



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



Laidlaw College Incorporated

Date of report: 20 August 2024

About Laidlaw College Incorporated

Laidlaw College (Te Wānanga Amorangi) is a Christian interdenominational tertiary education organisation. Laidlaw offers NZQA-approved programmes from three faculties: counselling, theology and education. Laidlaw also offers community-based courses to support local ministry and regularly presents at symposiums and conferences, nationally and internationally.

Type of organisation:	Private training establishment (PTE)
First registered:	First established in 1922 as NZ Bible Training Institute ¹ , the PTE was registered with NZQA in 1990.
Location:	3 Smythe Road, Henderson, Auckland
Eligible to enrol international students:	Yes
Number of students (2023):	Domestic: 663-356 equivalent full-time students (EFTS) Pasifika 111 (57 EFTS); Māori 63 (34 EFTS) Students stating a disability: 42 International: seven (4.5 EFTS)
Number of staff:	Full-time 43; part-time 70; full-time equivalent staff 71.5
TEO profile:	<p>In 2024, Laidlaw relocated its main campus into a newly refurbished complex in central Henderson. For the previous 62 years the college was located in Central Park Drive, Henderson.</p> <p>There is also a smaller but significant campus at Condell Avenue, Papanui, Christchurch. Laidlaw also has a smaller site, the Manukau Learning Hub, at 13 Gladding Place Manukau, Auckland.</p> <p>Laidlaw also supports learners through distance learning.</p>

¹ [Home | Laidlaw Centenary \(laidlaw100.ac.nz\)](https://laidlaw100.ac.nz)

[Laidlaw College Incorporated](#) – provider page on NZQA website

Last EER outcome:	At the previous external evaluation and review (EER) of Laidlaw in 2019, NZQA was Highly Confident in the PTE’s educational performance and Confident in its capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Theology Programmes: Bachelor of Theology (Level 7) (ID.127005; Qualification 44771); Graduate Certificate in Theology (Level 7) (ID.10758; Qualification 9395-5), and Graduate Diploma in Theology (Level 7) (ID.109535; Qualification: 2312-6)• Graduate Diploma in Education (Secondary) (Level 7) (ID.125464; Qualification 4122-2)• Te ao Māori shaping the entire curriculum
MoE number:	8563
NZQA reference:	C56156
Dates of EER visit:	22-24 April and 1 May 2024

Summary of results

Laidlaw College has a clear vision and purpose, and a well-executed strategy to fulfil it. The valued outcomes being achieved each year are clearly meeting the needs of learners and multiple, diverse stakeholders. Bold thinking and the efforts of governance, senior leaders and all other staff have enabled significant change and improvement to be achieved since the last EER.

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| Highly Confident in educational performance | <ul style="list-style-type: none">• Student achievement is mostly strong. Pasifika students have the weakest performance, though benchmarking shows that Pasifika students at Laidlaw achieve at higher pass rates than sector comparators. Support for any student who may be struggling is provided as early as possible. Monitoring is robust. |
| Highly Confident in capability in self-assessment | <ul style="list-style-type: none">• In the context of large-scale organisational change and the challenges posed to staff and students by the pandemic, maintenance of programme-level academic performance and quality has been exceptional.• Laidlaw ensures that its support services are suitably resourced and effective in retaining and engaging students in all modes of delivery (face-to-face, online, distance). Resources and facilities that support effective delivery have been much improved.• Laidlaw consistently applies its self-assessment and academic quality processes and tools, in line with the policies and procedures overseen by an experienced academic committee.• The PTE has ongoing and constructive engagement with multiple external stakeholders and degree monitors, leading to refinements and improvements. Valued outcomes are evident.• The governance and leadership group is highly capable. Capability building and support for new and emerging leaders is notable. Self-assessment at this level of the PTE is systematic and authentic, with risks, emerging issues and opportunities clearly identified. |

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- Compliance management is well structured, woven into quality assurance processes, and effective.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student pass rates at Laidlaw are generally strong. In 2023 the provisional course completion rate for all students was 90 per cent. The rates by ethnicity were: Pasifika 77 per cent; Māori 88 per cent; all other ethnic groups 92 per cent. Programme and course completion rates have improved since the last EER for a smaller number of students (see Appendix 2 for additional data).</p> <p>Improvements to the student management system have enabled accurate, timely and clearly presented analysis and reporting of achievement data. Trends are discussed at governance, management and faculty levels. Strategies are in place to address weaker areas.</p> <p>Support is provided where needed. Reasons for student withdrawals are well understood. Analysed data shows that the main reasons for withdrawal are work and family commitments that limit students' availability to focus on and complete their planned study. This was a trend that increased markedly during the pandemic, across Laidlaw and many other tertiary education organisations.</p> <p>Tertiary Education Commission (TEC) Ngā Kete data is used to monitor and compare achievement rates with similar providers and the sector as a whole. Although benchmarking of Pasifika achievement shows that Laidlaw students achieve at higher pass rates than sector comparators, this has been the area of weakest performance at Laidlaw since the pandemic.</p> <p>Disability-related achievement data is limited. There is also an opportunity for richer self-assessment on services offered and their impacts on achievement. However, Laidlaw has a research-informed perspective on disability,</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

	and an active reference group which advises Laidlaw and is contributing to the PTE's disability action planning.
Conclusion:	Despite overall strong achievement, Pasifika students have faced challenges since the pandemic began, leading to some lower course pass rates. Ongoing monitoring of student progress is intervention-oriented so that early support is offered to struggling students. Self-assessment includes monitoring and summative review, use of accurate data, and valid benchmarks and comparators.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Laidlaw continues to provide high value to graduates and stakeholders. It has an active alumni community which spans decades. The PTE collects feedback from alumni through multiple events, such as taking part in church networks, conferences and other fora. There are persistent efforts to ensure that students and graduates are connected to the wider college community. Advisory groups also support the alignment of the programmes with workplace needs.</p> <p>As a non-denominational Christian college, Laidlaw contributes to broader social and religious debates. The creation of the Centre for Church Leadership (2022) and participation in events such as the Wānanga Symposium (2023) enhance this impact. Partnerships and research outputs show that the results of this research are shared both nationally and internationally.</p> <p>Māori leadership is providing a culturally attuned perspective, furthering the pursuit of engaging with te ao Māori (worldview) and its intersection with theology, particularly church history in Aotearoa New Zealand.</p> <p>Theology graduates find employment in diverse roles, often with responsibilities for their own work and sometimes for others. According to data collected by Laidlaw, some graduates find employment in policy management, lecturing, youth work and human resources, to give some examples.</p>

	<p>Some proceed to postgraduate research. A recent theology programme review contains a structured approach to measuring graduate employment data. Graduates offer feedback on the value of the knowledge and skills taught. Satisfaction data indicates that 93 per cent of them are likely to recommend Laidlaw.</p> <p>Almost all the education graduates have secured full-time teaching positions, contributing to addressing teacher shortages. Stakeholders strongly support Laidlaw students on practicum and those they employ. The college's approach to te reo Māori/mātauranga Māori has prepared graduates to contribute confidently to school life in these areas. Representatives from schools spoken to by NZQA indicated that Laidlaw graduates are bringing with them notable transferable skills and knowledge and are well prepared.</p> <p>Laidlaw's Bachelor of Counselling programme surveys graduates. In 2023, of 12 respondents, 10 of the 11 employed are working in an area of counselling; two others are studying at Master's level, and some are volunteer counsellors gaining experience under supervision.</p>
<p>Conclusion:</p>	<p>Laidlaw produces employable graduates with the skills and knowledge relevant to a range of careers. Employment outcomes are strong. Laidlaw also supports knowledge sharing and debate among a diverse range of stakeholders, nationally and internationally. Staff are well attuned to their various communities of interest, and external perspectives shape courses, programmes and wider college dynamics.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Laidlaw College uses a variety of teaching approaches, tailored to the needs of the course or discipline, but also attuned to students' learning needs. Teachers engage students through varied approaches such as discussions, team teaching, group and individual projects, research and interactive games. Students find their learning experience enriched by tutors who deeply understand the content. Tutorials are well prepared, and provide ample, relevant supporting reading. Laidlaw also encourages students to explore their own interests and extend their knowledge beyond the curriculum. Student interviews and aggregated student feedback evidence this well.</p> <p>Evidence sighted by the evaluators shows that Laidlaw has the capability to identify changing needs, manage resources and timelines well, and robustly monitor the uptake and satisfaction of the students, staff and stakeholders with any changes. The outfitting and move to the new campus in 2024 is an exemplary example of this capability at scale. In 2023, the current well-embedded learning management system was reviewed and upgraded. A new digital placement management system is now being implemented to streamline information flows between faculty, students and placement supervisors in education and counselling degrees.</p> <p>Library services are well run and actively used, according to students and teachers. Laidlaw is trialling a software package to support coaching in essay writing. Novel and refreshed approaches to teaching and support are sought and implemented. There have been occasional small-scale glitches and a few communication gaps, but these have been well managed and resolved.</p> <p>The quality of planning, monitoring and academic documentation is high. This includes capture and consideration of staff and student feedback (formal and informal) to ensure alignment with needs. Faculty staff engage in sound programme review practices. These are filtered through the national academic committee for</p>

	<p>consistency and oversight of academic quality. The policy around course and programme development and review is well articulated and is followed. Recent policy updates have addressed anti-plagiarism and artificial intelligence protocols.</p> <p>The college benefits from the expertise and support of Māori and Pasifika representation on the national governing council. Cultural papers are now written by Māori and Pasifika staff, and all staff and students have training to become more culturally capable. Assessments can be conducted in reo Māori on application. The effectiveness of this enhanced knowledge, visibility and frequency of use of te reo me ōna tikanga is evidenced through stakeholder feedback and an obvious familiarity with te ao Māori/Pasifika.</p> <p>Stakeholders also provide valuable input through advisory boards, degree monitoring and other consultative forums. Planning and record-keeping across all these elements is of a high standard and supports the relevance and currency of programme review.</p> <p>Laidlaw follows a well-defined cycle of assessment and review processes. The course assessment and delivery process helps ensure consistency in teaching, marking and grade assignment. Assessments are moderated in a three-year cycle, managed by programme leads and administrators. This is also the case for grade review and moderation cycles, which bring in external scrutiny. In addition, degree monitors offer valuable critical insights to support the quality of teaching and currency of curriculum and resources.</p>
<p>Conclusion:</p>	<p>Laidlaw maintains high standards. There is thorough planning, monitoring, reporting and overall academic quality processes. Consistency of programme delivery is achieved through academic quality procedures overseen by the academic committee. Student and stakeholder satisfaction is high, based on solid self-assessment evidence including regular surveys and well-focused meetings and discussion groups. In the context of large-scale change at Laidlaw (and the pandemic), programme-level performance is exceptional.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Laidlaw College has well-defined policies and processes to support the students. Implementation of these is informed by student interviews at enrolment or in later conversation with the student. The college has devised a 'Triangle of Support', aligned with Te Whare Tapa Whā (a holistic health model) and Laidlaw's Christian ethos.</p> <p>Student onboarding and orientation are well structured, incorporating elements of te ao Māori at a deeper level than before the kaupapa Māori review (see 2.3). Students interviewed by NZQA commented favourably on the example shown by college leaders and their teachers.</p> <p>Individual learning plans serve as central contracts for formal support, including extensions and various types of bespoke guidance and support. These plans are monitored by college leadership. Neurodiverse or otherwise learning-challenged students can access additional support through a targeted disability support fund.</p> <p>Social events on campus encourage socialisation, networking, spiritual growth (chapel, prayer, worship and other spiritual disciplines) and cultural exchange. The college has prioritised developing a diverse staff profile, particularly in including Pasifika and Māori kaimahi (staff), within student services and support functions. This strategic focus has led to refinements to approaches used since the last EER. This also responds well to the ethnically and culturally diverse student body.³</p> <p>Laidlaw's central Henderson campus includes inclusive spaces, art and design features, and helps foster cultural engagement. Community gatherings and shared meals feature at all campuses. These gatherings facilitate connections and information-sharing among students. There are designated but non-exclusionary Māori and Pasifika rooms. Efforts are made to collect reliable data on</p>

³ In 2023 almost a third of Laidlaw students come from an ethnic group other than European, Māori or Pasifika.

	<p>student engagement and use of services, and Laidlaw uses this data to respond to actual and felt student needs.</p> <p>Student representatives engage regularly with other students, the college leadership and some stakeholders. There is student representation on some decision-making bodies. The few formal complaints received have been managed to conclusion. Laidlaw’s record-keeping is succinct and clear on each issue.</p> <p>A student support report captures the breadth and availability of support, identifying and addressing service gaps and resource needs where necessary. Code of Practice review is spread across an annual cycle, engaging both staff and students in considering outcomes. Qualitative data indicates that the pandemic and associated lockdowns posed challenges, especially for Pasifika learners.⁴ Laidlaw staff provided practical support, additional tutorials and enhancement of online learning tools and activities. Counselling services were significantly increased to address student needs during this time, and this has been sustained.</p>
<p>Conclusion:</p>	<p>Support services are suitably resourced and effective in engaging students in all modes of learning on offer and at all locations. Self-assessment is systematic and authentic, with issues and opportunities well captured. Code review processes are particularly strong. Most students enrolling are retained and succeed. The occasional issue that has arisen has been managed effectively, and improvements have been made based on the learning around these.</p>

⁴ [Signs of support for Pasifika in NZ amid lockdown strain | RNZ News \(PDF\); Service Uptake Challenges Experienced by Pasifika Communities during COVID-19 Lockdowns in New Zealand \(researchgate.net\)](#)

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Laidlaw has been proactive in implementing multiple strategic changes and wide-ranging improvements. This is evidenced through a range of sources including governance and management minutes, strategic planning, project delivery and human resource material. The move of the Henderson campus to a newly refurbished facility is a significant achievement, planned over many years.</p> <p>Laidlaw has effective governance and management, with significant experience in the tertiary education sector and from other relevant professions. Governance members are well informed and receive high-quality reporting from the senior leadership group. Improving sustainability and relationships with stakeholders (including churches, other strategic partners and local iwi) have been among key priorities where improvements have occurred.</p> <p>Investment in new or revised IT systems is also notable. Systems have been refined to better track student engagement and success. Where issues or concerns arise, there is evidence that they are responded to constructively and in a timely way. Regular meetings and surveys provide opportunities to gather and respond to staff and student feedback.</p> <p>Distributing leadership accountabilities and revising or modernising the organisational structure is still a maturing process. The 'people leader team' supports professional development for staff interested in leadership roles. Promoting staff from within the college supports both career progression and succession planning. The increase in Māori and Pasifika staff numbers, and amplification of their voices and priorities, aligns with Laidlaw's wider goals, the pastoral care Code and the Tertiary Education</p>

	<p>Strategy. Staff surveys monitor organisational climate and staff engagement.⁵</p> <p>Advisory committees' terms of reference are clearly stated and have been reviewed. Cornerstone documents are continuously reflected on.⁶ They provide a clear, agreed framework for strategic direction, programme portfolio decisions, staffing and self-assessment, etc. Regular meetings – including those involving staff and students – socialise policy, invite input and encourage debate. There is intentional and robust use of qualitative, formal and quantitative data to inform self-assessment.</p>
<p>Conclusion:</p>	<p>Laidlaw governance and management is proactive, adaptable and committed to its mission. Leadership efforts to communicate key messages, build a collegial work culture, and support an environment where students and staff can flourish are commendable. Attention to sustainable and adequate staffing, resourcing and programme delivery is evident. Traceability of self-assessment actions, from initial deliberation through to delivery and review, is exemplary.</p>

⁵ In 2023, 76 staff responded, with a good spread of responses by gender and across locations and roles. A modest favourable Net Promoter Score of 21 was returned. Highest ratings related to connection to mission, and knowing how one's work connects to it. Lowest ratings related to career opportunities and some system and process limitations. Staff were candid, offering rich feedback on what they experienced: highly positive or less to their satisfaction.

⁶ Including the Constitution, Ethos, Statement of Faith (doctrinal statement, in English and Te Reo (2003), Te Rongopai Me Te Tiriti Gospel and Treaty Policy and strategic plan.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Academic advisory board and academic committee minutes record significant work in monitoring and reviewing policy, procedure, the pastoral care Code, student results and other high-priority academic matters and issues. Programme delivery teams and the central academic services team collaboratively ensure programme-related activity meets NZQA, funder and other stakeholder compliance accountabilities.</p> <p>NZQA Type 1 and 2 changes and other programme-related approvals are also well captured in minutes, as is the performance of the various memoranda of understanding with external partners. The processes and tools underpinning compliance management (policy and procedures, regulations, the academic handbook and so on) are similarly well constructed and are socialised among staff. Staff are informed regarding changes to legislation, and there are scheduled meetings across locations which include these topics. Collectively, these assist with shared understanding as well as compliance.</p> <p>Compliance is a standing agenda item at both senior leadership and national governing council meetings. A finance committee oversees financial and health and safety-related accountabilities. As required by legislation, a workplace safety committee meets regularly and manages action plans which are in turn monitored by the senior leadership team.</p> <p>Staff are aware of Privacy Act protocols, and naturally occurring evidence from interviews showed a genuine concern for this, for example in relation to student support.</p> <p>A limited scope audit of international student files during this EER raised no concerns. All files sought were readily accessible and the samples met or exceeded minimum requirements.</p>
Conclusion:	Laidlaw's effective compliance management is based on a clear understanding of requirements, constant communication on the key elements, and effective day-to-

	day management of operations, from governance to programme delivery.
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Focus areas

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

2.1 Theology Programmes

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This focus area is central to the mission of the college, both historically and in the future. It includes undergraduate and postgraduate programmes and courses being taught to approximately 150 students per year. Since the last EER, a complete review and replacement of the Bachelor of Theology has been completed and a new honours programme implemented. There is now a clearer course content and credit pathway inter-connecting the theology qualifications. This also links with some other tertiary education organisations' needs.</p> <p>There is a consistent but relatively small number of priority group learners. Māori and Pasifika enrolments are 10-30 ākonga year on year, with the larger number in the Graduate Diploma in Theology. There is great diversity in the overall student cohort, with students studying in face-to-face and supported distance/online modes at Henderson, Manukau, Christchurch, or solely from home.</p> <p>There is also useful diversity in students' church affiliation and work history, which enriches the discussions, group-work and assignment topics. These students are often studying part-time. Some are managing a study load while employed and caring for children or other whānau.</p> <p>Since the last EER, theology course completion rates overall have been strong: 89, 90, 89, 91, 87 per cent from 2019 to 2023 respectively. There is a low rate of withdrawal from study, indicating a strong focus and persistence among these students. Course completion rates in the graduate diploma are sometimes lower for the small numbers of priority group learners than for the 'all other ethnicities' comparator. They improved for Pasifika from 2019 (from 67 to 84 per cent in 2022 for 43 enrolments), before dipping again for a smaller cohort in 2023. Using an average, Māori achieved 90 per cent</p>

	<p>course completion across the same period (37 enrolments). Retention and completion rates in the theology degree are reasonably positive for all groups.</p> <p>The faculty has strengths in research in keeping with their aspirations and status as a degree-granting theological institution. The suitably qualified teaching staff are of high calibre; they also reflect a diversity in church affiliation or useful background experience and research. The programme's rigorous content prepares students for various knowledge work as well as the caring professions, as indicated under 1.2.</p>
Conclusion:	Achievement is mostly strong. Programmes and courses are robust and have been subject to ongoing review and refinement. High-calibre and well-led staff are delivering programmes which are up to date, valued by students and graduates, and match the needs of stakeholders.

2.2 Graduate Diploma in Education (Level 7) (Secondary)

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This programme was first offered in 2020 and has had 46 enrolments. The programme is of high relevance and importance to the New Zealand education system, which has an undersupply of teachers and has some difficulty in attracting new teachers. By arrangement with the TEC, the programme was offered 'fees free' in 2024, and this has been an incentive for various graduates to redirect their career towards secondary teaching, and was a catalyst in successfully relaunching the programme. Laidlaw has delivered a degree in education for some years, so the content expertise is already well developed.</p> <p>The diploma was not delivered in 2023 due to insufficient enrolments, and this provided an opportunity for deep programme review. Mātauranga Māori and bicultural papers were rewritten and re-sequenced; the volume of te reo Māori teaching increased; in school placement, praxis (theory and practice elements) was modified. Laidlaw also reviewed alignment with Teaching Council requirements, as well as reviewing Te Mātaiaho (the Ministry of Education's curriculum refresh). This process of self-assessment was well informed, and changes were</p>

	<p>made in consultation with and with guidance from outside the teaching team. NZQA approved various Type 2 changes as an outcome.</p> <p>Of the 2022 graduates, nine of the 11 had completed provisional registration as a teacher during 2023. School stakeholders interviewed by NZQA were strongly supportive of the Laidlaw programmes, the need for them, and the quality of students – both those on practicum and graduates they have employed. Laidlaw seeks feedback from the graduates about the programme. The most recent survey response rate was relatively modest, and this important connection and feedback loop is an area to strengthen.</p> <p>Each student is carefully interviewed to gauge their understanding of what a teaching career involves and to discuss whether teaching is a good fit for them. Those interviewed by NZQA demonstrated a sound grasp of what the career involves and their motivation towards that career path. Small class sizes give students generous contact time with their teachers. Students get to know each other well and this helps to foster a collaborative learning environment.</p> <p>Each student has a fortnightly meeting with a teacher. Some students indicated a lack of connection between the Christchurch and Auckland cohorts. Staff report strong connections with Auckland staff and regular leadership visits and conversations.</p> <p>Placements in schools are structured, with partnership agreements made with each school for each student. Mentor teachers and their students are fully informed of the arrangements, goals and assessment aspects. Regular check-ins and visits (starting in first week) from Laidlaw staff occur during placement to check progress and assure all is in line with the agreement. Monitoring and review of the school-based learning is sound. Students are well supported at campus and at the practicum school.</p>
<p>Conclusion:</p>	<p>Students are achieving well, and most complete their qualification and gain entry to a teaching career. Academic quality assurance processes, leadership and compliance management are all strong, reflecting what is stated elsewhere in this report. The rating for educational performance reflects the scale of the programme and the</p>

	interrupted delivery. While achievement is good, some of the patterns of Laidlaw’s overall achievement data are mirrored here.
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2.3 Te ao Māori shaping the entire curriculum

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>As well as change aligned to the imperatives of the Tertiary Education Strategy towards improving achievement and outcomes for priority group learners, Laidlaw is evolving aligned with its mission and ethos as a college. It is also directly informed by contemporary research, reflection and debate driven by staff, students and alumni and involving the Laidlaw rūnanga (Māori advisory council). This is strategic, wide-ranging change.</p> <p>Laidlaw commissioned a robust external review⁷ which has resulted in real change (see also Appendix 1). There are already significant impacts on the curriculum and teaching. It is also reflected in strengthened mana-enhancing partnerships with important local stakeholders such as Te Kawerau a Maki iwi and VisionWest (a large west Auckland faith-based social services facilitator), to name just two in close proximity. There are numerous other important Māori stakeholders involved.</p> <p>The well-documented wider self-assessment reflects careful consideration of the rich legacy of Māori input and service by the Laidlaw rūnanga. It also serves the priorities and aspirations of Laidlaw’s commitment to Te Tiriti o Waitangi in relation to te Rongopai (the Christian gospel). Laidlaw is increasing the visibility and daily use of te reo Māori, increasing the cultural capability of its staff and students, and increasing understanding and use of tikanga appropriately, across programmes and services.</p> <p>The resourcing and stewarding of the review (and associated consultation papers and action plans) has been strong through multiple points of deliberation; as has the communication internally and externally; the bringing along of staff, students, stakeholders on the</p>

⁷ Kupu Whakataki Kaupapa Māori review (2021)

	<p>change journey; and the commitment by governance and management. Resources have been allocated in support of new or modified roles or promotions directly aligned to this kaupapa.</p> <p>A notable initiative has been the development of a partnership with Oati Trust (a Māori-led charitable trust) – Te Wānanga Ihurangi. This is a new Christian kaupapa Māori initiative that is delivering recently approved te reo Māori programmes at levels 5 and 6, developed in partnership with Laidlaw College.</p> <p>The first ākonga enrolled in February 2024 in refurbished, modern facilities adjoining the Laidlaw Henderson campus.⁸ Laidlaw sees this partnership as supporting their ao Māori journey and providing further pathways for cultural leaders to gain relevant skills and knowledge to support progression to further study at Laidlaw College or employment.</p>
<p>Conclusion:</p>	<p>Te ao Māori is clearly shaping the entire curriculum at Laidlaw. This includes teacher capability building, research, library holdings and ongoing communication with partners about this evolution.</p> <p>The embedding of mātauranga Māori (and Pasifika theology) into programmes and wider institutional life is neither superficial, nor done simply in reaction to wider trends in Aotearoa. It is being carefully led by, or in partnership with, tangata whenua.</p> <p>That said, it is a process still unfolding and is not without challenges, requiring ongoing commitment and investment of time and other resources. Laidlaw will also need to continue developing current and future leaders in this work.</p>

⁸ Laidlaw College External Evaluation and Review: Self-Assessment 2024 p.55

Recommendations

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

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

Requirements

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

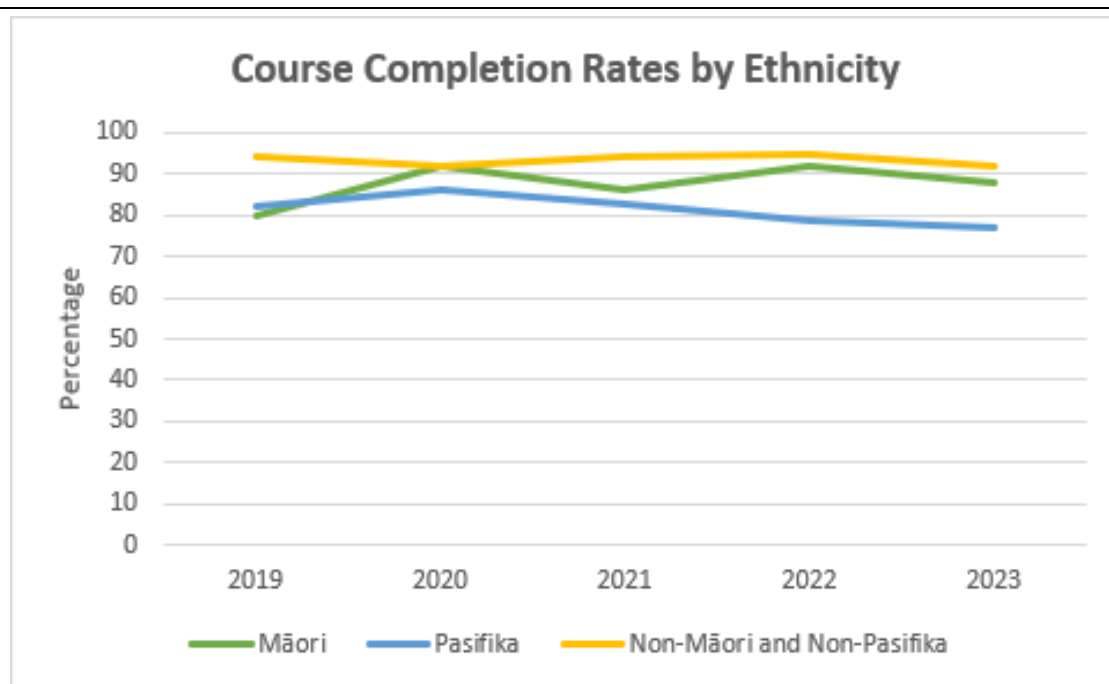
There are no requirements arising from the external evaluation and review.

Appendix 1

Laidlaw programmes	2019	2020	2021	2022	2023*
Overall programme completion rate % (# students in cohort)	51% (394)	56% (445)	58% (355)	60% (375)	60% (374)
Overall course completion rate	91% (733)	91% (729)	91% (765)	92% (666)	90% (630)
Programme completion – Pasifika	45% (97)	55% (115)	54% (99)	54% (74)	50% (88)
Course completion – Pasifika	82% (150)	86% (141)	83% (166)	79% (115)	77% (107)
Programme completion – Māori	42% (43)	68% (47)	66% (53)	47% (51)	69% (54)
Course completion – Māori	80% (86)	92% (73)	86% (80)	92% (69)	88% (62)
Programme completion – non-Māori and non-Pasifika	55% (259)	57% (297)	58% (214)	65% (254)	62% (241)
Course completion – non-Māori and non-Pasifika	94% (510)	92% (525)	94% (538)	95% (495)	92% (477)

Source: Laidlaw College – from Ngā Kete - My Performance SDR (all TEC Educational Performance Indicators definitions and counting rules are applied to all tables)

*2023 data is provisional subject to SDR process conclusion



Bachelor of Theology	2019	2020	2021	2022	*2022 (4477)	2023	*2023 (4477)
Programme completion rate – All % (# students in cohort)	63% (35)	63% (38)	46% (37)	50% (46)	n/a	44% (36)	n/a
Course completion – All	89% (106)	89% (118)	88% (142)	92% (58)	87% (97)	82% (21)	87% (114)
Programme completion – Pasifika	100% (4)	100% (3)	38% (8)	50% (12)	n/a	46% (11)	n/a
Course completion – Pasifika	79% (24)	80% (18)	75% (30)	78% (10)	65% (15)	18% (2)	81% (13)
Programme completion – Māori	33% (3)	67% (3)	0% (2)	50% (2)	n/a	50% (6)	n/a
Course completion – Māori	71% (11)	79% (5)	83% (6)	100% (5)	97% (6)	100% (1)	92% (9)
Programme completion – non-Māori and non-Pasifika	61% (28)	61% (33)	52% (27)	50% (32)	n/a	48% (21)	n/a
Course completion – non-Māori and non-Pasifika	93% (74)	90% (95)	91% (109)	94% (44)	92% (78)	86% (18)	88% (93)
Withdrawal (discontinued)	0	0	1	2	0	0	4

*Bachelor of Theology (4477) is the revised, replacement programme offered from 2022

Graduate Certificate in Theology	2019	2020	2021	2022	2023
Programme completion rate – All % (# students in cohort)	-	-	0 (1)	59% (17)	67% (6)
Course completion rate – All	90% (14)	97% (16)	76% (19)	77% (22)	65% (16)
Programme completion – Pasifika	-	-	-	100% (1)	-
Course Completion – Pasifika	100% (1)	100% (2)	100% (1)	100% (1)	-
Programme completion – Māori	-	-	-	-	100% (1)
Course completion – Māori	100% (2)	100% (1)	100% (1)	100% (1)	100% (1)
Programme completion – non-Māori and non-Pasifika	-	-	0% (1)	56% (16)	60% (5)
Course completion – non-Māori and non-Pasifika	87% (11)	97% (13)	94% (14)	88% (18)	64% (15)
Withdrawal (discontinued)	1	0	1	1	2
Graduate Diploma in Theology					
Graduate Diploma in Theology	2019	2020	2021	2022	2023
Programme completion rate – All % (# students in cohort)	50% (74)	41% (53)	49% (55)	56% (61)	64% (39)
Course completion rate – All	89% (113)	91% (103)	89% (107)	91% (105)	92% (95)
Programme completion – Pasifika	60% (5)	17% (6)	37% (8)	31% (13)	50% (6)
Course Completion – Pasifika	67% (7)	68% (13)	76% (9)	84% (14)	61% (8)
Programme completion – Māori	41% (17)	0% (1)	20% (5)	37% (8)	67% (6)
Course completion – Māori	82% (9)	100% (9)	92% (7)	85% (12)	86% (8)
Programme completion – non-Māori and non-Pasifika	54% (54)	46% (46)	55% (42)	67% (40)	67% (27)
Course completion – non-Māori and non-Pasifika	96% (89)	95% (82)	90% (92)	95% (80)	95% (79)
Withdrawal (discontinued)	1	1	0	1	0

Graduate Diploma in Education (Secondary) (Level 7)	2020	2021	2022
Programme completion rate – All % (# students in cohort)	100% (18)	74% (7)	85% (13)
Course completion rate – All	100% (18)	75% (7)	89% (13)
Programme completion – Pasifika	100% (1)	0% (1)	33% (3)
Course Completion – Pasifika	100% (1)	22% (1)	48% (3)
Programme completion – Māori	-	100% (1)	-
Course completion – Māori	-	100% (1)	-
Programme completion – non-Māori and non-Pasifika	100% (2)	83% (6)	100% (10)
Course completion – non-Māori and non-Pasifika	100% (2)	83% (6)	100% (10)
Withdrawal (discontinued)	0	1	2
Note: in 2023 the programme was not offered			

Appendix 2

Conduct of external evaluation and review

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

Disclaimer

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

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

- *Identify organisational fraud⁹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁹ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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

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

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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