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# Report of External Evaluation and Review

## New Zealand Training Centre

Confident in educational performance

Confident in capability in self-assessment

Date of report: 2 March 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:	New Zealand Training Centre (NZTC)
Type:	Private training establishment (PTE)
First registered:	1 March 1993
Location:	33 Beale Street, Hamilton
Delivery sites:	As above
Courses currently delivered:	Diploma of Biblical Studies (Level 5)
Code of Practice signatory:	Yes
Number of students:	Domestic: 37 International: 15 learners who are predominantly from China, South Korea, Fiji and the Solomon Islands.
Number of staff:	Six full-time equivalents and six part-time
Scope of active accreditation:	New Zealand Certificate in Christian Ministry (Level 4) Diploma of Biblical Studies (Level 5) (expiring)
Distinctive characteristics:	NZTC is a Christian private training provider based in Hamilton. The organisation is part of an international affiliation of churches and provides short and long course training and events to meet the needs of its community. The organisation is also a member of the Christian Theological and

## Ministries Education Society (CTMES)

Recent significant changes:	NZTC accepted the last cohort into its two-year local diploma in July 2017. From 2018 students will initially enrol in the New Zealand Certificate in Christian Ministry (Level 4), with the intention that they will then progress to the New Zealand Diploma in Christian Studies (level 5) once NZTC has had a programme approved
Previous quality assurance history:	At the previous external evaluation and review (EER) of NZTC, NZQA was Highly Confident in the PTE's educational performance and Confident in its capability in self-assessment.

## 2. Scope of external evaluation and review

The EER examined the following focus areas:

- Diploma of Biblical Studies (Level 5). This was the only programme being taught at the time of the EER visit. All students are enrolled in this soon-to-expire qualification with the final intake in July 2017.
- International Studies: Support and Wellbeing. This is an agreed focus area for all providers who enrol international students.

## 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.*

NZTC supplied the evaluation team with a self-assessment summary to support the scoping phase of the enquiry. The evaluation team spent two days at NZTC in Hamilton. During the visit the evaluation team met with key staff, including the management team, members of the trust board, tutors, training assistants, support staff, current students, graduates and employers. While on site, the evaluation team viewed a range of documentation including student feedback, review documents, records of internal moderation, student files, programme resources and staff files.

## *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 fraud<sup>1</sup>*
- *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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<sup>1</sup> 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.

# Summary of Results

## Statements of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of **New Zealand Training Centre**.

Key reasons for these judgements include:

- There is good evidence of achievement, with course completions consistently strong over many years. Students attested to meeting their learning goals in terms of learning more about the Bible and developing their character.
- Value in the training for the trainees and the wider church organisation is evident. Graduates and other stakeholders attested to the graduates' greater knowledge and ability to provide service and employment within the church and for a number of outreach programmes.
- The collection of outcomes data could be more systematic to more effectively demonstrate value to graduates, their employers and the wider community.
- The organisation matches the needs of the church and the students well by providing relevant programmes, well-equipped facilities and strong support.
- There are strong processes for gathering, collating and reflecting upon student feedback. There is evidence of this feedback being used to inform enhancements.
- While formal and informal internal moderation is occurring, assessment practices could be strengthened through clearer marking criteria and scheduled external moderation.
- The organisation has a clear mission and goals and is stable and has strong management practices. An external perspective could strengthen governance.
- There is a genuine intent to be compliant with applicable rules and regulations, and the evaluation team saw a range of systems in place to support compliance. Additional mechanisms would strengthen these systems and give greater assurance that current processes are effective.

# Findings<sup>2</sup>

## 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 **Excellent**.

Course completion rates at NZTC have been consistently high over many years. For example, for 2015 and 2016, course completion rates were 100 and 95 per cent respectively. These high achievement rates are the result of students' previous high educational attainment and the PTE's close support and monitoring.

Cohort completions are less strong. NZTC data shows cohort completion rates are stronger for international students when compared with domestic students, at 82 per cent and 76.5 per cent respectively for the graduating cohorts 2014-2017.

NZTC routinely analyses achievement data and has a good understanding of why students do not complete the qualification. In some cases, students' other employment and community commitments generally require them to leave the programme before completion. The approval of the new level 4 programme will enable these students to choose to study for one year and still complete a qualification.

## 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 **Good**.

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

Stakeholders spoken to during the EER were clear about the value of the programme in strengthening character and providing a deep understanding of the Bible, to enable effective service. Many graduates go into service with the wider organisation, for example to outreach programmes for children or to university Christian clubs. Many intend to return to their previous careers.

While there is some employment data collected, the organisation's understanding of outcomes is mostly anecdotal and relational. While this provides some evidence of value, a more systematic approach would ensure a deeper understanding of the social and economic value for graduates, employers and for the wider New Zealand

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

community. That said, a survey conducted with families involved with the trainees' fieldwork programme was positive about the impact.

### 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**.

NZTC is tightly connected to its wider international church community, and the programmes and other short course training events it offers match the community's needs well. This is indicated by the steady demand for the programmes, referrals from overseas, and the opportunities for graduates to work within the church upon graduation. The programme and curriculum are drawn from a church branch in Anaheim, California, adapted for the New Zealand context. A recent trip to Anaheim by management facilitated the acquisition of a range of video resources to supplement and support the Hamilton programme. The Targeted Review of Qualifications has provided an opportunity to restructure the programme to be delivered as two separate year-long qualifications, and this will better match the needs of some students who can only commit to a year's study.

Learning is planned and structured around class teaching and field work. There is a high number of directed teaching hours and the programme extends beyond the classroom to outreach children's programmes, NZTC accommodation-related chores, weekend worship and field trips. A range of assessment approaches are used, including e-journals, presentations and tests. While there is strong evidence of both formal and informal moderation occurring, a schedule of external moderation would deepen this quality assurance process. In addition, assessments could be strengthened by clearer marking criteria, providing better guidance to tutors and clearer feedback to students.

The students are given a range of opportunities to provide feedback. End-of-semester feedback is collated and analysed by the training assistants, teachers and management. There is good evidence that this feedback is used to make improvements to assessments and delivery. While teachers reflect on their courses, a more formal course review process was not evident.

#### 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**.

Support for students is strong and includes a week of pre-training activities to orient students to the NZTC environment and learning. Training assistants are available to support students with any learning or pastoral care issues that may arise, and mentors are also assigned. There is a robust selection process, with applicants requiring a referral and a prior qualification. Students' learning goals are well understood and they are provided with multiple opportunities to reflect upon them. Course learning outcomes could be more explicitly shared in course documentation to provide guidance to students. Students said they would appreciate more feedback on their assessments.

Recruitment to the programme is almost predominantly from within the associated churches and therefore it is unclear how inclusive the programme is. For example, very few Māori enrol to study with NZTC, with none in 2016 and only one (2 per cent) in 2015. It is not evident that the organisation has reflected on what works for Māori and how that could impact the curriculum, teaching and learning. There are higher numbers of Pasifika learners, although these are predominantly scholarship students who have come to study on international student visas. These students are provided with ongoing support and achieve well.

Overall, international students are well supported and provided with accommodation, meals and transportation. International student support staff (graduates) are able to converse in the students' first language and provide extra support if required. Students spoken to by the evaluation team noted that NZTC was a safe environment to study in and that they felt well cared for.

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

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 **Excellent**.

The organisation has a clear structure and mission which support planning and resourcing decisions. There is not a clear separation between management and governance, and this means there is not an independent perspective informing strategic planning and oversight. However, the organisation is a member of CTMES and engaged proactively with this body during the Targeted Review of Qualifications process to support the development of the new qualifications.

NZTC is part of a strong international network and links are maintained through regular visits and communication. In addition, they have proactively sought to reach out into the community through the registration and establishment of an OSCAR school holiday programme and after-school in-home programmes with children. Trainees are engaged with these programmes, and feedback from families is positive about their contribution.

There is evidence of ongoing staff development. Staff have six-monthly reviews where goals are discussed and reviewed. Teaching staff take part in a number of workshops and events, but these appear to be strongly related to their spiritual development. There is no evidence that staff have engaged in training with respect to developing their understanding of teaching and learning.

The organisation is reflective and review processes are ongoing. This includes regular collation and review of student feedback and student achievement data. The trustees have ongoing communication with the wider community, both nationally and internationally, and this supports recruitment and programme development. The self-assessment document presented in advance of the EER recounted a number of examples of the reflective cycle being used for improvements.

## 1.6 How effectively are important compliance accountabilities managed?

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**.

NZTC has a range of approaches to ensuring they manage their important compliance responsibilities, and generally they are effective. These approaches include getting regular updates from regulatory authorities and ensuring they are communicated to the correct personnel, and conducting reviews as required. The PTE's review of its compliance with the Code of Practice provided assurance that the organisation is meeting requirements, and areas for strengthening were identified. The registration process for OSCAR approval ensured that important policies and procedures with respect to child protection, health and safety and staff codes of behaviour were reviewed and refreshed.

However, during a routine review of international students' files by the EER team, while most files had all the necessary documentation in place, a couple of minor non-compliance issues were identified. It is also noted that a checklist, used to ensure compliance requirements are being met, is not being used. This indicates that self-assessment processes, with respect to compliance requirements, could be strengthened.

## Focus Areas

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

### 2.1 Focus area: International Students: Support and Wellbeing

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 of Biblical Studies (Level 5)

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

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

# Recommendations

NZQA recommends that NZTC:

- Systematically gather evidence on graduate outcomes
- Consider how the organisation can gain the benefit of independent governance advice and support
- Further strengthen assessment practices through clearer marking criteria and systematic external moderation
- Strengthen self-assessment processes to give assurance that compliance requirements are consistently met.

# 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](http://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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