

**Qualification Title:** New Zealand Diploma in Christian Studies (Level 6) with strands in Biblical Studies, Christian Leadership, Intercultural Studies, Pastoral Ministry, Religious Education, Te Minita Taha Māori, and Theological Studies

**Qualification number:** 2773

**Date of review:** 22 November 2022

This report refers to all graduates awarded this qualification between 1<sup>st</sup> January 2019 and 31 December 2021

**Final decision on consistency of the qualification: National consistency is confirmed**

**Threshold:**

The threshold to determine sufficiency with the graduate profile was determined as evidence of graduates being able to:

- analyse and apply an in-depth understanding of theology and biblical foundations in operational or research contexts.
- evaluate, review, and respond to the pastoral, specialised and ethical responsibilities required of defined church ministry settings.
- apply management or administrative capability and leadership in a Christian ministry environment to make strategic decisions in a specified context.
- critically reflect on personal faith journey and professional development to refine own practice.

In addition, graduates will be able to demonstrate the skills, knowledge, and attributes defined in the specific Graduate Profile Outcomes (GPOs) for their chosen elective strand.

Note that the threshold statement is the GPOs of version 1 of the qualification.

**Education Organisations with sufficient evidence**

The following education organisations have been found to have sufficient evidence.

MOE Number	Education Organisation	Final rating
8571	Life Training Academy Limited (Now owned by Skills Update)	Sufficient
8717	Good Shepherd College – Te Heparā Pai trading as Te Kupenga Catholic Theological College	Sufficient
8475	Elim Property Trust trading as Elim Leadership College	Sufficient
9644	Trinity Methodist Theological College	Sufficient
6674	Bishopdale Theological College Trust	Sufficient

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8600	The Salvation Army Booth College of Mission	Sufficient
8325	WEC Aotearoa New Zealand trading as Eastwest College of Intercultural Studies	Sufficient
8895	Activate Training Centre Limited trading as Vision College	Sufficient
8573	Alphacrucis Limited trading as Alphacrucis College New Zealand	Sufficient

### Introduction

This 120-credit qualification is designed to provide Christian churches and their agencies with people who are able to operate as senior administrators and leaders, and/or as managers. The qualification is designed to be inclusive and to recognise the specific knowledge, skills, and demands required in diverse Christian contexts.

The qualification has been developed collegially under the auspices of the Christian Theological and Ministries Education Society (CTMES). Originally listed on the New Zealand Qualifications Framework (NZQF) in 2015, the qualification was designed to replace a wide range of Level 6 qualifications in this field. The elective strands reflect the wide range of contexts in which this qualification is used for Christian ministry and religious education. All graduates considered in this review had completed Version 1 of the qualification.

There are diverse contexts in which this programme is delivered, from full-time residential programmes to part-time distance and blended delivery. It is be offered as a stand-alone programme or, in some cases, as a component of a multi-year programme of personal and spiritual development.

Graduates enter programmes leading to this qualification with either a relevant Level 5 qualification or evidence of equivalent work experience and learning. On completion, they may progress to further study at Level 7.

The last consistency review for this qualification was in 2019 (for graduates up to 31 December 2018). At that time, six providers had graduates (43 in total) and were found to have sufficient evidence for the consistency of the graduate outcomes. Evidence was generally considered to be strong, although it was noted that some tertiary education organisations (TEOs) were in the early stages of external moderation.

In the following three years since the last consistency review, the number of TEOs with graduates has grown to ten, and a total of 152 graduates reported by them. At the end of 2018, graduates had completed either the Biblical Studies or Christian Leadership Strands. Now all strands have graduates as set out in Table 1.

In 2021, the qualification was reviewed, and version 2 published in April 2022. There are no substantive changes to the qualification. Where the wording of GPOs has been amended, it is to reflect the removal of specific conditions from individual GPOs.

**Table 1: Numbers of graduates in each strand in the period 2019 – 2021**

<b>Biblical Studies</b>	<b>Christian Leadership</b>	<b>Intercultural Studies</b>	<b>Pastoral Ministry</b>
21	104	19	1

<b>Religious Education</b>	<b>Te Minita Taha Māori</b>	<b>Theological Studies</b>
1	1	5

## **Evidence**

The education organisations provided a range of evidence to demonstrate that their graduates met the graduate profile outcomes.

The criteria used to judge the evaluation question were:

- the nature, quality and integrity of the evidence presented by the education organisation
- how well the organisation has analysed, interpreted and validated the evidence, and used the understanding gained to achieve actual or improved consistency
- the extent to which the education organisation can reasonably justify and validate claims and statements relating to the consistency of graduate outcomes, including in relation to other providers of programmes leading to the qualification.

Evidence included:

- mapping of learning outcomes and assessments within programme components to the GPOs
- details of internal and external moderation processes
- feedback from graduates
- graduate destination data
- feedback from employers and/or pastoral supervisors
- evidence of input from stakeholders within the church communities that the tertiary education organisations (TEOs) serve.

## **How well does the self-assessment and supporting evidence provided by the education organisation demonstrate that its graduates match the graduate outcomes at the appropriate threshold?**

Predominantly, a strong set of self-assessments and evidence portfolios were presented, with tertiary educational organisations (TEOs) offering additional detail as necessary in their review meeting presentations and/or post-review reflections. In general, the evidence was comprehensive and well triangulated between programme evidence, graduate feedback and destination evidence, including destination data and stakeholder feedback. In some cases, the COVID-19 pandemic had impacted on delivery and both moderation and data collection, but TEOs had been able to work through these issues. Where there were minor gaps in the evidence, the TEOs were clearly improving processes to ensure these were covered in the future.

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Overall, the self-assessment and supporting evidence supplied, by those organisations found sufficient, demonstrate that their graduates meet the graduate outcomes at the determined threshold.

### **Special Focus** (includes special focus on a strand or outcome)

Special attention was paid to evidence for consistency of graduate outcomes within each elective strand.

### **Examples of good practice**

- Several TEOs demonstrated high levels of reflection on feedback that informed subsequent improvements in delivery or assessments.
- Some good examples of aspects of questionnaire design (e.g. asking two or more questions in simplified language about each GPO; or an open-ended question to alumni about 'what was surprising or unexpected' as they moved into their workplace).
- Good evidence of collegial and effective relationships between TEOs facilitated by CTMES.
- Some TEOs explicitly built on their learnings from the previous consistency review.
- Several TEOs actively took a holistic view of the development of their learners that explicitly translated into a continuing relationship with alumni after graduation.
- Evidence of accountability of TEOs to their parent national and international church leadership.

### **Issues and concerns**

None

### **Recommendations to Qualification Developer**

None