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External Evaluation and Review Report

Bay of Plenty College of Homeopathy
Limited

Final report: 21 June 2022

About Bay of Plenty College of Homeopathy Limited

Bay of Plenty College of Homeopathy (College of Natural Health and Homeopathy) offers homeopathy qualifications that are now conducted fully online.

Type of organisation:	Private training establishment (PTE)
Location:	5/18 Hewlett Road, Epsom, Massey, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 116 students (47 equivalent full-time students) International: none at the time of the evaluation
Number of staff:	Six full-time and three part-time
TEO profile:	See NZQA: Bay of Plenty College of Homeopathy Limited
Last EER outcome:	Confident in educational performance and capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Diploma in Acute Prescribing with Homeopathy (Level 5) (NZ2986)• New Zealand Diploma in Homeopathy (Level 6) with strands in Human Health and Animal Health (NZ3918)
MoE number:	8479
NZQA reference:	C47384
Dates of EER visit:	23-25 February 2022 (virtual)

Summary of results

Students at the College of Natural Health and Homeopathy (CNHH) benefit from formalising and developing their homeopathic knowledge through completing qualifications. Programme design and delivery meets most of the needs of learners. Learners are supported well to achieve. The college is led by experienced educationalists with relevant homeopathic knowledge. Self-assessment has vastly improved since the last EER, but a full review of areas needing attention is a work in progress. Further work is to be done to strengthen processes, delivery and the student experience.

Confident in educational performance

CNHH has comparable course completions with the overall private tertiary sector and has increasing qualification completion rates.

Students develop a variety of skills and knowledge during study towards becoming a certified homeopath. The value to the homeopathic community is understood through the industry advisory group and employers.

The move to fully online learning has created accessibility and flexibility for students motivated to study this subject area.

Confident in capability in self-assessment

CNHH is very considerate of the student experience as a whole and offers appropriate academic student support for adult learners to balance family, work and study.

Further consideration of how the college will meet the learning and cultural needs of future Māori and Pasifika learners should be made a priority.

Throughout multiple ownership changes, CNHH has effective and experienced governance and management in place with relevant educational and homeopathic knowledge. Data analysis is used effectively to inform change and manage improvements.

The college maintains sound oversight of compliance accountabilities with both the Tertiary Education Commission (TEC) and NZQA.

Review and improvement of processes and policies is a work in progress at the time of the EER. NZQA supports the plan to review all documentation regularly.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students achieve well in both focus area programmes. Students gain useful skills and knowledge in general homeopathic practice through the New Zealand Diploma in Acute Prescribing with Homeopathy (Level 5) (hereafter, the Level 5 programme), and specialised skills through the New Zealand Diploma in Homeopathy (Level 6) with strands in Human Health and Animal Health (hereafter, the Level 6 programme).</p> <p>Prior to 2021, qualification completion figures were decreasing, a reflection of the teaching-out of now expired level 7 programmes. The qualification completion rate for 2021, at 70 per cent, reflects the new Level 5 and 6 programmes only.</p> <p>The Level 5 completion rates were 69 per cent for 2018 (one withdrawal), 67 per cent for 2019 (one withdrawal), 63 per cent for 2020 (one withdrawal). The Level 6 programme completion rates were 67 per cent for 2019 and 86 per cent for 2020. The 2021 cohorts' study of both the Level 5 and Level 6 programmes are still in progress, but are on track to complete. On average, 67 per cent of students progress from the Level 5 to the Level 6 qualification.</p> <p>There is parity of Māori course completions, with Māori students (identified by the evaluation team) completing at a rate of 60 per cent versus 63 per cent for the overall student population. NZQA recommends that the college track and analyse priority student data separately going forward.</p> <p>The college understands the reasons for withdrawals and benchmarks achievement data against TEC data. This shows that achievement rates at CNHH sit within the median of the PTE sector overall. Management and tutors track the</p>

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

	progression of all students daily. Tracking of individual student goals is a work in progress.
Conclusion:	Achievement is comparable to the PTE sector median. Students gain relevant skills and the majority progress to further relevant study.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students, employers and clients highly value the graduate profile and learning outcomes. The majority of students enrol in the homeopathy programmes from lived experience of the benefit of homeopathy to their health, or they wish to complement their practitioner skills with natural medicine knowledge. The college offers the only animal homeopathy programme in New Zealand. This is of great value to those seeking to become a certified organic animal carer.</p> <p>Beyond attainment of the qualification, students also gain and develop:</p> <ul style="list-style-type: none"> • critical thinking • social skills development, e.g. interviewing skills with patients • confidence to make a difference in the health of their family and community • capability in starting a homeopathy practice • credibility in the sector as a qualified homeopath. <p>Most graduates use their skills to treat friends and family, and about 20 per cent go on to start their own private homeopathy practice. Thirty-eight per cent of graduates progress to relevant employment one year after completion. The college is looking at ways to offer transitional arrangements for graduates into employment.</p> <p>CNHH encourages graduates to register as a practising homeopath with the New Zealand Council of Homeopaths. Incentives to register include:</p>

	<ul style="list-style-type: none"> • guidelines for practitioner expectations and professional standards (employers know graduates are bound by strict ethics) • networking opportunities and connections with other practitioners • access to conferences and research • credibility in the sector as a registered homeopath. <p>The college recognised there is currently a gap in meeting the needs of local iwi and Pasifika communities to better measure the value of outcomes for Māori and Pasifika graduates. NZQA recommends that the college address this before the next evaluation, despite the current small number of priority learner enrolments.</p>
Conclusion:	The value of outcomes is well regarded by graduates and stakeholders.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The focus area programmes' design and delivery match the needs of most students and stakeholders well. Input from the industry advisory group and the academic advisory group ensure the relevance of programmes from an industry perspective. There is room to improve to align the programmes to match the needs of Māori and Pasifika students. As interaction with Māori iwi is required for New Zealand qualifications, beginning this process will also provide insight into the value of outcomes for these communities. Likewise for Pasifika communities.</p> <p>Teaching and learning resources support programme design and delivery. Academic integrity is maintained through the use of plagiarism detection software. The student and learning management system has been upgraded since the last evaluation to offer the most flexible and useful platform to online learners. The newest platform is used as an effective teaching tool in the online learning space through the use of discussion forums and video content. The move to a new system has also</p>

	<p>enhanced tutor interaction with the students and the monitoring of student engagement. Students receive useful feedback on their progress and development.</p> <p>A recent NZQA monitoring report shows that the Level 5 programme did not meet the qualifications criteria due to a mismatch with the learning outcomes and the lack of apparent programme review. In response to the report, the college has reviewed and redesigned all of its assessments to make the connection to learning outcomes clearer for students, and has also reviewed its moderation processes.</p> <p>Internal moderation is now occurring as it should. For every assessment completed there is a thorough moderation process. External moderation is occurring with moderation partners. Staff also meet weekly to discuss student progress and trends of moderation and assessment review.</p> <p>General self-assessment in programme design and delivery needs further strengthening. At the time of the evaluation (February 2022), the latest programme application submitted by the college was not approved because of issues with assessment, moderation and programme development.</p>
Conclusion:	<p>The needs of most students and stakeholders are met. Moderation processes have been strengthened since NZQA monitoring activity. While some improvements have been made, self-assessment of programme design and delivery could be further strengthened.</p>

1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>CNHH provides comprehensive pre-enrolment information and interviews applicants virtually to ensure they are the right fit and are at the right learning level. The college offers a free 10-week introductory course (40 hours) for applicants who need to gain foundation knowledge before undertaking the Level 5 programme. Online orientation is comprehensive, taking students (often individually) through the online learning platform, the student handbook and an assessment of needs.</p>

	<p>Responses to student wellbeing needs are appropriate and are carried out through an academic progression tracker which enables prompt intervention. If needed, individual learning plans are developed, and deferrals and extensions are granted to accommodate the lives of the students.</p> <p>A government counselling service is available to students while the college investigates resourcing for an in-house equivalent.</p> <p>Students have the opportunity to apply their knowledge in theoretical and clinical settings, and through opportunities to practise their skills in the home, community and or through relevant employment as part of the curriculum.</p> <p>While a sole staff member is dedicated to pastoral care, plans for further staffing are in place if student numbers grow.</p> <p>There is room to enhance the opportunities for students to establish and develop support networks for the online student body. Further, understanding and implementing support for Māori and Pasifika learning and cultural needs could be further developed.</p>
Conclusion:	Students are supported well throughout their learning journey, although opportunities exist to enhance the online learning experience.

1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Governance and management are effective in supporting educational achievement and the purpose and direction of the college. The experienced board of trustees, comprising educationalists and homeopaths, is assured of the efficacy and competency of the new owners, who seek to enhance the reputation of the college.</p> <p>Regular communication between the board and management ensures oversight of educational achievement trends and industry requirements. The board of trustees, the industry advisory board and the academic advisory board lead and advise</p>

	<p>from an industry perspective. For example, the recent decision to move to fully online required buy-in from the homeopathic sector.</p> <p>The college is sufficiently resourced, and teaching and learning occurs via appropriate online platforms. Student feedback and analysis of data drives change and improvements. The capability of the learning management system allows tracking of individual enrolment, progression and achievement data. A continuous improvement plan is used across the college by all staff.</p> <p>Management and tutoring staff hold relevant teaching and homeopathy qualifications and have relevant professional development opportunities. Staff are considered experts in their field, as acknowledged by both students and stakeholders. Staff members are valued by the college and are passionate about homeopathy.</p> <p>CNHH responds effectively to change and external pressures. Processes and protocols that have evolved during the global pandemic have been aligned to meet the needs of the student body in the new online learning space.</p>
Conclusion:	The new owners and leadership team are highly regarded in the industry and have been effective in streamlining the business since the last evaluation. Management has established educational and industry networks that enhance the quality of their performance and support educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>CNHH effectively manages its compliance requirements through use of a calendar of compliance accountabilities, which includes key TEC and NZQA requirements. A risk plan and mitigation for any staff absences ensures business continuity. The college maintains close links with the two regulating bodies for homeopathy to ensure any compliance-related updates are implemented promptly.</p> <p>The 2021 TEC audit found CNHH to be operationally sound, but required the college to update the student handbook and quality management system, which was promptly addressed.</p>

	<p>Health and safety is an essential part of ethical homeopathy practice, and therefore the college has rigorous health and safety policies and processes.</p> <p>Since the last EER, there have been ownership and governance changes, and this has prevented continuous and effective review of processes and policies in the last four years. However, a major review is now underway and has been ongoing in the last 12 months since the new ownership came into effect.</p> <p>At the time of the evaluation, there were no international students enrolled. However, processes as per Code of Practice requirements are in place should international students enrol.</p>
<p>Conclusion:</p>	<p>CNHH currently manages its important compliance responsibilities effectively. Full review and self-assessment of policies and processes is a work in progress.</p>

Focus areas

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

2.1 Focus area: New Zealand Diploma in Acute Prescribing with Homeopathy (Level 5) (NZ2986)

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: New Zealand Diploma in Homeopathy (Level 6) with strands in Human Health, and Animal Health (NZ3918)

Performance:	Excellent
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Bay of Plenty College of Homeopathy Limited:

- Track and analyse priority student data separately going forward to better support Māori and Pasifika students.
- Engage with local iwi and Pasifika communities to better understand the value of outcomes for these stakeholders and their respective students.
- Look at ways to support the establishment of social and academic networks for online students.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud²
- Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources
- Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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