



BAY OF PLENTY COLLEGE OF  
**Homeopathy**

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(PTE Provider 8479)

**Committed to: “Professionalism and Innovation in Homeopathic Education”**

30 June 2005 (version 2)

# **Profile Submission**

## **(2006-2008)**

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### Treatment of confidential material

### Making your PTE's profile publicly available

# 1. Environmental Scan

Section 159W(d) of the Education Act 1989 requires organisations to outline their short to medium-term strategic direction(s) in their profiles. Our PTE’s strategic directions have emerged from “scanning” the environment in which we operate, making assumptions about how the environment may change over the next three years and then deciding on the actions needed to respond to these changes.

- The environmental scan table below lists our short to medium-term assumptions that form the basis our strategic directions.
- The depth of information provided reflects the sizes and complexity of our PTE.

Strategic planning assumptions	Response(s) to your PTE’s strategic planning assumptions	Strategic direction(s)	Reference to your PTE’s charter (page number and paragraph numbers given.)
1. Quality assured courses in homeopathy will continue to be in demand around the country.	We meet demand by offering our programmes in the following three venues: Auckland, Tauranga, and Christchurch.	1. Continue to provide our programmes in Auckland, Christchurch and Tauranga.	p.3; ¶ 1&2 state our commitment to quality education in homeopathy. (see also Charter  Page8 section 8 itemises avenues to ensure the educational quality needs of learners are met. These stated aims and means are robustly in place.  p.3 ¶ 3. 5and 8 state intent to offer programme across the stated venues. And the commitment to maintain quality and access.
2. The College needs to	We continue to provide guest tutors for Bay of	2. Maintain guest	P.6 ¶5 & 6 &7 states the

Strategic planning assumptions	Response(s) to your PTE's strategic planning assumptions	Strategic direction(s)	Reference to your PTE's charter (page number and paragraph numbers given.)
maintain and grow its collaborative relationships with other public and private providers as signalled by the Government in STEP and TES.	Plenty Polytechnic programmes (Retail Pharmacy & Health , Sports and Leisure) and at Waiariki Polytechnic's Bachelor of Nursing programme; guest tutor and at WINTEC in Hamilton. We have an MOU with Wellington College of Homeopathy (WCOH).and an intent to MOU with Waikato Institute of Herbal Studies, Wellpark College, Auckland and South Pacific College of Natural Therapies, Auckland (SPCNT).	teaching of College staff at polytechnics. Continue to maintain links with private providers.	Colleges intent to collaborate and lists some of the public and private institutions we work with. Reference to collaboration with other Natural Therapies providers is mentioned in Page 7 ¶1.
3. Maori and Pacific island enrolments are essential to contribute to the academic and career achievements of these peoples.	The College's Maori Liaison Officer is actively maintaining relationships with local Iwi. The College also works with the Cultural Consultative Initiative of the Western BOP Tertiary Providers Group.	3. Enhance relationships with local Maori and work to strengthen relationships with PI peoples.	Page 5. ¶5 discusses the establishment of Maori Liaison Officer and section 6 on page 7 details other avenues used to ensure commitment to Maori are realised. These are all robustly functioning as at time of Charter consultation.  See Charter p. 8 ¶1& 2 to stated commitment to advancement of PI peoples.
4. International Students will provide us with a diversification of revenue and enhance	We need to maintain our approval as Signatories to the Code of Practice for the Pastoral Care of International Students and market our courses successfully to overseas learners. We have	4. Continue to enrol and look after our International students.	<i>(Note: No direct reference to this at the time of the Charter creation in 2003. This provider became a</i>

Strategic planning assumptions	Response(s) to your PTE's strategic planning assumptions	Strategic direction(s)	Reference to your PTE's charter (page number and paragraph numbers given.)
the learning environment for all students.	upgraded our website to more effectively market to learners here and overseas.		<i>Signatory to the Code of Practice for the Pastoral Care of International Students in 2004.)</i>
5. Flexible distance learning options will continue to be in demand.	This demand is being met by the College's extramural study options. The steady growth in this division of the College indicates the veracity of this assumption. We will continue to offer both the "human" and "animal" qualifications by distance format.	5. Continue to provide and develop distance learning options.	p.3 ¶ 6 & 9 states the intent of our distance learning options. p.5; ¶ 3, & 4 states the intent of the distance learning option to meet the needs of rural learners, in particular. p. 5 ¶ 11 shows the commitment to quality distance learning provision. Page 6 ¶ 4 states the unique position of this provider in its qualifications by quality distance learning. p.8 ¶ 5 shows the commitment to student support for distance learners.
6. Degree pathways need to be maintained for learners to staircase to higher tertiary	We will maintain a degree pathway to a BHSc from CSU (Charles Sturt University). In this way, the College is providing an access to higher tertiary qualifications and the better career opportunities that flow from obtaining a degree.	6. Maintain our degree pathway to the BHSc at Charles Sturt University.	p.4 ¶ 3 & 4 state the commitment to a degree pathway for our students. Also p.6 ¶ 3 shows that the College sees the degree

Strategic planning assumptions	Response(s) to your PTE's strategic planning assumptions	Strategic direction(s)	Reference to your PTE's charter (page number and paragraph numbers given.)
qualifications.			pathway as part of its collaboration with other tertiary providers.
7. Industry input to our curriculum is essential for maintaining relevance of our programmes.	The College is represented on the NZQA Homeopathy Advisory Group which reviews the National Unit Standards in homeopathy. Staff members consult with the homeopathic pharmacy industry, practitioners and registered body (NZCH—two college staff members are on the executive council).	7.Maintain consultation with homeopathic industry stakeholders (and allied professions such as naturopathy and conventional medicine) and make decisions at staff and governing body level that are informed by industry's needs.	Page 7. ¶s 2,3 4 &5 state the college's commitment to consulting with industry regularly. Page 9; section 10 states the college's structures for governance and management and shows in particular the process by which consultation with stakeholders (such as industry) gets integrated into decision making. Page 4¶9 details industries to which our graduates contribute to work force and stakeholders.
8. There is a connected but separate demand for homeopathic training for human and animal patients.	The College offers two qualifications: National Diploma of Homeopathy level 7 and the Diploma of Homeopathy (Animal Health) level 7 to meet the needs of learners wishing to practice on human or animal clients or both.	8.Continue to offer both the National Diploma of Homeopathy level 7 and the Diploma of Homeopathy (Animal Health) level 7 and	Page 3, ¶ 2 states our intention to provide both the National Diploma of Homeopathy level 7 and the Diploma of Homeopathy (Animal Health) level 7

Strategic planning assumptions	Response(s) to your PTE's strategic planning assumptions	Strategic direction(s)	Reference to your PTE's charter (page number and paragraph numbers given.)
		cross credit between the two qualifications.	

## 2. Strategic direction, objectives, performance indicators, and targets

This section of the profile template demonstrates how our PTE will give effect to its charter and strategic direction. The short to medium-term objectives in our PTE's profile demonstrates how we will focus, or develop to achieve our mission and contribute to the TES, and the STEP. References to TES and STEP will correspond to the following table which lists the 6 TES Strategies and the 35 STEP objectives:

<b>Strategy 1</b>	
<b>Strengthen System Capability and Quality</b>	
	Objectives
1	Improved strategic capacity and leadership at both governance and management levels.
2	Increased differentiation and specialisation across the system.
3	Greater collaboration with the research sector, the creative sectors, industry, iwi and communities.
4	Sustainable growth of export education capability centred on a reputation for quality teaching and pastoral care.
5	A stronger system of focus on teaching capability and learning environments, to meet diverse learner needs.
6	Learners and the wider public have confidence in high levels of quality throughout the system.
7	A coherent and reliable system of qualifications, learning recognition and credit transfer.

<b>Strategy 2</b>	
<b>Te Rautaki Matauranga Maori – Contribute to the Achievement of Maori Development Aspirations</b>	
	Objectives
8	Tertiary education leadership that is effectively accountable to Maori.
9	Strong and balanced Maori staff profiles within the tertiary education system.
10	Quality programmes that recognise Te Ao Maori perspectives and support the revitalisation of Te Reo Maori.
11	Robust options for kaupapa Maori tertiary education that reflect Maori aspirations.
12	Increased participation by Maori in both a broader range of disciplines and in programmes that lead to higher – level qualifications.
13	A tertiary education system that makes an active contribution to regional and national Maori/whanau/hapu/iwi development.

<b>Strategy 3</b>	
<b>Raise Foundation Skills so that all People can Participate in our Knowledge Society</b>	
	Objectives
14	Significantly improved adult foundation skill levels, achieved through increased access to foundation education in a range of learning contexts.
15	Clearer accountability for quality outcomes within foundation education, including a greater focus on assessment.
16	A common understanding of the definition of foundation skills and of best practice teaching in this area.
17	Improved linkages between secondary and tertiary education, and improved staircasing for learners within tertiary education.

<b>Strategy 4</b>	
<b>Develop the Skills New Zealanders need for our Knowledge Society</b>	
	Objectives
18	Accurate and timely skills forecasting capability.
19	Industries are supported in meeting their self-identified skill needs.
20	Equity of access and opportunity for all learners.
21	Learners are equipped to make informed choices about career and learning.
22	Broader development of skills for active citizenship and the maintenance of New Zealand's cultural identity.
23	Improved provision of, and better systems of recognition for, high level skills.
24	Promotion of specialist skills that contribute to New Zealand's Development.

<b>Strategy 5 Educate for Pacific People's Development and Success</b>	
	Objectives
25	Pacific learners are encouraged and assisted to develop skills that are important to the development of both the Pacific and to New Zealand.
26	A tertiary education system that is accountable for improved Pacific Learning outcomes and connected to Pacific economic aspirations.
27	Pasifika for Pasifika education services are assisted to grow their capability and enhance Pasifika peoples' learning opportunities.
28	An increased proportion of Pacific staff at all levels of decision-making in the tertiary education system.

<b>Strategy 6 Strengthen Research, Knowledge Creation and Uptake for our Knowledge Society</b>	
	Objectives
29	Excellent research performance is encouraged and rewarded.
30	Stronger accountability and enhanced performance reporting for tertiary education.
31	Increased global connectedness and mobility.
32	A more focussed tertiary research investment through world-class clusters and networks of specialisation.
33	Greater alignment of tertiary education research with national goals.
34	Improved knowledge uptake through stronger links with those that apply new knowledge or commercialisation of knowledge products.
<b>35</b>	Increased breadth of support for research students and emerging researchers, with a particular focus on the development of Maori researchers.

**Table: Strategic direction(s), contribution to the TES and STEP, and Objectives**

Strategic direction(s) of our PTE	Contribution to the TES	Contribution to the STEP	Objectives
1. Continue to provide our programmes in Auckland, Christchurch and Tauranga.	Strategy 1 –capability is strengthened with provision across the regions. Strategy4 Knowledge economy is developed by availability of our courses across the country	Our courses offer the increased specialisation that strengthens system capability (obj 2) and we provide diverse learning environments to meet learner needs (obj 5). The three venues also provide equity of access and opportunity for all learners (obj20) and access to higher skill levels—eg level 7 qualifications (obj 23) and promote specialist skills in	1. Market, enrol students and maintain staffing and operational requirements to effectively deliver courses in Tauranga, Auckland and Christchurch. (Access)

Strategic direction(s) of our PTE	Contribution to the TES	Contribution to the STEP	Objectives
<p>2. Maintain guest teaching provision of College staff at polytechnics. Continue to maintain links with private providers.</p>	<p>By working closely with other tertiary providers we help to strengthen system capability and quality. (Strategy 1)</p>	<p>NZ (obj 24). In particular, the guest teaching sets the scene for greater collaboration with industry and other providers (obj3) which, in turn meets diverse learner needs (obj 5) and helps achieve a more coherent and reliable system of qualifications (obj 7)</p>	<p>2, Provide staff to guest teach at: BOP Polytech, WINTEC, Wairiki, Wellington College of Homeopathy. Maintain MOUs and collaborate with CEOs of with WCOH, &amp; Waikato Institute of Herbal Studies. (Relevance and Excellence)</p>
<p>3. Enhance relationships with local Maori and work to strengthen relationships with P.I.</p>	<p>Consultation and Maori staff at this provider help us to meet the goal of Contributing to the Achievement of Maori and their development aspirations (Strategy 2) Our marae-based introductory courses help raise foundation skills (Strategy 3) Our participation in CCI and outreach to PI through whanau connections helps us to Educate PI Peoples (Strategy 5)</p>	<p>Our Maori Liaison Officer helps us to be effectively accountable to Maori (obj 8) and her appointment shows our commitment to a strong and balanced Maori staff profile (obj 9) and our support of Maori student achievement that leads first to Diploma level and has a degree pathway thereby meets (obj 12 &amp; 13) Our Marae based intro courses (at Foundation level) provide a staircase to further study for Maori (obj 12 &amp; 14) We are encouraged by our first success with Pacific Learners and are committed to PI success (obj 25)</p>	<p>3. Maintain appointment of Maori Liaison Officer, Anne Kohu. Have Kaumata present for protocol at launch of year and graduation. Attend Cultural Consultative Initiative meetings of Western Bay of Plenty Tertiary Providers and establish links to local Pacifica folks via Maori Liaison Officers whanau. (Access, Relevance &amp; Capability)</p>

Strategic direction(s)of our PTE	Contribution to the TES	Contribution to the STEP	Objectives
4. Continue to enrol and look after our International students.	By providing training for International students we enhance system capability & quality (Strategy1).	Our modest but ongoing commitment to providing for international students contributes to the sustainable growth of the export education capability (obj 4)	4.Maintain signatory of Code of Practice for the Pastoral Care of International Students. (Capability)
5. Continue and develop distance learning options.	Our provision of level 7 Diploma training via distance education supports system capability and quality (Strategy 1) This contributes to the growth of the knowledge economy and specialist skills (Strategy 4).	Our flexible, and high quality distance learning courses meet learners diverse needs (obj 5) And improve provision of high level skills and specialist skills for NZs development (obj 23 and 24)	5.Continue to develop the DVD versions of our programmes and update website for student support. (Access & Relevance)
6. We will maintain our degree pathway to the BHSc at Charles Sturt University	Our degree pathway enhances system strength and capability (Strategy 1). Having a degree path gives more people option to participate in the knowledge society (Strategy 3) and develop the high level skills needed for NZ development in the future (Strategy 4) and Strengthens uptake of knowledge society (Strategy 6)	The degree pathway meets learners diverse needs (obj 5) The links with other providers here and Overseas shows our commitment to improved linkages within the education sector and levels (obj 17) and provides higher skills levels to Kiwis (obj 23) and increase global connectedness and mobility as the Australian degree is well recognised (obj 31)	6.Maintain accreditation for National Diploma of Homeopathy which is the prerequisite for enrolment in the CSU, BHSc programme.(Relevance &Access)
7. Maintain consultation	Consultation with	Our consultation keeps us	7.Carry out regular meetings

Strategic direction(s) of our PTE	Contribution to the TES	Contribution to the STEP	Objectives
<p>with homeopathic industry stakeholders (and allied professions such as naturopathy and conventional medicine) and make decisions at staff and governing body level that are informed by industry's needs.</p>	<p>stakeholders is essential feature of creating system strength and quality (Strategy 1) as well as helping to develop a relevant knowledge society (Strategy 4) and to strength knowledge creation and its uptake outside the educational sphere (Strategy 6)</p>	<p>informed of both industry and iwi and communities (consumers) needs (obj 3) and this supports learners and public is knowing that the courses are of good quality and relevance (obj 6). In particular, consultation with industry means we are relevant with our provision—which enhances employment destinations and success (obj 19) and provides strong links with the industries that are developing products and services that are innovative (obj 34)</p>	<p>with stakeholder feedback as per Charter and QMS policies, procedures.(Excellence &amp; Capability)</p>
<p>8. Continue to offer both the National Diploma of Homeopathy level 7 and the Diploma of Homeopathy (Animal Health) level 7 and cross credit between the two qualifications.</p>	<p>Both level 7 Qualifications are quality assured and thereby strengthen system capability and quality (Strategy 1) and help to develop the knowledge society (Strategy 4)</p>	<p>Our courses are highly specialised and provide Core Skills that are transferable to success in many avenues of employment (obj 2)&amp; the specialisation inherently meets the diverse needs of learners (obj 5). The unit standards and modules are cross creditable between the two qualifications so that learners can achieve both without repeating or duplication (obj 7). The nature</p>	<p>8.Enrol students in both the National Diploma of Homeopathy level 7 and the Diploma of Homeopathy (Animal Health) level 7; (Relevance&amp; Access)</p>

Strategic direction(s) of our PTE	Contribution to the TES	Contribution to the STEP	Objectives
		of our courses as specialist and generalist meets the knowledge society goals, in particular (obj 24)	

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

Objectives	Performance indicators	Actual achievement for previous year(s)	Expected target 2005	Target 2006	Target 2007	Target 2008
1. Market, enrol students and maintain staffing and operational requirements to effectively deliver courses in Tauranga, Auckland and Christchurch (Access).	<p>1.1 Have enrolment numbers to 'at least' capped' EFTS, across the three venues.</p> <p>1.2 Maintain quality management systems as per NZQA standards as checked by audit and moderation processes.</p> <p>1.3 Maintain facilities and staffing and leases/rental agreements with the delivery sites in all three locations.</p>	<p>1.1 Have enrolled more than capped EFTS across the 3 venues.</p> <p>1.2: 3 year audit cycle with NZQA, next scheduled audit in July, 2006.</p> <p>1.3 Staff &amp; leases all secure for each venue every year we have operated.</p>	<p>1.1 More EFTS than capped and good numbers at all venues.</p> <p>1.2 Meeting quality requirements.</p> <p>1.3 Staff &amp; leasees all in place.</p>	<p>1.1 Have enrolled more than capped EFTS across the 3 venues.</p> <p>1.2 Successfully complete NZQA audit and be granted at least a 2 yr audit cycle.</p> <p>1.3 Staff &amp; leasees all in place.</p>	<p>1.1 Same as 2006</p> <p>1.2 Meeting quality requirements.</p> <p>1.3 Staff &amp; leasees all in place.</p>	As 2007
2, Provide staff to guest teach at: BOP Polytech, WINTEC, Wairiki,	Guest tutoring arrangements are all in place and active for	Guest teaching at BOP Polytech since	All met.	Same as 2005	Same as 2005	Same as 2005

Objectives	Performance indicators	Actual achievement for previous year(s)	Expected target 2005	Target 2006	Target 2007	Target 2008
Wellington College of Homeopathy. Maintain MOUs and collaborate with CEOs of with WCOH, & Waikato Institute of Herbal Studies. (Relevance and Excellence)	2005 as in previous years. Plans are to continue these over the 2006 2008 period. MOUs and meetings are diaryed annually.	1993. Wintec since 1994. Wellington College of Homeopathy since 1991, Wairiki since 1996.				
3.Maintain appointment of Maori Liaison Officer, Anne Kohu. Have Kaumata present for protocol at launch of year and graduation. Attend Cultural Consultative Initiative meetings of Western Bay of Plenty Tertiary Providers and establish links to local Pacifica folks via Maori Liaison Officers whanau. (Access, Relevance & Capability)	3.1 Liaison Officer monitors & responds to Maori students needs 3.2 she gives stakeholder feedback 3.3 she plans & implements short courses that are Marae based. 3.4 organises Kaumata invitations and greetings to lead protocol. 3.5 she develops Pacific Island contacts via whanua connections. 3.6 CCI meetings attended and actioned as pertains to our stakeholders. 3.7 SDR statistics indicate we are attracting Maori and PI learners.	Maori Liason Officer has served as an important member of staff since 2001 PIs 3.1-3.4 &3.6 achieved in 2004, 3.5 a new initiative for 2005.  3.7Maori students in 2003= 7.4% and 2004 = 9.8% PI students in 2003= 0% and 2004 = 1%	PIs 3.1-3.6 achieved. PI  3.7 (based on recent SDR) Maori students in 2005 = 5.6%  PI students 2005 = 1%	Same as 2005 For 3.1-3.6  3.7 Continue to meet or exceed the performance indicators for  Maori ≥5%  Pacific Island ≥1%	Same as 2005 For 3.1-3.6  3.7 Continue to meet or exceed the performance indicators for  Maori ≥5%  Pacific Island ≥1%	Same as 2005 For 3.1-3.6  3.7 Continue to meet or exceed the performance indicators for  Maori ≥5%  Pacific Island ≥1%
4.Maintain signatory of Code of Practice for the Pastoral Care of International Students. (Capability)	This provider became a signatory in 2004 and continues to comply with the standards of the Code.	Meeting all the requirements of standards for International Students.	Meeting all the requirements of standards for	Same as 2005	Same as 2005	Same as 2005

Objectives	Performance indicators	Actual achievement for previous year(s)	Expected target 2005	Target 2006	Target 2007	Target 2008
			International Students			
5.Continue to develop the DVD versions of our programmes and update website for student support. (Access & Relevance)	5.1 Starting in Feb05, the College contracted to have classes in Auckland digitally recorded. These have been edited and produced for student use. 5.2 Revamped website for College from July 2005.	Previously only VCRs of classes available to distance learners or attending students who missed lectures. Website was functional from 1998, but new site more extensive and offers more student support features.	To complete DVD preparations of year one of the programme.  Maintain the new website.	To complete DVD preparations of year two of the programme.  Maintain the new website and add student resources.	To complete DVD preparations of year three of the programme.  Maintain the new website and add student resources	To complete DVD preparations of year four of the programme.  Maintain the new website and add student resources
6.Maintain accreditation for National Diploma of Homeopathy which is the prerequisite for enrolment in the CSU, BHSc programme.(Relevance &Access)	NZQA approval and accreditations are all in place for the National Diploma of Homeopathy Level 7	NZQA approval and accreditations are all in place for the National Diploma of Homeopathy Level 7	NZQA approval and accreditations are all in place for the National Diploma of Homeopathy Level 7	Same as 2005	Same as 2005	Same as 2005
7.Carry out regular meetings with stakeholder feedback as per Charter and QMS policies, procedures.(Excellence & Capability)	Hold 3 governing body meetings a year. Hold 3 academic advisory group meetings a year and 2 Strategic and Operational Meetings a year. Also moderation meetings twice a	We have maintained this consultative meeting cycle for over 4 years and find it gives robust feedback from stakeholders. It	Maintain the meeting and cycles detailed here (and in our QMS) and the action	Same as 2005	Same as 2005	Same as 2005

Objectives	Performance indicators	Actual achievement for previous year(s)	Expected target 2005	Target 2006	Target 2007	Target 2008
	year and medical science hui twice a year.	informs our curriculum development, operational efficiency, prudent financial management and strategic planning.	plans that result from those meetings.			
8.Enrol students in both the National Diploma of Homeopathy level 7 and the Diploma of Homeopathy (Animal Health) level 7; (Relevance& Access)	At least 'capped' EFTS enrolments in the courses that comprise both our quals in 2006-2008.	In 2004 we provided training in both qualifications as follows:  National Diploma of Homeopathy: =111.74 EFTS (2001 cap is 98.97)  Diploma of Homeopathy (Animal Health) =21.9560 EFTS (cap =16)	Comparable figures for 2005 are:  National Diploma of Homeopathy =121.2770 EFTS  Diploma of Homeopathy (Animal Health) =21.3174 EFTS	Sustained number of enrolments based on 2005 figures. (As included in our SDR forecasts at May 2005).	Sustained number of enrolments based on 2005 figures. (As included in our SDR forecasts at May 2005).	Sustained number of enrolments based on 2005 figures. (As included in our SDR forecasts at May 2005).

Objectives	Performance indicators	Actual achievement for previous year(s)	Expected target 2005	Target 2006	Target 2007	Target 2008

### 3. Collaboration and rationalisation

The TEC is seeking a tertiary education system that is more strategically connected, collaborative and rationalised.

**Table: Collaborative initiatives**

Briefly describe your PTE's existing and planned collaborative initiatives with others.	Briefly describe how your PTE's existing and planned collaborative initiatives meet the needs of stakeholders.	Briefly describe how your PTE's existing and planned collaborative initiatives give effect to its charter.	Briefly describe how your PTE's existing and planned collaborative initiatives contribute to the TES.
Degree pathway to Charles Sturt University, NSW, Australia with their New Zealand agents, South Pacific College of Natural Therapies (SPCNT) in Auckland.	<p>Graduates have expressed the desire to extend their achievement at diploma level to degree status. These stakeholders report financial and salary increase incentives from current employers for them to complete the degree.</p> <p>This helps industry meet its requirements for highly skilled individuals with critical and analytical skills.</p>	<p>See Charter p 4, ¶3.&amp;¶8p.7 ¶1, ¶5 . This initiative provides mutually beneficial collaboration with SPCNT. Our students have a degree pathway to a BHSc and the SPCNT gains the enrolments and fees and supports the students in their successful completion of the necessary papers.</p> <p>This collaboration avoids duplication of services and rationalises resources.</p> <p>It provides an opportunity for degree level attainment.</p>	System capability and quality -Strategy 1 & Stragey 4 to build knowledge economy and Stratey 6 to strengthen uptake of Knowledge and are all supported by the degree pathway.
Memorandum of Understanding with registered PTE, Wellington College of Homeopathy.	<p>Students benefit from cross credit and transfer policy. Industry is served by the maintenance of standards and parity of providers. Staff benefit from tutor and assessment exchanges.</p>	<p>Charter p. 6, ¶6. This collaborative agreement includes guest tutor exchanges, consultation on curriculum and assessments and moderation. It also provides for easy transfer of students between providers and student fee protection risk management.</p>	Strategy 1: Such strong inter-provider links , inherently strengthen system capability and quality.

MOU Discussions with Waiariki Institute of Technology Nursing Programme Coordinator and Academic Director in 2005 in order to formalise our long standing association (evidence recent meetings with BOPCOH CEO and email correspondence).	Other health providers want to have access to relevant (and tailored) homeopathic teaching as part of their existing programmes.	p.4 ¶10. This proposed closer collaboration will benefit the nursing students and their patients who choose to integrate homeopathic medicine in their treatment plans.	TES 6. Stronger and more formal inter-provider links , inherently strengthen system capability and quality and provide vision needed to overcome duplication of services and to improve learner outcomes and diversity.
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**Table: Rationalisation initiatives**


Briefly describe your PTE's existing and planned rationalisation initiatives with others.	Briefly describe how your PTE's existing and planned rationalisation initiatives meet the needs of stakeholders.	Briefly describe how your PTE's existing and planned rationalisation initiatives give effect to its charter.	Briefly describe how your PTE's existing and planned rationalisation initiatives contribute to the TES.
The degree pathway to CSU, BHSc, with SPCNT.	Students and graduates want access to degrees after their diploma.	Charter p. 4, ¶3	TES 2, 3 and 6.
Active Participation in the Western Bay of Plenty Tertiary Providers Forum to continue to identify how public and private providers can cooperate to maximise the use of services and minimise duplication of services and thereby maintain quality and possibly reduce costs to government and learners.	This gives us direct contact with and feedback from other tertiary providers, who we consider important stakeholders.	Charter p.6, ¶ 7.	TES 6.
This College collaborates with the following TEOs in the use of their "bricks and mortar" for the delivery sites of our courses. E.g. in Tauranga, the Bongard Centre of the Bay of Plenty Polytechnic; in Auckland the College uses Midwifery Faculty classrooms at the AUT, Akoranga Drive Campus on the North Shore and in Christchurch the	Win-win outcome for this provider and its "other providers" stakeholders.	Charter p.6, ¶ 8 and p.7, ¶1.	TES 6.

Briefly describe your PTE's existing and planned rationalisation initiatives with others.	Briefly describe how your PTE's existing and planned rationalisation initiatives meet the needs of stakeholders.	Briefly describe how your PTE's existing and planned rationalisation initiatives give effect to its charter.	Briefly describe how your PTE's existing and planned rationalisation initiatives contribute to the TES.
lecture and clinic rooms at the Canterbury College of Natural Medicine.			

## 4. Subcontracting

This PTE is **not** involved in subcontracting.

**Table: Subcontracting declaration**

<p><b>No subcontracting of teaching and learning activities over the duration of the profile 2006-08</b></p> <p><i>I affirm that our PTE has not subcontracted another organisation to deliver teaching and learning activity on our behalf and will not deliver teaching and learning activity on behalf of another organisation, over the duration of the profile 2006-08.</i></p>	
<p><b>Principal subcontracting declaration</b></p> <p><i>We subcontract another organisation to deliver teaching and learning activity on our behalf using TEC funding. I affirm our PTE has:</i></p> <ul style="list-style-type: none"><li>• <i>processes in place to maintain quality learning outcomes;</i></li><li>• <i>financial processes in place that provide a transparent audit trail for each contractual arrangement;</i></li><li>• <b>records and administrative processes to enable a comprehensive audit of any of its subcontracting arrangements within 10 working days notice from the TEC;</b></li><li>• <i>subcontracting arrangements that comply with the current Tertiary Funding Guide; and</i></li><li>• <i>detailed all existing and intended <b>Student Component</b> (only) funded subcontracting arrangements in the <a href="#">Principal - subcontracting register</a> (a separate Excel file available from the TEC website).</i></li></ul>	
<p><b>Contractor subcontracting declaration</b></p> <ul style="list-style-type: none"><li>• <i>Our PTE delivers teaching and learning activity on behalf of another organisation.</i></li><li>• <i>I affirm our PTE has detailed all of these existing and intended arrangements in the <a href="#">Contractor - subcontracting register</a> (a separate Excel file available from the TEC website).</i></li></ul>	

## 5. Risk management

Detail how your PTE identifies any major operational or financial risks.	Detail how your PTE manages or minimises any operational or financial risks.
<p>The primary financial risk to the College would be substantial decrease in public funding.</p> <p>We monitor changes through our membership to NZAPEP and by subscribing to TISSL times and attending “Road Shows” given by TEC/MOE; NZQA, Career Services, WINZ-Study Link.</p>	<p>This risk factor is difficult to control and it provides uncertainty. Our mitigation strategy involves the maintenance of our extramural option for study. We have video learning resources such that if we had to close all existing attending venues, we could still support students learning by video. This would be a radical change in the college delivery and culture, and would necessitate reduction in teaching staff and downsizing of administrative staff and office rental. We would still be able to deliver our programmes but student options for access to the training would be more limited. One other option, if government funding were completely withdrawn, would be to increase our tuition fees. Our annual fees are currently \$2,645—significantly lower than the fee maxima for the qualifications we offer. This is about half of the fees paid by students pursuing similar qualifications in Australia. So another strategy would be to increase fees to the point that the market would tolerate; this would help fill the gap created if public funding were to cease. In 2004, this PTE undertook a formal restructuring with an outcome of reduction in 2 staff positions and 2 staff taking reduced salaries. This created a substantial cost savings that has improved the PTEs financial position and will keep it on track for its medium and long term financial goals.</p>
<p>The College must maintain its registration, accreditation and course approvals from NZQA.</p>	<p>To mitigate this risk the College is committed to maintaining its Quality Managements Systems. This involves many things, including: proper maintenance of student files, assessment records and moderation processes. It includes being an EEO with proper staff contracts and ongoing training for staff and reviews of performance. It involves having good business and accountant practices, procedures and monitoring of same.</p> <p>The College is currently on a 3-yearly audit cycle with NZQA (putting us in the top 10% of PTEs). In addition, we have successfully met requirements of two MOE/ TEC audits (Sept 2002, for enrolment records and general compliance with MOE terms and conditions and March 2004 for SPF).</p>

<b>Detail how your PTE identifies any major operational or financial risks.</b>	<b>Detail how your PTE manages or minimises any operational or financial risks.</b>
<p>The College needs to closely monitor income and expenditure.</p> <p>The College works closely with its Chartered Accountant to monitor income and expenditures and compare these to Forecast and Budget. Regular (at least 6 per annum) with the CEO and General Manager ensures that financial performance and risks are well monitored.</p>	<p>This takes place as part of 2 monthly GST return preparation. Accounts manager and Budget manager coordinate GST return with College accountants and the CEO. Outcomes are compared with budget projections and cash flow forecasts. This regular monitoring aids fiscal prudence and responsibility.</p>
<p>The College has well documented and development processes and procedures.</p> <p>There is a meeting cycle that ensures operational efficiency is maintained. E.g. monthly staff meetings; academic advisory meetings and strategic and operational meetings.</p>	<p>Our operational monitoring procedures are detailed in our QMS document and the cycle is internally audited by the College's Governing Body and externally audited by NZQA AAA division audits.</p>
<p>The College must maintain good security of electronic data and venues and a healthy work environment. Office Managers at Auckland and Tauranga Offices have this as part of their job descriptions and make sure the policies and procedures regarding security and OSH are followed on an ongoing basis.</p>	<p>To mitigate the risks of fire, theft or injury to staff and students the College does the following. The College has back up of electronic data managed by an IT consultant, on monthly contract. Venues are protected by monitored alarms. The College offices have fire extinguishers and there is an annual Health and Safety review and staff induction includes health and safety considerations.</p>



## 6. Policies and processes

Describe in the policies and processes table where your PTE's stakeholders can access the following policies and processes. For example, you may choose to do this by listing the specific links to your PTE's web site where your PTE's stakeholders can access this information, or provide your PTE's postal address.

**Refer Guidelines, page 35**

<b>Policies and Processes:</b>	<b>Describe where your stakeholders can obtain copies of these policies and processes. (Type N/A below if it is not applicable to your PTE)</b>
Articulation arrangements with other providers	On request to bopcoh@wave.co.nz
Credit transfer policies	QMS (Quality Management Systems) documents, College Prospectus and Student Handbook
Recognition of prior learning policies	College Prospectus and Student Handbook
Learner grievances procedures	QMS (Quality Management Systems) documents and Student Handbook
Policies on stakeholder relations	QMS (Quality Management Systems) documents and College Charter.
Equal Employment Opportunities	QMS (Quality Management Systems) documents and College Charter.
Equal Education Opportunities	QMS (Quality Management Systems) documents, College Prospectus, and College Charter.

## 7. International education

The TEC and the Ministry of Education need to ensure those organisations that have foreign fee paying learners are actively improving their reputation for quality education and pastoral care of these learners.

### ***Table: Involvement in international education***

#### **Outline the reasons for your PTE's involvement in international education.**

- **Increasing demand** for course information and desire to enrol in our courses by International Students led us to become an approved provider to International Students in 2004.
- Our International Students constitute 5 % of the enrolments in our National Diploma of Homeopathy programme. These learners, from USA, Europe and the Indian Subcontinent help to make a **richer learning environment** for all learners.
- **Diversification of Income** results from having International Students. We hope to see this sector of our business grow in the coming years. (See plans below)

### ***Table: International education – pastoral care***

#### **Outline your PTE's processes for ensuring the pastoral care of international learners is in accordance with the Code of Practice for the Pastoral Care of International Students in New Zealand.**

- Although the percentage of International Students is relatively low at present; this provider is committed to maintaining its full compliance with the Code of Practice for the Pastoral Care of International Students.
- e.g. the College Dean and International Liaison Officers actively maintain pastoral care and monitor International Students progress on the course. (see below for more detail)

***Table: International education – increasing internationalisation***

**Outline your PTE's plans (if any) for increasing internationalisation of processes and practices.**

- Our curriculum and the NZQA National Diploma of Homeopathy is based upon the Guidelines of the International Council of Classical Homeopathy. Adherence to this International Standard makes reciprocal registration in countries like Australia and UK obtainable for our graduates.
- Access to our course information Internationally is maintained by the updating of our website.
- In 2005, this provider has begun to create DVD (digital recordings) of its teaching sessions. This resource is available to students who miss a class and can therefore watch the DVD to make sure they stay current with the course. These DVDs are created in a universal format so that they can be watched any where in the world.

***Table: International education – quality of education***

**Outline your PTE's guidelines to ensure that the quality of education delivered to domestic learners is at least maintained, but ideally enhanced, by the presence of its international learners.**

- There is a high entry standard for English Language skills for International Students so that we are happy that they can actively contribute to classroom discussions and can achieve competently on assessments.
- International Students are mentored and monitored by their ILOs (International Liaison Officers) so that they are incorporated into the totality of the student body.
- The learners complete satisfaction and feedback surveys which would indicate any adverse impact from International Students.

***Table: International education – outcomes***

**Outline how your PTE monitors the educational outcomes achieved by its international learners.**

- All learners must successfully complete continuous assessments over the whole course of the Diploma programmes. This continuous assessment is actively monitored by the College Dean. The Dean's review of student assessments several times a month makes it improbable for any student to "fall between the tracks". This monitoring system has a "second layer" for International Students in the form of the ILOs who along, with the College Dean, make regular review of International Student progress and achievement on assessments.
- All learners must successfully complete each stage of the programme in order to progress. This mechanism ensures that no learner gets 'left behind' or promoted to a level of study to which they can not reasonably achieve. Another mechanism by which this is checked via SDR course completion data.
- All learners are given learning support and guidance (as per the College's policies and procedures – to NZQA QAS1 standards).

**Outline how your PTE monitors the educational outcomes achieved by its international learners.**

- Our domestic graduates are able to obtain registration with comparable professional bodies overseas. As yet, we have no International Student graduates but we expect them to receive the same registrations as our domestic graduates.

**Table: Current and projected future numbers of international learners**

Note: The dollar figures are exclusive of GST. And the assumption is for a moderate increase per annum in number of International Students.

Note also: We intend to increase fees by 5% per annum for International Students during the 2006-2008 timeframe.

Qualification / Programme of study <i>(add more rows if required)</i>	2005			2006			2007			2008		
	Expected forecast (\$)	Expected number of learners forecast	% of total learners in programme	Expected forecast (\$)	Expected number of learners forecast	% of total learners in programme	Expected forecast (\$)	Expected number of learners forecast	% of total learners in programme	Expected forecast (\$)	Expected number of learners forecast	% of total learners in programme
ND0627 National DipHom	\$28,000	6	4.2%	\$58,785	12	8%	\$77,160	15	9.6%	\$97,218	18	11%

## 8. Other activity of the organisation

Other major activities of your PTE that are not funded by the TEC.	
<p><b>Formal Continuing education</b> seminars: The college offers a 2 year structured post graduate continuing education opportunity.</p>	<p>This programme is called Post Graduate Fusion Sessions, cost of \$2550 per year. It focuses on increasing practice standards and business success for graduates from this provider and others. It therefore promotes excellence and financial success. Current enrolments are 16.</p>
<p><b>Casual Continuing education</b> seminars are offered for 1 to 3 days. These are typically facilitated by overseas speakers who are on lecture tour in New Zealand. Participants pay from \$75-200 per day depending on the speaker and topic.</p> <p>Treaty of Waitangi for Health Professionals workshops. (1 day)</p>	<p>These also encourage practitioners and students to upskill—thereby contributing to knowledge strategy and excellence strategy.</p> <p>Since 1996, the College has organised Treaty workshops and required all students and staff to have successfully completed one. In 2003 and 2004 we ran these workshops in Christchurch, Tauranga and Auckland. They are open to the public also and have been attended by practitioners and new immigrant homeopaths who use this to gain cultural insights and safe practise.</p>
<p><b>College collaborates with Dexcel researchers</b> on bovine mastitis.</p> <p>College staff collaborate with and monitor progress of Organic Dairy Farming Unit at Massey University in P. North.</p> <p>College staff collaborate with Organic Dairy Group to help members met Fonterra requirements for organic milk premium pay outs.</p>	<p>Key staff from the College have consulted with Dexcel researchers on protocol design for bovine research. This collaboration began in 2000 and results in NZ and with overseas interest. It is part of New Zealand's contribution to expansion of agricultural knowledge in a creative and innovative way. In addition, staff have been part of advisory team to Massey organic dairy farming initiatives. Thus contributing to creative approaches to environmental sustainability.</p>

## 9. Existing TEC funded activity and funding sought

### **Table: Funding application forms submitted with your PTE's profile**

Complete this checklist to ensure any funding application form(s) have been submitted to the TEC. Tick your PTE's lead TEC area, and indicate the number of funding application forms submitted. Discuss your PTE's application(s) for funding with your PTE's local TEC advisor before submitting forms with its profile. Funding application forms are self-contained documents available from the TEC website at <http://www.tec.govt.nz/funding/profiles/resources.htm>.

**Refer Guidelines, page 42**

TEC area office	Lead area ✓	Youth Training	Training Opportunities	Rangatahi Maia	Tupulaga Le Lumana'i	Additional Student Component
Northland						
Auckland North West						
Auckland Central						
Auckland South						
Auckland East						
Waikato						
Bay of Plenty	✓					
Eastern Coast						
Taranaki / Wanganui						
Manawatu / Wairarapa						
Wellington						
Nelson / Marlborough / West Coast						
Canterbury						
Southern						

## Student Component funding

Our PTE is seeking Student Component funding in 2006, and has completed the 'Summary of Student Component funded activity' (a separate Excel file which we obtained from the TEC website at [www.tec.govt.nz/funding/profiles/resources.htm](http://www.tec.govt.nz/funding/profiles/resources.htm)). It is submitted as an attachment to the same email as this profile submission.

### *Table: Student Component funded learner support and resources offered in 2006.*

<b>Briefly describe any plans to offer support or resources to learners in 2006 that were not described in your last year's profile. If your PTE has no plans to offer additional support or resources to those described in last year's profile, type N/A below.</b>
<ul style="list-style-type: none"><li>• Digital recording in DVD format of teaching sessions began in 2005. This innovation allows distance learners even more flexibility of accessing the courses. E.g. the DVDs can be viewed directly on the learner's computer or DVD player in the home or office. The digital format allows for efficient and visually enhanced embedding of Power Point Presentations and other useful learning media.</li></ul>
<ul style="list-style-type: none"><li>• On-line clinical training offered to students at all three of our venues for the first time in NZ. This service is unique to this provider and is a collaborative venture with Homeopathic Symposium Trainings in USA. This service is recognised for continuing medical education credits in many US jurisdictions.</li></ul>
<ul style="list-style-type: none"><li>• Improved website as marketing tool and information portal for existing students.</li></ul>

## Performance Based Research Fund (PBRF)

NO

If your PTE does not receive PBRF funding, type 'No' in the space provided and go to section 10.

PTEs receiving PBRF funding will need to provide a summary of the plans they have in place to address their PBRF results and to develop their research activities. For example, this could include plans to collaborate with another TEO to address an area of identified weakness, or plans to support Māori and Pacific researchers.

### ***Table: PBRF***

<b>Describe your plans if they have not been provided elsewhere in your profile. If you have addressed these elsewhere then please provide a page reference.</b>
Not applicable

## 10. Consultation

Our PTE values ongoing stakeholder input into the development of its annual profile. Our organisation had consultation processes in place that have been enhanced through charter and profile consultation. This consultation report demonstrates our ongoing engagement with our stakeholders and shows we have a suitable consultation plan or process in place to maintain the engagement with stakeholders.

<p align="center"><b>Brief List of our PTE's stakeholders.</b></p>	<p align="center"><b>How our PTE collects feedback from stakeholders.</b></p> <p align="center"><b><u>Please note☺</u></b> <b><i>Intra and Extra Organisational Distinction is made below</i></b></p>	<p align="center"><b>How our PTE takes into account feedback from its stakeholders.</b></p> <p align="center"><b><u>Please note☺</u></b> <b><i>Intra and Extra Organisational Distinction is made below</i></b></p>
<ul style="list-style-type: none"> <li>Learners/ students</li> </ul>	<p align="center"><i>Some key Intra organization Consultation and outcomes from that are as follows.</i></p>	

<p align="center"><b>Brief List of our PTE's stakeholders.</b></p>	<p align="center"><b>How our PTE collects feedback from stakeholders.</b></p> <p align="center"><b><u>Please note</u>☺</b> <b><i>Intra and Extra Organisational Distinction is made below</i></b></p>	<p align="center"><b>How our PTE takes into account feedback from its stakeholders.</b></p> <p align="center"><b><u>Please note</u>☺</b> <b><i>Intra and Extra Organisational Distinction is made below</i></b></p>
<ul style="list-style-type: none"> <li>• Staff –academic and administrative</li> <li>• Homeopathic Industry</li> <li>• Homeopathic Professional Body (NZCH)</li> <li>• NZQA Advisory Groups, e.g <ul style="list-style-type: none"> <li>➢ Homeopathy Advisory Group</li> <li>➢ Core Health Advisory Group</li> </ul> </li> </ul> <p>See Page 10 of the College's Charter</p> <ul style="list-style-type: none"> <li>• Maori and Pacific Island Communities</li> <li>• Consumers</li> <li>• Organic Industry</li> <li>• Other Health Professionals (Natural and Conventional)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student and Staff feedback</b> is ongoing—feedback pathways include phone and email, communication notebooks and through formal written surveys each year.</li> <li>• <b>Governing Body Meetings</b> includes stakeholders from Homeopathy and Naturopathic Industry; admin staff, academic staff and nursing profession. Input from financial advisors and feedback from students and staff are included in these meetings. (meetings at least 3xs per year)</li> <li>• <b>Academic Advisory Group</b> also has representation from all the above stakeholders and focuses more on day-to-day and operational issues. (meets at least 5 times per year)</li> </ul>	<p>Intra-organisational consultation has provided reminders of how the College has set out to achieve its mission, aims and objectives and the meetings offer a platform for communicating and monitoring progress in all these areas.</p> <p>It also provides the opportunity to allocate staff and resources to timely achievement of goals. It also offers a mechanism for monitoring financial performance, assessing strengths, threats, weaknesses and opportunities. Regular meetings help us to be responsive in timely manner to stakeholder needs.</p>
<p align="center"><b><i>Some key Extra- organization Consultation and outcomes from that are as follows.</i></b></p>		

<p>Brief List of our PTE's stakeholders.</p>	<p>How our PTE collects feedback from stakeholders.</p> <p><u>Please note☺</u> <i>Intra and Extra Organisational Distinction is made below</i></p>	<p>How our PTE takes into account feedback from its stakeholders.</p> <p><u>Please note☺</u> <i>Intra and Extra Organisational Distinction is made below</i></p>
<p>Name of PTE</p>	<ul style="list-style-type: none"> <li>• <b>Maori consultation &amp; Pacific Island consultation:</b> Maori liaison officer has informal monthly meetings with Academic Manager and Office Manager in Tauranga and feedback goes to Governing Body meetings. Maori liaison officer is pursuing whanau connections with Pasifika with the goal of discussing initiatives for getting more PI folks involved in homeopathic health care and education. The College participates in the Cultural Consultative Initiative project with other Western Bay of Plenty Tertiary Providers Forum members. The goal is to collectively consult with both Maori and PI communities. Feedback goes to Governing Body meetings.</li> <li>• <b>New Zealand Council of Homeopaths:</b> College staff represented on the National Executive Committee of this professional body. (meets 5-7 times a year)</li> <li>• <b>NZQA Advisory Groups for Homeopathy &amp; Core Health:</b> College Principal and Dean sit on this Advisory Group.</li> <li>• <b>Homeopathic Pharmacy</b></li> </ul>	<p>In the area of Maori and Pacific Island consultation we have learned that the most effective contacts are made and followed up with personal contact from within local Maori networks. We also participate in 'macro' approaches to Maori and Pacific Island communities but have found our 'micro' / direct approaches the most effective and rewarding for all concerned.</p> <p>Extra-organisational consultation has provided the opportunity to network and collaborate with others within our industry and our colleagues in the Natural Therapies field in general and also with the wider tertiary sector.</p> <p>Participation on NZCH national executives by members of the College Governing Body helps the College stay current with the needs of the profession both in NZ and overseas. It means that the College closely monitors membership requirements which impact graduate destinations.</p> <p>NZQA Advisory Group input means the College is aware of any changes to the Unit Standards which make up the National Diploma of Homeopathy</p>



## 11. Profile areas for development

Your PTE's charter and / or profile assessment report from the TEC (which should have been received in November 2004) may have identified areas for development for your PTE to address in its next profile. This section of the profile template ensures you have addressed these areas for development.

If your PTE has no areas for development, type 'No' in the space provided.

NO

<b>List your PTE's areas for development described in its charter and/or profile assessment report.</b>	<b>Detail how your PTE addressed these areas, and how and where this has been reflected in your PTE's current profile.</b>
Not applicable to this Provider's Profile 05-07	

## Submission of our Profile to the TEC

The TEC office below was emailed a copy of this Profile on **30 June 2005**.

Area	Email address
Bay of Plenty	<a href="mailto:bayofplenty@tec.govt.nz">bayofplenty@tec.govt.nz</a>

## Treatment of confidential material

Any material we consider confidential will be marked 'Commercial and in Confidence' and the TEC will ensure that this material is treated on that basis.

## Publicly availability of our PTE's profile

Once the TEC has approved our PTE's profile we are obliged to make it publicly available. (This is a requirement of section 159Z of the Education Act 1989.) Therefore our PTE's approved profile is available to anybody who wishes to see it and a copy is given to anybody who wants one. Our PTE asks for \$25 per hard copy. We reserve the right to withhold commercially sensitive and confidential sections.

References used to compile this Profile were accessed from: <http://www.tec.govt.nz/funding/profiles/resources>. With Thanks©