

Qualification Title: New Zealand Certificate in Christian Ministry (Level 4) with strands in Christian Studies and Internship

Qualification number: 2772

Date of review: 14 - 15 August 2019

This report refers to graduates awarded this qualification prior to: **31 December 2018**

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 of graduates being able to:

- Integrate foundational knowledge of selected biblical principles and Christian beliefs and apply to specified communities, acknowledging bicultural or multicultural contexts.
- Apply biblical and theological principles to own faith journey and to that of others.

Graduates of the Christian Studies strand will also be able to: -

- Identify contextual factors in a community that impact spiritual development
- Interpret biblical understanding and knowledge as they relate to Christian ministry.

Graduates of the Internship strand will also be able to:

- Apply biblical, theological and ministry skills in a mentored practical ministry context to support the spiritual development of individuals and groups.
- Organise and prioritise tasks and responsibilities in the provision of practical ministry to individuals and groups.
- Set goals and make plans for providing practical ministry to individuals and groups.

Education Organisations with sufficient evidence

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

Education Organisation	Final rating
Vineyard Christian Fellowship Trust (T/A Vineyard College)	Sufficient
The Auckland East City Elim Church Trust (T/A Elim Leadership College)	Sufficient
Laidlaw College Incorporated	Sufficient
ACTS Auckland City Training School (T/A Equippers College)	Sufficient
Carey Baptist College	Sufficient

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Alphacrucis Limited	Sufficient
Alphacrucis International College Limited (T/A Alphacrucis International College)	Sufficient
Faith Bible College	Sufficient
New Zealand Training Centre	Sufficient
Nelson Marlborough Institute of Technology in collaboration with Annesbrook Leadership College (T/A ALC)	Sufficient
Life Leadership College Limited	Sufficient

Introduction

The purpose of this 120 credit, level 4 qualification is to provide Christian churches and their agencies with people who can support and enhance the experience of their communities; and who have attained the necessary theoretical knowledge and practical skills to obtain employment, or work in a voluntary capacity, under broad supervision, as pastoral leaders and support staff associated with a variety of pastoral work.

The qualification has two strands: Christian Studies and Internship. The Christian Studies strand allows people to focus on the principles of biblical theological education that underpin their ability to assist people, lead small community groups, and assist church leaders in the planning, organisation and delivery of a variety of pastoral ministry roles. The Internship strand allows people to engage with and support their faith communities as guides, mentors and leaders in a local church or workplace. This strand combines theory and practical experience and will benefit graduates by enabling them to experience a real-life practical context.

This qualification can lead to further study in the field of Christian studies, including the New Zealand Certificate in Christian Studies (Level 5) with strands in Christian Ministry and Religious Education [Ref: 2771] or the New Zealand Diploma in Christian Studies (Level 5) with strands in Chaplaincy, Christian Leadership, Intercultural Studies, Performing Arts, Te Minita Tahā Māori and Theological Studies [Ref: 2793].

Graduates of this qualification will have the skills and knowledge to work in a variety of roles in Christian church ministry or the wider church-affiliated sector. In the following strands, roles may include:

Christian Studies strand: pastoral leaders of small groups in a church, parish or workplace environment; support staff to church leaders in a variety of environments, including church, parishes, schools and the workplace.

Internship strand: pastoral leaders of large groups in a church, parish or workplace environment; assistants to pastors and chaplains in a church or workplace environment. Graduates may also be able to contribute to community groups in volunteer tasks required of pastoral ministry programmes; licensed ministers in some faith denominations.

The Qualification developer is the Christian Theological and Ministries Education Society (CTMES). CTMES has 22 member Colleges, and provides leadership and support to these members. They developed this qualification in consultation with stakeholders, and it was approved and listed on the NZ qualifications framework in 2015. CTMES has also developed

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and had approved a programme of study which leads to the award of this qualification. A number of member Colleges have sought accreditation to offer this programme.

During the Graduate reporting period (up to 31 December 2018) eleven education organisations awarded the qualification to 188 graduates, with 16 graduates completing the *Christian Studies* strand and the other 172 completing the *Internship* strand.

The Consistency Review was attended by two representatives of CTMES: Qualification Developer and the organisation that has programme approval. Representatives from ten of the education organisations with graduates participated in the review meeting.

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.

This qualification includes a range of general programme conditions relating to context of the delivery and assessment, as well as conditions relating to some of the qualification outcomes. The education organisations provided evidence of how these conditions were met through their delivery contexts, programme design, and the practical internships.

Evidence provided for the review included how programmes were designed and delivered to meet the graduate outcomes. Moderation results demonstrated that assessment was fair, valid and reliable. Annual programme reviews and other quality assurance activities, such as internal consistency reviews, provided evidence of on-going improvements to programmes, delivery mechanisms and assessment activities.

External evidence provided included graduate destination data, incorporating both paid employment and voluntary work in Christian church ministries or the wider church-affiliated sector, as well as further study at a higher level in Christian studies. Feedback from graduate surveys was provided, and some education organisations supported this with evidence of follow-up conversations and personal interviews. Feedback from Church internship supervisors and employers was gathered through surveys and conversations.

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?

The education organisations presented a good range of qualitative and quantitative evidence, from both internal and external sources. Generally, this evidence was well analysed, interpreted and validated through their self-assessment processes, and used to justify claims that graduates meet the graduate profile outcomes.

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Programme evidence showed that the graduate outcomes were mapped to learning outcomes and assessment activities, providing assurance that the delivery led to the development of the graduate outcomes in learners. Evidence from Internship programme supervisors provided further assurance that the graduate outcomes were achieved within the context of the programme.

Moderation results, both internal and external, supported the validity of assessment. There were some good examples of constructive moderation feedback from moderators which had been used effectively to improve assessment material, marking guides and overall assessment practices.

Destination evidence was strong, with all education organisations evidencing the employment and or voluntary roles their graduates held in their church ministries or the wider church-affiliated sector, or progression to further study, largely at level 5. This demonstrated the connectiveness the education organisations, in this domain, have with their stakeholders and communities. It also provides assurance that graduates are achieving the graduate outcomes and contributing their skills and knowledge, as well as their growth in confidence, self-management and communication skills, to their church communities.

Feedback from graduates, internship supervisors, employer and church personnel was generally strong. It had been well collated and analysed, and clearly demonstrated that graduates met the graduate outcomes.

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

Special Focus

None

Examples of good practice

The value added by CTMES as the qualification developer and programme owner was clearly evidenced through this review process. Member collaboration, strong moderation networks, benchmarking activities, and the sharing of resources and practices strengthens the delivery and ensures greater consistency of graduate outcomes across all of the education organisations.

Issues and concerns

Mapping of the graduate outcomes in the programme design process and the scaffolding of these in the learning and assessment activities is critical. However, the primary purpose of moderation of assessment is to confirm that assessment is fair, valid, and reliable and that assessment judgements have been applied consistently. There is a concern that some education organisations at this review are shifting the focus of moderation of assessment onto assuring that the graduate profile outcomes are being met.

Recommendations to Qualification Developer

The Qualification Developer participated in the review and gathered feedback from the education organisations. There are no further recommendations.