



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

ALI Education Limited

Date of report: 12 March 2026

About ALI Education Limited

ALI Education Limited is an English language training school. It caters for international and domestic students who seek to gain sufficient language skills to either undertake higher-level study or participate more in their New Zealand communities.

Type of organisation:	Private training establishment (PTE)
Location:	Level 3, 85 Airedale Street, Auckland
Eligible to enrol international students:	Yes
Number of students:	Domestic: 10 International: 33
Number of staff:	11 full-time equivalents
TEO profile:	ALI Education – NZQA profile
Last EER outcome:	Confident in educational performance and Confident in capability in self-assessment in 2020
Scope of evaluation:	<ul style="list-style-type: none">• Educational provision – New Zealand Certificate in English Language (Academic) (Level 4) and Intensive English Training Scheme• International students: support and wellbeing
MoE number:	8524
NZQA reference:	C57999
Dates of EER visit:	17-19 July 2024

Summary of results

ALI Education has met some important needs of its learners and stakeholders, but the PTE has struggled to maintain consistent quality in educational performance and self-assessment.

Not Yet Confident in educational performance

- ALI has some clear strategies and evidence of positive stakeholder outcomes, particularly in the youth sector.
- Recent academic management appointments show signs of improving and developing professional practice among teachers. There is clear evidence of improvements in staff capability.

Not Yet Confident in capability in self-assessment

- Most students show improvement in language skills and confidence. Progression data from earlier cohorts is not comprehensive.
- ALI's analysis of student feedback shows positive outcomes for the wide range of students. There are high completion rates and low withdrawals from programmes.
- There has been variability in delivery performance and academic management over the two sites. This has impacted on the quality of resources, academic oversight and support for students.
- Areas of programme delivery which need improvement include: development of processes for cyclic programme review; analysis and reporting of student progression, which contributes to student performance; and academic oversight to show that assessment (for both formal and non-formal courses) is valid and consistent.
- The PTE's management of compliance has gaps (some of which have been filled since the EER).

ALI has not always met external requirements relating to areas such as external moderation, reporting of standards, and maintaining programme approval and accreditation with NZQA. Improved quality assurance processes – such as those detailed under the previous bullet point – need developing.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>ALI reports high completion rates for its students (between 90 and 91 per cent for both Intensive English and NZCEL Level 4). Students exit with a graded skills certificate.</p> <p>ALI monitors the language progression of students by weekly, mid-course formative tests and an end-of-course summative test. To move to another level, students generally need to achieve 70 per cent on the summative test. Since the last EER, 68-75 per cent of students have managed to do so. This variability is in line with the wide range of students attending ALI.</p> <p>Since August 2023, ALI has formally tracked student progression performance by teacher and campus, and has noted any gaps in student performance. Academic leaders use this information to reflect on student performance and guide and support the teachers in their professional development. Achievement data is disaggregated by skills, site and overall mark.</p> <p>There is good evidence that teachers are growing in their capability in reporting language gaps and areas for improvement. While this analysis of results by the teachers is promising as an evaluative tool, analysis of each student over time needs improvement. Prior to 2022, there is little documented evidence of robust, standardised reporting of progression.</p> <p>Academic, administration and management staff meet routinely to discuss student achievement. Quantitative</p>

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

	<p>and qualitative management reporting on student progression and achievement shows improvement.</p> <p>For the focus area programme, NZCEL Level 4 (Academic), recent NZQA moderation results do not provide confidence in the validity of ALI's assessment decisions.² This has affected only a very small proportion of ALI's students.</p>
Conclusion:	Most students improve their English skill level and confidence in using the language. Intra-level reporting of progression has not been sustained over the period and lacks convincing evidence of improved outcomes.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>ALI's diverse bodies of students achieve valued personal and academic outcomes. Students indicate their goal on entry to ALI, and this information guides teaching and support within the organisation. Staff are responsive to individual needs, for example assisting migrant students with accessing and engaging with community resources. ALI is a recognised provider for PELT (Pre-purchased English Language Tuition).</p> <p>ALI also assists ESOL³ high school students with extra-curricular learning, and these students improve in their confidence and engagement with learning. There is good evidence that ALI is thought of favourably by local high schools. Western Springs College considers ALI to be a preferred provider and commented on their overall responsiveness, good knowledge and adherence to the Code of Practice. In 2023, Howick College contracted ALI</p>

² See 1.6 for further details.

³ English for Speakers of Other Languages

	<p>to deliver a short IELTS⁴ exam course to their students and is contracted to do so again this year.</p> <p>A few NZCEL Level 4 students continue on to further tertiary education. Tracking and reporting on the value of NZCEL graduate outcomes needs improvement. The failure by ALI to report standards for these graduates has the potential to impact negatively on the remaining graduates' opportunities. To date, this does not appear to have occurred.</p> <p>Individual staff members hold evidence of value and gains by the Intensive English graduates. ALI needs to consider how best to capture this evidence as an organisation.</p> <p>Most of the understanding of the value of student outcomes comes from collecting survey and anecdotal student feedback.</p> <p>Despite the small student numbers, valued student outcomes differ a lot, given the diversity of different student demographics and goals. ALI responds to the findings of feedback and questionnaires. ALI added an increased confidence question to the survey for short course students. In a recent exit survey, 100 per cent of students reported feeling more confident using English than when they started.</p>
<p>Conclusion:</p>	<p>There is mostly anecdotal evidence that ALI is assisting many students to achieve valued outcomes. ALI clearly has positive relationships with local Auckland high schools and is assisting these stakeholders and their students. Overall, ALI needs to formalise and improve its tracking of student outcomes.</p>

⁴ International English Language Testing System

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The quality of ALI's programmes design and delivery has been inconsistent since the last EER, and the PTE's performance in this area has not been consistently well managed.</p> <p>Academic oversight has improved only recently. Before that, between 2020 and 2022 academic oversight was limited, particularly at the Botany campus. Programme review was not completed effectively. Resources were also limited. There has been recent investment, and staff say that resourcing has improved. The limitations in academic oversight have contributed to ALI not meeting NZQA requirements for maintaining programme approval and registration for the NZCEL Level 4.</p> <p>The Intensive English programme shows signs of strengthened performance. ALI now uses core texts, which are CEFR⁵ aligned. This provides teachers with pre-moderated, level-appropriate formative and summative tests. Planning documents and the teaching framework are held on a shared drive for easy access. Programme review is not formalised, although discussions are ongoing and formative. ALI needs to develop and implement a formalised, regular process of programme review.</p> <p>There is sound evidence that the recent professional development for teachers is contributing to improved assessment decisions. Internal moderation processes include cross-marking (restricted to written work at this stage), along with the measures referred to in 1.1. to address disparities between assessors. External moderation is limited, and a partner is being sought. NZQA's monitoring report for the NZCEL Level 4 (Academic) programme identified gaps in performance. ALI</p>

⁵ Common Framework of Reference for Languages

	<p>responded by addressing each of the items in its action plan, which has now gained approval from NZQA. ALI has an academic integrity policy; however, it is not yet evident how effectively this is being applied.</p> <p>Teachers are clearly invested in their students' enjoyment and learning journey. The small class sizes allow for good communication between student and teacher. However, the classes also hold many intra-level competencies and students with varying goals. The wide ranges of the levels makes programming challenging, with less opportunity for students to identify learning milestones.</p>
Conclusion:	<p>Programme design and delivery has not been consistently well managed. Any future iterations of NZCEL will require careful monitoring and management. Organisational strength in self-assessment for programme design and delivery is still emerging.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>ALI's student support processes are well established and generally effective. There is robust staff oversight of homestay, orientation, the care and wellbeing of young learners, attendance, complaints and critical incidents. ALI provided good evidence of its responsiveness to students, including during its management of the 2023 Auckland floods.</p> <p>ALI does not yet have a disability action plan. However, staff attended a Code⁶ workshop on assisting students who may identify as having a disability. The EER team sighted some good examples of responsiveness to additional learning needs, including the learning needs of the PTE's elderly students. Discussions held during the EER</p>

⁶ The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	<p>showed that pastoral care staff know the students well and are responsive to their needs.</p> <p>There has and continues to be some disparity between the two teaching sites in quality of resourcing. Systems are also not applied equally across the two sites. There has been feedback from students and staff on the quality of the facilities, including access to important resources such as photocopiers. Cleanliness and kitchen utilities continue to be an issue, which ALI needs to address with some urgency.</p> <p>ALI completed their Code self-review and involved staff members in doing so. There is some benchmarking of performance with other providers in answering the Code self-review. Lacking from the review is how ALI intends to raise its ratings on outcomes, by when, and who is responsible. This area of self-assessment needs developing.</p> <p>Teachers give feedback to students after fortnightly tests, mid- and end of term. There are no individual student written records of these processes, or any progress reports. This could support students further in their learning journey.</p> <p>Student feedback from surveys is collated and analysed. Aggregated scores on lesson plans and outcomes, and the pace of the lessons score highly with the students.</p>
<p>Conclusion:</p>	<p>Student welfare is generally well managed, and staff are actively engaged in assisting and supporting the students. There is some variability in performance and resourcing across the two sites. Self-assessment processes guide and provide some useful feedback to management.</p>

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

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Since the last EER, there has been variability in how well management has supported the students' achievements. Discussions held during this EER on the PTE's business plan and strategic intent show some clear thinking and rationales. The business plan has some benchmarking of performance with other similar organisations, but there is little evidence or discussion on the quality of educational performance.</p> <p>The small team has done some work on establishing relationships with other organisations. However, to date this has not led to any formalised outcome. This includes forming an external moderation partnership to assist with any future provision of NZCEL. ALI does not have any professional affiliations, and therefore is somewhat isolated.</p> <p>Policies and processes have been updated, partly because of the monitoring action plan submitted to NZQA. There is some evidence of improvement and uptake as a result of the monitoring, but there are still some gaps between plans, policies and actual delivery. For example, there was no clear process in ALI's quality management system outlining assessment resubmission and resubmit processes, and limited action was taken on the task of securing a moderation partner.</p> <p>The management team has recently been expanded to include two senior academic staff members. This has brought about improvements, including good resources to induct teachers and support them to make sound assessment decisions. There are also some good examples of how the professional development of teachers is improving assessment decisions. Competency is building across the ALI team.</p> <p>ALI invested in technology during the pandemic times, but there is no convincing evidence that resources are</p>

	routinely budgeted for. The variability between the two delivery sites is an example of this.
Conclusion:	Management has struggled to maintain the quality of all educational offerings over the time of the pandemic and between two quite distinctly different delivery cohorts and sites. There have been some promising improvements since the employment of the senior academic team. Some quality assurance processes need continued development.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>ALI has not been consistent in managing its compliance accountabilities with NZQA.</p> <p>The 2023 programme monitoring report of the NZCEL Level 4 (Academic) identified key issues with the delivery of the programme, resulting in eight requirements and one recommendation. ALI submitted an action plan to NZQA, which was approved by NZQA in February 2024. The effectiveness of this plan is yet to be demonstrated.</p> <p>ALI's failed to meet NZQA requirements for the NZCEL programme. When the programme version changed in October 2020, ALI did not apply for consent to assess two unit standards in accordance with the consent to assess rules. However, NZQA acknowledges some shared responsibility for overlooking this requirement at the time of ALI's change application.</p> <p>ALI did not hold NZQA approval to deliver at a temporary site. This was quickly resolved prior to the EER.</p> <p>Other required documentation such as attestations and fee returns are provided to NZQA in good time and are accurate. Code of Practice documents are showing on the website and ALI needs to add a complaints and critical incidents summary. A file check of international students showed no issues, and the documents were well organised</p>

	and managed. Attendance is closely monitored and managed effectively.
Conclusion:	There have some gaps in ALI's management of its compliance responsibilities, with specific reference to NZQA's approval and accreditation requirements. Fortunately, only a small number of students have been affected. Other areas of compliance are of a reasonable standard and are mostly managed effectively.

Focus areas

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

2.1 Educational delivery of English

Performance:	Marginal
Self-assessment:	Marginal

2.2 International students: wellbeing and support

Performance:	Good
Self-assessment:	Marginal

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 ALI Education Limited:

- Develop and implement a comprehensive, cyclic process of reviewing programme design and delivery.
- Develop and implement a process of reviewing key organisation documents, i.e. the NZCEL Action Plan to ensure that organisation processes follow policy.
- Develop professional affiliations with high-achieving organisations that deliver similar programmes. Use the communication to build understanding of best practice in the sector.
- Consider how to record, track and inform students of their progression to build their understanding of competency and achievement.
- Track and record graduate outcomes including information on their feedback to the organisation.

- Report to NZQA all qualification and unit standard completions to ensure updating of the students' record of achievement. This will enable the PTE to apply to NZQA for issue of the New Zealand Certificate which can then be awarded to the graduate of that New Zealand Certificate.

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.

NZQA requires ALI Education Limited to:

- Accurately report (completed) unit standard credits within three (3) months of assessment in accordance with the consent to assess against standards on the Directory of Assessment and Skill Standards Rules 2022: 10.1(b).
- Apply to NZQA for consent to assess against the additional unit standards required to ensure that the approved NZCEL Level 4 programme contains sufficient learning components and assessments to make up the 60 credits required. In accordance with the consent to assess against standards on the Directory of Assessment and Skill Standards Rules 2022: 4.2 (a – f), NZQA approval for consent to assess standards must be sought prior to any further delivery of the NZCEL Level 4 (Academic) programme.

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 fraud⁷*
- 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.*

⁷ 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz