

Qualification Title: 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

Qualification number: 2773

Date of review: 12 June 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:

- analyse and apply an in-depth understanding of theology and biblical foundations in operational or research contexts
- evaluate, review and respond to the pastoral, specialised and ethical responsibilities required of defined church ministry settings
- apply management or administrative capability and leadership in a Christian ministry environment to make strategic decisions in a specified context
- critically reflect on personal faith journey and professional development to refine own practice

Graduates with the Biblical Studies strand will also be able to:

- research and critically evaluate the application of diverse biblical disciplines, methods and textual analysis to inform and develop a Christian community.

Graduates with the Christian Leadership strand will also be able to:

- lead and manage parishes or Christian communities based on an understanding of the needs and contextual elements of defined groups or communities.

Note: There were no graduates from the other 5 strands, and therefore these were not considered for the threshold for this Consistency Review.

Education Organisations with sufficient evidence

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

Education Organisation	Final rating
LIFE Leadership College Limited (was EDENZ Colleges)	Sufficient
Active Training Centre Limited (trading as ATC New Zealand)	Sufficient
The Auckland East City Elim Church Trust (trading as Elim Leadership College)	Sufficient

Annesbrook Leadership College	Sufficient
Trinity Methodist Theological College	Sufficient
The Salvation Army Booth College of Mission	Sufficient

Introduction

The purpose of this Level 6, 120 credit Diploma is to provide Christian churches and their agencies with people who are able to operate as senior administrators and leaders, and/or as managers.

Graduates will be able to apply in-depth theological and biblical skills and knowledge to inform managerial and strategic decisions, and be responsible for leadership and may supervise others.

This qualification is stranded in order to recognise the specific knowledge and skills required in a variety of roles and contexts ranging from the administration of a parish, teaching religious education or holders of other roles of responsibility in integrated Christian schools as defined in the Private Schools Integration Act (1975), to managers of church organisations. .

This qualification is targeted at individuals who are ready for positions of managerial and senior leadership positions in a variety of roles. This qualification is also targeted at those who want to further their theological studies at the undergraduate level; or for current practitioners, such as teachers of religious education, who want to upskill in a particular area of Christian ministry.

The qualification developer is the Christian Theological and Ministries Education Society (CTMES). They developed this qualification in consultation with stakeholders, and it was approved and listed on the New Zealand Qualifications Framework in June 2015. CTMES has also developed and had approved a programme of study which leads to the award of this qualification. A number of providers have sought accreditation to offer this programme.

During the graduate reporting period (up to 31 December 2018), 6 providers awarded the qualification with the Biblical Studies and Christian Leadership Strands to 43 graduates. The Consistency Review was attended by two representatives of CTMES, one as qualification developer and the other as the programme owner. Representatives from the 6 educational organisations with graduates participated in the review, and there was an observer from a provider with an approved programme but no graduates.

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 the 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 components including internships.

Evidence provided for the review included how programmes were designed and delivered to develop the graduate outcomes in the students, and that assessment was appropriate and at the correct level.

Evidence of both internal and external moderation was provided. Several education organisations were in the early stages of external moderation and recognised the importance of this external assurance process. Another education organisation acknowledged the need to extend their moderation sample size and provided evidence that this was being incorporated into the future schedule.

External evidence provided, included graduate destination data, including employment in Christian churches and/or agencies in management and leaderships roles, contributing voluntarily in this area, and in a few cases studying at degree level in the field. Feedback from graduate surveys was provided, and some education organisations supported this with evidence with follow-up conversations, and personal interviews. Feedback from employers and internship supervisors 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. This evidence was well analysed, interpreted and validated through their self-assessment processes, and used to justify claims that graduates meet the graduate outcomes.

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. Internship programmes and capstone assessment activities provided further assurance that the graduate outcomes had been achieved in the context of the programme.

Moderation results, both internal and external, supported the validity of assessment with education organisations acknowledging the importance of external moderation in the quality assurance process..

Destination evidence was strong, with all education organisations evidencing the employment and or voluntary roles of their graduates. This demonstrated the connectedness education organisations, in this domain, have with their stakeholders and communities and provides assurance that graduates are achieving the graduate outcomes and progressing into the employment, education and/or community pathways.

Feedback from graduates, internship supervisors, employer and voluntary agencies personnel was detailed. 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 six education organisations convincingly demonstrates that their graduates meet the graduate outcomes at the determined threshold.

Special Focus (includes special focus on a strand or outcome)

None

Examples of good practice

The reviewer commends the education organisations on their preparation for this Consistency Review. Effective self-assessment practices were demonstrated in the submissions and associated evidence. Conclusions were reached and well supported by the range of evidence represented.

The presentations provided at the review meeting summarised the evidence well, demonstrated how conclusions had been reached and provided a useful vehicle for sharing practice and outcomes with colleagues.

Issues and concerns

None

Recommendations to Qualification Developer

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