

Qualification Title: New Zealand Certificate in Christian Studies (Level 5) with strands in Christian Ministry and Religious Education

Qualification number: 2771

Date of review: 16 October 2020

This report refers to graduates awarded this qualification prior to: 1 January 2016 to 31 December 2019.

Final decision on consistency of the qualification: National consistency is confirmed

Threshold:

The threshold to determine sufficiency with the graduate profile was determined as evidence that the graduate is able to:

- Synthesise broad theological and biblical knowledge and analyse the functions of church ministry to provide leadership and direction of defined groups
- Identify the biblical and theological principles that apply to one's own faith journey; and recommend strategies that use this understanding to enhance personal and community spiritual development.

Graduates of the Christian Ministry strand is also be able to:

- Develop and evaluate a pastoral care programme for specific groups based on the understanding of Christian ministry principles and functions to achieve community goals.

Graduates of the Religious Education strand is also be able to:

- Develop, evaluate and deliver a Religious Education programme for a specific year level in a school, early childhood centre or parish community based on underpinning principles of Religious Education.

Education Organisations with sufficient evidence

The following education organisations have been found to have sufficient evidence.

MOE Number	Education Organisation	Final rating
8979	Carey Baptist College Foundation T/A Carey Baptist College	Sufficient
8717	Te Kupenga – Catholic Theological College (previously Catholic Institute of Aotearoa New Zealand)	Sufficient

Introduction

The New Zealand Certificate in Christian Studies is a 60 to 80 credit qualification with strands in Religious Education and Christian Ministry, designed to provide Christian churches and their agencies with people who are able to develop, evaluate and deliver programmes that provide

guidance and direction to groups to support both individual and community spiritual development in a range of ministry and/or education contexts.

The qualification is designed for people who are ready for positions of responsibility in a variety of roles in Christian church ministry, or as teachers or administrators in Christian integrated schools.

This programme can also lead to further study in New Zealand Diploma in Christian Studies (Level 5) with strands in Chaplaincy, Christian Leadership, Intercultural Studies, Performing Arts, Te Minita Taha Māori, and Theological Studies [Ref: 2793] or the New Zealand Diploma in Christian Studies (Level 6) with strands in Biblical Studies, Christian Leadership, Intercultural Studies, Pastoral Ministry, Religious Education, Te Minita Taha Māori, and Theological Studies [Ref: 2773]. This qualification can also lead to entry and credits in related undergraduate degrees.

Evidence

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- The nature, quality and integrity of the evidence presented by the education organisation
- How well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- The extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Two education organisations had graduates between 1 January 2016 and 31 December 2019. The numbers of graduates per organisation ranged from six, all undertaking the Christian Ministry strand, to 64 with the majority of these (76%) undertaking the Religious Education strand.

How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?

A variety of evidence was provided to substantiate claims that the graduates had achieved the Graduate Profile Outcomes (GPOs). Both qualitative and quantitative evidence was provided of graduate, employer and next-level tutor feedback. Programme evidence included internal and external moderation, programme alignment and quality self-assessment processes.

Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus

This qualification has two strands – Christian Ministry (60 credits) and Religious Education (80 credits).

The Christian Ministry strand allows people to gain the knowledge and skills for managing the spiritual and pastoral care of Christian communities in a variety of contexts.

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The Religious Education strand allows teacher-trainees, or those who have already gained a teaching qualification, to gain the additional core knowledge and skills required for teaching Religious Education in integrated Christian schools, early childhood centres and parish based programmes, and for positions associated with maintaining the special character of the school as defined in the Private Schools Conditional Integration Act (1975).

Examples of good practice

One organisation included in their evidence a comprehensive table aligning the qualification strategic purpose, GPOs, programme outcomes and end user comments and ratings. This provided clarity and demonstrated the relationship between the data and qualification outcomes. The quantitative end-user comments supported, elaborated on and explained the qualitative data. This collation linked self-assessment judgements to the evidence. The same method was used for graduate feedback.

This organisation also included teacher feedback where, at the culmination of the programme, each student's achievement was evaluated against the GPOs.

One organisation had employed specific and purposive strategies to ensure they gained robust and comprehensive feedback from graduates and employers. This involved ensuring that students became increasingly familiar with the GPOs, to ensure their response to these as graduates was well informed. A series of guided questions were used to assist employers understand and responding to the GPOs, and a personalised approach ensured a positive response rate.

Issues and concerns

None

Recommendations to Qualification Developer

The meaning and intent of the term 'leadership' needs to be debated, as expectations of this can vary.