



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Bishopdale Theological College Trust

Date of report: 1 August 2023

# About Bishopdale Theological College Trust

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*Bishopdale Theological College Trust (Bishopdale) is a Christian theological college dedicated to helping students to acquire and develop theological knowledge and practical application underpinned by Christian character.*

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Type of organisation:	Private training establishment (PTE)
Location:	30 Vanguard Street, Nelson
Eligible to enrol intl students:	No
Number of students:	Domestic: four equivalent full-time students International: nil
Number of staff:	Three full-time; six part-time
TEO profile:	See <a href="#">Bishopdale</a> on the NZQA website
Last EER outcome:	This is Bishopdale's first EER since registration as a PTE.
Scope of evaluation:	New Zealand Diploma in Christian Studies (Christian Leadership) (Level 6) ID: 126442/2; Qual # 2773
MoE number:	6674
NZQA reference:	C51870
Dates of EER visit:	31 May-2 June 2023

# Summary of results

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*Bishopdale is providing quality education and student support leading to positive and valuable outcomes for its graduates, ministry partners and the community.*

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## **Confident in educational performance**

- Bishopdale's students are highly engaged in their learning and well supported to succeed in gaining positive social and relational skills as well as achieving formal qualifications.
- Bishopdale is offering valued learning, shown by graduates gaining relevant paid or voluntary employment and engaging successfully in further study and/or community leadership. The internship model of delivery enables students to learn in a real-world environment matched to their individual strengths and aspirations.

## **Confident in capability in self-assessment**

- Bishopdale designs and informally reviews its programmes to match the needs of key stakeholders and students. Stakeholder organisations anecdotally report that they are seeing graduates who are able to immediately and effectively apply their skills in a range of contexts. Students are achieving their academic and personal goals.
- The organisation is well managed and has a clear vision and values which are reflected throughout its operation. The activities are sufficiently resourced. Bishopdale manages its important compliance accountabilities effectively.
- Many of the contributing processes that lead to Bishopdale's good performance – and the self-assessment practices that underpin them – are recently established and are yet to be fully tested over time. The ongoing challenge is for Bishopdale to formalise and deepen its self-assessment processes and use the findings insightfully to continue to make improvements, and to maintain and build on current levels of achievement and valued outcomes.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Bishopdale’s students achieve well. Nine students have been enrolled in the New Zealand Diploma in Christian Studies since its inception in 2021, of whom eight completed the qualification – a qualification completion rate of 89 per cent.<sup>2</sup></p> <p>The merit of the programme lies not only in qualification completion and in the long-term professional outcomes for students, but also in the character-building attributes (such as critical thinking, confidence, communication, teamwork and positive attitudes) that students acquire on the courses. Bishopdale has embedded the teaching of these elements into the programme and into the internship.</p> <p>An example of how Bishopdale incorporates character-building attributes into its teaching is evident in that each year (although interrupted in 2020 and 2021 by COVID-19) students participate in a week-long, full-immersion hui referred as the haerenga (journey into Te Ao Māori) by staff and students. In 2022, the hui was hosted by Te Tii Marae (Waitangi) and Te Karaiti te Pou o Herenga Waka (Mangere). Students cited the experience as one of the key highlights of the programme. It opened their eyes to the taonga of bicultural heritage and further developed and enhanced their key soft skills such as hospitality, leadership and respect.</p> <p>Recent data collection used for consistency review showed that one year after graduating, graduates have good-to-high confidence that they had gained the skills and knowledge referred to in the five graduate profile outcomes specified in the</p>

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

<sup>2</sup> Since 2021, of the nine students enrolled, one was Māori (who successfully completed), and there have been no Pasifika students. No students identified themselves as having a disability at the time of enrolment. Consequently, this report does not report separately on the outcomes for priority learners.

	<p>qualification. This is good evidence that graduates acquire useful skills and knowledge.</p> <p>There is a strong focus on student achievement at all levels of the organisation. Bishopdale has informal and systematic self-assessment practices around student success.</p>
Conclusion:	Bishopdale has a strong focus on student achievement and clearly understands the variables that influence it. This is reflected in high levels of student achievement to date, although this is yet to be proven over time.

## 1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Students and client organisations receive high value from the education and services that Bishopdale delivers. Survey results and interviews with external stakeholders confirm that the students are acquiring valuable skills and knowledge contextualised to their aspirations and the professional setting in which they work. This enables the students to apply their learning and work more effectively and immediately in their chosen field. The internship model of delivery enables students to gain knowledge and skills in a live context.</p> <p>Students and graduates are making positive changes in their lives and the lives of their families and the communities in which they serve as a result of the education and experience they gain at Bishopdale.</p> <p>Bishopdale has agreements in place with two other tertiary organisations which allow Bishopdale's graduates entry and credit transfer into degree-level study. Feedback from these organisations is that Bishopdale graduates are well prepared for further study.</p> <p>Students move successfully into further study and into related volunteer employment. Three of the four graduates surveyed one year after graduation were involved in volunteer work related to their study, and two had also moved to further study. However, the small cohort(s) to date means that Bishopdale has insufficient data yet to reliably indicate whether graduates are</p>

	gaining relevant paid employment. This will come as the programme matures and there are more graduates.
Conclusion:	Students who complete programmes at Bishopdale are gaining good value from their study by achieving or exceeding their academic and personal goals. Long-term relationships with stakeholders also signify that they value the programmes for the benefits they bring to their organisations and their communities.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Maintaining programme relevance is a high priority for Bishopdale, which places a high value on the input received from students and stakeholders. Stakeholder engagement is regular and genuine, with valuable two-way sharing of information and ideas. To date, due in part to Bishopdale's small scale, much of the engagement has centred around the relationships that Bishopdale staff have with their own professional and social networks. Bishopdale has identified that stakeholder engagement needs to be more structured and intentional if it is to serve them and their stakeholders well as the organisation grows and stakeholder expectations mature.</p> <p>Bishopdale has also identified that they need to establish a formal process of reviewing the programme as a whole. All components of programme review are in place. However, Bishopdale needs to formalise the process to provide a regular and comprehensive whole-of-programme review. The aim is to ensure that the programme is systematically updated to meet the existing and emerging needs of students and other stakeholders.</p> <p>Academic standards are clearly documented, understood and maintained across the organisation. The senior academic committee meets five times per year. Agenda items related to academic standards and integrity include reports from the dean, internship administrator, assessment and moderation committee, and lecturers as well as an end-of-semester student grade review.</p>

	<p>There was evidence of strong internal and external moderation processes supporting sound assessment. An issue identified with one assessment in 2021 has been rectified but, more importantly, has been used to build capability in the organisation to avoid a repeat.</p> <p>Bishopdale's peer review of teaching consistently demonstrates that lecturers are delivering content in ways that engage students and create a positive classroom environment to enhance learning.</p>
Conclusion:	<p>Bishopdale's regular engagement with stakeholders ensures that programmes and activities meet their needs. A more intentional structure of stakeholder engagement and more formalised system of programme review would better ensure that ongoing stakeholder needs are met.</p>

#### 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students at Bishopdale receive active, integrated and ongoing pastoral and academic support from staff at all levels of the organisation. There is a high level of student satisfaction with the teaching and facilities. Teaching takes place in a modified 19th-century church manse which provides a warm and welcoming environment and supports the sharing of meals and social interaction.</p> <p>Intending students are carefully guided into courses appropriate to their aspirations and capabilities. The recruitment and enrolment process is comprehensive and ethical and often involves multiple interactions with intending students and their whānau over an extended period of time. This ensures that students enrol in the right programme at the right time.</p> <p>Bishopdale understands the students' learning goals and uses them to shape their programme of study – especially in their internships. The individualised approach ensures that students are placed in internship placements that match their goals. Internships provide an intentionally structured and carefully planned context in which students have a wide range of opportunities and contexts to apply the skills and knowledge</p>

	<p>they are learning. This is also where many of the soft skills previously discussed are developed and enhanced.</p> <p>Bishopdale has not formally documented achievement rates for students with disabilities. This is work in progress. However, the EER noted that Bishopdale does provide comprehensive support for students identified with learning or other disabilities.</p> <p>Bishopdale is very intentional about encouraging and resourcing students to establish effective social and academic support networks. They have created an environment where people are free to express themselves as they authentically understand themselves to be, tempered by respect for others who share different commitments and beliefs. Bishopdale staff described this as 'teaching students to disagree well'.</p> <p>Bishopdale has effective processes to review how well it meets the spirit and intent of the Code of Practice.<sup>3</sup> Through their Code self-review the PTE identified areas for further development and continues to address these, including delivering workshops for staff alongside other professional development targeted at enhancing student support, for example mental health awareness and dyslexia identification and support.</p>
<p>Conclusion:</p>	<p>From initial enrolment through to and beyond programme completion, students receive high quality and appropriate pastoral and learning support from Bishopdale staff. This has contributed positively to the high levels of student engagement, achievement and satisfaction.</p>

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<sup>3</sup> [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)



## 1.5 How effective are governance and management in supporting educational achievement?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Bishopdale is a not-for-profit charitable trust, governed by a board of trustees appointed by the Anglican Diocese of Nelson. There is strong educational, financial and leadership expertise within the board which, as a result of a recent self-review, is currently seeking to extend board membership to broaden board experience and capability.</p> <p>The vision and mission of Bishopdale are well articulated and underpin organisational decision-making and direction. All student-facing material clearly communicates Bishopdale's vision when inviting students to enrol. Bishopdale regards students and their success as the organisation's top priority, recognising that this requires a whole-of-organisation approach.</p> <p>Bishopdale has well-established administration and management systems and procedures in place, with ethical practices. The Anglican Diocese of Nelson provides financial services to Bishopdale and financially underwrites the organisation, ensuring that their business model is supported.</p> <p>Senior academic staff are highly qualified and experienced for their roles, providing the foundation for effective academic leadership. Moderation processes and follow-up actions provide a good example of an academic response with appropriate actions.</p> <p>The value that Bishopdale management places on the experience and know-how of their teaching team is clearly apparent and makes a positive contribution to educational quality. Bishopdale formally reviews the performance of all teaching staff annually, alongside providing regular and ongoing feedback of a formative nature. Staff reviews reveal that staff feel valued. Staff review is also the focus for individualised professional development planning which all staff take part in. While professional development is underway, the focus is generally on personal areas of interest. It is important that staff also maintain currency in teaching and assessment practice.</p> <p>The organisation encourages reflection on its role and how to continue to make ongoing and continuous improvements to how it meets the needs of students and other stakeholders. Data is</p>

	effectively sought and used to inform review processes and programme development. To date, the efficacy of Bishopdale’s self-assessment processes is limited by its short history and small number of students since registration.
Conclusion:	Bishopdale has strong leadership and a clear vision and understanding of its enterprise. Monitoring of performance within Bishopdale is regular, transparent and robust, resulting in effective support for educational achievement.

### 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Bishopdale has a clear understanding of its compliance accountabilities and manages them effectively to ensure that obligations are met and that all staff are aware of their part in compliance. The registrar oversees compliance using a tracking system to schedule, monitor and report on compliance obligations and risk. Effective processes for managing compliance are manifest in the records of meetings and the actions that flow from them.</p> <p>NZQA attestations and returns have been submitted within required timeframes in the period since registration. The New Zealand Diploma in Christian Studies (Christian Leadership) (Level 6) is being delivered consistent with the NZQA approval.</p> <p>Bishopdale is meeting its obligations with respect to the Code of Practice. Bishopdale submitted an attestation to NZQA that they had completed a self-review of their implementation of the Code, as required for all PTEs by 1 November 2022. The self-review was a team effort involving a suitable range of staff.</p> <p>Policies across a wide spectrum show that Bishopdale is committed to maintaining ethical, legal and appropriate care for people across the organisation. The Bishopdale Code of Conduct, which is distributed to all staff, students and internship hosts, is the baseline for ethical and legal behaviour among staff and students.</p>

	<p>All staff are police vetted to meet the requirements of the Children’s Act 2014. All students are police vetted and reference checked before being placed in internship.</p> <p>All staff, interns and internship hosts are required to complete SafeHere<sup>4</sup> training, addressing how to create a culture of safety and wellbeing at both an individual and collective level. The SafeHere database for Bishopdale College is managed by the registrar in partnership with the Anglican Diocese of Nelson. All police checks, training records and referee information is securely and confidentially held there.</p>
<p>Conclusion:</p>	<p>Bishopdale has a good understanding of its compliance accountabilities, and since registration has effectively utilised its policies and structures to ensure that compliance accountabilities are managed appropriately.</p>

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<sup>4</sup> SafeHere is the Anglican Dioceses of New Zealand child protection policy framework for those ministering with children, youth or vulnerable adults.

## Focus areas

*This section reports significant findings in each focus area, not already covered in Part 1.*

### 2.1 New Zealand Diploma in Christian Studies (Christian Leadership) (Level 6) ID: 126442/2; Qual # 2773

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

## Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Bishopdale Theological College Trust:

- Formalise the programme review process.
- Formalise, and make more intentional, stakeholder engagement processes.
- Explore and take up opportunities for professional development and networking with other education providers to help Bishopdale staff maintain currency in teaching and assessment practices.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Appendix 1

**Table 1. Grade Achievement Ranges by course and programme – 2021**

	DCS611 Gospels: Interpretation and Application	DCS631 Practice of Christian Leadership	DCS632 Biblical Mission in Context	DCS638 Cultural Anthropology for Mission	DCS621 Christology: Understanding and Application	DCS633 Leadership and Communication	DCS635 Practice of Mission	DCS641 Christian Spirituality
	68	61	65	65	61	57	54	80
	74	74	77	66	74	62	68	90
	83	77	79	75	77	69	76	77
	86	84	92	82	78	85	82	73
					83	86	88	84
<b>COURSE AVERAGE</b>	78	74	78	72	75	72	74	81
	<b>PROGRAMME AVERAGE</b>	<b>75</b>						

**Table 2. Grade Achievement Ranges by course and programme – 2022**

	DCS611 Gospels: Interpretation and Application	DCS631 Practice of Christian Leadership	DCS632 Biblical Mission in Context	DCS638 Cultural Anthropology for Mission	DCS621 Christology: Understanding and Application	DCS633 Leadership and Communication	DCS635 Practice of Mission	DCS641 Christian Spirituality
	67	74	78	74	68	71	65	76
	85	94	86	87	88	93	80	85
	86	95	85	81	77	83	85	85
	74	86	79	79	79	74	79	79
	DNC	DNC	DNC	DNC				
<b>COURSE AVERAGE</b>	78	87	82	80	78	80	77	81
	<b>PROGRAMME AVERAGE</b>	<b>80</b>						

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>5</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>5</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, training schemes and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

NZQA

Ph 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)