

Profile 2004 – 2007

Ecumenical Board of Theological Studies

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Name of legal entity / governing body:	<i>Ecumenical Board of Theological Studies</i>
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The Ecumenical Board of Theological Studies operates two programmes, each with its own management and delivery structure accountable to the Board:

- a) Licentiate in Theology (LTh) – an NZQA approved diploma, funded by TEC. The LTh is managed and delivered by the Ecumenical Institute of Distance Theological Studies (EIDTS).
- b) Education for Ministry (EFM) – not an approved qualification, not funded by TEC. EFM is managed and delivered by the EFM network.

This Profile relates particularly to the funded activity, the LTh delivered by EIDTS.

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1. Strategic Planning Assumptions

1.1 List some key demographic factors that may change your expected learner profile over 2005-07.	1.2 Describe how your organisation will adapt its education (and research where appropriate) and the level of activity to reflect the strategic planning assumptions.
1. There is an increasing number of rural and small town communities unable to sustain full-time, university trained leadership (including clergy) due to on-going urbanisation.	Targeting promotion of programmes to rural and small town communities. Improving learner support for those studying in small communities.
2. There is a trend for New Zealanders to undertake tertiary study later in life	Targeting promotion of programmes to those aged 45-60 in the wider community. Providing learner support appropriate to learners entering or returning to tertiary study after the age of 45.
3. There appears to be a growing interest among "middle-aged" women in undertaking tertiary study, seeking to re-enter the workforce and/or be better equipped for important social and community roles.	Undertaking focus group study to better understand the needs of this population.
4. There is an increasing number of church members in the 'later learner' age.	Targeting promotion of programmes to those church members aged 45 to 60. Providing learner support appropriate to learners entering or returning to tertiary education after the age of 45
5. There is an over-all decline in membership and participation in key stakeholder churches.	Promoting programmes to individuals rather than only through churches. Developing a brand image that is more accessible to those without a church background. Developing further courses that meet the needs of individual enquirers not necessarily involved in church based ministries.
6. Numbers of Pacific Island church members in New Zealand continue to grow.	We plan to continue in conversation with Pacific Island church leaders regarding possible ways of responding to the leadership training needs in their communities.

2.1 List some key economic and social trends that may significantly impact on the needs of your learners and demand for your programmes.	2.2 Describe how your organisation will adapt its education (and research where appropriate) and the level of activity to reflect the strategic planning assumptions.
1. We notice an increasing acceptance of and demand for distance and self-directed learning at all levels.	Emphasising self-directed, supported nature of our programmes.
2. Tertiary education is costing more and is beyond the financial reach of many who seek training for community based leadership and service. Some 'later learners' are reluctant to incur debt for learning.	Working to maintain affordability and accessibility through developing alternative sources of funding. Ensuring that fees are kept to a minimum. Investigating the establishment of scholarships for students with particular financial need.
3. We recognise a desire for nationwide access to study and sector-wide recognition of programmes. This allows for the mobility of students.	Continuing in our commitment to offer our programme in ways that make it available throughout the country and a respected qualification in our sector. Principally this will be through nationwide promotion.
4. There is evidence of strong interest in NZ society in spirituality and study of religious traditions.	Investigating development of courses in the history and different strands of spirituality. Reviewing course on World Religions in relation to needs of students.
5. There is evidence of a trend to dissociate spirituality and religious knowledge from membership of religious institutions/church denominations.	Ensuring prospective students know that courses are available and open regardless of religious affiliation. Developing a brand image that is more accessible to those without a church background. Ensuring that courses are not owned or controlled by any denomination through academic and inter-denominational scrutiny.
6. There is an increasing incidence of distance education providers and courses.	Ensuring clear positioning of programmes in terms of content, ethos, affordability and methodology.
7. Recent research has indicated the large and important contribution to New Zealand society and economy by volunteers and the non-profit sector.	Emphasising the aptness of our programme for those exercising community leadership, and continuing our commitment to keep the programme accessible and affordable to those working as volunteers and in the non-profit sector.
8. There has been a large growth in Maori participation in tertiary education and in the number of Maori providers.	Seeking appropriate mutual recognition of courses and qualifications.
9. Student, public and government expectations in relation to the standard of transparency, accountability and quality have increased.	Continuing to improve systems and documentation to ensure confidence and quality.

3.1 List some key changes in skill requirements and labour market demand that are likely to impact on the needs of your learners and other stakeholders, such as employers.	3.2 Describe how your organisation will adapt its education (and research where appropriate) and the level of activity to reflect the strategic planning assumptions.
1. Some key stakeholder churches are moving to forms of locally provided leadership rather than externally trained and sourced clergy	Tailoring stepping stone certificate courses to meet stakeholder needs for trained local leadership. Reviewing current courses and delivery modes.
2. Stakeholder churches are seeking and supporting flexible learning options to equip leaders (lay and ordained).	Meeting regularly with stakeholder churches to determine needs, and offering existing and new courses to meet this need.
3. Stakeholder churches are seeking specific courses such as in leadership, rural ministry studies and denominational studies.	Reviewing with stakeholders current courses in these areas and working with them to develop new courses. Consider alternative modes of delivery suitable for church training needs.
4. Some learners, particularly some Pacific Islanders and young people, prefer to study communally than individually.	Investigating supported regional cluster groups and tutoring.

4.1 List some key external or internal assumptions and dependencies likely to affect the organisation's ability to achieve its strategic direction over 2005-07.	4.2 Describe how your organisation will adapt its education (and research where appropriate) and the level of activity to reflect the strategic planning assumptions.
1. Certain courses are purchased from Coolamon College, Brisbane	Currently working to replace all purchased courses with locally written material.
2. Preferred provider status for distance learning with Presbyterian Church of Aotearoa New Zealand and some parts of the Anglican Church of Aotearoa, New Zealand and Polynesia.	On-going consultation to ensure such relationships are nurtured and developed.
3. Contracted tutors and assessors many of whom are members of faculty at other tertiary learning institutions.	Continuing to seek-out suitable tutors to keep the pool of tutors fresh and competent
4. Cross accreditation and credit recognition arrangements with the University of Auckland and the University of Otago	Will work to maintain and extend this recognition.
5. Co-operative agreements with Hewitson, Kinder and Theology House libraries	Will work to maintain and extend the co-operation for the benefit of our students.
6. Governance provided by unpaid Board appointed by member bodies	Maintain and improve reporting and consultation relationship with stakeholder churches who appoint Board members. Improve Board planning and review processes.
7. On-going good-will and commitment by stakeholder churches	Maintain and improve reporting and consultation relationship.
8. Programme over-sight by unpaid Academic Committee	Maintain motivation and morale by staying 'on mission' and seeking substantive input from members.
9. Current configuration of ministry training in some stakeholder churches is under review – particularly what is offered in 'residential' training.	Monitor changes and consult with churches how our distance delivery may contribute to ministry training in the future.
10. Serving clergy and lay leaders in the churches and related organisations will be increasingly expected to maintain professional competence and undertake on-going formal learning	Promote our programmes for professional development and up-dating practitioners
11. Stakeholder churches and the government have a clear commitment to bicultural partnership and honouring of the Treaty of Waitangi	Affirming our own commitment to these values and seeking appropriate ways to express it.

2. Strategic Direction, objectives and performance indicators

This section is summarised in a table on the following pages. It is spelled out in greater detail following the table.

Summary Table of Strategic Direction, Objectives and Performance Indicators

Please see more details in text which follows this table.

Strategic Direction	Objectives	Reference to TES, STEP, Strategic Planning Assumptions	Performance Indicators	Target 2004	Target 2005	Target 2006	Target 2007
Ensure LTh is highly accessible and affordable	Improve student support and information	TES Strategy 1; Objectives 2, 5, 7 TES Strategy 2; Objectives 10, 12 TES Strategy 3; Objective 14 TES Strategy 4; Objectives 19, 20, 21, 22 Assumptions: 1/1; 1/2; 1/3; 1/4; 2/4; 2/5; 2/6; 2/7; 3/2; 4/2	Handbook and website revised – reflects Charter, QMS and this objective.	Handbook and website revised	Feedback elicited; further revision of website and handbook	Handbook and website updated and maintained	Handbook and website fully reviewed
	Ensure on-going affordability	TES Strategy 3; Objective 14 TES Strategy 4; Objectives 20, 22 Assumptions: 1/1; 2/2; 2/7	Database of alumni and friends implemented. Regular communication with alumni and friends established. Capital fund established. Funded scholarships investigated. Stakeholders approached.	Database implemented by Nov.	Alumni/Friends newsletter – 4 issues Board considers establishment of a capital fund. Capital fund established (if approved).	Appeal launched (if approved). Sub-group reports on scholarship proposal by May.	One of two scholarships available. Fundraising appeal. Capital fund \$100,000

Strategic Direction	Objectives	Reference to TES, STEP, Strategic Planning Assumptions	Performance Indicators	Target 2004	Target 2005	Target 2006	Target 2007
	Increase Maori and Pacific Island involvement	TES Strategy 2; Objective 8, 12, 13 TES Strategy 5; Objective 25, 26 Assumptions: 1/6; 2/8; 3/4; 4/11	Invitation extended to leaders to meet. Meetings held. Relationships reviewed	Invitations extended	Meetings with Academic Committee and Board.	Further meeting with Director and Board.	Review relationships.
Improve alignment of quality, content and delivery with espoused values	Measure and monitor student performance outcomes	TES Strategy 1; Objective 5, 6 Assumptions: 2/9	Percentage of courses completed. Percentage of courses passed. Percentage of students re-enrolling in further courses. Data on employment and community roles occupied by students and graduates.	80% courses undertaken are completed. 70% of students achieve a pass mark or better. 60% of students re-enrol for courses the following year. Information requested from students and recent graduates on employment and community roles.	80% courses undertaken are completed. 70% of students achieve a pass mark or better. 65% of students re-enrol for courses the following year. Information requested from students and recent graduates on employment and community roles. Information shows that over 65% of students and graduates are playing significant roles in community service and leadership.	80% courses undertaken are completed. 70% of students achieve a pass mark or better. 70% of students re-enrol for courses the following year. Information requested from students and recent graduates on employment and community roles. Information shows that over 70% of students and graduates are playing significant roles in community service and leadership.	80% courses undertaken are completed. 70% of students achieve a pass mark or better. 70% of students re-enrol for courses the following year. Information requested from students and recent graduates on employment and community roles. Information shows that over 70% of students and graduates are playing significant roles in community service and leadership.

Strategic Direction	Objectives	Reference to TES, STEP, Strategic Planning Assumptions	Performance Indicators	Target 2004	Target 2005	Target 2006	Target 2007
	Undertake on-going course revision	TES Strategy 1; Objective 2, 6 Assumptions: 1/5; 1/6; 2/4; 2/6; 3/1; 3/3	Academic committee reports by May review and revision plans. Courses duly reviewed, revised, written	Courses for review and revision 2005 identified and reported.	10 courses reviewed. 1 course commissioned or revised.	10 courses reviewed. 1 course commissioned or revised.	10 courses reviewed. 1 course commissioned or revised.
	Gather and consider stakeholder feedback	Assumptions: 2/9	Students surveyed each year. Publication profiles selected feedback. Past students contacted and feedback solicited. Feedback sought from stakeholders and academics.	Current students surveyed. Publication 3 times; student feedback and progress on reviewing courses featured at least once.	Current students surveyed. Publication 3 times, featuring feedback and progress on reviewing courses. Detailed feedback received and considered from stakeholder churches.	Current students surveyed. Publication 3 times, featuring feedback and progress on reviewing courses. Detailed feedback received and considered from selected academic reviewers.	Current students surveyed. Publication 3 times, featuring feedback and progress on reviewing courses.
	Tailor staff recruitment and development	TES Strategy 1; Objective 2 Assumptions: 2/6; 2/9	Revised package prepared for tutors. Package adopted and implemented. Tutor training held each year with relevant themes and input	Tutor training already held.	Tutor training event held. Revised package submitted to Board. New package offer to Tutors; used at renewal or instigation of tutor contracts.	Tutor training event held.	Tutor training event held.

Strategic Direction	Objectives	Reference to TES, STEP, Strategic Planning Assumptions	Performance Indicators	Target 2004	Target 2005	Target 2006	Target 2007
Improve process for and execution of engagement with stakeholders	Revise stakeholder consultation	TES Strategy 1; Objective 3 TES Strategy 4 Objective 18, 19 Assumptions: 1/6; 3/2; 3/3; 4/2; 4/7; 4/9	Stakeholder analysis reviewed and amended as necessary. Stakeholders consulted progressively. Stakeholders include field-staff and ministry personnel in churches, churches, Maori partners, PI church leaders, Maori providers, students, alumni, tutors/assessors, universities	Stakeholder analysis and process revised.	Detailed consultation with main stakeholder churches and with Maori and university providers.	Follow up consultation with churches and providers. Consultation with focus groups – actual and target student populations. Consultation with Maori and PI leaders	Consultation with alumni and tutors/assessors
	Develop further mutual recognition and credit transfer	TES Strategy 1; Objective 7 Assumptions: 2/3; 2/6; 2/8; 4/4	Additional courses by compatible providers identified. Identified providers approached. Arrangements for recognition and credit transfer implemented.		Compatible programmes identified and providers approached.	New recognitions and transfers implemented.	

Strategic Direction	Objectives	Reference to TES, STEP, Strategic Planning Assumptions	Performance Indicators	Target 2004	Target 2005	Target 2006	Target 2007
Promotion of programme	Re-brand EIDTS LTh	TES Strategy 1; Objective 2 Assumptions: 1/1; 1/2; 1/5; 2/1; 2/5; 2/6	New brand developed and launched		Consideration by Board and Academic Cmte of proposal to develop and promote new brand for LTh	New brand developed and adopted	New brand widely promoted and gains recognition from key stakeholders.
	Target promotions	TES Strategy 1; Objective 2 TES Strategy 3; Objective 14 TES Strategy 4; Objective 22 TES Strategy 5; Objective 25,27 Assumptions: 1/1; 1/2; 1/3; 1/6; 2/5; 2/6	Strategies devised and implemented to target each population listed	Promotion to rural and small town communities	Promotion to those not affiliated with church but seeking.	Promotion to Pacific Island church communities	Promotion to later learners and older women.
	Undertake market research	TES Strategy 1; Objective 2 TES Strategy 4; Objective 18 Assumptions: 1/1; 1/2; 1/3; 1/4; 1/5; 2/1	Research designed, approved and carried out. Results reported to Board and Academic Committee. New initiatives developed and implemented in response.		Research designed and approved	Research carried out and reported	Initiatives implemented

Strategic Direction	Objectives	Reference to TES, STEP, Strategic Planning Assumptions	Performance Indicators	Target 2004	Target 2005	Target 2006	Target 2007
Explore and pilot new delivery modes	Pilot and evaluate e-learning and other delivery modes	TES Strategy 1; Objective 5 TES Strategy 3; Objective 14; TES Strategy 4; Objective 22 Assumptions: 1/4; 2/6; 3/1; 3/3; 3/4; 4/8	Pilot e-learning course completed and evaluated. Tutors introduced to e-learning experience – feedback gathered and considered. Academic Committee decides on future of internet based delivery. Academic Committee explores other delivery modes.	e-learning pilot completed. Tutors given trial experience.	Evaluation of e-learning pilot. Academic Committee decides on future of internet delivery. Academic Committee considers other possible modes.	Pilot trialled for another delivery mode.	
Improve governance and management processes and competencies	Implement improved planning processes	TES Strategy 1; Objective 1 Assumptions: 2/9; 4/6	Board receives and adopts proposal of integrated planning cycle and process for itself and each delivery arm. Agreed processes are carried out on time each year.	Preliminary report prepared by Director.	Proposal adopted by Board. Some parts of new process implemented.	Planning cycles and processes fully implemented throughout the year.	Planning processes carried out on time.

Strategic Direction	Objectives	Reference to TES, STEP, Strategic Planning	Performance Indicators	Target 2004	Target 2005	Target 2006	Target 2007
	Implement improved knowledge and database management	TES Strategy 1; Objective 1 TES Strategy 4; Objective 20 Assumptions: 2/2; 2/9	Systems reviewed and recommendations made. Database system developed to manage contacts with alumni and 'friends'. Record storage and management system improved, including implementation of technology and procedures for archiving and data backup. Management procedures and critical knowledge fully documented. Staff fully competent in operating the systems.	System review and recommendations for database development. Database development implemented: technology, staff training, system used. Regular data backup system implemented and used.	Systems designed and implemented for archiving. Beginning made on documenting procedures and critical knowledge.	Procedures and critical knowledge documented.	
	Implement improved risk management systems	TES Strategy 1; Objective 6 Assumptions: 2/9	Risk management systems fully reviewed and recommendations made to Board. Policies adopted by the Board. Policies implemented.	Systems reviewed and recommendations made.	Policies adopted by Board and implemented.	Systems reviewed; recommendations made.	

Strategic Direction, objectives and performance indicators - details

Strategic Direction I

Ensure LTh programme is highly accessible and affordable.

Objective 1

Improve student support and information

Improve quality of information for students through the Handbook and the website, in order to enable easier planning of study, to make clearer knowledge of how the programme relates to other learning programmes and providers, to make explicit cultural and te Reo support, to detail access to discipline procedures and to make explicit the particular ethos and strengths of the programme.

Reference to TES/STEP/Planning Assumptions

This objective helps EBTS differentiate its programme in relation to its distinctive purpose, ethos and delivery mode in the sector. [TES Strategy 1; STEP Objective 2; links with our strategic planning assumptions in table 2 point 6]

As a distance educator the Handbook and Website (along with the 0800 phone access to the Registrar and the regular phone or email contact with the Tutor) is very much part of the learning environment. This objective therefore is important in helping EBTS provide a learning environment to meet diverse learner needs. [TES Strategy 1; STEP Objective 5]

This objective will help EBTS to demonstrate the coherence of its qualification and its arrangements for learning recognition and credit transfer. [TES Strategy 1; STEP Objective 7]

This objective enables EBTS to make known to Maori students the availability of cultural support and the opportunity to submit material for assessment in te Reo. [TES Strategy 2; STEP Objectives 10, 12]

This objective enables EBTS to make its student support systems more appropriate for entry level tertiary students and to make known its supplementary support for those not familiar with tertiary study. [TES Strategy 3; STEP Objective 14; links with our strategic planning assumptions in table 1 points 2,3,4]

A clearer statement of ethos and particular strengths of the LTh programme will enable EBTS to assist sector organisations (e.g. churches and non-profit organisations) to relate their needs to what the programme offers. [TES Strategy 4; STEP Objective

19; links with our strategic planning assumptions in table 3, point 2 and table 4, point 2]

This objective will support equity of access for all learners by making the information available in both web and printed form in a user-friendly style. It will enable learners to make informed choices about career and learning. [TES Strategy 4; STEP Objectives 20,21; links with our strategic planning assumptions in table 1, point 1]

This objective enables EBTS to show prospective students how its programme will equip them for active citizenship and with skills and knowledge to understand and reflect on aspects of New Zealand's cultural identity. [TES Strategy 4; STEP Objective 22; links with our strategic planning assumptions in table 1, point 1 and table 2, points 4,5,7]

Performance Indicators

Handbook revised in time for the 2005 Handbook to more accurately reflect the Charter, recent revisions to the Quality Management System and the outcomes detailed in this objective.

A further and more thorough revision of Handbook and Website during 2005.

Targets

2004	Revise Handbook and Website by 31 December
2005	Further revision of Handbook and website in the light of elicited feedback; by June
2006	Simple updating and maintenance of Handbook and Website
2007	More thorough review of Handbook and Website in response to experience and feedback

Objective 2

Ensure on-going affordability

Develop stronger financial base to ensure on-going affordability. This will involve building a capital base through establishing alternative funding sources, seeking funded scholarships for students with particular financial need, and establishing a more actively supportive community of alumni and friends.

Reference to TES/STEP/Planning Assumptions

The LTh programme is typically the first tertiary education undertaken by an older person, or a return to tertiary study after a significant time. Cost is commonly an important consideration to our students, many of whom work in the voluntary and non-profit sector. This objective will help EBTS provide an entry point to tertiary study for some who would otherwise not be able to afford it. [TES Strategy 3; STEP Objective 14; TES Strategy 4; STEP Objective 20; links with our strategic planning assumptions in table 2, point 2]

Our students are typically low paid or voluntary workers. If the large number of people in New Zealand who contribute to society and the economy through the voluntary and non-profit sector are to be better equipped through appropriate tertiary education for active citizenship and maintenance of NZ's cultural identity, they will need programmes that are affordable. [TES Strategy 4; STEP Objective 22; links with our strategic planning assumptions in table 1, point 1 and table 2, point 7]

Performance Indicators

Database of alumni and friends implemented.
Regular communication established with alumni/friends database: news of EBTS and appeal for funds.
Capital fund to receive donations established and promoted.
Need for funded scholarships investigated.
Relevant stakeholders approached to fund such.

Targets

2004	Database implemented by November.
2005	Alumni/Friends newsletter established: 3 issues. Board considers establishment of a capital fund. Capital fund established (if approved).
2006	Appeal launched for capital fund (if approved). Sub-group reports to Board on scholarship proposal by May.
2007	One or two scholarships available. Fundraising appeal for capital fund. Capital fund reaches 100,000

Objective 3

Increase Maori and Pacific Island involvement

Invite Maori and Pacific Island partners to work with the Board, the Director and the EIDTS Academic Committee to explore ways in which

collaboration with Maori providers and the LTh programme itself might be made more useful and provide greater accessibility to Maori and Pacific Island students.

Reference to TES/STEP/Planning Assumptions

EBTS is established by churches that have largely expressed their bicultural commitment by recognising separate provision and oversight for Maori and non-Maori resourcing. EBTS sees itself as an expression of the Pakeha communities in partnership with Maori providers and stakeholders. This objective would help EBTS further that relationship. [TES Strategy 2; STEP Objective 8, 12, 13; links with our strategic planning assumptions in table 2, point 8, and table 4, point 11]

This objective would assist EBTS to make its programme more accessible and useful to Pacific Island students and stakeholders. [TES Strategy 5; STEP Objectives 25, 26; links with our strategic planning assumptions in table 1, point 6, and table 3, point 4]

Performance Indicators

Invitation extended by director to Maori and Pacific Island leaders from Anglican and Methodist churches to meet with the Academic Committee and the Board.

Meeting held.

Relationships reviewed.

Targets

2004	invitation extended
2005	meetings with Academic Committee and Board
2006	further meeting with Director and Board
2007	review relationship

Strategic Direction 2

Improve alignment of programme quality, content and delivery with espoused values (such as bicultural commitment; gender equity; social justice ecological responsibility; open, critical enquiry; related to local context, and building social capital).

Objective 4

Measure and monitor student performance outcomes

Ensure student outcomes are measured and monitored to indicate quality of course content, learner support and programme delivery.

Reference to TES/STEP/Planning Assumptions

This objective will assist EBTS to focus on teaching capability and learning environment to meet learner needs. [TES Strategy 1; STEP Objective 5]

It will also encourage confidence in the quality of the programme. [TES Strategy 1; STEP Objective 6; links with our strategic planning assumptions in table 2, point 9]

Performance Indicators

Percentage of courses completed.

Percentage of courses passed.

Percentage of students re-enrolling in further courses.

Data on employment and community roles occupied by students and graduates.

Targets

2004	80% courses undertaken are completed. 70% of students achieve a pass mark or better. 60% of students re-enrol for courses the following year. Information requested from students and recent graduates on employment and community roles.
2005	80% courses undertaken are completed. 70% of students achieve a pass mark or better. 65% of students re-enrol for courses the following year. Information requested from students and recent graduates on employment and community roles. Information shows that over 65% of students and graduates are playing significant roles in community service and leadership.
2006	80% courses undertaken are completed. 70% of students achieve a pass mark or better. 70% of students re-enrol for courses the following year. Information requested from students and recent graduates on employment and community roles. Information shows that over 70% of students and graduates are playing significant roles in community service and leadership.

2007	80% courses undertaken are completed. 70% of students achieve a pass mark or better. 70% of students re-enrol for courses the following year. Information requested from students and recent graduates on employment and community roles. Information shows that over 70% of students and graduates are playing significant roles in community service and leadership.
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Objective 5

Undertake on-going course revision

Undertake a full review of LTh courses on a five year cycle, and commission a thorough revision or new provision of at least one LTh course each year.

Reference to TES/STEP/Planning Assumptions

This objective will enable EBTS both to achieve greater alignment of its programme with its distinctive ethos and commitments, and to continuously improve the educational quality of its courses. This will help differentiate its programme. [TES Strategy 1; STEP Objective 2; links with our strategic planning assumptions in table 1, points 5,6, table 2, points 4,6, and table 3, points 1, 3]

It will also result in learner and public confidence in the quality of the programme. [TES Strategy 1; STEP Objective 6]

Performance Indicators

Academic Committee reports to the Board by May each year which courses are to be reviewed in the ensuing year, and by whom, and which course or courses are to be freshly commissioned or substantially revised, and by whom. Reviews, revisions and new course development are carried out.

Targets

2004	courses for review and revision in 2005 are identified and reported
2005	10 courses are reviewed and one is commissioned or substantially revised
2006	10 courses are reviewed and one is commissioned or substantially revised
2007	10 courses are reviewed and one is commissioned or substantially revised

Objective 6

Gather and consider stakeholder feedback

Gather and consider feedback from students, past students, stakeholder churches and academics in the sector on the quality, useability and standard of courses.

Reference to TES/STEP/Planning Assumptions

This objective simply resources and supports the previous objective. [links with our strategic planning assumptions in table 2, point 9]

Performance Indicators

Students are surveyed each year for comments on need for course revision, suggested course development and the appropriateness of availability and range of courses on offer at any time.

The newsletter "From a Loft" is published to students, staff and friends at least 3 times per year and profiles selected student feedback to encourage further feedback and show accountability.

Past students have been contacted and feedback solicited. Feedback has been sought from stakeholders and academics.

Targets

2004	All current students surveyed. 'From a Loft' published three times and features some student feedback and progress on reviewing courses.
2005	All current students surveyed. 'From a Loft' published three times and features some student feedback and progress on reviewing courses. Detailed feedback received and considered from stakeholder churches.
2006	All current students surveyed. 'From a Loft' published three times and features some student feedback and progress on reviewing courses. Detailed feedback received and considered from selected academic reviewers from the theology and ministry education sector.
2007	All current students surveyed. 'From a Loft' published three times and features some student feedback and progress on reviewing courses.

Objective 7

Tailor staff recruitment and development

Staff recruitment and professional development are tailored to serve the distinctive ethos of EBTS as outlined in its Charter.

Reference to TES/STEP/Planning Assumptions

This object supports most of the others. It also helps EBTS to differentiate its programme. [TES Strategy 1; STEP Objective 2; links with our strategic planning assumptions in table 2, points 6,9]

Performance Indicators

A revised package prepared outlining expectations on Tutors, including letter of offer, guidelines and induction package.

Revised package adopted and implemented.

Tutor training days held each year with relevant themes and input.

Targets

2004	Tutor training event already held.
2005	Tutor training event. Revised package outlining expectations submitted to Board for approval. New package is offered to all Tutors and used at renewal or instigation of all tutor contracts.
2006	Tutor training event held.
2007	Tutor training event held.

Strategic Direction 3

Improve process for and execution of engagement with key stakeholder groups, in order to ensure responsiveness to sector needs, continuous improvement of education delivered and integration with other parts of the tertiary education sector.

Objective 8

Revise stakeholder consultation

Review stakeholder analysis and processes and revise as necessary to ensure appropriate collaboration and responsiveness to sector needs and deployment options for graduands and graduates.

Reference to TES/STEP/Planning Assumptions

This objective will help EBTS to achieve greater collaboration with other stakeholders in the sector, skill forecasting capability and supporting the sector in meeting its needs. [TES Strategy 1; STEP Objective 3; TES Strategy 4; STEP Objectives 18, 19, 21,

23; links with our strategic planning assumptions in table 1, point 6, table 3, points 2,3, and table 4, points 2,7,9]

Performance Indicators

Stakeholder analysis reviewed and amended as necessary by end of 2004.

Stakeholders consulted progressively on EBTS programme effectiveness for meeting sector needs and collaboration.

Stakeholders consulted include churches, field-staff and ministry personnel in churches, Maori partners, Pacific Island church leaders, Maori tertiary education providers in this sector, students, alumni, tutors/assessors, universities.

Targets

2004	Revision of stakeholder analysis and process.
2005	Detailed consultation with main stakeholder churches and with Maori and University providers.
2006	Follow-up consultation with churches and providers. Consultation with focus groups representing actual and target student populations. Consultation with Maori and Pacific Island leaders.
2007	Consultation with alumni and tutors/assessors.

Objective 9

Develop further mutual recognition and credit transfer

Further develop the mutual recognition of compatible courses provided by other institutions, and further the extent of credit transfers available.

Reference to TES/STEP/Planning Assumptions

This objective will assist EBTS to contribute to a coherent and reliable system of qualifications, learning recognition and credit transfer. [TES Strategy 1; STEP Objective 7; links with our strategic planning assumptions in table 2, points 3,6,8, and table 4, point 4]

Performance Indicators

Additional courses by other compatible providers identified.

Identified providers approached.

New arrangements for recognition and credit transfer implemented.

Targets

2004	
2005	compatible programmes identified and providers approached.
2006	new recognitions and transfers implemented
2007	

Strategic Direction 4

Promotion of programme within and beyond the stakeholder churches.

Objective 10

Re-brand EIDTS LTh

Re-brand the EIDTS LTh programme to more clearly demonstrate its special character and positioning as a qualification, and to communicate more effectively with new prospective students that may not be associated with any of the stakeholder churches.

Reference to TES/STEP/Planning Assumptions

This objective will clarify the positioning and differentiation of the LTh. [TES Strategy 1; STEP Objective 2; links with our strategic planning assumptions in table 1, points 1,2,5, and table 2, points 1,5,6]

Performance Indicators

A new brand developed and launched.

Targets

2004	
2005	Consideration by Board and Academic Committee of proposal to develop and promote a new brand image for LTh
2006	New brand is developed and adopted by Board and Academic Committee.
2007	New brand is widely promoted and gains recognition from key stakeholders.

Objective 11

Target promotions

Specific promotions of the programme are targeted to attract students from particular populations (rural/small town, Pacific Island communities, individuals not affiliated with a church but seeking study in religion, spirituality or ethics, those seeking an entry to tertiary study

offering skills for thought and social participation, 'later learners', older women).

Reference to TES/STEP/Planning Assumptions

This will help EBTS to position its programme. [TES Strategy 1; STEP Objective 2; links with our strategic planning assumptions in table 1, points 2,3, and table 2, points 5,6]

It will promote the programme to entry level students enabling them to undertake tertiary study that will equip them for further study. [TES Strategy 3; STEP Objective 14; links with our strategic planning assumptions in table 1, points 2,3]

It will make the programme available to people in communities that are under-resourced in relation to tertiary education, and so will develop skills for active citizenship and maintenance of NZ's cultural identity in those communities. [TES Strategy 4; STEP Objective 22; links with our strategic planning assumptions in table 1, point 1]

It will assist EBTS to meet the needs of Pacific Island communities. [TES Strategy 5; STEP Objectives 25, 27; links with our strategic planning assumptions in table 1, point 6]

Performance Indicators

Strategies devised and implemented to target each particular population listed.

Targets

2004	Promotion to rural and small town communities by end of year.
2005	Promotion to those not affiliated with church but seeking.
2006	Promotion to Pacific Island church communities.
2007	Promotion to later learners and older women.

Objective 12

Undertake market research

Undertake focus group and other research with target groups to better understand how EBTS might adapt its programme to better fulfil its mission and meet appropriate needs in the community.

Reference to TES/STEP/Planning Assumptions

This objective will support and resource objectives 8 and 9 above.

It will increase differentiation and specialisation. [TES Strategy 1; STEP Objective 2; links with our strategic planning assumptions in table 1, points 1,2,3,4,5, and table 2, point 1]

This will help EBTS forecast educational needs. [TES Strategy 4; STEP Objective 18]

Performance Indicators

Research designed, approved and carried out.
Results reported to the Board and Academic Committee.
New initiatives developed and implemented in response to research findings.

Targets

2004	
2005	Research designed and approved
2006	Research carried out and reported
2007	Initiatives implemented

Strategic Direction 5

Explore and pilot new delivery modes, particularly forms of e-learning.

Objective 13

Pilot and evaluate e-learning and other delivery modes

Continue to pilot and evaluate internet based course delivery, decide policy on using internet delivery for other courses, and explore other possible modes of delivery.

Reference to TES/STEP/Planning Assumptions

This objective will help EBTS to maintain and develop further its teaching capability and focus on alternative learning environments to meet diverse learner needs. [TES Strategy 1; STEP Objective 5; links with our strategic planning assumptions in table 2, point 6, table 3, points 1,3,4, and table 4, point 8]

In offering courses which include helping students become competent with information technology, EBTS is equipping learners for further study and for greater participation in society. [TES Strategy 3; STEP Objective 14; TES Strategy 4; STEP Objective 22; links with our strategic planning assumptions in table 1, point 4]

Performance Indicators

Pilot course completed and evaluated.

Tutors introduced to the e-learning experience and feedback gathered and considered.
 Academic Committee decides on future of internet based course delivery.
 Academic Committee explores other possible modes of delivery (e.g. regional tutorial groups, regional taught courses, collaboration with other providers) and makes recommendations to the Board.

Targets

2004	Complete pilot course and Tutor trial experience.
2005	Evaluation of pilot. Academic Committee decides on future of internet delivery. Academic Committee considers other possible modes.
2006	
2007	

Strategic Direction 6

Improve governance and management processes and competencies to support strategic directions and effective delivery of the EBTS Charter.

Objective 14

Implement improved planning processes

Review and implement improved planning cycles and processes that integrate Board policy development, EIDTS and EFM operational planning, NZQA and TEC requirements and stakeholder relationships.

Reference to TES/STEP/Planning Assumptions

This objective will assist EBTS to improve its strategic capacity at both governance and management levels. [TES Strategy 1; STEP Objective 1; links with our strategic planning assumptions in table 2, point 9, and table 4, point 6]

Performance Indicators

Board receives and adopts proposal of integrated planning cycle and process for its own strategic planning and for each delivery arm.

Agreed processes carried out on time each year.
 Processes reviewed again.

Targets

2004	Preliminary report prepared by Director
2005	Proposal adopted by Board. Some parts of new processes implemented.

2006	Planning cycles and processes fully implemented throughout the year.
2007	Planning processes carried out on time.

Objective 15

Implement improved knowledge and database management

Review knowledge and database management systems and competence (EIDTS and EFM) and implement improvements.

Reference to TES/STEP/Planning Assumptions

This objective will assist EBTS to improve its strategic capacity and will support its ability to consult its stakeholders. [TES Strategy 1; STEP Objective 1; links with our strategic planning assumptions in table 2, point 9]

It will also support fundraising to ensure on-going affordable access for students. [TES Strategy 4; STEP Objective 20; links with our strategic planning assumptions in table 2, point 2]

Performance Indicators

Systems reviewed and recommendations made.

Database system developed to manage contacts with dispersed alumni and friends.

Record storage and management system improved, including implementation of technology and procedures for archiving and data backup.

Management procedures and critical knowledge fully documented.

Staff fully competent in operating systems.

Targets

2004	System review and recommendations for database development. Database development implemented: technology, staff training, system used. Regular data backup system implemented and used.
2005	Systems designed and implemented for archiving. Beginning made on documenting procedures critical knowledge
2006	Procedures and critical knowledge documented.
2007	

Objective 16

Implement improved risk management systems

Review risk management systems and implement improvements.

Reference to TES/STEP/Planning Assumptions

This objective is part of EBTS ensuring confidence and quality in its systems. [TES Strategy 1; Objective 6; links with our strategic planning assumptions in table 2, point 9]

Performance Indicators

Risk management systems fully reviewed and recommendations made to the Board.

Policies adopted by the Board.

Policies implemented.

Targets

2004	Systems reviewed and recommendations made.
2005	Policies adopted by Board and implemented.
2006	Systems reviewed; recommendations
2007	

3. Charter: areas for development

Table: Charter (and Interim Profile) Areas for Development

List your areas for development described in your Charter Assessment Report.	Detail how your organisation addressed these areas, and in what section of your Profile template.
Include performance measures of student outcomes.	We will monitor rates of course completion each year, pass rates, and rates of re-enrolment. We will also collect information from students and graduates on employment and community involvement. This is covered in section 2 of the Profile: Strategic Direction 2; Objective 4.

4. Collaboration and rationalisation within the system

Table: Existing Collaborative Initiatives

List your major existing collaborative initiatives with other TEOs.	Briefly discuss how these initiatives contribute to the TES and give effect to the Charter.	Briefly outline any plans to further develop these collaborative initiatives with other TEOs, and to pursue new collaborative initiatives.
Provide courses in Greek and Hebrew language as pre-requisites to qualify students for admission to University of Otago and University of Auckland Masters degrees (as requested).	Our programme offers students an affordable and flexible way of supplementing their other prior learning to meet the requirements for a higher qualification. [TES 3, Objectives 14, 17]	We will continue to actively promote and strengthen these relationships.
Recognition of courses for credit toward Bachelor of Theology degrees at both University of Otago and University of Auckland.	Our Charter positions us in the sector alongside universities in focusing on open enquiry and critical thought. Arrangement for transfer of credit recognises and enhances this. [TES 1, Objectives 2, 7] It also enable our students to use our programme as an entry to tertiary study and stepping stone. [TES 3, Objectives 14, 17]	We will continue to actively promote and strengthen these relationships.
Arrangement with Te Taapapa ki te Manawa o te Wheke for us to recognise their courses in Te Reo and Maori culture for credit. We refer students wishing to incorporate Maori studies into their LTh programme to Te Taapapa.	This arrangement builds a relationship with a Maori provider in the same sector. [TES 1, Objective 7] It also enables us to have a way for students to include Maori studies without absorbing scarce Maori teaching capacity. [TES 2, Objectives 10, 11] Competence in te Reo and taha Maori is important in equipping people for leadership in NZ society. [TES 4, Objective 22]	We will seek arrangements with other providers of suitable courses in Maori studies in order to make this option more accessible to more of our students.
Conversation with the Trinity Methodist Theological College to offer some of our courses for them to credit.	Trinity Methodist shares many values with us as demonstrated in each of our Charters. [TES 1, Objective 7] It is operated by one of our stakeholder churches. [TES 1, Objective 3] (cont. ...) Students from Trinity Methodist will contribute to NZ society in relation to TES Strategy 4, Objective 22 in a similar way to our students.	We will continue to actively promote and strengthen this relationship.

Table: Existing Rationalisation Initiatives

<p>List your major existing rationalisation initiatives with other TEOs.</p>	<p>Briefly discuss how these initiatives contribute to the TES and give effect to the Charter.</p>	<p>Briefly outline any plans to further develop these rationalisation initiatives with other TEOs, and to pursue new rationalisation initiatives.</p>
<p>EBTS has decided not to offer its own courses in te Reo and Maori culture.</p>	<p>This recognises that EBTS relates mainly to the Pakeha aspects of its stakeholder churches and as such works in partnership with parallel Maori structures. The partner relationship is integral to our Charter, avoids replicating courses and encourages a practical, mutual working relationship with Maori providers. This is consistent with our approach to Treaty issues in our Charter, and supports TES 2, Objective 10]</p>	<p>We will seek ways to enhance the value and comprehensiveness of our programme by recognising appropriate level courses in relevant subjects provided by other TEOs rather than always develop our own.</p>
<p>EBTS is a signatory to a Statement of Intent to investigate the future collaboration and rationalisation with other providers in the Christian theology and ministries education sector. This is being mediated through the CTMES in which EBTS is an active participant.</p>	<p>This conversation is mentioned in our Charter. It has the potential to further enhance the coherence of qualifications in this sector, strengthen systems capability and quality by increasing specialisation across the system, be better able to meet the needs of diverse learners and recognise prior learning and credit transfer. [TES 1, Objectives 2, 5 and 7; TES 4, objectives 20, 24.]</p>	<p>This conversation is being actively pursued.</p>

Table: Rationale for No Plans to Increase Collaboration or Rationalisation Initiatives

If your organisation has no plans to increase its contribution to the TES via expanding its collaboration and rationalisation initiatives, provide a brief summary of the rationale for this decision.

We do have plans, as outlined above. However, we do see limits to rationalisation within our sector. Although there are many TEOs providing tertiary education and training in theology and Christian ministry, EBTS has reviewed its positioning in the sector and has concluded that it has an on-going distinctive and important contribution to make to NZ society. The commitment to a non-doctrinally driven approach to open and critical enquiry, quality scholarship and contextual relevance sits alongside our commitment to maintaining affordability and ready access. We will continue to seek collaborative relationships and be open to rationalisation. The contribution EBTS makes to NZ society meanwhile is to equip people active in NZ communities with cultural and historical perspectives, tools for critical thought and skills for community-based pastoral care and leadership. EBTS continues to be an active participant in the sector group, the Christian Theology and Ministries Education Society, and will work co-operatively with other providers wherever possible.

5. Subcontracting Declarations

No subcontracting of teaching and learning activities over the duration of the Profile 2005-07 Declaration

I affirm that the organisation has not subcontracted another party to deliver teaching and learning activity on our behalf over the duration of the Profile 2005-07, and will not deliver teaching and learning activity on behalf of another organisation over the duration of the Profile 2005-07.

Registered name of your organisation:	<i>Ecumenical Board of Theological Studies</i>
Provider code:	<i>7269</i>
Name of Chief Executive Officer:	<i>Bruce Hansen</i>
(Or record equivalent position here)	<i>Director</i>
Signed:	
Date:	

6. Risk Management

Table: Risk Management

Detail how your organisation identifies any major operational or financial risks	Detail how your organisation manages or mitigates any operational or financial risks
<p>A detailed risk assessment is carried out by the Director and Registrar and reported to the Board annually.</p> <p>The Academic Committee that oversees the operational and academic aspects of the LTh programme contributes to and reviews the risk register.</p> <p>Market viability risks are identified through stakeholder feedback.</p> <p>Financial management and financial position risks are identified through feedback from our accountant and through Board scrutiny of financial reports.</p> <p>Legal and quality assurance compliance risks are identified in reviewing operations for NZQA and TEC, and by the Director reviewing operations in relation to measures such as the Health and Safety in Employment Act and the Employment Relations Act.</p> <p>Knowledge and record management risks are identified by the Director and Registrar.</p> <p>Academic capability risks (recruitment and retention of suitable tutors and assessors) are identified by the Director.</p> <p>Administration and management capability risks are noted by the Board.</p> <p>Because EBTS operates distance and dispersed learning the operational risk factors are different than those for institutions teaching on site.</p>	<p>A register of risks and ways of mitigating them has been made.</p> <p>Each of the areas of risk has processes in place to mitigate any substantial effect on the operation.</p> <p>For example:</p> <p>We are active in responding to stakeholder and market needs and promoting the programme in targeted ways. The Director is accountable to the Board for compliance issues. Procedures and critical knowledge is being documented. Knowledge and commitment by the small paid staff is supplemented by the considerable knowledge of the operation and commitment of volunteer Board members and Academic Committee members. Critical records and intellectual property are duplicated off-site to mitigate the risk of physical loss.</p>

7. Policies and Processes

Table: Policies and Processes

Policies and Processes	Describe where your stakeholders can access these.
Articulation arrangements with other providers	not applicable
Credit transfer policies	EIDTS Handbook, and www.eidts.ac.nz
Recognition of prior learning policies	Decisions are made by the Academic Committee according to guidelines available from the Director, c/o PO Box 12286, Christchurch, 8002
Learner grievances procedures	Academic grievance procedures are in the EIDTS Handbook, and www.eidts.ac.nz Discipline grievance procedures are in development and will be in 2005 Handbook
Policies on stakeholder relations	www.eidts.ac.nz
Equal Employment Opportunities	www.eidts.ac.nz
Equal Education Opportunities	www.eidts.ac.nz

8. Export Education

Tables: Export Education

Outline the reasons for your organisation's involvement in export education.

Our organisation does not have, nor do we anticipate having, any programmes for fee paying international students.

9. Other Activities of your organisation

Table: Other Activities of the Organisation

List the other major activities of your organisation that are not funded by TEC but have an impact on the ability of the organisation to secure its contribution to the Tertiary Education Strategy.

Education for Ministry (EFM): This is a programme of theological study delivered through mentored group seminars and set reading material. It is offered in NZ under licence from the University of the South, Sewanee, Tennessee, USA. It is not a TEC funded programme, it is self funding, has separate financial management from the TEC funded part of our operation. EFM does contribute to the profile of EBTS and is fully compatible with the EBTS Charter in its ethos and contribution to NZ society.

EBTS is developing an alumni network to ensure better feedback from alumni as stakeholders and also to raise funds to support the aims of EBTS in the future.

10. Summary of activity and funding sought

Table: Funding Requested from TEC

Fund Type	Funding Requirements	✓
Student Component	Student Component tables within are complete. Student Component Qualifications Objectives template completed (www.tec.govt.nz) SDR information is correct (www.step.govt.nz)	✓
Youth Training	YT funding form completed (www.tec.govt.nz)	
Training Opportunities	TO funding form completed (www.tec.govt.nz)	
Skill Enhancement	SE funding form completed (www.tec.govt.nz)	
OTEP fixed grant	Performance objectives, indicators and targets included in Profile Template.	
ACE funding for REAPs	Performance objectives, indicators and targets included in the Profile Template (as appropriate)	

Table: Changes in Student Component funded activities and funding sought

Qualification Name	Qualification Code	Delivery Site	Proposed change <i>(For example: New qualification)</i>	Rationale for your proposed change and how it contributes to the TES and STEP
N/A				

Table: Summary of Student Component Volume Details

	<i>2005</i>		<i>2006</i>		<i>2007</i>	
	Expected EFTS forecast (\$)	Expected number of students forecast	Expected EFTS forecast (\$)	Expected number of students forecast	Expected EFTS forecast (\$)	Expected number of students forecast
Domestic Learners (Subsidy paid by TEC)	<i>\$138,546 (26.22 EFTS)</i>	<i>105</i>	<i>\$145,665 (27 EFTS)</i>	<i>110</i>	<i>\$146,000 (27 EFTS)</i>	<i>110</i>

Table: Student Component funded learner support and resources to be undertaken in 2005 (if appropriate)

Description of support and resources
<p>At least 30 per cent of the time of our full time Academic Registrar is spent in learner support. This proportion is likely to increase in 2005.</p>
<p>Being a distance education provider, we rely heavily on phone, email and the World Wide Web for learner support. We maintain a toll free phone line for students and tutors. During 2005 we will need to up-grade the website. We will be contracting this work out. We will also need to purchase some software and staff training to enable the Registrar to make adjustments to the Website more readily. We will also up-grade the Registrar's computer in 2005 or 2006.</p>
<p>The Handbook is a key piece of learner support. The Handbook needs to be revised each year. It is published widely through the stakeholder churches and in response to student enquiries.</p>
<p>Tutors are contracted for specific courses on a year by year basis. Tutors are primary learner support. Payment to tutors is will be reviewed for a possible increase in 2006.</p>
<p>Residential schools are an important component in our programme. They are expensive to run. We plan to hold three residential schools as part of courses in 2005.</p>
<p>We publish a newsletter "From a Loft" at least three times per year to students and other interested parties. This is an important learner support strategy. We plan to extend the scope and scale of the newsletter in 2005.</p>
<p>We have found that some important student text books are not readily available and so we purchase them and place them in the Theology House Library for our students to borrow. This library now has its catalogue on-line with a web interface. Each year we need to purchase some new books for this purpose.</p>

11. Consultation

Table: Profile Consultation

Summarise your organisation's ongoing stakeholder consultative processes.	Briefly outline how feedback gained through these mechanisms has impacted on the activity and approaches covered by Profiles 2005-07.
<p>Our most extensive consultation process recently was during 2003. During that time we developed a strategic plan, revised fully our Quality Management System and Operating Manual, developed the Charter and prepared to develop the Profile. All of this was shaped by consultation that involved stakeholders, and was reported in relation to the Charter submission.</p> <p>This process included posting our draft Charter on our website and directly to key stakeholders. We received helpful and influential feedback. Most feedback was simply affirming. The finalised Charter was then placed on the Website.</p> <p>We have developed a comprehensive three page Stakeholder Consultation Process document.</p> <p>Internal stakeholders are consulted through Board meetings, Academic Committee meetings, tutor training days, by email and through the newsletter (From A Loft).</p> <p>Our website had provision for stakeholder feedback. Our Profile is posted on our website for comment.</p> <p>We value the feedback from NZQA as part of its regular audit process and from TEC as part of the Charter and Profile process.</p> <p>Stakeholder churches are given annual reports with an invitation to respond, and are notified of all key policy directions with opportunity to respond. Stakeholder churches have members on the Board.</p> <p>The Director is in regular dialogue with the relevant personnel in the stakeholder churches.</p> <p>Other external stakeholders are contacted regularly and as required by the Director.</p>	<p>Our stakeholders have been very positive about the direction we have been signalling and about being consulted.</p> <p>Feedback from the stakeholder churches has resulted in some new ways of packaging and presenting our courses.</p>

12. Financial Performance Information

The following documents have been submitted electronically to pte.fv@minedu.govt.nz

- Attested PTE Financial Template to year end 30 December 2003

The following hard-copy documents are appended with this Profile

- Audited Financial Accounts
- Completed Attestations 3,4 & 5
- Auditor's Report
- Copy of attested electronic template
- Student Component Qualifications Objectives

Glossary of Abbreviations

CTMES	Christian Theology and Ministries Education Society
EBTS	Ecumenical Board of Theological Studies
EFM	Education for Ministry programme; operated under licence from The University of the South, Sewanee, USA
EIDTS	Ecumenical Institute of Distance Theological Studies; a delivery arm of EBTS to deliver the LTh and STh programmes.
LTh	Licentiate in Theology; a level 6 diploma approved by NZQA and receiving public funding through TEC.
NZQA	New Zealand Qualification Authority
PI	Pacific Island
STEP	Strategic Tertiary Education Priorities
TEC	Tertiary Education Commission
TES	Tertiary Education Strategy