



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Bethlehem Tertiary Institute

Date of report: 6 November 2025

About Bethlehem Tertiary Institute

Bethlehem Tertiary Institute (BTI) is a Christ-centred, biblically informed tertiary institution founded by the Christian Education Trust in 1993. BTI offers degree and postgraduate programmes in education, counselling and social work, along with a sub-degree programme in study and employment pathways.

Type of organisation:	Private training establishment (PTE)
Location:	24 Elder Lane, Tauranga
Eligible to enrol international students:	Yes
Number of students:	<p>Domestic: 375 students (268.63 equivalent full-time students) including 43 Māori, eight Pasifika and 42 students who have identified as having a disability</p> <p>International: nine students, including two Pasifika students</p>
Number of staff:	24 full-time, 28 part-time (39.07 full-time equivalents)
TEO profile:	<p>See: Bethlehem Tertiary Institute</p> <p>For BTI's degree-level programmes in education, counselling and social work, students can enrol via blended learning (face to face and distance/online) or on site at the PTE's Tauranga campus. These programmes all offer work-based practicum or placement opportunities for students. BTI's postgraduate programmes and sub-degree programme are delivered solely via distance learning.</p>
Last EER outcome:	At the previous external evaluation and review in 2021, BTI was found to be Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Bachelor of Counselling (Level 7) [ID: 103825-4]• Degree-level Education Suite, including:

- Bachelor of Education (Teaching)
Primary (Level 7) [ID: 126990-1]
- Graduate Diploma of Teaching
(Secondary): Whai Purapura (Level 7)
[ID: 126809-1]
- International Student Support and
Wellbeing

MoE number: 8694

NZQA reference: C60953

Dates of EER visit: 7-9 April, 14 April 2025

Summary of results

BTI continues to comprehensively meet the most important needs of students, graduates and stakeholders, and the PTE provides substantial value to each of these groups. BTI uses data very effectively throughout the organisation to identify and respond to areas of priority need, and to create ongoing improvements to educational performance.

Highly Confident in educational performance

- Student achievement is strong across all groups, with the PTE achieving high overall course completion rates relative to the sector. Self-assessment is also strong, with the PTE effectively identifying and responding to areas of priority need, including support for learners with disabilities.

Highly Confident in capability in self-assessment

- BTI provides substantial value to students and other stakeholders. Students and graduates gain useful, employment-relevant skills and knowledge. Graduates gain relevant employment at high rates. These outcomes are supported by highly effective self-assessment practices.
- Assessment practices are comprehensive and are supported by highly effective internal and external moderation. Review practices are highly effective at ensuring the relevance of the courses and programmes to students and stakeholders. Together, these practices contribute to significant programme-level enhancements.
- Students are strongly supported and involved in their learning. Learning activities successfully engage students in their learning. Learning environments are supportive, inclusive and well structured, and the PTE is highly responsive to student wellbeing at all stages of learning.
- BTI uses data very effectively to identify and respond to areas of priority need. Academic leadership is highly effective in supporting

educational achievement, and in allocating resources to support teaching and learning. The PTE's mission is clear, well understood, and well embedded throughout the organisation.

- Management of important compliance accountabilities is effective.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student achievement at BTI is strong, especially on the key metric of course completions. For the years 2021, 2022 and 2023, course completion rates for all students were 89.5 per cent, 91 per cent and 89.4 per cent respectively.² These course completion rates exceed the corresponding PTE and university median rates, and they are at parity with the rates of comparable providers.</p> <p>BTI's analysis and self-assessment of achievement data is highly effective. On a semester-by-semester basis, the PTE collates completion, non-completion and withdrawal data for courses across all its programmes. BTI also disaggregates this data across several demographic groups and uses it very effectively to highlight and respond to areas of need – including the achievement of priority learners.</p> <p>An important example of the strength of BTI's self-assessment is the PTE's identification of students with disabilities as a group with lower course completions than the PTE's overall course completions.³ In response, BTI appointed an accessibility support coordinator in 2022 to provide targeted support to students from this group. This development has minimised barriers for students, with the number of students identifying a disability sharply increasing in 2023 and 2024⁴, with the PTE thereby gaining a richer understanding of achievement</p>

¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² See Table 1, Appendix 1 for further detail.

³ See Table 3, Appendix 1 for further detail.

⁴ For the years 2021, 2022, 2023 and 2024, the numbers of students identifying a disability were 29, 28, 46 and 52 respectively.

	<p>for students in this group. The PTE intends to identify additional ways of improving its achievement-related support practices for these students.</p> <p>The effectiveness of BTI's self-assessment activities is also reflected in overall strong priority learner achievement. Māori student course completions were near parity with overall course completions for 2024, following a slight parity gap across 2022 and 2023.⁵</p> <p>Pasifika student course completions have been mostly lower than overall course completions since the previous EER. Course completion rates for this group have been subject to high percentage fluctuations, given the comparatively lower number of Pasifika student enrolments relative to other groups.</p>
Conclusion:	<p>Student achievement is very strong across all groups, with the PTE achieving high overall course completion rates relative to the sector. Self-assessment is also comprehensive and highly effective, with the PTE identifying and responding to areas of priority need, including support for learners with disabilities.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BTI's students and graduates gain useful, employment-relevant skills and knowledge. The PTE's most recent end-of-year student survey⁶ for 2024 included survey statements about confidence in pursuing employment, the acquisition of new knowledge and valuable skills, and improvements in personal and cognitive skills. Graduating students for this year strongly agreed with these statements at rates of 86 per cent or higher. Evaluative conversations indicated that counselling graduates value</p>

⁵ See Table 2, Appendix 1 for further detail.

⁶ This is a separate survey to BTI's graduate survey discussed above.

	<p>BTI's courses on Te Tiriti, and gain preparedness for employment through practical experience. Education graduates gain useful practical skills for teaching, along with experience in speaking te reo Māori.</p> <p>In addition to gaining useful skills, BTI's graduates also gain relevant employment at high rates. For the years 2021-24, the percentage of graduate survey respondents gaining relevant employment were 86 per cent, 85 per cent, 87 per cent and 78 per cent respectively.⁷ While BTI's overall rate of employment for 2024 dropped slightly, this is attributable to challenging job market conditions for graduates of the PTE's largest programme – the Bachelor of Counselling.</p> <p>BTI also provides substantial value to other stakeholders. Counselling-related stakeholders spoke positively about BTI's support for practicum students, and the development of person-centred skills by those students. Education-related stakeholders noted that BTI's students are well placed to apply their theoretical knowledge in the classroom. These stakeholders also highlighted special education as an area in which BTI's students were particularly well prepared.</p> <p>BTI's graduate outcome-related self-assessment processes are highly effective. Through these processes, the PTE identified a significant drop in the graduate survey response rate between 2023 and 2024⁸, as well as low response rates across the organisation. In response, BTI's quality assurance committee⁹ recently reviewed the PTE's survey processes. This review identified survey length and lack of uniformity among programme areas as contributing factors to low response rates. The committee thereafter acted by reducing the length of surveys, and by creating a standard form that can be tailored to different programme areas.</p>
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⁷ See Table 5, Appendix 1 for further detail.

⁸ As per Table 5, Appendix 1, 31 of BTI's 61 graduates (51 per cent) responded to the survey in 2023. In 2024, only 37 of 119 of the PTE's graduates (31 per cent) responded to the survey.

⁹ The quality assurance committee is a sub-committee of BTI's academic board.

Conclusion:	BTI provides substantial value to students and other stakeholders. Students and graduates gain useful, employment-relevant skills and knowledge. Graduates gain relevant employment at high rates. These outcomes are supported by highly effective self-assessment practices.
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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>Moderation practices for the counselling and degree-level teaching programmes strongly ensure that assessment is fair, consistent, appropriate and valid. Additionally, these activities contribute to the PTE's review of programmes and courses. In-course moderation ensures the consistency and standard of grading with reference to marking rubrics, and the addressing of grade discrepancies prior to the return of assessments to the students.</p> <p>These activities feed back into pre-assessment moderation, which ensures that assessment tasks align with learning intentions and that such tasks are pitched at the right course level. External moderators also provide an independent check on the in-course and pre-moderation activities noted.</p> <p>BTI is highly effective in ensuring the relevance of its courses and programmes to students and stakeholders. To achieve this, the PTE undertakes five-year programme reviews, as well as more frequent, iterative updates to courses in response to moderation and student feedback. Educators (teachers) complete end-of-course evaluation summaries, which incorporate student course evaluations, and which evaluate the effectiveness of earlier changes resulting from programme review. Programme leaders submit proposed changes to the academic board for approval. The academic board oversees proposed changes and the meeting of academic standards more generally.</p>

	Some outputs of BTI's review activities result in significant programme-level improvements to meet student and stakeholder needs. Important updates to the Bachelor of Counselling include Type-2 changes to programme structure, course content, learning weeks and face-to-face practicum hours in response to stakeholder feedback. Important programme-level updates to degree-level teaching include the implementation of culminating integrative assessment to ensure that BTI's secondary programme better matches teacher practices in schools.
Conclusion:	Internal and external assessment and moderation practices are strong throughout the organisation. Review practices are highly effective at ensuring the relevance of courses and programmes to students and stakeholders. Together, these practices contribute to significant programme-level enhancements.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BTI strongly supports the students in their learning, which successfully engages them in the PTE's learning activities. The PTE has a dedicated academic support team which works together with educators and practicum supervisors to support the students in their learning.¹⁰ Educators take an inclusive, student-centric approach to learning, with learning activities that accommodate the learning styles of individual students. Additionally, BTI has a student council, whose meetings are attended by members of the PTE's academic support team.</p> <p>BTI is a culturally responsive organisation, which embeds te ao Māori very effectively into its learning. BTI's counselling programme also includes a foundational paper on Te Tiriti o Waitangi – a paper that students described as</p>

¹⁰ Since 2022, the academic support team has also had an accessibility support coordinator, who provides targeted support for learners with disabilities. See 1.1 for further detail.

	<p>being transformative. Additionally, all BTI's teaching programmes embed te reo Māori and tikanga, and support students to increase their competency in te reo Māori.</p> <p>BTI's learning environments are supportive, inclusive and well structured. Students reported that the availability of online delivery was a reason for joining BTI over providers that offer similar programmes. Wānanga provide online and on-site students with an opportunity to visit BTI and to meet educators and fellow students in person.</p> <p>Memorandums of understanding set out requirements that aim to ensure the quality of practicum-based learning environments. Evidence surfaced at the EER indicates that BTI is highly responsive to student wellbeing at all stages of learning – including at the practicum stage.</p> <p>BTI's counselling and degree-level teaching programmes have rigorous enrolment processes that ensure the academic, technical, professional and institutional suitability of students. These processes include entry interviews, as well as appropriate profession-specific entry requirements. These processes also ensure that student goals are both consistent with the relevant programmes and well understood by the educators.</p> <p>BTI's provision of important course and study information to students is effective. The PTE's student handbook provides clear and comprehensive information and guidance on relevant matters, including pastoral care. Additionally, a virtual tour of the PTE's student portal indicated that course and study information is easily accessible to students.</p>
Conclusion:	<p>Students are strongly supported and involved in their learning, and learning activities successfully engage them. Learning environments are supportive, inclusive and well structured, and the PTE is highly responsive to student wellbeing at all stages of learning.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BTI's academic leadership is highly effective in supporting educational achievement. The PTE has clear lines of reporting, from programme staff to the academic board, from the academic board to the executive leadership team, and from the executive leadership team to the board of directors. Evidence sighted during the EER indicates that meetings are well minuted within each unit, and that the resulting information is reported effectively across units for the purposes of self-assessment. Within each unit – and at an organisational level – a range of data is used very effectively to identify and respond to areas of priority need.</p> <p>BTI's academic leadership is also highly effective in allocating resources to support teaching and learning. With the majority of BTI's students engaging in online learning, the PTE has devoted resources to ensure the consistency of online spaces, in response to student feedback. Additionally, a further significant example is BTI's allocation of resources to support students with disabilities, after identifying a parity gap between overall learners and learners in this group.¹¹</p> <p>BTI's mission is to provide 'Christ-centred, biblically informed professional preparation, development and research for influential service'. This mission is clear, well understood, and well embedded throughout the organisation. BTI's board of directors and executive leadership team shape their strategic plan around the PTE's mission, along with its vision and values. Staff are expected to demonstrate an alignment with BTI's mission and values. Evaluative conversations indicated that students strongly value BTI's faith-based approach to education, and many cited it as a reason for choosing to study at the PTE.</p>

¹¹ See 1.1 for further detail. This finding is also relevant to both 1.1 and 1.5.

	Also at the heart of BTI is its acknowledgement of Ngāti Kahu as mana whenua of the land upon which its campus is situated, and its commitment to sustaining Tiriti-based relationships and connection with Ngāti Kahu. This commitment is supported by membership of Ngāti Kahu kaimahi in key positions within BTI, and by the contribution of Ngāti Kahu to BTI's design and development of programmes.
Conclusion:	Data is used very effectively to identify and respond to areas of priority need. Academic leadership is highly effective in supporting educational achievement, and in allocating resources to support teaching and learning. The PTE's mission is clear, well understood, and well embedded throughout the organisation.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BTI has a range of important compliance accountabilities to relevant stakeholders. The PTE uses a compliance calendar schedule, which diarises its compliance accountabilities well and clearly outlines the parties responsible for meeting them.</p> <p>An international student file audit was carried out during the EER. This audit found that one student was uninsured for nearly a month after they commenced their studies. This single instance was in breach of Clause 44(1)(a) of the Code of Practice¹², which requires that insurance cover the entire enrolment period, including term breaks, pre-enrolment travel and post-enrolment travel.</p> <p>After being made aware of this breach during the EER, BTI immediately expressed an intention to review and revise its processes to ensure ongoing compliance with the Code.</p>

¹² Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	<p>BTI's management of other important compliance accountabilities is highly effective, as indicated by:</p> <ul style="list-style-type: none"> • The submission of all relevant attestations and returns to NZQA within expected timeframes. • Publication of BTI's Code self-review on the PTE's website. This document includes a record of the number and nature of complaints and critical incidents for the relevant period, as required by the Code. • Evidence sighted at the EER, which indicates that the PTE operates a sustainable business model. • Effective processes for ensuring links between research, teaching and curriculum.
Conclusion:	<p>Management of important compliance accountabilities is effective. Non-compliances – isolated to international student insurance cover – were promptly acknowledged and responded to.</p>

Focus areas

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

2.1 Bachelor of Counselling (Level 7) [ID: 103825-4]

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The Bachelor of Counselling (BCouns) has the highest number of students at BTI, with 234 enrolled at the time of the EER. Since 2022, significant growth in student numbers has led to an increase in staff numbers, including part-time staff. Many teaching staff are counsellors in private practice who prefer part-time teaching roles. These staff provide opportunities for students to engage with practitioners who are active in the field. This contributes to the ability of students to integrate theory with practice.</p> <p>Since the previous EER, students completed the BCouns at high rates, with the course completion rate for this programme mostly at or above BTI's overall course completion rate for the corresponding period.¹³ The BCouns stays relevant and up-to date by engagement with stakeholders including practicum sites, supervisors and the programme advisory committee.</p> <p>To better meet current needs of the counselling sector, the BCouns underwent Type 2 changes (2022-24) based on feedback from the 2021 BCouns five-year review. This included data from interviewing national leaders in counselling and social services. Staff responded to student concerns in their practicum placements by improving processes and support for the students, including the addition of regional coordinators. The 2024 monitor's report recognised that significant improvements have been made to student placements. In addition, the emphasis on incorporating Māori perspectives, values and practices throughout the curriculum were positively acknowledged.</p> <p>Some graduates discussed difficulties with finding employment. This is reflected in graduate survey data,</p>

¹³ See Tables 2 and 5 in Appendix 1 for further detail.

	which indicates that only 71 per cent of BTI's counselling student respondents gained employment in 2024 (after 85 per cent and 84 per cent gained employment in 2022 and 2023 respectively). ¹⁴ However, this finding needs to be considered in relation to the impact of current sector-specific and economic factors, including reductions in funding for social service organisations. It is unrelated to the quality of the qualification, increased demand for counselling services, or the efforts graduates have made to gain employment. Students may gain part-time roles that become full-time once their suitability is proven.
Conclusion:	Students achieve valued outcomes, including a well-regarded qualification and the opportunity for employment. The focus on continuous feedback has led to demonstrable improvements in programme design and learning activities since the previous external evaluation and review.

2.2 Degree-level Education Suite

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	BTI's primary education programme ¹⁵ had 38 students at the time of the EER, and its secondary education programme ¹⁶ had 30 students. Aside from a decrease in 2024 for the secondary programme, student numbers for both programmes have remained relatively stable since the previous EER. Staff numbers across the wider school of teacher education have also remained stable during this period. Primary and secondary programme leaders and educators are appropriately qualified and experienced, and many of these staff are engaged in research. Since the

¹⁴ Of the counselling students who responded to each year's survey, 11 of 13 found employment in 2022 (85 per cent), 16 of 19 found employment in 2023 (84 per cent), and 12 of 17 found employment in 2024 (71 per cent). As per 1.2, BTI acknowledges that these figures correspond to a dropping response rate, and the PTE intends to take action to improve this response rate in future.

¹⁵ Bachelor of Education (Primary) [ID: 126990-1]

¹⁶ Graduate Diploma of Teaching (Secondary): Whai Purapura (Level 7) [ID: 126809-1]

	<p>previous EER, students have completed the primary and secondary education programmes at high rates.¹⁷</p> <p>Delivery of both programmes is responsive to the needs of the students, and the educators are highly effective in engaging students in their learning. In addition to online and on-site modes of delivery, students have a range of pathways available, including part-time and full-time options, as well as mid-year and beginning-of-year commencement.</p> <p>Educators carefully induct and orient students into the programme, scaffold course work for the students, and support student achievement and engagement throughout the programme. Evaluative conversations indicated that education students found the mix of theoretical and practical learning activities useful. Additionally, these conversations indicated that students found the learning environment welcoming.</p> <p>Graduate survey data indicates that primary and secondary students gain relevant employment at high rates, with 73 per cent, 89 per cent and 75 per cent of survey respondents gaining employment in the years 2022, 2023 and 2024¹⁸ respectively. Additionally, BTI's self-assessment has led to improvements in the PTE's administration of professional experience placements.</p> <p>Following Type 1 changes that were approved in 2021, improvements to the primary programme include the provision of additional practicum time for students. This additional time supports students to build deeper relationships, complete practicum tasks, and provide a buffer for unexpected situations that reduce student time in the classroom.</p> <p>Improvements to the secondary programme include the addition of further time to practicum periods by BTI, as per requirements of the New Zealand Teaching Council (NZTC). The addition of further time ensures that minimum professional experience requirements are being met, and it also mitigates against absences due to illness and other</p>
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¹⁷ See Tables 2, 6 and 7 in Appendix 1 for further detail.

¹⁸ Of the education students who responded to each year's survey, 11 of 15 found employment in 2022, eight of nine found employment in 2023, and seven of eight found employment in 2024.

	disruptions. BTI is considering adding further time to the NZTC requirement.
Conclusion:	Programme leaders and educators are highly effective at engaging student teachers in their learning. Student teachers achieve valued outcomes, including the gaining of relevant employment. Self-assessment has led to improvements in the administration of on-job practicums.

2.3 International Student Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>In addition to the student support practices and activities outlined in 1.4 and 1.5, BTI provides dedicated support for the small number of international students enrolled at the PTE.¹⁹ Evaluative conversations indicated that international students found BTI to be a warm, welcoming learning environment. These conversations also indicated that international students found the educators approachable and supportive during their studies.</p> <p>As per 1.6, the PTE's management of important compliance accountabilities relating to international students is highly effective, aside from an isolated instance of non-compliance relating to Clause 44(1)(a) of the Code.</p>
Conclusion:	International students are strongly supported in their learning, and the PTE's processes for managing relevant accountabilities are highly effective.

¹⁹ See 'About Bethlehem Tertiary Institute'. There were nine international students enrolled at BTI at the time of the EER, along with 375 domestic students.

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 Bethlehem Tertiary Institute Limited:

- Consider disaggregating completion data by programme for learners with disabilities, to further enhance BTI's understanding of achievement within this group.

Requirements

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

Appendix 1

Table 1. BTI course completion benchmarking (data extracted from Ngā Kete and provided by BTI)

Course completions	BTI	PTE median	University median	Laidlaw College
2021	89.5%	81.5%	87.6%	90.9%
2022	91.0%	79.3%	86.3%	91.9%
2023	89.4%	81.2%	88.4%	90.0%

The percentages in this table are based on data extracted by the provider from the Tertiary Education Commission's (TEC's) Ngā Kete portal. Additionally, these percentages cohere with data provided independently to the evaluation team by the TEC.

Table 2. BTI overall course completions by ethnicity (data extracted from Single Data Returns and provided by BTI)

Year	Overall BTI	Māori	Pasifika
2020	84.9%	82.5%	83.3%
2021	80.3%	80.4%	76.2%
2022	91.8%	85.1%	94.1%
2023	88.0%	85.2%	81.7%
2024	83.6%	82.5%	75.0%

The percentages in this table are based on data extracted by BTI from their Single Data Returns (SDR). BTI has also clarified that there is variance between its own data and the TEC's, most likely due to cut-off dates used by the TEC.

Table 3. BTI course completions for students identifying a disability (data provided by BTI)

Year – identified disability	Overall completion rate	Full-time completion	Part-time completion
2021	66%	75%	54%
2022	61%	56%	67%
2023	54%	68%	41%
2024	62%	56%	67%

Table 4. BTI annual graduate survey data (data provided by BTI)

Year	Number of graduates	Survey responses	Number employed	Percentage of respondents employed
2021	86	58	50	86%
2022	81	40	34	85%
2023	61	31	27	87%
2024	119	37	29	78%

Table 5. Focus Area 1: Bachelor of Counselling (Level 7) course completion rates by semester (data provided by BTI)

Bachelor of Counselling (Level 7)	Completion rate (overall)	Completion rate (Māori)	Completion rate (Pasifika)
Semester 1 - 2021	90%	94%	92%
Semester 2 - 2021	76%	83%	90%
Semester 1 - 2022	91%	67%	100%
Semester 2 - 2022	94%	78%	100%
Semester 1 - 2023	91%	84%	91%
Semester 2 - 2023	95%	84%	25%
Semester 1 - 2024	87%	90%	89%
Semester 2 - 2024	82%	84%	86%

Table 6. Focus Area 2: Bachelor of Education (Teaching) Primary (Level 7) course completion rates by semester (data provided by BTI)

Bachelor of Education (Primary)	Completion rate (overall)	Completion rate (Māori)	Completion rate (Pasifika)
Semester 1 - 2021	90%	80%	n.a. ²⁰
Semester 2 - 2021	76%	63%	n.a.
Semester 1 - 2022	90%	100%	n.a.
Semester 2 - 2022	95%	100%	75%
Semester 1 - 2023	80%	100%	100%
Semester 2 - 2023	75%	93%	93%
Semester 1 - 2024	85%	91%	64%
Semester 2 - 2024	86%	68%	64%

²⁰ Here and elsewhere, 'n.a.' refers to semesters in which no Pasifika learners were enrolled.

Table 7. Focus Area 2: Graduate Diploma of Teaching (Secondary): Whai Purapura (Level 7) course completion rates by semester (data provided by BTI)

Graduate Diploma of Teaching (Secondary): Whai Purapura (Level 7)	Completion rate (overall)	Completion rate (Māori)	Completion rate (Pasifika)
Semester 1 - 2021	93%	100%	100%
Semester 2 - 2021	85%	81%	83%
Semester 1 - 2022	94%	100%	n.a.
Semester 2 - 2022	83%	100%	83%
Semester 1 - 2023	88%	100%	100%
Semester 2 - 2023	78%	83%	100%
Semester 1 - 2024	75%	75%	100%
Semester 2 - 2024	65%	100%	n.a.

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 fraud²¹*
- *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.*

²¹ 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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