

# Report of External Evaluation and Review

Carey Baptist College

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 22 August 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:	Carey Baptist College
Type:	Private training establishment (PTE)
Location:	473 Great South Road, Penrose, Auckland
Delivery sites:	One delivery site
First registered:	1 February 1992
Courses currently delivered	<ul style="list-style-type: none"><li>• Certificate of Applied Theology (Level 5)</li><li>• Diploma of Applied Theology (Level 6)</li><li>• Bachelor of Applied Theology</li><li>• Graduate Diploma of Applied Theology</li><li>• Master of Applied Theology (incorporating Postgraduate Diploma in Applied Theology) (Level 9)</li></ul>
Code of Practice signatory?	Yes
Number of students:	Domestic: 228 (60 per cent male; 40 per cent female; 5 per cent aged 18; 20 per cent aged 19-24; 75 per cent aged 25+; 4 per cent Māori; 7.6 per cent Pasifika; 15.7 per cent Asian)  International students: Fiji (one), USA (one), China (two)
Number of staff:	Teaching staff: 8.6 full-time equivalents  Executive/support: 10.7 full-time equivalents
Scope of active	<ul style="list-style-type: none"><li>• Certificate of Applied Theology (Level 5)</li></ul>

accreditation:

This qualification includes Introduction to Christian Theology (or Christian Worldview - Intermission); Introduction to the Bible; Reflective Field Education 1 or equivalent. At least 75 credits must be completed at level 5 or above.

Those wishing to study part-time or for personal interest enrol initially in the Certificate of Christian Studies and then apply later to transfer to the Certificate of Applied Theology programme.

The Bachelor of Applied Theology follows a course of study of the equivalent of three full-time years and 360 credits, including:

- A minimum of 75 credits at level 7, including Integrative Seminar
- Bible and Theology strand: 150 credits, including:
  - Introduction to Theology
  - Introduction to the Bible
  - Understanding and Interpreting the Bible
  - Insights into Church History
  - Understanding and Interrogating Culture (completed before Integrative Seminar)
  - 30 credits in Bible at level 6 or 7
  - 15 credits in Theology at level 6
- Mission and Ministry strand: 120 credits, including:
  - Reflective Field Education 1
  - Christian Spirituality or Christian Formation

Note: MI700 Integrative Seminar counts toward the level 7 credits but not towards the credits in the two strands.

Distinctive characteristics:

Carey Baptist College is a denominational college linked to the Baptist denomination, but with approximately 50 per cent of students not Baptist

	<p>Non-residential college, with a strong focus on maintaining community</p> <p>One-third of the students are distance students</p> <p>High proportion of part-time/personal interest students</p> <p>Master's programme introduced in 2011</p>
Recent significant changes:	<p>2011 – approval of Master of Applied Theology/Postgraduate Diploma in Applied Theology</p> <p>Discontinuance of Graduate Certificate in Applied Theology</p> <p>2011-2012 increase in funding by the TEC to 148 equivalent full-time students (EFTS)</p> <p>New position of director of mission research and training established and filled</p>
Previous quality assurance history:	<p>The previous quality assurance visit by NZQA was an audit in 2008, when three requirements of the standard were not met relating to the Code of Practice and the late receipt of financial attestations.</p>
Other:	<p>Professional affiliations:</p> <ul style="list-style-type: none"> <li>• ITI (Independent Tertiary Institutions)</li> <li>• CTMES (Christian Theological and Ministries Education Society)</li> <li>• NZATS (New Zealand Association of Theological Schools)</li> <li>• ANZATS (Australia and New Zealand Association of Theological Schools)</li> <li>• SPAEC (South Pacific Association of Evangelical Colleges)</li> </ul>

## 2. Scope of external evaluation and review

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

- Governance, management, and strategy

In accordance with NZQA policy this is a mandatory focus area.

- Certificate of Applied Theology (Level 5)

This programme was selected because of the high enrolment numbers.

- Bachelor of Applied Theology

This programme was selected because it would provide the progression perspective from undergraduate towards postgraduate study.

These focus areas encompass the whole of the PTE.

## 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 Carey Baptist College over two days. Interviews were held with the principal, vice-principal (administration), vice-principal (academic) dean of studies, academic registrar, administrator (Chinese programmes), director of ministry training, youth ministry coach, head of graduate school, director of mission research training, coordinator of field education/internship coordinator, intermission coordinator, director of Chinese programmes, stakeholder representatives of the academic advisory board, academic committee members, graduates, representatives of the Baptist Union of New Zealand, the Māori department, academic staff, support staff, and students. Stakeholders interviewed via phone included graduates. A range of documents was sighted and reviewed during the EER.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Carey Baptist College**.

Programmes developed by Carey Baptist College have a specific intent and aim: to train people for the church and for the marketplace so as to enable them to serve and think and lead, and this is realised by providing theological undergraduate and postgraduate-level qualifications with an applied focus. There are clear pathways to further education and training, including to the college's own Master's-level programme introduced in 2011. The college has identified its stakeholders in the sector and has strong and active relationships with them.

Carey Baptist College performs strongly in enabling learners to complete formal qualifications. The college's, and Tertiary Education Commission (TEC) data (collected as part of the self-assessment process) indicates that 93 per cent of students completed courses in 2010 and 90 per cent in 2009. This compares with the tertiary median for TEC-funded organisations of 81 per cent in 2010 and 77 per cent in 2009. The college's qualification achievement rate for 2010 was 106 per cent (includes multiple qualification achievement), against the sector median of 74 per cent in 2010 and 70 per cent in 2009. The 2010 achievement rates for students aged under 25 at level 4 and above are comparable to those for students aged over 25.

The college's graduate data indicates that the on-site students and distance students achieve at comparable rates, with the top scholar achievement for 2011 awarded to a distance student.

Carey Baptist College graduate destination data from 2008 to 2012 shows that one-third of graduates consistently complete the survey each year and more than 80 per cent of these alumni gain full-time or part-time employment. The surveys also indicate that the graduates feel they have gained qualifications that are important to them and provide useful knowledge and skills. Management and staff have many examples of learners who have gained employment and kept in touch with the college staff.

Carey Baptist College collects quantitative and qualitative student feedback on an ongoing basis over the academic year at start, mid, end, and post-completion points. This information contributes to the college's educational performance, as does feedback from tutors, support staff, the academic advisory board, academic committee, the student association, and stakeholders. The programmes are designed to meet the learners' needs based on their previous educational achievements and confidence to reach individual and employment aspirations as identified at enrolment. The college has effective processes that contribute to learning, and contribute to providing ministry and missionary practitioners for the many church environments, not only in New Zealand but internationally.

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Carey Baptist College**.

Carey Baptist College collects a range of quality self-assessment data and information on learner achievement, student evaluation, employment outcomes, learner progression, graduate destination data, assessment, internal and external moderation, and stakeholder feedback.

Carey Baptist College has analysed this data and has used the findings to make modifications and adjustments such as:

- Delivering and expanding postgraduate programme pathways to include the Master of Applied Theology/Postgraduate Diploma in Applied Theology
- Working collaboratively with theological colleges to deliver postgraduate programmes and provide supervision
- Monitoring of individual student learning plans developed at beginning of study and reviewed continuously over the academic year
- Updating the online system to improve distance delivery through improvements to the website; and growing use of audiovisual information. Staff professional development in uploading short audio and/or video clips of lectures to the website
- Extending the opening hours of the library during examination time
- Covering the postage fee for return of books by distance learners
- Continuation and commitment to free lunches for students, staff, and families two days a week.

There are some areas where the quality of information collected could be improved, such as tracking student workloads with placements, inclusion of an independent monitor to report on the programmes offered in Chinese, consistency of the curriculum, and application of college regulations such as referencing and internal and external moderation. Overall, the self-assessment practices in place provide opportunities to monitor and respond to issues and ensure the learners are achieving consistently throughout the programme.

# Findings<sup>1</sup>

## 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 Carey Baptist College. The college educates people at undergraduate and postgraduate levels for the Baptist Church, Christian organisations, social services, and ministry and missions both within New Zealand and overseas. The programmes have a strong commitment to academic excellence and also offer qualifications in the practical application of theology in church and ministry work. Staff and students interviewed by the evaluation team gave examples of students gaining and growing in confidence to carry out these 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.

There was information to confirm that a significant number of graduates of the college further achieved after their course by going on to hold ministry positions in churches throughout New Zealand and in international settings, particularly in the Baptist Church.

Carey Baptist College performs very strongly in enabling learners to achieve and complete formal qualifications. According to TEC data, course qualification completion, progression, and retention rates for 2010 (and 2009) compared very well with the national median for TEC-funded providers. The college's course completion rates were 93 per cent in 2010 and 90 per cent in 2009, compared with the TEC national median of 81 per cent in 2010 and 77 per cent in 2009. The college's qualification completion rate in 2010 was 106 per cent (and 174 per cent in 2009), compared with the sector median of 74 per cent in 2010 and 70 per cent in 2009.

The previous rate of course completion reflected steady progress and was 92 per cent in 2008 compared with the sector median of 75 per cent. Qualification completion rates were 174 per cent in 2009 and 106 per cent in 2010 (these figures are the result of new education performance indicators being applied by the TEC), and 93 per cent in 2011 compared with the sector median of 90 per cent.

The achievement of learners under 25 years of age at level 4 and above is similar to that of those aged over 25 years. Educational performance indicators (EPIs) for these students have steadily improved from 2008, with progression and

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

qualification completion rates in the eighth and ninth deciles respectively. Māori and Pasifika student completion rates are similar to those for all students.

Carey Baptist College has a high range of quality data measuring learner achievement. On the basis of information received from students, the college has introduced measures for improvement, such as the extended hours the library is open during examination periods, and further assisting students to use the library facilities by covering the cost of return postage of books for distance students. Performance data and student evaluations confirm the merits of these changes.

These improvements and student achievements have been validated by feedback from student evaluations, annual programme reports for the academic year, and TEC reports.

## 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**.

Graduates of Carey Baptist College gain employment or engage in further study. The college is responsive to employer research showing that church, Christian, and mission organisations have ongoing difficulty recruiting people with a professional applied theological qualification. Graduates of the college are filling these positions not only in New Zealand but internationally, and this extends to denominations and organisations wider than those with a Baptist focus.

Students interviewed by the evaluation team were confident in getting jobs, and management had numerous examples of work experience leading to part-time employment and full-time placements. There is a direct employer-college relationship with Tranzsend (the mission arm of the Baptist Union of New Zealand). Tranzsend currently has 34 college graduates placed in its organisation and could place that number again as the graduates become available. The college's ongoing relationships with employer groups ensure that the programmes maintain relevance to stakeholders and communities and are beneficial to the learner gaining employment.

Carey Baptist College has established educational pathways for learners who want to further their studies. The college has arrangements with several theological colleges which provide sub-degree qualifications to provide pathways of learning for their students. Approximately 50 per cent of students are of the Baptist denomination and 50 per cent come from other denominations. The pathway initiatives include Pastoral Leadership and Youth Ministry Leadership training 'tracks' which contribute to strengthening interdenominational interactions and connections; for example, undergraduate training for the Christian Brethren Church is undertaken through a memorandum of understanding. These inclusive

approaches encourage and enable improvements when working with stakeholder groups and interests.

Learners at the college improve their well-being and enhance their abilities and attributes. Students interviewed commented that their programme of study had met and in many instances exceeded their expectations academically and in personal growth. Growth was described as a holistic formation of knowing, doing, being, and feeling. Family and friends are able to celebrate educational successes through the annual graduation. Graduate case studies are carried out through an alumni association.

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 Baptist Union of New Zealand about the progress of graduates. Further development and analysis of this data may provide the evidence needed for an excellent rating in self-assessment in this area.

### 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**.

Carey Baptist College has identified its stakeholders in the sector and has a strong relationship with them. Formal consultation occurs with the academic committee made up of staff and student representatives, and the academic advisory board consisting of internal and external stakeholder representatives. The annual programme report shows a wide range of issues and areas for improvement. One such example is feedback from distance learners requesting opportunities to access short audio and/or video clips through CareyOnline; this was discussed with a broad aim of incorporating and improving relevant teaching practices and technologies. This sharing of viewpoints and information between the college and its stakeholders is mutually beneficial.

Carey Baptist College's programmes and activities match the needs of learners, graduates, church communities, pastors, the Chinese community, employers, and the wider sector. The academic programmes focus on theory, with an emphasis on applied practical and vocational elements. There is a single curriculum focus with multiple entry and exit points and delivery options which include on-site or distance, and mixed-mode delivery offered full-time or part-time. Carey Baptist College's own ongoing needs analysis and its close relationships with key stakeholders in the Baptist Church and wider ministry groups ensure that the relevance of the programmes is reflected in the content and technologies used.

The college also offers a bespoke programme, delivered in Mandarin, catering for the Chinese Baptist Church community. A Chinese advisory group meets four

times a year. It is made up of pastors and two college representatives and reports to the academic advisory board. The director of the programme is conscious that the group needs to widen stakeholder involvement to include external academic membership.

Carey Baptist College shares co-occupancy of its educational premises with key stakeholders: the Baptist Union of New Zealand, Māori Ministries, Children and Family Ministries, Baptist Youth Ministries, and Baptist Savings. This tenancy provides opportunities to effectively maintain relevance to interested groups and communities and to access expertise relevant to the programmes. It also provides access to financial expertise and timely financial data which has improved financial reporting to the Carey board. Informal and formal feedback is received from the on-site supervisors of the youth and family ministries on graduates' progress, initiatives for improving training programmes, and the ongoing support that is available to students. Specialist knowledge and bicultural support and representation on the academic advisory board are provided by a representative of the Māori Ministries. This sharing of valuable information and opinion between the college and its stakeholders is reciprocally beneficial and ensures the college is informed of developments, barriers, and possibilities.

The high relevance of the programmes and activities contributes to positive outcomes. The college has a memorandum of understanding with the Christian Brethren Church to provide learners with undergraduate study.

Students commented on how the sense of community and family environment is inclusive. Weekly free lunches and weekly formation activities are well attended and informative, and engender a sense of belonging and structure. The application of theology to everyday life has confirmed the relevance of the programme to students' lives and calling to the church. Their needs are further met by the flexible options for learning, detail in the feedback they receive from teaching staff on assessments, and general approachability and responsiveness of all staff to their needs as learners.

New academic programme development for Carey Baptist College is based on an assessment of the needs and priorities of both prospective learners and the wider community. This is achieved formally through the academic advisory board and the academic committee. Interviewed members of the academic advisory board, and representatives of the Baptist Union, Youth Ministries, Māori Ministries, and Children and Family Ministries confirmed that they have been consulted. They gave examples of their advice being actioned for programme improvements, such as the practical needs of graduates in ministry and pastoral programmes and programme development such as the Master of Applied Theology. The range of stakeholders interviewed by the evaluation team, the college's advisory groups in particular, confirmed how much the college's own self-assessment has contributed to improving the relevance of its programmes and activities, and how self-assessment is a progressive and growing development that the college is committed to strengthening.

## 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 **Good**.

Staff and students relate effectively to one another at Carey Baptist College. The key asset of the college is its staff. The tutors are well-qualified, experienced practitioners who are field experts in their specialised subject areas, some with extensive research published. Tutors are very approachable, down to earth, and reliable in the eyes of the students and are committed to going the extra mile in clarifying, explaining, and answering the numerous student questions and queries. Interactions between tutors and students are effective and students also have access to mentoring and one-to-one learning opportunities.

The continual cycle of self-assessment by the college means that identified issues are known and addressed, such as the update of the current online system and staff professional development in uploading short audio and video clips of lectures to the website. This is good practice and will minimise barriers to learners achieving.

Learning activities and the resources at Carey Baptist College are effective in engaging learners. Staff encourage the use of resources and facilities, including the library, archives, and computer and study areas which are available to all students. Small class sizes of ten to 15 students provide learners with easy access to lecturers for advice and information. There was general agreement from the students interviewed that the balance of good resources and accessibility to academic staff engaged them in learning.

Carey Baptist College engages with external moderation and has achieved good results and endorsement of the relevant courses in terms of content and level. Extensive moderation is conducted at local and international levels and has achieved comparably good results, particularly compared with similar international organisations. The results of these evaluations are discussed with both staff and management. Staff are actively involved in moderating and supervising postgraduate programmes in universities and other colleges. The only programme that appears not to have had external moderation in 2011 was the Chinese language Certificate/Diploma of Applied Theology. The programme leader advised the evaluators that this had not occurred because of delays by the external moderating organisation in Melbourne.

Research is encouraged and supported. Staff are provided with a sabbatical every three years, which may include assistance with travel overseas to conferences and research facilities. College symposiums expose staff to international researchers and the opportunity to present their own research. Principal's training days include external organisations sharing their educational and training experiences, and staff have monthly research-related meetings.

A dean of research was appointed and additional staff recently completed their doctoral programmes, which enhances the support and encouragement available to other staff wanting to enter into doctoral programmes. There is a development to support publication of staff research and other works.

Assessment is valid, fair, and transparent. There was evidence from evaluations and student and staff interviews indicating that assessment is rigorous but fair. Tutor feedback on assessments was considered valuable. Students interviewed confirmed that the tutors use a variety of teaching approaches and techniques. Block courses provide opportunities for intensive learning times and engagement with visiting experts from the academic community. This contributes to effective teaching and the results are reflected in the students' academic results.

### 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**.

Comprehensive and timely study information and advice is provided by Carey Baptist College. The college has a full academic calendar for the study year and an attractive prospectus package, complete with encouraging testimonials and an informative and user-friendly website. Students are provided with password access to online course information. The college's pre-enrolment contact is made by phone, email, or face to face (where possible) with new students before course selection is finalised. Learners interviewed agreed that they had full information and guidance before starting their course and the college had delivered on its promises.

The wide range of entry information, and ongoing support by frontline staff and the academic registrar and dean of studies assist learners to develop individualised study plans. The college's student selection is based on admission criteria in the regulations and written personal statements. This comprehensive support and guidance enables learners to make fully informed decisions towards determining their career pathway.

Carey Baptist College responds proactively to the physical and pastoral well-being and developmental needs of learners by creating a supportive atmosphere. In response to the online survey of students, actions include:

- An online tutorial – expanding the range of courses providing online tutorials, with the aim that by semester 2, all level 5 courses offered on site will have an online tutorial available for distance students
- Course material – all course notes are available electronically online as well as in paper format; the college looks at each course to ensure consistency of approach

- Library – for students who live outside the greater Auckland area, the college now covers the cost of return postage of any books borrowed from the library; the college is also increasing the acquisition of e-books
- Scholarship funds for Māori and Pasifika applicants (offering half fees for suitable qualified applicants); five students utilised this fund in 2011. This initiative assists under-represented learners to achieve their goals
- Funding available for women in ministry to minimise barriers to achieving
- Mentoring – fortnightly meetings with an educational mentor for integration, goal-setting, encouragement, and support in tertiary and skill-based studies
- Peer learning community – weekly opportunities with peers for discussion and peer accountability within their internship placement organisation to ensure progress is monitored
- Retreats – year one and year three retreat experiences are designed to encourage, equip, and energise students for studies and life application
- Student association – academic and pastoral care available through the student association to ensure a peer support and assistance perspective is provided
- Job opportunities and placement – continued support in directing learners to employment opportunities and placement
- Library skills and study skill workshops are provided each semester and are accessible online by distance students
- Free shared lunches for students, staff, and families twice a week. Learners commented on the access to the principal, senior academic staff, and management in the open, inclusive, and relaxed setting of these lunches
- An open-door policy in relation to student access to both academic and whole-of-life guidance and support staff. There was clear evidence that staff were available and willing to assist learners after hours.

Carey Baptist College holds full information showing that it fulfils the requirements of the Code of Practice for the Pastoral Care of International Students for the four international students currently studying. The student handbook is comprehensive and well set out and includes clear information on complaints and the disciplinary procedure.

There is good self-assessment in this area and the college is responsive to the needs of students. The high standard of quality data enables staff and management to compare learners' results in each semester and each academic year, and make significant and continuous improvement in educational performance.

## 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**.

Carey Baptist College has a clear purpose and direction. The college aspires to:

‘... provide the highest quality theological training to Christians wanting to explore their faith. We welcome the fact that 50% of our students come from beyond the Baptist community’.

This aim is maintained and strengthened with strategic amendments implemented by the principal, the management team, and staff and student input through the student association. Communication and embedding of systems policies and processes occur through monthly academic and research staff meetings, quarterly full staff meetings, and the principal’s training days twice a year. The involvement of all staff in self-assessment of the college’s educational obligations ensures the college’s aspirations are met and enhances its credibility to deliver on its educational commitments.

Governance and management anticipate and respond to change and balance innovation and continuity. The board and management team supports the principal to ensure ongoing continuity in developing systems. New courses have been developed and informed by research and stakeholder feedback. Over-delivery issues in course completions as highlighted in TEC data have been addressed with a new enrolment requirement for part-time students to enrol in the local Certificate in Christian Studies initially, with the local certificate’s credit results transferred across to an NZQA-approved qualification if the students enrol in full-time study or if they expect to complete the qualification at the end of the academic year in which they are enrolling. Innovative practices such as the principal’s blog provide an external mechanism to inform programme review and input into potential modernisation. The participatory approach to self-assessment of these innovations enriches the college’s trustworthiness.

Ongoing evaluation and reflection on programmes and future developments are provided by staff through the academic committee, contributing to understanding the overall educational performance of the college. Staff and management are equally well informed, and leadership is shared throughout the college. There is clear evidence of good teamwork at all levels. Maintaining a clear purpose and direction fine-tunes decision-making and improves the college’s effectiveness.

Stakeholder and employer feedback is actively sought in relation to planning, programmes, student welfare, and systems. The college has relevant stakeholder representation on the academic advisory board and belongs to industry and academic associations. There is regular contact between the principal and staff, which provides informal feedback. Formal meetings are recorded and inform the actions taken in response to feedback.

Carey Baptist College's premises are welcoming, spacious, and bright. Resources are allocated to support learning, teaching, and research. Annual staff workshops are provided twice a year by the principal to ensure that clear purpose is maintained and to expose staff to different pedagogical frameworks of teaching and learning, for example presentation of the Te Wānanga o Aotearoa model of how to work successfully with Māori and Pasifika learners. Academic staff are very conscious of their part in professional development and research activities. There is clear evidence that the 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 **Good**.

### 2.2 Focus area: Certificate of Applied Theology (Level 5)

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

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

### 2.3 Focus area: Bachelor of Applied Theology

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

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

# 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](http://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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