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Report of External Evaluation and Review

Catholic Institute of Aotearoa New
Zealand – Te Putahi Katorika ki
Aotearoa

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 1 May 2018

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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: | Catholic Institute of Aotearoa New Zealand – Te Putahi Katorika ki Aotearoa (TCI) |
| Type: | Private training establishment (PTE) |
| First registered: | 1 March 1998 |
| Location: | Mercy Centre, Level 1, 15 Guildford Terrace, Thorndon, Wellington |
| Delivery sites: | TCI has delivery sites in: Wellington, Auckland, Mosgiel, Christchurch, Hamilton, Timaru, Greymouth, Palmerston North, Gisborne and Tauranga. |
| Courses currently delivered: | <p>TCI delivers courses in Theology, Religious Studies and Christian Ministry, including the following NZQA-registered qualifications:</p> <ul style="list-style-type: none">• Diploma in Religious Studies (with streams in Pastoral Ministry, Religious Education and Theological Studies) (Level 6)• Diploma in Pastoral Leadership (Level 6)• Certificate in Catechetical Studies (Level 5)• Certificate in Catholic Youth Ministry (Level 5)• Certificate in Pastoral Ministry (with streams in Hospitals and Prisons) (Level 5)• New Zealand Certificate in Christian Studies |

(with streams in Christian Ministry and Religious Education) (Level 5)

TCI also offers non-NZQA registered courses, which include certificate courses (including a Certificate of Personal Interest) and four papers in a Graduate Certificate in Leadership and Catholic Culture begun in January 2018 (awarded by the Australian Catholic University).

Code of Practice signatory: Not a signatory

Number of students: Domestic: 2017 – 889 enrolments:

- 88 per cent are aged over 25 years
- 5 per cent Māori
- 6 per cent Asian
- 7 per cent Pasifika
- 72 per cent European

The student base is predominantly teachers who work or intend to work in Catholic schools and teach religious education, and Catholic lay people who are working or who wish to work in ministry roles in the Catholic Church or associated Catholic organisations. Almost all students study part-time.

Number of staff: Six full-time and nine part-time employees

21 part-time contracted employees

Scope of active accreditation: Refer to TCI's provider page on NZQA's website: <http://www.nzqa.govt.nz/providers/details.do?providerId=849896001>

Distinctive characteristics: TCI is a registered charity providing qualifications for those who work or wish to work in Catholic education or pastoral ministry.

TCI's national office is in Wellington, and the organisation teaches throughout New Zealand. This is achieved by having teaching sites in the six Catholic dioceses of New Zealand (Auckland, Hamilton, Palmerston North, Wellington, Christchurch and Dunedin), and by offering courses via distance learning. Since February

2017, TCI has offered courses online. Distance and blended and online learning students are more than one-third of learners, on track to be 50 per cent in 2018.

Recent significant changes: In March 2017 a new director of TCI was appointed. The previous director is now focusing fully on the academic dean role. Two new members with extensive tertiary education experience have recently been appointed to the academic committee.

In 2017, TCI commenced offering courses via the online platform, 'Canvas'.

TCI has eight programmes expiring. New Zealand certificates have been NZQA approved and are currently offered, and a New Zealand diploma is in development.

In 2015 the Tertiary Education Commission (TEC) reduced funding to TCI by 10 per cent. This is consistent with the reduction of SAC (Student Achievement Component) funding to all TEOs in the Christian theological and ministries education sector.

Previous quality assurance history: The previous external evaluation and review (EER) was conducted in April 2014. At that visit, NZQA was Confident in TCI's educational performance and in its capability in self-assessment.

The TEC undertook an audit of TCI in 13 May 2016 and identified a number of areas to be addressed. All requirements were addressed with the TEC and were met in June 2016.

External moderation is undertaken by arrangement with Good Shepherd College, a PTE with a current NZQA Category 1 rating.

Other: Professional affiliations include: Christian Theological and Ministries Education Society (CTMES), Independent Tertiary Education New Zealand, Australian Catholic Theological Association, Flexible Learning Association of New Zealand, Wellington Theological Consortium,

2. Scope of external evaluation and review

The following focus areas were selected for evaluation.

Suite of qualifications to teach religious education in schools

The qualifications in this focus area are for teachers who work or intend to work in Catholic schools, to qualify them for teaching religious education. The qualifications include:

- Certificate in Catechetical Studies (Level 5). Students are trainee teachers and undertake the certificate while studying at teachers college. This qualification expires in July 2019. It was a focus area in the previous EER.
- Diploma in Religious Studies Religious Education (Level 6). Students are qualified teachers who are already or wish to teach religious education in Catholic primary and secondary schools. This qualification expires in July 2019. It was a focus area in both previous EERs.
- New Zealand Certificate in Christian Studies (Religious Education) (Level 5). This qualification was approved by NZQA in February 2017. It replaces the expiring qualifications above and has two strands: trainee teachers and qualified teachers. There are a small number of graduates.

Diploma in Pastoral Leadership (Level 6)

This qualification was nominated as a focus area by TCI and was also previously selected in the 2010 EER as a focus area. This is TCI's long-standing programme. Students are all part-time and engage in study for several years to complete the 18 papers. The programme will discontinue in July 2019.

The programme is taught in conjunction with the Launch Out programme run by the Archdiocese of Wellington to provide formation and practicums to support the theological and theory-based diploma. Successful completion of both the diploma and Launch Out programme, following endorsement by the Wellington archbishop, meets a need for qualified and informed Catholic lay people to lead parishes in partnership with the clergy, and to speak with authority on behalf of the clergy and/or bishop.

The primary purpose of the PTE – and the focus of TCI's key stakeholder, the New Zealand Catholic Bishops Conference (NZCBC) – is reflected in the selection of these two focus areas. Most learners are enrolled in these programmes.

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 visited TCI over three days. Interviews were conducted with TCI council members including the chair, the director, academic dean, head of student and business support, academic committee members, site coordinators, lecturers and tutors, student registrar, distance learning coordinator, Pasifika engagement and support person and stakeholders, including graduates and students.

In addition to the self-assessment information and documents provided for the EER scoping exercise, the EER team was provided with a wide range of documents during the EER, including a large number pertaining to governance and management, monitoring student performance and outcomes data, stakeholder feedback, and focus area programme documents such as internal and external moderation, and lecturer/tutor evaluations.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud¹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

¹ NZQA and the 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.

- *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.*

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Catholic Institute of Aotearoa New Zealand – Te Putahi Katorika ki Aotearoa**.

TCI has sustained a high rate of achievement in all programmes over the past four years, most notably in the completion of qualifications. This is a significant result as students are part-time learners working full-time, and a third are studying by distance. Students and graduates are directly applying the new skills and knowledge into their work as they progress through programmes, enhancing their capability and confidence. Programmes are designed to meet the specific needs of all stakeholders. The range of delivery options reduces barriers to learning and supports the strong rate of achievement. This is important as most students take several years to complete their qualification and their options for study can change with circumstance.

The PTE is well led and resources are allocated to support areas affecting achievement, including ongoing and long-term pastoral care and support and the ongoing professional development of highly qualified and experienced teaching staff.

TCI was established to meet the specific needs of the key stakeholder, NZCBC. TCI's engagement with and understanding of NZCBC priorities is comprehensive and the PTE focuses its own strategic goals and business plan to reflect and monitor the continual progress of these goals, which are mostly well met.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Catholic Institute of Aotearoa New Zealand – Te Putahi Katorika ki Aotearoa**.

Self-assessment is comprehensive and systematic. TCI has useful tools and activities to support sound processes and practices which ensure the quality of delivery and achievement in educational performance. There is a specific focus on the individual progress and achievement of students, resulting in improvements since the last EER. These include an increase in, and sustained course and qualification completions, strengthened academic leadership, and an embedding of a nationally consistent approach to both teaching and monitoring of teaching across all sites, although this is still a work in progress.

The analysis of information is generally strong. However, there are areas within the religious education qualifications suite such as quality of delivery, moderation and achievement where TCI could undertake further analysis to identify patterns and trends nationally. This is important as these are the only qualifications available to

teach religious education in Catholic schools, and TCI is the only tertiary education organisation in New Zealand with accreditation and approval to deliver the qualifications.

Findings²

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

TCI learners are achieving very well. Across the TEC-funded courses for the past three years (2014-2016), the TCI rate of course completion has ranged from 87 to 88 per cent. The qualification completion rate (2014-2016) has ranged from 86 to 96 per cent. Course and qualification completion rates for 2017 are expected to remain within these ranges. Across all programmes there are few Māori and Pasifika learners, so comparisons with non-Māori and non-Pasifika achievement are not very meaningful. Nevertheless, TCI is monitoring the achievement of these learners, who mostly complete the courses and qualifications they are enrolled in. TCI is meeting its own student achievement goal of 85 per cent, and all results are above the TEC sector median. These rates of achievement are particularly strong considering learners are all part-time, are working full-time, and are enrolled on programmes at levels 5 and 6 which have open-entry criteria. TCI does not restrict entry to the programmes.

TCI tracks and monitors progress and achievement systematically across programmes and sites. The student management system and administration processes are effective in monitoring individual learners over an extended period of time. For example, many learners studying the Diploma in Pastoral Leadership take six years. Site coordinators report on individual achievement per paper monthly, which is reviewed formally within TCI and by the council each semester. These processes are effective and ensure timely intervention from teaching staff to prompt, encourage and support learners toward completion.

TCI recognises that current processes produce a volume of quality information for review. However, TCI does not fully use its ability to extract and analyse more detailed or targeted information across dioceses. TCI is also anticipating the impact of the TEC's new cohort-based educational performance indicator measure. This will be less favourable to TCI because of the requirement for learners to complete programmes within the new prescribed timeframe. However, the collation and analysis of targeted information will assist TCI to monitor this impact. Currently a prototype dashboard with infographics is in design, intended to provide more readily available information. This will enhance opportunities for the council,

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

management and academic staff to review and analyse information more comprehensively across sites, programmes and learners, and plot trends over time.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

TCI's successful delivery of qualifications to teach religious education in Catholic schools meets the specific need of the NZCBC, TCI's key stakeholder. The NZCBC believes that qualified teaching staff not only gain new skills and knowledge but also have a positive impact on the quality of teaching of the religious education curriculum. Anecdotally, the NZCBC and TCI recognise that graduates make a wider and positive contribution to their local school and community through the skills and knowledge gained.

In addition to direct and systematic feedback from a range of stakeholders to validate the positive outcomes, TCI considers other indicators such as the increase in qualification completion (previously students selected only one or two papers for interest), the increased number of students enrolling in programmes (which has been sustained since 2015), and the increasing number of schools that enrol staff as a cohort. These are reasonable indicators considering that no qualifications are required to teach religious education in Catholic schools.

A research project is being planned to provide further evidence of the extent and quality of the anecdotal outcomes such as the benefits to graduates personally, the whole school and the wider community. Although these outcomes are not the primary focus of the qualification, they are an important secondary gain that TCI anticipates the project will validate.

All graduates from the Diploma in Pastoral Leadership over the past four years have gained employment. Most are working in lay leadership roles where they work in partnership with the clergy within the Archdiocese of Wellington. Others are employed in leadership roles relevant to the qualification within other church ministries and the social sector. This outcome meets the specific need and motivation for the initial development of the programme.

Graduates who also complete the Launch Out programme are endorsed by the archbishop of Wellington to undertake paid leadership roles within the church. This is significant as such roles for most parishes are undertaken only by the clergy and indicate the high regard for the diploma and its graduates.

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

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**.

Programmes are designed and developed to meet the needs, not only of the NZCBC but also of the students, resulting in the provision of flexible delivery through a range of modes. This reduces barriers to learning and ensures an authentic and highly relevant engagement with the teaching, learning and assessment.

TCI accomplishes this through initiatives originating from the review of programmes, site coordinator and lecturer reflections, and through student and stakeholder feedback. For example, the format of assessment for primary and secondary school teachers changed to align assessment tasks to the religious education curriculum. As a result, a range of teaching resources and activities are developed to aid the teachers' own delivery of religious education within schools as they progress through the programme.

The Diploma in Pastoral Care uses scenarios and case studies reflecting the working context and culture of the Catholic Church and the experience of students. Comprehensive programme review is undertaken in conjunction with the Launch Out programme, ensuring the formative and practicum attributes – essential to undertaking roles of leadership – and the diploma's academic focus on theology are authentically aligned.

Well-qualified tutors and lecturers design, deliver and assess programmes. Diploma lecturers are recognised nationally as having expertise in the subject areas of the papers they teach. Tutors who deliver the religious education suite of qualifications are qualified and, alongside guest and specialist tutors, deliver all papers.

Internal and external moderation is occurring reliably and confirming the quality of assessment and assessor judgements. However, the lag between assessment, internal moderation and submission for external moderation undermines the value of the feedback. TCI analysis and use of feedback from moderation could be improved to incorporate a wider view of feedback to look at any trends occurring nationally rather than just at a tutor or diocese level.

TCI is working to ensure consistency in delivery across subject areas across the country's dioceses. The quality of programme reviews, site coordinator reports and the delivery of specialist knowledge papers such as Māori spirituality varied. This is mostly mitigated through peer observations and evaluations of teaching, which are

systematic. The lectures and resources available for papers delivered online are current and tightly controlled.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

TCI has a number of contributing factors to consider in the academic and pastoral support of students and does this extremely well. All learners are working full-time and enrolled in part-time study. TCI does not exclude prospective students, and all programmes within these focus areas have open entry for level 5 and level 6 study.

Barriers to study, obstacles to completing qualifications, and ways that would improve participation have been identified and have resulted in initiatives which have been resourced, planned and embedded. For example, school teachers enrolled in the religious education suite of qualifications are offered block courses in school holidays or lectures before or after school hours in their own environment on the school premises. Blended approaches to study, including papers online, are available to suit each students' preference and circumstances.

Systematic processes, monitoring the progress of each student, pastoral care and teaching support focus on the areas that affect achievement. Tutors work locally within their diocese to engage individuals, and with principals to enrol a cohort from within a school or cluster of local schools. This has the additional benefit of providing collegial support and encouragement, and enhances the learning through informal and opportunistic staff room discussions, which have a positive impact on retention and achievement. Diploma in Pastoral Care lecturers generally have a small number of students enrolled, enabling one-to-one academic and pastoral support.

In addition, TCI responds to the individual needs of learners, for example by providing face-to-face support to students studying in remote locations. Where possible, TCI accesses expertise and resources to support the specific needs of students, for example the translation of programme readings and resources so a blind person was able to undertake a programme of study. The programme fees are significantly reduced or free for priority learners through the awarding of scholarships.

The transition to New Zealand qualifications has been extensively planned and effectively managed to support TCI students. All students enrolled in expiring qualifications have a plan to complete before June 2019, or there are transition arrangements to the proposed qualifications if required.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The purpose and function of TCI is derived directly from the needs and requirements of the trustees, NZCBC. TCI has a clear structure with accountabilities, and the council has a constitution to guide its function and processes. Strategic and business plans highlight the goals of TCI and the needs of the NZCBC, which are reported and discussed. The council routinely undertakes self-review of its own performance, and conflicts of interest are transparent and effectively managed.

Recent and significant changes are being effectively managed. The previous director position has been separated with the appointment of a new director focusing the PTE strategically and enabling an increased allocation to academic matters through the academic dean. Academic oversight and the academic committee have been strengthened, although this is still a work in progress. External factors affecting the PTE – such as the reduction of TEC funding, the Targeted Review of Qualifications, and qualification changes – have been anticipated and planned for.

TCI operates a sustainable business model which is aligned to its educational purpose. TCI is financially underwritten and supported by the NZCBC, which enables research, resource development and the delivery of programmes, and subsidised fees to students that would not usually be available to a PTE of this size.

Primarily the NZCBC wants teachers in Catholic primary and secondary schools who teach religious education to be qualified. A national survey in 2014-2015 indicated that less than half of teaching staff, senior managers, directors of religious studies or principals hold a suitable religious education qualification to support their teaching. The council and management of TCI have a focused strategy to support the achievement of these goals, and have allocated resources to improve this result and meet this need. Since the previous EER there has been an emphasis on encouraging qualification completion. This was a move away from the previous focus on papers of interest, and significant resources have been allocated to the development of an online platform and papers enabling a more blended and versatile approach for students.

Staff are valued and provided with the opportunity and means to participate in professional development, as a group in-house with Ako Aotearoa, and individually. Several staff are engaging in research, publishing findings and presenting at or attending conferences. Staff undertaking study at Master's and PhD levels are supported by TCI.

The council and management have self-identified the need to encourage and increase Māori and Pasifika participation in programmes, which is reflected in TCI strategic goals. Progress on this goal has been slow. Initiatives such as full scholarships and professional development for TCI staff aimed at engagement with Māori and Pasifika communities have not raised their rate of participation. Te Rūnanga (Māori advisory to the council) supports the review of the Māori spirituality papers. It promotes papers written and presented by Māori, giving expression to a Māori perspective on spirituality which Te Rūnanga hopes may encourage Māori participation. As of May 2017, the director has formed a bicultural committee to develop a more effective partnership with Te Rūnanga. The chair of Te Rūnanga recognises the new energy and commitment. A working plan has been developed but has not progressed further at this stage.

1.6 How effectively are important compliance accountabilities managed?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Governance is well aware of compliance matters and has robust processes to effectively identify and manage accountabilities. The council and management are well aware of the PTE's responsibilities to NZQA, the TEC, the Charities Commission, its own trustees and staff. Accountabilities are managed through subcommittees of the council: human resources, academic and finance. The committees ensure compliance accountabilities are discussed and monitored through policies and procedures which are scheduled for review at council meetings.

The head of student and business support has a thorough understanding of the PTE's responsibilities to NZQA and the TEC and closely monitors TCI's performance in these areas. Programmes are being delivered as per NZQA programme approval, including the teaching and student self-directed learning hours. Canvas, the online platform, has made monitoring these hours straightforward.

Focus Areas

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

2.1 Focus area: Suite of qualifications to teach religious education in schools

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

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

2.2 Focus area: Diploma in Pastoral Leadership (Level 6)

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

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

Recommendations

NZQA recommends that Catholic Institute of Aotearoa New Zealand:

- Ensure information gathered is analysed across sites, programmes and learners to identify trends and patterns over time.
- Ensure the consistency of delivery of subject areas across the country's dioceses and improve the timeliness of feedback from moderation to support teaching staff and assure the validity of assessment.

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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Final Report