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External Evaluation and Review Report

Eastwest College of Intercultural
Studies

Date of report: 13 February 2019

About Eastwest College of Intercultural Studies

Eastwest College of Intercultural Studies is a faith-based private training establishment offering classroom-based niche training with practical ministry training in the wider community.

Type of organisation:	Private training establishment (PTE)
Location:	21 College Drive, Gordonton, Waikato
Code of Practice signatory:	Yes
Number of students:	Domestic: 10 (one Māori) International: 26 (12 Korean, three Chinese, two Japanese, two Vanuatuan, one each French, German, Fijian, Swiss, Singaporean, American and Canadian)
Number of staff:	17 (12 full-time, five part-time)
TEO profile:	See: NZQA – Eastwest College of Intercultural Studies
Last EER outcome:	Highly Confident in educational performance Highly Confident in capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• Diploma of Intercultural Studies (Level 5)• International Students: Support and Wellbeing
MoE number:	8325
NZQA reference:	C31835
Dates of EER visit:	4 and 5 December 2018

This report is final and has been subject to checking by Eastwest College of Intercultural Studies for factual accuracy.

Summary of Results

Eastwest College maintains successful achievement outcomes. The college is well resourced with a clear vision and purpose, fulfilling the needs of graduates and stakeholders in their niche sector. Eastwest is responsive to change which cultivates ongoing improvement.

Highly Confident in educational performance

- Achievement rates continue to be high since the previous external evaluation and review (EER), and are consistent for both international and domestic students.
- Students value the skills and knowledge gained in the cross-cultural learning environment.
- Personalised academic and pastoral support systems contribute to student success.
- The relevance and breadth of experience of staff support students' outcomes.

Highly Confident in capability in self-assessment

- Programme design and delivery focuses on the practical application of skills.
- Students value living and studying in the cross-cultural community context.
- Governance and management processes are effective in supporting educational achievement.
- The Education (Pastoral Care of International Students) Code of Practice is managed effectively.
- Staff analyse data trends and make improvements.
- Eastwest College values feedback and is always looking for ways to improve across the organisation.

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Key evaluation question findings¹

1.1 How well do students achieve?	
Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students achieve well at Eastwest College. Achievement rates are consistently high in the Diploma of Intercultural Studies. On average, 93 per cent of students completed their programmes from 2015-2017. Students are on track to achieve well for 2018. Achievement data is benchmarked against four other colleges in the WEC International mission training network. The data shows Eastwest is performing well in its sector.</p> <p>Course and qualification completion rates for domestic students and international students are consistently at the same rate.</p> <p>Academic staff conduct thorough analysis of completion rates by tracking data per year. Staff are aware of the reasons for slight variations. Students acquire useful skills and knowledge, including English language and cross-cultural social and professional skills to work in ministry and service settings. Students are motivated by personal and spiritual growth during their time at the college, which contributes to the high retention. Programmes and the curriculum are providing practical learning experiences in preparation for missionary field work.</p>
Conclusion:	Eastwest maintains consistently high achievement rates. The college has a sound understanding of achievement data and analyses trends.

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

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Eastwest prepares students for cross-cultural Christian work in all disciplines within a unique and diverse environment. Graduates gain relevant employment after completing their studies. Seventy-six per cent of graduates are in cross-cultural Christian work, 12 per cent have engaged with further study, and 7 per cent are in the New Zealand workforce.</p> <p>Stakeholder agencies hire graduates from Eastwest College by preference and encourage potential students to enrol with Eastwest. The context of living cross-culturally is of value to both students and stakeholders as it prepares them for the mission field. Some graduates have gone on to a degree in Christian ministry work based on gaining a good academic background from the college.</p> <p>Students contribute to their local community during their time at the college. Practicum ministry groups volunteer in prisons, marae and elderly villages, and work with refugees. Students complete a reflection on completion of the practicum. International students value the opportunity to strengthen their English language skills and live in a cross-cultural community, which prepares them for the realities of mission field work.</p> <p>Relationships with both graduates and stakeholders are ongoing. Graduates remain part of the Eastwest family; staff stay in touch with alumni and keep track of their location and activities after graduating. Self-assessment is strong in using this data to understand how and where graduates are applying relevant skills gained from their studies. Students say they chose Eastwest College because they know the outcomes are highly regarded in the sector.</p>
Conclusion:	The college is well connected with external stakeholders to create valuable outcomes for students. Students enhance their English language and cross-cultural abilities during their studies.

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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>Learning and assessment activities are dynamic and match the needs of students. Eastwest College offers a wide range of learning activities while students live on site. This learning context encourages working in teams, practising living in a cross-cultural community, and contributing to the local community.</p> <p>The primary focus of the programme design is vocational, which informs the outcomes. Programme outcomes are collaboratively designed with stakeholders who employ graduates of the college. Assessment activities are closely aligned with learning design and delivery. Internal moderation processes are robust. Staff identified areas in external moderation in relation to improving the quality of the feedback it was providing to students, and is currently taking steps to update this process. Students are clear about how they are going to be assessed.</p> <p>Students say they receive academic support with a rigorous orientation around plagiarism, essay writing and referencing. Ongoing feedback is given to students on their academic progress.</p> <p>Post-course feedback is used for review of the next time the course is offered. Teaching staff reflect on their individual programme reviews to improve the design of the programme. Staff identified room for improvement by using student feedback to inform teaching delivery styles.</p> <p>Eastwest College is responsive to student needs. Teaching staff conduct student needs assessment with a questionnaire before and during the course to identify student academic needs. Students have also recently gained access to new learning equipment, a student server and updated WiFi.</p>
Conclusion:	Programme design and delivery are well matched to student, stakeholder and graduate needs. Assessment activities are robust and are reflected on to identify potential improvements.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student learning goals are well understood. Study information is provided prior to enrolment and students are supported throughout the move to New Zealand. Students who move with their families can settle in before courses start. Students are well supported at all stages of enrolment and beyond by robust administration and pastoral processes as graduates and alumni. Processes ensure students' language skills are at the required level and match their IELTS² scores.</p> <p>Eastwest College takes a holistic approach to orientation, reflecting the strong support systems in the cross-cultural environment. Induction is personalised and thorough as a result of the size and unique nature of the college. Academic staff have created a culture where it is easy for students to ask for help. Live-in staff are available 24/7 to support students on academic or pastoral matters. Korean students make up much of the student population, and staff ensure children of Korean students are appropriately orientated to their English-speaking school.</p> <p>A wide range of needs are being met. Staff have connections with the wider community to support the learners. Counselling is available in-house and externally. One-to-one academic and pastoral care meetings take place regularly, as do student forums, class evaluations and teaching surveys.</p> <p>Students are well supported to establish effective social and academic support networks. Staff have worked to create an inclusive learning environment in the unique learning context of the college. The self-developed student council supports new international students and organises social events and English buddies for non-English speaking students.</p>
Conclusion:	Students are well supported and deeply involved in their own learning. Academic and pastoral support is a strength of the college.

² International English Language Testing System

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Eastwest College maintains an exceptionally clear strategy and direction for the organisation which is aligned to the educational purpose.</p> <p>Leadership is effective and relevant to the teaching and learning practice, with staff having appropriate qualifications and relevant international missionary field experience. Staff are highly valued and heard, and as a result contribute to governing policies and procedures.</p> <p>As a branch of WEC International, staff are supported in their professional development. The college engages in regular internal meetings to discuss educational achievement. Students, stakeholders and graduates have a voice in the development of the organisation. Data analysis is used effectively to inform improvements, and the college responds effectively to change. Since the last EER, the college has introduced self-review for teaching staff and review of student feedback, and has developed a new curriculum and programmes. The cross-cultural learning approach supports educational achievement in real-life learning situations. Sufficient resources are allocated to support teaching and learning in this context. Additionally, Eastwest engages with Ako Aotearoa and NZQA workshops, CTMES³ monitoring, and overseas higher education institutions – specifically, Redcliffe College in the UK – which provide upskilling opportunities for staff.</p> <p>Eastwest College has an embedded emphasis on Tiriti o Waitangi in its processes, policies and practices. The college has refocused its priority of health and safety and added extra lighting, security swipes and a new building.</p>
Conclusion:	The vision, direction and purpose of Eastwest is clear and sustainable. Academic leadership is effective and there is a clear governance structure which supports self-assessment.

³ [Christian Theological and Ministries Education Society](#)

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Eastwest College is managing all important compliance responsibilities effectively and is responsive in complying with NZQA rules. A review of a sample of student files showed that English language entry requirements and New Zealand Certificate in English Language unit standards are appropriately managed.</p> <p>Monitoring of learning hours and delivery is robust. Responsive processes are in place to manage compliance responsibilities and contribute to thorough data collection.</p> <p>Health and safety is a strong focus for the college, with a newly designated officer working externally to review health and safety on an ongoing basis.</p> <p>Recommendations from the previous EER have been implemented. The college has made efforts to enhance staff knowledge of the Code of Practice since the previous EER. However, the recently submitted self-review of the Code to NZQA lacks detail and requires stronger self-assessment.</p>
Conclusion:	Compliance accountabilities are managed effectively to support international students. Eastwest has efficient and effective processes to help manage and respond to compliance requirements.

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Focus Areas

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

2.1 Focus area: Diploma of Intercultural Studies (Level 5)

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent

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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.

There are no recommendations arising from the external evaluation and review.

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 requirements arising from the external evaluation and review.

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 fraud⁴*
- *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.*

⁴ 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.

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Regulatory basis for external evaluation and review

External evaluation and review is conducted according to 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 for Tertiary Education, Skills and Employment.

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. The requirements are set through the Programme Approval and Accreditation Rules 2018, 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 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 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 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). The Quality Assurance (including External Evaluation and Review (EER)) Rules 2016 are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/ga-rules/external-evaluation-rules-2016/1/>, 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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