



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

WEC Aotearoa New Zealand (trading
as Eastwest College of Intercultural
Studies)

Date of report: 3 January 2024

About WEC Aotearoa New Zealand (trading as Eastwest College of Intercultural Studies)

Eastwest College of Intercultural Studies (Eastwest) is a non-denominational Christian residential community where cross-cultural mission and ministry training are fostered and experienced.

Type of organisation:	Private training establishment (PTE)
Location:	21 College Drive, RD 1 Taupiri, Hamilton
Eligible to enrol intl students:	Yes
Number of students:	<u>Domestic</u> 2022, 21 students (20.5 EFTS); one Māori student, two Pasifika students, one disclosed learner with a disability 2023, nine students (8.5 EFTS ¹); one Pasifika student <u>International</u> 2022, four students (4 EFTS) 2023, 10 students (8 EFTS)
Number of staff:	16 full-time volunteering staff, three part-time volunteers
TEO profile:	<u>Eastwest College profile</u> <i>‘As a member of a global network of colleges affiliated to Worldwide Evangelisation for Christ (WEC) International, Eastwest provides a unique opportunity for people wishing to undertake missions where an understanding of cultural differences is necessary. Total immersion in a culturally diverse residential community ensures learnt skills and knowledge are immediately applicable.’</i>

¹ Equivalent full-time students

Last EER outcome:	In 2018, NZQA was Highly Confident in both Eastwest College's educational performance and self-assessment capability.
Scope of evaluation:	<ul style="list-style-type: none"> • Focus area 1: International Students: Support and Wellbeing • Focus area 2: Diploma in Intercultural Studies (Level 5) (ID: 121272) leading to New Zealand Diploma in Christian Studies (Level 5) [Ref: 2793] Intercultural Studies strand; and Diploma in Intercultural Studies (Level 6) (ID: 122075) leading to New Zealand Diploma in Christian Studies (Level 6) [Ref: 2773] Intercultural Studies strand.
MoE number:	8325
NZQA reference:	C51078
Dates of EER visit:	14-17 March 2023

Summary of results

Eastwest College fosters strong learner achievement, highly valued outcomes and effective, inclusive student support. The PTE could strengthen the effectiveness of its self-assessment by formalising specific policies and procedures.

Confident in educational performance

- Eastwest uses multiple mechanisms and regular review to support and strengthen the learners' already strong achievement of qualifications and valuable life skills.
- A recent programme monitoring report for the Diploma in Intercultural Studies (Level 5) concluded that the PTE's moderation compromises the validity of assessment results.
- Eastwest recognises and supports priority groups towards parity of achievement, including learners with a disability.

Confident in capability in self-assessment

- Eastwest provides targeted and valued outcomes to its stakeholders. The PTE uses regular feedback from stakeholders to review these outcomes.
- Regular interaction with stakeholders ensures the programmes remain relevant. However, Eastwest has not signed memoranda of understanding with work placement/internship hosts to formalise expectations, roles and responsibilities.
- The learning is aligned with the learning outcomes of Eastwest's programme components. However, Eastwest is not informing NZQA and the programme owner about the PTE's regular adjustments to assessment methodology and learning outcomes approved at accreditation.
- A strength of Eastwest's is its support of the students. Eastwest use multiple mechanisms and regular review to maintain comprehensive support activity.
- Governance and management use organisational data to inform self-assessment and strategic planning. Staff are valued and integral members of the residential community. Eastwest monitors and manages its compliance accountabilities through regular meetings

and review, as evidenced in the positive findings of recently completed external audits.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Achievement rates at Eastwest are very strong, with most students (average 97 per cent) completing their qualification (see Table 1, achievement data 2019-21, Appendix 1). The students are well motivated to complete the qualification, a factor that supports the completion rate. Eastwest uses regular performance-related meetings and reviews to maintain this level of achievement.</p> <p>Sector benchmarking and the Tertiary Education Commission's educational performance data for Eastwest attest to the strength of achievement. However, internal moderation to support the validity of achievement needs attention. This is referenced in the NZQA programme monitoring report for the Diploma in Intercultural Studies (Level 5).</p> <p>Eastwest understands the reasons for students withdrawing from study; only a few do so. The reasons relate to health or, during Covid times, needing to be with family. Eastwest has taken these events as opportunities to inform self-assessment.</p> <p>Māori, Pasifika and international students have parity of achievement. Reviews of delivery support priority group achievement.</p> <p>Eastwest fosters soft and life skill acquisition alongside course and qualification completions. Students gain transferable skills such as working in small groups and with people with different worldviews and ideals. Learners, graduates and employers also attest to their increased confidence and communication skills as valuable when on mission.</p>
Conclusion:	Eastwest uses multiple mechanisms and review to support and strengthen learner achievement of qualifications and valuable life skills. Internal moderation needs further attention to support the validity of achievement.

² 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 students?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Eastwest has a specific focus on developing people to work in multicultural environments throughout the world. This experience helps provide a highly valued outcome to Eastwest's stakeholders.</p> <p>Eastwest's staff and students live and study in a residential community. This prepares students for their future mission work and exposes them to working with different cultures through:</p> <ul style="list-style-type: none"> • being in small working groups undertaking maintenance tasks • taking part in numerous whole-campus activities. <p>Eastwest's approach is effective and valued because:</p> <ul style="list-style-type: none"> • the graduates are highly sought after by mission agencies • a large percentage of graduates find relevant employment³ • Eastwest receives positive feedback regarding the graduates' high level of intercultural knowledge and character development.⁴ <p>Work placements for the level 5 students and internships for the level 6 students place Eastwest students into Waikato communities. This allows the students to explore specific areas of interest. This process is overseen by the organisation's vocational advisor. The advisor ensures students are gaining experiences that allow them to explore their goals, while community stakeholders are gaining volunteers who can support their work.</p>

³ Sixty to 70 per cent of level 5 students progress to the level 6 qualification. For those level 5 and level 6 students that do graduate, a small percentage will progress to higher-level study at theological colleges with whom Eastwest has pathway agreements. The rest move into mission work internationally or in New Zealand.

⁴ Eastwest's submissions to consistency review were reviewed as sufficient by NZQA, indicating that Eastwest graduates developed the valued skills and knowledge outlined in the qualifications' graduate profile outcomes.

	Eastwest and the students engage regularly with local youth groups, churches and mana whenua to provide services to 'the people of the land', as they would do in missions after their study. These stakeholders have attested to the value of these relationships and their wish for the relationships to continue. Eastwest is working with its advisory group to further understand these community needs and to continue to build community networks.
Conclusion:	The choice of qualification and the environment built around the learning process ensures Eastwest provides targeted and valued outcomes to stakeholders. Regular feedback from these stakeholders is used effectively for review.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Eastwest relies on regular interactions with staff, stakeholders and graduates to ensure that programme delivery and assessment remain relevant. For example, Eastwest changed its assessment practice and assessed outcomes following the annual review and analysing feedback from stakeholders.</p> <p>Eastwest moderates revised assessments prior to use. However, the PTE has not gained an understanding of the cumulative effect of the changes made. Doing so would strengthen internal moderation and provide greater assurance that assessment is valid and consistent. This is supported by the NZQA monitoring report for the Diploma in Intercultural Studies (Level 5).</p> <p>Eastwest has ensured the overall assessment weighting per course and the set of graduate profile outcomes and learning outcomes remain as approved.⁵ As an accredited provider only, Eastwest has approval for the assessment methodology used within each course. However, Eastwest did not inform the programme owner (as required in the Terms of Reference) and</p>

⁵ However, in some instances, Eastwest has changed the wording of (or added text to) learning outcomes, potentially affecting the ability of students to meet the requirements as set in the accredited and approved programme documents.

	<p>NZQA about the extent of changes occurring as a result of the annual reviews, including changes to learning outcomes.</p> <p>Eastwest schedules assessments to ensure an even workload and that students are ready for their assessment. The use of Turnitin and assessment design that relies on student's personal, practical experience helps maintain academic integrity. Eastwest now marks assignments and provides informative feedback within two weeks. This target will be formalised as an expectation in assessment policy.</p> <p>Eastwest takes part in regular internal pre- and post-assessment and external post-assessment moderation. As part of self-assessment, Eastwest would benefit from reviewing and amending its moderation processes to provide greater confidence in this quality assurance process.</p> <p>Work placements and internships provide opportunities for the students to apply their skills and knowledge. NZQA recommends that Eastwest draw up a contract or agreement outlining the conditions, roles and expectations for each party involved.</p> <p>Due to minimal student numbers and retiring staff, Eastwest ceased delivering its English language programmes. However, the PTE still completed some actions required by an NZQA monitoring report in relation to these English language programmes.</p>
Conclusion:	<p>Regular interaction with stakeholders supports programme and assessment review and ensures the programmes remain relevant. Informing key stakeholders of changes to assessment could support further review, strengthen internal moderation processes, and provide greater confidence in Eastwest's quality assurance processes. In addition, creating agreements to support work experience placements will set expectations for all parties.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students become aware of Eastwest through referrals or because their mission agency needs them to complete the level 5 qualification. Students are well informed through the website or correspondence with Eastwest. On application, each potential</p>

	<p>student is thoroughly canvassed through the pre-enrolment process, including reference checking and consideration by an admissions committee. Such efforts support the high achievement and value of outcomes.</p> <p>A comprehensive two-day orientation introduces the students to study at Eastwest and fosters networks for support beyond their study. Feedback from the students is positive and any recommendations are used to inform the next orientation. Information provided during orientation is displayed throughout the campus, so the student body is well informed of their rights. The students have heard about the Code of Practice⁶, and the strategic planning that supports their wellbeing is displayed.</p> <p>Student-led groups such as care groups⁷ and the student council meet regularly, enabling students to contribute to the organisation and campus life. Coupled with the mandatory community meals, community devotions, work details and a variety of information points, this allows students to become part of a family and experience living in an inclusive, diverse environment.</p> <p>Multiple groups ensure that students have various avenues to gain timely learning and pastoral support. Individual growth plans developed during orientation, and support developed from the application of Te Whare Tapa Rima⁸, provides an holistic overview of each student. This is revisited regularly to ensure emerging goals and needs are addressed. Regular one-to-one and small group discussions alongside feedback from the stakeholders provides Eastwest with sufficient insights to use in effective review.</p>
Conclusion:	<p>Pastoral support is a strength of Eastwest. Multiple groups meeting regularly, individualised planning and an active student voice ensure students are well supported and made to feel included in a very diverse community. Regular discussions and feedback feed into comprehensive self-assessment.</p>

⁶ [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)

⁷ Care groups are made up of one tutor, one year 2 student and three to four other students.

⁸ Te Whare Tapa Rima is an updated version of the Te Whare Tapa Wha concept for holistic student support. Te Whare Tapa Rima incorporates taha whānau, taha tinana, taha wairua and taha hinengaro from Te Whare Tapa Wha but also includes taha whenua (an ethnic/cultural dimension).

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Eastwest's organisational purpose and direction is clear and drives daily activity, review and strategic planning. Being physically located next to the governing organisation (WEC Aotearoa) results in a close working relationship and regular contact with the governing board. Eastwest regularly discusses its achievements against its strategic priorities and the strategic journey (Te Waka Rerenga). Regular contact with an advisory group also supports strategic direction. Measurable progress against the priorities and journey can be evidenced (Tā Tātou Kōrero) and are used to inform the setting of annual goals.</p> <p>Eastwest dealt effectively with Covid-19 restrictions considering their unique situation (a residential teaching community). Keeping to small groups and a switch to online delivery and activities ensured students' progress and the wellbeing of the community. Eastwest aims to double current student numbers to pre-Covid levels as the usual international intakes were not possible during border closures.</p> <p>Students and staff now have better access to information from continued advances in Eastwest's technology. Data has become more accessible for review purposes. Having academic leadership with an extensive background in online learning and management is an advantage for the organisation.</p> <p>Staff are volunteers and live on site, becoming an integral part of the students' community and support network. Teaching and support staff are highly qualified in their areas of specialty and undertake professional development to better fulfil their roles and grow their cultural awareness.</p> <p>Annual peer observations, end-of-course evaluations and annual self-evaluations provide management with information that services programme and personnel development. One result of such self-assessment was a change to new staff induction processes to include adult teaching-related study. Regular meetings and mentoring from senior staff support tutors who have not undertaken such development. However, an early and specific focus on assessment design, delivery and quality</p>

	assurance for all assessing staff would ensure informed and more robust moderation.
Conclusion:	Governance and management work closely together, and for the most part use data effectively to inform review and annual strategic planning. Staff are valued as integral members of the residential community. Eastwest could look at requiring teaching staff to undertake professional development in adult teaching and training so they can more fully contribute to quality assurance.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Eastwest maintains a quality management system within which all policies and procedures are filed. Currently, Eastwest is undertaking a project to digitise the system, and this has provided the organisation with a unique opportunity to update and renew its policies, streamline operations and centralise all compliance accountabilities for monitoring before instituting a regular review cycle.</p> <p>NZQA recommends instituting memoranda of understanding to support student placements and internships. This will ensure there are policies to support all of Eastwest's processes.</p> <p>Eastwest needs to monitor the terms of reference with the programme owner to ensure the organisation meets the defined expectations.</p> <p>Eastwest manages its compliance accountabilities well, as shown in positive audit results from the Tertiary Education Commission and WEC International.</p> <p>Eastwest meets its requirements under the international outcomes of the Code of Practice. This evaluation found the occasional inaccuracy between the digitised enrolment information and the paper-based international files. These discrepancies should be eliminated through standardising recording processes. Ensuring international administration staff are fully versed in the Code would also strengthen review of procedures.</p>

Conclusion:	Eastwest monitors and manages its compliance accountabilities well, as reflected in the positive findings of recently completed external audits. The current digitising and review of policies and procedures should enable a more complete coverage of memoranda of agreements and practices throughout Eastwest's operation.
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Focus areas

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

2.1 International Students: Support and Wellbeing

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>As a number of mission agencies seek students who have undertaken study at Eastwest, international students intentionally choose this organisation for their study. Eastwest provides total immersion in an intercultural environment to prepare students for work in multicultural situations.</p> <p>International students are fully supported from the application phase through to completion of their qualification(s). A dedicated international support person settles the students into living in New Zealand (as required by the Code of Practice). This person also continues to support the students throughout their study by assisting them to shop weekly, acting as the primary emergency contact, and hosting a number of culturally related activities. This is additional to the already high levels of support and activity provided to all students at Eastwest.</p> <p>Eastwest works hard to meet the requirements relating to international students. Living in a residential community enables close monitoring and support so that issues such as reduced attendance are addressed immediately. International students feel able to approach any staff member for assistance when needed. A monitoring visit from NZQA commended Eastwest for their pastoral support staff and practice.</p>

2.2 Diploma in Intercultural Studies (Level 5) [ID: 121272] leading to 2793: New Zealand Diploma in Christian Studies (Level 5) with the strand Intercultural Studies; and Diploma in Intercultural Studies (Level 6) [ID: 122075] leading to 2773: New Zealand Diploma in Christian Studies (Level 6) with the strand Intercultural Studies

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	All relevant information relating to this focus area has been discussed in the previous section.

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 WEC Aotearoa New Zealand:

- Update NZQA and consult with the programme owner about further changes to assessment methodology and learning outcomes. Formalising marking and feedback expectations in assessment policy and procedure would further ensure consistency of practice.
- Strengthen moderation activity to provide a collective understanding of assessment task coverage per course and better assurance of alignment against the accredited and approved programme learning outcomes.
- Use memoranda of understanding to support the parties undertaking work placement/internship arrangements.
- Standardise recording processes between the sources of student information to ensure the accuracy of information held.
- Introduce further professional development for all tutorial staff to include adult teaching, training and assessment skills.

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 1

Table 1. Diploma in Intercultural Studies (Levels 5 and 6) achievement rates 2019-21

	2019	2020	2021
Level 5 full-time	100% (17/17)	86% (13/15) 100% Māori (1/1) 0% International Pasifika ⁹ (0/1)	94% (15/16) 100% Māori and Pasifika (3/3)
Level 5 part-time	100% (2/2)	100% (4/4)	100% (4/4) 100% Māori and Pasifika (1/1) (completed 2022)
Level 6 full-time	100% (5/5)	100% (6/6)	89% (8/9)
Level 6 part-time	100% (1/1)	N/A	N/A

2022 results are yet to be advised to the TEC
(TEC-reported SDR figures)

⁹ Withdrew to support family back in the home country during the Covid pandemic.

Appendix 2

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 fraud¹⁰*
- *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.*

¹⁰ 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 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.

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 excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.

In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.

NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials 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 2022. 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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