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Report of External Evaluation and Review

The Salvation Army Booth College of Mission

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 27 July 2016

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	The Salvation Army Booth College of Mission (BCM)
Type:	Private training establishment (PTE)
First registered:	1991
Location:	www.salvationarmy.org.nz/our-community/bcm
Delivery sites:	20 William Booth Grove, Upper Hutt, Wellington
Courses currently delivered:	<p>The three core programmes currently offered at BCM are:</p> <ul style="list-style-type: none">• Diploma in Christian Studies (120 credits, Level 5, in partnership with Laidlaw College)• Diploma in Salvation Army Mission and Ministry (120 credits, Level 6)• Certificate of Salvation Army Officer Training (240 credits, Level 6)
Code of Practice signatory:	BCM is a signatory to the Code of Practice for the Pastoral Care of International Students.
Number of students:	<p>Domestic: 13 full-time students, one part-time student.</p> <p>International: none at the time of the external evaluation and review (EER)</p> <p>Student profile is 50 per cent New Zealand European; 20 per cent Māori and/or Pasifika; 20</p>

	per cent New Zealand Korean; 10 per cent Other
Number of staff:	18 full-time, six part-time
Scope of active accreditation:	Booth College course accreditations
Distinctive characteristics:	<p>The Salvation Army Booth College of Mission consists of the School for Officer Training, the School of Bible and Mission, the Centre for Leadership Development, Youth Mission Training and an on-site early childhood education centre. The PTE receives no direct government funding. The college also has oversight of the School for Officer Training Fiji.</p> <p>Their stated mission is: 'To inspire and enable men and women to develop the knowledge, skills, spirit and character to sustain and advance the mission of Christ in today's world'.</p> <p>BCM also manages various professional development courses for employees, laypeople, and Salvation Army officers through the Centre for Leadership Development based at the Upper Hutt campus. This includes training in management and leadership for those working in community-based ministries. The library at the college has an associated Salvation Army Heritage Centre and Archives housing items from the 1880s to the present relating to New Zealand, Fiji and Tonga.</p>
Recent significant changes:	A new principal was appointed in 2015.
Previous quality assurance history:	At the EER of 2012, NZQA was Confident in the educational performance and Confident in the capability in self-assessment of the PTE.
Professional affiliations:	Christian Theological and Ministries Education Society; Independent Tertiary Education New Zealand; The Quality Commission; New Zealand Association of Theological Schools; Wellington Theological Consortium.

2. Scope of external evaluation and review

Focus areas and rationale for selection		
1.	Governance, management and strategy	This focus area is mandatory in all EERs. It has importance for the quality of the educational experience for students, matching the needs of key stakeholders, the employment experiences of staff, and the legal, ethical and compliance context for operating as a registered PTE.
2.	Certificate of Salvation Army Officer Training (Level 6)	<p>This focus area includes all full-time students enrolled at the PTE.</p> <p>It includes the Diploma in Christian Studies (a Laidlaw College award) and Diploma in Salvation Army Mission and Ministry which leads to the NZQA-accredited, denominational award Certificate of Salvation Army Officer Training. This is a prerequisite to commissioning as an officer in The Salvation Army movement internationally.</p>

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

A pre-scoping visit to the college provided the evaluators with a self-assessment summary and other supporting documents prior to the on-site visit.

Two evaluators (accompanied by an observer from NZQA) conducted the on-site enquiry phase of the EER over 1.5 days on 5 and 6 May 2016. The evaluators met with or interviewed by phone:

- The principal, academic registrar, education officer and the director of Centre for Leadership Development, all of whom also teach courses.
- All current full-time students and one part-time student.
- The new campus administrator, recently appointed librarian, practicum coordinator and four teaching staff.

- External stakeholders/graduates of the college, including newly commissioned Salvation Army Officers posted throughout New Zealand; one of the two denominational leaders for The Salvation Army New Zealand; The Salvation Army's new national Māori Leaders, who are both recent graduates of the college and are now visiting tutors; and other regional Salvation Army leaders.

Documentation considered as part of the evaluation included: the quality management system and strategic planning documents; meeting minutes; self-assessment documentation; moderation reports; teaching materials and assessment activities; course outlines; web-based material.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **The Salvation Army Booth College of Mission**.

Reasons for this high confidence include:

- Consistently high and credible pass rates for the qualifications lead to the primary goal of becoming an officer in The Salvation Army. Most students achieve this goal after completing a demanding two-year programme.
- Teaching staff have the capability to work well with students coming from many walks of life, with diverse educational and employment backgrounds. Small cohorts ensure individualised learning support is readily available as needed.
- Māori and Pasifika students achieve well, passing their courses and gaining qualifications at similar or better rates than other groups. Attention to biculturalism has been strengthened at the college to better match student needs, and as part of the wider Salvation Army movement's aspirations. The growing proportion of Korean students also add value to the college, and they succeed in their studies.
- Course content is relevant to programme goals, and is subject to review and change. Teaching staff have valuable first-hand ministry experience and engage in relevant professional development and/or higher-level study which supports teaching quality and the overall student experience.
- College resources, including the facilities, library, IT and social areas, are of very high quality and subject to ongoing reinvestment and upgrading. The leadership of the college is very clear about the institution's role and shows genuine commitment to continuous improvement and good stewardship of resources. Self-assessment has led to changes and improvements at the college.
- Most entrants to full-time study at BCM achieve their goal of becoming a full-time officer, which is excellent value for them and contributes to the goals and shared culture within The Salvation Army movement more generally.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **The Salvation Army Booth College of Mission**.

- Analysis of achievement data has improved significantly since the previous EER. The PTE now has a clear and in-depth understanding of the students' educational performance.
- A recently conducted graduate survey has also enhanced self-assessment. The survey has provided a more structured and anonymous way for graduates to give valuable feedback to the college, in particular regarding the match between course content and the actual ministry of a Salvation Army officer. This survey is a useful addition to ongoing student surveys.
- Tools and processes such as the self-review action/reflection plan, the key operations manual, the academic quality committee and the academic board are all features of an effective self-assessment system which is in active use at the college. Management and staff are relentless in their efforts to ensure the college runs well and that academic quality is maintained.
- BCM networks with a range of tertiary education groups and has been involved in the Targeted Review of Qualifications. These aspects of stakeholder connectedness contribute to self-assessment more generally.
- Further development to enhance self-assessment would be to implement structured external moderation in the year two programme, and adopt some additional methods for gathering feedback from students and graduates.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The goal for almost all students within the programme focus area is to complete the two embedded diploma qualifications and achieve the Certificate of Salvation Army Officer Training. This allows the graduate to become eligible for commissioning as an officer in The Salvation Army (aka 'officership'). Almost all entrants have successfully achieved this outcome since the previous EER (Table 1).

Table 1. BCM course and qualification² completion rates compared, 2012-2015

	BCM Diploma in Christian Studies	BCM Diploma in Salvation Army Mission and Ministry	Other Christian ministry PTEs	Comparison with a large theological college
Course completion	95%	97%	Not supplied	85%
Qualification completion	98%	97%	82%	84%

Source: Booth College of Mission (using data sourced from Tertiary Education Commission and/or EER reports)³

<http://www.tec.govt.nz/Learners-Organisations/Learners/performance-in-tertiary-education/Educational-performance-at-individual-tertiary-providers/>

The two-year programme provides content and experience directly applicable to serving in The Salvation Army corps (i.e. local congregations): Bible and doctrinal studies, training in preaching, interpersonal relationships, care of oneself, and works of community service. The programmes of study are thorough, challenging and effective. Retention of officers by The Salvation Army after graduation is reportedly very high, indicating suitable preparation.

Māori and Pasifika students achieve well, passing courses and qualifications at similar or better rates¹ to all other groups. The college has been quite successful in

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

² Diploma in Christian Studies (Level 5) (formerly the Diploma in Biblical Studies) and Diploma in Salvation Army Mission and Ministry (Level 6).

³ Aggregated performance data provided was supplemented by and compared with random samples of course cohort results, at the request of the evaluators on site.

attracting Māori and Pasifika, and has initiated some cultural changes to better meet their needs. Due to the nature of the commitment involved and the desirability of previous life experience, there are very few under-25s enrolled in officer training.

Contributing factors to high pass rates include the direct relevance of the content to the interests and aspirations of students. Students express a strong sense of calling to officership. A rigorous and lengthy entry process and the 'live-in' nature of the two-year programme – which allows students to access teachers and resources easily – also contribute to the high pass rates. The ongoing integration of theory and practice provides a challenging context for skill and knowledge development. Moderation processes are sound.

Analysis of achievement data has been strengthened since the previous EER, as was recommended. This work is thorough and includes data from at least 2009 to the present. In-depth statistical and qualitative analyses are reported to the academic quality committee and academic board. Some aspects are also shared with students. These summarise elements such as qualification/course pass rates; grade allocations; and comparisons with comparable PTEs and analysis of results using gender and ethnicity sets. The PTE now has a clear and in-depth understanding of patterns of learner achievement and is using this information.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

All recent graduates have become officers in The Salvation Army. Tracking of graduates and monitoring their progress is a reasonably straightforward task for BCM. All graduates return for one, five and 10-year structured performance reviews. The principal and some other college staff participate in these reviews, similar to their involvement in candidate selection. A recent graduate survey has supplemented this self-assessment information. The survey was good quality, allowing the college to learn from the process and to benchmark data for later comparison. The data showed high satisfaction with the college by most respondents, with some respondents providing useful and unanticipated critique. (This also highlights the need for additional feedback processes, which is discussed under 1.6). Most entrants to full-time study at BCM achieve their goal of becoming a full-time officer, which is excellent value for them. This is also an important part of building a shared culture within The Salvation Army.

BCM entered into a collaborative relationship with Laidlaw College in 1999. In addition to yielding a modest amount of indirect Tertiary Education Commission funding, it also provides graduates with credit towards future study. They can

receive 60 credits from the Diploma in Salvation Army Mission and Ministry programme in addition to the 120 credits earned from the Diploma in Christian Studies programme towards a degree in theology or ministry. This credit value will potentially increase when the forthcoming 'New Zealand' qualifications are offered. Some graduates pursue this option, although the numbers of students going on to further study as an outcome has reduced, according to BCM data. Some graduates go on to other work. For example, the current president of the New Zealand Union of Student' Association is a graduate of the Diploma of Biblical Studies from BCM.

BCM students serve the local community during their programme. This may include work with local schools or a prison as well as within the corps' Sunday meetings. Leaders of these ministries interviewed by the evaluators said they found the students 'extremely resourceful', and observed that 'their ministry [as officers] has already started'. Reflection on and review of these activities has led to changes in 2016. Processes for monitoring placements and documenting these activities in relation to programme goals are very good.

The direct value of the outcomes of the college are primarily linked to the needs of The Salvation Army movement, such as: suitably prepared officers, professional development for those in the field, a centre for reflection and study. These are in themselves good outcomes. There are very likely higher-value outcomes from the work that graduates undertake, but currently the self-assessment of the college reveals little about this. The Salvation Army movement has a strong reputational brand in New Zealand⁴, and it seems reasonable to assume that the college's graduates contribute to that work, particularly meeting social needs. More knowledge of this could strengthen the evidence of broader-value outcomes.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The Certificate of Salvation Army Officer Training is a portable qualification providing international recognition within The Salvation Army movement. Graduates of the programme leading to this certificate meet the need for officers within the movement. This contributes to succession as well as leaders with cultural knowledge. A good proportion of graduates are Korean, Pasifika or Māori.

⁴ In 2011, The Salvation Army was recognised as New Zealand's most reputable not-for-profit organisation by New Zealand Management Magazine (the magazine of the New Zealand Institute of Management).

Graduates responding to BCM's survey and in discussion with the evaluators indicated that the Certificate of Salvation Army Officer Training has prepared them very well for many aspects of their work, particular the Sunday corps meetings and other aspects of Christian ministry. There was evidence that the aspects of 'running a small business' including employing staff, contracts and property responsibilities were challenges they were perhaps not quite as well prepared for. They did, however, say that the divisional support as well as ongoing professional development short courses at BCM met this need. College leadership is aware of this tension, which is being managed.

Based on many years of operation (the college was established in 1913), BCM is well honed in terms of providing the staffing and infrastructure to accommodate singles, couples, families and children for short or long duration training. Recent improvements to and modernisation of housing reflect investment and good consideration of the needs of students. The early childhood centre and proximity to schools are well used. There are numerous social and economic benefits for students who live on campus.

Stakeholder feedback and implementation of changes or adjustments as a result is now documented and tracked, as was also recommended in the previous EER report. The college principal travels around New Zealand and on occasion to Fiji which provides ongoing contact with key stakeholders. In addition, BCM's affiliations with a range of tertiary education groups and active participation in the Targeted Review of Qualifications are aspects of stakeholder connectedness and contribute to self-assessment more generally.

1.4 How effective is the teaching?

The rating for performance in relation to for this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Teaching at BCM is guided by a clear purpose statement with three complementary goals: 'to prepare, equip and inspire' students. It is very evident that course content and design and the high expectations of the BCM board and staff give effect to these goals. Students are challenged by the two-year programme of study. Some achieve high grades, as reflected in BCM's grades analyses (2009-2015), and some graduates report that they succeeded because teaching staff went the extra mile to encourage and support them in their learning.

Students benefit from access to one of the largest theological libraries in New Zealand. A good example of how this resource is used is seen in the self-directed 'inquiries' that all students complete in year two. Students and graduates gave various examples of how useful these topic studies were in relation to extending their studies into particular areas of interest. Students draw on the academic literature and benefit from the work of previous students whose reports are held in

the library. While the first year is a tightly structured programme, the second year allows for more independent learning through an inquiry process, which students enjoy. Library holdings relating to things Māori have, for example, been increased based on student feedback. Aspects of teamwork, analysis, planning and critical thinking all emerged as strong themes of the Diploma in Salvation Army Mission and Ministry.

Aside from classroom-based lectures and tutorials (Theological Formation and Biblical Understanding) all students participate in structured 'Mission and Ministry Formation' which includes practical ministry in community settings off-campus. Discipleship Formation determines whether the cadet is a fit and proper person to become a Salvation Army officer. There is an excellent blend of theory and practice directly related to the goals of the programme and the aspirations of the students. Review processes have led to changes in how practical aspects are organised.

Other positive examples of practice or self-assessment discussed with the evaluators include: peer observation of teaching which was introduced in 2016; five teachers completed the National Certificate in Adult Education and Training (Level 4) in 2015, as well as mentor training and skills development in using online learning technologies; some teachers are also studying towards postgraduate qualifications. A range of meetings allow for teachers and management to reflect on their work, and these are suitably recorded.

Moderation of the Diploma in Christian Studies occurs as a regular, scheduled component of the effective Laidlaw College system.⁵ This is a suitable and embedded quality assurance practice, and BCM staff have a collegial relationship with Laidlaw which includes attendance at their national academic committee meetings. The Diploma in Salvation Army Mission and Ministry has been subject to internal moderation and the college has identified an external moderator. This external moderation link is timely and necessary for ensuring that someone outside the teaching team provides critical feedback on students' assessments and teachers' marking. This is an opportunity for improvement.

The 2016-2020 BCM strategy document quite rightly proposes that historical 'top down' approaches to teaching should increasingly give way to practices more aligned with adult education principles. There is good evidence that this thinking is increasingly being put into practice. Ideally, BCM's approach to self-assessment of teaching should reflect this extremely useful strategy moving forward, and to an extent it already does. Involving students and graduates and stakeholders in that

⁵ 'Strong quality assurance and academic processes, including internal and external moderation and programme results monitoring, provide a high degree of assurance of the validity of...[student] achievement.' (Source: Laidlaw College EER report, 2015)

conversation more explicitly would also be ideal. The recent, valuable Pasifika fono signals the need for this – and actions will need to correspond to feedback.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Students are provided with clear and comprehensive pre-entry information, course guidelines, and fieldwork guides. These are subject to ongoing review and updating by staff. Attendance requirements are strictly enforced. A two-week orientation followed by a structured, programme-long mentoring relationship with assigned staff members contributes to a picture of intensive pastoral care. Professional development in mentoring practices has been provided by the college for staff, who report that it was beneficial. This aspect has been subject to considerable evaluation by BCM, and has links to the programme model and further planned professional development which will build on the current strategy.

Assessment practices are also very strong in terms of providing timely feedback to students. There is definitely an opportunity for the college to consider how the life and professional experience of applicants could be better recognised before entry to the courses. Recognition of prior learning (for example), if done well, would not conflict with the overall goals of officer preparation, and may enhance the process. At present, there is a rather 'one-size-fits-all' approach. Some students are university graduates coming into the programme, while others have not undertaken formal study since leaving school some years before. The mutually supportive culture among students is an important component of 'teaching' at BCM.

Where students discontinue their studies with BCM, examples provided indicate that the college provides a notable level of ongoing care. Comments provided to the evaluators by current or former students indicate that BCM may wish to consider the overall workload of the two-year programme, which appears to exceed the normal workload of a 120-credit programme. Acknowledging that the intention is to prepare officer cadets for the realities of their future workloads, considerable pressure is felt by some students. Related to that, the current student surveys may not be an entirely effective way of gathering critical feedback from students in such small cohorts.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The BCM governance board sets strategy, appoints staff and approves budgets for the college. The facilities for housing staff, students and their families as well as programme-related resources such as classrooms, library, information technologies and social areas are high quality and subject to ongoing reinvestment and upgrading. Feedback from students gathered by survey or less formally is actively considered as part of decision-making. Minuted meetings as well as informal email communication sampled by the evaluators confirm this. Governance and management are notably active and informed in respect of their roles with the PTE, and this is reflected in wide-ranging improvements at the college as well as maintained quality and value. Regardless, there are some areas of deeper enquiry or reflection needed, as signalled in this report.

Graduates spoke very favourably about their experience living at the college, how it met the needs of their families, and how it was important to their educational success. The leadership team is very clear about the institution's role and shows genuine commitment to continuous improvement and good stewardship of resources. Tools and processes such as the self-review action/reflection plan, the key operations manual, the academic quality committee and the academic board are all features of an effective self-assessment system which is in active use at the college.

Programmes provided by the Centre for Leadership Development and the Youth Mission Training staff at BCM are also an important part of the college's education and training activities. These complement and build on the officer training. Interaction with people attending these training events adds value to the experience of full-time students, and builds their networks with like-minded colleagues working across New Zealand and further afield. Again, suitable facilities are significant here. Maintenance planning has recently been strengthened. The appointment of a suitably experienced librarian to succeed a long-serving staff member (who is retiring after 27 years at BCM) is an example of effective recruitment and induction. The staffing profile is not currently strongly reflective of the student profile (see TEO in Context), which is something the college should consider.

Job descriptions, employment contracts and performance management processes, among other procedures, reflect the use of the wider organisation's quality management system. Internal audits occur within this system. Given the close relationships among staff, such policies are important for ensuring both consistency of practice and ethical practice. As mentioned earlier, attention to biculturalism has been strengthened at the college to better match student needs. This is reflected in

the teaching and use of karakia⁶ and waiata (hymns), as well as appropriate tikanga practices such as whakatau to welcome guests. Feedback from students and graduates gathered by BCM or told to the evaluators directly, confirms the value of these improvements. There were indications, though, that the college has more work to do in this regard. Using a broader range of culturally appropriate methods to gather feedback from students and graduates would quite likely provide feedback to the college that it is not currently hearing.

⁶ Karakia are prayers. They are generally used to ensure a favourable outcome to important events and undertakings such as tangihanga (the ritual of farewell to the deceased), hui (meetings), unveilings, etc. However, they can cover every aspect of life. With the introduction of Christianity to New Zealand in the 19th Century, new karakia were written to acknowledge the Christian God and Jesus Christ. (Source: [Anglican Maori Diocese of Te Waipounamu](#))

Focus Areas

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

2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

2.2 Focus area: Certificate of Salvation Army Officer Training (Level 6)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

NZQA recommends that The Salvation Army Booth College of Mission:

- Implement the planned external moderation in the year two programme.
- Adopt additional methods for gathering feedback from students and graduates which would allow students/graduates to express their opinions less directly than to those staff teaching them or having authority over their progress as cadets or officers.
- Continue the good progress in implementing cultural protocols and practices throughout the life of the college that reflect the bicultural and multi-cultural nature of Aotearoa New Zealand as well as The Salvation Army movement.
- Reflect carefully on the range of programme review and achievement analysis processes now in place with a view to determining which provide the best actionable information in relation to the time and effort involved.
- Ensure that the overall workload within the Certificate of Salvation Army Officer Training (two-year programme) provides an optimal balance of study, service and rest/reflection.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQA Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.

The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.

External evaluation and review reports are public information and are available from the NZQA website (www.nzqa.govt.nz).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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