



Report of External Evaluation and Review

Good Shepherd College - Te Hepara
Pai

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 5 December 2012

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Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Good Shepherd College - Te Hepara Pai
Type:	Private training establishment (PTE)
Location:	20 Ponsonby Road, Ponsonby, Auckland
Delivery sites:	As above, and distance learning is also offered
First registered:	18 August 1992
Courses currently delivered	<ul style="list-style-type: none">• Bachelor of Theology (Level 7)• Graduate Diploma in Theology (Level 7) <p>Good Shepherd College also offers occasional adult education courses for personal interest.</p>
Code of Practice signatory?	Yes, 18 years and upwards
Number of students:	Seventy-five full-time and part-time students; 16 per cent aged under 25; just over 50 per cent are male students, with an overall less than 1 per cent Māori and 10 per cent Pasifika student cohort. Distance: 32 students Face to face: 43 students (13 international students) which includes 29 seminarians or students for ordained ministry and three religious sisters.
Number of staff:	Eight staff; two part-time
Scope of active accreditation:	<ul style="list-style-type: none">• Bachelor of Theology (Level 7)• Graduate Diploma in Theology (Level 7)

Distinctive characteristics:	Good Shepherd College is a Catholic theological college which offers a Bachelor of Theology degree as an offshore campus through its association with the Catholic Institute of Sydney which is a member of Sydney College of Divinity. The degree is an award of Sydney College of Divinity. Good Shepherd College also offers a Graduate Diploma in Theology.
	Good Shepherd College is the sole provider for students for Catholic ordained ministry in New Zealand. Many students are sponsored by the Catholic Church.
	The Bachelor of Theology is a 24-course degree and many students are part-time, particularly the distance students. Some students complete courses at Good Shepherd College and cross-credit to other awards at the University of Auckland, Victoria University, Massey University, or Otago University.
	The college offers the Graduate Diploma in Theology for those with previous degrees such as teachers, those training to be priests, and some chaplains and parish workers. The graduate diploma papers are a selection of papers from the degree.
	While its primary task is directed to ministry in the Catholic Church, the college accepts students from other religious denominations and those who wish to undertake comparable ministry elsewhere or who wish to study theology.
	Many of the students already have degrees and are older and training to be chaplains at integrated schools, or are teachers improving their qualifications.
Previous quality assurance history:	The PTE was previously quality assured by NZQA by audit (2008), and met all but two requirements of the standard in force at the time. The two requirements not met related to governance and management and have since been addressed.
	External moderation is completed through Sydney College of Divinity, and the Māori and Canon Law papers are externally moderated by specialists in

those fields. Good Shepherd College has no concerns noted from the external moderation.

Monitoring of the degree and the postgraduate diploma is completed through an annual programme evaluation report to NZQA.

2. Scope of external evaluation and review

Scoping discussions were held between the principal and the NZQA lead evaluator, and the following focus areas were identified for inclusion in the external evaluation and review (EER):

- Bachelor of Theology (Level 7)

This programme was selected because it is one of only two programmes offered. It is the most long-standing programme with the most number of students face to face, and provides the progression towards the postgraduate diploma.

Student support and guidance and the pastoral care of international students will be evaluated through key evaluation question five.

In accordance with NZQA policy, the EER scope included the following mandatory focus area:

- Governance, management, and strategy.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The 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.

A team of two evaluators visited Good Shepherd College over two days. Interviews were held with the principal, dean of studies, representatives of the academic staff, support staff, and students. The evaluators attended the Good Shepherd College Senate meeting and the academic advisory board meeting and were able to hold discussions with these groups at the meetings.

Stakeholders interviewed via phone included distance learning students and graduates, and further phone calls were made the day following the on-site visit. A range of documents was sighted and reviewed as part of this evaluation and further evidential documents were supplied following the visit.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Good Shepherd College - Te Hepara Pai**.

Good Shepherd College provides theological education in the Roman Catholic tradition and has a special focus on the formation of candidates for ordained priesthood in the Catholic Church. The college also offers a Graduate Diploma in Theology for those with previous degrees such as teachers, those training to be priests, and some chaplains and parish workers. Good Shepherd College is the sole provider for students for the ordained Roman Catholic ministry in New Zealand.

The programmes offered by Good Shepherd College are designed to train and prepare people for ministry to enable them to serve and to present and converse well with people and communities from all walks of life. These aims are accomplished by Good Shepherd College providing relevant, Vatican-required courses with a joint theoretical and applied focus.

The college management strategy is to have at least one person with a Good Shepherd College Bachelor of Theology degree in every Catholic integrated school in New Zealand. Indirectly, the college is making a significant contribution to improving the educational performance of young New Zealanders, including Māori and Pasifika students who are proportionately highly represented in integrated schools.

Tertiary Education Commission (TEC) published achievement rates for 2011 showed Good Shepherd College above the tertiary sector median for both course (89 per cent) and qualification (99 per cent) completion rates, and with an 86 per cent retention rate. As a result of this good performance, the college received a 10 per cent increase in TEC funding for the delivery of the degree programme in 2012. The college's graduate data indicates that the on-site students and distance students achieve at comparable rates.

The college provides valuable assistance to students who require study skills, ranging from effective writing and research skills to providing a dedicated support person for the learning required to use e-learning software.

The college has good evidence that it fulfils the requirements of the Code of Practice for the Pastoral Care of International Students for the international students currently studying at Good Shepherd College.

Good Shepherd College has extensive and very active relationships with its stakeholders, including learners who receive ongoing individual support. This was evidenced through all personnel interviews and confirmed by the evaluators' direct contact with the Senate and advisory board as well as through student end-of-course intention evaluations and graduate survey results.

The college employs committed staff who are very well qualified in their field of study and in teaching and who have a strong focus and dedication to academic research. This research is presented in various publications and conferences; presentations given to all staff as a result of research also help inform collective teaching practice.

The graduating students offer an evaluation of the whole programme before graduation; graduates feel they have gained qualifications that are important to them and provide useful knowledge and skills to be able to think for and express themselves independently. Management and staff have many examples of learners, lay and religious, who have gained employment and kept in touch with college staff.

The college has effective processes that contribute to learning and provide ministry practitioners for the Catholic Church, not only in New Zealand but internationally.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Good Shepherd College - Te Hepara Pai**.

Good Shepherd College collects a range of quality self-assessment data and information on learner achievement, at-risk students, student evaluation, employment outcomes, learner progression, graduate destination data, assessment, internal and external moderation, benchmarking, and stakeholder feedback.

The high standard of quality data enables staff and management to compare learners' results in each semester and each academic year, and to make significant and continuous improvement in educational performance.

The college uses many indicators of the effectiveness of teaching and learning, including feedback from the student evaluations of each course and individual progress monitoring where students complete a self-assessment following each assignment submitted. The student self-assessment is compulsory and is regarded by the college as integral to the process of continuous learning improvement.

Both the principal and teaching staff retain close contact with students during the programme. They can identify those students requiring additional help, have the mechanisms to provide it, and have a very good understanding of the effectiveness of the support provided.

Communication with stakeholders is very good, and open channels of communication with the Good Shepherd College's Senate and the bishops of New Zealand have facilitated a number of changes in the last few years. Throughout the process, the Senate and the advisory board have been careful to constantly check educational progress.

It was evident to the evaluators that there is a strong emphasis on self-assessment and improvement at Good Shepherd College. Examples are noted throughout this report.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Learners acquire useful skills and knowledge at Good Shepherd College. The college educates people at undergraduate and postgraduate levels for the Catholic Church, seminarians, Christian organisations, social services, and ministry and missions both within New Zealand and overseas.

Qualification achievement is very important for seminarians as they are required to have this qualification as part of becoming priests and to be able to practise internationally. The qualification meets the requirements of the bishops of New Zealand for seminarians and also meets the *Ratio Studiorum*, the study list required by the Vatican, which must be studied to enable graduates to work in the Vatican and within the Catholic ministry.

Good Shepherd performs strongly in enabling learners to achieve and complete formal qualifications with very good achievement rates, with course and qualification completions being above the national sector median, and an 86 per cent retention rate.

According to TEC data, course qualification completion, progression, and retention rates for 2011 and 2010 compared very well with the national median for TEC-funded providers. The college's course completion rates were 89 per cent in 2011 (and 95 per cent in 2010), compared with the TEC national median of 86 per cent in 2011 and 81 per cent in 2010. The college's qualification completion rate in 2011 was 99 per cent (and 78 per cent in 2010), compared with the sector median of 94 per cent in 2011 and 74 per cent in 2010. Good Shepherd College received a 10 per cent increase in funding for the delivery of the degree programme in 2012 as a result of the excellent performance figures.

Management is fully informed of the achievement rates for the degree and keeps the Senate and advisory board well informed. Course and qualification completion rates are noted in the Good Shepherd College annual report, which is read carefully by the Senate and the trust board.

The two programmes offered have a strong commitment to academic excellence and offer qualifications in the theoretical and practical application of theology in church and ministry work. Staff and students interviewed by the evaluation team gave

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

examples of students gaining and growing in confidence to carry out their pastoral duties through the knowledge and skills they have developed at the college. The students attributed their academic, personal, and spiritual growth to their time at the college.

Management and staff foster the achievement of tolerance and independent thinking in the students, which broadens and enhances their personal abilities. The acquisition of these skills benefits the wider community, as priests and nuns interact with a wide range of people. Lay students commented on the deeper understanding of the Catholic faith and its application to daily life.

Internal benchmarking occurs across papers and within the same papers to ensure fair and consistent marking. The benchmarking contributes to successful outcomes from the external moderation of papers carried out by Sydney College of Divinity.

The high standard of quality data enables staff and management to compare learners' results in each semester and each academic year, and to make significant and continuous improvement in educational performance.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Graduates of Good Shepherd College gain employment or engage in further study. Seminarians and nuns gain employment and work in New Zealand or overseas. Some learners move on to further study. For example, two past Good Shepherd College graduates went on to complete their Licentiate of Sacred Theology in Rome and have come back to Good Shepherd College to teach at the college, with both working towards further qualifications. Others use the skills and knowledge learnt to work in integrated schools or within churches or their community.

Key stakeholders include the six Catholic dioceses of New Zealand, the proprietors for Catholic integrated schools, and the New Zealand Catholic Bishops Conference. Consultation is undertaken with these chief stakeholders and employers, who provide information on the employment of graduates and the satisfaction of their principal employers. Good Shepherd College has received letters from every bishop in New Zealand supporting the programme, which matches the bishops' requirement for programmes with Vatican approval.

Good Shepherd College graduates wanting to gain work in Australia can easily cross-credit the Bachelor of Theology degree to gain an Australian degree.

Gaining the qualification is of value to the seminarians on the programme as it grows the person specifically for the church and meets the requirements of the bishops in regard to seminarians, as well as meeting the Vatican's *Ratio Studiorum*

plan of study for priesthood. The degree from Good Shepherd College also allows students entry into a Licentiate programme.

Some students have completed papers to help them with their teaching at integrated schools, while others want to become valuable members of their church and are not intending to complete a whole qualification. That said, the evaluators also heard evidence from a number of distance learners that they now appreciate the value of doing the full degree as a result of completing papers part-time.

A graduate questionnaire is sent out at the beginning of the academic year. Returns are collected and held by the principal and relevant material is communicated to the staff meeting where specific aspects are noted for action and changes are made for the start of the next year.

Students interviewed commented that their programme of study had met, and in many instances exceeded, their expectations academically and in personal growth. A self-assessment is carried out by each student at the start of the course, which is reviewed at the end of the course and the changes noted and discussed with the students.

During discussions with the students on site and with many distance students, the evaluators heard evidence of the changes that had occurred to learner self-worth and growth in faith and well-being during their study. Students also emphasised how the college is providing them with a broad understanding of theology, and at the same time is preparing them for a ‘talking profession’ where they have an understanding of the ministry and Māori culture, and have the ability to stand up and argue/respond to any topic as well as tolerate and work with diverse groups in diverse communities.

There is a direct stakeholder-college relationship with the college’s ongoing association with church leaders and the seminary to ensure that the programmes maintain relevance to stakeholders and communities and are beneficial to the learner in gaining work or employment.

Regular contact with the wider community through the principal and staff provides informal anecdotal feedback. Good self-assessment data in this area includes surveys of graduating students which give feedback on their experience at the college and where they are going after graduation. Analysis of post-graduation destination surveys is informative, as is informal feedback from the bishops of New Zealand about the progress of graduates.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Needs identification and analysis is the basis of Good Shepherd College programme design. Key stakeholders, the Catholic bishops of New Zealand have approved an explicit *Ratio Studiorum* from the Vatican, which lists the curriculum requirements of candidates for ordination. The curriculum at Good Shepherd College corresponds to this *Ratio Studiorum*. As Good Shepherd College is the only provider in New Zealand for this niche market, there is a specific need for the Bachelor of Theology degree and the graduate diploma qualifications offered at Good Shepherd College.

The Bachelor of Theology is a 24-course degree with many students studying part-time, particularly the distance students. Credits gained from the degree are accepted as cross-credits towards various other awards at Auckland University, Victoria University, Massey University, and Otago University. Some year 13 school students have studied with Good Shepherd College and have used the credits earned to cross-credit at university to another degree.

The degree programme is current and is kept this way by maintaining a curriculum that meets the Vatican study requirements for priesthood and by meeting the quality delivery requirements of the course owner, the Sydney College of Divinity, delivering the course through the Catholic Institute of Sydney, with which Good Shepherd College is associated for this purpose, awards the degree in Australia. Staff links with the dioceses of New Zealand (both formal and informal) enable Good Shepherd College to draw on a broader constituency when assessing needs.

The programme meets the needs of Sydney Catholic diocese for matching accreditation, which adds a higher level of scrutiny to the evaluation of the programme. Every five years the New South Wales educational authorities carry out an evaluation and review of the course offerings of the Sydney College of Divinity as part of their reaccreditation, with positive results.

Courses within the programme are matched carefully to ensure they are available for those final year students who have only one or two courses to complete the qualification requirements.

The college receives a variety of feedback on its courses, which it uses to make improvements. A particular example was the introduction of online delivery in the degree as well as face to-face course delivery.

All the distance learning papers are taught by the lecturers who wrote them, using online learning tools and text from proven authors. Access to a computer with internet connection is a requirement for this qualification to be completed online. The college's online course management system can be used for self-monitoring, and the

assessment plan and schedules are set within it, which enables students to plan their learning.

The programmes and activities at the college match the needs of learners, graduates, church communities, and the wider sector. Stakeholder engagement is initiated by writing to key stakeholders for their comments on the degree at the beginning of each year. These stakeholders include the bishops of the Catholic Church in New Zealand, who are key employers of graduates and the owners of Good Shepherd College. Advice for students on enrolment helps with the selection of appropriate programmes of study to meet their goals.

The programmes focus on theory, with an emphasis on applied practical and vocational elements. Good Shepherd's close relationships with key stakeholders in wider ministry groups ensure that the relevance of the programmes is reflected in the content and technologies used.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

The tutors are well-qualified, experienced practitioners who are field experts in their specialised subject areas, some with extensive research published. Effective teaching is exemplified by the use of face-to-face learning and online discussion. All students are required to use the online forum and make comments on topics of learning; this ensures that all students are engaged in learning and can be monitored by the lecturer.

Student feedback surveys on each course and lecturer are carried out each semester, with responses collated and used as part of ongoing staff performance management. Feedback from student surveys forms part of the annual staff review. There was general agreement from the students interviewed that there was a balance of good resources and accessibility to academic staff, which engaged them in learning. Staff meetings provide a forum for all staff to focus on the educational concerns of the college.

Research activities are subject to the college's research committee approval. Good Shepherd College has also participated in the Performance Based Research Fund and received funds. Teaching staff are involved in significant and verifiable research within their area of expertise, and research outputs are recorded in Good Shepherd College's annual report. The organisation has a well-established process for funding and allowing time for study and research/sabbatical leave. The evaluation team heard of several instances where staff members are taking advantage of this.

It is noted that Good Shepherd College staff have produced a significant body of meaningful research which can be incorporated into the teaching. The balance

between research and teaching is good, with the teaching being informed by the results of the research.

Faculty academic seminars provide an opportunity for staff to model pedagogy, teaching, and technologies for learning, and to present current research.

Professional development workshops are held for upskilling staff, especially with respect to the use of the online learning system. A designated non-teaching staff member as distance education coordinator assists faculty staff in distance delivery.

An extensive and comprehensive library is available for staff and students. This is kept up to date by the college librarian who attends conferences and meets with the New Zealand chapter of the Australian and New Zealand Theological Library Association two to four times a year to keep current with theological library issues, which is invaluable for a sole charge librarian position.

The staff members are engaged in professional development, which is largely related to developing teaching skills and keeping up to date in the subject being taught. The professional development activities are usually related to the annual performance appraisal and are supported by the college. Staff performance is reviewed annually by the dean of studies and incorporates the student feedback and the course results.

The quality of assessment materials and processes is appropriately moderated and checked for fitness for purpose, both internally and externally, with in-house moderation meetings with relevant expert staff; external moderation occurs through the Sydney College of Divinity.

Staff frequently meet to review awarded grades and to identify individual students requiring specific help. Cross-subject moderation is also used to self-monitor scaling and marking consistency. The evaluation team saw sufficient evidence to show that the organisation monitors the quality of assessment well across all programmes.

The continual cycle of self-assessment by the college means that identified issues are known and addressed, such as the update to version 2 of the online learning system, staff professional development in how to use it, and the changes made to a multiple choice questionnaire as a result of feedback from students.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Initial advice for students on enrolment helps with the selection of an appropriate programme of study to meet their study goals. Good Shepherd College uses an initial questionnaire to assess the particular needs of individual students. The student handbook and information booklet include clear information for all the programmes as well as complaints and disciplinary procedures and academic

regulations. The handbook also contains a course planning guide, and ongoing course planning assistance is available for students each enrolment period.

Comprehensive and timely study information and advice is provided by the college. All on-site students are involved in an orientation day where advice is given on the college and a library tour introduces the students to the resources of the library and referencing. A one-to-one meeting is held with each student where the expectations of the college with respect to assessment tasks are outlined.

Distance students receive instructions on how to access online course information, and an advisor is available to assist students; teaching, registrar, and library staff are also available via email and phone. Those distance students interviewed by the evaluators indicated that Good Shepherd College staff are responsive, timely, and supportive.

Planned courses of study are checked by the dean and assistant dean of studies, and ongoing learning assistance is provided by deans and library staff. Specific care is provided by the pastoral care person for international students if required. Seminary students receive extra support from their respective religious order.

English-language support and tutoring is provided by a specialist tutor. Good Shepherd College has a tutor who specialises in English for Speakers of Other Languages (ESOL) to assist students who may have English language learning difficulties. Feedback is requested following any support given, and students acknowledge the major changes in their abilities, as was also noted during discussions with international students. Students have access to language support as many tutors speak various languages.

The college provides valuable assistance to students who require study skills, ranging from the basics, such as effective writing skills, to the more advanced, such as those required to use the e-learning software.

A table of students' ongoing achievement results is displayed publicly and updated weekly. At-risk students are identified and followed up by the pastoral care team for well-considered and planned personal and academic support and guidance. At-risk students are also noted by examiners and the board of studies.

Good Shepherd College is a signatory to the Code of Practice for the Pastoral Care of International Students and currently has 13 international students enrolled. The organisation has well-planned and regular reviews of its compliance with the code and no issues or concerns came to the attention of the evaluation team. Information provided to the international students is clear, complete, and appropriate for their level of study and for their safety and comfort in New Zealand.

Students are consulted with regard to any changes; this was evidenced from analysis of student survey responses and comments, and discussed in interviews with staff and students. Students are represented on the board of studies and the administration committee, which provides a forum for student issues.

The college has a large and extensive theological library with some very old and expensive books. The library and the librarian are a great support for all students. The distance students were keen to note the support given by library staff, which includes searching and mailing books out to the students following a request.

Both staff and students are able to cite examples of how individual students with problems have been assisted through the learning process. These include support for international students with academic writing, research support given by the librarian, and support for distance learning students. Students noted the changes in their understanding and abilities from the support given with regards to writing essays and the online learning experiences. An example was the response to feedback from distance learners wanting readings to be available before the lessons, and a CD made of the lesson for referral.

There is good self-assessment in student guidance and support, and the college is responsive to the needs of all students.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

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

Good Shepherd College is owned by the Good Shepherd College Charitable Trust, which has been established by the New Zealand Catholic Bishops Conference and by the New Zealand province of the Society of Mary. The governing body of the college is the trust board of Good Shepherd College Charitable Trust. In regard to matters directly concerning theological education, the trust board has granted delegated authority to the Senate of the college. The Senate and trust board include representatives from diocesan bishops as representatives of Catholic Church communities, the Society of Mary, heads of religious orders, educational institutions, and the wider community.

The primary task of the college is to provide its students with the knowledge, understanding, and skills necessary for ministry in the Roman Catholic Church, and Good Shepherd College has in place a robust management structure and a fully involved and focussed Senate to accomplish this task. The Senate and management operate distinctly and effectively and both are proactive and strategic. Management supports a strong Christian ethos which prevails throughout the college. The Senate has policies and sub-committees for employment, maintenance, and finance to facilitate the general running of the college. It also receives and discusses the dean of studies' annual programme report; the principal reports on the day-to-day running of the college at each meeting. The principal's role is pivotal as he is responsible for the overall leadership of the college and ongoing degree development consistent with the college's philosophy. He also advises the Senate and the advisory board and is a representative of change.

A clear direction and strategy has been set by the Senate and principal through a detailed strategic plan. The evaluators heard of one of the strategic plans for the college for having at least one person with a Bachelor of Theology degree in every Catholic integrated school. This goal is gradually being achieved as more teachers from integrated schools take up the degree papers as part of their professional development.

Monitoring outcomes is undertaken by the Senate, and the evaluators heard evidence during the Senate meeting of its awareness of the college's focus on learning and teaching and research and the need for resourcing to support these activities. External monitoring of the Bachelor of Theology degree and the graduate diploma is carried out by NZQA through the annual programme evaluation report.

The evaluators saw that governance and management react comprehensively to remedy adverse situations as they arise. An example was a tutor being transferred from a class when it was noted that the tone of the lesson was not conducive to the subject being taught.

The college is particularly well appointed and resourced for the academic programmes offered. The comprehensive library provides appropriate access to relevant academic journals and databases for research purposes for both staff and students (including distance students). Staff interviewed commented that all reasonable requests for additional resources are promptly considered and provided. Good Shepherd College responds well to the professional development requirements of the staff to help improve the level of teaching, and funds are provided for annual professional development for all staff. Evidence of this was seen in the introduction of a new version of the online course application and the immediate upskilling of staff to ensure effective use of the new technology.

Good Shepherd College staff representatives attend the staff training at the Catholic Institute of Sydney. The principal of the Catholic Institute of Sydney and the dean of Sydney College of Divinity attend graduation each year and meet with Good Shepherd College staff. The librarian and the staff representative for distance education engage in regular teleconferences with their Australian counterparts.

Management fosters a strong research culture and is aware of its responsibilities under the Performance Based Research Fund scheme, and both the Senate and advisory board show commitment to and an ongoing interest in staff research occurring at Good Shepherd College. At least one tutor per year takes an annual sabbatical for research or study purposes.

The academic administration of Good Shepherd College works effectively and is overseen by the board of studies (including student representation) which acts as the academic committee responsible for course planning, professional development, and research.

There is clear evidence that Good Shepherd College is focussed on continuous improvement to its systems and the quality of its educational delivery and outcomes.

Focus Areas

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

2.1 Focus area: Governance, management, and strategy

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

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

2.2 Focus area: Bachelor of Theology (Level 7)

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or 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 EER process approved by the NZQA Board.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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