



# Report of External Evaluation and Review

Ministry Training College of New  
Zealand

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 27 October 2010

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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.*

## Introduction

### 1. TEO in context

Location:	159 Botany Road, Howick, Auckland
Type:	Private training establishment
First registered:	1997
Number of students:	Domestic: the Auckland campus has 42 equivalent full-time students. The Christchurch campus has 20 equivalent full-time students.  International: eight equivalent full-time students, all at the Auckland campus.
Number of staff:	Auckland campus and national office: six full-time staff and 12 adjunct lecturers, all part time.  Christchurch campus has seven staff that are all part time.
Scope of active accreditation:	Ministry Training College of New Zealand (MTC) currently delivers: <ul style="list-style-type: none"><li>• Certificate in Christian Studies (Level 4)</li><li>• Certificate in Christian Ministry (Level 4)</li><li>• Diploma in Christian Ministry (internship) (Level 5)</li></ul>
Sites:	Auckland (as above) and 285 Cashel Street, Christchurch
Distinctive characteristics:	MTC has a sole focus of developing and equipping people for effective Christian ministry across a number of denominations.

Recent significant changes:	Because Christian unit standards and qualifications are no longer on the New Zealand Qualifications Framework, MTC has recently sought and gained accreditation to deliver local courses in Christian ministry.
Previous quality assurance history:	MTC was previously quality assured in 2008 by NZQA under the audit system and met all but one requirement which related to external moderation.

## 2. Scope of external evaluation and review

The scope of the external evaluation and review of Ministry Training College of New Zealand comprised:

- Ministry training

This includes two qualifications: Certificate in Christian Studies (CCS) (Level 4), 60 credits, six months full time; and Certificate in Christian Ministry (CCM) (Level 4), 120 credits, one year full time. The credits from the CCS qualification make up half of the total credits of the CCM qualification. These two qualifications have the largest number of enrolments.

The mandatory focus areas are:

- Governance, management, and strategy
- International students.

## 3. 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 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 evaluation team for this EER of Ministry Training College of New Zealand (MTC) comprised one lead evaluator and one external evaluator. The team visited the college for two days at its Auckland site.

The staff, students, and external stakeholders interviewed as part of the EER included:

- MTC staff: national director, personal assistant to the national director, Auckland and Christchurch campus principals, deputy principals, women's dean, men's dean, college lecturers, six adjunct lecturers.
- MTC students: students from the ministry training class and six international students studying at the college.

- External stakeholders: national leader of the Elim movement, national board members, advisory board members, and church pastors who are the employers (and some also the mentors) of the college students and graduates.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Ministry Training College of New Zealand**.

Over the past five years, MTC has achieved an average qualification completion rate of 80 per cent across all its programmes. This consistently high achievement rate is well above the national average for all qualifications at these levels, and indicates the excellent teaching and support that the MTC students receive throughout their training.

MTC students grow emotionally, intellectually, and spiritually during their time at the college. There was strong evidence of increased levels of achievement in the students' own well-being and soft skills such as confidence, attitude, time management, and study skills. These skills and attributes have proven to be key to their success in effective Christian ministry in their churches and in positively contributing to the wider and local community.

A very high percentage of MTC graduates gain voluntary and paid ministry leadership positions in churches and communities. The evaluation team heard from a number of stakeholders that the effective ministry skills and knowledge students gain through MTC programmes have contributed to significant growth in church congregations.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Ministry Training College of New Zealand**.

MTC has a strong focus on its responsibility for continuous improvement. The college has a mature self-assessment process which is systematic and comprehensive and applied consistently across the college. The depth of the college's philosophy of continuous improvement is reflected in its dedicated approach to maintaining its effectiveness through regular reviews of the value of its data.

All MTC staff have a positive and proactive approach to self-assessment and welcome the constructive feedback from students, staff, and stakeholders which has proven to assist them in making changes for worthwhile improvement. There was strong evidence that findings from self-assessment had informed actions that have led to improvements, and reviews are ongoing. An example would be the introduction of regular tutorials in response to findings from closer monitoring of students' progress.

Formally recording a detailed self-assessment plan and each stage of the process has enabled clearer communication and understanding between staff. The college's comprehensive self-assessment underpins policies and processes and ensures that the high quality and relevance of the programmes are maintained.

## TEO response

Ministry Training College of New Zealand has confirmed the factual accuracy of this report.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

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 **Excellent**.

One measure of the high level of achievement reached by MTC students is the consistently high course and qualification completion rates over the past five years. Comprehensive and robust data, both sighted within the organisation and collated externally, reflected an 87 per cent qualification completion rate for the certificate programmes in 2009 with an 80 per cent achievement across all programmes. These figures exceed the average qualification completion for all PTEs of 65 per cent and 69 per cent at levels 4 and 5 respectfully.

MTC students grow emotionally, intellectually, and spiritually during their time at the college. The evaluation team saw and heard evidence of increased levels of achievement in the students' own well-being and soft skills such as confidence, attitude, time management, and study skills. These skills and attributes have proven to be key to their success in effective Christian ministry in their churches and in positively contributing to the wider and local community.

A high percentage of MTC graduates gain voluntary and paid ministry leadership positions in churches and communities. The diploma programme saw all graduates gain ministry roles in 2007 and 2008. The thorough self-assessment showed that most of the diploma students secure roles within their churches and communities and have remained in those roles for a number of years. An average 50 per cent of the certificate graduates go on to further study in the diploma internship programme for which the certificate or equivalent is a prerequisite.

International students studying at MTC generally have high completion rates and very few of them withdraw prior to completion of their programme. Students interviewed by the evaluation team supported the self-assessment findings that these results are attributable to the high level of support that all students receive and the financial commitment the international students make.

MTC has a systematic self-assessment process which has proven to be effective in clearly identifying how well the students are achieving, and the findings have resulted in actions that have led to improvements. All staff are actively engaged in, and have a positive approach to, self-assessment and are continually reviewing the data collected to ensure it adds value to the programmes and the students' success.

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<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.



## 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 **Excellent**.

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

The effective ministry skills and knowledge students gain through MTC programmes has seen church congregations significantly grow in number. Churches that recruit MTC graduates recognise the valuable skills and attributes that the students bring to their Christian ministry role. The MTC programmes of study have been successful in developing the students in their ability to apply their knowledge practically through effective communication. The evaluation team heard compelling evidence from the stakeholders that these skills have seen the churches grow in congregation numbers where the graduates are in Christian ministry leadership positions. The value of these skills acquired by the MTC students is seen in the number of graduates in ministry and the growing numbers of students being sent to the college by churches across a number of denominations.

The students' destinations one year after completion of the programme have been tracked for some time and the college recognises value in continuing this for future years for each graduate to ascertain the long-term outcome. The data gathered from this more recent initiative born out of a review of the self-assessment already shows that students stay in their positions over a number of years.

MTC has a strong awareness of the value its graduates bring to their ministry roles because it is proactive in developing and strengthening relationships with local and regional churches. Many of the pastors of these churches are closely engaged with the college and show their support for the programmes as adjunct lecturers and regular guest speakers.

Students expressed how the knowledge and skills gained throughout the certificate programme had prepared them well for the internship programme, for which completion of the certificate is a prerequisite. Their newly acquired skills and knowledge had been consolidated, grown, and disseminated in their active ministry roles.

In addition to the personal development and knowledge and skills gained from the programme, the international students spoke of the added value of the New Zealand experience which has broadened and enhanced their awareness and acceptance of other cultures.

### 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 **Excellent**.

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

The knowledge and skills that are gained and developed through the practically based MTC programmes match the needs of the students and their churches very well. The ongoing interaction and close collaboration with the local and regional churches has enabled MTC to gather valuable feedback and through regular and thorough reviews ensure the programmes remain relevant, current, and empowering. All staff, including adjunct lecturers, are actively involved in their churches.

MTC's churches have a high level of confidence in the delivery and content of the programmes and this confidence has been maintained throughout a challenging time for MTC when it was required to change its programmes from national qualifications to local courses. This challenge was treated as an opportunity to review all the courses and, although an arduous task, was seen as a "blessing in disguise". Assessments are now more aligned to the needs of the students and their ministry role within the churches.

The review of programmes in 2010 has been strengthened by a comparison of content and delivery to overseas Christian ministry providers. During 2010, MTC management visited five Christian colleges across England, Canada, and the USA. The information gathered on this trip has fed into the review of current programmes and given MTC a clearer picture of appropriate potential programmes for the future.

The variety and combination of theoretical delivery and practical application of skills clearly engage and retain the students. Students have plenty of opportunities to practise their ministry skills during visits to churches and conducting services, in mini-services within the college, on mission trips, and in soup kitchens. Guest speakers from the churches bring their field of expertise and experiences into the classroom, while counselling, public speaking, and budgeting classes are key components in the students building confidence in their own abilities. The internship programme model that sees the students employed by a church in a ministry role and attending classes at MTC twice a week enhances leadership abilities and confidence and the probability of continued employment.

The evaluation team saw a good example of the systematic and thorough review of a course which incorporated feedback from a number of self-assessment processes.

## 1.4 How effective is the teaching?

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 **Excellent**.

Comprehensive self-assessment across all programmes demonstrates clearly that the teaching at MTC is very effective. The lecturers all bring a wealth of experience and the additional value of their field of expertise to the teaching. The evaluation team heard strong confirmation from all staff and students that the college provides a safe learning environment which engages all learners through an effective interactive and relational teaching style.

MTC lecturers are successful in delivering programmes with inspiration and enthusiasm which equips the students with the practical skills to be effective in ministry. The evaluation team saw evidence that the students learn the relevant skills needed to successfully grow churches through ministry, and they have plenty of opportunities to practise these skills in real situations. The students take responsibility for running the morning worship services at the college and mini-services at churches and are involved with mission trips both in New Zealand and overseas. This practice-based learning promotes integrated and context-relevant learning and enhances the students' employment prospects.

Assessments have remained valid and fair, while MTC has been reviewing the volume of assessments for sufficiency since changing to local courses. Findings from self-assessment have led to the number of assessments being reduced and MTC is confident that consolidation of the current assessment practices will lead to appropriate assessment processes for 2011. Keeping an appropriate level of assessment supports the learning and gives students confidence in their achievements.

The internal and external models of assuring that assessments are consistent and fair generate valuable feedback for both students and lecturers. Students felt well informed of their progress and received ongoing constructive feedback from their lecturers. Consistent use of student and stakeholder feedback and evaluations of assessment and moderation and the lecturers' performance have been integral to maintaining the relevance and quality of the training.

## 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 **Excellent**.

MTC students are supported well both academically and spiritually throughout their studies. Students that have been guided into the appropriate programmes are welcomed with a thorough induction to the college and the programme of study. A number of students expressed that while they were given clear guidance as to the nature of the programme, the actual experience exceeded their expectations.

The college's commitment to the nurturing and support of the students is reflected in the appointment of two dedicated full-time staff members who support the students in their academic progress and spiritual growth. Alongside the more formal process of regular interviews with each student, the open-door policy adopted by all staff at the college has enabled the students to access guidance and support readily. There was evidence to show that this level of support has been effective in addressing both personal and academic issues and reducing barriers to learning.

The introduction of Moodle, an online distance-learning package, has greatly helped the staff to measure the attendance and progress of each student and implement appropriate interventions to help them succeed. The students are supported with options of regular tutorials for their academic progress and ongoing prayer time and counselling. The support staff are acutely aware of their limitations and refer students to professional counsellors when appropriate.

The students are also well supported individually both by their mentors, whose role it is to coach them through the programme, people from their own congregation, and their peers in the class with whom they develop a strong bond. The peer support is matured through the trust and openness that is built and supported by the staff at the college. This support greatly increases the students' chances of success.

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

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 **Excellent**.

The current purpose of MTC is clearly set by the national board members in consultation with all staff. The college is researching strategies for growth regarding funding and a potential degree programme which is yet to be agreed and decided on.

It was evident that the MTC mission of "equipping people for effective Christian ministry" is at the core of the organisation. Although there are a number of adjunct lecturers engaged in the delivery of training at MTC, the evaluation team heard of the proactive nature of the college to ensure all staff are well informed, kept up to date, and involved with reviews for continuous improvement. The very low staff turnover at MTC is a reflection of the value placed on its staff and the environment it creates. It is clear that the open and transparent leadership style embraced at all management levels has strongly contributed to this.

All staff have active roles in their churches and the MTC management ensures that the Christian values set by the college are "lived out" through the staff employed to lead by example. The college has a positive approach to continuous improvement, and the thorough evaluation of lecturers identifies areas that need strengthening. The effectiveness of the training could be further enhanced by strongly encouraging appropriate professional development for the lecturers. This should include a focus on adult teaching because an inclusive learning environment, and the use of appropriate activities and resources enhances students' learning and achievement.

The college has well-documented policies and practices that underpin the organisation's activities and accurately reflect its practices by the documents being kept up to date, relevant, and "live". Self-assessment is comprehensive, thorough, applied consistently across all programmes, and effectively "owned" by staff. The multiple sources of data taken from the self-assessment, once collated and analysed, provide the college with findings that inform actions.

MTC has a positive, organisation-wide approach to continuous improvement and the evaluation team were encouraged by the MTC staff positively seeking constructive feedback from the EER process for improvement. Self-assessment is MTC's primary means of improving its educational performance.

# Focus Areas

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

## 2.1 Focus area: Governance, management, and strategy

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

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

## 2.2 Focus area: Ministry Training

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

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

## 2.3 Focus area: International students

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

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

# Recommendations

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

# Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

# Appendix

## Regulatory 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 (ITP Quality) 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](http://www.nzqa.govt.nz)).*

*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/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>*

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