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External Evaluation and Review Report

Good Shepherd College – Te Heparā
Pai

Date of report: 11 August 2021

About Good Shepherd College – Te Heparā Pai (trading as Te Kupenga – Catholic Theological College)

Good Shepherd College – Te Heparā Pai (the College) provides qualifications (to level 7) across New Zealand for those wishing to work in ministry and Catholic schools. It is the sole formally funded training provider for the Catholic priesthood in New Zealand.

Type of organisation:	Private training establishment
Location:	20 Ponsonby Road, Ponsonby, Auckland
Code of Practice signatory:	Yes
Number of students:	For 2021 year to date (May): 418 students (29.6 EFTS) – enrolled in programmes on the New Zealand Qualification Framework (Levels 5-7) ¹ Domestic: 411 (26.8 EFTS) <ul style="list-style-type: none">• Māori: 28 (7 per cent)• Pasifika: 33 (8 per cent) International: seven (2.75 EFTS)
Number of staff:	18 full-time equivalents and two part-time Nine diocesan staff and six sessional staff also teach on individual courses.
TEO profile:	Good Shepherd College – Te Heparā Pai The College formed in 2020 from a merger of two PTEs: Good Shepherd College (delivering level 7 theological qualifications – head office Auckland) and The Catholic Institute (delivering theological qualifications at levels 5 and 6 – head office Wellington).

¹ 23.20 EFTS are also enrolled in non-NZQA related personal interest courses.

Last EER outcome:	This is the first EER for the newly merged PTE. The last EER outcomes for each of the two pre-merged PTEs were the same: Highly Confident in educational performance and Confident in capability in self-assessment (the EER for one PTE was in 2016 and the other in 2017).
Scope of evaluation:	Three focus areas were selected for this EER: <ul style="list-style-type: none"> • International Students: Support and Wellbeing • Bachelor of Theology (Level 7) • New Zealand Certificate in Christian Studies (Religious Education) (Level 5)
MoE number:	8717
NZQA reference:	C45358
Dates of EER visit:	13 and 14 April 2021

Summary of results

Valued outcomes and strong achievement are supported by close teacher-learner relationships and relevant teaching and learning tailored to learner contexts. Self-assessment provides insights into most areas but could be enhanced to more comprehensively understand performance.

Highly confident in educational performance

The most important needs of learners and stakeholders are well met. The College's programmes offer significant value. Learners grow important skills and knowledge to benefit their roles and communities. Highly effective processes contributing to valued outcomes include close learner engagement and support, responsive educators, and contextualised learning and activities.

Confident in capability in self-assessment

The PTE's purpose and direction is clear. Academic leadership is strong, furthered by the benefits of the recent merger. The College continues to align its data-gathering and reporting post-merger of the two PTEs. This provides an opportunity to increase analysis to understand data trends and to better understand the learning environment from the perspective of Māori and Pasifika learners; and the impact of the positive diversity-focused initiatives that are being implemented.

Self-assessment ensures effective review in most key areas. NZQA's 2021 moderation report for the New Zealand Certificate in Christian Studies (Level 5) made commendations, but also found aspects to improve. Moderators are not specifically directed to examine critical factors such as learners achieving learning outcomes.

The PTE mostly demonstrated good management of key compliance accountabilities, including during a time of merger and change.

Self-assessment findings are well utilised for improvement purposes.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Learners acquire valued knowledge of high relevance to their chosen pathways. They grow their skills, confidence and abilities, including as reflective and critical thinkers.</p> <p>Course completions across programmes are typically high – mostly above or around an internal benchmark of 90 per cent since 2017.³ This likely reflects the necessity of the programmes to vocational roles, close one-to-one learner support, and the quality and relevance of teaching and learning.</p> <p>Māori and Pasifika learner numbers are comparatively small⁴, affecting completion percentage comparisons. However, self-analysis does not include reflections on Māori and Pasifika achievement. For example, the PTE could examine why, in 2020, level 7 Pasifika completions were notably below other completions, while Māori and Pasifika course completions across level 5 and 6 programmes showed little difference.</p> <p>Qualification completion results are below sector medians but are a less meaningful measure for the College given that most learners are part-time and take several years to complete, or may not complete for well-understood reasons linked to their vocational contexts. Notwithstanding, the College has undertaken long-term analysis of qualification completion rates.</p> <p>The College is developing data analytics to align data across programmes previously delivered and reviewed by the separate PTEs. Thus, there is a current opportunity to establish meaningful reporting on the achievement of priority learners, and the interrogation of achievement trends.</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 An exception (not analysed) was 2018 course completions for levels 5 and 6 programmes at 86 per cent.

⁴ For example, 28 and 33 respectively out of 411 learners for the year to date in 2021.

Conclusion:	Learners acquire valuable and relevant skills and knowledge. Course completions are mostly above 90 per cent. There is an opportunity to improve the analysis of differences in achievement trends, and of Māori and Pasifika achievement.
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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 College contributes significant community value as the sole formal, funded provider of Catholic theological, ministry and religious education in New Zealand. For school communities, the level 5 qualification is instilling teachers with greater self-awareness and knowledge of the Catholic religion to confidently and effectively deliver religious education in Catholic schools.</p> <p>The Bachelor of Theology is valued by stakeholders for the standard of education and the growth learners gain, including in confidence, knowledge, empathy, understanding of different perspectives, critical and logical thinking, communication and language. The qualification is needed for entry to the priesthood and supports lay leaders to better support their communities. Ninety-one per cent of graduates surveyed confirmed the relevance of the qualification to their roles.</p> <p>A 2020 survey of graduates between 2017 and 2019 showed faith development as an outcome for most graduates. Graduate destination information is collected across programmes. However, findings and related analysis have not been part of level 7 annual programme evaluation reviews.</p> <p>Self-assessment for the recent consistency review of the level 5 programme demonstrated the qualitative and quantitative methods used to gain diverse stakeholder feedback. NZQA recommendations from that process led the PTE to identify a need to revise interview questions to strengthen evidence of graduate profile outcomes. The College has developed a new survey process to consistently survey graduates across programmes with questions focused on value and relevance. This could be expanded to specifically ask graduates about the skills and knowledge gained. There may also be opportunities</p>

	for targeted engagement with Māori and Pasifika graduates to reflect on the value-add of the qualification.
Conclusion:	Programmes contribute significant value to learners and communities. Self-assessment provides relevant information, with some processes in development to improve insights.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Learning environments are planned and tailored to the benefit of the students. The College undertakes much effort to timetable programmes by different delivery modes to respond to learners' preferences. For level 5, the College has increased the face-to-face aspects of blended learning. A further enhancement from student evaluation feedback has been an increased focus on teaching targeted to the school classroom environment. This has been assisted by the strong connections regional education advisers have with local schools⁵, and who teach some level 5 courses in their region. Learners value the relevance and applicability of learning to their professional contexts.</p> <p>Level 7 learners appreciate the close one-to-one support of their teachers and peers, the learning resources and activities. The College is continuing to try different methods to engage learners with online learning resources, which learners describe as easy to access and use. The highly valued library resources were complemented by electronic subscriptions in 2020.</p> <p>Papers have been reviewed to ensure the appropriateness of Māori content and values. All Māori papers are now taught by Māori. As the College increases its diversity focus, self-assessment would be usefully focused on understanding the impact of related activities for Māori and Pasifika learners.</p>

⁵ Regional education advisors are employed by each of the six dioceses and work with Catholic schools in their diocese. Each diocese releases suitably qualified advisors to teach for the College on some of the level 5 courses.

	<p>The College reviews core aspects of teaching and learning, bringing key insights together from moderation, lecturer reviews, student evaluations and course summaries and reviews.</p> <p>Annual programme evaluation reports are completed as part of self-monitoring of the Bachelor programme, and include key areas of review suggested by NZQA guidelines (but not graduate destination information). These reports have not been accompanied by an independent monitor's report (expected but not required by NZQA). However, evaluation includes external input from examiners' meetings (to review course results each semester) and external moderation undertaken by Sydney College of Divinity (with moderation mostly met and informative feedback on areas to improve).</p> <p>Internal and external moderation processes are in place across programmes and add value to teacher practice. A 2021 NZQA moderation report for the New Zealand Certificate in Christian Studies (Level 5) has made commendations in respect of the PTE's assessment and moderation processes. However, it has also found that moderators are not directed to examine critical factors such as learners achieving learning outcomes and that assessment tasks, marking and marks are fair and valid. This reflects on the comprehensiveness of self-assessment.</p> <p>Consistency review evidence demonstrates purposeful mapping of assessments to learning outcomes. Teachers work closely with learners to ensure academic standards and integrity.</p>
<p>Conclusion:</p>	<p>Programmes are relevant and well matched to learners' and key stakeholders' needs. Learning activities, resources and assessment are relevant and engaging. Self-assessment is used purposefully to review and enhance teaching and learning. NZQA's level 5 moderation report requires improvements to strengthen the direction given to moderators and assessors.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Learning is supported, and challenges to learning are minimised by close teacher-student relationships, responsive academic staff, relevant learning contexts, activities and teaching approaches, and flexible modes of learning. Level 7 learners and staff value the proactive learning support facilitated by the College's librarian and access to an extensive on-site library.</p> <p>Students have access to effective academic and pastoral support, and specialist English language support. A Pasifika liaison role provides support to Pasifika learners, and advises staff in their support of Pasifika learners. With increasing Māori and Pasifika participation a focus for the PTE, there may be an opportunity to consider establishing an equivalent role for Māori. The focus of the chief executive in this area is acknowledged (findings 1.5), as is the parity of Māori achievement.</p> <p>The College's small number of international learners are supported by close relationships established with the PTE's international support representative and by support they receive from their seminaries (whom the international staff representative regularly visits and is well connected to).</p> <p>Assessment provides learners with useful feedback on their progress. Level 5 learners confirmed timely feedback on their assessments and progress. Some level 7 learners commented that marking in some cases could be timelier.</p> <p>A recent student trends paper has identified some administrative challenges for improvement that are linked to student information and communication at local and national levels.</p> <p>The College has established a domestic pastoral support role with the introduction of The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019 (the Interim Domestic Code). Self-review of the Interim Domestic Code confirmed the PTE's meeting of relevant Code outcomes, and room to improve self-assessment and student voice to better assess the effectiveness of support. Associated survey development is in process. This provides an opportunity to tailor</p>

	data collection and analysis to understand different learner cohort perspectives (e.g. Māori learners, international learners).
Conclusion:	Learners are closely and actively supported in their learning. Self-assessment processes are currently being enhanced to better understand the effectiveness of support and needs.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The College has responded effectively to change through the merger of two previously well-performing PTEs. Governance and management are informed by a clear purpose and direction, and by stakeholder insights from wide consultation undertaken pre- and post-merger. The College has revised all policies and procedures, establishing new systems, processes and capability where needed. All interviewed for the EER considered that the PTE responded well to the Covid-19 lockdowns.</p> <p>The PTE's commitment to diversity is led by the chief executive and includes increasing Māori and Pasifika learner participation, staff diversity and Māori and Pasifika representation within internal advisory and decision-making structures. Courses are being reviewed to ensure appropriate Māori and Pasifika content. As this focus continues, there is an opportunity to develop self-assessment processes to support an understanding of and responsiveness to the needs of Māori and Pasifika learners, and to increase analysis to make sense of related data trends.</p> <p>Academic leadership is supported and enhanced by senior staff from the previous PTEs, the new dean and an academic committee with a wealth of experience and strong breadth of representation – and the freedom to 'advise, suggest and nudge'. A culture of collegiality exists. Academic staff are experienced and knowledgeable in their fields. Their ongoing development and research are well supported. The PTE could benefit from a formal system to gather staff feedback post-merger.</p> <p>Governance and management are focused on understanding the PTE's performance through data analysis and are continuing to</p>

	work on developing uniform self-assessment processes and datasets given the merger of two PTEs with different systems.
Conclusion:	Clear purpose and direction and effective guidance and leadership underpin high performance. The PTE is data-focused and working to enhance its self-assessment capability.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The PTE has managed key compliance activities throughout the merger and during a time of change. It has ensured the maintenance of core academic standards and self-review processes during this time. The policies and procedures of the two previous PTEs have been collectively reviewed and merged. Now that the merger is complete, it seems timely for the College to update previous memorandums of understanding with the dioceses.</p> <p>The PTE has effectively reviewed its performance against the Interim Domestic Code and identified improvements to better evidence how well it is meeting Code expectations.</p> <p>Other evidence of external compliance reporting and outcomes indicating effective compliance management includes aspects of external moderation activities and outcomes, and Tertiary Education Commission audit results (also confirming program delivery to NZQA requirements).</p> <p>There are two areas that require addressing and which the PTE has confirmed it will address/ or is in the process of working through.</p> <p>The PTE has not fully understood its obligations under The Education (Pastoral Care of International Students) Code of Practice 2016 with regards to insurance (Clause 16D) for students on work visas. For three students on work visas and sponsored/supported by their diocese, the PTE was unable to provide confirmation of appropriate insurance for a brief time (e.g. one to two weeks) at the start of their enrolment. No significant impact resulted, and the three students have held</p>

	<p>current insurance for some time. The PTE has since sought clarity from NZQA on its obligations.</p> <p>As stated in findings 1.3, NZQA's 2021 level 5 moderation report has identified that the PTE partially but not fully meets NZQA assessment and moderation criteria, with some improvements required.</p>
<p>Conclusion:</p>	<p>Mostly, the PTE has demonstrated good management of compliance accountabilities, including during a time of merger and change. The EER found three students on work visas without evidence of insurance for a brief time in their enrolment period. A recent NZQA moderation identified some improvements required to assessment and moderation practice in one programme.</p>

Focus areas

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

2.1 Focus area: New Zealand Certificate in Christian Studies (Religious Education) (Level 5)

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: Bachelor of Theology (Level 7)

Performance:	Excellent
Self-assessment:	Good

2.3 Focus area: International Students: Support and Wellbeing

Performance:	Good
Self-assessment:	Good

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 Good Shepherd College – Te Heparā Pai:

- Review key compliance accountabilities to ensure all expectations are well understood and processes clear in relation to insurance obligations for international learners on work visas, in accordance with Clause 16D of the Education (Pastoral Care of International Students) Code of Practice 2016, and to avoid a future repeat of the past gap in process found by this EER (reported at Key Findings 1.6).
- Increase analysis of achievement data to investigate trends or differences that arise from data. Tailor organisational reporting to reflect on learner achievement and outcomes for Māori and Pasifika learners.
- Expand self-assessment processes to specifically reflect on how well Māori and Pasifika learners are being supported, and their needs met, and use the resulting information to shape and review diversity-focused initiatives.
- Review current external monitoring processes for the level 7 programmes to ensure these are sufficient in the absence of an independent external monitor. Otherwise/or appoint an independent monitor in line with NZQA guidance relating to self-monitoring expectations.

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.

NZQA requires that Good Shepherd College – Te Heparā Pai:

- Address the requirements identified by NZQA's moderation of the New Zealand Certificate in Christian Studies (Level 5) to ensure it fully meets Rule 4.1 Criterion 6 and Rule 6.1 Criterion 1 of the Programme Approval and Accreditation Rules 2018.

Appendix

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 fraud⁶*
- *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.*

⁶ 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). 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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