

Summary of the NZQA External Evaluative Review of TCI April 2018

TCI has been upgraded from a Category 2 educational institute to a Category 1
 Category 1 is NZQA's highest rating

STATEMENT OF CONFIDENCE ON EDUCATIONAL PERFORMANCE

NZQA is **Highly Confident** in the educational performance of Catholic Institute of Aotearoa New Zealand –Te Pūtahi Katorika ki Aotearoa

- high rate of achievement most notably in qualification completions
- students and graduates apply new skills and knowledge to their work
- range of delivery options increases access and supports the strong rate of achievement
- well led and resourced to support student achievement
- highly qualified and experienced teaching staff

STATEMENT OF CONFIDENCE ON SELF-ASSESSMENT

NZQA is **Confident** in the capacity in self-assessment of Catholic Institute of Aotearoa New Zealand – Te Pūtahi Katorika ki Aotearoa

- self-assessment is comprehensive and systematic
- analysis of information is generally strong
- since the last EER
 - increase in course and qualification completions
 - strengthened academic leadership
 - a nationally consistent approach to teaching across all sites evident

NZQA Findings – Focus Areas

FOCUS AREAS	EDUCATIONAL PERFORMANCE	SELF-ASSESSMENT
Suite of qualifications to teach religious education in schools	Excellent	Good
Diploma in Pastoral Leadership (Level 6)	Excellent	Excellent

NZQA Findings – Key Evaluative Questions

KEY EVALUATION QUESTION 1	EDUCATIONAL PERFORMANCE	SELF-ASSESSMENT
1.1 How well do students achieve?	Excellent	Good
<ul style="list-style-type: none"> • rate of course completion (2014-17) 87-88% • rate of qualification completion (2014-2017) 86-96% • Māori and Pasifika numbers are low, but students generally complete their study • achievement is strong; all learners study levels 5 & 6 part-time, with open entry • progress and achievement is monitored systematically; site coordinators report achievement; timely intervention from teaching staff encourages learners to complete • infographic dashboard in development will provide accessible information on performance quarterly for council, management and academic staff and enable trends to be analysed over time 		

KEY EVALUATION QUESTION 2	PERFORMANCE	SELF-ASSESS
What is the value of the outcomes for key stakeholders, including students?	Excellent	Excellent
<ul style="list-style-type: none"> • Successful delivery of RE qualifications meets the needs of the NZCBC to have qualified staff teaching RE in Catholic schools • Direct and systematic feedback from a range of stakeholders is evident to validate +ve outcomes • Indicators of the value of RE quals found in: ↑ qualification completion, ↑ student enrolments and ↑ in schools enrolling as a cohort • Most DipPL grads over the past four years have gained employment in lay leadership, church ministries or social sector. High regard for this qualification in Wellington 		

KEY EVALUATION QUESTION 3	PERFORMANCE	SELF-ASSESS
How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?	Good	Good
<ul style="list-style-type: none"> programmes are designed to meet the needs of the NZCBC (1^o stakeholder) and students engagement with teaching, learning and assessment is authentic and highly relevant well-qualified lecturers, recognised as experts in their field, design, deliver and assess programmes internal and external moderation is occurring reliably and confirming the quality of assessment 		

KEY EVALUATION QUESTION 4	PERFORMANCE	SELF-ASSESS
How effectively are students supported and involved in their learning?	Excellent	Excellent
<ul style="list-style-type: none"> TCI's academic and pastoral support of students is done extremely well Barriers to study, obstacles to completing qualifications and ways to ↑ participation have been identified, and followed with resourced, planned and embedded initiatives – including lecturers going out to teach school cohorts, block courses, blended and online courses Systematic processes and monitoring each student effect achievement; tutors work locally in dioceses to engage students and stakeholders TCI accesses expertise and resources to support the specific needs of students: translations, resources for blind etc. Transition to NZ qualifications extensively planned and effectively managed 		

KEY EVALUATION QUESTION 5	PERFORMANCE	SELF-ASSESS
How effective are governance and management in supporting educational achievement?	Excellent	Excellent
<ul style="list-style-type: none"> TCI has a clear structure with accountabilities; council has a constitution to guide its function and processes. Strategic and business plans highlight the goals of TCI and the needs of stakeholders 2017: Separation of academic dean role from Director of TCI - new director focused on strategy; academic dean focused on academic matters; academic oversight and the academic committee have been strengthened council and management have a focused strategy to support the achievement of goal to qualify RE teachers in Catholic schools Changes anticipated and planned for (e.g. ↓ TEC funding; TroQ); structural changes effectively managed TCI operates a sustainable business model which is aligned to its educational purpose Staff are valued; several staff are engaging in research The council & management identified the need to ↑ Māori and Pasifika participation & success the director has formed a bicultural committee to develop a more effective partnership with Te Rūnanga 		

KEY EVALUATION QUESTION 6	PERFORMANCE	SELF-ASSESS
How effectively are important compliance accountabilities managed?	Excellent	Excellent
<ul style="list-style-type: none"> Governance is well aware of compliance matters and has robust processes to effectively identify and manage accountabilities Accountabilities are managed through council subcommittees which ensure compliance accountabilities are discussed and monitored through policies and procedures (reviewed by council) Head of Student Support has thorough understanding of responsibilities to NZQA and TEC which are closely monitored Programmes are being delivered as per NZQA programme approval, including the teaching and student self-directed learning hours (online platform makes this straightforward) 		

NZQA Recommends that Catholic Institute of Aotearoa New Zealand:

- Ensure information gathered is analysed across sites, programmes and learners to identify trends and patterns over time.
- Ensure the consistency of delivery of courses across the country's dioceses and improve the timeliness of feedback from moderation to support teaching staff and assure the validity of assessment.