UNIVERSITY
of
OTAGO

SAPERE AUDE

Te Whare Wānanga o Otāgo
NEW ZEALAND

Annual Programme Report[1]
For the Year (2020)

Programme Code and Title: Postgraduate Certificate in Chaplaincy (PGCertChap), Postgraduate Diploma in Chaplaincy (PGDipChap), Master of Chaplaincy (MChap)

Programme /School/Division: Theology, School of Arts, Division of Humanities

Year of Introduction: 2016

1. Description

(a) Provide a brief description of the programme structure, levels, and papers as approved by CUAP. Include paper titles, points, and NZQF Level. Describe succinctly, but in sufficient detail so that the programme structure may be understood without reference to the original proposal, the Calendar or websites, and write for a non-specialist audience. The description should be no more than around 200 words so that it can easily form part of the GYR, and it should generally not include a schedule or table.

There are three qualifications in Chaplaincy that are offered by the Theology programme at Otago: the Postgraduate Certificate in Chaplaincy (PGCertChap), the Postgraduate Diploma in Chaplaincy (PGDipChap), and the Master of Chaplaincy (MChap).

The PGCertChap consists of three papers, which can either be MINS409 Chaplaincy Studies, MINS410 Pastoral Care in Dying, Grief, and Loss, and MINS411 Chaplaincy in Diverse Contexts; or, two of these three papers plus one further 400-level Theology paper from a prescribed list. Each paper is worth 20 points, and the qualification as a whole is at NZQF level 8.

The PGDipChap consists of six papers, of which there are three compulsory papers and three electives. The compulsory papers are in Ministry (MINS409, MINS410, MINS411, all mentioned above), and the elective papers are chosen from a prescribed list of papers in Biblical Studies, Christian Thought & History and Ministry. Each paper is worth 20 points, and the qualification as a whole is at NZQF level 8.

The MChap consists of the six papers taken for the PGDipChap and a Research Project, which is at 500-level (MINS590) and is worth 60 points. The qualification as a whole is at NZQF level 9. Students who have completed the PGDipChap and who wish then to take the MChap are exempted from the six papers that are common to both qualifications.

Each of these qualifications is designed to be taken part-time and by distance. The qualifications were introduced in 2016 in response to demand from the Chaplaincy sector, which expressed a need for postgraduate qualifications in this area.

(b)   If any concerns were raised or changes requested by CUAP at the time of approval, indicate how they have been addressed. If the programme has had a delayed start, say so and explain why.

N/A

2.   Changes Made to the Programme since Introduction

(a)   Mention and explain any significant changes (from the original proposal) that have been made to the programme since its introduction, such as: deletion of papers; introduction of new papers; regulation changes; changes to the Graduate Profile; changes to the assessment regime.

Several new elective options have been introduced during the six years the programme has been available, but no new electives have been introduced in the year under review. The core paper MINS409 Chaplaincy Studies has been renamed Chaplaincy: Theological Foundations. This change is to further enhance the theological underpinning of the Chaplaincy Programme.

(b)   If any changes were reported in a previous Annual Programme Report, comment on their ongoing adequacy and appropriateness.

In 2019 we introduced a programme of five workshops in Research Methods for Masters students who are required to complete a Research Essay of 25,000-30,000 words (MINS590). This replaced the requirement to do SOCI201 which is no longer available by Distance. We have been assisted in delivering the workshops by HEDC, and these workshops were repeated in 2020. These research methods workshops have met the needs of students without their having to enroll in an additional paper that cannot be credited to their programme (SOCI201 is a 200-level paper and cannot be credited to a 400-level diploma or degree).

3.   Student Enrolment and Completion Trends

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[1]   The University of Otago uses Annual Programme Reporting to track the progress of a new (conditionally approved) programme in preparation for its Graduating Year Review (GYR). A GYR is normally completed within three years of the graduation of the first cohort of students from a programme. The successful completion of a GYR is required by the Committee on University Academic Programmes (CUAP) to confirm programme approval.

(a) Provide information on student numbers enrolling and completing over the period the programme has been offered with respect to the following. (Please refer to the datasets provided by the Strategy, Analytics and Reporting Office, which have been attached to the email initiating this report. You are welcome to simply copy and paste the enrolment data into this report, or you can provide your own data if you believe they offer more clarity. If you are providing your own data, explain why.)

PGCertChap

Year	Total Headcount	Full time	Part time	Withdrawn	Year 1	Year 2	Year 3	Year 4	Year 5+	Completions	EFTS
2016	3	0	2	1	3	0	0	0	0	0	0.5
2017	1	0	1	0	1	0	0	0	0	0	0.3
2018	7	3	4	0	6	1	0	0	0	3	2.2
2019	7	0	7	0	6	1	0	0	0	1	1.8
2020	14	1	12	1	10	4	0	0	0	5	3.7

PGDipChap

Year	Total Headcount	Full-time	Part-time	Withdrawn	Year 1	Year 2	Year 3	Year 4	Year 5+	Completions	EFTS
2016	4	0	4	0	4	0	0	0	0	0	1.0
2017	4	0	4	0	1	3	0	0	0	0	0.8
2018	9	0	9	0	5	1	3	0	0	1	2.5
2019	11	0	10	1	5	4	1	1	0	4	4.0
2020	9	0	7	2	5	2	1	1	0	5	2.3

MChap

Year	Total Headcount	Full-time	Part-time	Withdrawn	Year 1	Year 2	Year 3	Year 4	Year 5+	Completions	EFTS
2016	6	0	6	0	6	0	0	0	0	0	1.8
2017	6	0	6	0	2	4	0	0	0	0	1.3
2018	7	1	6	0	2	2	3	0	0	0	3.7
2019	12	0	12	0	7	2	2	1	0	2	3.8
2020	9	0	9	0	5	2	1	1	0	1	2.8

Total

Year	Total Headcount	Predicted numbers	Full-time	Part-time	Withdrawn	Year 1	Year 2	Year 3	Year 4	Year 5+	Completions	EFTS
2016	**13**	15	**0**	**12**	**1**	**13**	**0**	**0**	**0**	**0**	**0**	**3.3**
2017	**11**	22	**0**	**11**	**0**	**4**	**7**	**0**	**0**	**0**	**0**	**2.4**
2018	**23**	28	**4**	**19**	**0**	**13**	**4**	**6**	**0**	**0**	**4**	**8.3**
2019	**30**		**0**	**29**	**1**	**18**	**7**	**3**	**2**	**0**	**7**	**9.6**
2020	**32**		**1**	**28**	**3**	**20**	**8**	**2**	**2**	**0**	**11**	**8.8**

(a) Discuss the data and comment on any anomalies such as disparity between the predicted student numbers (in the original proposal) and actual numbers. (*Please take care to ensure that no student can be identified in the Report. All information should be anonymized so that individuals are not identifiable.)*

Total student numbers initially tracked slightly behind predictions (15/13 in 2016, 22/11 in 2017, and 28/23 in 2018), but there has nonetheless been a steady and very pleasing increase in enrolments over the six years that the three Chaplaincy programmes have been offered. Numbers have continued to grow year by year (from 13 in 2016 to 32 in 2020), and

we fully anticipate that this trend will continue.

The significantly higher number of part-time students over against full-time students reflects the fact that the Chaplaincy qualifications are primarily intended to serve a market among mature students already engaged in part-time or full-time work. This also largely accounts for the relatively low number of completions so far (22 up to and including the 2020 academic year). Students taking Chaplaincy qualifications tend to take one paper at a time and fit their studies into complex and often demanding work schedules.

It is worth noting, furthermore, that the viability of the three programmes in Chaplaincy is not wholly dependent upon the number of Chaplaincy EFTS because all papers available to Chaplaincy students are also available to students in other programmes, such as the PGDipMin and MMin.

    (b) If the programme has not yet been offered, or has attracted no enrolments, explain why not and outline the intended future of the programme. (Please note that when a programme has not been offered or has attracted no enrolments in the five years following its introduction, its approval lapses. The programme should either be resubmitted to CUAP for re-evaluation or formally deleted. This report should outline the intended course of action. If the decision is made to delete the programme, a Form 5 should be submitted.

N/A

4. Monitoring Programme Quality

    (a) *What processes are in place to monitor programme quality? (These will have been identified in the original proposal.)*

1) Student evaluations are undertaken on a regular cycle for the papers that are part of the programme.
2) Reports from external moderators and assessors are used to monitor programme quality.
3) Students undertaking these qualifications are part of the Student Opinion Survey and the Graduate Opinion Survey.
4) The academic staff member in the Theology Programme responsible for the Postgraduate Qualifications in Chaplaincy collects information relating to student numbers and student satisfaction and raises any issues that emerge from this data with the staff meeting of the Theology Programme.

    (b) *Summarise the evidence that has been generated by those monitoring mechanisms during the year under review by answering as many of the following questions as possible. If you can't answer a question, explain how you will gather evidence to answer it next year. Depending on the length of the programme, some of these questions may be more challenging to answer in the first year or two.*

        i. *To what degree are the goals of the programme as stated in the original proposal being achieved?*

The goals of the programme are to provide professional development for people who are currently employed as Chaplains and to provide training for those who wish to gain employment as Chaplains. Both goals are clearly being met. Evidence for this is the high level of overall satisfaction in the programme shown by current students (see 4 iv below) and data on employment of graduates given in 4 v below.

The Student Opinion Survey 2020 provided detailed evidence in this regard. When students for the PGCertChap, PGDipChap and MChap were combined, there were eight responses from current students, which is enough for the data to be analysed. The results for Generic Competencies were:

Generic Competencies

	PGCert, PGDip & Master of Chaplaincy			All Postgraduate Diplomas		All Div of Hum 2020
	Count	Positive Responses	Recoded Mean	Recoded Mean	Effect Size	Recoded Mean
This course has helped me to develop problem solving skills	8	88%	50	50	0.00	56
This course has sharpened my analytical skills	8	100%	75	54	0.50	62
This course has helped develop my ability to work as a team member	7	86%	0	18	-0.36	21
As a result of doing this course, I feel more confident about tackling unfamiliar problems	8	88%	38	43	-0.13	45
This course has improved my written communication skills	8	100%	63	46	0.35	59
This course has helped me to develop the ability to plan my own work	8	100%	50	51	-0.02	55
Generic Competencies Mean			**46**	**44**		**50**

These results are pleasing and indicate that in general, a range of Graduate Attributes are being met.
The score of 75 for "This course has sharpened my analytical skills" is highly encouraging, and is well above the score for "All Postgraduate Diplomas" (54) and "All Division of Humanities" (62). The score relating to the improvement in written communication skills was also noteworthy.

The low result for the question "This course has helped develop my ability to work as a team member" reflects the fact that these courses are all taught by distance, where developing teamwork skills is more challenging than on campus.

Other information in the Student Opinion Survey relates to Graduate Attributes and provides positive evidence that they are being met. For example, the score for the question "I am learning to explore ideas confidently with other people" was 50 (compared to 43 for "All Postgraduate Diplomas" and 45 for "All Division of Humanities").

iii. *How strongly does the evidence indicate appropriate content, delivery and assessment in the component papers?*

Student feedback to lecturers regularly commented on the appropriateness of the content of the papers. One student wrote:
"The readings were varied and a comprehensive introduction to chaplaincy. The chaplains she interviewed were a valuable part of the teaching."

Another wrote: *"I know a great deal more about the subject of chaplaincy and the complexities involved in its practice".*

In a course evaluation questionnaire for a Core Chaplaincy Paper, students also made these comments with regard to the content of the course:
- *The class online teaching and interactions, and course reading have all offered a wealth of learning experience*

- *The course offers very practical help (listening skills and theological underpinning) for those in chaplaincy*
- *The range of resources enabled a comprehensive engagement, huge amount of learning, both theological and practical and encouraged me to continue in theology.*
- *Coming into the course, I thought I knew everything about chaplaincy because I have been in a similar role, However, this course has assisted me especially with learning how to be an active listener.*
- *I knew some, but not much, about chaplaincy at the beginning of the course. I have learned a lot about what to expect and have a better understanding of how to manage the challenges I will face.*
- *XXX's paper taught me many new and useful skills*
- *Valuable to get a breadth of information about the theology and practice of chaplaincy*
- *Chaplaincy is important to my work and this paper has helped provide some of the theory and best practice to this disciple.*

The papers are all delivered by distance. More details about this is given under 5a).

The assessment used follows the University's Guidelines on assessment and a range of learning outcomes are assessed across the papers offered for these qualifications.

The "Appropriate Assessment Mean" in the Student Opinion Survey 2020 had the score of 87 (out of a possible 100), which indicates that assessment was regarded as highly appropriate. There was however some feedback that suggested that more comments could be made by staff on student work, and this will be discussed at a Programme meeting.

  iv.   *How confident are you that students are satisfied with the programme?*

The Student Opinion Survey 2020 provided detailed evidence in this regard. These were the results:

Course Experience Scales (all degrees with coursework), out of a possible 100

	PGCert, PGDip & Master of Chaplaincy	All Postgraduate Diplomas 2020	All Div. of Hum. 2020
Good Teaching Scale	59	50	53
Clear Goals and Standards	41	28	38
Learning Community	49	41	44
Appropriate Assessment	87	45	43
Generic Competencies	46	44	50
Organisation and Management	57	50	54
Student Engagement	49	56	55
Overall Satisfaction	81	49	62
Response range (all items)	*6 to 8*	*197 to 232*	*948 to 1026*

It is noteworthy that, with one exception, these scores are all higher than the scores given by students studying "All Postgraduate Diplomas" as well as all Division of Humanities students.

The very high score for "Overall Satisfaction" of 81, particularly in contrast to the score for "All Postgraduate Diplomas" (49) and "All Division of Humanities" (62) is particularly encouraging.

The one exception where the score is lower is "Student Engagement". This reflects the fact that all our students are Distance students, who have limited opportunities to interact with one another and with staff, apart from during videoconferences and teaching days.

The Student Opinion Survey also provided considerable free text comment. I note the following:

- *I have loved all my tutors!*
- *XXX [staff member] is amazing*
- *XXX [staff member] is organised, responsive during video conferences and the reading material is useful*
- *XXX [staff member] does a wonderful job of creating community and keeping in touch.*
- *Very focused, capable and supportive where possible:*
- *Assignments marked promptly and marking quality is impressive.*
- *I have also studied by distance through Massey and find Otago so very much better. At Massey I felt like I was paying for library access and (slow) marking. At Otago there is more of a sense that you're valued as a person, more of a sense of community, there are lectures/workshops via Zoom, and communication is better.*

Under "Course Experience Comments – Best Aspects" we received these comments:

- *Knowledgeable staff and appropriate course for my needs*
- *love my tutor*
- *The high quality of teaching*
- *The interesting range of topics for study*
- *The opportunity to take the theory and apply it to the essays we write. Deeper learning is the result. It's impractical at this stage for me to go further, e.g. a practicum, but I think that what I'm learning is a very good springboard for futureinvolvement.*
- *Other interesting knowledgeable students and an engaged encouraging lecturer*
- *The learning - the topics covered were interesting, relevant and in-depth. Distance learning suited me well and I felt supported as a distance student.*

Student feedback to lecturers also indicate a high level of student satisfaction. Students wrote the following:

- *"Thank you XXX for all your work and your encouragement. I have learnt a great deal over the past semester and look forward to applying my learnings to all encounters that I will have."*
- *"It has been a joy and privilege to take this paper and thank you for delivering an excellent learning experience for all of us. I am very grateful for your support and kindness during the challenging times."*
- *Thanks again for teaching us. I think it was a brilliant paper."*
- *I'd like to thank you for another very good course and for all your encouragement ... I have learnt so much from yourself, the readings, and the other students, and am hoping that one day, in time, I will be able to help others grow and learn from my experiences and practice in pastoral care or chaplaincy."*
- *"unpacking the readings during the teaching was so helpful and XXX did a fabulous job in facilitating discussions and also helping us get a better understanding of the content"*
- *"[What] I have learned in my course will be valuable for future work opportunities."*

v.   *What evidence do you have of industry acceptance, particularly in graduate employability?*

We await the Graduate Opinion Survey for quantitative data relating to this, but we know that many of our students are already working as Chaplains and a number of others have obtained positions as Chaplains during or after completing one of these qualifications.

In addition, one student wrote to a lecturer: "Thank you so much for your reference and I'm thrilled to say I got the [chaplaincy] job. And everything you taught us was entirely relevant at interview!"

vi. *If there is external moderation, what does this reveal about the quality and consistency of the assessment procedures?*

There was no external moderation in 2020 because of Covid 19.

5. Highlights and Issues

(a) *Comment on what is going well and identify any examples of good practice – such as learning and assessment activities, employer involvement or special projects –that may be helpful to other programmes or boards of studies.*

It is particularly pleasing to see the growth in student numbers in these programmes. Knowledge of the programme, and its quality is spreading to the extent that we receive many enquiries about these qualifications,

The students undertaking the chaplaincy programmes are all distance students, and the majority are mature students (over 30 years of age). In order to tailor the teaching and learning to this cohort of students, a blended programme of distance learning is utilised which combines Zoom videoconferences, face-to-face teaching days in Wellington (cancelled in 2020 due to the level 4 lockdown, but replaced by videoconference), intensives, online work and private study. The videoconferences generally take place outside of normal working hours. Course evaluation surveys indicate high levels of satisfaction with the papers offered, albeit that some dissatisfaction is expressed occasionally with the reality of working at a distance and in relative isolation from other students. This is counterbalanced, however, by the reality that most of our students would not have access to the programmes were it not for our distance provisions. Indeed, our Chaplaincy programmes were *intentionally* designed precisely to meet a need for such programmes among interested parties (principally connected with the churches) around New Zealand who are in full-time or part-time employment and cannot ordinarily attend classes during the day or travel to Dunedin for study.

Assignment options available to students provide opportunity for critical reflection on their current work situation, and students undertaking the Masters programme are required to do a Research Essay of 25,000-30,000 words (MINS5, 90 points) that frequently involves an analysis of some aspect of their current work practice or context.

From the inception of the programme in 2016, papers were taught by a combination of permanent teaching staff and adjunct lecturers. Having established the viability of the chaplaincy programmes, the Theology Programme sought to establish an Endowment Fund that would enable the appointment of a full-time lecturer in Chaplaincy studies, thereby decreasing our reliance on adjunct lecturers. In 2019 we received a grant of $300,000 (over five years) from the Presbyterian Synod of Otago and Southland and during 2020 the Longview Trust agreed to grant sufficient additional funds on an annual basis so that a full-time Lecturer in Chaplaincy Studies could be appointed for a five-year term, starting in 2021. The position was advertised towards the end of 2020, and Rev Dr Graham Redding began in the position on 10 May 2021. This is a very positive and exciting development and will enable the on-going development of our Chaplaincy programmes.

(b) *Comment on any particular issues that have arisen and what is being done to respond to and improve upon them.*

External funding for the new position of Lecturer in Chaplaincy Studies was sought so that there would be one person who was primarily responsible for the programme, and so that the programme was not dependent on adjunct lecturers. With the appointment of Rev Dr Graham Redding, these issues have been overcome.

6. Response to Previous Annual Programme Report (if applicable)

State how you have responded to any Divisional Board or other feedback arising from the previous year's Annual Programme Report.

The Board advised that evaluations for specific papers will need to unravel whether students are working toward a Chaplaincy qualification or another qualification. Additionally, the Board advised that reports for this programme should now be communicating evidence of graduate outcomes from quality monitoring processes rather than plans for monitoring quality.

In reply, I note that the information from the Student Opinion Survey relates only to students undertaking Chaplaincy qualifications. Evidence of outcomes from quality monitoring processes are also given above.

As a general comment, the Board has encouraged all programmes to pay greater attention to monitoring the achievement of graduate attributes – being mindful not to conflate these with learning outcomes – and to include this information in future Annual Programme Reports and Graduating Year Reviews.

In reply, I note that the achievement of graduate attributes has been noted through the Student Opinion Survey.