



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

The Baptist Union of New Zealand
trading as Carey Baptist College

Date of report: 12 September 2024

About The Baptist Union of New Zealand trading as Carey Baptist College

Carey Baptist College (Carey) provides undergraduate, graduate and postgraduate qualifications in applied theology. As part of the national Baptist movement, Carey also provides training for the Baptist ministry, leaders and regional churches.

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| Type of organisation: | Private training establishment (PTE) |
| Location: | 473 Great South Road, Penrose, Auckland |
| Eligible to enrol international students: | Yes |
| Number of students: | Domestic: as at 10 May 2024: 241 students – 67 equivalent full-time students (rounded); Māori 16, Pasifika 17, learners with a disability 16 International: nil (2024) |
| Number of staff: | 12 full-time, 23 part-time; 24 full-time equivalents |
| TEO profile: | Carey Baptist College (provider profile on NZQA website) |
| Last EER outcome: | In 2020, NZQA was Highly Confident in Carey Baptist College’s educational performance and Confident in the PTE’s capability in self-assessment. |
| Scope of evaluation: | Focus area 1: New Zealand Certificate in Christian Ministry (Christian Studies) (Level 4) ID: 122372, leading to 2772-2: New Zealand Certificate in Christian Ministry (Level 4) with strands in Christian Studies and Internship Focus area 2: New Zealand Certificate in Christian Studies (Christian Ministry) (Level 5) ID: 124434, leading to 2771-2: New Zealand Certificate in Christian Studies (Level 5) with |

strands in Christian Ministry and Religious
Education

Focus area 3: Bachelor of Applied Theology
(Level 7) ID: 104103

MoE number: 8979

NZQA reference: C56290

Dates of EER visit: 24 June-2 July 2024

Summary of results

Carey achievement rates are strong and strengthening. Carey delivers highly valued outcomes to individuals, communities and nationally. Comprehensive, effective self-assessment and collaboration with all stakeholders ensures Carey makes informed, deliberate decisions.

Highly Confident in educational performance

- Strong and improved completion rates for courses and qualifications since the Covid pandemic indicate that comprehensive self-assessment is resulting in effective improvement.
- Māori and learners with a disability are achieving near or at parity with other students. Carey analyses achievement and non-completion data, and will continue to develop further as Carey works to mitigate the obstacles to study facing Māori and Pasifika. Extensive interaction with stakeholders informs Carey's delivery of valued outcomes at individual, community and national levels. Regular, ongoing identification of stakeholders' existing and emerging needs feeds into robust programme review and expansion.
- Carey has strong, ongoing stakeholder relationships which ensure the relevancy and currency of programme design and delivery. Inclusive learning activities and an integrative delivery methodology ensure learner engagement and readiness for assessment. Regular moderation, internal audits and programme review ensure assessment is consistent and programmes match needs.
- Carey supports the students from application through to graduation to ensure their needs and work/life commitments are identified and responded to appropriately. Support logs capture actions, monitor progress and underpin extensive review of student support services.
- Carey management and governance take into account the views of staff and students, which

Highly Confident in capability in self-assessment

supports strategic development and effective academic leadership.

- A values-based ethos underpins a clear organisational purpose and direction. Effective management of change is supported by judicious investment into technology and research.
- Carey monitors and manages its compliance accountabilities effectively. Living policies and procedures ensure ongoing practice remains legal, ethical and inclusive. Documentation of self-assessment is clear and comprehensive, enabling ready traceability of findings and actions towards improvement.

Key evaluation question findings¹

1.1 How well do students achieve?

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| Performance: | Good |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Carey has maintained and increased strong course completions across all programmes.² Qualification completions, however, have not been as strong.³ Carey has engaged with achievement, feedback and support data to understand the difference in completions and to increase achievement. Though Carey sees some changes as works in progress, to date there have been effective increases in most qualification completions, from 52 per cent in 2020 to 68 per cent in 2023.</p> <p>Students with a disability are supported and generally succeed at a similar or higher rate to the other students. Māori and Pasifika attendance and completions were greatly affected by the Covid lockdowns, with family and work commitments influencing study commitment.</p> <p>Since these lockdowns, Māori and Pasifika students have continued to juggle external and study commitments, instigating a significant move to part-time study. Also, the number of Māori and Pasifika students per programme is small. Taking into consideration the disproportionate impact of withdrawals and non-completions, Carey understands the effects on these priority group learners and has developed processes to support them.⁴ These have had some positive impact on the achievement of these groups, which generally sits below that of other students.</p> |

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

² See Appendix 1, Tables 1-3 for completion, withdrawal and non-completion data 2020-23.

³ See Appendix 1, Table 4 for qualification completion data across all programmes for 2020-23.

⁴ Carey has employed a Māori and a Pasifika support person who now speak to Māori and Pasifika applicants to understand their external commitments to help them plan and guide their study choices.

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| | In most years and programmes, the percentage of students withdrawing is limited. ⁵ However, a high percentage of students (up to 42 per cent) are not completing the programme of study within the timeframe set by the Tertiary Education Commission (TEC). Carey has collated and analysed the reasons for these delayed completions. The PTE has improved student support, which has reduced delays in course completions for all students, bar Pasifika. ⁶ |
| Conclusion: | Carey students are completing their courses, and increasing numbers are moving through to completing qualifications. There is strong, comprehensive evidence of self-assessment using achievement data to improve completion rates. Of the priority group learners, Pasifika students still achieve less well. The PTE understands the reasons for this and for delayed or non-completions. Carey is continuing to make improvements for factors under its control. |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Carey offers coherent, comprehensive value to all stakeholders, and interacts with them to understand how they can best meet the needs of each stakeholder group. The PTE undertakes regular review and stakeholder mapping of needs as well as extensive analysis of completion data (such as full-time versus part-time, and online versus on site equivalency of experience). This supports Carey's effective programme review and development of flexible training pathways and mediums.</p> <p>An example is Carey's agile expansion of services to provide a solution to a voiced community need using the</p> |

⁵ During 2020 and the Covid lockdowns, withdrawals increased across all programmes (see Appendix 1 for percentages). Since then, withdrawals for all students other than Pasifika have reduced to about 1 per cent. Pasifika students are withdrawing from the Bachelor's degree at a higher rate than other learners.

⁶ As mentioned in footnote 4, support mechanisms have been improved and, combined with a pathway of study instituted for degree study, are contributing to reducing delayed completion.

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| | <p>CareyLocal courses.⁷ Review of this solution has informed Carey’s support services and refined their delivery. Students, communities and the national Baptist movement will continue to gain relevant knowledge, enhanced wellbeing, community bonding and a potential pathway toward a qualification, with an increasing proportion (18-48 per cent) of students undertaking higher-level study.</p> <p>Carey Baptist delivers using an integrative approach to education. All programmes (excepting the postgraduate suite) have internships/placements within the communities and churches local to each student. These placements are well managed to ensure what is learnt is practised and reflected on by the student, supervisors and lecturers. Apart from supporting further programme development, this approach has supported most students (around 80 per cent) to apply the learnt skills and knowledge in their current employment (whether secular or faith-based) and lives. Regular evaluations from stakeholders attest to this.</p> <p>Carey offers formation pathways to train leaders and ministry teams. These students undertake qualification and additional studies to gain commendation to deliver services within the Baptist movement. The integrative approach supports this essentially work-based learning, enabling Carey to expand the pathways to support Māori and Pasifika knowledge and worldview-based ministry.</p> <p>Carey’s regular interaction with their national Māori governance group and the inclusion of Māori staff across the organisation has enhanced the embedding of mātauranga Māori into the design and delivery of programmes. The development of a whanaungatanga methodology (which is still to be instituted when sufficient Māori expertise is in place) to promote equality in scholarship is testament to Carey’s commitment to advancing Māori bodies of knowledge in theology. There are aims to expand Pasifika communities in a similar manner.</p> |
| <p>Conclusion:</p> | <p>Active interaction with stakeholders and sound assessment of need informs Carey’s delivery of valued outcomes to all</p> |

⁷ In 2023, regional church leaders indicated a need for ongoing theological education for current church leader and ministry teams. Carey was able to offer a 15-credit, level 5 certificate course via online lessons to groups of students who met weekly at their church facilities. The goals of each student (pass the course or get the knowledge) were understood and accommodated.

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| | stakeholders at community and national levels. The integrative approach to teaching and learning leads to stakeholders gaining skills and knowledge that have been tried and tested in multiple contexts. Regular identification of need feeds into positive programme review and expansion. |
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

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| Performance: | Excellent |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Carey’s extensive relationships with all stakeholders – and in particular their churches, communities and national movement – supports Carey’s regular review toward ensuring relevancy and currency in programme design and delivery. A comprehensive internal audit of data and feedback ensures this strong match of programmes to need.</p> <p>Regular oversight of academic processes and practices from the academic committee ensures identified review goals are tracked and completed in a timely manner. Annual programme evaluation reports summarise understandings built throughout the year, and highlight actions to be addressed the following year.</p> <p>The integrative methodology of embedding practical application with theoretical understanding enables students to gain contextualised understanding. Inclusive learning activities ensure students remain engaged. Group and individual placements provide opportunities for students to apply their skills and knowledge and empower them to undertake assessment that captures their application of skills and knowledge and the understanding this has created.</p> <p>Carey assures its academic standards and integrity through an assessment process focused on individual experience, as well as the use of plagiarism software. Feedback to students is extensive and informs further growth. Along with end-of-course evaluations, this</p> |

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| | <p>feedback supports the existing regular programme review for delivery and design.</p> <p>A scheduled cycle of moderation ensures all courses are regularly monitored and assessment is validated and consistent. Pre-assessment moderation prior to delivery ensures that learning outcomes, assessment tasks and graduate profile outcomes align, and that the marking guide provides appropriate and sufficient guidance. Post-assessment internal and external moderation verifies marking and reassures alignment and marking consistency. Any findings are drawn into an action plan that the academic committee monitors for prompt actioning.</p> <p>Carey undertook an internal audit of its assessment processes following the release of new versions of qualifications. They identified a number of areas of change for the new programmes. This has led to redevelopment of assessment and graduate profile outcomes for all programmes, which have been approved by NZQA. At a similar time, an NZQA monitoring of the internal moderation procedures related to a level 5 programme identified areas needing development.</p> <p>Some of these external findings coincided with Carey's own findings but further development areas were identified. NZQA indicates that Carey's subsequent action plan has responded well to the further areas identified.</p> |
| <p>Conclusion:</p> | <p>Strong stakeholder relationships ensure the relevancy and currency of programme design and delivery and ongoing matching of programmes to need. Inclusive learning activities and an integrative delivery methodology ensures both learner engagement and readiness to complete assessment. Rigorous internal and external moderation and internal self-assessment audits ensure assessment is valid and consistent.</p> |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Carey support is flexible and responsive to the emerging needs of students through regular, extensive review of feedback and achievement data. This has led Carey to adopt more effective support practices to better guide and support students from before enrolment through to qualification completion. An example is the guidance of priority group applicants towards the study options that will best fit their needs and life/work commitments. The effect of this on successful retention and completions is positive but still a work in progress.</p> <p>A pōwhiri and orientations to support services within Carey inform students about their study. A comprehensive First Steps programme introduces students to academic expectations and methodology to prepare and guide them throughout their studies. If further assistance is required, videos showing techniques or personal support are available. Students and graduates attest to support being easy to access and valuable irrespective of the medium in which they learn. Student feedback is used to inform continuance or change to support practices.</p> <p>Regular meetings between support and teaching staff informs a consistent approach to an encompassing support network for the students. Carey tracks students' engagement with course work and maintains records of assistance to students with identified needs. Support is adjusted quickly, ensuring emerging needs continue to be met. The appointment of a Māori and a Pasifika support person has led to effective targeted support for these student groups.</p> <p>A student association provides peer support options and activities for the students. A student president takes input from students to the board, and other representatives ensure student input into programme review through the academic committee. Governing and management members as well as students enjoy a close working relationship.</p> |

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| Conclusion: | Comprehensive early interaction ensures students are aware of the expectations and commitments of study and how these fit into their life commitments. Tracking of engagement and support logs ensures emerging needs are quickly recognised and responded to. Having a student voice at management and governance levels alongside regular staff consideration of data ensures review is relevant and effective. Self-assessment has led to refinements and improvements. |
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1.5 How effective are governance and management in supporting educational achievement?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>As a faith-based organisation, Carey has a values-based ethos embedded into organisational, training and support processes. This informs the clear purpose and direction of the organisation as well as strategic development and planning.</p> <p>Carey is an integral and highly valued part of the national Baptist movement. Regular meetings of management with the Baptist Union of New Zealand board, cultural and academic advisory boards, governance and the academic committee ensures that risks to Carey are identified and addressed promptly. Such monitoring has resulted in Carey completing sound, manageable and measurable long-term planning.</p> <p>The plans acknowledge current and emerging influences on their educational purpose, innovate around these, and support Carey to respond effectively to change. An example is Carey’s proposal to relocate to a smaller facility that supports their increasing extramural commitment and expansion into community-facing activity.</p> <p>Carey has invested in technology that has effectively taken the learnings from Covid online delivery and developed student and learning management systems to:</p> <ul style="list-style-type: none"> • support an online student experience that is equivalent to that of students on campus |

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| | <ul style="list-style-type: none"> provide all staff access to live data and reporting to inform effective decision-making, review and change. <p>Carey staff are recruited for their qualifications, areas of expertise and passion to integrate an applied approach to a theoretical understanding of theology. All teaching staff are research-active. Research by both staff and students supports programme development within the school and among the church and faith-based network.</p> <p>New staff have a robust induction supported by a combination of executive director, senior administrator and individual line managers. Regular staff meetings, a clear job description, annual performance appraisals and professional development ensure staff have the tools to meet changes to the operating environment. This includes ensuring all staff have received training in the Code of Practice, in moderation and in identifying mental health and learning needs. Staff feel valued and able to contribute to the organisation's planning and direction.</p> |
| Conclusion: | A values-based ethos underpins a clear organisational purpose, sound directional planning and effective academic leadership. Effective management of change is supported by judicious investment in technology and research. Staff are effectively recruited, managed and developed to contribute to and support the organisation strategically. |

1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Carey has effective compliance management processes that are regularly monitored by management, a quality team and the academic committee. If issues are identified, an action plan with clear deliverables is developed and tracked through to a suitable conclusion. A calendar ensures reminders occur to ensure timely submissions to NZQA and the Tertiary Education Commission.</p> <p>Internal audits of systems and processes also support management of compliance activities. An electronic quality management system ensures a library of policies and</p> |

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| | <p>procedures tracks the regular reviews and updating that reflects feedback, experience and change in legislation, rules or requirements. This central repository ensures staff have access to the latest process to inform ongoing practice. New policies are created as needed to ensure Carey’s operation is legal, ethical and inclusive. Examples include the creation of an alternative assessments policy to address the needs of learners with a disability, and the fit-for-study policy to ensure the safety of all staff and students after an incident.</p> <p>Policies and procedures support staff in responding appropriately to complaints and incidents. Such responses are captured and inform review of training and support practice as well as policies. As no formal complaints have occurred since the previous EER, none are reported on the website alongside the Code self-review and wellbeing goals. However, a critical incident has been reported on and has informed improvements in practice.</p> <p>Carey creates an action plan from the gaps identified in their self-review of the relevant outcomes of the Code. Monthly review of the action plan – alongside the data and feedback received – updates and prepares Carey for the next self-review. Carey is reminded that an executive summary (and definition) of critical incidents and formal complaints is required to be published within or alongside their self-review (and action plan) of the Code.</p> |
| <p>Conclusion:</p> | <p>Comprehensive management oversight ensures compliance accountabilities are understood by all staff and monitored regularly. Timely responses to identified issues and incidents inform effective development of living policies and procedures, ensuring ongoing practice remains legal, ethical and inclusive.</p> |

Focus areas

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

2.1 2372: New Zealand certificate in Christian Ministry (Intermission) (Level 4) [ID: 122372] leading to 2772: New Zealand Certificate in Christian Ministry (Level 4) with strands in Christian Studies and Internship

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>This programme is specifically designed for students between 18 and 25 who are wanting a 'gap year' where they can explore their faith and future study or employment directions. Students are expected to attend face-to-face only, and class sizes are kept small (5-12) in recognition of the particular needs of these students. This level of support also enhances success with high qualification completions, increased personal wellbeing and confidence.</p> <p>The weekly placements (either as a group or individually) are coordinated by the intermission coordinators to expose the students to serving in the community and areas they have expressed an interest in. These regular placements allow students to challenge preconceptions, apply the skills and knowledge taught in the classroom, and establish teamwork capabilities. Students interviewed said they felt informed and shaped by their experiences and learning.</p> <p>Teaching staff have particular and relevant expertise and experience. They are always available, and students feel safe to approach 'humble and polite' staff for support or to give anecdotal feedback. Additional support through a group social media chat supports the forming of strong bonds and friendships that continue after study. Formal feedback is given regularly by the students and considered alongside the anecdotal feedback to develop this programme further. Multi-layered financial, residential and internship support for students coming into Auckland is an example of positive change that has occurred.</p> |

2.2 New Zealand Certificate in Christian Studies (Christian Ministry) (Level 5) [ID: 124434] leading to 2771: New Zealand Certificate in Christian Studies (Level 5) with strands in Christian Ministry and Religious Education

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| Performance: | Excellent |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>This programme pathways to the Bachelor of Applied Theology. Courses from within this programme have been offered to the CareyLocal initiative commenced in 2023. Course and qualification completions have remained strong since the last EER, barring the drop in course completions seen in 2023.</p> <p>Analysis of achievement and progression data indicates that the CareyLocal initiative affected overall course completions. This was because some students were interested in the learning but not completing the assessments. Carey has responded by clarifying the expectations of study for both students and their supporting churches in an effort to increase the completion rates in subsequent offerings. Overall, this is a useful and valued new initiative that has attracted wider and more ethnically diverse engagement and congregational interaction with Carey.</p> |

2.3 Bachelor of Applied Theology (Level 7) [ID: 104103]

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>This programme is the largest of the degree offerings, with strong course completions and the cohort qualification trending upwards. Carey uses its understanding of non-completions to support students to complete their programme in the time set by the TEC (six years).</p> <p>Degree monitoring reports and stakeholder feedback have supported Carey's extensive self-assessment processes towards a redevelopment of the degree to include graduate profile outcomes. This has in turn supported refinements to assessment and ensures the degree better matches the needs of the stakeholders and is truly applied in terms of content, assessment design and staff research.</p> |

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

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

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix 1

Table 1. Course completions for Focus Area 1: New Zealand Certificate in Christian Ministry (Level 4)

| Percentage (rounded) | All | Māori | Pasifika | Disabled |
|------------------------|--------------------|------------------|-------------------|-------------------|
| Course completion 2023 | 76% (9 students) | 100% (1 student) | NA | 20% (1 student) |
| Withdrawal 2023 | 0% | 0% | NA | 0% |
| DNC* 2023 | 24% | 0% | NA | 80% |
| Course completion 2022 | 50% (5 students) | 38% (1 student) | 13% (1 student) | 100% (1 student) |
| Withdrawal 2022 | 0% | 0% | 0% | 0% |
| DNC 2022 | 50% | 63% | 88% | 0% |
| Course completion 2021 | 76% (6 students) | 100% (1 student) | NA (0 enrolments) | NA (0 enrolments) |
| Withdrawal 2021 | 0% | 0% | NA | NA |
| DNC 2021 | 24% | 0% | NA | NA |
| Course completion 2020 | 100% (11 students) | 100% (1 student) | NA (0 enrolments) | NA (0 enrolments) |
| Withdrawal 2020 | 0% | 0% | NA | NA |
| DNC 2020 | 0% | 0% | NA | NA |

Source: SDR data to the TEC

*Did not complete

Table 2. Course completions for Focus Area 2: New Zealand Certificate in Christian Studies (Level 5)

| EFTS percentages (rounded) | All | Māori | Pasifika | Disabled |
|----------------------------|-----------------------------|-------------------|-------------------|-------------------|
| Course completion 2023 | 69% (389 students (306 CL)) | 47% (27 students) | 72% (26 students) | 62% (26 students) |
| Withdrawal 2023 | 1% | 0% | 0% | 0% |
| DNC* 2023 | 29% | 50% | 22% | 35% |
| Course completion 2022 | 88% (43 students) | 67% (2 students) | 75% (2 students) | 100% (3 students) |
| Withdrawal 2022 | 0% | 0% | 0% | 0% |
| DNC 2022 | 11% (1/8) | 33% (.1/.4) | 0% | 0% |
| Course completion 2021 | 86% (32 students) | 0% (2 students) | 57% (3 students) | NA (0 enrolments) |
| Withdrawal 2021 | 0% | 0% | 0% | NA |
| DNC 2021 | 14% | 100% | 43% | NA |
| Course completion 2020 | 85% (41 students) | 33% (5 students) | 58% (4 students) | NA (0 enrolments) |
| Withdrawal 2020 | 8% | 44% | 17% | NA |
| DNC 2020 | 7% | 22% | 25% | NA |

Source: SDR data to the TEC

*Did not complete

Table 3. Course completions for Focus Area 3: Bachelor of Applied Theology (Level 7)

| EFTS percentages (rounded) | All | Māori | Pasifika | Disabled |
|----------------------------|-------------------|-------------------|-------------------|------------------|
| Course completion 2023 | 95% (56) | 100% (6 students) | 33% (3 students) | 94% (8 students) |
| Withdrawal 2023 | 1% | 0% | 25% | 0% |
| DNC* 2023 | 3% | 0% | 33% | 0% |
| Course completion 2022 | 91% (77 students) | 98% (10 students) | 38% (3 students) | 97% (7 students) |
| Withdrawal 2022 | 0.3% | 0% | 4% | 0% |
| DNC 2022 | 9% | 2% | 58% | 3% |
| Course completion 2021 | 94% (86 students) | 78% (7 students) | 96% (4 students) | 100%(1 student) |
| Withdrawal 2021 | 1% | 15% | 0% | 0% |
| DNC 2021 | 5% | 8% | 4% | 0% |
| Course completion 2020 | 93% (93 students) | 91% (11 students) | 94% (10 students) | 100%(9 students) |
| Withdrawal 2020 | 3% | 4% | 6% | 0% |
| DNC 2020 | 4% | 5% | 0% | 0% |

Source: SDR data to the TEC and Carey's own data where SDR incomplete

*Did not complete

Table 4. Qualification completions for all focus area programmes

| Qualification cohort completion rates by programme % incl int | 2019 | 2020 | 2021 | 2022 | 2023 |
|------------------------------------------------------------------------|------|------|------|------|------|
| Bachelor of Applied Theology | 54 | 58 | 59 | 61 | 63 |
| New Zealand Certificate in Christian Studies (Level 5) | n/a | n/a | n/a | 39 | 71 |
| New Zealand Certificate in Christian Ministry (Level 4) (cohort compl) | n/a | n/a | 90 | 86 | 100 |

Source: SDR data

Table 5. Progression for overall programmes at levels 4, 5 and 7

| Course progression (pathway data) for overall programmes for 2020-23 (percentages, rounded) | 2020 | 2021 | 2022 | 2023 |
|------------------------------------------------------------------------------------------------------------------------|------|------|------|------|
| Course progression New Zealand Certificate in Christian Ministry (Level 4) | 50 | 36 | 25 | 0 |
| Course progression level 5 (New Zealand Certificate in Christian Studies and New Zealand Diploma in Christian Studies) | 52 | 52 | 35 | 39 |
| Course progression level 7 (Bachelor's and Grad Dip) | 24 | 8 | 12 | 12 |

Source: Nga kete

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 fraud⁸*
- *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.*

⁸ 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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