

Report of External Evaluation and Review

Eastwest College of Intercultural Studies

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 23 February 2015

Contents

Purpose of this Report.....	3
Introduction	3
1. TEO in context.....	3
2. Scope of external evaluation and review	4
3. Conduct of external evaluation and review.....	5
Summary of Results	6
Findings	7
Recommendations	13
Appendix	14

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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:	Eastwest College of Intercultural Studies (Eastwest)
Type:	Private training establishment
Location:	21 College Drive, Gordonton, Hamilton
Delivery sites:	As per location above
First registered:	May 1996
Courses currently delivered:	<ul style="list-style-type: none">• Diploma of Intercultural Studies (Level 5)• Certificate of Intercultural Studies (Level 5)• Certificate in Foundations for Intercultural Studies (ESOL) (Level 4)• Essentials of TESOL Certificate (Level 5)
Code of Practice signatory:	Yes – for learners 18 years of age and above
Number of students:	Domestic: 15 International: 16
Number of staff:	23 (volunteers, some with external sponsorship)
Scope of active accreditation:	In addition to the courses currently delivered, Eastwest holds consents to assess for a variety of domains in Christianity and theology, up to level 6: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=832556001
Distinctive characteristics:	Eastwest is a small, faith-based private training establishment located in Gordonton, Hamilton.

The college provides training to prepare Christians for intercultural ministry work overseas and in New Zealand. All international students, the majority of staff and domestic learners reside on campus.

Recent significant changes: Accredited to deliver a new training scheme in January 2014: Essentials of TESOL Certificate (Level 5).

A new principal was appointed in 2014 – the former principal, who has been with the organisation for the past 18 years, returned to missionary fieldwork overseas.

Previous quality assurance history: The previous external evaluation and review (EER) of Eastwest was conducted in 2011. NZQA was Highly Confident in both Eastwest’s educational performance and capability in self-assessment.

Other: Eastwest receives SAC (Student Achievement Component) funding from the Tertiary Education Commission (TEC) for its level 5 intercultural studies certificate and diploma.

2. Scope of external evaluation and review

The scope of this EER included the following mandatory focus area:

- Governance, management and strategy

The other focus area selected was:

- Intercultural studies

All learners at the time of the evaluation were enrolled in one of the intercultural studies courses.

International students was not chosen as a focus area because of the small size of the college, but it is given due consideration under key evaluation question 5 (guidance and support to learners) and key evaluation question 6 (governance, management and strategy).

The training scheme Essentials of TESOL Certificate (Level 5) is only delivered in January and February. It was not selected as a focus area as the EER was planned for outside those months.

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.

Self-assessment materials were delivered to NZQA in a timely fashion to inform the scoping of this EER.

The evaluation team comprised two evaluators. The on-site visit lasted seven hours, spread over two days, at the college campus in Gordonton.

The evaluation team interviewed the principal, the dean/deputy principal, the financial controller, seven teaching staff, three administration staff and 11 learners. A range of materials and records were reviewed.

Immediately after the on-site visit, on 12 November 2014 just before midnight, an incident occurred on campus to an international student (failed abduction by an intruder). Police were involved and the college submitted a report to NZQA within the same week. This was taken into consideration by the evaluation team.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Eastwest College of Intercultural Studies**.

- Learners acquire relevant knowledge and skills for intercultural work, gain maturity and continue to be motivated throughout their studies. Most learners complete courses and gain qualification(s). (See Findings 1.1.)
- Learners contribute to the local community during their studies. The majority of graduates found employment in the field of intercultural studies, either overseas or in New Zealand. (See Findings 1.2.)
- A rigorous admission process is in place to ensure the suitability and preparedness of learners. English language proficiency requirements are administered responsibly. (See Findings 1.3.)
- Academic and support staff are motivated, committed and devoted volunteers, with experience in the subject matter and qualifications in adult education. Staff give individual attention to all learners to ensure academic support and pastoral well-being needs are met. (See Findings 1.4 and 1.5.)
- Eastwest is an ethical college with sound, effective and fit-for-purpose governance, management, external advisory and networks. The college is well-resourced. (See Findings 1.6.)

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Eastwest College of Intercultural Studies**.

- Eastwest maintains comprehensive records on learner achievements and graduate destinations. This contributes to the college's understanding of outcomes and informs ongoing programme review and decision-making. (See Findings 1.1 and 1.2.)
- Eastwest is a member of a number of domestic and international networks, keeping abreast of developments in intercultural studies and receiving timely advice at strategic and operational levels. (See Findings 1.3 and 1.6.)
- The college monitors and tracks learner progress effectively through a range of academic and pastoral support mechanisms. (See Findings 1.5.)
- Eastwest has in place meaningful, authentic self-assessment which leads to worthwhile improvements. The college is open and transparent about its operations. A reflective culture is embedded. (See Findings 1.6.)

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**.

Learners acquire relevant knowledge and skills for intercultural work, gain maturity and continue to be motivated throughout their studies. Eastwest maintains very complete records of learners' achievements. An outcome summary was provided to the evaluation team for all learners enrolled with the college since 2006.

Almost all SAC-funded domestic learners complete their enrolled course and gain the qualification. Based on completion rates, Eastwest is among the top performers of all SAC-funded private training establishments (Table 1).

Education performance indicator	2011	2012	2013
Course completion	99%	91%	99%
Qualification completion	100%	100%	100%
Retention	72%	83%	93%

Data from Tertiary Education Commission (TEC); table designed by NZQA for illustration purposes

When all learners (including international students) are taken into account, of the 193 enrolments since 2006, 181 completed and were awarded with a qualification(s) – a qualification completion rate of 94 per cent. For the past nine years, only five SAC-funded domestic learners and six international students have dropped out during their course of study. The evaluation team finds such performance remarkable.

Through the weekly meeting sessions, all staff possess a thorough understanding of the college's achievement rates and learner progress. Management maintains an overview of issues through monthly faculty meetings. The evaluation team is fully convinced that strong processes within the college and excellent self-assessment mechanisms contribute to the outstanding educational performance.

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

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

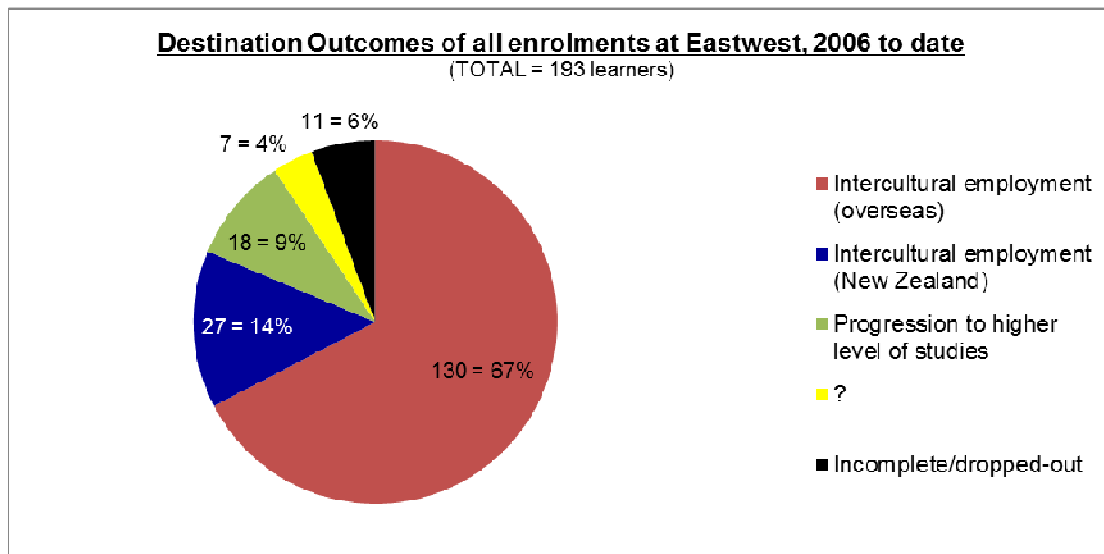
The rating for performance in relation to this key evaluation question is **Excellent**.

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

Eastwest delivers outcomes of exceptional value to learners and communities.

Learners contribute to the local community during their studies. A practicum component involves learners applying theories to practice through local voluntary mission work. This mission work is targeted at Māori, migrants, international students, youth, children and prison inmates in Hamilton, Huntly, Ngaruawahia and other surrounding townships in the Waikato region. In addition to voluntary work around town (such as gardening/groundkeeping tasks), Eastwest also brings in income to Gordonton and operates a local childcare/early childhood education centre. The college's library is open to the general public.

The college tracks its graduates effectively and has successfully tracked destination outcomes for 90 per cent of all enrolments since 2006 (see graph).



Graph designed by NZQA based on data and analysis supplied by Eastwest.

The majority of graduates found employment in the field of intercultural studies, either overseas or in New Zealand. Eastwest graduates currently serve in 40 countries across all the continents of the world (except Antarctica). The evaluation team heard stories of the substantial commitment that graduates had to their work, including where one graduate sacrificed his life while undertaking missionary work in the Middle East.

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 **Excellent**.

The admission process is effective in ensuring only the right learners are enrolled into Eastwest programmes. An admission committee considers and makes decisions on all enrolments to the college. Applications are vetted rigorously (including a self-written testimonial, references from the applicant's local religious mentors, and referee checks) to ensure the suitability and preparedness of learners.

Only official IELTS (International English Language Testing System) results are accepted as evidence of English language proficiency for international speakers of other languages. Promising international students who do not have the required level of IELTS are given the opportunity to enrol in the level 4 foundation course, which is essentially an ESOL (English for Speakers of Other Languages) class. The evaluation team found that Eastwest administers the English language proficiency requirements very responsibly.

The college is inter-denominational. Staff maintain a strong understanding of the skills required in intercultural missionary work through a worldwide network. The network brings up-to-date fieldwork development to the college through occasional exchanges. Curriculum and programme delivery is reviewed periodically to reflect and refresh the courses. Almost all learners and staff live on campus, which is highly encouraged as such community living provides comprehensive experience, thorough support and practical opportunities, adding value to the learning.

The evaluation team found that all aspects of operations at Eastwest are carefully planned to understand and match the needs of learners and other stakeholders. The very positive outcomes are one of the strongest indicators to support such a finding.

1.4 How effective is the teaching?

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**.

Teaching is highly effective at Eastwest. All academic staff possess a qualification in adult education and have extensive experience in intercultural fieldwork (often in developing countries). For example, the principal has recently completed 16 years of service in Afghanistan, and the dean previously spent eight years in the Republic of the Congo. Staff are able to relate knowledge and skills from their own experience. The college financially supports the professional development of all staff. Regular internal professional development sessions are organised and run

Final Report

by staff to share subject knowledge and provide updates on teaching practice. A systematic peer observation process is in place to further encourage the cross-pollination of teaching practice.

All staff at Eastwest are volunteers, with some sponsored by external donors. As such, they are highly motivated, committed and devoted. Turnover is extremely low, and when it does occur it is often due to immigration requirements – some academic staff are visiting with a visa of limited duration. Academic staff demonstrate understanding of the different learning styles preferred by domestic and international learners, and cater for such preferences accordingly using a variety of teaching methods.

Assessment and moderation practice is credible and verifies the validity of achievement. The use of anti-plagiarism software is effective – not only to detect plagiarism (which is rare at the college) but more importantly to manage assignments and to ensure reliable, consistent marking.

Learner evaluations are conducted regularly to monitor teaching effectiveness. Results are analysed and there is evidence that most findings are acted on.

As discussed in Findings 1.3, Eastwest is a member of a global network in the provision of faith-based intercultural training. There is a further opportunity for the college to enhance its network by establishing relations with other English language schools to share ideas, current developments and best practice in ESOL teaching.

1.5 How well are learners guided and supported?

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**.

Eastwest operates 'care groups' as the primary mechanism for academic pastoral support. Each learner is assigned a care group mentor (one of the staff members). Each care group is small, with a ratio of one staff member to five or six learners. This ensures individual attention is given to all learners. Care groups meet weekly for bonding. They discuss academic progress as well as personal well-being matters, as a group and also individually. Each learner has an individual learning plan (known as the 'flight plan'), which also contains aspirational goals written by the learner. This is often used as a reflection tool. Qualified, registered counsellors are on campus to provide additional support if required. Each international student is paired up with a first-language English speaker as a 'language buddy'. Additional academic writing support is provided where necessary. The evaluation team is satisfied that strong processes are in place to guide and support learners.

Eastwest is compliant with the Code of Practice for the Pastoral Care of International Students (Code of Practice). An annual review is conducted by the dean/deputy principal. However, it appears that knowledge of the Code of Practice

is not as strong among other staff members. The evaluation team did not identify any actual issue given the strong pastoral support mechanisms in place, but there is room to further enhance staff understanding of the Code of Practice.

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**.

Eastwest has a clearly defined vision and purpose, positioning itself in the niche market of preparing Christians for missionary work. The college has an effective structure for governance, management and getting external advice – small, collaborative, efficient and fit-for-purpose. Valuable domestic and international networks are fostered to provide input into the college's strategy and operations. As a member of a global missionary education group, Eastwest is subject to an ongoing reflective exercise of external evaluation and review from the parent organisation every three years. The evaluation team found a reflective culture fully embedded in the college at all levels, and self-assessment is meaningful, authentic and leads to worthwhile improvements.

Eastwest is very well resourced. The college is financially sustainable and owns an expansive, well-maintained campus which provides a highly pleasant environment for learning. A library is situated on campus and houses a generous collection to support research and self-directed studies.

Eastwest is responsive to changes in its operating environment. The college is involved in the Targeted Review of Qualifications and is already planning for its outcomes (such as considering the transition to developing and delivering programmes that lead to the new qualification of New Zealand Certificate in English Language).

The evaluation team was impressed with the transparency and openness of Eastwest. The college is honest and willingly shared some self-identified issues and demonstrated how those issues are being managed.

Eastwest immediately notified NZQA of a failed abduction of an international student by an intruder that occurred shortly after the evaluation team's on-site visit (as referred to under 'Conduct of External Evaluation and Review' on page 5). Such an attempt was a first in the college's history. Eastwest advised NZQA of a number of immediate improvements to campus security in consultation with police. The evaluation team is satisfied that the incident was an unfortunate event and that the college was not at fault. Eastwest's approach once again demonstrates that the college is highly ethical, and confirms the findings of the evaluation team at the conclusion of the on-site visit.

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: Intercultural studies

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

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

Recommendations

NZQA recommends that Eastwest College of Intercultural Studies:

- Enhance staff knowledge of the Code of Practice for the Pastoral Care of International Students
- Explore opportunities to network with other English language schools
- Ensure findings from learner evaluations are acted on.

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 NZQF 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz