



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



New Zealand Training Centre Trust
Board

Date of report: 13 June 2024

About New Zealand Training Centre Trust Board

Since 1993, New Zealand Training Centre Trust Board (NZTC) has been offering residential, Bible-based training to people affiliated with their church movement. The organisation is part of an international group of churches and similar training centres. It provides short and long course training. It also holds events to better meet the needs of its diverse faith community across Aotearoa New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	33 Beale Street, Hamilton
Eligible to enrol international students:	Yes
Number of students:	41 in 2023; average age 31 Domestic: 24.5 EFTS (equivalent full-time students) International: 4.5 EFTS (from 12 countries – see Appendix 1)
Number of staff:	Seven full-time and one part-time equivalent. There are also more than 15 volunteers who contribute, including in teaching roles.
TEO profile:	New Zealand Trust Centre Training Board NZTC's goal is, 'To transform students and develop their attributes, skills and knowledge within a Christian context to enable them to participate and contribute to society and be employed in relevant professions'. NZTC is a member of the Christian Theological and Ministries Education Society (CTMES).
Last EER outcome:	At the previous external evaluation and review (EER) of NZTC in 2018, NZQA was Confident in the PTE's educational performance and Confident in its capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Ministry and Christian Studies programmes – Certificate in Biblical Studies (Level 4) ID.

121866, and Diploma of Biblical Studies
(Level 5) ID. 123585¹

- International Students – Support and Wellbeing

MoE number: 8972
NZQA reference: C56293
Dates of EER enquiry: 12-14 March 2024

¹ These programmes lead to the award of the New Zealand Certificate in Christian Ministry (Level 4) and the New Zealand Diploma of Christian Studies (Level 5)

Summary of results

NZTC has a clearly articulated core curriculum leading to a tightly focused course design and robust oversight of teaching. 'The Training', as the syllabus is called, is the primary value offer which draws students to NZTC. Adherence to this structure leads to clear evidence of valued outcomes, as expressed by graduates and those leading the churches where they serve.

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| Highly Confident in educational performance | <ul style="list-style-type: none">• NZTC has strengths in designing programmes and activities and deploying staff and other physical resources to meet the needs of the students and stakeholders. This is apparent in the PTE's self-assessment and operational documents.• Student achievement (retention, course pass rates and qualification completion) is exceptionally high across all cohorts. Somewhat uniquely, the PTE enrolls students who have most often already completed a degree. |
| Confident in capability in self-assessment | <ul style="list-style-type: none">• NZTC staff and volunteers uphold core values of pastoral care, collegiality and maintaining a harmonious and helpful campus environment. There is strong teamwork towards achieving the goals of the PTE.• The volunteer teachers are suitably qualified and experienced. They operate within a structured course design. There is an opportunity for the PTE to ensure their work is also informed by Code of Practice arrangements for pastoral care. There is also opportunity to strengthen awareness around support for students with a disability.• NZTC leadership is effective – from the governance and management structures to the leadership by example of staff and volunteers.• NZTC is strong on detailed policy planning and risk management. There is clarity of roles and accountability for performance. The systems are well set out and adhered to. Overall, the PTE seeks improvement and to satisfy stakeholder needs. |

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>NZTC benchmarks its achievement data against similar PTEs offering similar-level qualifications. For 2020-22, NZTC's course completion rate was the highest for the schools in that sample (98 per cent compared with an average of 90 per cent). NZTC's qualification completion rate was 90 per cent compared with a sector average of 83 per cent. Some students choose to study only parts of the programme.³</p> <p>These high pass rates can be attributed to the previous educational achievement of the students – most often an undergraduate degree. Their intrinsic motivation to succeed is also high. There is low attrition and no gaps relating to any group (e.g. male/female or domestic/international). South Pacific scholarships are also notable here. These provide fee relief and other material support to students from source countries (such as Fiji, Vanuatu, West Papua). Pasifika students achieve well, as do the few Māori students who enrol.</p> <p>NZTC does not collate participation or achievement data for disabled learners. The PTE has recently modified its enrolment practice to capture this data. Analysis of achievement is otherwise comprehensive. It is well understood by staff and shared across the PTE.</p> <p>Student achievement is holistic: Bible knowledge; the ability to communicate and live successfully in community; developing a service orientation towards others; leadership skills. These are all key features of the programme design.</p>

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

³ Data for 2023 is not yet confirmed by the Tertiary Education Commission (TEC), but shows a similar pattern of achievement.

	NZTC follows a multi-year moderation plan using marking guides. Moderation records sighted are, however, somewhat limited in feedback, although they serve their function as oversight or monitoring (see also key evaluation question 3).
Conclusion:	Students achieve well. Previous academic success and a sense of vocational calling support the high pass rates. Academic quality practices are robust and documented, but moderation practices may need further strengthening.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>'The Training', as the NZTC syllabus is called, is the primary value offer that draws students to enrol. Key components include personal growth; moral development and reflectiveness within the Christian worldview; a service orientation towards other believers; and service to others more generally. Qualification achievement is a complementary but lesser-valued goal.</p> <p>There is strong evidence that the graduates use what they have learned in activities after graduation. Benefits stated in graduate surveys include value adds to family and wider community life such as living in harmony with other people and within their faith community. The international graduates show improved general English capability and a deeper knowledge and understanding of New Zealand and other cultures. These are among the reasons why these students choose to study at this PTE.</p> <p>The NZTC campus provides a South Pacific focal point for their church movement. Numerous activities (conferences, seminars, celebrations, children's programmes, etc) are held there. These add value to the students' experiences and strengthen the movement's connectedness with graduates. This is a valued aspirational goal for the PTE.</p> <p>Graduate outcomes monitoring is increasingly aligned to the NZQA-approved programme. Graduate survey responses are high, and a comprehensive sample is</p>

	gathered. ⁴ But there is a limitation; the questions should more actively seek feedback on NZTC as a provider. Similarly, outcomes of 'transfer' of course content into secular work – which most graduates pursue afterwards – needs more focus.
Conclusion:	There is clear evidence of valued outcomes, as expressed by graduates and those leading the churches where they serve. Graduate surveys are robust, but more could be learned by NZTC by extending the scope of the questions.

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:	Good
Findings and supporting evidence:	<p>Since the last EER, NZTC has transitioned to New Zealand qualifications and retired the local programmes as part of the targeted review of qualifications. The PTE management described some positive aspects of that process, the stakeholder consultation it involved, and improving their documentation and curricula as a result.</p> <p>They also pointed to some beneficial learnings from their first consistency review⁵, but also identified that their in-depth course design exercise before the new programme applications was substantial. The programmes being offered are current, have been subject to rigorous internal and external review, and are well aligned to the needs and wants of the students and stakeholders.</p> <p>NZTC seeks feedback on progress from all students. Each is interviewed not long into their programme. Students enrol to develop Christian life and practice.</p> <p>The teachers are carefully selected and need to be able to convey their experiences well and illustrate the content. Students described their tutors as knowledgeable and approachable. There is formal teacher appraisal, and</p>

⁴ Only one 'unknown' graduate appears in outcome tracking since the last EER.

⁵ New Zealand Certificate in Christian Ministry – August 2019 – deemed to be 'Sufficient'.

	<p>students' satisfaction with the teaching styles is incorporated into teacher development.</p> <p>The lessons within each course are clearly mapped out in a syllabus format. Teachers and students referenced the clarity of what is taught and assessed throughout the programme. There are semester reviews of programmes, and comprehensive, data-rich reports are provided to the trust board.</p> <p>Classroom activities include well-planned individual and group activities. A variety of assessment methods are used, and comprehensive mastery of each topic is strongly encouraged. Students get timely feedback on assessments, and about their personal development – both formally and informally. There are activities to develop practical application of the knowledge learned.</p> <p>The moderation plan since the last EER is being fulfilled. Records sighted provided limited evidence of qualitative improvements. The moderation reports sampled are also limited in detail and appear to function more as oversight/monitoring.</p> <p>However, these are not critical faults and there are rigorous constraints on assessment 'drift' and limits to variations in marking by different teachers. As well as peer oversight, the acting director is the central point of control over assessment integrity and marking practices. (This report makes a recommendation about external moderation – see Recommendations.)</p>
<p>Conclusion:</p>	<p>NZTC programme design and delivery is well structured and benefits from alignment to a core syllabus. Learning and assessment activities are described as challenging and fulfilling by students. There is a strong match with students' and church expectations. Self-assessment is strong but there is room for more novel arrangements to continuously improve assessment.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>NZTC has a consistent and comprehensive pre-enrolment process, particularly for international students. Onboarding and initial 'orientation' extends across three weeks. Activities are multi-faceted and would make clear to students the unique expectations and culture of learning at NZTC, assisting retention and success. Notably, many students have had prior personal experiences on the campus or family/friend linkages with NZTC before arriving.</p> <p>NZTC operates a 'live in community, on the campus' arrangement – with dorm style accommodation for singles and flats for families. Senior staff also live on site. Students and staff often dine together and volunteer for service roles on a rostered basis. Students mentioned personal growth from this, and said they were trained to carry out various tasks, such as the health and safety protocols. The student handbook details all aspects of community life at NZTC as well as providing academic guidance.</p> <p>Each student is assigned a same-sex mentor; training assistants also monitor the accommodation. There is a formalised process for providing feedback to NZTC on all matters – from the utility of guidance to any maintenance needs. There is wrap-around care from staff, supported by formal and informal fellowship and recreational activities with other students.</p> <p>A medical professional has presented sessions on health and mental wellbeing. Students are also informed about medical and other services, and about keeping themselves safe. All students are strongly encouraged to set their own physical exercise schedule. There are gym facilities and 'stretch exercise' sessions daily. The campus is in a park-like setting. Consideration could be given to have staff attend mental health workshops and first aid refreshers.</p> <p>NZTC says they 'proactively help students who have disabilities or other learning conditions or who struggle with their learning'. The PTE could better evidence the few instances of this by, for example, creating brief case</p>

	studies or recording brief summative video feedback from students assisted in this way.
Conclusion:	NZTC staff and volunteers uphold core values of pastoral care, collegiality and maintaining a harmonious and helpful campus environment. Students are well socialised into the clear expectations of NZTC, such as the 'life and character' and 'house rules' requirements. Thorough self-assessment details how these all align to the Code of Practice, and how student feedback is sought and responded to.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The leadership at NZTC is in transition. Recently, NZTC made changes to governance intended to 'broaden the range' of input and enhance specialist skills on the trust board. The evaluators noted a possible over-reliance on the acting director as the central academic quality manager and executive manager – with accountabilities for liaison with NZQA, the TEC and Ministry of Social Development (MSD). That said, he is highly capable and well qualified, with a deep understanding of how the PTE functions and is expected to function.</p> <p>The PTE is financially solvent. It recently made a strategic decision not to proceed with a major building project because of rising costs; and has no outstanding concerns or legal issues. Oversight and management of risk is robust. As per the accreditation by MSD, all staff and students are vetted by the police before they participate in children's ministry activities.</p> <p>Value for staff and volunteers is reflected in dinner and social activities. Salaries are apparently not benchmarked, and the board decides 'what is fair'. There is a culture of willing volunteerism at the PTE, including the teachers. The teachers are suitably qualified and experienced, but there is an opportunity for the PTE to ensure that teaching is also informed by the Code of Practice for pastoral care.</p> <p>Uniquely, the PTE has developed and use their own NZTC quality indicators to measure quality and report this to the</p>

	board. Recently, a flexible working arrangement and a job-share arrangement led to enhancement of overall team capability.
Conclusion:	NZTC's organisational structure, roles and programmes are well documented and understood by staff. The PTE uses data effectively, and the quality of documentation and surveys for self-assessment is high. NZTC seeks improvement and feedback on what can be improved, which it acts on within the scope of the PTE's vision and mission.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>NZTC has submitted most required documentation to NZQA since the last EER. The evaluators reminded NZTC of the requirement to notify NZQA of the five new trustees appointed in July 2023.</p> <p>NZTC participated in a required programme consistency review for the New Zealand Certificate in Christian Ministry in 2019, receiving a positive rating.</p> <p>NZQA programme monitoring in 2021 found the level 4 programme partially met the accreditation criteria. The monitoring report made two requirements relating to creating marking schedules and better calibrating assessment questions across courses. NZTC has responded appropriately to this feedback.</p> <p>NZQA's Code team conducted an on-site student accommodation monitoring visit in 2022. This had a positive outcome, with a couple of recommendations for improvement. NZTC also complies with Hamilton City Council food safety legislation for the kitchen associated with the student accommodation.</p> <p>A limited scope audit of international student files during this EER raised no concerns. All files sought were readily accessible and the samples met or exceeded minimum requirements.</p>

	<p>NZTC offers out-of-school activities for children and is approved by MSD to do so. There is a pending MSD audit outcome to confirm this.</p> <p>The TEC audited NZTC in 2019. Of 11 focus areas, eight complied with requirements, one required improvement, and two did not comply. The TEC stated, 'overall the systems, processes and practices are acceptable, with minor non-conformities'.</p>
<p>Conclusion:</p>	<p>NZTC mostly manages its important compliance accountabilities well. The PTE engages constructively with its key compliance stakeholders. There have been some areas of weakness or non-compliance identified under external scrutiny, so there is room for improvement.</p>

Focus areas

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

2.1 Ministry and Christian Studies programmes – Certificate in Biblical Studies (Level 4) ID. 121866; Diploma of Biblical Studies (Level 5) ID. 123585

Performance:	Excellent
Self-assessment:	Excellent

2.2 International Students – Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Conclusion:	NZTC shows exemplary guidance, care and support for international students, particularly those from the Pacific on scholarships. The PTE has culturally able and language-capable staff or volunteers to offer nuanced cultural support, leading to high retention, success and satisfaction with the training.

Recommendations

Recommendations are not mandatory, 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 New Zealand Training Centre Trust Board:

- Consolidate current Code of Practice (2021) understanding, and prioritise upskilling of all staff, particularly teachers but also volunteers, about the Code.
- The PTE could provide better evidential support for learners with disabilities by, for example, creating brief case studies or recording brief summative video feedback from students assisted in this way.
- Further strengthen continuous improvement of assessment practices by sourcing external moderation of marked assessments from another educational provider that offers the same qualifications as NZTC.
- Consider adjusting graduate surveys to include a '*what could NZTC improve on?*' question, and seek graduate feedback to understand how the training has impacted their career orientation or workplace dynamics.⁶
- Consider appointing an independent board member outside NZTC's denomination but also knowledgeable around the Tertiary Education Strategy, TEC funding and NZQA protocols. This may offer additional perspectives and insights on theological training and 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.

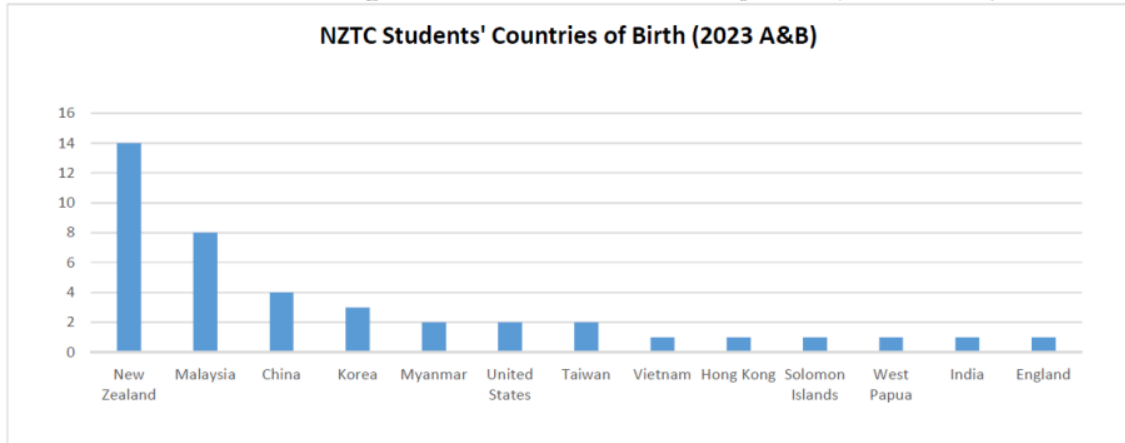
There are no requirements arising from the external evaluation and review.

⁶ What can the NZTC learn from graduates about 'The Training' and the contemporary world of work? And what can NZTC filter back into 'The Training' to better prepare graduates for fulfilling secular employment, which most state what they intend to pursue.

Appendix 1

Students' source countries (2023)

Bar Chart Showing NZTC Students' Countries of Birth (2023 A & B)



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 fraud⁷*
- *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.*

⁷ 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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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