



Report of External Evaluation and Review

New Zealand Training Centre

Date of report: 9 February 2010

Contents

Purpose of this Report.....	3
Brief description of TEO	3
Executive Summary	4
Basis for External Evaluation and Review	5
Findings	6
Part 1: Answers to Key Evaluation Questions across the organisation	6
Part 2: Performance in focus areas	12
Statements of Confidence	14

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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.

Brief description of TEO

Location: 33 Beale Street, Hamilton

Type: Private Training Establishment

Size: Small

Sites: As above

The New Zealand Training Centre (NZTC) is one of around 15 ministry training centres internationally. NZTC is the training centre for Australasia. The organisation developed courses in ministry to meet skills shortages identified by employers. Employers include urban churches in New Zealand and Australia. The courses were also developed to provide training in New Zealand to ensure young people did not have to go overseas for training.

NZTC offers the following courses:

- Diploma of Biblical Studies (Level 5)
- Diploma of Ministry (Level 5).

The student demographic consists of around 50 per cent of people of New Zealand or Australian nationality and the remaining student nationalities are a combination of people from Korea, China, Taiwan, Fiji, and Papua New Guinea. The organisation employs members of the local church community as part-time tutors to deliver the training. NZTC enrolls students who have a degree qualification or equivalent skills and experience. It is expected that students have a good understanding of written and spoken English language.

Executive Summary

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **New Zealand Training Centre**.

- The organisation's data shows that its student completion rate for the Diploma of Biblical Studies is over 90 per cent.
- Student feedback and feedback from the church community show high satisfaction with the training.
- There is evidence of high value to the students and the church communities the graduates serve.
- The course is strongly aligned to a set curriculum delivered internationally, and course review systems are inclusive and focus on teaching effectiveness.
- Students' well-being is provided for with live-in support, support from the local church community, the student mentoring system, and activities designed to contribute to a positive, healthy life.
- Tutors' professional development is informal; information on training needs for tutors is not captured.
- Any issues are identified and managed by the organisation to ensure students' learning is not affected.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **New Zealand Training Centre**.

- The organisation has formal review mechanisms such as an annual general meeting to review course outcomes and resourcing; an end-of-semester review to look at tutor performance, course content, and delivery; and regular contact with tutors to moderate assessment and improve learning materials.
- Data does not include information on international learner achievement or students' progress in individual subjects.
- Learning needs assessment data is not comprehensive in terms of matching needs for international students or students with learning difficulties.

Basis for External Evaluation and Review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

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 courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITPQuality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria 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).

Findings

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

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/for-providers/keydocs/index.html>

Outline of scope

The scope for the external evaluation included one NZQA-approved diploma course and two mandatory areas. Specifically, these were:

- Governance, management, and strategy (mandatory)
- Code of Practice for the Pastoral Care of International Students (mandatory)
- Diploma of Biblical Studies (Level 5).

The diploma was selected as a course focus as it has the majority of students enrolled and is two years in duration.

Part 1: Answers to Key Evaluation Questions across the organisation

This section provides a picture of the TEO's performance in terms of the outcomes achieved and the key contributing processes. Performance judgements are based on the answers to key evaluation questions across the focus areas sampled. This section also provides a judgement about the extent to which the organisation uses self-assessment information to understand its own performance and bring about improvements, i.e. capability in self-assessment.

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 **Good**.

Context

The NZTC Diploma of Biblical Studies was developed so that students could gain an understanding of the gospel to provide service in their local church communities.

Explanation

The organisation has collected data on qualification achievement for a number of years. The results show that over 90 per cent of students who enrol achieve the NZTC Diploma of Biblical Studies.

The board of trustees uses the information on achievement rates to identify any trends to ensure the programme is being effectively managed. For example, when student numbers fell in 2007 the organisation reviewed its student feedback and as a result made changes to its course delivery to make the course more interesting and relevant for students. The roll has increased steadily since then. Students' outcomes have also increased. Students who achieve the diploma may go on to higher education or find employment with their local church or use the knowledge gained from the course to apply in their personal life.

NZTC has not analysed student achievement data to distinguish between the success rates of international and domestic students to see where international students may or may not be achieving as well as expected. In addition, a more detailed analysis on achievement rates for each subject would provide more information on where learners' achievements could be improved.

In addition to achievement rates, the organisation measures successful course outcomes by the life skills as well as bible knowledge that students acquire during the course, and which they apply when providing service to the church community. NZTC assesses these measures by gathering feedback from students, tutors, and members of the church. Student destination data is mostly anecdotal as NZTC tutors are also employers of students and follow their pathway from when they leave the training centre.

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 **Good**.

Context

The value of outcomes is closely monitored by NZTC as it has a close relationship with local church leaders, as well as internationally with other training centres. In addition, NZTC's part-time tutors are part of the church community.

Explanation

Students choose to enrol in courses at NZTC as it provides them with an opportunity to come to New Zealand and undertake ministry training with a diverse group of nationalities. In addition, through discussions held during the visit with the management team and the representatives of the local church community, it was evident that on completion of the training the students improve their own Christian life and many gain discipline and a good attitude towards study and life in general. This helps them to serve their church or go on to higher education in New Zealand or in their home country.

The organisation has involved the community in supporting its graduates and this provides a two-way learning experience for the community as well as students, in particular for international students. They are invited into the homes of the community and connect with people from their own culture and learn about the New Zealand way of life. In return, the local church communities value the graduates' services to their members.

Leaders of the churches recognise the training delivered by NZTC as outstanding. This information is obtained by the director and manager through regular contact with church leaders, church members, as well as through feedback from students. The school also uses part-time tutors who are local members of the church, which provides a close link for feedback on students' progress and value to the community.

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 **Good**.

Context

The diploma course uses a curriculum developed in 1987 at the first training centre established in Taiwan and first delivered in English in 1988. The course content does not vary from this curriculum.

Explanation

The course consists of three main themes, including teaching knowledge (truth pursuit), life development (character, prophesying), and service (gospel and care). These areas are broken into relevant modules and delivered using both practical and theory delivery modes.

Students choose to complete the course to assist them with full-time serving, or to assist them with their daily life. A number of students also use the discipline gained by attending the course to apply for further studies at university. Information on students' outcomes gathered by the organisation once they leave NZTC demonstrates that the students are gaining the skills on the course that meet their needs.

Feedback from church leaders and tutors also confirms that students are prepared for service in the community, at church activities, at church meetings, and in the local community.

The church environment provides the glue in which NZTC tutors, both full time and part time, are able to discuss aspects of the course at daily, weekly, and ad hoc meetings. This ensures that programmes and activities continue to meet the needs of students as well as church communities.

In addition, regular communication with other trainers internationally, for example, in Moscow, Mexico, Taiwan, and the Philippines, ensures that the materials are consistent and revisions are made to identify any improvements.

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**.

Context

NZTC employs members or leaders of the local church community as part-time tutors to deliver training according to their specialist area of knowledge. Training occurs on site as well as through regular contact with people in the community and during field work.

Explanation

Students are involved in a number of experiential learning activities. These include a two-week field trip which involves working with communities nationally and internationally, attending regular church meetings with the community and families in Hamilton, and gospel practice in the wider community. These activities are supported by classroom teaching with detailed timetables and schedules per semester and set study periods. Additional activities to complement the learning include personal reflection time, group singing, and prayer sessions during the day. This allows students to learn about themselves and how they may serve the local community.

Student learning and character building is reinforced using a 'demerit' system. For example, demerit points are received if students are late for class. This system helps students to recognise the importance of teamwork/fellowship.

Students live on site and share their accommodation with other people on the course and the tutors and directors. This environment provides an opportunity for the directors to model the Christian life to enable students to see how the learning is put into Christian practice. Students also learn flexibility, cooperation, and leadership skills.

Individual student feedback is categorised under each subject and for each tutor. Tutors receive a report on their performance to see how well they are doing. The board of trustees also receives a full report on tutor performance for review. Some feedback from learners indicates that tutor teaching styles may not be as engaging as they could be. As a result, the organisation is in the process of revising its teaching modules to make them more interesting and suitable for learners.

Tutors also receive informal teaching guidance from the organisation's management team on delivery as well as content. However, tutors do not receive formal classroom observations; these may help to increase their confidence and improve teaching practices. Enrolling tutors into adult education courses may assist tutors to overcome any issues with their delivery.

Ensuring that course materials are appropriate and relevant to the course content is carried out by tutors, advisory board members, and the board. NZTC uses a wide range of documents to assess whether the course is meeting the needs of its stakeholders. There are a number of opportunities for tutors to get together with other tutors to discuss the training delivery and content. One method is participating in moderating 20 per cent of completed assessments each year over five years.

The advisory board consists of church leaders and local church members. It reviews course content and student feedback to identify any issues and to make any required improvements to the content or delivery of the Diploma of Biblical Studies. The board is involved in reviewing courses at the annual general meeting and at the end-of-semester review meetings, which are more specific to course outcomes. This process enables the organisation to keep up to date and ensure it is responding to the needs of students. An example of where the organisation has responded to needs as a result of its review process is when student numbers fell in 2007. The organisation reduced the number of full-time tutors and employed volunteer part-time tutors and church leaders to deliver the curriculum. As student numbers have grown the organisation has realised that this arrangement will not be adequate for the future and has plans in place to recruit more full-time tutors.

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 **Good**.

Context

Around 45 per cent of NZTC's students are international, with the remainder from New Zealand and Australia. Support is provided by staff living on site, including the executive and managing directors, as well as people involved in the local church community.

Explanation

There is no formal needs assessment of students' learning or English language abilities at enrolment. However, the organisation has a prerequisite for students to hold at least a degree qualification before they are accepted into the Diploma of Biblical Studies course. A trade qualification is also acceptable as long as the student has been assessed as capable of completing the diploma. Where English language skills are identified as a barrier to completing the diploma the organisation will encourage international students to complete an internationally recognised English language course before they enrol.

On enrolment into the diploma course students receive a course handbook which provides them with information on assessment dates and the course timetable. Students also attend a pre-training week before they start, to ensure they are making the right decision to enrol in the diploma.

NZTC has not designated an international student support person. However, staff are all aware of and supportive of international students' needs. Additional support is provided by the church community, consisting of many nationalities students can relate to. Assistance is provided at meetings and gatherings with other families in the church community. The types of support international students receive range from eating meals with people from their own country to helping them cope with homesickness. The organisation plans to assess whether this arrangement provides sufficient support for international students, who make up over 45 per cent of the student body.

All students live on site, with healthy meals provided. Students have available two training assistants living on site with whom they can discuss any issues. Serious concerns or

problems that cannot be resolved at this point are directed to the executive or managing directors. The directors also live on campus with their families, which makes this support accessible.

Students also stated during discussions held during the evaluation visit that they received good support from their peers from a student mentoring system established by the organisation. Second-year students are assigned to a first-year student to help them adjust to life on campus and support them with their studies. Students are also grouped into service teams which carry out cooking and cleaning duties together as well as working in groups when providing service in the local community. A team coordinator is appointed to look after the team and ensure that everyone is performing a function within the group, whether this is participating in singing, prayers, providing service, or just joining in.

Students' satisfaction is reviewed at the end of semester meetings with management. At a recent meeting student feedback enabled the management team to identify that it needed to review its recruitment and staffing policies because employing part-time tutors means that they are not always available on site to assist with students' learning issues or to provide personal support. However, the student feedback results reviewed at the end of each semester show a high rate of satisfaction with the course as well as the individual support provided (85 per cent for 2007 and 95 per cent for 2008).

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

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**.

Context

NZTC is a church-based organisation, run by a trust. It has an executive director and a managing director, who live on the campus. It contracts people with the relevant skills as required to deliver training or to provide advice on quality systems. It has an advisory board as well as a board of trustees.

Explanation

The organisation has formal end-of-semester meetings and an annual general meeting at which course outcomes are discussed. Details on course structure, processes, and tutor performance are reviewed at the end of semester meetings and further review and analysis is carried out at the annual general meetings.

Fixed items for discussion are a review of pastoral care for international student, the quality management system, staff reports, and moderation records. The organisation is investigating the introduction of a new student management system to help analyse course data more effectively.

The organisation is proactive in anticipating students' needs, using course completion data as well as feedback from church, community, and students. As a result, it has made changes to its course materials and is in the process of recruiting additional full-time tutors.

Part 2: Performance in 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 **Good**.

Context

See 1.6 above.

Explanation

The organisation has well-established practices for reviewing its courses and overall processes. These include annual general meetings to identify any trends, for example retention rates, staffing, and resources to address issues. The end-of-semester review meeting looks more closely at course content and delivery as well as feedback from tutors and students.

A close relationship with the local church community and regular contact with international training centres by management ensures that the training is meeting its stakeholders' needs.

The organisation is reviewing its staffing capability to ensure that learning support and individual needs are met for the students.

2.2 Focus area: Code of Practice for the Pastoral Care of International Students

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

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

Context

NZTC's roll includes international students from Korea, China, Taiwan, Fiji, and Papua New Guinea.

Explanation

Overall, the international student achievement rate is high, as at least 45 per cent of the 90 per cent who complete the qualification are international students. However, there is no separate data gathered to compare the success rate of international students' achievements with domestic student achievement rates.

Student spoken to during the evaluation visit said they were happy to come to the training in New Zealand as it enables them to study amid a diverse group of cultures. At the end of the course students said they felt well prepared to serve or go on to higher education in New Zealand or their own country.

2.3 Focus area: Diploma of Biblical Studies (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**.

Context

The diploma is for students who would like to provide service to their church and wider communities. Students also enrol to develop their own Christian life.

Explanation

The number of students who achieve the diploma is high and anecdotal evidence supports that the training is valued by the community as well as graduates.

The course involves practical work serving in the community as well as classroom-based teaching. The organisation's review of students' satisfaction shows that it is meeting both students' learning and personal needs while they are enrolled on the course.

Statements of Confidence

The statements of confidence are derived from the findings within and across the focus areas. A four-step scale is used: highly confident, confident, not yet confident, not confident.

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **New Zealand Training Centre**.

- The organisation's data shows that its student completion rate for the Diploma of Biblical Studies is high.
- Student feedback shows high satisfaction with the training.
- There is evidence of high value to the students and the church communities the graduates serve.
- The course is strongly aligned to a set curriculum delivered internationally, and course review systems are inclusive and focus on teaching effectiveness.
- Students' well-being is provided for with live-in support, support from the local church community, the student mentoring system, and activities designed to contribute to a positive, healthy life.
- Tutors professional development is informal; information on training needs for tutors is not captured.
- Any issues are identified and managed by the organisation to ensure students' learning is not affected.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **New Zealand Training Centre**.

- The organisation has formal review mechanisms, such as an annual general meeting, to review course outcomes and resourcing; an end-of-semester review to look at tutor performance, course content, and delivery; and regular contact with tutors to moderate assessment and improve learning materials.
- Data does not include information on international learner achievement or students' progress in individual subjects.
- Learning needs assessment data is not comprehensive in terms of matching needs for international students or students with learning difficulties.

Actions Required and Recommendations

Further Actions

The next external evaluation and review will take place in accordance with NZQA's regular scheduling policy and is likely to occur within four years of the date of this report.

Recommendations

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

NZQA

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