



# External Evaluation and Review Report

Carey Baptist College

Date of report: 26 May 2020

# About Carey Baptist College

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*Carey Baptist College trains people for Christian ministry and mission leadership (paid and/or voluntary) for Baptist and other churches, Christian organisations and social services, within New Zealand or overseas. Most students are part-time and around 30 per cent are distance learners engaging in online delivery.*

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|-----------------------------|---|
| Type of organisation:       | Private training establishment (PTE)  |
| Location:                   | 473 Great South Road, Penrose, Auckland   |
| Code of Practice signatory: | Yes   |
| Number of students:         | Domestic: 306 (126 equivalent full-time students in 2019) Māori 11 per cent, Pasifika 11 per cent<br>International: Six (five equivalent full-time students in 2019) Pacific Islands 100 per cent   |
| Number of staff:            | 22 full-time equivalents  |
| TEO profile:                | See: <a href="#">Carey Baptist College</a><br>The PTE has approval and accreditation to deliver seven theological programmes (including degrees) from levels 5–9 on the NZQA framework.   |
| Last EER outcome:           | NZQA was Confident in the educational performance and Confident in the capability in self-assessment of Carey Baptist College at the previous external evaluation and review (EER) in 2016.   |
| Scope of evaluation:        | <ul style="list-style-type: none"><li>• Bachelor of Applied Theology (Level 7) 62 equivalent full-time students in 2019</li><li>• New Zealand Diploma in Christian Studies (Theological Studies) (Level 5) 25 equivalent full-time students in 2019</li><li>• International student support and wellbeing</li></ul> |
| MoE number:                 | 8979  |
| NZQA reference:             | C38426  |
| Dates of EER:               | 18–20 March 2020  |

# Summary of Results

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*Carey Baptist is fulfilling its purpose well: developing capable Christian ministry and mission leaders as well as producing other valued outcomes. Carey Baptist systematically reviews its performance, contributing to a range of significant improvements.*

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## **Highly Confident in educational performance**

- Carey Baptist is developing capable Christian ministry and mission leaders for a range of contexts. Graduates highly value their applied theology. The college is producing excellent research outcomes and acquiring a bicultural capability.
- Course completions are consistently high and improving for Māori and Pasifika students. Many full and part-time students gain qualifications over time.

## **Confident in capability in self-assessment**

- Carey Baptist has created a supportive and vibrant community of learning for its students and staff. Support and outcomes for Māori and Pasifika have grown. Research-active and committed lecturers contribute to quality educational experiences.
- Organisational and academic leadership is excellent. There is clear and considered strategic direction being implemented. Robust programmes have been developed and evolved that match well the important needs of students and stakeholders.
- The management of compliance requirements is well organised and mostly effective.
- Carey Baptist actively and systematically reflects on its performance, informed by typically robust data collection and analysis, significant consultation, and discernment of its core organisational values. Understanding of achievement and outcomes, while strong, is not yet complete; the organisation is progressively addressing these gaps. There have been a range of significant improvements since the last EER.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Good</b>  |
| Self-assessment:                  | <b>Good</b>  |
| Findings and supporting evidence: | <p>Students learn applied Christian theology from levels 4–9 on the New Zealand Qualifications Framework; many are part-time, the majority are on site, but distance delivery is growing. Course<sup>2</sup> completions are consistently high (typically above 85 per cent) across all programmes.<sup>3</sup> Overall completion rates are above TEO averages and compare to providers offering similar programmes. Distance and on-site students complete at similar rates. Māori and Pasifika rates have improved since the last EER, and are approaching parity due to a range of substantive initiatives. The qualification completions of the few international students are 91 per cent. These are all exemplary results.</p> <p>However, the overall qualification cohort completions are lower for several reasons. The part-time students complete their qualification relatively slowly. Previously, a minority enrolled in papers for special interest (not intending to complete the full qualification). Others had enrolled in a multi-year qualification and had completed just one-year, but could not be awarded the one-year qualification. Carey Baptist has therefore made substantive programme and enrolment changes. However, the impact of these changes on qualification completion rates is still emerging.</p> <p>The PTE has an in-depth understanding of educational achievement. This information is reported, and cohort and individual student progress is effectively monitored to support high completions. The college faces some constraints on extracting its achievement data.</p> |
| Conclusion:                       | Student achievement is generally strong and has improved in some areas, while in others the impact of changes is still emerging.   |

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

<sup>2</sup> A 'course' is a programme module.

<sup>3</sup> For further details refer to Appendix 1, Tables 1-3.

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

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Good</b>   |
| Findings and supporting evidence: | <p>The primary purpose of Carey Baptist College is to develop Christian ministry and mission leaders for a range of contexts. There is strong evidence that the PTE is fulfilling this purpose well. Most diploma graduates progress to the second year of the Bachelor's programme. Seventy-five per cent of the 2018 graduate survey respondents<sup>4</sup> said their studies were 'extremely' or 'very useful' in their current occupation. Around 80 per cent are typically in paid work<sup>5</sup>, many working for different organisations from when they began studying; over half are in ministry roles. Two recent consistency reviews validated the capability of these graduates. More generally, though, further analysis of workplace roles and graduate effectiveness is warranted. The transformation and change in wellbeing of the graduates is a key valued outcome though not yet systematically demonstrated. Key stakeholder, the Baptist Union of New Zealand, made a convincing case about the high quality, high value and multiple impacts of the college's activities.</p> <p>Carey Baptist is creating valued knowledge, which informs its programme delivery. One external measure was having the highest ratio of published researchers to teaching staff of all non-university tertiary education providers in 2018.<sup>6</sup> The college is developing a bicultural capability which is reflected in its published research, revised educational delivery and evolving organisational practice, including a growing number of Māori and Pasifika employed as staff and enrolling in postgraduate studies.</p> |
| Conclusion:                       | High-value outcomes are being produced for graduates, churches and other key stakeholders. There is a strong, though not yet complete, understanding of these outcomes.   |

<sup>4</sup> Sixty-eight per cent of the 2018 graduates participated, increasing from just 53 per cent in 2017.

<sup>5</sup> Significant proportions are also involved in ministry or mission-related voluntary activities.

<sup>6</sup> P.36 [Performance-Based Research Fund 2108 Report](#)

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

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>Carey Baptist has effectively engaged with its key stakeholders to develop a broad suite of relevant applied theological programmes.<sup>7</sup> The PTE has three new approved programmes. It has made significant programme changes including: Te Ao Māori content in its key delivery<sup>8</sup>; increasing field education and child and family ministry in others. A robust annual programme evaluation report process has brought numerous changes responding well to student and stakeholder feedback, particularly since 2018. Over 75 per cent of the 2017 and 2018 graduate survey respondents rated highly their satisfaction with their studies. Changes arising from student feedback have led to better online resources and delivery. More recently, focus groups have provided richer information. The 2019 monitor commended the college for its postgraduate programmes, recommending self-monitoring in the future. A Māori advisory group (Whakaruruhau) has been established and has contributed to a range of initiatives.</p> <p>Educational delivery has a strong emphasis on applying theology in Aotearoa New Zealand to contemporary issues. Academic standards are well maintained. Assessment and moderation processes are robust, and improvements, including some innovations, have been made over time.</p> |
| Conclusion:                       | The programme design and delivery match well the important needs of students and key stakeholders. There is an in-depth review of key activities which has produced a broad range of improvements.   |

<sup>7</sup> Carey Baptist offers four degrees, three NZQA-approved programmes (one delivered in Chinese to meet the needs of that community). It also offers substantive (non-NZQA approved) ministry 'formation' courses including Ngā Pou Amorangi which trains Māori leaders to work in Māori or bi-cultural contexts.

<sup>8</sup> The Bachelor-level Māori indigenous theology module is offered through an arrangement with another theological college.

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

|                                   |  |
|-----------------------------------|--|
| Performance:                      | <b>Excellent</b>   |
| Self-assessment:                  | <b>Excellent</b>   |
| Findings and supporting evidence: | <p>Carey Baptist effectively supports its students to complete their studies. High course completions and retentions, and high levels of student satisfaction are key indicators of success. Many of the students interviewed attested to the core experience of participating in an authentic community while at the college. Carey Baptist has engaged qualified, experienced, research-active lecturers who enable learning and pastorally support their students. Library staff are another key component of the effective academic and pastoral support provided. Carey Baptist actively monitors the educational progress of individual students, giving particular attention to its distance students. Ten of the 11 international students enrolled since the last EER have been supported to achieve well.<sup>9</sup></p> <p>An in-depth and broad review of student support in 2018, considering student feedback, led to a range of new initiatives: revised student handbooks; the revision of and making compulsory the online academic literacy programme; an amended orientation programme that students rated highly; and the provision of peer writing support. Ngā Pou Amorangi formation offers training and a manaakitanga/care to Māori and Pasifika students with its dedicated staff, which has contributed to improved completions. Initiatives included accountability covenants between students and a Māori graduates' dinner.</p> |
| Conclusion:                       | Carey Baptist has created a community of academic and applied learning which effectively and holistically supports students to achieve and develop. A range of considered improvements have significantly enhanced the pastoral and educational support offered.   |

<sup>9</sup> See 1.6 for further details regarding the pastoral care of international students and the one non-completion.

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

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Excellent</b>  |
| Self-assessment:                  | <b>Excellent</b>  |
| Findings and supporting evidence: | <p>The college has a clear purpose and values that are strongly exhibited across its key activities. The way forward is well articulated in a coherent strategic plan focused on 2030, which is being progressively implemented. The organisation has committed and capable leadership. The board has a broad range of expertise, represents its key stakeholders, and uses recognised governance practices. Management provides robust and considered academic leadership, particularly since 2018. Capable staff have been recruited; they receive relevant professional development and are engaged in the organisation's journey forward. There is investment of resources in strategic priorities, including the move to online or blended delivery and enabling the bicultural strategic objective.</p> <p>Carey Baptist has an active culture of reflection that is informed by generally high-quality data collection and analysis, and significant consultation and discernment of its core organisational values. This report has noted a range of robust reviews that have contributed to significant improvements. One other example was the innovative bicultural organisational review (a postgraduate research paper) that has informed changes across the organisation. The college is progressively addressing its identified self-assessment gaps.<sup>10</sup></p> |
| Conclusion:                       | The leadership has supported a high and improving level of overall educational performance. The organisation has a systematic, considered and effective way of reviewing its actions that inform its decision-making and have contributed to a range of significant changes since the last EER.   |

<sup>10</sup> Refer to 1.1, 1.2 and 1.6 for details.



## 1.6 How effectively are important compliance accountabilities managed?

|                                   |   |
|-----------------------------------|---|
| Performance:                      | <b>Good</b>   |
| Self-assessment:                  | <b>Good</b>   |
| Findings and supporting evidence: | <p>Carey Baptist takes a coherent and organised approach to its compliance management. The PTE has stayed current with evolving regulatory requirements. The key points are:</p> <ul style="list-style-type: none"> <li>• Carey Baptist submitted its NZQA attestations in a timely fashion. It gained approval for all programme changes. The 2019 Tertiary Education Commission (TEC) audit found programmes were delivered as approved and there were no significant gaps.<sup>11</sup> It has clear memorandums of understanding with other PTEs.</li> <li>• Recent monitoring reports for both the undergraduate and postgraduate programmes have commended the PTE's performance and raised no educational concerns.</li> <li>• Substantive periodic programme reviews take place. There is a robust assessment and moderation system. Lecturers are appropriately qualified and experienced.</li> <li>• Carey Baptist comprehensively reviewed its quality management systems in 2018.</li> <li>• Code<sup>12</sup> reviews have led to revised procedures for international students. The current approach is appropriate for a PTE with few enrolments<sup>13</sup>, no contracted agents and most students pathwaying from another NZQA-registered provider. However, this enquiry did find a 2017 student (who did not complete his studies) was ineligible to enter a programme. Self-assessment had not identified this performance gap. That said, changes made to enrolment procedures in 2018 indicated a low probability of a reoccurrence.</li> </ul> |
| Conclusion:                       | Carey Baptist has mostly effective management of compliance, and self-assessment has brought stronger practice.   |

<sup>11</sup> The TEC viewed Carey Baptist's financial viability as appropriate for a not-for-profit trust.

<sup>12</sup> [The Education \(Pastoral Care of International Students\) Code of Practice 2016 Amended in 2019](#)

<sup>13</sup> There have been only 11 international students enrolled since the last EER.

# Focus Areas

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

## 2.1 Focus area: New Zealand Diploma in Christian Studies (Level 5)

|                  |                  |
|------------------|------------------|
| Performance:     | <b>Excellent</b> |
| Self-assessment: | <b>Excellent</b> |

## 2.2 Focus area: Bachelor of Applied Theology (Level 7)

|                  |                  |
|------------------|------------------|
| Performance:     | <b>Excellent</b> |
| Self-assessment: | <b>Excellent</b> |

## 2.3 Focus area: International student support and wellbeing

|                  |             |
|------------------|-------------|
| Performance:     | <b>Good</b> |
| Self-assessment: | <b>Good</b> |

# 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 Carey Baptist College:

- Assess over time, the impact of changes made on qualification completions.
- Collect and analyse in more depth the destinations of graduates and 'end-user' feedback on their capability.
- More systematically capture and analyse the personal development of students, which is a key intended outcome for many students.
- Periodically audit the compliance of all international student enrolments.

# 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. Overall course<sup>14</sup> and qualification completion rates and first year retention for 2016–19 (percentage of total student) and TEO average**

| Measure | Course completion |       | Qualification completion |       | First year retention |       |
|---------|-------------------|-------|--------------------------|-------|----------------------|-------|
|         | TEO average       | Carey | TEO average              | Carey | TEO average          | Carey |
| 2016    | 81                | 91    | 64                       | 45    | 60                   | 63    |
| 2017    | 77                | 90    | 64                       | 41    | 62                   | 59    |
| 2018    | 79                | 90    | 65                       | 43    | 62                   | 68    |
| 2019    | NA                | 94    | NA                       | NA    | NA                   | NA    |

Source: Ngā Kete accessed 20 March 2020

**Table 2. Course completion rates 2016–19 for Māori, Pasifika and all students (percentage of total student)**

| Year | Māori | Pasifika | All |
|------|-------|----------|-----|
| 2016 | 81    | 77       | 91  |
| 2017 | 88    | 72       | 90  |
| 2018 | 81    | 89       | 90  |
| 2019 | 97    | 87       | 94  |

Source: Carey Baptist College data

<sup>14</sup> A 'course' is a programme module.

**Table 3. Course and qualification completion rates for all programmes 2016–19 (percentage of total students)**

| Year  | 2016   |      | 2017   |      | 2018   |                 | 2019            |                 |
|---|--------|------|--------|------|--------|-----------------|-----------------|-----------------|
| Rates   | Course | Qual | Course | Qual | Course | Qual            | Course          | Qual            |
| New Zealand Certificate in Christian Ministry (Level 4) | *      | *    | 96     | NA   | 97     | 90              | 96              | 86              |
| New Zealand Certificate in Christian Studies (Level 5)  | *      | *    | *      | *    | *      | *               | 92              | 16 <sup>1</sup> |
| New Zealand Diploma in Christian Studies (Level 6)      | *      | *    | *      | *    | 80     | 16 <sup>1</sup> | 92              | 26              |
| Bachelor of Applied Theology                            | NA     | NA   | 93     | 56   | 94     | 58              | 95              | 54              |
| Graduate Diploma of Applied Theology                    | NA     | NA   | 87     | 45   | 93     | 45              | 97              | 30              |
| Master of Applied Theology                              | NA     | NA   | 83     | 5    | 87     | 22              | 60 <sup>2</sup> | 29              |
| Postgraduate Diploma in Applied Theology                | NA     | NA   | 100    | 100  | 100    | 0               | 100             | 33              |

Source: Carey Baptist College data

\*These programmes were not offered in this period.

<sup>1</sup> Full-time student completions were 100%. Significant number of part-time enrolments.

<sup>2</sup> Part-time thesis progression impacts on this figure.

# 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<sup>15</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>15</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.

## 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](http://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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