External Evaluation and Review Report

Elim Property Trust trading as Elim Leadership College

Date of report: 15 March 2023

About Elim Property Trust trading as Elim Leadership College

Elim Leadership College (ELC) provides training in Christian studies and leadership for Elim Church ministries and pastoral care roles. ELC offers practical internships across New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	159 Botany Road, Howick, Auckland
Code of Practice signatory:	Yes
Number of students:	Domestic: 68 (59.6 equivalent full-time students) Māori: 12 students (16.9 per cent) Pasifika: 11 students (15.5 per cent) International: three students
Number of staff:	Full-time: three; part-time: seven (4.2 full-time equivalents)
TEO profile:	Elim Leadership College (provider page on NZQA website) Elim Leadership College (ELC) is owned by Elim Christian Centre and linked with the Elim Church of New Zealand. There are eight church campuses which suggests a strong relationship between the Elim Church of New Zealand and ELC.
Last EER outcome:	At the previous EER, conducted on 24 October 2018, NZQA was Highly Confident in both ELC's educational performance and capability in self-assessment.
Scope of evaluation:	• Certificate in Christian Ministry (Internship) (Level 4) ID: 121677-1; Ref: 2772-1 • Diploma in Christian Studies (Christian Leadership) (Level 5) ID: 121678-1; Ref: 2793-1 • Diploma in Christian Studies (Christian Leadership) (Level 6) ID: 121814-1; Ref:2773-1

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MoE number: 8475

NZQA reference: C50814

Dates of EER visit: 26-28 October 2022 (virtual)

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Summary of results

ELC has strong achievement and provides highly valued outcomes for its stakeholders and students. Self-assessment informs decisions and actions taken. Some areas of weakness in compliance are being addressed.

Confident in educational performance

- ELC's course and qualification completions are consistently high and exceed the sector median. However, the omission of withdrawal dates in SDR data (50 per cent of the sample) to the Tertiary Education Commission (TEC) and initial inaccuracies in reporting achievement data in this evaluation, to some extent undermine confidence in educational performance. However, the data reviewed at the time of the EER was deemed to be accurate.

Confident in capability in self-assessment

- While reasons for an increase in withdrawals of Pasifika learners in 2021 is understood, building capability to support Pasifika learners needs to be strengthened.

- ELC works closely across the Elim church community networks to be well informed of stakeholder needs and challenges. Learners grow important practical skills and knowledge to benefit their roles and communities. Valued outcomes are evident, such as graduate progression and highly skilled Christian leaders to support and serve growing community needs.

- Effective processes contributing to valued outcomes include regular stakeholder engagement, responsive teaching staff, well-contextualised learning and relevant activities. Regular interactions with an individually assigned supervisor and mentor provide the necessary guidance required in learners' particular ministries. In addition, ELC provides pastoral care for learners as and when required.

- The PTE has a clear purpose and direction and strong academic leadership, furthered by the strong support of the Elim Christian Centre and Elim's national leadership team.

- Compliance management is an area for ELC to review. The PTE is addressing the four breaches identified by TEC which required two data resubmissions for December 2021 and August 2022, a review of decision-making to manage fee increases within the AMFM limit and the reimbursement of overcharged tuition fees in relation to the fee increase for affected students in 2021. ELC was also unable to confirm insurance and valid visas for two international students at the commencement of their study. Management of international student records requires greater formality of processes and increased oversight.

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Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	ELC has strong achievement and, overall, both course and qualification completions are consistently above the internal target of 90 per cent and the sector median benchmark.[2] An unusual increase in withdrawals (particularly for Pasifika students) in 2021 was mainly due to students' unforeseen personal circumstances, and the impacts of Covid-19 lockdowns.
	Overall, Māori students have achieved at similar or higher than target rates. However, Pasifika student achievement has been variable and a drop in 2021 is understood. ELC has knowledge of students with disabilities when they self-identify, however the PTE does not have formal policies and procedures in this area and does not formally capture achievement data and understand outcomes for this priority group. This area needs further work.
	Students' spiritual growth and leaderships skills are a focus. Important transferable skills gained include improved confidence, time management, communication, interpersonal skills, problem-solving and critical thinking.
	ELC regularly reviews and analyses achievement, and this is, for the most part, comprehensive. Data is used to understand factors affecting student progress and to make further improvements. Self-assessment could be strengthened with a focus on programme progression rates and analysis of historical data trends. Strengthening data verification will ensure reporting processes are reliable.
	The recent TEC report findings based on a sample of 22 students from the SDR data for December 2020, December

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

[2] Refer to Appendix 1 for data tables on benchmarking and programme achievement.

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	2021 and April 2022, highlighted that the withdrawal dates for 11 students were not included in the SDR. These errors identified in the post-enrolment process, partly undermines confidence in ELC's achievement data over that period.
Conclusion:	Achievement is generally strong across all offerings. Students gain valuable transferable skills. However, inaccuracies in reporting data reduces confidence in the validity of achievement results. Self-assessment is sound but could benefit from further review of achievement-related data.

1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	ELC provides a holistic and practical approach to learning that leads to well-rounded Christian leaders who can respond appropriately to community needs and meet the demand for Christian leadership and staff within the wider Elim Church network. The authentic and practical learning enables and prepares graduates for their ministry and focuses on student-led learning which enables independent and personal development. Students improve their wellbeing and enhance their abilities and attributes.

ELC captures graduate destinations three to six months after graduation for each year. A number of interns provide practical ministry within their churches that allows for the immediate application of new skills and knowledge and positively contributes to their local and wider communities. A number of graduates have gained permanent employment as lead pastors in various ministries. Other graduates gain paid or unpaid roles in youth worship, children's pastoral care and various other ministries of the Elim Church across New Zealand. Graduates also gain employment in related industries outside of the Christian ministry[3].

ELC programmes create clear pathways to further study within the organisation and in 2021 just over 50 per cent (32/60) of students chose to continue their study with ELC. A small number |

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[3] An average of 54 per cent gained full-time or part-time employment following graduation (2018-21 graduates).

	continue their study at other tertiary providers.
	ELC frequently engages with church stakeholders to understand the needs of local churches and the progress of interns in their ministries. ELC uses multiple avenues to gain student and graduate formal feedback. Data is collated, analysed and reported to the leadership team and used to make appropriate decisions for continuous improvement of programme delivery and design.
Conclusion:	Programmes contribute significant value to students and communities. Self-assessment processes provide relevant information which is used to make appropriate and timely improvements.

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:	**Excellent**
Findings and supporting evidence:	Programme design and delivery are relevant and well aligned with stakeholder and community needs. Programme delivery is via live online lectures and in-person block courses twice a year. ELC's response to Covid-19 lockdowns was well managed and several programme delivery changes were made in response to the changing needs of students. ELC is well informed and self-reflective, using semester programme reviews to assess needs for improvements and address any issues.

An improved online lecture platform and programme and assessment policy changes have been informed by stakeholder consultations.

Feedback received from stakeholders, including students, lecturers' internship supervisors and mentors, is evaluated to inform course review and make improvements before the next delivery. Learning is planned and each student receives a detailed 'student directed learning plan' to guide them through the semester.

Online resources, social media and textbook resources are used to keep students connected and engaged. Lecturers are experts in their various ministries and share their leadership |

	experiences, providing a diverse range of lectures related to various ministry contexts that are relevant and engaging for learners.
	Block courses strengthen students' relationships with their peers and lecturers. These networks encourage greater student confidence to share personal stories, knowledge and experiences. Students also form study groups to support each other through the learning process.
	Assignments are contextual and relevant to individual students and require students to use their personal experiences of applying their skills and knowledge. Student learning barriers are addressed, and creative means are used to enable students to submit assignments where writing is a barrier. For example, a student could use song to express understanding.
	Academic standards and integrity are robust. The recent NZQA programme monitoring report for the Certificate in Christian Ministry (Level 4) confirmed that assessments are meeting the required standards. Internal moderation, completed by an experienced internal moderator, is conducted by course, with outcomes tracked and appropriate actions monitored and signed off once implemented or completed. Discussions with markers ensure any issues are addressed. External moderation is conducted by a number of PTEs who deliver similar programmes on a three-year cycle. These outcomes are positive and confirm the validity and reliability of assessment decisions.
Conclusion:	Programmes are relevant and well matched to student and stakeholder needs. Learning activities, resources and assessments are appropriate and engaging. Self-assessment is used purposefully to review and enhance teaching and learning.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Learning support starts with a well-defined and intentional enrolment process which provides ELC with information about individuals' learning needs. Student placements are planned with the lead pastors or church leaders supporting the student's application.
	Students are well prepared for internships, which are well executed, maximising the learning opportunity and benefiting both church leaders and students. Host churches are regarded as the primary source of pastoral support for students and for dealing with spiritual and emotional issues. Each student is assigned a supervisor and a mentor, who help the students set goals and regularly monitor their progress. Strong relationship building is the key focus. Supervisors provide the guidance and ideas to support students' academic and leadership improvements. Mentors support students' mental and emotional wellbeing to pathway through all levels of their programmes.
	Lecturers provide prompt online responses to student queries and students attest that the feedback they receive from lecturers helps them improve on their assignments. Feedback is open and transparency is encouraged and supported. Covid-19 lockdowns highlighted a need for weekly tutorials to help reinforce learning and provide opportunities to share learning experiences.
	The wrap-around support includes a wellbeing hub operated online by the wellbeing coordinator and support manager who communicate regularly with students to check on their progress and wellbeing. International students are well supported with regular check-ins, and individual attention is provided to each student. Further support is provided to struggling students, and individual learning plans provide additional guidance for students to achieve outcomes.
	Regular supervisor, mentor and student feedback informs ELC of student progress. This is used to review student needs and provide pastoral care support. ELC could strengthen the supervisor's feedback template to allow for more efficient and

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	thought-provoking meetings.
Conclusion:	Students are highly engaged in their learning and well supported by ELC's wrap-around services.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	ELC has a clear and well understood purpose and direction, and strategies are in place to meet the demands of the growing church community and the aspirations of the wider Elim Church network.
	ELC promotes a culture of continuous improvement. The ELC leadership team works effectively, with well-defined roles and responsibilities. The principal's role provides the link between the governance and ELC leadership. However, this area needs strengthening through an informed oversight of educational accountabilities and compliance requirements. Regular engagement channels provide good mechanisms to communicate across the different levels of the organisation.
	ELC recently appointed Māori and Pasifika advisors to support staff and management in ELC's cultural capability and ensure engagement is inclusive and appropriate. The impact of these two voluntary advisors is not yet clear.
	Teaching staff are highly qualified and have extensive experience and expertise in various leadership and ministry roles. Professional development is supported, and staff are encouraged to participate in various courses, conferences and seminars. Knowledge and learnings are shared with the wider team. Although some teaching staff have a teaching qualification or coaching capability, and are mentored into the teaching role, it would be beneficial for all teaching staff to have some formal professional development in teaching and learning to support best practice.
	Academic leadership is strong and provides effective oversight of academic matters, evaluates educational performance and consistency, and keeps the ELC leadership team well informed of all academic matters.

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	Governance and management are focused on understanding the organisation's performance through data analysis and maintaining good self-assessment processes. A more formal approach to oversight of datasets and compliance requirements would strengthen self-assessment practices.
Conclusion:	A strategic and innovative governance and management team supports the knowledgeable and experienced academic team to ensure organisational goals are being met.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	ELC is meeting many of its compliance requirements, with compliance responsibilities shared between members of the leadership team. However, management of some key accountabilities have not been robust to meet compliance obligations.
	Some of ELC's key compliance accountabilities being met, are:
	• NZQA attestations and returns have been provided within required timeframes.
	• There is a process to monitor programme delivery so that it occurs as approved.
	• The recent participation in the NZQA programme monitoring of internal moderation reported positive findings.
	• ELC's participation in the NZQA consistency reviews in 2019 for the level 4, 5 and 6 programmes was found to be sufficient for all three qualifications.
	• ELC's self-review of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code) is a sound process, involving relevant staff. The PTE's code gap analysis led to the establishment of the student wellbeing coordinator and the wellbeing hub on the learning management system.
	Responsibilities under the Code of Practice for international students have not been well managed. The evaluation team identified two cases where international students did not have

	insurance cover for part of the study period. This is a breach of Section 5, Part 6, Outcome 10 of the Code, which mandates that a Code signatory has the responsibility to ensure its students are appropriately covered by insurance throughout their study. ELC's efforts in reminding the student to renew their visas and insurance were noted by the EER team. However, this suggests the current process needs to be strengthened. ELC needs to review its system on visa and insurance monitoring and renewal to ensure compliance in these areas. The recent TEC audit report noted breaches related to data management. ELC has identified the reasons for these breaches and completed an action plan to resolve the issues. Weaknesses highlighted by these administrative breaches reflect inadequate administrative management of processes to meet compliance obligations to the TEC and NZQA.
Conclusion:	The significant breaches in the TEC audit report and the identified gaps in visas and insurance highlight weaknesses in processes and poor oversight, leading to concerns around both educational performance and capability in self-assessment.

Focus areas

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

2.1 Focus area: Certificate in Christian Ministry (Internship) (Level 4)

Performance:	**Good**
Self-assessment:	**Good**

2.2 Focus area: Diploma in Christian Studies (Christian Leadership) (Level 5 and 6)

Performance:	**Good**
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 Elim Property Trust:

- Undertake capability building in educational responsibilities and requirements to have better oversight over key compliance accountabilities (leadership team).

- Review data reporting processes to include more formal oversight, ensuring the validity of data reported to all stakeholders.

- Strengthen the work regarding the Pasifika learner group to improve their outcomes.

- Develop a plan to better accommodate and track disabled learners including the development of relevant policies and procedures.

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.

NZQA requires that Elim Property Trust:

- Strengthen its systems for monitoring international student documentation to ensure that students have the required insurance for their studies and hold accurate and up-to-date visa records; and ensure that staff are familiar or familiarise themselves with the Code of Practice 2021 requirements as per Section 5, Part 6, Outcome 10 of the Code of Practice 2021.

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Appendix 1

Table 1. Comparison with all TEOs delivering levels 4, 5 and 6

	Course		Qualification	
	All sector median	ELC	All sector median	ELC
2018	83.3%	93.9%	61.1%	92.2%
2019	83.9%	95.2%	Not available	94.2%
2020	84.3%	94.4%	Not available	93.8%
2021	82.9%	90.7%	Not available	87.0%

Source: Nga Kete/Wisenet

Data supplied by Elim Property Trust (Source: Wisenet Report #2070)

Table 2. Christian Studies Level 4

Year	#Enrolled	#Course completions	%	#Qualification completions	%	#Withdrawals/ non-completions
2018	39	36.8	94%	36	92%	3
2019	24	23.5	98%	23	96%	1
2020	31	29	94%	29	94%	2
2021	33	31	94%	31	94%	2
Total	127	120.3	95%	119	94%	8

Table 3. Christian Studies Level 5

Year	#Enrolled	#Course completions	%	#Qualification completions	%	#Withdrawals/ non-completions
2018	18	16.4	91%	16	89%	2
2019	16	14	88%	14	88%	2
2020	20	19	95%	19	95%	1
2021	23	19.6	85%	17	74%	6

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Table 4. Christian Studies Level 6

Year	#Enrolled	#Course completions	%	#Qualification completions	%	#Withdrawals/ non-completions
2018	7	7	100%	7	100%	0
2019	12	12	100%	12	100%	0
2020	14	13	93%	13	93%	1
2021	13	12	92%	12	92%	1

Table 5. Priority groups

Course completion	2018 actuals	2018 target	2019 actuals	2019 target	2020 actuals	2020 target	2021 actuals	2021 target
Non-Māori/ non-Pasifika	98.5%	90%	95.8%	90%	95.1%	90%	91.1%	90%
Māori	81.8%	90%	100%	90%	93.3%	90%	91.7%	90%
Pasifika	81.2%	90%	88.9%	90%	92.9%	90%	88.5%	90%

Source: Nga Kete/Wisenet (Report 2070)

Qualification completion	2018 actuals	2018 target	2019 actuals	2019 target	2020 actuals	2020 target	2021 actuals	2021 target
Non-Māori/ non-Pasifika	97.7%	90%	94.4%	90%	94.7%	90%	88.9%	90%
Māori	81.8%	90%	100%	90%	93.3%	90%	91.7%	90%
Pasifika	75.0%	90%	88.9%	90%	92.8%	90%	75.0%	90%

Source: Nga Kete/Wisenet (Report 2099)

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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 fraud[4]*

- *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.*

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[4] 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.

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Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2021, which are made by NZQA under section 253(1)(pa) of the Education and Training Act 2021 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 TITOs 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively. These rules were also made by NZQA under section 253 of the Education and Training Act 2021 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Registration Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

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 2021. 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/.

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