standards for Ethics Committee established by the New Zealand Ministry of Health.

14.2 Procedures

The procedures outlined below apply to research undertaken by students and staff.

1. Any research proposal must be presented in writing to the relevant Head of Faculty for initial approval. The proposal should follow the category headings contained in the Research Proposal Guidelines. The Academic Board will identify in the College Research Development Plan the broad areas of research which warrant investigation.

The ethical considerations of the research will be examined. Since much of the work undertaken by the College is concerned with the application of natural therapies treatments, any research is likely to include human subjects.

Care must be taken to ensure that the written permission of research participants is obtained before the research is initiated.

2. Once initial approval is given at the Faculty level, the proposal is referred to the Research Committee for consideration. Proposals will be considered on a merit basis and on the availability of funds. No automatic financial support will exist. Direct benefit to the profitability of the organisation will assist in the gaining of approval for research projects, although this must not be at the expense of ethical considerations.

The Research Committee makes a final decision using the Proposal Guidelines outlined above. Research projects which are approved by the Committee will stipulate the time frame, conditions and funding parameters, if appropriate. Projects which are declined will outline the reasons for this decision. Proposal outcomes will be fully minuted and will be communicated in writing to the proposer concerned.

14.3 Research and Ethics Committee

The prime function of the Research and Ethics Committee is to guide and promote the development of research within the College and to address research-related issues.

14.3.1 Terms of Reference

- a. To approve all research proposals in accordance with the code of Ethics regarding research projects.
- b. To ensure that the principal researchers are familiar with and follow the Research Code of Ethics. Principal researchers must also be familiar with the research protocols of Wellpark College.
- c. To determine the research possibilities of the various College programmes and to support the development of a research culture.
- d. To approve all research projects that involve Wellpark College, its staff and students whether or not ethical approval has been gained from another Ethics Committee.
- e. To deal with complaints that arise from research performed by Wellpark College tutors, students and other employees together with complaints that may arise where members of the Wellpark community are human subjects for projects involving external researchers. The Research Secretary will be the point of contact for all research enquiries and complaints.
- f. To receive copies of completed research and/or annual progress reports.
- g. To recommend to the Academic Board any changes in the Research Code of Ethics

14.3.2 Membership of the Committee

All members to have a working knowledge of the Privacy Act, Human Rights Act, Treaty of Waitangi and the College's research protocols.

- a. Three members or representatives of the Academic Board of whom at least one member is actively involved in research
- b. One representative from the Principal's department
- c. External representatives from Natural Therapies industry

14.3.3 Operational Procedures

- a. The Research Committee will meet at least twice per year at times and dates appropriate to the academic calendar.
- b. The quorum will be three – the Committee to consider written submissions from absent members
- c. A chairperson will be selected at the commencement of the meeting
- d. Proposals for research must be submitted following the Research Proposal Guidelines. All relevant documentation must reach the convenor so that papers can be distributed to members 7 days prior to the meeting.
- e. The Committee will appoint one representative to discuss with the applicant issues related to ethics in their proposal. The Committee may request an applicant to attend the next Committee meeting to discuss ethical issues related to his/her proposal
- f. Approvals will be in the following categories:
 - i. Approved unconditionally – with or without comment
 - ii. Approved subject to – minor revisions to documentation
 - iii. Provisional Approval – with substantial recommended revision to protocol and/or satisfactory answers to questions asked by the Committee
 - iv. Deferred Approval – pending substantial changes and satisfactory answers asked by the Committee
 - v. Declined approval – with reasons forwarded to the applicant reasons for ii – iv above should also be given
- g. Approval for research is valid for a twelve month period. If the project has not been initiated within the twelve month period, re-approval will be necessary.
- h. The applicant has a right of appeal for any decision. In the case of an appeal, the decision will be reviewed by an independent review committee comprising at least two persons. This committee will have the right to interview a representative of the board and the applicant.
- i. Decisions of the Committee will be made on a consensual basis.
- j. Where there is insufficient expertise to assess a proposal properly, the Committee may seek additional expert advice. Such experts may be invited to attend a relevant Committee hearing, provided the confidentiality of the applicant is upheld
- k. Any member of the committee who has a conflict of interest must withdraw from the assessment of that proposal.
- l. Issues related to Maori and/or Treaty of Waitangi concerns may be referred to the relevant iwi, hapu or pan-tribal organisation for comment provided the confidentiality of the applicant is upheld.

-
- m. The Committee will report directly to the Academic Board and refer any decisions to the Board for endorsement. Such decisions must be actioned within 14 days of the Academic Board considering them. The Committee will supply an annual report to the Academic Board.
 - n. A written record of all Research Committee meetings and their recommendations will be kept. The records will be stored so that there is restricted access. The proceedings of meetings will be in committee.

14.3.4 Evaluation and Review

The Research Committee will approve the undertaking of research projects and re-consider any re-approvals. The Academic Board will take up any issues referred to it by the Research Committee. The College's QMS policies and procedures as they relate to research will also be formally reviewed as part of the annual internal audit.

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15. Revisions

First Revision September-November, 2004

A full review was held of the document which resulted in a complete rewrite and update and the establishment of a new Quality Management Systems Document.

Second Revision December 2005:

Changes to QMS document

Section Code	Section Descriptor	QMS Document Page
A	Organisational Details – Legal Status	2
1.2.1	Administration meetings	15
1.2.1	Review of Code of Practice (international students)	18
1.2.4	Selection procedures: meeting student learning requirements	30-31
1.2.4	Cross crediting	32
1.2.4	Personal protection and safety	36
1.2.4	Monitoring student attendance	36
1.2.6	Re-assessment	45

Third Revision December 2006

An extensive review took place which resulted in a rewrite and update. Version 3 of the Quality Management Systems Document was established.

Appendix: Programme Development Checklist for Wellpark College Academic Board and Principal's Office

O Developed O Revised by _____

Criteria		AB	PO
1	Title of course	<input type="checkbox"/>	<input type="checkbox"/>
2	Clear statement of aims	<input type="checkbox"/>	<input type="checkbox"/>
3	Clearly identified target group(s)	<input type="checkbox"/>	<input type="checkbox"/>
4	Final programme outcomes	<input type="checkbox"/>	<input type="checkbox"/>
5	Rationale for programme	<input type="checkbox"/>	<input type="checkbox"/>
6	Relevant entry criteria or programme pre-requisites that apply	<input type="checkbox"/>	<input type="checkbox"/>
7	An outline of likely student destinations (employment, further training)	<input type="checkbox"/>	<input type="checkbox"/>
8	A full list of programme components (unit standards & local components) including levels, credit values and duration	<input type="checkbox"/>	<input type="checkbox"/>
9	Learning outcomes and performance criteria for each unit standard/component which are achievable, observable, and match up with the programme aims	<input type="checkbox"/>	<input type="checkbox"/>
10	A fair, valid, and reliable assessment scheme	<input type="checkbox"/>	<input type="checkbox"/>
11	A statement of how and when moderation (both internal and external) will take place	<input type="checkbox"/>	<input type="checkbox"/>
12	An outline of types of delivery and teaching/learning methods	<input type="checkbox"/>	<input type="checkbox"/>
13	An outline of how and when the programme will be evaluated	<input type="checkbox"/>	<input type="checkbox"/>
14	An outline of the resources required to deliver the programme	<input type="checkbox"/>	<input type="checkbox"/>
15	An outline of learning support available and accessible to students	<input type="checkbox"/>	<input type="checkbox"/>
16	Health and safety considerations & documentation	<input type="checkbox"/>	<input type="checkbox"/>

I endorse that information has been provided on the relevant course criteria.

Signed: _____

Date: _____

Create Date:21/04/2008 2:52:36p.m.

Sender:"Lesley Edgeley-Page" <xxxxxx.xxxxxxxxxxxx@xxxx.xxxx.xx>

Sent_To:adminsupt <xxxxxxxxxxxxx@xxxxxxxx.xx.xx>

Sent_CC:

Sent_BC:

Subject:Starting time

21 April 2008

Dear Hu

I have managed to contact Candis, the chairperson, and we have agreed that we will start the meeting at 1.00pm, so please organise flights that enable people to reach Wellpark by 1.00pm, if not a little earlier. On Thursday 15 May, we will aim to finish by 4 - 4.30pm, so people should be able to catch planes at about 6pm.

I am presuming that we will be meeting at Wellpark.

I'll contact the panel members now and suggest that they contact you to make travel arrangements. At some stage, you will also be able to advise them about the hotel accommodation.

Thank you for your efforts.

Kind regards

Lesley

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Create Date:24/04/2008 8:49:52a.m.

Sender:"Lesley Edgeley-Page" <xxxxxx.xxxxxxxxxxxxx@xxxx.xxxx.xx>

Sent_To:Admnsupport <xxxxxxxxxxxx@xxxxxxxx.xx.xx>

Sent_CC:

Sent_BC:

Subject:RE: Arrival Details for Wellpark College

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Dear Hu

That's terrific - so efficient! Thank you for arranging the flights and good to know the address of the accommodation. I'm assuming that the meeting will be held at Wellpark.

Many thanks

Lesley

>>> "Adminsupport" <xxxxxxxxxxxx@xxxxxxxx.xx.xx> 23/04/2008 3:18 p.m. >>>

Dear Lesley

Thank you for your email!

I have arranged flights for other panellists from out of Auckland. I have also booked accommodation for you in Auckland. It is the same as last time in Quality Inn (465 Great North Road, Grey Lynn, Auckland).

Warm Regards,

Hu Tian
Database Administrator
6 Francis Street
Grey Lynn
Auckland
Phone: 360-0560 (Ext: 731)
FAX: (09) 376-4307
Email: xxxxxxxxxxxx@xxxxxxxx.xx.xx

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-----Original Message-----

From: Lesley Edgeley-Page [mailto:xxxxxx.xxxxxxxxxxxxx@xxxx.xx.xx]
Sent: Monday, 21 April 2008 11:45 a.m.
To: Adminsupport
Subject: Re: Arrival Details for Wellpark College

Dear Hu

Thank you for your email and your kind offer of assistance. I will get NZQA to arrange my flights, but it would be very helpful if you were to organise the flights for the rest of the panel. It is just a little difficult for you at the moment as I still need to confirm our starting time on the Wednesday 14 May. This will affect the flight times for those who need to fly. I think that it will be 1.00pm, but I am still trying to contact the chairperson to confirm that. I hope to have that confirmed today and I will let you know as soon as I have.

You do however need to book accommodation for those who need it for the night of 14 May, and perhaps you can do that in the meantime. I have attached a list of the panel members for your information. As you will see, five panellists are from out of Auckland and will therefore need accommodation for that one night.

I will contact you shortly about the starting time.

Many thanks for your assistance.

Kind regards

Lesley Edgeley-Page

Lesley Edgeley-Page
Advisor- Course Approvals & Accreditation
Quality Assurance Division
New Zealand Qualifications Authority

125 The Terrace
PO Box 160, Wellington, 6015, New Zealand

Telephone: 04 463 3188
Fax: 04 382 6895

Email: xxxxxx.xxxxxxxxxxxx@xxxx.xxxx.xx

>>> "Admnsupport" <xxxxxxxxxxxx@xxxxxxxx.xx.xx> 18/04/2008 3:32 p.m.
>>>

Dear Lesley
My name is Hu and I am speaking to you on behalf of the Principal of Wellpark College, Phil Cottingham. Please could you advise us on a suitable day and time regarding when you would like to arrive in Auckland and whether you require us to organise your internal flights and your accommodation.
Warm regards,
Hu Tian

Hu Tian
Database Administrator
6 Francis Street
Grey Lynn
Auckland
Phone: 360-0560 (Ext: 731)
FAX: (09) 376-4307
Email: xxxxxxxxxxxx@xxxxxxxx.xx.xx

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Create Date:15/05/2008 10:25:41a.m.

Sender:"Lesley Edgeley-Page" <xxxxxx.xxxxxxxxxxxxx@xxxx.xxxx.xx>

Sent_To:Principal1 <xxxxxxxxx@xxxxxxxx.xx.xx>

Sent_CC:

Sent_BC:

Subject:RE: Wellpark Degree Panel reschedule

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Hello Phillip

I will let you know as soon as I know. Believe me, I am keen to get this sorted! Cheers Lesley

>>> "Principal1" <xxxxxxxxxx@xxxxxxxx.xx> 14/05/2008 5:03 p.m. >>>
Thnaks Lesley

As soon as you have confirmed dates can you let us know promptly as I have to ensure availability of staff. I have informed everyone it will be the last week in June, but days are also important to ensure they align with teaching schedules, particularly for Vijay Srinivasamurthy, who has to take a day and half out of his schedule.

Thanks

Phillip Cottingham ND BHSc. Grad.Dip. (Herbal Medicine)
Principal
Wellpark College of Natural Therapies
Po Box 78-229
Grey Lynn
Auckland 1002
New Zealand
Ph. 64 9 3600560 Fax 64 9 3764307

-----Original Message-----

From: Lesley Edgeley-Page [mailto:xxxxxxxxxx@xxxx.xx] [mailto:xxxxxxxxxx@xxxx.xx]
Sent: Wednesday, 14 May 2008 4:21 p.m.
To: Principal1
Subject: Re: Wellpark Degree Panel reschedule

Dear Phillip

Thank you for your email and for being so gracious over this unfortunate situation. I'm afraid that we won't be able to have the degree meeting next week as Candis had already booked to go overseas. I did mention it to you on the phone but you would have had so much to think about at that stage. For this reason, we are trying to reschedule the degree for the last week in June. I'll get back to you as soon as I have something reasonably confirmed to check it with you and we'll talk about new flight times and the agenda etc.

I appreciate that there is awful financial loss for you in this situation. For this reason I have already told NZQA that they should not charge for my time involved in rescheduling the panel, that is the tasks I have already done before for day's planned meeting and will have to do again for the next meeting. I'll see what can be done about the airfare losses.

Kind regards

Lesley

>>> "Principal1" <xxxxxxxxxx@xxxxxxxx.xx> 14/05/2008 1:35 p.m. >>>
Dear Lesley,

If it is possible, can we have the degree panel date at the earliest, preferably next week, as I have to schedule staff, rooms, etc.

The following is a breakdown of the loss we have incurred from cancelled air tickets and accommodation. The college would expect these would be considered when NZQA invoices us for the degree panel expenses.

Dear Phil

The lose for the college from the cancellation of air tickets and accommodation for degree panel members is NZ\$1653.12 plus AUD \$55

Please see the break down details below:

Flights for Vicki Mortimer \$860.72 (Non Refundable)

Isla Burgess \$507.50 (Non Refundable)

Tea for Luke \$253.75 (Non Refundable)

Hans Wohlforth AUD \$55 (507.73 credit refund)

Accommodation deposit \$310.5 (Non Refundable)

Thanks,

Hugh

Accounts Administrator

Wellpark College of Natural Therapies

P O Box 78-229 Tel : 09 360 0560 ext 734

Grey Lynn Fax : 09 376 4307

Auckland E mail : xxxxxxxx@xxxxxxx.xx.xx

Phillip Cottingham ND BHSc. Grad.Dip. (Herbal Medicine)

Principal

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Auckland 1002

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Create Date:26/05/2008 3:06:39p.m.

Sender:"Lesley Edgeley-Page" <xxxxxx.xxxxxxxxxxxxx@xxxx.xxxx.xx>

Sent_To:Principal1 <xxxxxxxxxx@xxxxxxxx.xx.xx>

Sent_CC:

Sent_BC:

Subject:Re: Degree Panel dates

Hi Phillip

I'm still having to play around a bit as there was not a clear cut preference for a date - people are having to juggle a little. I'm awaiting one more phone call this pm (I hope) and then I should know. It looks as though it will be either half 25 June and all of 26 OR half 26 and all of 27 June.

I'll be in touch to confirm it very soon, I hope.

Cheers

Lesley

>>> "Principal1" <xxxxxxxxxx@xxxxxxxx.xx.xx> 26/05/2008 10:11 a.m. >>>

Hi Lesley,

Any update on this, as I need to rearrange accommodation, travel, etc.

Phillip Cottingham ND BHSc. Grad.Dip. (Herbal Medicine)

Principal

Wellpark College of Natural Therapies

Po Box 78-229

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Auckland 1002

New Zealand

Ph. 64 9 3600560 Fax 64 9 3764307

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Create Date:17/06/2008 3:13:25p.m.

Sender:"Lesley Edgeley-Page" <xxxxxx.xxxxxxxxxxxxx@xxxx.xxxx.xx>

Sent_To:Accounts2 <xxxxxxxx@xxxxxxxx.xx.xx>

Sent_CC:

Sent_BC:

Subject:RE: Touching base

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Dear Hugh

Thank you very much for your email and for confirmation of all these bookings. I'm very pleased (and relieved) to see that it has all been arranged. Thank you for your efforts.

Kind regards

Lesley

>>> "Accounts2" <xxxxxxxx@xxxxxxxx.xx.xx> 17/06/2008 9:40 a.m. >>>

Dear Lesley

The accommodations for degree panel members are arranged in Quality Inn (465 Great North Road, Grey Lynn, Auckland).

Please see the room booking schedule below for the accommodation details.

24 June (2 rooms): Hans Wohlmuth; Vicki Mortimer

25 June (6 rooms): Peggy Lowndes; Lesley Edgeley-Page; Hans Wohlmuth; Vicki Mortimer; Isla Burgess; Teahou Luke

26 June (1 room): Isla Burgess

The college has also organised two international return flights for Hans Wohlmuth and Vicki Mortimer, and two domestic return flights for Isla Burgess and Teahou Luke. These panel members have confirmed on their itineraries and received their E-tickets.

Please let me know if you require any other assistance for the Panel visit next week.

Kind Regards,

Hugh Tian
Accounts Administrator
Wellpark College of Natural Therapies
Tel 09 360 0560 ext 734
Fax 09 376 4307

-----Original Message-----

From: Principal1
Sent: 16 June 2008 6:16 p.m.
To: Accounts2
Subject: FW: Touching base

Hi Hu

Can you answer the questions at the beginning of this email please?

Phillip Cottingham ND BHSc. Grad.Dip. (Herbal Medicine)
Principal
Wellpark College of Natural Therapies
Po Box 78-229
Grey Lynn
Auckland 1002
New Zealand
Ph. 64 9 3600560 Fax 64 9 3764307

-----Original Message-----

From: Lesley Edgeley-Page [mailto:xxxxxxxxxxxxxxxx@xxxx.xxxx.xx]
Sent: Monday, 16 June 2008 2:14 p.m.
To: Principal1
Subject: Touching base

16 June 2008

Hello Phillip

I thought that I should touch base with you, just to see how the arrangements for our meeting next week are going.

We need to let panel members know where the accommodation is and I presume that plane bookings are underway (mine has been done here). I have attached a list of panel members with addresses, although you will no doubt have them. Since we are starting at 1pm on 25 June, I presume that we will start straight off there at the College and just go to the accommodation at the end of the day.

One thing that we didn't do before was to organise the agenda. I will leave you to fix the order of things as you can sort out people's availability. However we do need something like this.

Leave the panel at least an hour and a half at the beginning for panel time (to exchange thoughts and discuss any issues). We then need an hour with the course (re)developers - preferably just after panel time. We need an hour with the programme managers if they are different to the previous group, an hour with teaching staff, half an hour with college students and half an hour with senior management. If any of the advisory committee are available it would be interesting to hear their thoughts on the new proposal - say for half an hour. We would also like to see the new library arrangements and facilities in general (perhaps not the clinic if it is the same).

The order we see these groups is not so vital although it is most useful if we can see the course developers first (just after panel time). And of course, most of the sessions will go over to the second day. We will need most of the second afternoon for panel time again (to draw our conclusions) and any little gaps are always welcome to debrief. We should aim to finish by 4pm on the Thursday (that should include 15 minutes feedback time to the College). Wednesday we can go later to 5.30 or 6pm if need be. Could you please put a draft agenda together and send it back to me to consider

Many thanks.

Lesley

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Create Date:19/06/2008 9:18:46a.m.

Sender:"Lesley Edgeley-Page" <xxxxxx.xxxxxxxxxxxx@xxxx.xxxx.xx>

Sent_To:Accounts2 <xxxxxxxx@xxxxxxxx.xx.xx>

Sent_CC:

Sent_BC:

Subject:RE: Meeting place

Thank you, Hugh. I'll go directly to the college on Wednesday, but it would be good if Phillip or someone could get people from the Quality Inn.

Kind regards

Lesley

>>> "Accounts2" <xxxxxxxx@xxxxxxxx.xx.xx> 18/06/2008 3:47 p.m. >>>

Dear Lesley

Our principal Philip Cottingham will receive the panel members from Quality Inn and arrange for them to be brought over to the College on the Wednesday.

The panel meeting will start at 1pm on that day.

Kind Regards,

Hugh Tian
Accounts Administrator
Wellpark College of Natural Therapies
Tel 09 360 0560 ext 734
Fax 09 376 4307

Released under the Official Information Act 1982

-----Original Message-----

From: Lesley Edgeley-Page [mailto:xxxxxx.xxxxxxxxxxxx@xxxx.xxxx.xx]

Sent: 17 June 2008 3:35 p.m.

To: Accounts2

Subject: Meeting place

17 June 2008

Dear Hu

I am taking you up on your kind offer of any other assistance. Can you please confirm for me that the panel will be meeting at the College and that panel members should go there initially on Wednesday to start the meeting at 1.00pm.

Many thanks.

Lesley

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Hi Vinay

out of scope

I can confirm that the annual fee 2008 [REDACTED] has been credited and we have re-invoiced as per our letter dated 24 June 2008.

Please find attached a copy of the re-invoice.

Should you have any further questions please let me know.

Kind regards

Michelle

Michelle Diston
Credit Control
New Zealand Qualifications Authority
PO BOX 160
125 The Terrace
Wellington
DDI: (04) 463 3377
Fax: (04) 802 3409
Email: michelle.diston@nzqa.govt.nz

>>> Michelle Diston 18/06/2008 2:49 p.m. >>>

Hi Vinay

Thank you for your email, please find attached a copy of invoice 081094 \$253.13.

[REDACTED]

Any problems, let me know.

Kind regards

Michelle

Michelle Diston
Credit Control
New Zealand Qualifications Authority
PO BOX 160
125 The Terrace
Wellington
DDI: (04) 463 3377
Fax: (04) 802 3409
Email: michelle.diston@nzqa.govt.nz

>>> "Accounts1" <Accounts1@wellpark.co.nz> 18/06/2008 2:00 p.m. >>>

Dear Michelle,

REF : [REDACTED] INVOICE

0081094 DATED 31 MAY 2008 FOR \$ 253.13

out of scope

We have just received your statement dated 09/06/2008.

1. We have not received a copy of your invoice 0081094 for \$ 253.13.
Kindly forward a copy of this invoice.

[REDACTED]

We await your response.