

Qualification Title: 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

Qualification number: 2793

Date of review: 3 and 4 October 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 evaluate sufficiency with the graduate profile was determined as evidence of graduates being able to:

- evaluate and apply a broad understanding of theology and biblical foundations to defined contexts based on textual interpretation and religious practice
- analyse a ministry programme, taking into consideration personal and community faith journeys, and the social, cultural and other contextual considerations of defined groups.

Chaplaincy strand - graduates also able to:

- integrate and apply biblical, theological and practical skills to the specific role of chaplaincy
- facilitate worship and pastoral care practices to provide leadership and direction for groups in the broader community with these needs.

Christian Leadership strand - graduates also able to:

- apply key Christian leadership principles to facilitate team development and accomplish organisational goals in particular areas of responsibility in Christian ministry.

Intercultural Studies strand – graduates also able to:

- use intercultural skills and practices to bridge gaps among communities
- provide necessary services in specific roles required of local and global Christian ministry, mission organisations, non-governmental and social service organisations and intercultural communities.

Theological Studies strand – graduates also able to:

- integrate core tools of theology, biblical texts and ministry practice, and apply these to the broader community to provide leadership and direction that is culturally and ethically appropriate.

There were no graduates in the Performing Arts and Te Minita Taha Māori strands.

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Education Organisations with sufficient evidence

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

Education Organisation	Final rating
Alphacrucis International College	Sufficient
South Pacific Bible College	Sufficient
ATC New Zealand	Sufficient
St John's Theological College	Sufficient
Carey Baptist College	Sufficient
Nelson Marlborough Institute of Technology/ Annesbrook Leadership College	Sufficient
Eastwest College of Intercultural Studies	Sufficient
Vineyard College	Sufficient
Elim Leadership College Limited	Sufficient
Faith Bible College	Sufficient
LIFE Leadership College (EDENZ Colleges 2016 Limited)	Sufficient

Introduction

The purpose of this Level 5, 120 credit Diploma qualification is to provide Christian churches and their agencies with people who are able to evaluate and deliver ministry programmes within their specialist area(s), and lead a wide range of Christian operations.

This qualification focuses on the application of the principles of theology, biblical foundations and ministry in a community of practice through the delivery of programmes; and is targeted at individuals who are ready for positions of leadership in a variety of roles, and/or current practitioners who want to upskill in a particular area of management and/or leadership.

The qualification has 6 strands to recognise the specific knowledge and skills required in a variety of occupations and contexts in Christian churches, the wider affiliated sectors, and in not-for profit organisations.

Graduates will be capable of working autonomously within established parameters with some responsibility for the management of learning and performance of others, in a variety of occupations in church leadership, the wider affiliated sectors, and in not-for-profit organisations, in salaried or in a voluntary capacity.

Graduates may pathway to higher levels study in the New Zealand Diploma in Christian Studies (Level 6) with strands, and/or be awarded credits towards undergraduate degrees in Theology and Ministry.

The Qualification developer is the Christian Theological and Ministries Education Society (CTMES). CTMES developed this qualification in consultation with stakeholders, and it was approved and listed on the NZ qualifications framework in June 2015. CTMES has also

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developed and had approved a Programme of Study which leads to the award of this qualification. A number of education organisations have sought accreditation to offer this programme, and were involved in this Consistency Review.

During the graduate reporting period (up to 31 December 2018) 12 providers (two working in a partnership) awarded the qualification to 196 graduates, with eight in the Chaplaincy strand, 140 in the Christian Leadership strand, 11 in the Intercultural Studies strand, and 37 in the Theological Studies strand. The Performing Arts and Te Minita Taha Māori strands have not be offered during this period.

The Consistency Review was attended by two representatives of Christian Theological and Ministries Education Society, one as Qualification Developer and the other as the Programme Owner. Representatives from the 11 educational organisations with graduates participated in the review, and there were several observers from other organisations with approved programmes 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 organisations provided evidence of how these conditions were continuing to be met through their delivery contexts, programme design, and the practical components in three of the strands.

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

External evidence provided included graduate destination data, relating to the strand they had specialised in, including further study at Level 6 or a bachelor's degree, volunteering in church communities, and employment in Christian churches and/or agencies. Feedback from graduate surveys and personal interviews was provided, as was feedback from employers and supervisors, 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 organisations presented a good range of qualitative and quantitative evidence, from both internal and external sources. This evidence was well analysed, interpreted and

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validated through their self-assessment processes, and used to justify claims that graduates meet the graduate profile 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. Evidence from the practical components, in the three strands, where this is a condition, provided assurance that the graduate outcomes had been achieved in the context of the strand.

Internal and external moderation processes were robust, and the results supported the validity of assessment. Many of the education organisations are working together on moderation and are finding this external assurance process provides useful feedback on their assessment material and marking practices.

Destination evidence was strong, with all education organisations providing evidence of further study, employment and or voluntary destinations and contributions of their graduates. This demonstrated the connectiveness providers have with their stakeholders and communities, and provides assurance that graduates are achieving the graduate outcomes and progressing into the qualification's education and employment pathways.

Feedback from graduates, practicum supervisors (in three strands), next-level tutors, employers and voluntary agency personnel was detailed. It had been well collated and analysed, and clearly demonstrated that graduates met the graduate profile outcomes.

Overall, the self-assessment and supporting evidence supplied by the 11 organisations convincingly demonstrate 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 outcomes and practice with colleagues.

Issues and concerns

None

Recommendations to Qualification Developer

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