External Evaluation and Review Report

The Auckland East City Elim Church Trust trading as Elim Leadership College

Date of report: 11 December 2018

About The Auckland East City Elim Church Trust trading as Elim Leadership College

Elim Leadership College (ELC) trains people for Christian leadership and ministry roles, offering internship programmes with a strong practical focus.

Type of organisation:	Private training establishment (PTE)
Location:	198 Mahia Road, Wattle Downs, Auckland
Code of Practice signatory:	Yes
Number of students:	64 enrolled students in 2018; 11 students (18 per cent) are Māori; 14 students (23 per cent) are Pasifika; three students (5 per cent) are international
Number of staff:	One full-time, seven part-time (3.5 full-time equivalents)
TEO profile:	See: NZQA – The Auckland East City Elim Church Trust All programmes are delivered via distance learning through live online lectures, plus three block courses each year and guided practical internships in church communities.
Last EER outcome:	In 2014, NZQA was Confident in the PTE's educational performance and Highly Confident in its capability in self-assessment.
Scope of evaluation:	• Governance, management and strategy (including international student support) • Christian Studies programmes levels 4-6
MoE number:	8475
NZQA reference:	C31836
Dates of EER visit:	24 and 25 October 2018

Final

Summary of Results

New ELC programmes have been developed in response to the identified need for a ministry leadership pathway for Elim churches. Excellent support assists students to succeed. Students are gaining leadership and transferable skills to help them in future careers or further study

Highly Confident in educational performance

- An extensive and thorough consultation process has resulted in internship programmes closely aligned to the needs of the Elim church community for developing leaders with practical skills.

- High qualification completion rates, together with excellent evidence of applied leadership skills, personal growth and enhanced wellbeing reflect strong learner achievement.

Highly Confident in capability in self-assessment

- Most students are progressing to voluntary or paid roles in their church communities, and/or continuing with further study.

- ELC has successfully transitioned to fully online delivery (from 2017). A high level of student participation and interaction is fostered throughout the online lectures. Block courses provide opportunities for students to establish strong social and academic support networks.

- ELC works closely with local church communities to provide highly effective, individualised support for students throughout their internships.

- ELC has a comprehensive reporting and review framework. Good quality information is used to monitor educational performance and stakeholder outcomes. Improvements are documented and reviewed for effectiveness.

Key evaluation question findings[1]

1.1 How well do students achieve?

Performance:	**Excellent**
Self-assessment:	**Good**
Findings and supporting evidence:	ELC has very strong overall qualification outcomes, ranging between 82 and 97 per cent over the past three years (refer Table 1, Appendix 1). Achievement for Māori, Pasifika and international students is comparable to all students. ELC has very effective processes for understanding individual achievement. Reports from supervisors describe how students apply theoretical knowledge and understanding in their internships and develop leadership skills. Spiritual growth and wellbeing is monitored through student self-assessment, staff observations and mentor reports. Enhanced personal attributes include improved confidence and self-management. Learner achievement data is reviewed by programme and semester/year. A dip in qualification completion for 2016 reflected an unusually high number of withdrawals (for personal reasons). Strategies contributing to improved achievement include improved screening of prospective students and increased student services. ELC has generally relied on data published by the Tertiary Education Commission (TEC) for overall achievement rates and cohort analysis. Generating and analysing this data as part of the year-end review process would deepen ELC's understanding of achievement trends and inform ongoing improvements.
Conclusion:	Student achievement is very strong. ELC has excellent processes for understanding individual student progress and achievement, including practical skills and personal growth. More timely review and analysis of overall achievement data (including trends over time and across cohorts) would strengthen self-assessment.

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

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Students graduate with increased confidence and a set of practical skills in ministry and leadership, which equip them to work across the range of programmes delivered in Elim church communities.
	Graduate destination information and feedback from stakeholder interviews confirm that many graduates are gaining voluntary and paid roles, often as a direct outcome of their internship.
	Enrolment growth and improved progression rates also reflect the close alignment of ELC's educational provision with the objectives of the Elim church for growth and capability development.
	A recent employer survey confirmed the value of the programmes for developing well-rounded individuals who are well prepared for ministry. Stakeholders interviewed confirmed valued outcomes such as a higher calibre of leadership leading to stronger and more effective delivery of church programmes. The shift to online delivery has increased access to training beyond the Auckland region.
	ELC is closely integrated with the Elim church movement. Regular and extensive stakeholder engagement ensures a high level of accountability for delivering valued outcomes.
	Processes for gathering graduate and employer perspectives have been reviewed as part of ELC's preparation for consistency review processes. A new initiative is planned for matching graduates with employment opportunities.
Conclusion:	Graduates are achieving their goals as emerging leaders in their church communities. The Elim church highly values ELC's educational provision for its effectiveness in strengthening leadership capability. ELC continues to review and improve its processes for facilitating graduate pathways and gathering evidence of the value of ELC programmes and any improvements.

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:	**Excellent**
Findings and supporting evidence:	A thorough and comprehensive consultation process informed ELC's development of three new programmes leading to New Zealand qualifications for delivery from 2018.[2] Regular programme reviews draw on a variety of data and feedback. Block courses have been changed to improve student engagement with peers and with assessed work.
	Programme content and delivery are meeting the needs of students. Learning activities help students to develop practical skills and theoretical knowledge in a supportive environment. Students attend regular online lectures and three five-day block courses each year, and complete a church-based internship which is well structured and supported to develop future leaders.
	Lectures are delivered by ELC staff and contracted lecturers using comprehensive teaching resources. ELC could offer more support to lecturers in developing teaching strategies and providing opportunities for them to share ideas.
	Moderation is used to review and improve assessments, and outcomes uphold assessor judgements. During 2018, ELC conducted training to improve feedback on assessments, as recommended in moderation reports. Increased sampling is planned from the next moderation cycle.
	Students are very satisfied with their study experience. ELC regularly gathers and analyses feedback, identifying and acting on areas for improvement.
Conclusion:	ELC is delivering programmes that meet the needs of stakeholders. Stakeholder and student feedback is acted on. More focus on teaching effectiveness and planned improvements to moderation will strengthen achievement.

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[2] From 2018, ELC is delivering the New Zealand Certificate in Christian Ministry (Internship) (Level 4), New Zealand Diploma in Christian Studies (Christian Leadership) (Level 5) and New Zealand Diploma in Christian Studies (Christian Leadership) (Level 6).

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	Well-structured and integrated support provides an inclusive learning environment and individualised support for students from a variety of cultures, educational backgrounds and personal circumstances which contributes to high achievement rates. Students are nominated for internship programmes by churches, which provides a first level of assessment of suitability for the programmes. Orientation and initial block courses prepare students for study and provide opportunities to establish strong social and academic support networks. Students' learning needs and personal and study goals are documented and discussed in regular interviews. Support and assistance is available from lecturers, ELC support staff and student buddies (for Māori and Pasifika students). Students are well supported during internships by a supervisor (who oversees and supports interns in their practical ministry) and a mentor (who provides local pastoral care). Recently revised handbooks and robust processes ensure all parties know what is required. The quality and efficacy of the relationships is closely monitored. ELC has very effective processes for monitoring student engagement, progress and wellbeing. Examples are close tracking (and follow-up) of attendance and participation in online lectures, internship learning hours and assessment submission, regular phone calls, term reports on progress, and supervisor/mentor feedback. A study guide has been developed to assist students to meet course requirements and deadlines. Increasingly social media is being utilised to maintain contact. ELC reviews the effectiveness of its support services on an ongoing basis, and also conducts regular debriefs of key activities, such as orientation and block courses.
Conclusion:	ELC demonstrates very good practice in supporting students to remain engaged in all aspects of their study programme and to achieve. There is good evidence of continuous improvement.

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

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	ELC has effective linkages to the Elim church at all levels, including governance members who guide the direction and planning of the organisation. The organisation's vision is strongly aligned to the aspirations of the church. Since the previous EER, ELC has repositioned itself as a leadership college, moved to online delivery and in 2018 launched three new programmes that lead to New Zealand qualifications. The success of these transitions is attributable to excellent consultation processes, comprehensive stakeholder needs analysis, and innovative programme design. Resourcing, planning and communication practices are highly effective. ELC has maintained strong educational performance across its programmes, despite the challenges for some staff and students in adjusting to distance learning. ELC has implemented new systems for learning management, provided training for lecturers, recruited additional support staff, and reviewed staff and student handbooks to support this process. Monitoring, reviewing and reporting activities at ELC are very comprehensive and regular. In addition to regular minuted meetings of governance, management and staff, there is a high level of informal information-sharing and reflection. Interviews and documents reviewed during the EER confirmed an action and improvement orientation, with a clear focus on outcomes for students and stakeholders. Decision-making is based on good quality self-assessment information and data. During 2018 the role and function of the academic board has been clarified and formalised. This will further strengthen oversight of academic processes.
Conclusion:	ELC is a high-performing organisation which is responsive to the needs of its stakeholders. Information and data is analysed and used to support educational achievement. Management, academic and pastoral care processes are well documented and regularly reviewed for effectiveness.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	ELC has generally effective processes for managing key areas of compliance, including:
	• Monitoring information from funding and regulatory agencies and responding to changes
	• Appropriate processes for maintaining academic standards and integrity; these include moderation processes and monitoring programme delivery and student learning hours for consistency with NZQA programme approval
	• Annual reviews of compliance with the Education (Pastoral Care of International Students) Code of Practice 2016 – in 2018, ELC commissioned an external review of related processes, and implemented improvements to information provision for international students
	• Ongoing reviews and updating of key internal documentation, such as the quality management system
	• Processes and reporting to meet legislative obligations, including the Health and Safety at Work Act 2016.
	A 2018 TEC audit against the investment plan and funding rules identified minor errors relating to course end dates and reporting. ELC has addressed these matters.
	A review of international student files revealed a minor discrepancy between visa dates and course attendance for one student, and one breach of Rule 18 (NZQF Programme Approval and Accreditation Rules) regarding English proficiency requirements for a re-enrolment.
Conclusion:	ELC is generally managing its ongoing compliance responsibilities well. Careful attention to all processes for enrolling international students is required to maintain full compliance with the Code and NZQA rules.

Focus Areas

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

2.1 Focus area: Governance, management and strategy[3]

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	ELC has successfully implemented a number of changes at governance and management level, including organisational restructuring and revision of programme offerings. International students receive proactive pastoral care and support to stay engaged and succeed in their studies.
Conclusion:	ELC has effective organisational leadership. Purpose and direction are clear, and the organisation is innovative and responsive to change.

2.2 Focus area: Christian Studies qualifications levels 4-6

Performance:	**Excellent**
Self-assessment:	**Excellent**
Findings and supporting evidence:	ELC is focussing on the application of leadership in the church context. Students are motivated by a desire for spiritual growth and personal development, and an intention to serve in the Elim church. These objectives are being met through study at ELC. Course completion rates for 2018 are consistently high. ELC expects to exceed its 90 per cent targets (for course and qualification completion) at year end.
Conclusion:	Student and stakeholder needs are well understood and met. Students are learning and developing transferable skills and their personal wellbeing is enhanced.

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[3] As ELC enrols only a very small number of international students each year, this focus area incorporates the mandatory focus on International Students Support and Wellbeing.

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. Student achievement data for Elim Leadership College 2015-2017 (data supplied by Elim).

Year	All students		Māori		Pasifika		International	
	CC* %	QC** %	CC %	QC %	CC %	QC %	CC %	QC %
2015 (70 students)	94	94	92 (14)	98	93 (16)	99	90 (5)	80
2016 (68 students)	83	85	65 (12)	55	74 (13)	66	100 (3)	100
2017 (36 students)	97	97	83 (3)	83	100 (2)	100	100 (2)	100

*Course completion

**Qualification completion

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction. 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: http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/. *They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud[4]*

- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*

- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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[4] NZQA and the 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 according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013. 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). The External Evaluation and Review (EER) Rules 2013 are available at http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf, while information about the conduct and methodology for external evaluation and review can be found at http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/.

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