



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

South Pacific Bible College
Incorporated

Date of report: 6 November 2025

About South Pacific Bible College Incorporated

South Pacific Bible College (SPBC) provides training in Christian studies and leadership for students from all Christian backgrounds.

Type of organisation:	Private training establishment PTE)
Location:	201 Otumoetai Road, Brooksville, Tauranga
Eligible to enrol international students:	Yes
Number of students:	Domestic: nine (7.5 equivalent full-time students); Māori one, Pasifika nil, disabled nil International: three equivalent full-time students
Number of staff:	Seven full-time equivalents; three full-time, seven part-time
TEO profile:	South Pacific Bible College link to provider page on NZQA website. In 2024 a new programme director was appointed. The previous programme director resigned in 2023. The college did not have a programme director for a period between 2023-24.
Last EER outcome:	At the previous EER, conducted on 20 and 21 May 2021, NZQA was Highly Confident in SPBC's educational performance and capability in self-assessment.
Scope of evaluation:	• Diploma in Christian Studies (Christian Leadership) (Level 6) Ref: 2773, ID: 122188-3 • International Student Support and Wellbeing
MoE number:	8634
NZQA reference:	C61494
Dates of EER visit:	12-14 August 2025

Summary of results

SPBC has high achievement, and graduate outcomes are highly valued by stakeholders and Christian communities. Self-assessment informs decisions for improvement. Some compliance issues have been addressed with the implementation of stronger systems and processes.

Highly Confident in educational performance

- Overall, achievement rates are high across the programmes delivered. Student withdrawals are low and reasons for withdrawals are mostly due to students' personal circumstances. Non-completions rarely occur as tailored and individualised support leads to success for the students.

Confident in capability in self-assessment

- Students are gaining useful skills and knowledge which they can apply in their ministries, and the internship model provides a supportive real-life opportunity to practise skills with a community of experts who guide them through the learning process.
- Strong community networks in New Zealand and globally ensure SPBC understands its wider community needs. Regular student and alumni feedback keeps the college well informed of the high value of the programmes.
- SPBC has purposefully designed the learning activities to facilitate the academic and social connections required for ministry work. Facilitators are highly experienced and qualified which benefits the students' learning.
- Programme review is informal, and changes are informed by student and stakeholder feedback which leads to programme development, which has been innovative and proactively meets stakeholder needs.
- Appropriate assessment activities are aligned with student interests, and a comprehensive double marking system ensures validation of assessment results. The embedding of a comprehensive internal moderation process is underway. External moderation has been

variable for the reporting period; however, new memoranda and plans are in place for external moderation to commence later in 2025.

- A strong and highly experienced governance and management team drives strategic decisions, which are carefully considered. The strength of the team lies in their connectedness and strong organisational values, which the students benefit from.
- There are sound systems for multiple sources of data collection. SPBC has an opportunity to further consolidate this information to more deeply review and understand educational and programme performance.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Students are achieving at a high level across both programmes, with consistently strong completion rates and low withdrawal numbers (refer Appendix 1). Where withdrawals do occur, they are well understood and primarily linked to students' personal circumstances rather than academic issues. This reflects SPBC's approach to supporting the students, especially those at risk of non-completion. Individualised support is a hallmark of the programme, with staff deeply familiar with each student's needs, enabling tailored interventions that foster success. SPBC demonstrates comprehensive self-assessment by using multiple data sources to understand achievement and the support that students need to be successful in ministry work. This reflective practice ensures the organisation is proactive and responds appropriately to stakeholder needs. SPBC would further benefit from consolidating data sources by programme to inform ongoing programme review decisions.
Conclusion:	Students achieve well and gain useful skills and knowledge. A systematic and regular analysis of student gains, achievement and feedback helps the organisation to understand student needs and informs improvements.

¹ 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 students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Students gain relevant, applicable skills for their ministry contexts. The internship model offers a rich, real-world learning experience supported by expert guidance. The multicultural composition of the student body enhances learning through diverse perspectives and shared practices. Students develop key personal attributes such as empathy, resilience and teamwork, and show increased confidence in public speaking and cross-cultural engagement. SPBC delivers outcomes of high value to its church and community stakeholders, particularly students, through strong community networks, both locally and internationally. This informs programme relevance and ensures SPBC's responsiveness to needs. Students and alumni feedback indicates that the programmes are highly valued, with education that blends theory and practice in real-life and simulated contexts. The wider church community plays a vital role in supporting students' learning and skill application. Destination data confirms that graduates are employed across diverse ministries and social service sectors. Their contributions enrich the communities they serve, and ongoing connections with graduates provide a valuable source of professional support and guidance.
Conclusion:	Students gain valuable skills and knowledge that prepare them well for their ministries. SPBC's self-assessment capability is robust, with regular, well-managed feedback and rich alumni narratives that inform continuous improvement and affirm the enduring value of the outcomes.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	Programme design and delivery at SPBC are well aligned with the needs of students and stakeholders, demonstrating responsiveness and adaptability. While programme review is currently informal, there is clear evidence of innovation, particularly in the development of the chaplaincy programme, which reflects a proactive approach to stakeholder needs. Online learning has evolved based on insights from the chaplaincy programme, and new programmes are being developed to reach a broader international community. Facilitators are highly qualified and provide personalised support, enhancing the learning experience. Students benefit from exposure to international speakers and practical learning opportunities. Learning is supported by quality resources and clear assessment rubrics. There is an opportunity to improve marking rubrics to provide evidence of the rationale for student grades and aspects of the rubric that were met or not met. Programme learning outcomes are aligned with graduate profile outcomes and are regularly reviewed, with annual pre-moderation in place. Ongoing informal review of assessments ensures they remain relevant to individualised learning contexts. Student feedback is actively used to inform ongoing improvements. The comprehensive double marking system ensures assessment practices are fair and consistent. However, there have been gaps in external moderation, and internal moderation is not comprehensively documented. Strengthening these areas would enhance transparency and support continuous improvement. Despite these limitations, delivery is strong, well-informed by stakeholders, and supported by a reflective team committed to meeting student needs.
Conclusion:	SPBC has used a solid system of review to evaluate the effectiveness of its programmes to meet stakeholder needs. Some variability in moderation and assessment

	practice impacts the ratings for this key evaluation question. Existing processes have been revised to support self-assessment.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Students at SPBC are effectively supported and actively involved in their learning through a comprehensive and student-centred approach. Each student undergoes a detailed interview to assess their wellbeing and academic needs at enrolment, ensuring that support is tailored and responsive during the programme. The college use the principles of Te Whare Tapa Whā as a guiding model, integrating holistic care across spiritual, mental, physical and emotional dimensions. Support services include effective orientation, pastoral care, academic mentoring and regular wellbeing check-ins, all contributing to a strong sense of belonging within an inclusive, family-like environment. Online learning and classroom activities are intentionally designed to foster academic and social connections. Students benefit from appropriate technology support to bridge any barriers that technology may bring. Students engage in extracurricular and church-based activities that reinforce their theoretical learning through practical experience. Academic mentoring is consistent and personalised, with weekly feedback and Theology in Action sessions which help students improve both academically and professionally. The college maintains strong ties with church elders and leaders, extending the support network beyond the classroom. Internal mentoring has been prioritised to ensure student safety and wellbeing, with plans to expand resources as student numbers grow. The exceptional services and high-quality accommodation ensure students are made comfortable and feel at home.
Conclusion:	Overall, SPBC demonstrates a high level of effectiveness in supporting students and involving them meaningfully in

	their learning journey. Self-assessment practices are robust, with regular feedback from students and stakeholders informing ongoing improvements to support services.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	Governance and management at SPBC are largely effective in supporting educational achievement, underpinned by a clear sense of purpose, financial stability and strong leadership. The board of trustees brings diverse and complementary expertise, enabling agile and forward-thinking governance. The chief executive is actively engaged in strategic growth, including expanding student numbers and developing offshore and online delivery to meet evolving needs. The institution benefits from extensive local and international connections, which inform decision-making and ensure alignment with the global church community. Online resources are being developed in response to plans for more distance learning programmes. Resources and facilities effectively support staff and students, and their relevance is well maintained. The recently appointed programme director has focused on strengthening centralised systems to support continuity and mitigate risks, particularly in light of recent staff changes that exposed some weaknesses in documentation and moderation oversight. Academic leadership is sound, and staff are well supported through professional development and wellbeing initiatives. Self-assessment practices are regular and communication is strong, but greater formality and oversight, particularly in academic quality assurance, are needed to ensure resilience and sustained effectiveness. Despite these challenges, governance and management remain responsive, reflective and committed to continuous improvement in support of student success.

Conclusion:	A strategic and innovative management team supports the highly qualified and experienced teaching team to ensure student goals are met. Some academic quality assurance processes need to have better oversight for ensuring consistency and accurate reporting.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	SPBC manages most of its compliance accountabilities effectively through a centralised, calendar-based system that tracks monthly requirements and enables proactive preparation. A new planner is being developed to further streamline task assignment and accountability among staff. Compliance is regularly reviewed by the board, although moderation is not currently included in this oversight. The quality management system is updated regularly and discussed in staff meetings, ensuring transparency and shared understanding. Reporting to NZQA is current and accurate, with programme hours tracked through student journals, and all annual attestations are up to date. The college has completed a detailed Code of Practice self-review, including critical incident reporting and complaints procedures, with no complaints recorded. International student files are maintained to a high standard. SPBC has regular engagement with the Christian Theological and Ministries Education Society and the relevant workforce development council to gain support for programme endorsement and ongoing development. While external moderation has been inconsistent due to some external factors beyond the provider's control, SPBC has established memorandums of understanding with two other PTEs to ensure continuity, with two external moderations completed to date. There was also a slippage in responding to consistency review findings which led to a 'not sufficient' decision at the final stage. This was during a period of staff changes. New processes have been implemented to ensure staff have shared responsibilities for meeting key compliance

	accountabilities. The new programme director has developed new systems, strengthening the response to compliance management.
Conclusion:	SPBC is effectively managing key areas of compliance. Some previous concerns relating to moderation and consistency reviews were identified prior to the evaluation and have been addressed.

Focus areas

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

2.1 New Zealand Diploma in Christian Studies (Leadership strand) (Level 6)

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	Students are achieving at a high rate, and value for the students and stakeholders is strong. Lack of evidence of external moderation over the reporting period undermines external validation of the quality of assessment. However, the double marking process and comprehensive review of assessments aims to self-identify any issues. To strengthen this process and meet compliance requirements, the PTE must ensure internal moderation occurs regularly and the planned external moderation is actioned and maintained.
Conclusion:	Achievement rates and the value of outcomes are high. Some slippage in self-assessment processes needs strengthening.

2.2 International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory 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.

NZQA recommends that South Pacific Bible College Incorporated:

- Continue to strengthen capability in the monitoring and documentation of internal and external moderation processes to ensure outcomes are valid and good practices are being embedded.
- Consider whether reporting of moderation to the board would be useful.
- Consolidate data sources and analyse data to identify trends and patterns for each programme, to efficiently inform overall understanding of educational performance.
- Improve marking rubrics to evidence the rationale for student grades and aspects of the marking rubric that were met or not met.

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

Table 1. SPBC student achievement 2022-24

Programme	Year	Enrolment	Māori	Pasifika	No. Qualification completion	% Qualification completion
Certificate in Chaplaincy (Level 5)	2022	11	1	-	10	91%
	2023	8	1	1	7	88%
	2024	6	1	1	4	67%
Diploma in Christian Studies (Level 5)	2022	1	-	1	1	100%
	2024	6	-	-	5	83%
Diploma in Biblical Studies (Level 6)	2021	4	-	2	4	100%
	2023	4	1	1	4	100%
Diploma in Christian Leadership (Level 6)	2021	2	-	-	2	100%
	2023	2	-	1	2	100%

Achievement data supplied by SPBC

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 fraud²*
- *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.*

² 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 2025, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2025 respectively.

In addition, the Private Training Establishment Registration Rules 2025 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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