



# Report of External Evaluation and Review

Wellington Catholic Education Centre

Date of report: 13 July 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.*

## Brief description of TEO

- Location: Head office and the main site, Wellington
- Type: Private training establishment
- Size: 330 equivalent full-time students; approximately 600 part-time student enrolments (figures averaged over 2007-2009)
- Sites: Courses also offered at delivery sites in Christchurch, Palmerston North, Hamilton, and Auckland, and at a number of Catholic schools in small centres.

Wellington Catholic Education Centre (WCEC) was first registered as a private training establishment with the New Zealand Qualifications Authority in 1998, and currently offers a range of certificate and undergraduate diploma courses in areas such as youth ministry, pastoral ministry, theology, religious education, scripture studies, and pastoral leadership. Some of these programmes receive a subsidy through the Tertiary Education Commission (TEC) under the Student Achievement Component funding rules.

WCEC also offers the Master of Educational Leadership through the Australian Catholic University. All students are enrolled in part-time study, and many are schoolteachers extending their knowledge and skills to meet the requirements of the religious education curriculum.

Approximately 28 per cent of all students, as averaged over the years 2007-2009, have enrolled in courses for interest, and 9 per cent of these students are also concurrently studying towards a formal qualification. Nineteen per cent of the total student population attend courses for interest only. WCEC attracts student enrolments from students outside the Catholic faith, for a mixture of professional and personal reasons.

WCEC was previously quality assured by NZQA under the quality audit system. The previous two quality audits were conducted in 2003 and 2006 and WCEC met all of the requirements for ongoing registration on each occasion.

# Executive Summary

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Wellington Catholic Education Centre**.

Students are achieving success in individual courses at very high rates, commonly ranging between 70 and 100 per cent. WCEC is very successfully motivating students to achieve significant growth in understanding their faith, developing abilities in critical thinking, spiritual development, “developing the language to understand their faith”, and increasing their “theological literacy” to engage more fully with and provide service within their parish communities. These goals were reflected very strongly in staff and student discussions. A significant number of certificate-level student graduates move on to study at a higher level. There is a wide range of reasons for students to study at WCEC, such as teachers undertaking professional development. Approximately 28 per cent of students on one course study for “personal enrichment”, with this group not undertaking formal assessment. All students at WCEC are studying part-time.

The Diploma in Religious Studies attracts enrolments from currently employed teachers in Catholic integrated schools and parishes. This group of students studies for specific course papers, with the long-term intention of completing a qualification. The qualification completion rate for this diploma is approximately 10 per cent over a five to six-year period.

The Diploma in Pastoral Leadership attracts enrolments from those currently in leadership positions or seeking positions within their parish. The qualification achievement rates for pastoral leadership are approximately 50 per cent over a five to six-year period.

Over a six-year period (2004-2009), WCEC’s students are achieving the qualification for which they enrol in at rates that are similar to the average New Zealand achievement rates for all part-time students studying level 5-7 diplomas in private training establishments. There is considerable evidence that students are enabled to use their knowledge and skills gained through study at WCEC to make positive contributions to their parishes and schools, and to increase their personal theological literacy, and therefore deepen their understanding of their faith. These factors provide the basis for the evaluation team to be confident that students are achieving well, and students and their communities are gaining meaningful benefit from the results of studies at WCEC.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Wellington Catholic Education Centre**.

WCEC has a wide range of appropriate processes such as course reviews and surveys to monitor and review its own performance in meeting the education requirements of its stakeholders, including students and parishes. In addition, the organisation has been proactive in developing staff capabilities in critical reflection and organisational systems to review its strengths and weaknesses. Appropriate and accurate statistics of student

enrolments, course completions, retentions, and qualification achievement rates are collected, analysed, and maintained by a dedicated staff member. The student management system is not as flexible as the organisation would like, in order to enable it to extract reports for the analysis and review of student success rates and to track patterns and trends over time. However, WCEC has been able to extract data manually and to use this for analysis, and while this process is time-consuming it has enabled WCEC to be able to effectively review its processes and outcomes over time.

WCEC has highly effective networks within the New Zealand Catholic dioceses and these provide frequent positive feedback on the value gained by students and their contribution to their parishes and schools. The organisation has been developing and has implemented its Strategic Outcomes Framework since 2008, and is piloting an evaluation project in 2010 to review a strategic area of its business. WCEC is developing an internal reporting format to increase the focus on student outcomes, including a graduate survey.

WCEC has been using a range of processes to monitor and review its performance. While in the past these have primarily focused on activities and compliance, since 2008 the organisation has been shifting its focus to reviewing the results of its education programmes.

However, WCEC's self-assessment summary report notes that, "*reports [regarding student and programme outcome data] are currently more focused on activities rather than outcomes*", and elsewhere states, "*....some of the plans and reports have been focusing on activities rather than clear ways of progressing towards key outcomes*". For these reasons the evaluation team considers that while the organisation has made considerable and significant progress towards evaluative self-assessment, the focus has yet to move to outcomes across all staff and all areas of WCEC's business. The pilot evaluation project currently in place is well designed and is likely to be effective in producing valuable data for ongoing organisational improvements.

The evaluation team has confidence that the changes introduced at WCEC to move further towards an evaluative approach to quality assurance will be effective.

## TEO response

Wellington Catholic Education Centre has agreed to the factual accuracy of this report.

# 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](http://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 WCEC included the following mandatory focus area:

- Governance, management, and strategy.

The following programme focus areas were included because they represent the majority of student enrolments. Students study face to face and by distance on each programme.

- Diploma in Pastoral Leadership (Level 6)
- Diploma in Religious Studies (Level 6) with streams in Religious Education, Theological Studies, and Pastoral Ministry.

## 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 **Good**.

#### **Context**

Within the two diploma programmes reviewed, students achieve a wide range of benefits directly related to their motivation for and benefits gained from studying at WCEC. These include personal growth, such as in theological literacy, and the ability to engage more deeply with their faith, as well as the knowledge and skills required to pass their courses within the qualification or graduating with the entire qualification.

## **Explanation**

Students are completing and passing courses at consistently high rates across the two programmes reviewed. Students commented that they are highly motivated to engage in the course work, resulting in between 80 and 100 per cent of students passing the courses in which they enrol. This rate is above the key performance indicator set by TEC, and above the median for the sub-sector. It was noted that this success rate is also common across other programmes not specifically reviewed in this evaluation.

WCEC has collected a significant body of qualitative evidence which demonstrates the extent to which students have gained value from their study. This is collected through Catholic integrated schools networks, parish networks, structured student surveys, and course reviews. The data indicates an increase in student confidence and capability to contribute more fully at a theological level within their school or parish communities. This is a primary aim of WCEC: to stimulate students' ability to develop a deeper understanding of their faith, and to contribute to and enliven their communities. In this regard WCEC is highly successful. Further to this, WCEC's intent is also to help students to develop the knowledge, skills, and aptitude required to teach in Catholic schools and to perform pastoral ministry and leadership roles in parishes and other contexts. Students' completion of individual papers and qualifications at similar rates to other students in New Zealand indicates they are successful in this regard.

There are many cases where students move on from completing a certificate-level qualification to the diploma level. Staff and students discussed cases where an initial enrolment in the Certificate in Personal Interest resulted in students' confidence and motivation developing to the extent that they subsequently enrolled in a diploma programme. Approximately 9 per cent of these students are enrolled concurrently for certificate and diploma courses towards completing a qualification.

WCEC has monitored the number of students who complete their qualification over five or more years. Qualification completion rates are between 10 and 50 per cent in the main, with 50 per cent of the 2004 cohort completing the Diploma in Pastoral Leadership over six years. WCEC acknowledges these achievement rates are low. However, several factors have been identified by WCEC as contributing to the low achievement rate. The Diploma in Religious Studies attracts enrolments from both schools and parishes, and all students are studying part-time. Most students enrol for one or two courses per year, out of a total of 11 to complete the qualification, although some have enrolled to do more than three courses per year. These factors mean students are completing their qualifications over a much longer period – typically over five to six years. In addition, up to 19 per cent of all students enrol for interest rather than to achieve a qualification, thus skewing the expected qualification completion rate. While the TEC data shows that these qualification achievement rates are lower than the average for the sub-sector, WCEC considers that they are good results after allowing for the factors noted above.

The current strategic plan for WCEC has a clear focus on students and their achievements. WCEC has implemented a comprehensive strategic outcomes framework, developed an evaluation capacity building plan and is currently running a pilot. This provides a foundation for reporting and monitoring performance. While this plan is detailed and sound and has the potential to be effective, how well it is implemented and how well the results are reviewed and analysed could not be fully determined at the time of this evaluation.

The organisation's self-assessment processes in this area have been established to accurately monitor relevant student data such as enrolments, course retention, completion and progressions, and students' achievement of courses and qualifications. This data is reviewed appropriately and is supported by student satisfaction surveys and information from informal network sources, such as community parishes and Catholic schools. WCEC acknowledges that its self-assessment capability is currently constrained by structural factors such as the design of its database, which has limited reporting functions, restricting the analysis of achievement patterns and trends over time. However, data has been manually extracted from the student management system, and spreadsheets of students' achievements were prepared with appropriate analysis, providing a basis for comparison of results. WCEC's self-assessment summary report states, "*reports [regarding student and programme outcome data] are currently more focused on activities rather than outcomes*". The evaluation team was confident that WCEC's plans for taking an evaluative approach to self-assessment are likely to be successful and to add value in the future.

## 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 **Good**.

### **Context**

WCEC's programmes are primarily offered to promote Catholic education and professional development for the benefit of Catholic schools and parishes, but are also valued by a wide range of service organisations such as youth ministries and tertiary education organisations.

### **Explanation**

Courses and programmes offered by WCEC are specifically designed for the promotion and improvement of the quality of religious education within Catholic schools and parishes, such as in youth work, ministry within hospitals and prisons, and pastoral leadership. Teaching staff from Catholic primary and secondary schools, as well as parish personnel, make up the majority of WCEC students. The combination of student surveys and ongoing formal and informal feedback from parishes shows that the outcomes achieved by learners are very highly valued.

WCEC has a number of enrolments each year for a range of courses from teachers who are non-Catholics, indicating the attraction of the programmes to a wider audience and confirming that the learning gained is highly valued within and external to the Catholic community. The make-up of the student population is varied and includes those who are required to be studying towards achieving a qualification in religious studies, as well as others who enrol for interest. A significant number of students are teacher trainees at universities and are as yet not employed as teachers, while other students enrol to study for specific parish ministries or leadership.

WCEC has initiated memorandums of understanding with other tertiary education institutions in New Zealand and Australia. The Diploma in Religious Studies and the Diploma in Pastoral Leadership are recognised by the University of Otago, with a cross-

credit arrangement for students wishing to study towards the Bachelor of Theology. These qualifications are also recognised by the Good Shepherd Theological College in Auckland and the Catholic Institute of Sydney.

The organisation receives regular feedback via email and conversations, as well as more formal feedback through parish committees from the six New Zealand Catholic dioceses, confirming the value gained for parishioners. Examples of feedback included parishioners re-engaging in formal academic learning and students' greater engagement with and understanding of theology, resulting in learners sharing this understanding across their communities.

Many of the staff and management personnel at WCEC are actively involved in local parish and national interest groups. Staff and management interviewed at this evaluation were very aware of the extent to which programmes offered by WCEC were valued in the Catholic and the wider community.

Self-assessment in this area includes a good level of informal knowledge and awareness, as noted above, but also includes the structured reviews of students' levels of satisfaction with the increased knowledge and critical thinking skills. These are well used to add value and make improvements. WCEC has included in its new strategic framework new processes to more effectively and fully gather outcome data from graduates and other interested groups, and while these processes are yet to be fully implemented, the evaluation team was confident they are likely to be effective.

### 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 **Good**.

#### **Context**

The two programmes selected for this evaluation have been specifically designed for those involved in leadership roles in parishes and for teachers of religious education. The Diploma in Religious Studies is written specifically to meet the requirements of the New Zealand national curriculum statements for religious education, as well as to meet the increasing need for lay teachers of religious education.

#### **Explanation**

The two programmes are well supported at the parish level and within the Catholic school community, and this is confirmed through informal feedback received by WCEC and through formal church groups within parishes and the network of integrated Catholic schools. Both programmes have been quality assured by the New Zealand Qualifications Authority. Student evaluations and student interviews confirmed that the teaching style and delivery matched their needs very well. Staff comments included, "we see teachers and programme graduates applying the knowledge and skills gained in the Diploma in Religious Studies directly in the classrooms". Programmes are regularly reviewed to ensure they continue to meet the needs of the Catholic Church, Catholic schools, and the students.

The organisation varies the timing of courses, and also varies the way courses are offered, for example offering block courses as well as weekly lecturers and a range of modes of delivery, such as face-to-face and distance education to accommodate the range of students' needs and life demands. This fact was valued in comments by students, particularly those with young children.

The organisation's self-assessment notes learners' increasing engagement in the learning, the development of a love of learning, and a deepening of subject understanding. Organisational self-assessment in this area is a combination of structured and informal review processes, such as students' evaluations, and informal classroom discussions and emails from distance students.

#### 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**.

##### **Context**

Teaching and management staff hold relevant qualifications and have extensive experience both within religious education and the Catholic Church. There is a well-established culture of ongoing professional development and performance appraisal involving self-reflection, peer assessment, and team teaching. Courses are delivered in a face-to-face format and by distance learning.

##### **Explanation**

Between 70 and 100 per cent of students enrolled in the diploma programmes successfully pass individual courses. As already noted, overall qualification achievement rates are lower (between 10 and 50 per cent) for a range of reasons. Student and staff evaluations show that students are developing a deep understanding of the subject matter and the ability to apply the learning within their parish or school setting. The organisation has well-established processes for validating assessment material and for ensuring the consistency of assessors' judgments. Staff and students interviewed at this evaluation concurred on the validity of the assessment processes. Staff are very well qualified in their subject areas, and it was observed that students held the teachers in very high respect. Management has facilitated the establishment of a well designed, ongoing professional development programme, which has ensured that staff stay current with matters within the Catholic Church and Catholic theology, as well as with good adult teaching techniques and strategies.

There is an annual programme of course reviews involving internal and external staff, which has ensured the relevance and currency of course content. Staff performance appraisal has involved self-assessment, peer assessment, and teacher observations. These processes are valued by the current teaching staff and management and are currently under review with the intention of implementing improvements. Students confirmed that they have a safe learning environment within which to question and challenge course content. WCEC has received no student complaints, indicating a high level of student satisfaction.

Distance learners' achievement rates are lower than those of face-to-face learners. However the difference overall is not great and where it was, action plans have been

instigated. For example, in 2007 course completions were 69 per cent for distance and 83 per cent for face to face; in 2008 course completions for distance were 81 per cent compared with 89 per cent for face to face. Investigation into the contributing factors are carried out by the dean of studies in conjunction with WCEC's distance learning committee, and recommendations to increase the course completion rates have been implemented and are likely to lead to improved results.

Student evaluations are conducted regularly and the results analysed appropriately. Student satisfaction is overwhelmingly very positive, as indicated by survey question ratings and students' written comments. Students interviewed at this evaluation unanimously said they would recommend WCEC to their friends and colleagues. WCEC enjoys a low rate of student withdrawal from study, and as noted a number of students progress from study for interest to enrolling on a diploma programme, indicating the quality of the teacher-student rapport and the ability of the teachers to inspire their students. Staff interviewed confirmed that there are appropriate and sufficient resources for the courses offered, and in some areas resourcing is exemplary.

Self-assessment in this area is strong. There is a range of processes applied that are well established and well tested, resulting in meaningful improvements on an ongoing basis, such as better course achievement rates and improvements to teaching material and teaching strategies to broaden and extend the learning experience.

## 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**.

### **Context**

WCEC attracts learners from a wide range of ages, academic abilities, and experience with prior academic success. This places extra demands on the teaching and management staff for student support and guidance. The organisation regularly surveys its students to ascertain their satisfaction with the level of support provided.

### **Explanation**

The majority of students enrol to gain a qualification, and the organisation's self-assessment indicates that this group's satisfaction with the support and guidance provided is consistently very high, with all comments sighted being very positive. Students are provided with a range of support mechanisms to help them succeed, such as one-to-one meetings with teachers, extra tutorial support to prepare for submitting or re-submitting assessments and, occasionally, support to form regional study groups for distance students. The Catholic Diocese of Christchurch provides all students within the diocese with financial support to the extent that they pay no fees.

Contact with distance students is maintained through email and post. WCEC is exploring options for establishing a web-based platform for distance students to access discussion groups in an attempt to facilitate improved student interaction and develop the concept of a "learning community". This may help facilitate more proactive student support processes

and help staff stay in closer contact with distance students as well as the face-to-face students.

Many of the 19 per cent of students enrolled for interest only are older or are retired but actively involved in their local parish. WCEC's self-assessment shows that these students are very well supported and integrated with the main student body in classes, and students interviewed at this evaluation confirmed this view. Tutors and management cited a number of cases where these students had been inspired to re-enrol on a qualification. In some cases where they had no previous success at tertiary study, WCEC has successfully supported the students to gain confidence and build higher-level study skills to succeed in gaining a qualification. This student group's satisfaction is consistent with the academic students.

Staff and students interviewed at this evaluation confirmed that there is a good level of support offered and received. The organisation has received no formal or informal complaints, also indicating a high level of student satisfaction.

Organisational self-assessment focuses to some extent on policies and procedures, but there has been a conscious shift to review and monitor how well students are being guided and supported. The organisation's self-assessment summary report identifies that students are well supported and that this is a part of the well-established organisational culture.

## 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 **Good**.

### **Context**

WCEC's business and strategic plans are currently being reviewed and simplified to provide a clearer focus on educational provision. The organisation has appointed very highly qualified teaching and support staff and provides appropriate resources for the range of programmes offered. WCEC is in the process of implementing a new strategic framework which includes organisation-wide improvements to self-assessment.

### **Explanation**

WCEC is an agency within the Catholic Archdiocese of Wellington and has well-established guiding documentation such as business and strategic plans. The quality management system is well written and includes appropriate policies and procedures which are reviewed and updated regularly. Staff interviewed confirmed that organisational policies and procedures provide them with sufficient clarity to carry out their roles and clear direction for quality, including monitoring activities such as the moderation of assessments. Management has appointed very well-qualified teaching staff who have been with WCEC for between six and 26 years, which has provided a high level of continuity and helped develop a collective community of practice.

Staff and students interviewed confirmed the organisation's self-assessment findings that physical and teaching resources are up to date and in sufficient supply for the programmes

offered. Both groups were very complimentary about the library facilities. While some teaching rooms were used for multiple purposes, which caused some annoyance to teachers, the evaluation team observed that classrooms were well set up with technology such as laptop docking stations and data projectors.

Staff commented that they were consulted regularly about matters that affected them and their roles. Staff are regularly involved in professional development and performance appraisals and stated that these processes added value to their teaching, for example by deepening their understanding of their subject areas.

The organisation's self-assessment summary report states, "*...some of the plans and reports have been focusing on activities rather than clear ways of progressing towards key outcomes*". However, the evaluation team observed that WCEC's governance and management personnel and systems are highly effective and notes that the improvements being made to the organisation's evaluative approach to self-assessment within the proposed strategic framework are likely to add considerable benefit and value to the capacity of the organisation's evaluative self-assessment practices in the future.

## Part 2: Performance in 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 **Good**.

### 2.2 Focus area: Diploma in Pastoral Leadership

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

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

#### **Explanation**

Students are achieving success in passing individual courses at very high rates, commonly between 80 and 100 per cent. Many students who enrol for this qualification have previously achieved academic success in another tertiary education institution. The primary driver for success in this qualification is the contribution to leadership roles within parishes without resident priests. While overall qualification achievement rates across all students are in the realm of 30-50 per cent over the last few years, students' academic needs, interests, and aspirations are being very well met.

### 2.3 Focus area: Diploma in Religious Studies

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

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

#### **Explanation**

Most students on this diploma are teachers employed in Catholic integrated primary and secondary schools. Students are achieving success in passing individual courses at very high rates, similar to the Diploma in Pastoral Leadership, of between 80 and 100 per cent. Most students who enrol for this qualification have previously gained a degree at bachelor level or higher. The primary driver for enrolling in this qualification is meeting the requirements of the New Zealand school curriculum statements for religious education as teachers of religious education within integrated schools' "Special Character" requirements. While overall qualification achievement rates are in the realm of 10 per cent over the last few years, this reflects the heavy workloads of students who are, in the main, school teachers in full-time employment who have to accommodate their extra-curriculum professional development. The level of educational achievement in this diploma is seen to be excellent due to the factors already noted above. Students' academic aspirations and professional requirements to be engaged and committed to achieving a relevant qualification in religious studies are also very well met. WCEC's plan is to include this

qualification within its evaluation pilot after the initial pilot has been completed this year and the outcomes and learnings have been reviewed.

As already stated, WCEC's pilot evaluation project for 2010 is robust and comprehensive and the evaluation team is confident that the outcomes of this pilot are likely to contribute well to ongoing improvements.

# Actions Required and Recommendations

## Further actions

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

## Recommendations

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

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