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External Evaluation and Review Report

Vineyard Christian Fellowship Trust

Date of report: 28 September 2021

About Vineyard Christian Fellowship Trust

Vineyard Christian Fellowship develops leadership skills for Vineyard and other Christian churches. The core training activity is two qualifications delivered online and through church-based ministry internship.

Type of organisation:	Private training establishment (PTE)
Location:	3/252 Forrest Hill Rd, Forrest Hill, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 51 students, including 18 Māori
Number of staff:	Two full-time, three part-time and three adjunct casual markers
TEO profile:	See NZQA: Vineyard Christian Fellowship Trust
Last EER outcome:	Confident in educational performance and capability in self-assessment
Scope of evaluation:	Diploma in Christian Leadership (Level 5) This Vineyard programme leads to award of NZ2793: New Zealand Diploma in Christian Studies with strands in Chaplaincy, Christian Leadership, Intercultural Studies, Performing Arts, Te Minita Taha Māori, and Theological Studies.
MoE number:	8471
NZQA reference:	C45344
Dates of EER field work:	23 and 24 June 2021 ¹

¹ EER conducted online.

Summary of Results

Students at Vineyard Christian Fellowship Trust (Vineyard) achieve qualifications that enable theologically based leadership of Vineyard and other churches, meeting the priority need of these important stakeholders. Self-assessment processes are generally of high quality and used to guide improvement.

Confident in educational performance

- Since the last EER, Vineyard's course and qualification rates have been relatively high, ranging between 72 and 84 per cent. Analysis of student achievement is sufficient for the context of the PTE.
- The value of the outcomes for Vineyard stakeholders and students is well understood and met through the interwoven relationship between the small PTE and Vineyard churches. Developing systematic processes to better evidence the extent to which these important outcomes are met is a work in progress.

Confident in capability in self-assessment

- Purposeful programme design and delivery is well matched to student needs and is contributing to meaningful participation in study. Systems and processes are sound, and recent initiatives – once embedded and reviewed – will more convincingly demonstrate their effectiveness.
- Student support is generally strong and appropriate for the size and context of the PTE. Comprehensive evidence to demonstrate the effectiveness of support mechanisms and findings used to make improvements would strengthen this area.
- Governance and management effectively lead the PTE and support the educational achievement of the students. Systems and processes are comprehensive and used effectively to guide the decision-making and operation of the college.
- Important compliance accountabilities are effectively monitored and managed.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Vineyard demonstrates relatively high rates of course and qualification achievement (72-84 per cent) since the previous EER.³ This is a sound result, as the profile of learners has changed over this time and achievement has remained consistent. Strengthening the enrolment process has reduced the early withdrawal rate over recent years.</p> <p>External moderation results indicate that assessment and assessor judgements are consistent and meet the standard, verifying Vineyard's programme achievements.</p> <p>Benchmarking involves primarily a comparison of qualification completions with other faith-based PTEs, which are at a high level and indicate Vineyard is performing very well. More nuanced self-assessment in this area would be beneficial to extract more meaningful information for review and comparison.</p> <p>Overall priority learner achievement is variable; in some instances, this is somewhat impacted by low numbers. For example, Pasifika students are fewer than five each year. Vineyard's own data shows that while enrolment of Māori has increased to over a third of all learners in 2020, achievement is not consistently on par with overall student achievement.</p> <p>Analysis of student achievement is sufficient for the context of the PTE, as evidenced through minutes and informal discussion.</p>
Conclusion:	Since the last EER, Vineyard's course and qualification rates have been relatively high, ranging between 72 and 84 per cent.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ See Appendix 1.

	Analysis of student achievement is sufficient for the context of the PTE.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Vineyard College is a small PTE with board and staff members who also represent the primary stakeholder, Vineyard Churches. Through the provision of education and training and the gaining of New Zealand-recognised qualifications, Vineyard programmes add value to church communities by upskilling church members' knowledge and thereby enhancing leadership capability and the sustainability of both the people and the church.</p> <p>Individual students gain knowledge in areas of personal interest, specifically the study of theology. This provides an opportunity for a career within the church community and increases the students' contribution or types of contribution to the church.</p> <p>Spiritual and personal development is widely acknowledged as occurring and is reported through students' self-rating and analysis of student reflections/logbooks. The collation of, and method used to analyse and interpret data requires more rigour to better validate Vineyard's perspective on these outcomes.</p> <p>The outcomes for both individual students and the church are important to Vineyard. Taking into account the number of students, the PTE's relationship with the churches, and its own context, much information and feedback is anecdotal, impacting Vineyard's ability to provide evidence of the extent to which these outcomes are met.</p>
Conclusion:	The value of the outcomes for Vineyard stakeholders and students is well understood and met through the interwoven relationship between the small PTE and Vineyard churches. Developing systematic processes to better evidence the extent to which these important outcomes are met is a work in progress.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Programme redesign to enable part-time diploma study and the blended delivery approach has significantly enhanced access for more people within Vineyard and other church communities to meet their study goals. This has addressed a previous unmet need where potential students were unable to manage study, work, family and church commitments.</p> <p>The alignment and application of learning during the internship is beneficial. Assignments include confirmation of hours and activity during internship to further enhance the value of the learning.</p> <p>Academic processes are in place, such as programme review and moderation of assessment being undertaken before grades are confirmed. Some practices are being enhanced, for example eliciting marker feedback to consider assessment trends, and peer observation of tutors. However, these practices are not yet occurring systematically or being embedded. Vineyard has an opportunity to develop more sophisticated processes by making use of recent developments such as a marking rubric and assessment process for more extensive critique, externally and internally, to ensure consistency in marking. This is a work in progress.</p> <p>As these comprehensive systems and processes are implemented and embedded, Vineyard will be able to gain a greater understanding of their effectiveness and impact, thereby feeding back into performance.</p>
Conclusion:	Purposeful programme design and delivery is well matched to student needs and is contributing to meaningful participation in study. Systems and processes are sound, and recent initiatives, once embedded and reviewed, will more convincingly demonstrate their effectiveness.

1.4 How effectively are students supported and involved in their learning?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are nominated by their church to undertake study at Vineyard, and the church commits to support them throughout via an unpaid internship which extends over the term of study.</p> <p>The quality of this supervision is generally understood by Vineyard and has a significant impact on the experience of the students. Vineyard's intention to formalise the partnership commitment with participating churches will provide increased assurance that the quality of the student's experience is maintained, regardless of any change in supervisor circumstances, the student/supervisor relationship, or if the student is in a group or individual internship. Supervisors receive useful information to guide them as they support the students during the internship. They also provide updates on student progress.</p> <p>The two-week block courses, including orientation, provide a direct opportunity for fellowship and support to students, which is considered very beneficial. Vineyard identifies student needs by monitoring progress with assessments, which triggers email follow-up. Fortnightly virtual support is available, and in-person support can be provided on an individual basis as needed.</p> <p>Overall, Vineyard is providing strong support to the students. More nuanced processes to gather feedback may provide an opportunity to meet the varying needs of students. For example, students who do not pathway from the certificate to the diploma programme are academically able, but they do not have the baseline theological language and knowledge associated with the programme. Vineyard could consider how to better support and resource these students in their study.</p>
Conclusion:	<p>Student support is generally strong and appropriate for the size and context of the PTE. Comprehensive evidence to demonstrate the effectiveness of support mechanisms and evidence of findings used to make improvements would strengthen the rating in this area.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Over the past three years there has been a change in board members and the appointment of an acting principal, all having relevant experience to support and govern the PTE. Board members are also Vineyard church leaders, providing direct oversight by Vineyard churches as a partner and primary stakeholder. Together, the board and senior staff have effectively guided and led the college through a number of changes to programmes and delivery, including navigation of the national and local Covid lockdowns.</p> <p>The board is well informed by the acting principal. A range of indicators, such as enrolments, completions and student satisfaction, are used to monitor performance. A recently created five-year plan is looking at the future of the college and considering changes to the sector that may have a potential impact on the PTE. Growth strategies are shared and discussed with staff.</p> <p>Vineyard has an ongoing focus to support the professional development of the small team of staff at the college. The range of study is well aligned to the priorities of the PTE and the needs of stakeholders. Academic processes and practices to support and monitor educational achievement are in place and are effective. The PTE is sufficiently well resourced to undertake programme delivery.</p> <p>Cohesive processes provide multiple opportunities to formally engage staff and review the educational performance of the PTE and maintain staff connection with the mission and purpose.</p>
Conclusion:	Governance and management effectively lead the PTE and support the educational achievement of the students through change. Systems and processes are comprehensive and used effectively to guide the decision-making and operation of the college.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance responsibilities associated with NZQA and the Tertiary Education Commission are closely monitored. Effective systems, use of a compliance calendar, and leadership by the academic registrar, who has experience in managing PTE compliance matters, ensure all obligations are met.</p> <p>Vineyard actively engages staff in monitoring processes, incorporating compliance discussions into general staff meetings to increase the capability of all staff and reduce reliance on the academic registrar in this small PTE.</p> <p>A thorough internal review of the interim domestic Code⁴ has validated areas of strength and areas for further development. Stringent monitoring of programme hours, including for each component of the programme, is evident and ensures students are not exceeding internship hours which may have an impact their wellbeing. All attestations and returns to NZQA have been provided within required timeframes.</p>
Conclusion:	Important compliance accountabilities are effectively monitored and managed.

⁴ The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019

Focus Areas

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

2.1 Focus area: Diploma in Christian Leadership (Level 5)

Performance:	Excellent
Self-assessment:	Good

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Vineyard Christian Fellowship Trust:

- Consider how to better support and resource students who do not have baseline theological language and knowledge.
- Improve the rigour when collating, analysing and interpreting data to validate outcomes.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

Table 1. Overall enrolments and completions by programme⁵

	2018			2019			2020		
	Enrol*	Compl**	%	Enrol	Compl	%	Enrol	Compl	%
NZ2772 ⁶	23	16	70%	32	29	91%	28	22	79%
NZ2793 ⁷	16	12	75%	19	14	74%	19	15	79%
Total	39	28	72%	51	43	84%	47	37	79%

*Enrolments **Completions

Table 2. Māori enrolments and completions by programme

	2018			2019			2020		
	Enrol	Compl	%	Enrol	Compl	%	Enrol	Compl	%
NZ2772	4	3	75%	6	6	100%	15	10	67%
NZ2793	4	3	75%	4	2	50%	3	2	67%
Total	8	6	75%	10	8	80%	18	12	67%

⁵ Data provided by Vineyard College – ‘Overall completion and Māori completion Data 2018-2020

⁶ New Zealand Certificate in Christian Ministry with strands in Christian Studies and Internship

⁷ New Zealand Diploma in Christian Studies with strands in Chaplaincy, Christian Leadership, Intercultural Studies, Performing Arts, Te Minita Taha Māori, and Theological Studies

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁸*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁸ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

Final report

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Final report