



Report of External Evaluation and Review

Pathways College of Bible and Mission

Trading as Pathways College

Date of report: 23 February 2010

Contents

Purpose of this Report.....	3
Brief description of TEO	3
Executive Summary	4
Basis for External Evaluation and Review	6
Findings	7
Part 1: Answers to Key Evaluation Questions across the organisation	7
Part 2: Performance in focus areas	16
Statements of Confidence	18
Actions Required and Recommendations.....	20

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Brief description of TEO

Location: Head Office in Auckland

Type: Private Training Establishment

Size: Thirty-three equivalent full-time students (EFTS)

Sites: Block courses delivered at various sites throughout the North Island

Pathways College of Bible and Mission, trading as Pathways College, is a not-for-profit organisation which delivers theological courses predominantly through an internship model. It is the educational arm of its key stakeholders, the members of Christian Brethren in New Zealand.

Currently Pathways College is delivering the following qualifications:

- Certificate in Christian Ministry (Level 4)
- Diploma in Christian Ministry (Internship) (Level 5)
- Diploma in Ministry Leadership (Internship) (Level 6).

The programmes aim to develop Christian character while equipping learners with foundational and leadership skills to prepare them for leadership roles in churches and mission agencies.

Pathways College has undergone many changes in the past three years. These changes include moving site twice, a complete change of staff, a newly approved level 6 qualification, change of all unit standards based qualifications to local qualifications, and the adoption of a new student management system.

The college's focus has also changed from a full-time training model to internship, which comprises 50 per cent study and 50 per cent ministry. This model was fully supported by the stakeholders and now complements the training of other local providers whose focus is mainly on study. Most current learners (64 per cent) are enrolled on the Diploma in Christian Ministry.

Executive Summary

Statement of confidence on educational performance

NZQA is **confident** in the educational performance of Pathways College of Bible and Mission. Key reasons for this are:

- Although previous completion results have been identified by Pathways College as unsatisfactory, actions taken for improvement during 2009 have resulted in a significantly increased combined qualification completion rate of 84 per cent.
- In the past year the principal has dedicated his time to lifting the profile of Pathways College and its internship programme. The benefits of this active engagement are reflected in the stakeholders' growing confidence and an increase in the number wanting to support an intern and employ its graduates.
- Connections with stakeholders and supervisors, through the internship model, have become more frequent, which has enabled Pathways College to gather an abundance of informal and formal information. This has meant it can effectively evaluate its programmes to ensure they maintain their quality and relevance to match the needs of learners and key stakeholders.
- Lecturers on the internship block courses are all fully qualified and have relevant experience. Pathways College staff lecturers refresh their knowledge and skills through leadership and teaching seminars and preaching on a regular basis at churches and communities across the North Island.
- Support for the interns has increased over the past year, with three Pathways College staff selected as dedicated supervisors to further emphasise their role as the interns' mentor and academic support.
- The election of an executive board has provided a clear purpose and direction to focus decision-making and improve effectiveness. The board's support of Pathways College in its aim to provide excellent, recognised programmes is acknowledged and appreciated by all staff.

Statement of confidence on capability in self-assessment

NZQA is **not yet confident** in the capability in self-assessment of Pathways College of Bible and Mission. Key reasons for this are:

- The value of the data and information collected through evaluation, and the effectiveness of changes made from it are yet to be realised.
- There is an abundance of ad hoc and informal feedback which has led to significant changes within the programme. However, the implementation of these actions and their ongoing evaluation would be strengthened by capturing the information about their effectiveness more systematically.
- Some data is not yet gathered and processed in a way that it is readily accessible and its veracity easily validated.
- However, there is evidence of growing self-assessment through the many evaluation procedures that have been implemented in the past year.

Requirements and recommendations

It is recommended that Pathways College of Bible and Mission:

- Further develop self-assessment, so that all significant aspects of the College's operation are prioritised for consideration over a manageable time frame.
- Integrate valuable data collection, its analysis and interpretation, and the intended use of self-assessment results as a means of maintaining the College's strengths and acting on significant areas for improvement.

Basis for External Evaluation and Review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.

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).

Findings

The conclusions in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/for-providers/keydocs/index.html>

Outline of scope

The agreed scope of the external evaluation and review of Pathways College included the following focus area:

- Diploma in Christian Ministry (Level 5)

The mandatory focus areas are:

- Governance, management, and strategy
- Support of students (including international students).

Part 1: Answers to Key Evaluation Questions across the organisation

This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Context

Pathways College tracks the achievement of its learners through the completed and passed assignment rates and has introduced incentives to increase the number of qualification completions by the end of the programme.

Explanation

Pathways College recognises that its overall qualification achievement rate has been unsatisfactory in the past few years, with a 2008 achievement rate of 61 per cent for the Diploma in Christian Ministry and 43 per cent for the Diploma in Ministry Leadership. With a new principal and executive principal appointed in the last 18 months there has been a renewed focus on timely achievement, which is a positive step towards Pathways College gaining immediate value from the programme and enhancing the learners' readiness for employment, further learning, or community engagement. These initiatives include:

- changing the end-of-year event from a celebration of the end of the programme to a graduation for all learners who complete the course
- increased pastoral care and follow-up by the student liaison officer
- the recent appointment of an executive principal based in head office to release the principal to travel to offer support and guidance to learners and their supervisors throughout the North Island.

The timely and accurate advice now given is helping the learners to make appropriate study decisions and improve their chances of completing the qualification.

These new actions are reflected in the greatly improved qualification completion rates at 92 per cent for the learners who enrolled in February 2009 in the Diploma of Christian Ministry and 67 per cent for the Diploma in Ministry Leadership.

Of the nine learners who completed the Diploma in Christian Ministry in 2008, five have gone on to study the Diploma in Ministry Leadership and the other four are in either full or part-time ministry.

Although there are many formal and informal systems now in place to track and evaluate completions and destination outcomes, the results for 2009 are yet to be seen. The value and accuracy of the data collected, and its effective evaluation, is in its infancy and yet to come to fruition.

All staff and the students spoken to by the evaluation team reported many positive and important outcomes that have resulted from, or been influenced by, the engagement of learners on the internship programmes. These include study and organisational skills, greater understanding of how to relate to people, finding out who they are, and growing in both spirituality and ministry.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Adequate**.

Context

The internship model of 50 per cent study and 50 per cent ministry means that Pathways College is in close daily contact with key stakeholders. Each learner has at least one supervisor assigned to them where they are ministering and three Pathways College staff have regular contact with each of the supervisors.

Explanation

With continuous stakeholder engagement the key to a successful internship, the principal is on the road two days per week visiting supervisors and other churches to offer support and receive feedback on the programme and measure its value to their communities. The principal has had a strong focus in the past 18 months on raising the profile of Pathways College and its internship programme, and reports that there is a growing confidence in both.

The increase in enrolments and growing number of interested learners for 2010 reflects this turnaround and there is an abundance of evidence, mostly informal, that suggests the internship model is working for the stakeholders. An example of this would be the number of phone calls and emails the principal receives from churches looking to employ the graduates. These requests have become so frequent that Pathways College has decided, from 2010, to post up the profiles and average grades of its students on its website so they can be accessed by interested parties. The most commonly heard stakeholder feedback is that the biggest benefit of the internship model is being able to keep interns in the local community where they are surrounded by people who can support and nurture them. Additionally, the intern is applying the practical skills learnt at the block courses directly to their ministry, so the value is being recognised by the stakeholder throughout the programme.

Most current students spoken to had been recommended or enrolled directly by their supervisors or their church to the Pathways College internship.

Pathways College's key stakeholders have a vested interest in the value of the programme as they play a major role as the learners' supervisors. There are three main supervisor roles: academic supervisor, spiritual supervisor, and local supervisor (mentor). Often, one person holds all three responsibilities. Their responsibility is to keep the intern on track with mentoring, guidance, and support, to enable the stakeholder to recognise the value of the programme.

Although positive anecdotal evidence was heard throughout the visit, the value of the programme to the learner and the community is ultimately demonstrated in the positive destinations of the interns. As described in section 1.1 *How well do learners achieve?*, over 50 per cent of the 2008 graduates of the Diploma in Christian Ministry internship were equipped to continue with the Diploma in Ministry Leadership and the others have all gone

into ministry in their communities. Of the students the external evaluation team spoke to who are currently studying the Diploma in Christian Ministry and attending their block course, 50 per cent wanted to progress to the Diploma in Ministry Leadership. The other students were going on to further study outside Pathways College, including Carey Baptist College, or into ministry.

Pathways College has a good relationship with two other local providers, Laidlaw College and Carey Baptist College, in that they use lecturers from these institutions for the block course delivery. Both colleges moderate the internship programmes, and there are Memorandums of Understandings (MOU) with each of them. The MOUs state that graduates from the Diploma in Christian Ministry and the Diploma in Ministry Leadership can be exempt from part of the respective college's degree programme as credits have already been achieved.

It is evident that Pathways College has made headway with the internship programme but is yet to fully understand and measure the value through more robust evaluation.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Context

The fundamental change that has been made to the Pathways College mode of programme delivery, from full-time attendance to the internship model, was in response to stakeholder consultation. Pathways had the capacity and capability to deliver an internship programme to replace the increasingly less popular full-time programme.

Explanation

Identifying stakeholder needs is paramount for Pathways College because the learners minister to their communities from day one of the programme. Evidence shows that present and future needs of the stakeholders are fully understood by Pathways College and underpin the programme design.

The breadth and depth of the stakeholder engagement by three staff members ensures the programmes are up to date and equip the learners with practical and relevant skills. The learners spoken to said their expectations of the programme had definitely been met and in some cases exceeded.

The ministry internship coordinator responds to any findings, resulting in continual formal evaluation of the programme by internal lecturers, adjunct faculty, learners, supervisors, and other stakeholders. Verbal feedback from learners and lecturers confirms that the use of appropriate activities and resources has enhanced learning by making it interesting and relevant. The practical emphasis on learning in the internship programme reflects an integrated and context-relevant approach and has been easily applied.

Changes that have occurred as a result of evaluation include the following.

- In response to graduate feedback the block course has been lengthened; former learners said too much material was presented in too short a time.
- In response to supervisor and stakeholder feedback on the support provided to help the learners in their spiritual growth, Pathways College has introduced a spiritual development session at the beginning of most days on the block courses. Learners expressed their belief that their spiritual needs had been met through the block courses and continued to grow in their ministry.
- In response to learner and lecturer feedback there has been an increase of two credits to the theology assignment in the July block course; the hours of delivery and associated study warrant the additional credits.
- In response to learner and lecturer feedback the assignment question, “What is a woman’s role in ministry?” was not clear for some cultures so did not activate the required discussion and debate of theological issues. There is now a choice of ten questions to choose from.
- In response to learner and supervisor feedback Pathways College will introduce a session on essay writing.
- In response to lecturer evaluation the wording to an assignment question has now been clarified.

Engagement with learning is more likely to occur when there are positive relationships between learners and teachers as well as among the learners themselves. Providing an inclusive learning environment can enhance learner achievement. These opportunities have been created for the interns through the block courses, where they come together with their lecturers for three or four days, six times a year. Living together for this period fosters close relationships, and all learners spoken to found the block courses to be of great benefit both to their academic progress and their well-being. These relationships are continued and developed through social networking websites such as Facebook.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Context

The principal and the ministry internship coordinator both lecture on the block courses and the latter manages the recruitment, liaison, observation, moderation, and evaluation of the adjunct faculty (visiting lecturers).

Explanation

Pathways College ensures that all lecturers delivering training at the internship block course are well qualified and have relevant experience in biblical studies and adult teaching.

Continual informal and formal evaluations of each block course from both the learners and the lecturers confirm the well-constructed assignment criteria required to support learning and to provide good evidence of achievement.

Adjunct lecturers are given the assignment criteria and course detail, and then submit their material, cover notes, and course summary for the ministry internship coordinator to approve. Programme and delivery methods of all lecturers are monitored through observation twice a year with formal feedback; lecturers' notes are read and evaluated by the coordinator. The interns complete formal evaluations and are regularly asked for informal feedback.

The appropriate Pathways College staff regularly attend professional development sessions which include leadership and teaching seminars. The principal preaches at churches and conferences most weekends, which enables him to promote the internship programme, raise the Pathways College profile, and keep his own knowledge and skills current and up to date.

Moderation of the courses delivered at Pathways College has not been a strong point in the past. However, a procedure is now in place to support a three-yearly cycle of moderation of each full programme. The moderators at Laidlaw College and Carey Baptist College will receive three assignments of differing grades from the selected course and asked to complete a course moderation form.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Context

All staff at Pathways College are involved in the pastoral care of each enrolled learner. The principal, ministry internship coordinator, and student liaison officer see the support and guidance of learners as a major part of their role.

Explanation

The principal, ministry internship coordinator, and student liaison officer are in constant contact with all learners via telephone, text, email, and Facebook, and the principal meets face to face with each learner at least twice a year in their place of ministry and on each block course. The same amount of contact with the learners' supervisor is also very important to ensure that the learner is on track with their assignments and has no issues. The role of the supervisor has changed to one that is more supportive and informed of the interns' progress in order to meet their needs more effectively.

The supervisor's role comprises pastoral care, mentoring, and chasing assignment completions. Fortnightly meetings between the supervisor and the learner keep these activities on track.

All Pathways College staff are involved in engagement with the supervisors and stakeholders, which ensures that the supervisors are fully informed and can contribute effectively. Feedback from the supervisors has resulted in them now being emailed

assignment results at the same time as their intern; they also receive quarterly reports of learners' progress.

The ministry supervision handbook has been fine-tuned in response to learner and supervisor feedback and is reported to be now more user-friendly. While the previous block course evaluation forms were seen as useful, the resulting information could not be used effectively. The form has now been simplified, but would be strengthened further if it was easier to quantify the content.

Discussions with supervisors and evaluation of the learners' progression led to Pathways College organising an orientation evening for the supervisors this year. The evening included a session on principles of mentoring, and although this was deemed to be an improvement on previous support, Pathways College realises that it needs to increase this support for the supervisors.

Evaluation of the informal feedback from the supervisors who attended reflects that they felt they were informed but still not fully equipped for their role. Pathways College is looking to extend this professional development to half a day and include practical aspects of mentoring and understanding paperwork.

The graduate destinations, as outlined in section 1.1 *How well do learners achieve?*, confirm the quality of the guidance given by Pathways College with regard to opportunities for further education. The principal also spoke of the guidance he plans to offer to potential learners who he feels would be better suited to a more academic environment, for example referring them to Carey Baptist College, Laidlaw College, or even study overseas in the United States of America.

1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Adequate**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Context

When senior staff left the organisation two years ago, Pathways College decided to elect an executive board. The executive board consists of six members, while the main board of Pathway College has 12 members. The current principal and executive principal sit on both of these boards.

Explanation

Due to senior staff leaving, as well as a change of site and a change of direction in delivery of the programmes, Pathways College was in need of a clear purpose and direction to focus decision making and improve effectiveness.

The executive board meets every six weeks, and the principal is in contact with the chair of the board every three weeks for updates. The principal reports that effective leadership by the executive board has helped to articulate the college's purpose and direction, both internally and externally.

Pathways College staff meet once a week for a programme meeting or pastoral care meeting where each learner is discussed and tracked, and decisions made about future actions and support. Where possible, to ensure consistency and to keep all staff informed, the meetings include the principal by teleconference when he is “on the road”.

Recent changes that Pathways College management has implemented in response to the evaluative approach include the following.

- The newly appointed executive principal has begun self-assessment on the analysis of data collated as the primary means of improving educational performance.
- The executive principal has devised an appraisal system on the understanding that valued staff are more likely to be committed and effective and less likely to leave, thus reducing staff turnover. This system is yet to be implemented.
- An evaluation of the existing finance system by the executive principal has led to a change to a more appropriate and simpler system.
- Pathways College is currently testing an online system, Moodle, to allow results of marked assignments to be accessed online. This will improve the efficiency and reliability of assignment grading and feedback to both the learners and their supervisors.
- Pathways College’s management listens and responds to feedback about resources and the learning environment from the learners and the lecturers, and as such has decided not to use one of the sites that is too small for a larger group.

The data presented in the most recent Single Data Return (SDR)¹ and Progress Monitoring Report (PMR)² recording aggregated course completions and qualification completions from 2008 and 2009 to date, were described by Pathways College management as inaccurate. The student management system (SMS) that the College adopted has not been used efficiently in the past and Pathways College, having invested in further training for the SMS, now has greater confidence in the accuracy of the data. The SDR had been outsourced to date but will now be administered internally to ensure that the data submitted is true and accurate.

In February 2009 Pathways College was informed by Immigration New Zealand (INZ) that it was not compliant with regulations affecting international students. This was due to a misunderstanding of the wording in the prospectus that implied the organisation was offering distance-learning. This wording has now been changed. INZ will conduct a review of all vocational courses in 2010. In the meantime Pathways College has had its

¹ Single Data Returns (SDR) are submitted to the Ministry of Education (MoE) by SAC-funded providers three times a year and report on all qualifications delivered.

² The PMR is currently an annual report of aggregated data of Student Achievement Component (SAC) funded qualifications collected through the Single Data Returns (SDR) and published by the Tertiary Education Commission (TEC).

visa status restored. Pathways College is now confident that the documentation will assure INZ that the students are satisfying the relevant requirements. Supervisors complete a feedback form that verifies the attendance of the international students.

The positive impact of the stakeholders' increasing confidence in the internship delivered by Pathways College has created a problem in that it cannot access any more government funding for the learners. Due to the growing enrolments the management of Pathways College is pursuing options to administer its own loans scheme to meet this increasing need of the stakeholders. However, if successful, this facility will not be available until 2011.

Part 2: Performance in focus areas

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

2.1 Focus area: Diploma in Christian Ministry (Internship) (Level 5)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Adequate**.

Context

The Diploma in Christian Ministry is a programme of 50 per cent study on six block courses of three to four days during the year and 50 per cent ministry in the learners' choice of church or community. The intern is directly supported by at least one supervisor who is based at their place of ministry.

Explanation

The strong focus of pastoral care from the staff at Pathways College, the lecturers on the block courses, and their supervisors has proven to keep the interns on track academically and to feel thoroughly supported. The strong learner support is reflected in the greatly improved qualification completion rates at 92 per cent for the learners who enrolled in February 2009.

The Diploma in Christian Ministry has provided the learners with valuable personal development and skills and equipped them to move on to further education at a higher level or into ministry.

Mandatory focus area: Support of students (including international students)

The rating in this focus area for educational performance is **Good**.

The rating for capability in self-assessment for this focus area is **Adequate**.

Context

Pathways College enrolls international students directly and through International Student Ministries (ISM). Pastoral care for the international students is equal to that provided for all other learners.

Explanation

Results for the four international students studying the Diploma in Christian Ministry in 2008 show a 100 per cent retention and qualification rate. All four students have gone on to do the Diploma in Ministry Leadership in 2009. There are currently two international students studying the Diploma in Christian Ministry who enrolled in February 2009; one has withdrawn.

In 2008 there were three international students enrolled on the Diploma in Ministry Leadership, one has completed with the other two expected to complete by the end of 2009.

Pathways College staff, and the international students enrolled through International Student Ministries (ISM), described the pastoral care of ISM as exemplary and the organisation as very efficient.

Eleven international students are currently studying at Pathways College, of whom eight have come through ISM. Although the ISM pastoral care is seen to be very effective, staff at Pathways College treat all learners the same and are in constant contact, with support and guidance for all.

The prerequisite of the International English Language Testing System (IELTS) set at level 6.5 for all international students assures both the learner and Pathways College that the learner has the language skills required to complete the qualification.

Mandatory focus area: Governance, management, and strategy

The overall rating for performance in governance, management, and strategy is **Good**.

The overall rating for capability in self-assessment in governance, management, and strategy is **Adequate**.

Context

See section 1.6 *How effective are governance and management in supporting educational achievement?*

Explanation

See section 1.6 *How effective are governance and management in supporting educational achievement?*

Statements of Confidence

The statements of confidence are derived from the findings within and across the focus areas. A four-step scale is used: highly confident, confident, not yet confident, not confident.

Statement of confidence on educational performance

NZQA is **confident** in the educational performance of Pathways College of Bible and Mission. Key reasons for this are:

- Although previous completion results have been identified by Pathways College as unsatisfactory, actions taken for improvement during 2009 have resulted in a combined qualification completion rate of 84 per cent.
- In the past year the principal has dedicated his time to lifting the profile of Pathways College and its internship programme. The benefits of this active engagement are reflected in the stakeholders' growing confidence and an increase in the number wanting to support an intern and employ the graduates.
- Connections with stakeholders and supervisors, through the internship model, have become more frequent, which has enabled Pathways College to gather an abundance of informal and formal information. This enables the college to effectively evaluate the programmes, to ensure they maintain their quality and relevance to match the needs of their learners and key stakeholders.
- Lecturers of the internship block courses are all fully qualified and with relevant experience and all bring their area of expertise to the programme. Pathways College staff lecturers refresh their knowledge and skills through leadership and teaching seminars and preaching on a regular basis at churches and communities across the North Island.
- Support for the interns has increased over the past year, with three Pathways College staff selected as dedicated supervisors to further emphasise their role as the interns' mentor and academic support.
- The election of an executive board has provided a clear purpose and direction to focus decision-making and improve effectiveness. The board's support of Pathways College in its aim to provide excellent, recognised programmes is acknowledged and appreciated by all staff.

Statement of confidence on capability in self-assessment

NZQA is **not yet confident** in the capability in self-assessment of Pathways College of Bible and Mission. Key reasons for this are:

- The value of the data and information collected through evaluation and the effectiveness of changes made from it are yet to be realised.
- There is an abundance of ad hoc and informal feedback which has led to significant changes within the programme. However, the implementation of these actions and their ongoing evaluation would be strengthened by capturing the information about their effectiveness more systematically.
- Some data is not yet gathered and processed in such a way that it is readily accessible and its veracity easily validated.
- However, there is evidence of growing self-assessment through the many evaluation procedures that have been implemented in the past year.

Actions Required and Recommendations

Further actions

Because NZQA is Not Yet Confident in Pathways College of Bible and Mission's capability in self-assessment, NZQA will contact Pathways within 20 working days of this report to agree upon an appropriate quality improvement plan.

The plan is intended to enable Pathways College of Bible and Mission to work towards achieving a judgement of at least Confident in relation to capability in self-assessment. Implementation of this plan will be monitored by NZQA. When the plan has been completed, or at any time deemed necessary by NZQA, another external evaluation and review will be scheduled.

Recommendations

It is recommended that Pathways College of Bible and Mission:

- Further develop self-assessment, so that all significant aspects of the College's operation are prioritised for consideration over a manageable time frame.
- Integrate valuable data collection, its analysis and interpretation, and the intended use of self-assessment results as a means of maintaining the College's strengths and acting on significant areas for improvement.

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