# External Evaluation and Review Report

## Annesbrook Leadership College

Confident in educational performance

Confident in capability in self-assessment

Date of report: 3 October 2018

# About Annesbrook Leadership College

*Annesbrook Leadership College (ALC) provides faith-based programmes in Christian Ministry for mainly youth wanting to develop personal and work skills to help them discover career pathways and/or use their skills in the community. Programmes are delivered at a number of locations across the country under a joint venture with Nelson Marlborough Institute of Technology (NMIT).*

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| Type of organisation: | Private training establishment (PTE) |
| Location: | 40 Saxton Road, Stoke, Nelson |
| Code of Practice signatory: | No |
| Number of students: | 33 |
| Number of staff: | Four full-time equivalents plus approximately 16 contract tutors |
| TEO profile | See: NZQA – Annesbrook Leadership College |
| | Level 4 and 5 programmes are delivered under sub-contracting arrangements with NMIT. |
| Last EER outcome: | ALC was registered in 2016 and has not had a previous external evaluation and review. |
| Scope of evaluation: | ● New Zealand Certificate in Christian Ministry (Level 4) |
| | ALC also offers the Diploma in Christian Leadership (Level 6) (owned by the Christian Theological and Ministries Education Society). |
| | Most students enrol with NMIT, with a small number of sponsored students enrolling directly with ALC. |
| MoE number: | 8047 |
| NZQA reference: | C30125 |
| Dates of EER visit: | 1 and 2 August 2018 |

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# Summary of Results

*Annesbrook Leadership College programmes provide students with transferable skills to help them in future careers or further study. Students contribute to their communities using the skills developed. Organisational activities are well planned and informed by good governance and direction.*

**Confident in educational performance**

- Overall data shows high qualification completion.

- The value of the programme is evident in students graduating with transferable skills and knowledge to help them in further study or future career pathways.

- The programme design is strongly aligned to the needs of students and the wider community. Greater consistency in moderation activities would strengthen assessment.

**Confident in capability in self-assessment**

- Excellent support assists students to achieve.

- Good/effective governance ensures that resources are available, and that the teaching model is sustainable.

- ALC needs to improve self-assessment of student achievement to inform future activities, as well as measure progress towards formalised organisational goals.

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# Key evaluation question findings

## 1.1 How well do students achieve?

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| Performance: | **Good** |
| Self-assessment: | **Good** |
| Reasons for ratings: | ALC has strong qualification outcomes, with over 90 per cent achievement over the past three years. While the organisation does collate overall data on ethnicity and by location to show achievement, the data is not analysed by cohort to show trends by ethnicity or location. to identify where improvements could be made.<br><br>Similarly, there is good evidence that students gain the desired attributes and skills. However, there is no analysis of the data to show key outcomes being achieved, such as improved confidence, public speaking or time management skills applied during internships. |
| Supporting evidence: | Qualification completion rates are based on accumulated results for each year, which does not differentiate between cohorts. This means that it is unclear how many have withdrawn in each cohort or how long it took for each cohort to complete on average. In addition, analysing the differences in completions across course papers, sites or ethnicity would contribute to understanding achievement. However, there is good evidence that the organisation understands individual progress from monitoring pass rates for each course and semester.<br><br>It is possible to see from the data that Māori and Pasifika students achieve at a similar rate when compared with total achievement rates. However, the data does not show any comparison between these groups of students and students identified as New Zealand European.<br><br>There is sufficient evidence from initial and exit reporting to show that students are learning and developing transferrable skills. |
| Conclusion: | Overall, the data shows high rates of completion, with 93 per cent of students gaining a qualification. Improved data analysis will help to identify any issues or themes to better understand achievement, particularly as the organisation intends to grow over time. |

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

| Performance: | **Excellent** |
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| Self-assessment: | **Good** |
| Reasons for ratings: | Students graduate with increased confidence and sense of direction to help them in their career or self-development. Students, many are recent school leavers, valued the outcomes because they helped them to choose a pathway. Graduate destination tracking shows that many graduates enrol in study towards careers in nursing, youth work, social work, counselling, or outdoor recreation.<br><br>The majority of students enrol in the level 4 and 5 Christian Ministry programmes with NMIT, which it sub-contracts ALC to deliver. The value-add to NMIT is in offering another field of study to complement its regional provision, the development of social services networks, and using ALC feedback to inform its own practices. ALC's high qualification outcomes contribute to NMIT's Tertiary Education Commission educational performance indicators. ALC gained approval to deliver the Diploma in Christian Leadership, Level 6, in 2017. |
| Supporting evidence: | External stakeholder feedback confirms that graduates demonstrate the required aptitude and skills. This helps them with their work across the community, including in secondary schools, with youth groups and in the workplace.<br><br>Overall, a high number of graduates from recent years have progressed to level 5 study with ALC. Improved analysis of graduate destination data showing how many for each cohort progress from level 4 to level 5 would help to identify any trends and areas for improvement. NMIT implemented monitoring of ALC outcomes against performance plans in 2017. This includes destination data and alumni feedback, which shows that graduates are using the skills gained from completing the programme. NMIT has recommended using more external feedback from employers to further inform an understanding of value. |
| Conclusion: | ALC has sufficient information from the students' initial self-assessment and exit interviews and internship reports to monitor students' goals against outcomes to demonstrate that the outcomes are highly valued.<br><br>ALC needs to continue to develop a comprehensive system for collecting and understanding destination data to demonstrate the value of the programme and any improvements. |

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

| Performance: | **Good** |
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| Self-assessment: | **Good** |
| Reasons for ratings: | The programme's content and delivery meet the needs of the church, students and employers. Courses are delivered in the classroom and/or remotely. This enables students to have access to learning in different regions. Tutors and/or regional coordinators at each site assist the students with their learning. Students are assigned a mentor to help them develop life skills and their future pathways.<br><br>The full-year internship helps students to develop practical skills alongside theoretical knowledge. Robust processes ensure that students are well guided during the internship placement, with clear roles and responsibilities for the students and the ALC placement manager and regional coordinator. Students have access to a range of resources which they find helpful. Students can also use the ALC and NMIT libraries. |
| Supporting evidence: | NMIT's performance plan monitoring shows that the programme is delivered as approved and that students are highly satisfied with the tutors and the learning activities. The ALC academic manager reviews and adjusts courses within the approved programme outline. A formal programme review is conducted every six months. The end-of-2017 review introduced new activities, such as video links, to increase student engagement. Lesson plans were also revised to align the learning outcomes with the graduate profile outcomes.<br><br>Summative assessments are marked by the academic manager to maintain consistency. Management also conducts regular checks for consistency. Students have one resubmission opportunity. Overall, the moderation system needs improving so that all assessments are pre- and post-moderated internally and externally, using a systematic approach. NMIT's 2016 and 2017 moderation found some overgenerous marking, and internal post-moderation identified a need to modify two assessments to better correspond to level 4 learning outcomes. |
| Conclusion: | ALC has comprehensive systems to design programmes and support consistency in delivery across locations. Students know what is required and have a range of activities to learn relevant skills and knowledge. However, moderation is sporadic and there is |

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| | no evidence of internal moderation of summative assessments, including the internship programme. |
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## 1.4  How effectively are students supported and involved in their learning?

| Performance: | **Excellent** |
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| Self-assessment: | **Excellent** |
| Reasons for ratings: | Support services are comprehensive and well planned. Students' goals and reasons for study are identified at the initial interview. On enrolment, students' academic abilities are assessed, and personal and study goals are documented. All students attend orientation at the Nelson campus. Current students confirmed that the information was helpful, and that the course met, and in some cases exceeded, their expectations.<br><br>ALC provides a safe, inclusive and nurturing learning environment. Regional coordinators monitor students' progress towards their goals throughout the programme. Mentors assist students with any questions they have and provide additional support to help balance study, work and personal commitments. Students are encouraged to use a journal to document their thoughts and experiences, which helps them to reflect and gain perspective.<br><br>Students' needs are closely monitored and responded to. For example, after identifying students' initial anxiety in preparation for learning, ALC introduced pre-assessment workshops and other activities to ease their anxiety and support their knowledge of the learning and assessment process. |
| Supporting evidence: | Students' feedback states that there is support available to help them to manage workloads and reduce stress to enable them to succeed with their studies.<br><br>Students on workplace internship have weekly meetings with their placement manager, which are documented. In addition, each term the national intern manager will meet and discuss goals and record plans. Any issues are responded to promptly and appropriately. The support structure is comprehensive and provides a safe, nurturing environment for students. |
| Conclusion: | Well-structured, comprehensive and effective support structures provide excellent support and guidance. ALC demonstrates good practice in pastoral care and support to assist students to achieve. |

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

| Performance: | **Good** |
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| Self-assessment: | **Good** |
| Reasons for ratings: | The ALC board has members with sound business and education experience to guide the direction and planning of the organisation. The organisation's vision is for youth to develop transferable skills to take into future employment, and this vision is evident in practice. ALC's strategic plan directs future growth aspirations including succession planning.<br><br>The programmes are delivered by a joint venture with NMIT. Both NMIT and ALC monitor performance using enrolment and achievement information and stakeholder satisfaction, which is high.<br><br>ALC supports staff, under its agreement with NMIT, to develop teaching skills with a professional development programme linked to NMIT's performance plan. ALC is also guided by NMIT's quality management system policies and practices, such as those for student support and programme development and review.<br><br>Staff feel valued and are kept informed of organisation activities and have opportunities to discuss any issues with face-to-face meetings or weekly online communications.<br><br>The chief executive represents ALC as a member of the Christian Theologies and Ministries Education Society, alongside other ministry education providers. This helps the organisation to maintain currency and consistency of aims within the sector. |
| Supporting evidence: | The board meets regularly to review progress. NMIT reporting provides regular input into management decisions and to understand the strength of performance. However, ALC is aware of the need to document performance measures and use them to review progress towards goals and programme quality. |
| Conclusion: | There is a well-established relationship between NMIT and ALC which contributes to student support and achievement. |

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## 1.6 How effectively are important compliance accountabilities managed?

| Performance: | **Good** |
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| Self-assessment: | **Good** |
| Reasons for ratings: | ALC is managing the key areas of compliance using NMIT performance reports to show that programme delivery, including internship hours and activities, meet the approved programme outline. ALC has also ensured that it applies for site approval for all permanent delivery sites and notifies NZQA when using temporary sites. However, external moderation d evidence of moderation was not available for all papers.<br><br>ALC continues to review the relevance of having NZQA PTE status. ALC has sponsored a small number of students to enrol in the level 5 and 6 programmes to comply with the NZQA PTE registration rules. The majority of students are enrolled with NMIT, which means they have access to student loans.<br><br>Health and safety is a focus with a recent review to ensure policies are fit for purpose. |
| Supporting evidence: | The chief executive is informed of compliance requirements using NMIT reporting, Christian Theological and Ministries Education Society meetings, NZQA communications and legislation updates. |
| Conclusion: | ALC is managing its ongoing compliance responsibilities. Regular checks ensure compliance with NZQA rules and NMIT sub-contracting agreements. |

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# Focus Areas

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

## 2.1 Focus area: New Zealand Certificate in Christian Ministry (Level 4)

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| Performance: | **Good** |
| Self-assessment: | **Good** |

# Recommendations

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

NZQA recommends that Annesbrook Leadership College:

- Conduct self-assessment using relevant data to understand how well students are achieving across cohort, location and ethnicity.

- Document educational goals and monitor achievement, using relevant data analysis, at board and management level.

- Analyse data to show themes of key outcomes being achieved, such as improved confidence, public speaking or time management skills applied during internships.

- Implement an internal moderation system for all summative assessments, including internships. This is to ensure all assessments are pre-moderated whenever changes are made or new assessment developed, as well as conducting comprehensive post-moderation to ensure tutors' assessments are consistent and to confirm that results are valid.

# Requirements

*Requirements are compulsory and 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.

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# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction. 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:* http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/*. 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[1]*

- *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.*

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

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[1] NZQA and the Tertiary Education Commission 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.

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