



# Report of External Evaluation and Review

Bay of Plenty College of Homeopathy  
Limited

Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 26 January 2011

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# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Location:	Tauranga (head office)
Type:	Private Training Establishment
First registered:	1998
Number of students:	Domestic: 132 International: 78
Number of staff:	Nine full-time equivalents
Scope of active accreditation:	The scope of accreditation for Bay of Plenty College of Homeopathy (BOPCOH) enables it offer two diploma programmes at level 7. They are the BOPCOH Diploma in Homeopathy and the Diploma in Homeopathy (Animal Health). The BOPCOH Diploma in Homeopathy replaces the National Diploma in Homeopathy which is expiring.
Sites:	- 874 New North Road, Auckland (distance-learning support administrative site) - 145 New North Road, Auckland (administrative site for international students) Teaching sites are contracted in Auckland, Tauranga and Christchurch to offer the weekend courses.
Distinctive characteristics:	BOPCOH is one of two NZQA-registered TEOs offering homeopathy diploma qualifications. The diploma programmes are offered face to face for international students and by monthly weekend intensives or flexible distance delivery to domestic students.

Recent significant changes:	NA
Previous quality assurance history:	BOPCOH was previously quality assured by NZQA in 2006 against Quality Assurance Standard One, the standard then in force. The four requirements not met related to governance and management; and learner information, entry and support.
Other:	<p>BOPCOH has a collaborative arrangement with Waiariki Institute of Technology to teach a Certificate in Homeopathy at Waiariki's Rotorua campus. These students can then pathway to the homeopathy diploma programme or pursue studies in Waiariki's nursing or allied health programmes.</p> <p>In 2008 BOPCOH became part of the Endeavour College of Natural Health, an Australian tertiary provider that offers courses in natural medicine modalities to degree level. This enables graduates of BOPCOH to pathway to a degree at Endeavour. The college also has an articulation agreement with Charles Sturt University, Australia, enabling BOPCOH diploma graduates to pathway to the university's degree programmes.</p>

## 2. Scope of external evaluation and review

The scope of the external evaluation and review of Bay of Plenty College of Homeopathy (BOPCOH) included the following mandatory focus areas:

- Governance, management, and strategy
- Student support, including international students.

The programme focus area included one of the two diploma programmes offered by BOPCOH:

- The BOPCOH Diploma in Homeopathy (Level 7).

This diploma enrolls the majority of students and includes all the modes of delivery offered by BOPCOH.

BOPCOH has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

### 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

Prior to the EER visit, BOPCOH provided the evaluation team with a self-assessment summary and supplementary documentation to support the policies and procedures of the college.

One lead evaluator, an external evaluator, and an NZQA observer visited the BOPCOH Tauranga and Auckland administrative sites. While on site, the evaluation team interviewed representatives of management, quality circle coordinators, tutors, and current students. A range of documents was reviewed.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Bay of Plenty College of Homeopathy Limited**.

Key reasons include the following.

- BOPCOH has recorded very good achievement over the last three years in course and qualification completions. The statistics have been collated, analysed, and externally audited in a consistent manner for this time period. These results are positive given that the diploma programme is four years long and is delivered through monthly intensives, which makes retention a challenge. The 2009 statistics are negatively at odds with Tertiary Education Commission outcome statistics and BOPCOH is currently in discussion with the commission about these differences. BOPCOH enables students to complete the courses and qualification beyond the TEC contracted timelines which impacts the course and qualification statistics.
- Highly effective leadership is focussed on learner achievement. The director works closely with the governing body, Endeavour College of Natural Health in Australia, to agree the strategic direction and goals for the organisation. The BOPCOH director and management team are tasked with achieving the organisation's goals which include education outcomes. These are reported in the director's monthly reports to the Endeavour board.
- Student evaluation surveys consistently note high satisfaction with all aspects of course delivery and were endorsed by those students interviewed by the evaluation team. Students report increased personal growth and raised self-confidence and self-esteem in addition to academic success.

These practices demonstrate BOPCOH's commitment to meeting student needs, thereby increasing education outcomes by reducing learning barriers. However, BOPCOH will need to resolve differences in reported education outcomes with one of its key stakeholders, TEC.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Bay of Plenty College of Homeopathy Limited**.

Key reasons include the following.

- BOPCOH has moved its focus to quality assurance via self-assessment. It has accessed advice and professional development on self-assessment from external expertise, and through planned implementation has related its learnings to its practices. The use of "quality circles" is one innovation, with each circle responsible for aspects of quality assurance, for example the academic quality circle's use of students' assessments to inform teaching.

- Staff and student feedback is summarised, analysed by an external contractor, and used to make improvements, for example the introduction of pastoral care support for distance students outside business hours.
- Scheduled reviews of BOPCOH's programmes and processes also inform self-assessment information and often lead to improvements which are monitored, such as updates to the DVD presentations for distance delivery.
- While BOPCOH has sites in Tauranga, Auckland, and Christchurch, all sites use the same self-assessment and related actions. Its whānau approach encourages and enables staff to teach across all sites using the same delivery and assessment packages to strengthen consistency.

Taken together, these practices reflect an organisation with a clear commitment to self-assessment, reflecting and using this effectively to strengthen organisation-wide practice as a means of continuing current education performance.

## TEO response

The TEO has agreed factual accuracy of the report and has noted in its response that it will continue discussions with TEC to resolve the outcome reporting differences.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Learners are achieving well, with very good completion and graduation rates. For the last three years, statistics have been collated, analysed, and audited externally. These results are positive given that the diploma programme is four years long and is delivered by mixed-mode teaching, including monthly intensives, which make retention a challenge. The 2009 achievement and completion statistics differ to those of the Tertiary Education Commission statistics and BOPCOH is currently in discussion with the commission about these differences. While the difference is significant, BOPCOH asserts that the same formulae have been used to calculate these statistics as in past years. BOPCOH enables students to complete studies beyond the TEC contracted timelines which impacts the course and qualification completion statistics.

Within the four-year diploma, learners are able to move from learning about treating family and friends to being a qualified practitioner, either by starting up their own business or being employed within a pharmacy, health shop, or homeopathy business. BOPCOH has recorded the destinations of graduates, which endorse these outcomes.

The auditor responsible for reporting on the achievement statistic also audits student satisfaction surveys each year based on a rated scale, and the organisation has rated a 100 per cent satisfactory rating for a number of years. In the most recent evaluation survey, 64 per cent of the student satisfaction surveys rated BOPCOH as excellent.

All three delivery modes (distance, international face to face, monthly intensives) have a number of resources available to students which support their achievement, including professionally produced DVDs, library facilities, and relevant course handouts, maximising opportunities to succeed.

The course is structured to support the achievement of students, and professionals currently working in the sector are utilised by the college to ensure up-to-date and relevant information is imparted.

Students who are unable to attend a monthly intensive are provided with the distance-learning DVD resources. This ensures they are able to catch up on the lessons and assignments and do not fall behind. Some students request these resources simply to reinforce the monthly intensive teachings.

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<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.



All these activities provide examples of the commitment of the college to giving students every opportunity to achieve. BOPCOH is in discussion with a key stakeholder, TEC to resolve differences in outcomes reporting.

## 1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Stakeholder groups interviewed by the evaluation team cited achievement of the qualification, increased employment opportunities, and increased knowledge and training – building capacity for the students, whānau, and the community – as valuable outcomes. Teaching staff noted students' increased understanding of holistic care, personal changes towards improved diet and physical activity, and improved self-esteem. Students interviewed by the evaluation team endorsed these comments.

In addition to the above, students note that the added value from the training includes increased self-confidence and self-development, ability to listen and be objective, great networking with professional practitioners, and excellent friendships and relationships with other students (the students have developed a blog site to communicate with each other). The international students mention their intent to move to New Zealand and live. Undertaking study within New Zealand gives them 50 points towards a total of 100 points needed to qualify for residency. Therefore, there is much value for these students from doing the course, not only in terms of knowledge gained but also for long-term options and pathways.

The value to external stakeholders includes the way the diploma programme fits within the New Zealand Council of Homeopathy's clear strategic plan to deliver high quality education; BOPCOH graduates contribute to the ongoing workings and life of the council. Examples were provided of the college's excellent networking within the homeopathy profession, both nationally and internationally.

Improved relationships have provided value to the tertiary sector (e.g. the Waiariki introductory course) and in the more traditional/orthodox health services (e.g. in-service training at the Bay of Plenty District Health Board antenatal courses). As mentioned, agreements with two Australian degree-conferring institutes provide further study options for the diploma graduates.

These examples reflect the value of the programme to their stakeholders. The reporting difference with TEC was reported earlier.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The programme and related activities match the needs of the learners both formally and informally. Comprehensive information about the diploma, including entry requirements, is provided pre-enrolment. An interview at enrolment is used to determine support required such as study skills, literacy and numeracy support, and time management training for those who have been out of academic study for some time.

BOPCOH staff manage the different delivery-mode needs of the students. The coordinator in attendance at weekend intensives follows up on student queries, the Māori coordinator contacts all Māori students to check for any transport and childcare needs, distance students are supported through follow-up phone calls outside business hours, and the international students are assisted during tutorials.

The small (6-12) cohorts of students enable lecturers to get to know students well and respond to their requirements.

The unit standards for the National Diploma in Homeopathy were deregistered in 2008, leading to NZQA approval of the BOPCOH Diploma in Homeopathy. Extensive feedback was received from the Homeopathic Professional Advisory Board, employers, students, and graduates at the 2008 qualification review. The evaluation team noted that the review demonstrated how well the organisation identifies and addresses student and stakeholder needs.

### 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The very positive student evaluation surveys and high achievement rates attest to the effectiveness of the lecturers. Articulation agreements for two degree programmes provide additional endorsement of the standard achieved by the diploma graduates.

Visiting tutors (sessionals) contracted to deliver at the various venues provide additional expertise to full-time lecturers and a consistency of delivery. Master-model answers also assist consistency, as do different assessment markers.

The teaching methodologies include doctor and patient role-plays. Lecturers report that these simulation activities are effective in changing behaviour in adult teaching.

The teaching DVDs are versatile and are also used by the lecturers for induction, appraisals, professional development, and course reviews. Students use them as distance-learning and support resources, as teaching materials when they are unavoidably absent from weekend intensives, and for additional reinforcement of lectures as required.

The course is structured so that clinical work is introduced when the students have achieved a good level of foundation information. This is important as it provides a safety net for clients as well as the students. Students begin to receive clinical supervision in the second year of the diploma until graduation.

Students indicated that they receive feedback from their lecturers through written comments on homework assignments, assessments (results), and in class sessions. Communication also occurs out of contact time through the class representative and email. Email responses to queries are sent out to the whole class in case another student has the same question.

Changes to courses result from student feedback. Students' comments are taken seriously and the quality circle coordinators will look at the concerns and queries and assess the viability of making changes. One example of this was the change within the pharmacy assignment from a written focused task to more hands-on activities.

Students felt that the teachers were effective because the students were able to receive individual support to better understand the course material. This was particularly visible at the international site, where students have 20 hours of face-to-face contact with a tutor.

Management ascertains teaching effectiveness through peer evaluation and observation, student evaluation feedback, and staff appraisal through using the teaching DVDs. All staff are encouraged to undertake professional development, reflecting a continuous learning culture. For example, staff are required to do 15 hours of professional development per year, with the aim to increase this to 40 hours over two years.

The evaluation team found that the one area that could still be strengthened is external moderation, as reported in previous NZQA moderation reports. BOPCOH has worked closely with NZQA to strengthen processes, and the academic quality circle will need to ensure this continues because external moderation will be the responsibility of the college now that the homeopathy unit standards have expired.

## 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

There is a close relationship between the teaching staff, management, and students, enabling the shared goal of successful achievement to become a reality. International students all have uninterrupted access to the international manager's mobile phone to enable any queries and concerns to be addressed. The college sees itself as a quasi-parent for these students.

Comprehensive course information is provided during orientation. Within the international students' orientation period, staff share with new students information they need to know about New Zealand (laws, culture, insurances). Although staff monitoring of these students is limited because they are over 18 years of age, there is a good understanding of their needs through the whānau relationships fostered.

BOPCOH encourages students who are having personal problems that might impact on their progress to alert the college so that an action plan can be developed to provide additional support during this time. Some students have negotiated time away from the programme, using the teaching DVDs to continue and complete their study.

Resource packs containing information for each module (handouts, readings, DVDs) are not delivered to the students until the module has been completed to encourage completion of each module, promote time management for filing assignments, and avoid unmanageable student workloads.

The college provided numerous examples of support and guidance activity, and the evaluation team concluded that this contributed to successful outcomes.

## 1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

There is a clear shared strategic vision and direction, confirmed by all staff after regular consultation carried out by the Endeavour College board chairman. Teaching staff share a common interest through their involvement in homeopathy practice which is then embodied in the culture of the organisation.

Staff are encouraged to engage at national level in organisations such as the peak body, New Zealand Association of Private Education Providers (NZAPEP), which keeps the college apprised of education policy developments. Staff have held executive positions on the New Zealand Council of Homeopathy and continue to fully support this culture of practice.

There is continuous improvement within BOPCOH. The management team has incorporated quality circles (QCs) where groups of staff are responsible for focus areas such as administration, human resources, stakeholders, governance, finance, culture, and academic and pastoral care. Each circle has a coordinator, and feedback and communication processes have been established between each circle to ensure smooth operation and delivery of tasks and people being aware of their responsibilities. Staff leadership of the QCs demonstrates management's confidence in staff abilities.

BOPCOH staff feel valued. There was evidence of college awards for excellence in teaching hanging on the walls and staff are encouraged to attend seminars and conferences to keep up to date.

There is acknowledgement that homeopathy is a niche market and requires a long commitment from students over the four years of the course. Some students find after year one that administering to family and friends is sufficient for them. The international students are advantaged in that they can complete and exit at the end of the first year and gain a certificate. This option is not extended to domestic students because it impacts

negatively on funding body requirements and would be reported as a non-completion. This continues to be a tension for the organisation.

As previously reported, external moderation has been an issue in the past but a new system has been set up to better manage these processes and to ensure that assessments remain at an acknowledged standard now that the homeopathy unit standards have expired.

# Focus Areas

*This section reports significant findings in each focus area, not already covered in Part 1.*

## 2.1 Focus area: Governance, management, and strategy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Excellent**.

## 2.2 Focus area: Student support (including international students)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

## 2.3 Focus area: Diploma in Homeopathy

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Good**.

# Recommendations

Recommendations will be included in the final report.

# Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

# Appendix

## Regulatory basis for external evaluation and review

*Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.*

*In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.*

*NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and the New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the policies and criteria approved by the NZQA Board.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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