Report of External Evaluation and Review

Apostolic Training Centres Limited trading as ATC New Zealand

Confident in educational performance

Confident in capability in self-assessment

Date of report: 11 August 2015

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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:	Apostolic Training Centres Limited trading as ATC New Zealand (ATC)
Type:	Private training establishment (PTE)
First registered:	1 May 1991
Location:	21 Ruakura Road, Hamilton (head office)
Delivery sites:	ATC has seven delivery sites based in Hamilton, Auckland and Christchurch.

- Hamilton (head office as above) – ATC New Zealand, 100 Hillsborough Terrace

- Christchurch – ATC New Zealand, 334 Manchester Street

- Pukekohe – ATC New Zealand, 52 Franklin Road

- Manukau City – ATC New Zealand, The Depot, Lloyd Elsmore Park

- East Tamaki – ATC New Zealand, 25 Springs Road

- Takapuna – ATC New Zealand, Level 1, 34 Hurstmere Road

Courses currently delivered:	ATC has a wide range of course accreditation and some local courses. Almost all attract Tertiary Education Commission (TEC) funding. The remaining courses are funded by the Ministry of Social Development and employers. Broadly they

include:

- Early Childhood Education (Levels 3 and 5)

- Christian Ministry (Levels 5 and 6)

- Music (Levels 5, 6 and 7) – Diploma in Contemporary Music (Level 5); Diploma in Performance Music (Level 6); Bachelor of Music (Level 7)

- Counselling (Levels 5, 6 and 7) – Certificate in Interpersonal Skills (Level 5); Diploma in Counselling (Level 6); Bachelor of Counselling (Level 7)

- Computing – Information and Communication Technology (Levels 4, 5 and 6); Certificate in Computer Systems Engineering (Level 4); Certificate in Computer Network Administration (Level 5); Diploma in Computer Systems and Network Administration (Level 5); Diploma in Software Engineering and Design (Level 6); Diploma in Web Development and Design (Level 6)

- Business (First Line Management) (Level 3)

- National Certificate in Security (Level 2)

- Mechanical Engineering (Level 2)

- Employment Skills (Level 1)

- Occupational Health and Safety (Level 1)

- Workplace Literacy and Numeracy

- Intensive Literacy and Numeracy

- Training for Work

Code of Practice signatory:	Yes
Number of students:	Domestic: 614 equivalent full-time students
	Overall, 38 per cent of students are Māori (mostly in the foundation-level programmes), 9 per cent are Pasifika, and 8 per cent various Asian ethnicities; 55 per cent are under 25 years.
	International: currently five students are enrolled

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	for 2015 from Mauritius, China, Indonesia, South Africa and Korea.
Number of staff:	138 staff, most of whom are full-time and based in Hamilton and Christchurch
Scope of active accreditation:	See above for courses currently delivered.
Distinctive characteristics:	Apostolic Training Centres (ATC) is a private Christian tertiary education provider and a charitable company. Programmes are delivered over several sites. ATC has three divisions delivering education: Vision College, Trainme, and ATC Professional. Each division has different programmes, funding streams, geographical locations, and student profiles.

Vision College focuses on higher-level training (national certificates through to degree programmes), and the majority of programmes delivered are TEC-funded. The schools within Vision College are Education, Leadership, Music, Counselling, and Information and Communication Technology.

Trainme delivers ATC's foundation-level training. Funding is predominantly from: the TEC (Intensive Literacy and Numeracy, Mechanical Engineering, Employment Skills, National Certificate in Security, and Occupational Safety and Health); the Ministry of Social Development (Training for Work and Youth Justice); and some Ministry of Education funding (STAR and Alternative Education).

ATC Professional Leadership Development New Zealand (ATC Professional) is the smallest and newest of the ATC divisions, delivering Workplace Literacy and Numeracy, Business (First Line Management), and some higher-level customised programmes on an as-needs basis. Programmes are TEC and employer-funded.

ATC has one other division, Instant Education Solutions. This division is a writer and provider of achievement standard and unit standard assessment material. There is no delivery of training or programmes.

Recent significant changes:	A new national principal and deputy principal were appointed to Vision College in 2014 and 2013 respectively. ATC has a new positon within corporate services, of relationship manager. Other staff new to roles but not new to ATC include the head of school for Information and Communication Technology, and the data analyst.
	ATC acquired a new client relationship management database in 2014.
Previous quality assurance history:	Statutory intervention taken by NZQA was effective from 25 June 2014, and led to the withdrawal of accreditation for the New Zealand Diploma in Business (NZDipBus) (Level 6) prescriptions. ATC's moderation results from 2009 to 2013 demonstrated a failure to meet the required national standard.
	Implications of the above required five other local programmes based on the NZDipBus to also be withdrawn.
	National external moderation results for December 2014 indicated that all remaining assessment materials met the national standard, although some required modification. All assessor judgments were at the national standard, except for two first aid unit standards.
	The Bachelor of Counselling (Vision College) had a monitor's visit in April 2014, reported in August 2014. Five recommendations were made, two of which were also recommended in the 2013 monitor's report.
	The TEC conducted an audit of ATC immediately prior to this EER. At the time of writing the report was still in draft.
	ATC's most recent external evaluation and review (EER) was conducted in August 2011, with the report published in November 2011. The 2011 EER statements of confidence were: Confident in educational performance and Highly Confident in capability in self-assessment.

2. Scope of external evaluation and review

Following the receipt of ATC's self-assessment information, a scoping meeting was held in Hamilton on 21 January 2015. Meeting participants included the lead evaluator, chief executive officer, principals of each division (divisional managers/national principal/national manager), and four corporate services staff.

At the scoping meeting, the chief executive officer suggested the following areas could be included in the EER as focus areas:

- Bachelor of Music – three qualifications

- Youth Guarantee-funded programme

- Early Childhood Education

- Mechanical Engineering

- Intensive Literacy and Numeracy programme

Three of these five suggestions were selected.

Following the scoping meeting, ATC provided additional information about courses, locations and student numbers for each division and programmes. This information and further communications were used to assist in determining the selection of focus areas.

The focus areas selected include:

- Governance, management and strategy

This is a mandatory focus area.

- Business (First Line Management) (Level 3)

Delivered by the ATC Professional Leadership Development New Zealand division, this programme had the highest number of enrolments in 2014 within this division. It is employer-funded and delivered at employers' sites nationwide. This focus area represents an example of workplace learning. ATC Professional identifies this programme as an area of future growth.

- National Certificate in Security (Level 2) and Occupational Safety and Health (Level 1) (Security)

This programme is delivered by the Trainme division of ATC as one programme over three sites in Hamilton, Christchurch and East Tamaki. This programme is representative of the level 1 and level 2 national certificates offered by Trainme. Among the national certificates on offer, this programme has the most students and is tracking to have a large increase on 2014 numbers. The funding is through Youth Guarantee. Programmes not selected from the Trainme division include Training for Work and Intensive Literacy and Numeracy, both of which have a greater number of students than the Security programme, but are short courses.

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- National Certificate in Early Childhood Education and Care (Level 5)

This programme is delivered by Vision College and offered at four sites: Hamilton, East Tamaki, Pukekohe and Christchurch. It was selected as suggested by the chief executive officer. Originally, Early Childhood Education (Level 3) was also selected. Both programmes are Youth Guarantee and TEC-funded. However, the level 3 programme was removed as a focus area by mutual agreement during the on-site visit.

- Diploma in Web Development and Design (Level 6)

This programme is delivered by Vision College and offered at three sites: Hamilton, Christchurch and Auckland. The programme has been delivered for several years in Christchurch and more recently extended to Hamilton and Auckland. It was selected as representative of Information and Communication Technology programmes, and is one of the highest-level programmes in the Information and Communication Technology suite of programmes.

- Bachelor of Music (Contemporary Christian Music) (Level 7) (Music Degree)

This programme is delivered by Vision College and has been offered at Hamilton for several years. Delivery commenced in Christchurch in 2014. This is the highest-level programme within the Music School and was suggested for inclusion by the chief executive officer.

Three of the five programmes selected as focus areas are delivered through the schools comprising Vision College. This is due to the high number of programmes and significant proportion of ATC programmes that Vision College delivers. The selected programmes also include the majority of students. Counselling is the other school with a significant number of students that might have been selected; however, it was also a focus area in the previous EER.

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.

The EER of ATC took place with a team of four evaluators over three days with an NZQA staff observer, at the Hamilton, Christchurch and East Tamaki sites. The EER included interviews with the chief executive officer and Board chairperson; principals of each training division (ATC Professional, Trainme and Vision College); the deputy principal of Vision College, based in Hamilton; campus managers at Auckland and Christchurch; and managers and corporate services staff based in Hamilton and Christchurch, including the data analyst, relationship manager and quality assurance manager.

ATC's academic committee and heads of school and teachers from each focus area were interviewed. Various students, trainees and/or stakeholders were also interviewed. A range of documentation was reviewed, including achievement data and meeting minutes (Board, management, staff, academic committee, local advisory committees); academic processes including moderation, programme review and Annual Programme Evaluation Reviews; and a variety of self-assessment processes such as surveys, self-review documents, evaluations and reports.

Further evidence regarding achievement across all programmes for each focus area was requested by the EER team, and received following the on-site EER.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Apostolic Training Centres Limited trading as ATC New Zealand.**

Key reasons for this include the following:

- Consistent positive student achievement across programmes is evident in all three divisions of ATC. Internal targets are established for benchmarking per cohort and compared with TEC funding targets.

- Māori course completion rates in some focus area programmes are consistent with and in some programmes slightly exceed those of other students. This is consistent with the whole-of-ATC Māori course completion rates.

- Pasifika students are not completing at the same rate. However, in most cases the numbers are low and achievement rates are sensitive to small changes.

- There is clear evidence that the primary graduate outcomes and expectations such as employment are being met across programmes.

- ATC programmes are well matched to the Government's Tertiary Education Strategy and ATC's own vision and direction. Validation of relevance for other industry stakeholders needs to be more clearly demonstrated in some programmes.

- Comprehensive policies and processes are in place to support teaching and learning. Teaching staff are generally well qualified and experienced in their subject areas. Teachers of degrees are either engaging or preparing to engage in research.

- Well-established and appropriate support mechanisms are evident at all campuses and across schools. Teaching staff are well aware of and respond to the needs of students.

Staff numbers and teaching and learning resources at ATC are more than sufficient to ensure continuation of the organisation-wide, positive student outcomes, and to support the implementation of practices both academic and organisational. Some areas within ATC require further development, such as ongoing stakeholder engagement and meaningful use of actual graduate outcomes data to ensure greater understanding of the value of each programme. Overall, ATC is meeting the most important needs of students across the programmes.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Apostolic Training Centres Limited trading as ATC New Zealand.**

Keys reasons for this include the following.

ATC has sufficient self-assessment activities to enable the organisation to evaluate programmes across the three divisions of ATC and to evaluate other high-priority areas such as the effectiveness of the teaching and student support.

The organisation's self-assessment procedures are mostly being applied effectively across the focus area programmes and campuses and schools, which provides an understanding of students' academic progress and helps ATC to monitor the overall educational performance of the organisation.

There are some areas where self-assessment needs to be strengthened. For example:

- Not all processes are embedded or being completed to the same standard across schools and programmes.

- Detailed analysis is required of shared achievement data, including comparison between campuses of the same programmes and understanding of cohort achievements.

Improvement in these areas would provide a more comprehensive understanding of the value of programmes to students and stakeholders.

Importantly, ATC's higher-level programmes (levels 6 and 7) have sufficient academic processes to evaluate the programmes and ensure the validity of academic achievement. The Music Degree (level 7) programme is able to demonstrate that these processes are purposeful and effective. However, the Diploma in Web Development and Design (Level 6) did not provide evidence that the evaluation of programmes is consistently and robustly carried out over time. This has some impact as it is a local programme and has limited external scrutiny. The impact overall for ATC is, however, somewhat mitigated in that ATC recognises the need for improvement and is now providing support and resources to address this need. In addition, the programmes selected at level 5 and below are able to provide evidence of the consistency and reliability of the organisation's self-assessment activities in these areas, which is resulting in improvements that are having a positive impact on the achievements of students and trainees.

Overall, while the quality and validity of the information and data collected is generally good, the level of analysis and the quality of the resulting information available to inform improvements vary. There is clear evidence of useful improvements in most programmes. ATC would benefit from further refining its practice in analysing and using data, such as to determine the contributing factors

that lead to student withdrawal, and exploring with graduates and stakeholders the value of the outcomes such as the utility of the skills and knowledge gained.

Findings[1]

1.1 How well do learners achieve?

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

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

Overall educational performance across all programmes at ATC is consistent and tracking positively. TEC published educational performance indicator data – specifically, course completions for 2012 and 2013 and provisional data for 2014 – are mostly on target to TEC expectations. ATC uses TEC targets as its measure of success.

Māori students are mostly achieving at the same rate, and in some programmes better, than other students, with the exception of the Diploma in Web Development and Design. Pasifika students are not completing at the same rate; however, in most cases the numbers are in single figures and the impact of one student not completing can distort percentages.

These results reflect the bulk of ATC programmes across all three divisions. Sound systems and processes ensure accurate reporting to the TEC and NZQA. Educational performance indicator results are a key priority for governance and management. ATC pays close attention to how all programmes throughout the organisation are tracking in relation to this data, which is discussed at management and governance levels of the organisation.

Tutors, programme leaders and heads of school use current individual student data which they monitor for their own programmes. The evaluation team is satisfied with the overall sound performance and use of data to monitor the achievement of students and trainees. However, the organisation needs to review how data is used to help understand achievement from the perspective of tutors through to management and the Board when using the different data formats for reporting and review.

Detailed analysis and comparison between campuses of the same programmes occurs on a case-by-case basis as determined by the heads of school. However, the evaluation team believes that detailed analysis by heads of school and the academic committee, of withdrawal, progression and achievement data would provide useful information to further inform ATC, the divisions and the schools about factors that contribute to successful course completion by the students.

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

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Some heads of school have more developed processes, and there is room to share this best practice across other parts of the organisation.

ATC aims to transform students by increasing their confidence through the acquisition of skills, knowledge and ability for job preparation or further study. There was evidence that this is occurring in the programmes evaluated.

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 **Good.**

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

ATC focuses on meeting the Tertiary Education Strategy and prioritises the strategy's areas for programme delivery. As such, the TEC is identified as a key stakeholder and ATC works hard to understand and navigate the changing requirements and adapt programmes, staff and student selection to ensure the organisation continues to meet this key stakeholder's needs. This is demonstrated by ATC meeting educational performance indicator targets, maintaining enrolments and operating within the thresholds required by the TEC.

In line with the ATC vision of 'changing lives through learning', each programme contributes outcomes for graduates to meet specific needs, from which students benefit. These include the embedding of NCEA levels 1 and 2 in Early Childhood Education and Security programmes, and the improvement of literacy and numeracy skills for those enrolled in the First Line Management work-based programme. Facilitating increased confidence in performing to an audience and making industry connections in both the Music Degree and Diploma in Web Development and Design programmes also reflect the organisation's vision.

Graduate destination data is being collected by individual tutors. Some programmes such as the Music Degree have detailed outcomes data and understanding of met needs; others are much less developed. There are different practices at different schools; for some programmes the collection and analysis of data has been occurring for several years, while for others it is a new process. Generally, only limited data and information on graduate destinations is collected on which to base robust analysis. Heads of school recognise this as an area that needs improvement. Organisation-wide understanding of graduate outcomes, and the impact and value of those outcomes institutionally and per school and programme, needs to be strengthened to more strongly validate the key skills, knowledge and confidence ATC believes all students and trainees gain across the ATC divisions.

Further information to support anecdotal stories on what graduates found of value in the courses and what employers valued about graduates would support

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confirmation of the value of courses. Currently, feedback from advisory groups is sought, although this is more related to programme design than review of outcomes.

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 **Good.**

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

ATC's programmes are highly relevant in that they are planned, prioritised and designed to meet the goals of the Tertiary Education Strategy, including targeting priority groups such as youth and Māori. ATC also commits to programmes that reflect the strengths and interests of the organisation such as the Music Degree integration of music and ministry.

ATC has instigated annual meetings of local advisory committees to improve industry stakeholder input. Appropriately, the Diploma in Web Development and Design, Music Degree and Early Childhood Education focus area programmes have each established a local advisory committee. The Security programme head of school acknowledged that the upcoming formalisation of the industry advisory structure will further ensure the relevance of programmes as it provides a defined avenue for regular input from the industry. Currently, feedback from security industry stakeholders has informed the programme content and delivery in the first year of running, and the feedback indicates that the programme is meeting the needs of employers and students. In addition, one programme and school (Music Degree at Vision College) has instituted a national advisory committee, which is a good initiative with the potential to provide information for all staff across the two campuses delivering the Music Degree programme. Another school has 'meet-ups' which they believe are more effective than an annual formal local advisory committee meeting.

The majority of focus area programmes have a sound rationale for choice of membership in the local advisory committee, national advisory committee or meet-ups, and reasonable representation of industry. The quality of industry stakeholder engagement varies across schools and campuses and relies on the programme leader or head of school to initiate and drive this process. Most programmes are able to evidence some level of stakeholder contribution where some changes to course design and development have occurred. The impact of these changes is demonstrated in the Music Degree and Security programmes, although it is too soon to fully gauge the impact and any improvement in educational performance. The Diploma in Web Development and Design programme has had limited stakeholder input to date, and what has occurred is not coordinated or shared effectively between campuses. The Information and Communication Technology programmes service a rapidly evolving industry, and stakeholder engagement needs to be improved. The Early Childhood Education programme is strongly linked to industry need. Activities and the programme design are well aligned to

identify and meet these needs. The First Line Management programme that was reviewed is targeted towards meeting employers' needs. Initial review of the programme indicated that needs analysis was insufficient. As a result, changes were made to the way the programme was delivered for the client. It has since shown an improvement in meeting the needs of learners through the introduction of intensive literacy training at the start.

1.4 How effective is the teaching?

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

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

There was clear evidence of effective teaching practice taking place at ATC and within the divisions. Teaching staff are enthusiastic and passionate about the curriculum and teaching, and they are well supported by the heads of school and programme leaders, and in Auckland and Christchurch by the campus managers. Teachers are well qualified in their subject areas and most hold or are working towards adult teaching qualifications. Staff have a professional development plan and teachers delivering degree programmes are progressing towards or are currently research-active.

ATC has comprehensive policies and procedures to ensure effective teaching and the validity of achievement. An academic committee meets regularly, and internal and external moderation is occurring. Three of First Line Management assessments submitted met external moderation requirements, with one needing modification. Security assessments are all at the national standard, and the level 5 Early Childhood Education assessor judgements are all met, with some materials requiring further modification. The Music Degree programme is engaging in external moderation and demonstrating the use of appropriate assessments and consistent assessment judgements. However, the Diploma in Web Development and Design programme has only recently engaged with external moderation, and this programme has been operating for several years with inadequate external scrutiny. ATC is able to demonstrate appropriate processes which, for most focus area programmes, indicate the validity of student achievement.

In 2013, ATC appointed a deputy principal at Vision College. A function of this appointment is to review and, where needed, establish a number of academic policies and processes. This has been a necessary initiative. A positive impact of this appointment has been noted in the Diploma in Web Development and Design programme and the Information and Communication Technology School, which is now beginning to engage with academic practices such as Annual Programme Evaluation Reviews and external moderation. The deputy principal of Vision College has been instrumental in assisting the Diploma in Web Development and Design head of school to implement these practices. It is important that there is ongoing monitoring and guidance at management level to ensure the implementation of these expected practices in a meaningful way within the

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Information and Communication Technology School to validate the reported achievement of programmes.

ATC is further assured that teaching is effective through the regular observations of teaching in practice and the positive trend in the achievement of students. Analysis of anonymous surveys completed by students shows that they generally rate the teachers and ATC highly.

Teachers and students report that they relate effectively with each other. Teachers provide academic support to students to assist them to meet their learning objectives. Students and teachers report that students commonly use tutorial and one-to-one support to communicate and gain support and guidance for their assessments.

1.5 How well are learners guided and supported?

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

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

Support and guidance for students is a key feature of ATC, and as a Christian-based PTE the organisation provides opportunities and support for students to practise their faith, for example by starting the day with devotions and prayer. The Christian-based philosophy that the PTE is based on is expressed subtly and permeates the divisions.

Student support is primarily provided by the teachers, who make themselves available. Twice-yearly online student surveys consistently rate the teachers and ATC highly. All learners interviewed across divisions, schools and campuses described strong satisfaction with the support provided by teaching staff and said that, generally, tutors dealt successfully with any concerns they had.

Additional avenues for support available to all students include student representative meetings which occur twice a year and provide an opportunity to discuss concerns and suggestions with the relevant campus manager. As the academic year had not long commenced at the time of the EER, two campus student representatives had just been appointed by ATC, and another had yet to be notified of the appointment. Meetings are occurring reliably and individual examples from campuses demonstrate that they are useful. On-site specialist support in the form of access to a pastor and counselling is available to students if required. Access to off-site agencies is also provided. Indications are that these options of support are used by students with specific or complex needs.

ATC has a key focus on attendance, particularly for Youth Guarantee programmes, recognising the impact non-attendance has on course completions. Detailed analysis has helped ATC to construct effective attendance strategies, including providing breakfast and transport for the students. There is evidence that these

strategies are effective and attendance is showing improvement compared with the previous year.

ATC recognises the need to better understand how to support Māori and Pasifika students more effectively. ATC has engaged in community consultation and is considering strategies to 'grow' the cultural support ATC can offer these students across the campuses and schools.

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

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

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

ATC is governed by a Board and managed by a chief executive officer who have a clear purpose and direction, which for 30 years has focused on its mission, 'Changing lives through learning'. The ATC Board and chief executive officer actively plan and develop strategies for the PTE's future, including succession planning and understanding the need to remain attentive and forward-thinking to meet funder requirements that will continue to benefit students. The Board has members with representative skills and a process with which ATC reviews its own performance, the effectiveness of which is measured in the continuation of TEC funding and the achievements of students. Professional development for the Board is scheduled and occurring on a monthly basis.

In the recent past, ATC has planned and invested extensively in resourcing the PTE. Examples include purpose-built music facilities on two campuses, upgraded equipment and workshops for the Mechanical Engineering programme, improved internet access and reliability on two sites, and the purchase of a new student management system and customer relationship management tool. Overall, the ATC campuses are well resourced and fit for purpose. Facilities reflect those required for industry and support teaching, learning and research.

Recruitment and development of staff is effective. Induction, annual performance appraisal and relevant professional development of staff occurs reliably and is undertaken and overseen by campus managers. As a result, staff feel valued and continue to be developed and supported to remain current in their relevant subject areas.

ATC management has distinct functions separate from governance and is responsible for reporting and monitoring key priority areas of the PTE, operational and academic. Management has strong representation on key decision-making groups that support these functions: corporate management services, the academic committee, and the audit and risk committee. However, the current organisational structure, especially in terms of reporting lines and accountability, is confusing; several staff were unable to clearly articulate roles and responsibilities, particularly

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as they related to academic performance. Division of responsibilities is unclear –
tutors have a reporting line to the campus manager, but heads of school are
responsible for academic outcomes. Campus managers, while accountable in the
current structure for the overall result at their campus, do not prepare any regular
report to senior management specifically about achievement or the undertaking and
outcomes of academic processes. Regardless of where the responsibility lies, it is
important that ATC ensures role clarity and that academic processes are
comprehensively undertaken and are effective.

A number of policies and clear practices ensure the validity of the qualifications and
overall educational performance of ATC students. Governance and management
are providing the resources and structure to support these processes. However,
ATC needs to provide stronger evidence that these academic processes are being
applied consistently and reliably in all programmes and in all schools and are
sufficiently robust and effective to provide management and governance with the
confidence that the educational performance of all students will continue to improve,
and that the needs of stakeholders continue to be met.

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 **Good.**

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

The rating for this focus area takes into account more fully all the key evaluation question findings and the overall processes contributing to the outcomes demonstrated to date at ATC.

The focus area specifically also includes 'strategy', and ATC has demonstrated a clear strategic purpose and direction at an organisational level. Governance, implementation and support of the vision and provision of comprehensive policies and processes are communicated and transmitted to management effectively.

2.2 Focus area: Business (First Line Management) (Level 3)

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

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

2.3 Focus area: National Certificate in Security (Level 2) and Occupational Safety and Health (Level 1)

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

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

2.4 Focus area: National Certificate in Early Childhood Education and Care (Level 5)

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

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

2.5 Focus area: Diploma in Web Development and Design (Level 6)

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

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

2.6 Focus area: Bachelor of Music (Contemporary Christian Music) (Level 7)

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

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

Recommendations

NZQA recommends that Apostolic Training Centres:

- Embed and implement academic processes across schools and campuses to the standard ATC has established.

- Improve the collection of graduate outcomes data and analysis to more comprehensively validate graduate skills and knowledge acquisition.

- Systematically undertake detailed analysis of shared achievement data (by tutors, programme leaders, heads of school, management and governance) and include comparison between campuses of the same programmes to gain an understanding of achievement by cohort.

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Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf, while information about the conduct and methodology for external evaluation and review can be found at http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/.

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