# Naturopathy Course Accreditation Evidentiary Requirements

This document provides guidance on the documentation and information that may be required by an Institution to show evidence that their proposed course meets the ARONAH Naturopathy Accreditation Standards. The evidentiary requirements for each standard are for guidance only. It is the responsibility of the Institution to show that each standard is met and to decide on the information to be included in the main text of the application and the supporting documentation. Further details regarding the application process are outlined in the *ARONAH Naturopathy Accreditation Standards*.

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| Institution: |  |
| Course Name: |  |

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| Standard 1: Governance |
| 1.1 Current registration by the TEQSA as an Australian university or other higher education provider |
| *Evidence*: Provide web link to the TEQSA register |
| 1.2 Current accreditation of the program of study by the university (or TEQSA for non-self-accrediting higher education providers) detailing the expiry date and recommendations, conditions and progress reports related to the department. |
| *Evidence*: Provide link and attachments of progress reports |
| 1.3 Sufficiency of resources to carry out the program’s mission and educational objectives current, short and long term, including appointment of a qualified business manager or chief financial officer |
| *Evidence*: Provide a business plan for the course |
| 1.4 Current, documented academic governance structure for the university (or other higher education provider) and the Faculty, Department or Division conducting the program which ensures academic oversight of the program and promotes high-quality teaching and learning, scholarship, research and ongoing evaluation. |
| *Evidence*: Provide an organisational governance chart |
| 1.5 Terms of reference for relevant department committees and advisory and/or consultative groups. |
| *Evidence*: Attach policies outlining the relevant boards |
| 1.7 Staff delegations, reporting relationships, and the role of persons or committees in decision making related to the program, including title, name and qualifications of the Dean or Head of that Faculty, Department or Division. |
| *Evidence*: Attach organisational chart |
| 1.8 Governance arrangement between the university or higher education provider and the department that ensures responsiveness to accreditation requirements for ongoing compliance with accreditation standards |
| *Evidence*: Attach details of reporting structure, committee terms of reference and frequency of meetings where relevant |
| 1.9 Policies relating to credit transfer or the recognition of prior learning that are consistent with AQF national principles and the graduate’s ability to meet the Competency Standards for the professional category. |
| *Evidence*: Attach relevant policies |
| 1.10 Policies and procedures regarding human resources that include procedure for evaluating the performance of administrative staff on a regular basis, a grievance policy for employees, and non-discrimination and equal opportunity policies. |
| *Evidence*: Attach relevant policies and statements of procedures |
| 1.11 Statement of the campus or campuses on which the course is provided. |
| *Evidence*: Provide a description of the campus(es) |
| 1.12 The annual report of the university or higher education provider and/or other appropriate publications that provide information on the nature, resources and standing of the provider institution. |
| *Evidence*: Attach annual report |

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| Standard 2: Informed scholarship and research capacity |
| 2.1 Annual report of scholarly activity of the university or higher education providers. The documentation should indicate any involvement with, or impact on, students from within the naturopathy program. |
| *Evidence*: Provide a summary of scholarly activity |
| 2.2 Current, documented research projects including details of principal researchers and explanatory title for each project being pursued by staff and higher research degree students (as appropriate) in the academic unit that has primary responsibility for teaching the naturopathic program. |
| *Evidence*: Provide a summary of research activity |
| 2.3 Research funding awarded over the last 3 years to staff in the academic unit that has primary responsibility for teaching the naturopathy program. |
| *Evidence*: Provide a summary of successful research funding |
| 2.4 Peer-reviewed publications produced in the last 6 years by the academic staff of the academic unit that has primary responsibility for teaching the naturopathy program. |
| *Evidence*: Provide a summary of peer-reviewed publications |
| 2.5 For new courses, an institutional strategic plan outlining initiatives and infrastructure which ensures capacity for significant research and scholarly enquiry within the department that has primary responsibility for teaching the naturopathy program |
| *Evidence*: Provide the institutional strategic plan |
| 2.6 Position descriptions and recruitment policies for academic staff outlining the requirement for scholarly activity. |
| *Evidence*: Attach relevant documentation |
| 2.7 Learning outcomes within the program/s include key elements associated with critical analysis of scientific research and its evaluation. |
| *Evidence*: Provide a statement of program learning outcomes |

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| Standard 3: Curriculum conceptual framework |
| 3.1 A clearly documented and explained conceptual framework for the educational and clinical training program, including the educational and professional naturopathic philosophies underpinning its curriculum. |
| *Evidence*: Provide a description of the program’s conceptual framework |
| 3.2 The incorporation of contemporary Australian and international best practice teaching, learning and assessment methodologies and technologies to enhance the delivery of curriculum content, stimulate student engagement and promote understanding. |
| *Evidence*: Provide a description of the institution’s approach to teaching, learning and assessment; attach policies where relevant |
| 3.3 A program of study that is congruent with contemporary and evidence-based approaches to professional naturopathic practice and education |
| *Evidence*: Provide a statement responding to this requirement |
| 3.4 Teaching and learning approaches that:  a) Enable achievement of stated learning outcomes  b) Facilitate the integration of theory and practice  c) Scaffold learning appropriately throughout the program  d) Encourage the application of critical thinking frameworks and problem-solving skills  e) Engender deep rather than surface learning  f) Encourage students to become self-directed learners  g) Embed recognition that graduates take professional responsibility for continuing competence and life-long learning  h) Instil students with the desire and capacity to continue to use, and learn from, emerging research throughout their careers  i) Promote emotional intelligence, communication, collaboration, cultural safety, ethical practice and leadership skills expected of naturopaths  j) Incorporate an understanding of, and engagement with, intraprofessional and interprofessional learning for collaborative practice. |
| *Evidence*: Provide a statement responding to this requirement, and attach policies where relevant |

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| Standard 4: Program Development and Structure |
| 4.1 Evidence of a clear, concise and realistic mission statement for the educational and clinical training program that identifies what the program intends to accomplish, and encompasses the educational preparation of naturopathic practitioners |
| *Evidence*: Provide mission statement |
| 4.2 Evidence of a set of programmatic objectives that are consistent with the mission and address instruction, research/scholarship and service, which is used to guide the program in establishing specific learning outcomes for students in the program. |
| *Evidence*: Provide objectives of the program |
| 4.3 Evidence of consultative and collaborative approaches to curriculum design and program organisation between academic staff, those working in health disciplines, students, consumers and other key stakeholders for the proposed course |
| *Evidence*: Provide a statement responding to this requirement, and attach policies where relevant |
| 4.4 Evidence of contemporary naturopathic practice in the development and design of curriculum |
| *Evidence*: Provide a statement responding to this requirement, and attach policies where relevant |
| 4.5 A map of subjects against the Competency Standards relevant to the professional qualification which clearly identifies the links between learning outcomes, assessments and required graduate competencies |
| *Evidence*: Complete *Template for Criteria 4.5* |
| 4.6 Overview of the curriculum content and the rationale for its extent, depth and sequencing in relation to the knowledge, skills and behaviours expected of students at each stage of the program |
| *Evidence*: Provide a diagram of the program structure; include a statement responding to this requirement, and attach policies where relevant |
| 4.7 Evidence of opportunities for student interaction with other health professionals to support understanding of the multi-professional health care environment and facilitate interprofessional learning for collaborative practice |
| *Evidence*: Provide a statement responding to this requirement, and attach policies where relevant |
| 4.8 A minimum of 400 hours of supervised naturopathic clinical experience with at least 60% of those hours providing care as the primary clinician, not inclusive of simulation activities, incorporated into the program and providing exposure to a variety of health conditions with sufficient client interactions to ensure development of diverse skills in patient care and management. |
| *Evidence*: Complete *Template for Criteria 4.8* |
| 4.9 Content and sequencing of the program of study prepares students for clinical practice and, wherever possible, incorporates opportunities for simulated learning |
| *Evidence*: Provide a statement responding to this requirement, and attach policies where relevant |
| 4.10 Supervised clinical practicum included as soon as is practically possible within the program to facilitate early engagement with the professional context of practice |
| *Evidence*: Provide a diagram of the program structure |
| 4.11 Extended clinical practicum in Australia included towards the end of the program to consolidate the acquisition of competence and facilitate transition to practice. A summative assessment is made at this time against all *ARONAH Competency Standards for Naturopathic Practitioners* in the clinical setting |
| *Evidence*: Complete *Template for Criteria 4.11* |
| 4.12 Equivalence of subject outcomes for programs taught in Australia in all delivery modes in which the program is offered (subjects delivered on-campus or in mixed-mode, by distance or by e-learning methods) |
| *Evidence*: Provide a benchmarking / mapping document responding to this requirement, and attach policies where relevant |
| 4.13 Where the structure of the program allows for multiple entry pathways for which students receive block credit or advanced standing (other than on an individual basis), evidence that each pathway meets the Competency Standards for the relevant Course Accreditation Standards |
| *Evidence*: Attach relevant policies |

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| Standard 5: Program Content |
| 5.1 A comprehensive curriculum document structured around the conceptual framework that includes:  a) Program structure and delivery modes  b) Subject outlines  c) Linkages between subject objectives, learning outcomes and their assessment, and national competencies  d) Teaching and learning strategies  e) A supervised clinical experience summary and plan  f) At least 3 years full time study load or its equivalent |
| *Evidence*: Provide curriculum document |
| 5.2 A central focus throughout the program is naturopathic practice, comprising core health professional knowledge and skills and specific naturopathic practice knowledge and skills that are evidence based, applied across the human lifespan and incorporate national and regional health priorities, health research, health policy and reform. |
| *Evidence*: Provide a statement responding to this requirement, and attach documentation where relevant |
| 5.3 Naturopathic traditional knowledge, research and evidence-based enquiry underpins all elements of curriculum content and delivery |
| *Evidence*: Provide a statement responding to this requirement, and attach documentation where relevant |
| 5.4 The development of clinical competence including support for students to become caring and ethical primary care practitioners with a well-developed sense of personal wellness, knowledge of their unique skills as healers, and full understanding of their scope of practice and its strengths and limitations |
| *Evidence*: Provide a statement responding to this requirement, and attach documentation where relevant |
| 5.5 Academic and clinical education components are carefully coordinated and integrated, and are mutually reinforcing allowing for a graduated progression in the student’s knowledge, skills, attitudes and behaviours, and fosters the student’s consequent ability to manage increasingly complex clinical knowledge and patient cases. |
| *Evidence*: Provide a statement responding to this requirement, and attach documentation where relevant |
| 5.6 Program content supports the development and application of knowledge and skills in:  a) Critical thinking, analysis and problem solving  b) Quality improvement technologies  c) Research appreciation and translation  d) Legal and ethical issues in health care and research  e) Health informatics and health technology  f) Lifelong learning |
| *Evidence*: Complete *Template for Criteria 5.6* |
| 5.7 Program addresses specific content in:  a) a) Naturopathic history, principles, philosophy and clinical theory  b) the basic sciences of biology, chemistry and physics to the extent necessary to lay foundations for proper understanding at an advanced level of the human and clinical sciences taught later in the course  c) the life sciences of anatomy, genetics, biophysics (selected), histology, embryology, physiology, biochemistry, microbiology and psychology  d) pathology, pharmacology, pharmacognosy and general medicine, especially those aspects of general medicine most important to naturopathic diagnosis and management  e) environmental and public health (including epidemiology, clinical ecology, immunology and infectious diseases)  f) Diagnostic skills including physical, psychological, clinical, laboratory, diagnostic imaging, and differential diagnoses  g) Therapeutic subject matter including botanical medicine, homeopathy, conventional pharmaceutical drugs, clinical nutrition, physical medicine, exercise therapy, hydrotherapy, counselling, nature cure, basic acupuncture and Oriental medicine  h) Clinical subject matter including body systems and their interactions, cardiology, psychology, dermatology, endocrinology, ENT, gastroenterology, urology, proctology, gynaecology, neurology, orthopaedics, pulmonology, natural childbirth/obstetrics, paediatrics, geriatrics, rheumatology, oncology and haematology  i) naturopathic science and the skills of naturopathic assessment (including physical examination and laboratory findings), differential diagnosis, prognosis and treatment including the assessment and management of complex conditions and how human behaviour, attitudes and lifestyle can contribute to illness and be factors in its amelioration  j) patient lifestyle counselling in preventive approaches, including health education/promotion, disease prevention and mind-body medicine  k) the clinical skills of diagnosis, oral and written communication and counselling and the development of clinical judgment in deciding appropriate treatment and/or referral  l) Clinical risk management  m) Financial recordkeeping, ethics, jurisprudence, marketing and naturopathic practice management  n) Research skills including the ability to document the outcomes of naturopathic care |
| *Evidence*: Complete *Template for Criteria 5.7* |
| 5.8 Inclusion of subject matter that gives students an appreciation of the diversity of Australian culture, develops their knowledge of cultural respect and safety, and engenders the appropriate skills and attitudes |
| *Evidence*: Provide a statement responding to this requirement, highlighting where this subject matter is included in the curriculum |
| 5.9 Inclusion of a discrete subject specifically addressing naturopathic philosophy and traditional knowledge, and which develops their knowledge of core naturopathic principles and engenders a critical and balanced understanding of the interface between new and traditional knowledge within contemporary naturopathic practice. |
| *Evidence*: Provide subject outline |
| 5.10 The principles of naturopathic medicine are appropriately reflected in all program components:  a) The healing power of nature  b) First do no harm  c) Identify and treat the cause  d) Physician/doctor as teacher  e) Heal the whole person  f) Prevention is the best cure |
| *Evidence*: Provide a statement responding to this requirement, and attach documentation where relevant |
| 5.11 Evidence that equivalence of theory or workplace experience gained outside Australia in terms of subject objectives, learning outcomes and assessment is ensured and that learning experiences undertaken outside Australia do not exceed one semester. |
| *Evidence*: Attach relevant policy |

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| Standard 6: Student Assessment |
| 6.1 A consistent approach to student assessment across teaching sites and modalities that is periodically reviewed and updated |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 6.2 Clear statements about assessment and progression rules and requirements provided to students at the start of each subject |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 6.3 The level, number and context of assessments are consistent with determining the achievement of the stated learning outcomes |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 6.4 Both formative and summative assessment types and tasks exist across the program to enhance individual and collective learning as well as inform student progression |
| *Evidence*: Provide a summary of assessment tasks; provide a statement responding to this requirement, and attach policies where relevant |
| 6.5 A variety of assessment approaches across a range of contexts to evaluate competence in the essential knowledge, skills and behaviours required for professional naturopathic practice |
| *Evidence*: Provide a summary of assessment tasks; provide a statement responding to this requirement, and attach policies where relevant |
| 6.6 Assessment of student communication competence and English language proficiency before undertaking supervised clinical practicum subjects |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 6.7 Validated instruments are used in clinical practicum assessments to evaluate student knowledge, skills, behaviours and competence |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 6.8 Ultimate accountability for assessing students in relation to their supervised clinical practicum |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 6.9 Assessments include the appraisal of competence in pharmacokinetics, pharmacodynamics and the quality use of naturopathic therapeutics including consideration of interactions with pharmaceutical medications |
| *Evidence*: Provide statement responding to this requirement, and attach subject outlines where relevant |
| 6.10 Evidence of procedural controls, fairness, reliability, validity and transparency in assessing students |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 6.11 Processes to ensure the integrity of online assessment |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 6.12 Collaboration between students, health service providers (where relevant) and academics in selecting and implementing assessment methods |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 6.13 A summative assessment of student achievement of competence against the Competency Standards for Western Herbal Medicine Practitioners is conducted by a qualified Western herbal medicine practitioner in an Australian clinical context before program completion. |
| *Evidence*: Provide statement responding to this requirement, and attach documents where relevant |

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| Standard 7: Students |
| 7.1 Students are selected for the program based on clear, justifiable and published admission criteria |
| *Evidence*: Provide description and rationale for admission criteria |
| 7.2 Students have sufficient English language proficiency and communication skills to be able to successfully undertake academic and workplace experience requirements throughout the program. |
| *Evidence*: Attach relevant policy |
| 7.3 Students are informed about, and have access to, appropriate support services including counselling, health care and academic advisory services. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 7.4 Processes to enable early identification and support for students who are not performing well academically or have professional conduct issues. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 7.5 All students have equal opportunity to attain the current Competency Standards for Naturopathic Practitioners. The mode or location of program delivery should not influence this. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 7.6 Processes for student representation and feedback in matters relating to governance and program management, content, delivery and evaluation. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 7.7 People with diverse academic, work and life experiences are encouraged to enrol in the program. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |

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| Standard 8: Resources |
| 8.1 Staff, facilities, equipment and other teaching resources are sufficient in quality and quantity for the anticipated student population and any planned increase. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 8.2 Students have access to a well-maintained and catalogued library that has holdings of books, journals and other media that are current and sufficient in number and breadth to support the diversity of the program content. |
| *Evidence*: Provide a summary of the library collection, and a statement responding to this requirement, |
| 8.3 Students have sufficient and timely access to academic and clinical teaching staff to support their learning. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 8.4 Human resource departments have a clearly articulated plan to ensure academic and operational staff requirements are met. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 8.5 Students have sufficient and timely access to support services that will facilitate successful completion of their course including:  a) Admissions  b) Orientation  c) Advisement and counselling  d) Financial aid (if offered)  e) Tutorial services  f) Career development services |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 8.6 A balance of academic, clinical, technical and administrative staff appropriate to meeting teaching, research and governance commitments. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 8.7 Staff recruitment strategies:  a) are culturally inclusive and reflect population diversity  b) take affirmative action to encourage participation from Aboriginal and Torres Strait Islander peoples. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 8.8 Documented position descriptions for teaching staff, clearly articulating roles, reporting relationships, responsibilities and accountabilities. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 8.9 The Head of Discipline is a naturopath who holds a relevant post-graduate qualification |
| *Evidence*: Provide CV of Head of Discipline; provide statement responding to this requirement, and attach policies where relevant |
| 8.10 Staff teaching and assessing naturopathic practice-related subjects are qualified Western herbal medicine practitioners with relevant academic experience and a minimum of two years clinical experience with the majority of clinical faculty members having a minimum of five years of experience |
| *Evidence*: Provide statement responding to this requirement, and complete *Template for Staffing Table* |
| 8.11 Staff contributing to clinical instruction in a supervised/mentored environment cannot do so with less than two years clinical experience |
| *Evidence*: Provide statement responding to this requirement, and complete *Template for Staffing Table* |
| 8.12 Academic staff are qualified in the relevant discipline for their level of teaching, to at least one qualification standard higher than the program of study being taught or with equivalent professional experience, but preferably terminal degrees in their field |
| *Evidence*: Provide statement responding to this requirement, and complete *Template for Staffing Table* |
| 8.13 In cases where an academic staff member’s tertiary qualifications do not include naturopathy, their qualifications and experience are relevant to the subject(s) they are teaching. |
| *Evidence*: Provide statement responding to this requirement, and complete *Template for Staffing Table* |
| 8.14 The overall composition and combined experience of the faculty adequately reflects the Western herbal medicine orientation of the program and ensure graduates are capable of integrating naturopathic principles, philosophy and clinical theory into clinical practice. |
| *Evidence*: Provide statement responding to this requirement, and complete *Template for Staffing Table* |
| 8.15 Processes to ensure academic staff have a sound understanding of contemporary scholarship and professional practice in the subject(s) they teach. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 8.16 Teaching and learning takes place in an active research environment where academic staff are engaged in research and/or scholarship and/or generating new knowledge. Areas of interest, publications, grants and conference papers are documented. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 8.17 Policies and processes to verify and monitor the academic and professional credentials of current and incoming staff and to evaluate their performance and development needs. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 8.18 Student load within the broader program and individual subjects are managed to ensure students receive the necessary training to meet the Competency Standards for Naturopathic Practitioners |
| *Evidence*: Provide description of student workload throughout the program; provide a statement responding to this requirement, and attach policies where relevant |
| 8.19 All policies and procedures are made available to students and staff through a handbook (or comparable publication) |
| *Evidence*: Provide student handbook or equivalent |

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| Standard 9: Management of Clinical Experience |
| 9.1 Constructive relationships and clear contractual arrangements with all health providers where students gain their clinical experience and processes to ensure these are regularly evaluated and updated. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 9.2 Risk management strategies in all environments where students are placed to gain their clinical experiences and processes to ensure these are regularly reviewed and updated. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 9.3 Supervised clinical experiences provide timely opportunities for experiential learning of curriculum content that is progressively linked to attaining the current Competency Standards for Naturopathic Practitioners:  a) Integrates Naturopathic principles, philosophy, clinical theory and clinical practice into every clinical interaction  b) Opportunities to develop the clinical knowledge, skills and critical judgement necessary for safe and effective practice as a primary care Naturopathic practitioner including patient counselling on health promotion and disease prevention, patient assessment, diagnosis, treatment, prognosis and management, and referral as appropriate  c) Opportunities to demonstrate competence in the full range of Naturopathic therapeutics as set forth in this standard  d) Opportunities to develop the knowledge, skills, attitudes and behaviour necessary to establish effective professional relationships with patients, faculty, colleagues, other health care practitioners and the public  e) Opportunities to treat patients of all ages, to treat a wide variety of conditions and diseases, and to develop case management skills  f) Opportunities to interact with other healthcare providers  g) Group forums for discussion among faculty and students on a variety of clinical subjects and case analyses, with the inclusion of Naturopathic principles, philosophy and clinical theory as relevant to the discussion topic  h) Opportunities to develop cultural/ethnic competence include socio-sexual and gender sensitivity, as well as an understanding of medical ethics and the medical consequences of common societal and environmental problems  i) Opportunities to develop a thorough knowledge and the necessary skills of charting practices and patient record maintenance, including applicable legal requirements  j) Opportunities in Naturopathic practice management (e.g. attracting and retaining patients, time management, charging and collecting fees, etc) |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 9.4 Each student is provided with a variety of clinical experiences reflecting the major health priorities and broad landscape of Naturopathic practice. Opportunities are provided for intraprofessional and interprofessional learning and the development of knowledge, skills and behaviours for collaborative practice. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 9.5 Clearly articulated models of supervision, support, facilitation and assessment are in place so students can achieve required learning outcomes and current Competency Standards for the Naturopathic Practitioners. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 9.6 Academics, Naturopathic practitioners and other health professionals engaged in supervising and supporting students during clinical experiences are adequately prepared for this role and seek to incorporate contemporary and evidence-based Australian and international perspectives on Naturopathic practice |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 9.7 Assessment of Naturopathic clinical competence within the context of the clinical experience is undertaken by an appropriately qualified Naturopathic practitioner. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 9.8 Appropriate resources are provided, monitored and regularly evaluated to support students while on supervised clinical practicum. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |

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| Standard 10: Quality Improvement and Risk Management |
| 10.1 Responsibility and control of program development, monitoring, review, evaluation and quality improvement is delegated to the Naturopathic department with oversight by the academic board or equivalent. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 10.2 Regular evaluation of academic and clinical supervisor effectiveness using feedback from students and other sources; systems to monitor and, where necessary, improve staff performance. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 10.3 Professional and academic development of staff to advance knowledge and competence in teaching effectiveness and assessment. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 10.4 Feedback gained from the quality cycle incorporated into the program of study to improve the experience of theory and practice learning for students. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 10.5 Regular evaluation and revision of program content to include contemporary and emerging issues surrounding Western herbal medicine practice, health care research and health policy and reform. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 10.6 Students and staff are adequately indemnified for relevant activities undertaken as part of program requirements. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 10.7 Policies and established practices which address occupational health and safety, sexual harassment and disability. |
| *Evidence*: Attach relevant policies |
| 10.8 All formal complaints and grievances made by students are handled in an equitable manner according to published policies and procedures with documentation of all complaints stored for three years |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |
| 10.9 Accurate and complete student record keeping including permanent academic records that document the completion of program requirements. |
| *Evidence*: Provide statement responding to this requirement, and attach policies where relevant |