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External Evaluation and Review Report

Faith Bible College

Date of report: 27 May 2019

About Faith Bible College

Faith Bible College delivers programmes in Christian Ministry and Leadership to domestic and international students looking to gain qualifications and grow personally and spiritually.

Type of organisation:	Private training establishment (PTE)
Location:	749 Welcome Bay Road, Welcome Bay, Tauranga
Code of Practice signatory:	Yes
Number of students:	Domestic: 2019 year to date – 17 students; six Māori and three Pasifika International: five students
Number of staff:	Five full-time and six part-time and a number of contracted guest lecturers
TEO profile:	See: NZQA – Faith Bible College
Last EER outcome:	2015 – Confident in educational performance and capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• All programmes – New Zealand Certificate in Christian Ministry (Level 4); New Zealand Diploma in Christian Studies (Level 5)• International Students: Support and Wellbeing
MoE number:	8567
NZQA reference:	C33771
Dates of EER visit:	19 and 20 March 2019

Summary of Results

Faith Bible College (FBC), through improved and effective self-assessment, has introduced several initiatives and embedded activities that were in development at the previous EER. Improvements are evident in the outcomes important to students, and Christian communities who benefit from the academic, personal and spiritual growth students acquire.

Highly Confident in educational performance

- Over the past four years, FBC has demonstrated consistent and strong rates of achievement for all students across all programmes. Analysis of identified indicators that contribute to achievement is undertaken and data is effectively monitored and reviewed.
- Graduates gain skills, knowledge, personal growth and attributes that are relevant and essential for Christian ministry work.

Confident in capability in self-assessment

- Academic processes are robust, teachers are qualified and experienced, and the programmes are directly relevant to meeting the need for leadership in church ministry.
- Comprehensive self-assessment has led to several effective improvements that support students in their academic studies and personal and spiritual development.
- FBC's board is proactive and, alongside management, effectively leads the PTE and supports the strong educational and personal achievement of learners.
- FBC has a quality management system with associated processes and practices to guide the PTE and ensure compliance accountabilities are identified and managed.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>FBC has an intimate knowledge of achievement through analysis and reviews the performance of the relatively small number of students (22 in total) on both programmes.</p> <p>FBC monitors individual progress closely and reviews data by cohort and programme. Analysis of non-completions and withdrawals over the past four years shows that none are related to academic performance. Māori participation has increased since the previous EER, while Pasifika student numbers have declined. The achievement of the few Māori and Pasifika students is generally on a par with all students and is recognised by FBC as an area that needs continued focus.</p> <p>Achievement data is shared with the students and faculty and reviewed by management. External benchmarking of these results is undertaken using appropriate Tertiary Education Commission (TEC) data. However, the analysis and comparison with other PTEs in the sector does not provide the very specific information that FBC would find most useful for analysis. Other useful indicators such as attendance, the number of assignment extensions, reflective portfolios on personal growth, and progress per module have been recently analysed. This provides FBC with information which has led to initiatives such as assigning a mentor to every learner to support academic achievement.</p>
Conclusion:	Over the four years since the last EER, FBC has demonstrated consistent and strong rates of achievement for all students across all programmes. Analysis of identified indicators that contribute to achievement is undertaken and data is effectively monitored and reviewed.

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

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>FBC has been delivering training for 50 years. Engagement with graduates over that time has been continuous, supporting current students through placements for both programmes in New Zealand and at FBC's international sites. This has provided benefits to students, graduates and the church community.</p> <p>FBC has tracked every graduate since the previous EER. Since that time around a third have gained full-time employment in Christian ministry or leadership roles, while between a quarter and a half in each year progressed to further study, the majority with FBC. Of those who are employed in an unrelated field, at least half are involved in a voluntary capacity in some form of ministry and are contributing to the life of their community organisation or church. This data indicates the relevance and utility of the outcomes and their alignment with the character and intent of the PTE.</p> <p>Personal and spiritual growth, and improved attributes such as confidence, self-discipline and communication are the most important outcomes for students, graduates and FBC. These attributes contribute to the graduate's capability to engage in Christian ministry and leadership. Graduates attest to the importance of this personal and spiritual growth in their testimonial delivered at graduation. While FBC gathers this evidence, the PTE is considering how to better use and demonstrate the extent and value of these outcomes.</p> <p>The PTE's alumni group – which has been in operation for several years – has recently become intentionally more formalised. FBC anticipates using this group to further demonstrate both the short and long-term benefits and outcomes gained by graduates and how they can make a wider contribution to Christian ministry within New Zealand and internationally.</p>
Conclusion:	Graduates gain skills, knowledge, personal growth and attributes that are relevant and essential for ministry work.

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:	<p>The development of new programmes and the embedding of improved practices initiated at the previous EER have contributed to the excellent ratings for this key evaluation question. Examples of improved practices include: robust internal and external moderation; comprehensive teacher observations; and an improved student survey process, analysis and rates of satisfaction. Overall, this provides confidence in the integrity of FBC's academic standards and quality of teaching.</p> <p>Following the Targeted Review of Qualifications, FBC has delivered the new certificate programme since 2017 and the new diploma since 2018. The programmes are monitored and feedback is sought internally to consider improvements and suggest changes. FBC needs to improve external stakeholder input and ensure it is as effectively and purposively sought to inform programme review.</p> <p>Programmes contain a placement 'outstation' and practicum, This is a significant component of both programmes, which consolidates theory, enhances the learning experience, and provides an opportunity under supervision to apply learning (personal development and academic) to practice. Importantly, this ensures the programmes maintain their relevance to the students and the church community.</p> <p>Teachers are experienced and deliver modules in areas appropriate to their area of expertise. For example, FBC has employed a teacher with the credentials and credibility to design and deliver the Te Ao Māori module.</p>
Conclusion:	Academic processes are robust, teachers are qualified and experienced, and the programmes are directly relevant to meeting the need for leadership in church ministry.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Feedback from students, analysis of achievement data, (including a detailed analysis of support provided to students who withdraw), and feedback sought specifically from the growing number of Māori students, have led to the introduction of several new processes, particularly over the last two years. These processes support teaching and learning as well as enhance the programmes. They include:</p> <ul style="list-style-type: none"> • Mentors allocated to every learner, with fortnightly meetings to provide holistic support (academic and personal). • Individual weekly meetings with a tutor for academic support. • Compulsory study skills workshops at the commencement of the certificate programme (referencing, essay writing, literacy and numeracy identification, instruction on how to set goals) delivered by a literacy and numeracy specialist. • Students identifying goals which are reviewed and evaluated for the practicum and outstation components of the programme. <p>These processes complement the activities and processes in place at the previous EER. Additional support is provided through student representative meetings and access to FBC staff who provide holistic support and refer learners to external agencies as needed.</p> <p>FBC offers accommodation and meals to all learners. Around half of the current student body take up the accommodation option. Learners who live on site benefit from being a part of the community, and analysis shows they successfully complete the qualification, indicating the benefit of this support.</p>
Conclusion:	Comprehensive self-assessment has led to several effective improvements that support students in their academic studies and personal and spiritual development.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>FBC identifies and monitors a range of recent and continuing changes (internal and external), and the potential impact on the PTE. The board has a clear focus on the future and is proactive in considering approaches, changes and future direction to ensure the ongoing sustainability of the college in all aspects including finance, resources and facilities, programme relevance and delivery, and leadership. This is important as enrolments at FBC continue to decline.</p> <p>The board has a clear and effective constitution and decision-making processes. As identified at the previous EER, board membership does not include an educationalist, this advice being provided by the academic manager. The board may be strengthened by having a member to provide educational expertise, advice and critique.</p> <p>Board members have a close relationship with the college through a shared faith and a personal commitment to the PTE, the outcomes and its governance. The board monitors its effectiveness mostly through the outcomes for learners. While this is an important indicator, the board needs to consider more robust ways of monitoring and evaluating its performance.</p> <p>The board is careful in managing its resources. The investment in teaching and learning activities is significant for a PTE with 22 students. The recent appointment of an operational manager, input from a literacy and numeracy specialist and the academic manager, and drawing on external expertise have led to the embedding of sound academic practices. The recent recognition and engagement with Māori through programme delivery is a worthwhile improvement supported and resourced by the board. Continuing to strengthen links with Māori will further enhance the students' experience and cultural capabilities.</p>
Conclusion:	FBC's board is proactive, and alongside management effectively leads the PTE and supports the strong educational and personal achievement of learners.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>A schedule of compliance requirements and timeframes is kept up to date and, alongside checklists, guides FBC's review of accountabilities. Specific staff undertake the review and management confirms and signs off, taking full responsibility for compliance accountabilities. A risk plan assists the board and management to appropriately identify potential areas of risk and strategies to mitigate these risks.</p> <p>FBC is discharging its pastoral care responsibilities towards its international students effectively. In contrast to the drop in total learner numbers, 2019 has seen an increase in international student numbers. FBC has an appropriately experienced person to ensure all requirements of Immigration New Zealand and NZQA are understood, monitored and evidenced. It is not clear that all staff engaging with international students have a clear understanding of their obligations under the Code of Practice (for the pastoral care of international students). However, the overall intended outcomes from the Code of Practice are evident through internal annual review.</p> <p>Student retention on programmes is high, attendance expectations are met, and a review of all international student files revealed that necessary information on each student is collected, correct and accessible (although not necessarily logically filed or secured for easy reference).</p> <p>Academic processes – including reporting credits to NZQA, delivery of current programmes as approved, and student fee protection requirements – are attested to and the attestation documents are provided to NZQA in a timely manner.</p> <p>TEC requirements in terms of delivery against funding is monitored and is within 2 per cent of the allocation. Qualification and course completion rates are above the PTE sector median.</p>
Conclusion:	FBC's quality management system is continually updated, with associated processes and practices to guide the PTE and ensure compliance accountabilities are identified and managed.

Focus Areas

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

2.1 Focus area: All programmes

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: International Students: Support and Wellbeing

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 Faith Bible College:

- Consider types of external data that will be useful and comparable when understanding achievement.
- Continue to strengthen links with Māori stakeholder communities, to further enhance the students' experience and cultural capabilities.

NZQA also recommends that the board of Faith Bible College:

- Consider more robust ways of monitoring and evaluating its performance.

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

Course completion data is considered the most reliable when reporting achievement. The following tables show course completions per programme per year, and by cohort.

Table 1. Course completions by programme and year²

Year	Certificate in Christian Ministry (Level 4)	Diploma in Christian Studies (Level 5)
2015	87.6%	99.3%
2016	85.0%	93.7%
2017	90.7%	88.9%
2018 – New Zealand certificate and diploma results are not yet available from the TEC.		

Table 2. Combined programme course completion data³

Successful course completion						
Year	Māori students		Pasifika students		All students	
2015	5/5	100%	6/6	100%	31/32	97%
2016	10/10	100%	-	-	22/23	96%
2017	4/5	80%	1/1	100%	18/19	95%
2018	7/9	78%	1/1	100%	21/23	91%

² Information provided by Faith Bible College based on TEC data.

³ Information provided by Faith Bible College based on the PTE's data.

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 fraud⁴*
- *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.*

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.

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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz