



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

Carey Baptist College

Confident in educational performance

Confident in capability in self-assessment

Date of report: 17 October 2016

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Final Report

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
First registered:	1 February 1992
Location:	473 Great South Road, Penrose, Auckland
Delivery sites:	Block courses are delivered at various sites in New Zealand.
Courses currently delivered:	<ul style="list-style-type: none">• Certificate of Applied Theology (Level 5)• Diploma of Applied Theology (Level 6)• Bachelor of Applied Theology (Level 7)• Graduate Diploma of Applied Theology (Level 7)• Postgraduate Diploma in Applied Theology (Level 8)• Master of Applied Theology (Level 9) <p>For further details, see http://www.nzqa.govt.nz/nzqf/search/results.do?org=897919001</p>
Code of Practice signatory:	Yes
Number of students:	Domestic (2015): 135 equivalent full-time students (270 students) Māori 23 (9 per cent); Pasifika 29 (11 per cent)

	International: three equivalent full-time students
Number of staff:	16 full-time equivalents; 11 part-time, eight adjunct
Scope of active accreditation:	See: http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=897919001&delSiteInId=0
Distinctive characteristics:	<p>Carey Baptist College's mission is to serve New Zealand churches and the wider community through the development of leaders for ministry and mission. Its applied theological study trains leaders for churches and the not-for-profit sector.</p> <p>Carey Baptist College's core academic programmes are at Bachelor's and Master's degree levels, with earlier exit points built into these programmes. The discipline of applied theology recognises the social, work (employment) and societal contexts from which students come as an integral part of the learning and studies.</p> <p>Students study on site and by distance learning.</p> <p>Carey Baptist College delivers its level 5 and 6 academic programmes on site in Mandarin to support the needs of the Auckland Chinese community for the development of leaders within its churches.</p>
Recent significant changes:	No recent significant changes. The last major course approval was in 2011 (postgraduate programmes). New course developments are expected in 2016/2017 as a result of the targeted review of qualifications. ¹
Previous quality assurance history:	<p>At the previous external evaluation and review (EER) in 2012, NZQA was Highly Confident in Carey Baptist College's educational performance and Confident in its capability in self-assessment.</p> <p>The 2014 NZQA degree monitor's report on the Master of Applied Theology and Postgraduate Diploma in Applied Theology noted that there were no particular areas causing any significant concerns. The report made six recommendations</p>

¹ Now referred to as the mandatory review of qualifications.

relating to: development of research²; building the Māori and Pasifika postgraduate student body; monitoring and supporting online interactions; developing processes to meet the needs of overseas and visiting lecturers, including New Zealand course content and assessment; further development of a postgraduate learning community; and strengthening consistency of assessment across courses.

The 2015 draft degree monitor's report also noted that there were no particular areas causing any significant concerns. It made five recommendations, three relating to student research, including one on Māori and Pasifika research methodologies³; one on meeting the needs of overseas and visiting lecturers⁴; and one supporting external monitoring in 2016 with a view to installing self-monitoring after that.

The 2014 and 2015 monitor's reports reflect improvements and recommendations from the previous report in 2013.

Other:

Professional affiliations:

- ITI (Independent Tertiary Institutions) Ngā Wānanga Motuhake
- CTMES (Christian Theological and Ministries Education Society)
- NZATS (New Zealand Association of Theological Schools)
- ANZATS (Australia and New Zealand Association of Theological Schools)

² This related to staff supervision of student research and their need to continue to undertake professional development to assist with supervising students undertaking projects involving qualitative methodologies.

³ The other two related to the guidelines provided around theses, and the ongoing design of the Research Methods course. The draft 2015 Monitor's report has now been received and makes no comment on faculty research.

⁴ The college engages guest speakers and international lecturers who teach and assess and provide students with a global perspective on their faith and application of theology.

- SPAEC (South Pacific Association of Evangelical Colleges)

2. Scope of external evaluation and review

The following focus areas were agreed by NZQA and Carey Baptist College:

- Bachelor of Applied Theology and Graduate Diploma of Applied Theology

The Bachelor of Applied Theology (360 credits, level 7) three-year, full-time equivalent was first offered in 2002. The Graduate Diploma of Applied Theology (120 credits, level 7) one-year, full-time equivalent was first offered in 2004.

This focus area was chosen because the Bachelor's degree is the most popular programme, with 102 students in 2015. The graduate diploma has 46 students.

- Master of Applied Theology and Postgraduate Diploma in Applied Theology

The Master of Applied Theology (240 credits, level 9) two-year, full-time equivalent was first offered in 2012 (the year of the previous EER). The Postgraduate Diploma in Applied Theology (120 credits, level 8) one-year, full-time equivalent was also first offered in 2012. These are Carey Baptist College's highest-level qualifications. They are gaining increasing postgraduate numbers. In 2015 there were 38 Master's students and four postgraduate diploma students. The December 2014 degree monitor's report reflects improvements and some recurring recommendations from the previous report. The draft 2015 monitor's report is subject to final response and approval.

Students and graduates were in a position to reflect on their previous experience at Carey Baptist College since most of the Master's and postgraduate students in particular were Bachelor degree graduates of the college.

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

- Governance, management and strategy.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Two evaluators conducted the EER over two days at the Auckland site. Prior to the EER, the lead evaluator visited the site and met with the principal and vice principal/dean of studies. During the visit the evaluators interviewed the principal and vice principal/dean of studies, the board chair and members of the board. They also interviewed current on-site and distance students, programme leaders and lecturers/teaching staff, graduates, and stakeholders.⁵

Prior, during and after the visit, Carey Baptist College provided a wide range of documentation and clarifications.

⁵ Stakeholders included representatives from Baptist Youth/Children and Family Ministries; Māori Ministries; Missionary Society; Baptist Union; the Carey Baptist College Board; academic advisory board; advisory committee; Chinese programme advisory committee.

Summary of Results

Statement of confidence on educational performance

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

The key reasons for this judgement are:

- A consistently high proportion of students complete level 6 to level 9 applied theology programmes and related qualifications each year, which compares favourably with similar providers.
- The course completion rates for Māori and Pasifika students were improving up to and including 2014, but there was a decline in 2015. Carey Baptist College has considered and identified some of the reasons for this decline. The course rates (and presumably consequently related qualification rates) of Māori and Pasifika students are lower than non-Māori and non-Pasifika.
- Approximately 60 students have graduated each year since 2012. Qualification completions rates have declined in the same period largely because of an increasing number and proportion of students who are studying part-time. The college expects that these rates will even out over time.
- About 50 per cent of full-time students (mainly but not exclusively Baptist) participate in three-year parallel (non-Student Achievement Component funded) pastor and youth pastor programmes.⁶ A much smaller proportion of students participate in mission leadership programmes. These parallel-track programmes provide their participants with additional knowledge and skills which equip them to apply their theology in a leadership role.
- Education and training programmes and activities match the needs of the Baptist and other Christian churches and organisations extremely well.
- The delivery of lower-level programmes in Mandarin supports the needs of the Auckland Chinese community.
- Students engage in learning in an inclusive community environment which encourages them to participate.
- Students have opportunities to practise and apply their knowledge and skills while they are learning.
- In completing applied theology, and leadership programmes where applicable, students develop their faith-based knowledge and understanding, their well-being, and a range of skills. This enables them to contribute to their churches

⁶ These programmes are requirements for those who wish to become Baptist Church pastors, and they run in parallel with academic programmes.

and other organisations to help and support other people and communities within New Zealand and overseas, and to take up leadership roles as required.

- Well-qualified, experienced and resourced teachers enable students and graduates to complete programmes and qualifications, gain or maintain employment, and achieve valued outcomes for others in the churches and other organisations.
- While the priority of Carey Baptist College is the quality of teaching, teaching staff participation in research is expected, supported and encouraged. Its outputs vary for a number of reasons, including the level of experience of researchers on staff.⁷
- Teachers are always available to help students.
- Governance and management support student achievement by being responsive, anticipating and responding to change and balancing innovation and continuity.

Carey Baptist College is meeting most of the important needs of its students and key stakeholders. Effective processes enable students to gain qualifications and applied theology knowledge and skills. Graduates leave Carey Baptist College able to contribute to their churches and communities in New Zealand and overseas.

The college has taken steps to improve Māori and Pasifika completions, and the effectiveness of these initiatives will be evaluated as part of their ongoing self-assessment.

Carey Baptist College expects that the high course completion rates of those enrolled on the Master's qualification will result in the successful completion of the qualification as part-time students complete (and given the number of students enrolled in the final component of the programme). However, this is yet to be determined.

Increasing information with regard to where graduates go and how well they achieve the valued outcomes the college aspires to should help confirm and further improve educational performance. Information gathered going forward will determine: the extent to which qualification completion rates will increase as part-time students graduate, the participation and achievement of Māori and Pasifika students, the development of teaching staff in relation to the supervision of student research, and student participation in research.

⁷ Staff are required to complete an annual research plan, which is discussed with the head of the graduate school, and then reviewed in each staff member's annual performance review. Staff are able to take their seventh semester as research sabbatical. The college has stated that research outputs vary for different reasons. For example, it has two 'younger' researchers on staff who have been appointed since the 2012 PBRF round. The college has performed well in the 2006 and 2012 PBRFs (ranked eighth and the first non-university institution more than 1.0).

Statement of confidence on capability in self-assessment

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

The key reasons for this judgement are:

- Carey Baptist College gathers a range of quantitative and qualitative information from a variety of sources.
- The college uses this information to understand its educational performance and bring about worthwhile improvements.
- The college regularly reviews its programmes and activities, focusing on the needs of key stakeholders, students and graduates.
- Self-assessment information includes achievement rates. Analysis compares results year by year, although the reasons for any variability are not always consistently clear or fully understood. Greater clarity should help inform the quality of changes that can be made. Achievement by programme, course and lecturer, including at Master's and postgraduate levels, where student numbers are growing, can provide opportunities for teaching staff support and development. The same practices and potential benefits apply to Māori and Pasifika achievement. The college has begun to address these areas. Carey Baptist College is developing its information on graduate destinations. This should not only increasingly inform the college as to where graduates have gone and in what roles. It is very aware of, and often participates in the placement of a high proportion of, Carey Baptist graduates who end up in pastoral, youth pastoral or missions-related roles, within Baptist or other churches, or associated mission agencies. The process should also help the college access further information on how well its education and training enables graduates to achieve the valued outcomes that Carey Baptist College aspires to deliver.
- Some staff research contributes to understanding the knowledge and skills of the Christian faith within the context of applied theology.

Self-assessment helps the college understand the effectiveness of its education and training and contributing processes. The evidence that the college is meeting most of the important needs of its students and stakeholders, and has effective processes to do so, is sound. While self-assessment enables the college to make useful improvements, its self-assessment is not yet wide-ranging and participatory enough to enable the college to use findings insightfully to make comprehensive improvements.

Findings⁸

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**.

Carey Baptist College course completions as published by the Tertiary Education Commission (TEC) have been consistently high since 2012 when the previous EER took place. This is significant because course completions are the most reliable indicator of performance published by the TEC.⁹ The successful course completion rates for all students and programmes were 88 per cent (2012), 86 per cent (2013), 89 per cent (2014), and 91 per cent (2015). Some students do not complete the level 5 certificate course because they decide to move to the Bachelor's qualification instead.¹⁰

Qualification achievement rates were 100 per cent in 2012¹¹, 85 per cent in 2013, and 70 per cent in 2014, while the percentage in 2015 is yet to be confirmed. These rates are more variable than course completions. This is again partly due to the level 5 and other certificate qualification non-completions, as mentioned. It is also related to the attainment of higher-level degree qualifications (Bachelor's and Master's in particular), which sometimes takes place over several years. According to the college, in 2012-2015 approximately 70 per cent of students have been studying part-time (prior to 2012, approximately 50 per cent. Students can 'stop out' if they are given an extension because of other commitments. The college has also noted that students studying by distance sometimes take longer to complete

⁸ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁹ The others are qualification completions, progression and retention.

¹⁰ Due to the interrelated nature of the academic programmes, students who transfer from the level 5 or 6 qualifications are not required to formally complete the lower-level programme first.

¹¹ Carey Baptist College has stated that the TEC data for 2012 (100 per cent) was incorrect as it showed only a qualifications completion percentage for level 7 and 8 qualifications: level 5 and 6 qualifications were omitted. (It also suggests that a better baseline is the 2011 figure of 90 per cent, from which the decline to 87 per cent in 2013 and 70 per cent in 2014 is not quite so marked.) The college has also commented that students who transfer from a lower to a higher-level qualification are not automatically regarded as having completed the lower-level qualification. Hence, any qualification outcome from the one-year level 5 programme will not generally result in a recorded outcome until completion of the three-year degree, for those who transfer in this way.

and again consider that there are a range of acceptable reasons why this is the case.

TEC retention rates are consistently high, although this is also affected negatively by students stopping out and coming back in at a later date. TEC progression rates are not relevant to the college as they are based on level 1-4 programmes from which students' progress. However, the college has noticed an increasing number of graduates progressing from the Bachelor's to the Master's degree.

Carey Baptist College conducts continuous and ongoing review of individual student progress. It tracks and monitors individual student progress, collates and analyses data, and identifies trends by programme and overall. The PTE is not always able to fully explain reasons for any variations.

The college has not identified any consistent patterns in the success of on-site, face-to-face and distance learning students.¹² This may be partly because of blended learning whereby on-site students access and participate online and distance learners attend their nearest block course (which for those living in Auckland is at the college itself)¹³.

Carey Baptist College has compared its performance from year to year, and where there have been variations has sought reasons and addressed them promptly. It has also benchmarked itself (based on published TEC data) against the performance of three similar organisations in the same subsector. The benchmarking shows that Carey Baptist College performs similarly to those organisations delivering similar programmes, with no significant differences. The college has observed that it learns more about performance and practice from participation in external moderation and critiquing with other organisations, including those it benchmarks against.

The number and proportion of Māori and Pasifika students attending Carey Baptist College is relatively low. In January 2016, there were 23 Māori students, and 29 Pasifika. However, the college has pointed out it has exceeded its TEC performance commitments, and has seen a steady increase in both Māori and Pasifika participation over the past five years (for Māori, from 3.6 per cent of the total student population in 2011 to 8.9 per cent in 2015; and for Pasifika, from 6.1 per cent in 2011 to 11.2 per cent in 2015).¹⁴

¹² For example, in 2014 and 2015, in more than 60 per cent of courses, distance students performed better than, or at least as well as, on-site students. (In 40 per cent of courses their performance was better than on-site students.) On the other hand, this means that in 40 per cent of courses the distance students performed less well than on-site students.

¹³ There are normally only two to three block courses offered each semester, predominantly in Auckland. Distance students are encouraged to include block courses in their study planning.

¹⁴ The college's target market is Māori and Pasifika students within the (predominantly Baptist) church communities, not within the general population. The Baptist Union does not *Final Report*

Carey Baptist College has identified that Māori and Pasifika course completion rates are lower than those of non-Māori and non-Pasifika students.¹⁵ It is developing initiatives to increase Māori and Pasifika student participation and achievement. The success of these initiatives is not yet clear and the college has identified some possible reasons why Māori achievement declined in 2015¹⁶ when it had improved the previous two to three years.

The board says it is given detailed information on student achievement. Because it is so well informed, the board is able to test and challenge management explanations and help develop means of addressing the issues identified. This includes resourcing, lecturer performance, and professional development.

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**.

Carey Baptist College students are able to study and gain qualifications in applied theology. Attending parallel leadership training courses (non-Student Achievement Component funded), further supports graduates who can engage effectively with particular clients, including adults, family members, whānau, youth, children or citizens of other countries served by missions. Parallel-training tracks in areas such as pastoral leadership, youth pastoral leadership, children and family ministry in particular, connect students' academic study in applied theology with practical leadership. This supports their future employment and effectiveness in the pastorship role. Based on the success of the parallel tracks and related and

collect statistical data around ethnicity within its churches. However, Māori attendance in the Baptist movement is reportedly low.

¹⁵ Māori course completions in 2014 were 92 per cent, and Pasifika 87 per cent, compared with 63 and 67 per cent respectively in 2015. (The subsector medians in 2014 were 79 and 80 per cent respectively in 2014, and 84 per cent overall.)

¹⁶ These reasons include Māori whānau commitments and Pasifika family and church expectations and commitments which conflicted with attention to study. In addition, the impact on percentage rates of small student numbers and more than one member of the same whānau not completing is significant and helps explain the 2015 results. Among factors that Carey has identified as contributing to the decline in the 2015 Maori and Pasifika course completion rate, was the total non-performance of five students, arising from issues of motivation (not lack of ability). Without these five students, the pass rate would have been consistent with the trend of previous years. Strategies are in place for 2016 to address these (and other) factors.

ongoing advocacy, Carey Baptist College is developing a similar initiative with a focus on children.

Graduates gain employment and/or engage with further study after they are employed. The college suggests that more than 60 per cent of its graduates are in work within three months of graduation, mainly in churches or non-government and not-for-profit organisation roles. It is currently unable to verify exactly how many of these graduates actually gain employment within this timeframe as a consequence of their graduation, however, and the survey tool it uses for this purpose is under review to determine its effectiveness for gathering such meaningful data.¹⁷

Students and graduates not only serve the Baptist Church but also other churches. The college estimates that up to 50 per cent of its students at any one time are of denominations other than Baptist, but the college is currently unable to verify this.¹⁸ Students or graduates who are already employed as pastors or in other kinds of employment attend the college for their own personal, spiritual and theological development, including to get qualifications.

The introduction of the Master's degree has enabled students who qualify to pathway to higher study from the Bachelor's degree. An increasing number of Bachelor's graduates are doing this.¹⁹ Bachelor's graduates interviewed by the evaluators confirmed that for them this was a worthwhile learning and qualification pathway which benefited their knowledge and understanding at a distinguishably higher level. As mentioned, the pathways approach enables students to decide to move directly from the level 5 certificate programme to the degree without completing the certificate. Students motivated to do this need to be deemed capable of doing so by the college.

By attending courses and programmes and completing formal qualifications, students become equipped to gain and maintain related employment. The content of their study, which includes research, enables them to create, share and apply their knowledge and understanding. Their education and training enables them to contribute effectively and positively to their churches, local and wider communities

¹⁷ Although the survey instrument measures how many were already employed at the time of commencing study, it does not at present analyse down to whether that employment was abandoned for Carey Baptist College study (i.e. full-time students) or whether it was continued (part-time students), nor whether employment subsequent to completing a qualification was different to the employment before starting study at Carey Baptist College.

¹⁸ The college collects data on the denominations of its students. However, its new student management system (SMS) currently has no report function that enables it to analyse and report on the gathered data. This is being addressed with its SMS providers (along with a number of other reporting requirements).

¹⁹ Thirty-three graduates (76 per cent), almost all from Carey Baptist College, have gone from the Bachelor's degree and graduate diploma to study on the Master's and postgraduate programmes. Master's/postgraduate equivalent full-time students and student numbers have gone from 6.6 (17 students) in 2012 to 11.4 (30 students) in 2013 to 13.1 (39) in 2014 to 18 (41) in 2015.

and their own positive development. This effectiveness is enhanced by the personal growth and well-being based on their faith and the knowledge they gain through studying applied theology. This includes development of their cognitive abilities and skills, for example increased confidence, empathy, learning how to learn, the realisation of the importance of lifelong learning, and taking a holistic approach to themselves and others in living their lives as fully and well as they can.

Students, graduates and a range of key stakeholders interviewed by the evaluators confirmed the significant value of the outcomes and the range of valued outcomes arising from the education and training provided by Carey Baptist College. They also confirmed much of the self-assessment information gathered by the college. This includes student and graduate surveys which reflect consistently high satisfaction²⁰ and increasing response rates. The college's use of considerable quantitative and qualitative data is not always clear or consistent. Governance and management are well informed and responsive to making changes to improve the college's educational performance. Although qualification completion rates are currently declining for reasons provided previously in the report, the actual number of students who gain their qualifications each year has remained stable.

The college receives regular and direct informal and anecdotal feedback from students, graduates and stakeholders, including the Baptist Union. This feedback confirms the effectiveness of a range of self-assessment which goes beyond surveys. The college is developing its knowledge and understanding of where students go after they graduate and of the value of the outcomes of studying at the college in their employment and their lives.

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**.

Students were highly satisfied with their programmes, the balance between theological theory and its application in practice, and its relationship to the needs of their churches, their present and future roles in them, and to them personally.

Carey Baptist College programmes and activities match the needs of students and a wide range of stakeholders very well. Programmes and related activities are reviewed regularly based on student, church community and stakeholder feedback. Resulting changes include subject content and structure, resources, and use of technology. The Bachelor's degree programme has been reviewed very recently in

²⁰ Responses indicated some concerns around accessing library resources and implementation of online video and audio services which the college is addressing.

light of the targeted review of qualifications. This should enable the college to transition smoothly when the new qualification is approved.²¹ The Master's degree has developed to the extent that the external monitor, while continuing to make suggestions for improvement in 2015, has recommended that consideration be given to internal self-monitoring from 2016. The college continues to deliver its level 5 and 6 programmes in Mandarin to support the needs of the Auckland Chinese community. It is considering seeking accreditation to continue to do so following completion of the targeted review of qualifications.

The key stakeholder in Carey Baptist College is the Baptist Union. It has a keen interest in the provision of well-trained pastors able to address the needs of the members of their congregations and wider communities including missions. This extends to similar needs of other Christian denominations whose students also attend the college. Representatives of these churches considered that the college matched their needs well, although these needs were not exactly the same.

Carey Baptist College enables more students to complete programmes and ultimately gain formal qualifications by providing scholarships. It provides students with the opportunity to study by distance learning – the evaluators confirmed in some instances that this was the only way some students could study given their family and employment commitments. The college is continuing to transition from paper-based learning for distance learning students based on feedback from surveys in 2014 and 2015. On-site students are also able to access videoed lectures and other resources online which supports their learning. The college has identified that this facility may also have contributed to lower attendance in some cases. The college has noted increasingly in the past two years that student attendance drops off towards the end of each semester, in particular since it has been videoing classes and making the videos available online. It has been concerned that the drop-off in class attendance correlates with the number of students who fail to complete all assessments, and thus achieve a 'Did not complete' final grade. The college has been concerned that as students disengage from classes, they may also disengage from the assessments, despite their best intentions. The college has also tightened its assessment extensions and late submission requirements.

Carey Baptist College has identified that it needs to increase the participation and success of Māori and Pasifika students. This is a work in progress in relatively early stages of development and to date has had mixed results, particularly with regard to achievement (compared with participation which has improved). Initiatives have included bringing staff on board by visiting a wānanga and a polytechnic marae, developing college activities such as sharing kai, and providing opportunities to participate in sports. The college has also initiated Māori and

²¹ The college identified that reviews of the embedded level 5 and 6 qualifications would inevitably impact on the degree curriculum in which the qualifications are located. This was one of the reasons for reviewing the Bachelor's degree and curriculum in 2014 and 2015.

Pasifika representation on the board and the staff to give Māori and Pasifika an influential voice. The evaluators heard some evidence from students about how these activities may have already helped empower them – they were very clear about what had improved and the extent of the mahi still to be done.

The numbers of Māori and Pasifika students attending the college have increased, but are still quite low at this stage, especially Māori, when compared with the general population.²² Tensions between family, church and study commitments are a challenge for Pasifika students in particular. Further self-assessment in this area may be helpful for increasing participation and success by developing understanding and practice which matches the diverse needs of Māori and Pasifika students. The recent appointments of new staff members to develop Māori and Pasifika support and the creation of a Māori faculty should help this process.²³

Overall, Carey Baptist College is very responsive to needs which come to its attention directly and informally as well as formally. This includes one-to-one conversations between stakeholders and the principal, and questions or suggestions students make to lecturers. The evaluators heard many examples of how Carey Baptist College actioned initiatives arising from such beginnings as well as more formal processes. Initial and ongoing initiatives and improvements arising from such beginnings were evident in the education and training in pastor and youth leadership, and support for those working with children. Self-assessment based on stakeholder feedback effectively contributed to changes to the youth curriculum within the college's curriculum to support the training of youth pastors and workers.

The evaluators identified that in a few instances learners did not receive direct responses as to whether their feedback had been acted on, and if not, why not. In other cases, lecturers were prompted by a student survey question or response to pass on informal student feedback. The interviews conducted by the evaluators confirmed that Carey Baptist College could benefit from further developing how it captures and uses graduate as well as student and enhanced academic advisory board inputs into the development of its programmes.

²² Notwithstanding the college's performance in relation to TEC performance commitments, representation within the Baptist churches, and commitment to increasing Māori participation.

²³ The 0.6 role of Pacific Island cultural advisor and tutorial support and assistance was made permanent at the start of 2016. This is a measure of Carey Baptist College's commitment to enhancing the success of Pasifika students. The more recent appointment of a Kaiarahi-Rangahau Māori (research guide, counsellor and supervisor) is a measure of the college's commitment to enhancing the success of Māori.

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**.

Students assured the evaluators, who had no evidence to the contrary, that lectures, supplemented by group and other related learning activities, relevant resources and online forums were relational and effectively engaged them in their learning. They appreciated overseas speakers and lecturers who give them a global perspective they can relate to their own experience. Well-qualified and experienced lecturers are available and accessible at all times to support students and answer any questions they may have. In addition, lecturers are expected to be available for sporting and other college community activities.

The college on-site and online learning environments are inclusive. The evaluators observed this when all on-site students and staff attended lectures and then had lunch together. This is a regular part of participating in the college's learning environment. Students and lecturers interact well in a range of ways. On-site students as well as distance students participate in interactive online forums. Lecturers not only monitor student progress and achievement, but also student participation in online forums. The college has identified that the viewing of videos of whole lectures online by students varies and is attempting to address this. Access for all students has contributed to a decline in attendance by on-site students and a tightening of recording and following up of attendance to meet programme requirements.

The college has recently begun closely monitoring and following up a recent on-site 80 per cent student attendance requirement. This is now the responsibility of the academic registrar. This is in response to a decline in on-site attendance attributed by the college as being caused by all students having access to all lectures and other resources online and the known connection between attendance and success.

Students reported that assessments were marked promptly and provided informative and useful feedback to them on their progress. They appreciated the publication of their grades online. Internal and external moderation of programmes, courses and assessment help ensure that assessment is valid, fair and consistent. Moderation practices helped identify where an overseas guest lecturer's assessment standards were different to their New Zealand colleagues. This led to adjusted results and improved practices, particularly for overseas visitors. Rare cases of plagiarism are identified and managed appropriately. The right of Māori students to be able to present their assignments in reo Māori requires students to comply with the college's policy set out in its academic regulations.²⁴ One student

²⁴ A student who wishes to submit assessment items in Te Reo must apply in writing to the Dean of Studies at the time of enrolment in the relevant course. In the event that the Dean of *Final Report*

the evaluators spoke to was not happy with the policy. The college says it intends to review it.

The recruitment and development of teaching staff is effective and based on teaching and learning quality as a priority. Lecturers are accountable for their performance through peer observations and formal appraisals, and this feedback is appreciated. Teaching staff are valued to the extent that lecturers are able to take a sabbatical every seventh semester. This provides an opportunity to accelerate specific research projects. Staff are required to submit a full research plan before sabbatical leave is approved, including proposed outputs and places of publication.

Results and student surveys are used to assess lecturers' performance, as are regular formal appraisals. These inform professional development, as do lecturers' observations of each other's practice. Self-assessment and professional development are contributing to ensuring that all staff can relate effectively to all students, including Māori and Pasifika. This is a work in progress and more information about how else the college can help is now available internally as well as externally although the extent to which this is used appears to vary based on interviews conducted by the evaluators. The planning, actioning and evaluating of the progress of this particular part of the Māori and Pasifika initiative were not clear.

Research expectations are clear²⁵ but fulfilment of these is slightly mixed. Some lecturers are more research active than others. The college is continuing to address this and encourage the conduct and publication of research.

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**.

Students are well guided and supported. Comprehensive student information about programmes, courses, requirements and expectations are readily available on the college website, in hard copy, and, once enrolled, online on the college's intranet.

Studies is unable to locate a suitable examiner in relation to both academic standard and fluency in Te Reo in respect of the content of the course then the student will be offered the option of a translator, but at the student's own expense.'

²⁵ All academic staff are expected to be research active. Each year they prepare a research plan which they talk through with the head of the graduate school (who is also the director for research). At the end of each year, actual research is reviewed with the vice-principal/dean of studies in the staff annual performance review. The college's goal is to develop younger researchers. Six research staff meetings each year provide opportunities for staff to share their research, present work in progress, and encourage collegiality in developing a research culture. Clear targets or key performance indicators may help support staff participation in research.

This includes information for domestic students as well as the small number of international students, three at the time of the EER visit.

Lecturers are the key to much of the guidance and support students receive. They make one-to-one contact with each of their students within the first three weeks of their enrolment. They explain the expectations the college has of students. The lecturers are readily available and accessible at all times and provide lots of academic support.

Community and the sense of belonging are important to how well Carey Baptist College provides students with guidance and support. It considers community as a vital part of its pedagogy and culture. An oral survey conducted in October 2014 with more than 80 on-site students asked the question: 'What do you think the best thing is about being a student at Carey?' The top responses were:

- Community lunches (including interviews with community leaders)
- Learning as part of a community (with the 'compulsion' to participate)
- Hospitality and opportunities to eat together
- Ease of access to lecturers.

Additional features not already mentioned in the report include:

- Providing a weekly small group setting for students to discuss issues pertaining to their learning and faith
- Supporting the student association in organising social and sporting events and providing academic support for students
- Offering courses by block delivery around New Zealand each year, so distance education students have an opportunity to attend courses on campus or at their nearest venue
- Providing a dedicated library including a postgraduate study area
- Setting up a dedicated Facebook page.

Three students said they were unaware of basic information, guidance and support with regard to accommodation, transport and specialist services when they first arrived at the college. The evaluators and the college were surprised at this, given the available information on the college website and in hard-copy booklets. The students confirmed that when they found the information, the support was helpful. Pastoral leadership students said they would also appreciate more support. In light of this feedback, the college is looking at ways of ensuring students are more aware of the support available.

1.6 How effective are 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**.

Carey Baptist College has clear purpose and direction. Its mission is to serve New Zealand churches and the wider community through the development of leaders for ministry and mission. It seeks to train and equip a diverse community of people for leadership in churches of different denominations, Christian organisations, social services, within New Zealand and overseas, at both undergraduate and postgraduate levels.

The college's students and graduates have the potential and opportunities to make important contributions to society, encouraging and supporting tolerance by helping develop solutions to challenges within sometimes-marginalised communities. To achieve these aspirations, Carey Baptist College has determined strategic goals and developed a framework to advance its work and to report on.

The college's leadership is effective and trusted. The board chair, board and principal are accountable to a wide range of people and the Baptist Union and other stakeholders. The college has recently diversified the experience and expertise on its board through its elected membership and co-options. The principal has a positive working relationship with the board which supports him through providing support, mentorship, sabbaticals, counselling and international experience. These initiatives also enable the principal to review his own future and plan consequent succession.

The college and its principal anticipate and respond to change well. For example, in addition to initiatives previously mentioned, its current and future planning includes development of the Auckland campus to manage increasing student numbers and development of the Auckland learning centre to support lifelong learning.

As part of achieving its goals, the college is committed to increasing Māori and Pasifika participation and success. It is building a range of strategies to achieve this. The college is balancing innovation and continuity by the ways it is developing, blending and integrating distance online learning with face-to-face learning.

Governance and management work together to recruit and develop the staff so that they are effective. The evaluators confirmed that staff feel valued by the students, governance and management. Governance and management provide appropriate resources to support learning, teaching and research.

Although Carey Baptist College is committed to developing the research expertise of its staff, the college regards itself first and foremost as a teaching and learning institution. While it encourages and supports staff research, the outputs are

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variable in terms of participation, number of publications and their significance. As mentioned, the degree monitor's 2014 and 2015 reports for the Master's and postgraduate programmes have made recommendations to help improve student participation and research practices, and associated staff support and supervision. Currently the college is largely fulfilling the NZQA research expectations of tertiary organisations which covers their extent, although staff participation and practice could be further improved.

Since the previous EER, Carey Baptist College has conducted a range of self-assessment activities as business as usual, some of which have led to useful initiatives and changes as previously mentioned.

There is sufficient evidence of effective self-assessment used to understand educational performance and bring about many worthwhile improvements. There is improving collection of evidence of graduate destinations and valued outcomes. There are gaps in self-assessment information about achievement rates by programme, course and lecturer, at Master's and postgraduate levels and by Māori and Pasifika students when compared with non-Māori and non-Pasifika by programme, course and lecturer. Self-assessment has not yet addressed declining qualification achievement rates. Information about the denominational composition of the student body would be useful. Notwithstanding, considerable self-assessment overall is coherent and comprehensive across the organisation, although its collection, processing, analysis and explanation seems to rely heavily on the capacity and capability of the academic director/deputy principal.

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**.

2.2 Focus area: Bachelor of Applied Theology and Graduate Diploma 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**.

2.3 Focus area: Master of Applied Theology/Postgraduate Diploma in 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

NZQA recommends that Carey Baptist College:

- Continue to develop its quantitative and qualitative information around student achievement including Māori and Pasifika.
- Further develop quantitative and qualitative information about graduate destinations and graduate valued outcomes.
- Review the communication of information about the support available to students.
- Improve the feedback to students about why suggestions they make are actioned or not.
- Further develop student and staff research capability and activities in order to extend the current culture, participation and supervision of research.
- Continue to monitor qualification completions rates and address trends and reasons for them over time as appropriate.

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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