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External Evaluation and Review Report

The Salvation Army Booth College of
Mission

Date of report: 15 September 2021

About The Salvation Army Booth College of Mission

The Salvation Army Booth College of Mission (BCM) is a Christian college for the training of Salvation Army officers. Cadets¹ are housed on campus and undergo two-year training² before becoming officers of The Salvation Army.

Type of organisation:	Private training establishment (PTE)
Location:	20 William Booth Grove, Trentham, Upper Hutt
Code of Practice signatory:	Yes
Number of students (2021):	Domestic: 16 (one Māori, 11 NZ European, four European Other) International: one (Pasifika)
Number of staff:	13 full-time and 12 part-time ³
TEO profile:	See BCM on the NZQA website
Last EER outcome:	In 2016, NZQA was Highly Confident in BCM's educational performance and Confident in its capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Diploma in Christian Studies (Theology) (Level 5) (Programme 124321)• New Zealand Diploma in Christian Studies (Leadership) (Level 6) (Programme 122383)
MoE number:	8600
NZQA reference:	C39893
Dates of EER visit:	17 and 18 June 2021

¹ Those training to become Salvation Army officers are called cadets.

² The two-year School for Officer Training comprises the New Zealand Diploma in Christian Studies (Theology) (Level 5) and the New Zealand Diploma in Christian Studies (Leadership) (Level 6).

³ Includes the staff of all the faculties of BCM, including Suva Campus, Youth Mission Training, Archives, Educare and Centre of Leadership Development.

Summary of Results

BCM plays a significant role in the training and development of Salvation Army officers and therefore supports the mission of The Salvation Army. Cadets receive holistic support from management and staff which greatly helps in their successful completion of the training and the excellent outcomes achieved.

Highly Confident in educational performance

Learners at BCM achieve high completion rates for both the level 5 and level 6 programmes.

As the cadets are training to become officers of The Salvation Army, and full-time participants in its mission, BCM focuses not only on their academic and theoretical/biblical knowledge, but equally on their spiritual formation. Graduates gain the 'head, heart and hand' – the knowledge, skills and spirit required of a Salvation Army officer. BCM provides valuable outcomes to the cadets, the relevant stakeholders and the wider community.

Highly Confident in capability in self-assessment

Programme structures and delivery are appropriate for preparing cadets for their future work. Robust systems are in place to ensure quality, such as internal and external moderation, tutor observation, clear assessment and marking guides.

BCM has strong management and academic leadership. The Board is engaged and well-informed of the PTE's operations, and works closely with the management team to discuss future strategy of the organisation. The open, supportive and familial culture is appreciated by well-credentialed staff members.

Compliance accountabilities are managed well.

Key evaluation question findings⁴

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BCM has high qualification completion rates for both the level 5 and level 6 programmes. Except for 2018, when two out of the six cadets withdrew for personal and health reasons, the level 5 programme has had 100 per cent completion rates for all academic years covered by this EER (2016-20). The level 6 programme also had 100 per cent completion from 2016-20, with two cadets needing an additional year due to maternity leave and health issues. Cadets of Māori, Pasifika and Asian descents make up a very small percentage of the population, and all of them successfully completed the programme.</p> <p>Comprehensive processes are in place to monitor and analyse student progress and achievement. BCM regularly monitors the progress of each cadet through its academic quality committee, who meet monthly to discuss any student concerns, and who understand the factors affecting their performance. Tools such as the student progress register and the monthly student progress report are used to view achievement both from a micro and macro perspective. The quarterly cadet review (involving different staff providing feedback on the cadet's performance) is helpful not only in monitoring individual performance but also to support cadets' goal-setting and identifying their needs.</p> <p>BCM conducts a comparative analysis of qualification completion against five other similar providers as well as the PTE sector as a whole. The information indicates that BCM compares favourably with other providers, and performs better than the PTE sector average.⁵</p>

⁴ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁵ Tertiary Education Commission Educational Performance Indicator data: <https://www.tec.govt.nz/funding/funding-and-performance/performance/teo/epi-reports/interactive-charts/#/>

	BCM's positive external moderation results and robust internal moderation system validate the high achievement.
Conclusion:	BCM has high qualification completion rates. BCM has comprehensive processes in place to regularly monitor and analyse student progress and achievement overall.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Between 2016 and 2020, cadets who finished the level 5 programme all progressed to level 6. Those who completed level 6 became Salvation Army officers and were appointed to various missional roles within the church, such as in youth programmes, social work, Māori outreach work, prison and in church service.</p> <p>Graduates develop and leave the programmes with the 'head, hand and heart' – the knowledge, skills and spirit critical for the pastoral role of a Salvation Army officer.</p> <p>From the level 5 programme, cadets are equipped with a good biblical and theoretical foundation to be able to provide appropriate sermons and unpack the scriptures to the community. Level 6 further develops the cadets' leadership and critical thinking skills. In addition, the two-year training develops the cadets' interpersonal, communication and time management skills, supporting them to become lifelong learners, open to understanding different cultures and providing pastoral care to their communities. Self-development and maturity are valued outcomes important to the church and community the cadets and graduates serve.</p> <p>The level 6 qualification provides a pathway to further learning, such as a Bachelor's degree programme, which a number of cadets take up following mission work.</p>

	<p>BCM also provides value to a small number of students (non-cadets)⁶ who are enrolled mainly for personal development and biblical knowledge.</p> <p>BCM gathers feedback from graduates to understand whether the competencies they gained are sufficient and applied in their mission as officers of The Salvation Army. This occurs at various checkpoints – after the tenth month, the first year, fifth, tenth and fifteenth years post-graduation – made easy because of the one church and organisation they belong to. Feedback from relevant stakeholders, such as the graduates’ line managers, also confirms the value of the outcomes.</p>
Conclusion:	BCM provides valuable outcomes for the cadets, the church and the organisation of The Salvation Army, and the wider communities they serve.

1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Both the level 5 and 6 programmes have a carefully balanced mix of theory and practical learning. Level 5 provides a strong foundation in terms of theoretical and biblical knowledge. Level 6 provides more intensive training on critical thinking, inquiry-based learning and methodology, with various relevant placements throughout the programme.</p> <p>Input from graduates and relevant stakeholders is gathered to ensure the programmes are relevant and match the needs of The Salvation Army community. Cadets have opportunities to provide feedback on programme content, learning activities and assessment through an end-of-course evaluation. The cadets’ capstone project is a comprehensive review of their two years at BCM, and is a helpful addition to the organisation’s self-assessment in this area. Reflection by teaching staff at the end</p>

⁶ Students who are not cadets (in training to be officers of The Salvation Army) and are studying mainly for their own personal development are enrolled under the organisation’s School for Bible and Mission.

	<p>of each course is another element of BCM's comprehensive review to ensure programme design and delivery are relevant.</p> <p>BCM has high academic standards. Both external and internal moderation systems are robust, and there is an effective marking rubric which makes assessment marking clear and consistent. Quality of teaching is assured in various ways, including peer observation and review, moderation, and regular training workshops.</p> <p>Cadets are provided with timely, constructive feedback on their work.</p> <p>There is a strong initiative incorporating Te Ao and Tikanga Māori in the programmes.</p>
Conclusion:	BCM's comprehensive programme review and quality assurance system ensures the programmes are relevant and meet the needs of The Salvation Army community.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BCM has set up a rigorous selection process to choose candidates with the right attitude and characteristics to become officers of The Salvation Army. As cadets, they are given wrap-around pastoral and academic support to ensure they have a suitable environment and conditions for successful learning. Various roles in the organisation are directly involved in providing support – tutors, supervisors, mentors and senior training officers. As a community, the whole BCM management team and staff also provide support.</p> <p>BCM also supports the cadets' holistic development through workshops and seminars (e.g. 12 steps for personal growth), Toastmasters membership, getting a driver's licence, and even marriage counselling. Health-related support includes provision for external professional consultations, health assessments, and cover for medical and dental costs. One particular example was the familial support to help a cadet who had suffered from a mental health crisis to get back to health. Learning needs are</p>

	<p>identified and addressed, such as providing a reader software to a cadet with dyslexia, which greatly helped in their studies.</p> <p>Accommodation is provided while the cadets are in the programmes. BCM ensures sufficient and comfortable habitats, and that any issues are taken care of promptly. BCM provides a social environment with regular lunches and social events such as quiz nights.</p> <p>Cadets are kept engaged with their studies through regular goal-focused meetings with their mentors. A review board, which provides a 360-degree assessment of the cadet (i.e. an educational, spiritual and character review), helps the cadets to identify their learning needs and to seek for relevant support.</p> <p>BCM conducted a thorough review of the interim domestic Code⁷ which gave the organisation another opportunity to gain insights into student needs and voice, and to reflect on their processes and address any identified concerns.</p> <p>BCM fully supports the cadets from overseas (i.e. international students).</p>
Conclusion:	The wrap-around support provided to cadets during their studies keeps them involved and motivated in their learning.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	Being the training arm of a church, BCM has a very clear organisational purpose. It is led by a strong and capable governance and management team who are forward-thinking and constantly looking to improve current practice. Academic leadership is effective, with the dean of education being well-respected for his education expertise. Teaching staff are well-qualified, and a good number of them have extensive experience in both missionary work and teaching within The Salvation Army. Professional development is encouraged at BCM – staff are

⁷ The Education (Pastoral Care of Tertiary Domestic Students) Interim Code of Practice 2019

	<p>supported in their development goals, such as gaining adult education qualifications and doctorate degrees.</p> <p>The organisation is well resourced for teaching and learning. The campus has a library with a vast collection of books and other resources. Purchase requests for additional books and subscriptions from staff and cadets are granted without delay.</p> <p>Self-assessment practice in this area is meaningful. The management team reports six-monthly to the board, and data is used effectively to understand performance. The organisation has a reflective culture at all levels.</p> <p>BCM has the backing of a well-resourced international organisation, and there is no concern with regard to its viability and sustainability.</p>
Conclusion:	BCM has a strong governance and management team whose leadership positively supports educational performance.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>BCM has strong management and an in-depth understanding of the PTE's compliance accountabilities with regard to The Salvation Army's regulatory requirements.</p> <p>There is a clear devolution of responsibilities to the dean of studies and academic registrar with regard to the management of compliance accountabilities to NZQA. Key accountabilities are managed well, including:</p> <ul style="list-style-type: none"> • regular moderation activities, both internal and external, pre and post-assessment • yearly attestations are submitted to NZQA on time • programmes are delivered as per NZQA approval. <p>BCM is a signatory to the international Code⁸ and for the most part has met its requirements. Cadets from overseas are</p>

⁸ The Education (Pastoral Care of International Students) Code of Practice 2016

	<p>sponsored⁹ by The Salvation Army, which means that the organisation is responsible for providing suitable accommodation for the duration of the cadets' study, as well as financial support including medical treatment and the means to leave New Zealand at the end of their stay. However, the international Code clearly requires signatories to ensure that, as far as practicable, international students have appropriate insurance.¹⁰ The sponsorship is not an alternative to insurance, nor does it remove the PTE's obligation to ensure appropriate insurance coverage, as defined by the Code. At the time of this report, following NZQA's advice, BCM has promptly obtained appropriate insurance cover for the one international student currently enrolled.</p>
<p>Conclusion:</p>	<p>Key compliance accountabilities are managed well. BCM promptly addressed the identified concern during the EER that the Immigration New Zealand-approved sponsorship was not in lieu of appropriate insurance, as required for international students by the Code.</p>

⁹ Sponsorship is approved by Immigration New Zealand.

¹⁰ Section 16D, The Education (Pastoral Care of International Students) Code of Practice 2016. <https://www.nzqa.govt.nz/assets/Providers-and-partners/Code-of-Practice/Code-of-Practice-Amendments-2019.pdf>

Focus Areas

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

2.1 Focus area: New Zealand Diploma in Christian Studies (Theology) (Level 5)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: New Zealand Diploma in Christian Studies (Leadership) (Level 6)

Performance:	Excellent
Self-assessment:	Excellent

Recommendations

Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that The Salvation Army Booth College of Mission review its policies and procedures for enrolling cadets from overseas, to ensure that all future cadets are covered by appropriate insurance, in accordance with Section 16D of The Education (Pastoral Care of International Students) Code of Practice 2016.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

There are no further requirements.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

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

- *Identify organisational fraud¹¹*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

¹¹ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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