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External Evaluation and Review Report

Alphacrucis Limited

Date of report: 20 June 2019

About Alphacrucis Limited

Alphacrucis Limited operates under the same governance, management and faculty as Alphacrucis International College. Owned by the Australian-based tertiary institution Alphacrucis College and the Assemblies of God New Zealand, the organisation primarily focuses on delivering Christian ministries programmes.

Type of organisation:	Private training establishment (PTE)
Location:	60 Rockfield Road, Penrose, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 41 (25 per cent Māori; 30 per cent Pasifika)
Number of staff:	10 full-time and 18 part-time (joint with Alphacrucis International College)
TEO profile:	See Alphacrucis Limited
Last EER outcome:	September 2015: <ul style="list-style-type: none">• Confident in educational performance• Confident in capability in self-assessment
Scope of evaluation:	Certificate in Christian Ministries (Level 4)
MoE number:	8932
NZQA reference:	C33513
Dates of EER visit:	26-28 February 2019

Summary of Results

Alphacrucis is well connected with its Christian ministry community. The value and relevance of the programmes is well accepted by the stakeholders, especially the local Pentecostal churches and students. Alphacrucis could be more reflective in its operations and performance, by purposively collecting and analysing data in order to guide both management and staff in their decision-making.

Confident in educational performance

- Student achievement is relatively good for the newly offered New Zealand Certificate in Christian Ministries (Level 4), with Māori and Pasifika achievement on par with overall achievement.
- Students gain valuable outcomes in that they develop their perspectives and understanding of their faith and improve their confidence in serving their communities/churches. The knowledge, skills and attributes gained by the students are also valued by the communities they serve.

Not Yet Confident in capability in self-assessment

- The organisation has a strong industry presence and connection in terms of provision of training for the target market, as evidenced by the number of churches using Alphacrucis to provide training.
- Anecdotal evidence was provided about individual needs being met. Individual relationships with various organisations and communities are positive and attest to the relevance and appropriateness of the programme.
- There is limited evidence that self-assessment practices happen intrinsically and on a regular basis. When data was presented it was, in most cases, not analysed or explained.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good																
Self-assessment:	Marginal																
Findings and supporting evidence:	<p>The first cohort of graduates for the Certificate in Christian Ministries had a relatively good achievement rate. Overall course completion in 2018 was 88.1 per cent. With 95.8 per cent course completion rates for Māori students and 82.4 per cent for Pasifika, there does not appear to be any equity concerns in terms of course completion for this programme.</p> <p>Prior to the Targeted Review of Qualifications, Alphacrucis offered the provider qualification, Certificate in Christian Ministries (Level 4). This was replaced by a new qualification with the same name. Achievement for this programme is shown below:</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Overall course completion</th> <th>Māori</th> <th>Pasifika</th> </tr> </thead> <tbody> <tr> <td>2015</td> <td>75%</td> <td>0</td> <td>2%</td> </tr> <tr> <td>2016</td> <td colspan="3">0 enrolees</td> </tr> <tr> <td>2017</td> <td>91%</td> <td>100%</td> <td>69%</td> </tr> </tbody> </table> <p>It is unclear whether the figures above represent a strong achievement, as there is no evidence that the organisation is guided by a benchmark or any achievement expectations or targets to measure performance. There is also no evidence that the student data is analysed and that there is a collective understanding of performance within the organisation. For instance, no explanation was provided for the 2 per cent Pasifika achievement rate in 2015, and what numbers this percentage represents. No explanation or analysis was provided for the zero enrolees in 2016 and the significant decrease in EFTS (equivalent full-time students) from 44 to 14.8. It is therefore unclear whether the organisation is checking to identify the reasons for the decline in enrolment,</p>	Year	Overall course completion	Māori	Pasifika	2015	75%	0	2%	2016	0 enrolees			2017	91%	100%	69%
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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.

	<p>and whether there is still value in the qualification.</p> <p>Staff do not have a collective understanding of the organisation's performance or participation rates. There is a heavy reliance on Te Kete Ipurangi (bilingual education online portal) and Tertiary Education Commission data, with no evidence provided of monitoring and analysis being done internally.</p> <p>The programme guides students to clarify their calling within their religious vocation, develop their perspectives, improve their confidence in serving their churches, and provide them with a deeper understanding of themselves and their faith.</p>
Conclusion:	Overall course completion is relatively good, but there is no data on qualification completion. There is no clear benchmark or target to measure the organisation's performance, or evidence that data is monitored and analysed on a regular basis. The programme is valuable to students in that it helps them grow in their vocation, and contributes to the churches they serve.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The knowledge, skills and attributes gained by the students are valued by them and the community/churches they serve. Students said they experienced self-development and personal growth which translates into practical application in their respective vocations. Although personal growth was not measured or analysed, it was clear that graduates were able to contribute to Christian and non-Christian support organisations. The Assemblies of God church now requires a relevant level 4 qualification for those undertaking work within the church, and this qualification is accepted as meeting this requirement.</p> <p>The value of the programme was discussed in terms of individual cases known to staff and management. No data was provided on graduate destinations, or analysis on the alignment of the programme in relation to destinations. The submitted graduate survey for 2018 related to teaching and the</p>

	programme, and not employment.
Conclusion:	The programme helps in the self-development and personal growth of students who serve in their churches in various capacities and roles. While the organisation holds anecdotal information about the value of the outcomes for key stakeholders, there is no submitted data to support the statements made.

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>There was variable feedback about how well programme design and delivery matches the needs of students and other stakeholders.</p> <p>The programme is mainly delivered online, and a number of the resources (textbook, video lectures) are from Alphacrucis Australia which do not entirely reflect the New Zealand context. Some of the lectures were recorded as far back as 2013.</p> <p>The fieldwork component is dependent on the support of the fieldwork supervisor/mentor (connected with the local church and not with Alphacrucis), who provides most of the fieldwork learning and the opportunity for the students to serve in the church/community.</p> <p>Some of the programme components are more suited to a higher-level qualification, and expectations are more than what a level 4 qualification requires, resulting in students facing challenges in their learning. Students and staff also noted the high workload expectations, which were stated to be greater than the hours of learning within the programme documentation. Staff are aware of these concerns which have yet to be addressed.</p> <p>There are indications of variability of feedback to students, with some thorough and some not, and not all is provided in a timely manner. In some instances, there is a disconnect between the tutor and the assessor as they are often not the same person. This creates communication and feedback issues for some</p>

	<p>students.</p> <p>External post-assessment moderation is scheduled once a year. The moderation reports presented had no summary of trends identified for this programme, and it was difficult to identify assessments specific to this programme, making it a challenge to capture common themes and concerns.</p> <p>Programme review is scheduled once a year. This has not happened yet since the programme's initial delivery was in 2017. There used to be an industry advisory panel, but it has not met in the last two years and there is no evidence that it is still active.</p> <p>Anecdotal evidence was provided about individual needs being met. Individual relationships with various organisations and communities also gained positive comment relating to the appropriateness of the programme. It was thus assumed by those involved in managing and delivering the programme that it was effective as a whole and meeting the needs of stakeholders.</p> <p>Tutors complete a self-reflection at the end of the paper which includes considering student feedback and assessment results but does not include any performance data. The quality of the reflection appears to vary – some self-reflections are incomplete in both data and commentary. It is unclear what happens once staff have completed this self-reflection.</p> <p>While it was indicated that students were interviewed prior to entry into the programme, and exit interviews were undertaken, there was no evidence of collated or synthesised data on student expectations and goals or to what extent these were being met.</p>
<p>Conclusion:</p>	<p>The organisation provided individual cases to demonstrate that the programme matches the needs of stakeholders. Relationships with various organisations and communities are mainly positive as to the relevance and appropriateness of the programme. The delivery of the programme, however, is inconsistently evidenced, and there is no collated or synthesised data for the organisation to understand that it meets the needs of students and other stakeholders.</p>

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Students are supported, both on campus and in their online learning. Tutors are always available to assist the students, who are encouraged to contact their tutors whenever they have questions. A significant amount of the support is nested in the local churches where students undertake their practical work.</p> <p>Orientation is provided to students, particularly in the use of the online portal (Moodle), to assist them in their engagement in their learning.</p> <p>A Māori liaison officer, to support both Māori and Pasifika students, visits the campus and/or contacts students once a week. This is a new initiative and therefore it is too soon to evaluate its effectiveness.</p> <p>Student personal and learning support appears to be much more available for on-site students. Online interaction appeared less involved, with limited opportunity to gain personal support from Alphacrucis. Support for these students is provided primarily by their church placement personnel. Learning support is also limited and, according to tutor, manager and student descriptions, comprises primarily a video lecture followed by a reading. The student summarises the reading and writes a reflection on how it affected them and their actions/approach. Students are heavily dependent on their supervisor/mentors or supporting church or organisation to provide learning support, such as when they need extra tuition.</p> <p>Student involvement is informally monitored, with individual tutors noting when a student is late in submitting work, and sending a follow-up email.</p> <p>There was no evidence of support and involvement needs and effectiveness being analysed or any data captured to substantiate assumptions.</p>
Conclusion:	Students are supported in their learning, with a significant amount nested in the relevant local churches. There was no evidence of support and involvement being analysed or any data

	captured to substantiate assumptions.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Alphacrucis' mission of providing Christ-centred education is embodied throughout its programme offerings and community relationships.</p> <p>The organisation's strategic direction is aligned with its Australian parent company, and its business sustainability is supported by the financial backing of the latter.</p> <p>The organisation has a strong target-industry presence and connection in terms of provision of training, as evidenced by the number of churches within the Pentecostal community that are using Alphacrucis exclusively to provide training. The Assemblies of God is a shareholder as well as a stakeholder for this training provider.</p> <p>The focus area programme is integral to and consistent with the mission and intent of the organisation. It meets the objective to provide Christian churches and their agencies with people who are able to deliver ministry programmes and lead a wide range of Christian operations. While the organisation's governing Council and management are very supportive of this programme, they were unable to provide data to substantiate its performance, or articulate how this support guided effective decision-making in terms of changes that may be required to ensure effectiveness, sustainability and growth.</p> <p>The Council's satisfaction with Alphacrucis and its effectiveness did not appear to be based on performance outcomes, but in a general confidence in the principal to highlight any issues and keep them informed. Submitted sample reports and documents showed that where data was provided, this was not explained and/or analysed.</p> <p>The quality management system is in draft form which does not provide confidence that it reflects the actual policies and processes of the organisation.</p> <p>Despite being specifically asked more than once by the EER</p>

	team, management did not provide evidence of the extent to which they had addressed previous EER recommendations.
Conclusion:	The governance and management team supports educational achievement by maintaining its specific church community connections and its good reputation as a training provider. Self-assessment in this area is not evident.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Alphacrucis manages its compliance accountabilities well.</p> <p>The programme, in particular the documented and delivered learning hours, aligns with the approval from NZQA. The papers being taught are reflected in the handbook as are the entry requirements, recognition of prior learning, and assessment grades.</p> <p>Compliance with curriculum requirements is assumed based on the newness of the qualification. No changes have been made to the original curriculum.</p> <p>External post-moderation results did not show any concerns.</p>
Conclusion:	Alphacrucis is aware of its important compliance accountabilities and manages them well.

Focus Areas

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

2.1 Focus area: Certificate in Christian Ministries (Level 4)

Performance:	Good
Self-assessment:	Marginal

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 Alphacrucis Limited:

- Strengthen its self-assessment practices by purposefully collecting and analysing data and being more reflective regarding the effectiveness of data collection for the benefit of the students, stakeholders and the organisation.
- Regularly monitor and analyse achievement data, and set meaningful benchmarks and expectations.
- Communicate relevant information to staff in order to have a collective understanding of the organisation's operations, expectations and performance, to guide and support decision-making.
- Review the recommendations from previous EER reports to guide its approach to a more systematic understanding and application of organisation-wide self-assessment.

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

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 fraud²*
- *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.*

² NZQA and the Tertiary Education Commission 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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