External Evaluation and Review Report

South Pacific Bible College Incorporated

Date of report: 7 July 2021

About South Pacific Bible College Incorporated

South Pacific Bible College delivers programmes in Christian Leadership and Biblical Studies to international and domestic students who are interested in understanding and applying the Bible in a range of contexts.

Type of organisation:	Private training establishment
Location:	201 Otumoetai Road, Brooksfield, Tauranga
Code of Practice signatory:	Yes
Number of students:	Domestic: six equivalent full-time students
	International: two equivalent full-time students
Number of staff:	Five full-time and three part-time
TEO profile:	[South Pacific Bible College Inc](#) (NZQA website)
Last EER outcome:	Confident in educational performance and Confident in capability in self-assessment
Scope of evaluation:	• All educational provision: Diploma in Biblical Studies leading to the New Zealand Diploma in Christian Studies (Biblical Studies Strand) (Level 6); Diploma in Christian Leadership leading to the New Zealand Diploma in Christian Leadership (Christian Leadership Strand) (Level 6)
	• International Students: Support and Wellbeing
MoE number:	8634
NZQA reference:	C45727
Dates of EER by zoom:	20 and 21 May 2021

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Summary of Results

South Pacific Bible College (SPBC) is clearly meeting the needs of students and stakeholders, leading to valued outcomes. Restructuring the management has further strengthened organisational capability in self-assessment.

Highly Confident in educational performance

- Rates of educational achievement are high across programmes and years of delivery. International and domestic students achieve parity in qualification completion. SPBC has effective systems for following and reporting on the progression of learners.

Highly Confident in capability in self-assessment

- A strong feature of SPBC is its system of ongoing and robust industry engagement. This supports programme development and delivery, offers authentic benchmarking opportunities, and provides information on the value of the outcomes to stakeholders and students.

- SPBC is led by experienced and well-informed governance and management. Since the last EER, management has been restructured, with new roles assigned and new programmes being delivered. The restructuring has allowed organisational systems to be simplified and clarified. This review of systems is still in progress.

- SPBC has a clear focus on student welfare. The learning journey of each student is tracked and supported, and interventions lead to improved outcomes. SPBC follows the progression of students long after they graduate.

- A sound system for reviewing and managing compliance accountabilities is in place.

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Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Student achievement is strong (refer Table 1, Appendix 1). The small number of students and the recent delivery of the new programmes limits the data available. However, a sound system of evaluating student performance is in place. International students achieve as well as their domestic peers. SPBC has historically welcomed a multicultural student cohort. Retention rates are high. The percentage of learners completing a qualification or returning the following year ranges from 90-100 per cent over the four years of data. The reasons for students not gaining a qualification are known by SPBC, and are primarily associated with personal issues. In addition to achieving qualifications, learners gain further confidence and networks to contribute to their own ministry. Leadership skills are also fostered. Staff use a range of methods to track improvements and progression, such as a personal growth video, as well as through monitoring assessments. Data is used effectively. Comparisons with other, similar faith-based providers and cluster group organisations are in place. SPBC is consistent with or exceeds sector benchmarks. SPBC employs a strategy of aggregating data to capture trends between EER visits to represent the limited number of students more clearly. A clear system of ongoing review during and at completion of the programme informs all staff of educational performance and allows timely interventions to be put in place.
Conclusion:	Student achievement is strong across both programmes. Information of progression is shared among staff and learners.

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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.

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	Comparisons of performance at individual and organisation level inform a strong system of self-assessment.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	SPBC is well connected with the sector through long-established ministry and professional networks. SPBC is an active member of CTMES[2] which offers professional insight into industry trends and stakeholder engagement. This, and wider stakeholder input help to ensure that the programmes prepare graduates for employment, further education and spiritual growth.

SPBC data shows programmes have high value for stakeholders. Of the 2016-2020 graduates, 92 per cent are employed, in further education or volunteering with church and community organisations. Connections with graduates and their wider stakeholder communities are regularly maintained after graduation using formal and informal measures. Visits to church and communities enable staff to see outcomes in action and to gather information on programme relevance and on graduate readiness specific to their context.

In addition to next step outcomes, SPBC measures learners' personal and spiritual growth as important outcomes. Learners gain transferable skills such as cross-cultural understanding mentorship and confidence in leadership. |
| Conclusion: | Graduates and stakeholders achieve valued outcomes. The organisation has a clear and systematic process for gathering and analysing the significance of outcomes information. |

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[2] Christian Theological and Ministries Society

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

Performance:	**Good**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Programme design supports learner and stakeholder needs by providing opportunities for the practical application of skills underpinned by a sound biblical theory foundation. Qualification and programme discussions with CTMES are thorough and ongoing. Close stakeholder relationships, both domestic and international, contribute to assessing the relevance and delivery of the programmes. Students benefit from the close relationship with the local church and the support of mentors. These connections help to facilitate the learners' study journey and progression to roles in the churches.
	Assessment is supported by effective and regular internal and external moderation practice, with systematic feedback that ensures the development of resources and assessment practice. One example of this is adjusting assessments to reflect a less technical, more practical application of skills. Using shared digital platforms has strengthened capability in assessment oversight and version control.
	Administering the programmes to best effect is improving. The Diploma in Christian Leadership programme is on its second iteration, with revisions to managing the process underway. There have been additions to the administration of the programme. For example, the Mentors handbook seeks to clarify roles and support learners in monitoring programme hours. The flexibility of this programme challenges both staff and students to monitor and structure the programme to effectively meet the learning needs of the students. Continued focus on clarifying processes will further support effective programme delivery.
	Continual review and analysis by management and staff results in ongoing improvements to resources and teaching and learning. Regular academic oversight informs teaching practice and further development for tutors. These gains are all well captured in quarterly and end-of-year reviews.

	Positive relationships exist between learners and tutors and assist in learning experiences.
Conclusion:	Programme design supports learners towards achieving desired outcomes. There is a robust system of self-assessment which informs the organisation and results in improvements. Recent review of the Diploma in Christian Leadership programme seeks to better support students in their learning journey.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	SPBC has a strong focus on student welfare and supporting students throughout their learning journey. There are sound systems in place to capture the student voice, and good evidence of responsiveness to student needs. Quantitative and qualitative analysis of pastoral and academic interventions are used to support progression. Staff, management and governance are well informed of challenges and improvements. Domestic and international students are appropriately supported, including assistance with funding and accommodation. Orientation is robust; sufficient time is given to learners to navigate a new country, build relationships and understand expectations around learning. There are clear entry processes in place, and after completing self-review of the interim domestic Code[3], SPBC has improved its systems to better support learners' mental health. Barriers to learning are minimised through customised programme delivery and assessments, feedback and reporting. Tutors use this gathered information to measure how effectively they are meeting the needs of their learners and to improve teaching performance. Management has oversight of feedback and there is detailed reporting across the organisation.

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[3] The Education (Pastoral Code of Domestic Tertiary Students) Interim Code of Practice 2019

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	SPBC has adopted the use of shared digital platforms to enable easy access to learning, and closely monitors plagiarism. Learners are supported to understand and apply appropriate referencing.
Conclusion:	SPBC is highly involved and effective at supporting their students through their learning experience. There are systems in place to monitor and review information, and there is strong evidence of improved outcomes as a result of these processes.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	SPBC has clear and effective leadership and governance; there is a reflective culture focused on growth and continual improvement. Since the last EER, SPBC has undergone a purposeful restructure, allowing management to prioritise and strategise. These changes include additions to staff and the Board that provide strong connections to the sector and current best practice.
	SPBC has responded effectively to change (e.g. Covid-19), to ensure minimal impact on the students, but has also capitalised on the opportunity for reflection and review. Resources have been upgraded and new programmes developed and reviewed. SPBC plans and forms recommendations from its own process of review. These recommendations are well documented in progress reports, memos and end-of-year reviews. Reporting to the Board is systematic and robust.
	Organisational goals are set annually between management and the Board and are exceeded year on year. Other systems of review support improved performance. An example is the quarterly review of tutors which provides oversight into the quality of teaching and supports professional development. Staff recruitment is effective, with skilled, knowledgeable and experienced management and teaching staff from the faith-based sector. Staff are fully involved in self-assessment processes, and there is thorough reporting of information and

	analysis in meetings. Data is used effectively to analyse and lead to improvements in achievement.
Conclusion:	Governance and management are highly effective at supporting educational achievement. There is a long-established system of self-review and analysis that continues to evolve and improve. Stakeholders benefit from strong and informed leadership.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	SPBC has effective systems for managing compliance. Compliance accountabilities are well monitored by management and governance through sound reporting. Board members are experienced in human resource and organisational compliance. Staff are actively involved in compliance accountabilities and can understand and apply management strategies to maintain compliance. Staff receive professional development on compliance, recently on the interim domestic Code. Changes made to some operational support processes are the result of a system of qualitative and quantitative self-review against both the interim domestic Code and the international Code.[4] A review of the international student files during the EER supported evidence of appropriate systems operating well. Programme review occurs annually, and monitoring of programme delivery occurs routinely throughout the year and for moderation. The organisation is supported by regular review of the quality management system, which is currently being updated to reflect the changes brought about by the management restructure. SPBC regularly audits information available to students to ensure currency with legislation requirements.

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[4] The Education (Pastoral Code of International Students) Code of Practice 2016

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Conclusion:	SPBC has sound processes to ensure that compliance accountabilities are regularly reported and acted on.

Focus Areas

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

2.1   Focus area: Educational provision

Performance:	**Excellent**
Self-assessment:	**Excellent**

2.2   Focus area: International Students: Support and Wellbeing

Performance:	**Excellent**
Self-assessment:	**Excellent**

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.

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

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. Course and qualification completions by programme

Programme	Year(s) delivered since last EER	Course completion rate	Qualification completion rate	Student pass rate
Diploma in Biblical Studies	2019 1 year full-time	91.7% (89%*)	87.5% (64%*)	7/8 students passed
Diploma in Christian Leadership	2020 1 year full-time	100%	100%	1/1 student passed

*Sector average

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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[5]*

- *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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[5] 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/.

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