



External Evaluation and Review Report

ABC College of English

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 17 July 2018

ABC College of English at a Glance

ABC College is a boutique language school offering General English language courses. The organisation also provides courses to prepare students to sit international English exams.

Type of organisation:	Private training establishment (PTE)
Location:	10 Man Street, Queenstown
Code of Practice signatory:	Yes. No students under 18 years of age were enrolled at the time of the external evaluation and review (EER) visit, but the college enrolls students aged under 18 years from time to time, particularly on group courses.
Courses:	<ul style="list-style-type: none">• General English (Elementary to Advanced levels)• Examination Preparation courses• English + Ski/Snowboarding (June–September)• English + Activity• English + Golf• English + Work Placement (under review)• English + Volunteer Placement
Number of students:	Approx. 170 annually
Number of staff:	Seven
Scope of evaluation:	<ul style="list-style-type: none">• General English courses• International Examination Preparation course• International Students: Support and Wellbeing
MoE number:	9518
NZQA reference:	C28623
Dates of EER visit:	3 and 4 May 2018

Summary of Results

ABC College is a well-performing organisation with small class sizes. The class sizes and professionalism of staff create an effective learning environment to meet students' academic, employment and personal learning goals.

Highly Confident in educational performance

- High student achievement and satisfaction with outcomes.
- Courses are well aligned to current international benchmarks.
- Comprehensive data-gathering across all courses to monitor progress and identify improvements.

Highly Confident in capability in self-assessment

- Provides a safe environment with strong pastoral care, along with information that is relevant to the location of the college and activities in the area.
- The organisational structure enables flexibility and innovation to meet the needs of students.
- Clear organisational direction led by an experienced management team who have a strong understanding of the international English language environment, with a view to the current and future needs of students.

Key evaluation question findings

1.1 How well do students achieve?

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Reasons for ratings:</p>	<p>ABC College has high completion rates, with 98 per cent of students completing their courses in 2016 and 2017. On average, around 85 per cent of students enrol in courses for less than three months. During that time, students are improving their skills to achieve the goal of acquiring sufficient English language skills for travel, work or academic goals. Students consistently achieve above 60 per cent (school target) on six-weekly progress test results. The college has separately analysed results for short-term and longer-term students. Over 50 per cent of longer-term students – who comprise up to 15 per cent of the student roll – consistently perform at least 10 per cent better than short-term students against the school’s target of 60 per cent achievement in formal progress tests. The college may need to set different goals for these two groups of students.</p> <p>A small number of students – around 5 per cent, who enrol for more than three months – are enrolled in the IELTS¹ or Cambridge FCE² exam preparation course. Students enrolled in this course achieve a high pass rate for the Cambridge external exams, with all achieving a 100 per cent pass rate in 2017. Where the school can obtain IELTS results, these show that nearly all students achieve a band higher than, or at least at, their goal stated at enrolment.</p>
<p>Supporting evidence:</p>	<p>Analysis of progress using weekly tests identifies trends and the actions taken to address issues. An example is the analysis showing an improvement in pre-intermediate and elementary progress since the introduction of the new learning materials.</p> <p>The separate monitoring of longer-term and short-term students’ course results is an ongoing practice, based on the organisation’s recognition of the different rates of achievement of the two groups. This has helped the organisation to identify the different achievement rates across cohorts, as well as from year to year.</p> <p>Student achievement is based on two main measures: IELTS results (where known); and students’ satisfaction with their achievement against their entry goals.</p>

¹ International English Language Testing

² Cambridge – First Certificate in English

Conclusion:	ABC College has high course completions, along with very high satisfaction with the outcomes. Language acquisition is well monitored using weekly progression tests and formal assessments.
-------------	---

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

Performance: **Excellent**

Self-assessment: **Excellent**

Reasons for ratings:	<p>As stated, students achieve their goal of improving their English language skills for travel or work within New Zealand or to use back home. Post-study surveys show that the courses increase students' confidence to communicate in English. Students also report high satisfaction with their studies, enabling them to reach their academic and post-study goals.</p> <p>The international exam preparation course prepares students to sit IELTS or Cambridge FCE examinations, and students' outcomes match their goals. Although not a primary desired outcome for these students, a few of them have been accepted into higher levels of study within New Zealand or elsewhere. The number enrolling to meet the English language requirements for higher study is being monitored to see if this is an ongoing trend.</p> <p>Some ABC College students find part-time or casual work after the course, helped by their improved language skills. ABC College is aware that professional employment opportunities are limited in the region, but its links with other tertiary providers in the area provide pathways to students wanting to gain further qualifications in key industries. However, few students have taken advantage of these opportunities to date.</p>
Supporting evidence:	<p>Post-study stakeholder survey feedback shows value for students and agents.</p> <p>IELTS and Cambridge FCE scores provided by students show students' study goals have all been met or exceeded.</p>
Conclusion:	Students value the small, niche learning environment and are achieving or exceeding their academic and personal goals. Long-term relationships with international agents also signify that the outcomes for students are valued.

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**

Reasons for ratings:	<p>ABC College management has a good understanding of students' needs and provides suitable teaching activities and resources. The General English curriculum is designed to international learning outcomes based on the CEFR (Common European Framework of Reference for Languages). Students are placed in appropriate-level classes based on an initial placement test. Weekly progress test results show that the tests are accurately placing students. Final reporting is also based on the CEFR outcomes. All curriculum, learning, assessment and reporting procedures reflect best practice and the principles of Constructive Alignment (Biggs, 2003).³</p> <p>The teachers are experienced and qualified to teach across different levels. Tutors change classes regularly, giving students a range of teaching styles. This encourages the sharing of good teaching practice, as teachers provide feedback on each other's teaching plans and classroom observations. A recent review identified a need for more consistency in assessing writing skills. The organisation plans to engage an external moderator to review assessments, alongside internal moderation practices.</p> <p>The organisation recently updated the General English course book and has seen an improvement in outcomes for elementary and pre-intermediate students. Technology is integrated into the learning activities and students are encouraged to use their laptops for self-directed learning outside class times.</p>
Supporting evidence:	<p>Annual programme reviews show where feedback is used to make changes. Detailed feedback from student focus groups helps to identify course improvements and whether changes are effective.</p> <p>There is high student satisfaction with the teaching and facilities.</p>
Conclusion:	<p>The curriculum is aligned to international standards based on the CEFR and meets the needs of students. Staff are capable and provide students with appropriate activities and resources to develop</p>

³ Reference: Biggs, J. (2003): *Aligning Teaching and Assessment to Curriculum Objectives* (Imaginative Curriculum Project, LTSN Generic Centre)

	their language skills and prepare for IELTS and Cambridge FCE examinations.
--	---

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

Performance: **Excellent**

Self-assessment: **Excellent**

Reasons for ratings:	<p>ABC College provides a safe environment that is conducive to learning. Students are encouraged to learn about New Zealand by taking part in school activities, interacting with their homestay families or doing volunteer work.</p> <p>International education agents give the students information about their chosen course, and staff do the same at the start of the course. Orientation information is relevant to the location of the school. In addition, the college invites guest speakers from local adventure businesses, Citizens Advice Bureau and the Department of Conservation to provide information about the local area.</p> <p>Students are mostly housed with homestay families, and the students' survey responses show very high satisfaction with the arrangements. Homestay families' survey responses show that they are well informed and happy with the students they receive. Parents and/or agents are alerted to any attendance or study issues as soon as possible.</p>
Supporting evidence:	<p>Student focus groups have led to changes to supporting academic activities. For example, homework groups and conversation groups are established as needed.</p> <p>Survey responses from all stakeholders, including students, agents and homestay families, show high satisfaction.</p> <p>Student files contain appropriate records.</p>
Conclusion:	ABC College responds to students' needs and provides suitable support. Information is clear and student feedback on orientation and support is highly positive.

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

Performance: **Excellent**

Self-assessment: **Excellent**

<p>Reasons for ratings:</p>	<p>ABC College is led by an experienced management team with strong academic backgrounds and understanding of their unique position in the market. Due to the small size of the college and the hands-on approach of management, there is constant and full communication between management and staff. Courses are well resourced and are delivered by qualified, effective teaching staff.</p> <p>Management identifies trends in the international student population, and the small class sizes and nature of the training enables a flexible approach to providing courses to suit students' needs. The organisation uses solid self-assessment and understanding of student needs to bring about any changes, and checks that courses are working to meet stakeholder needs.</p> <p>ABC College is part of a local education group, Study Queenstown, which involves student and member advocacy, and facilitates the provision of coordinated local students support services.</p> <p>The organisation is filling a niche market for small English language class sizes. The friendly, open approach demonstrated by staff interaction with students reflects the nature of the organisation, where students feel well supported and that their needs are being met in a family environment.</p>
<p>Supporting evidence:</p>	<p>Business plans have a clear direction and purpose.</p> <p>Management monitoring of activities, such as student progress and overall satisfaction, informs the annual review against key performance indicators. The results of analysis inform the coming year's business activities.</p>
<p>Conclusion:</p>	<p>ABC College has a solid understanding of the educational environment it operates in and is capably managing the organisation's direction, including the introduction of new technology.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance: **Excellent**

Self-assessment: **Excellent**

Reasons for ratings:	<p>The organisation is managing compliance with NZQA and other external agencies.</p> <p>ABC College met all requirements at the 2017 English New Zealand audit, which confirms compliance with areas such as facilities, teacher qualifications, and copyright requirements.</p> <p>There is evidence of ongoing review of the organisation's responsibilities under the Code of Practice to ensure compliance. Agents are well informed and their long-term relationship with the college demonstrate that the agents understand their obligations.</p>
Supporting evidence:	<p>Documentation viewed on site shows ongoing monitoring of compliance across the organisation.</p>
Conclusion:	<p>ABC College has an effective process for managing ongoing compliance responsibilities.</p>

Focus Areas

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

2.1 Focus area: General English Language Courses

Performance: **Excellent**

Self-assessment: **Excellent**

2.2 Focus area: International English Examinations Preparation

Performance: **Excellent**

Self-assessment: **Excellent**

2.3 Focus area: International Students – Support and Wellbeing

Performance: **Excellent**

Self-assessment: **Excellent**

Recommendations

Recommendations are not compulsory but their implementation will 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 1

About ABC College of English

Distinctive characteristics:	ABC College is a small, boutique provider and a long-standing member of English New Zealand.
Recent significant changes:	<p>The college is adopting Google drive for its administrative and academic records.</p> <p>The college has separated the student support and homestay coordinator roles with the departure of a longstanding staff member who managed these functions.</p>
Previous quality assurance history:	ABC College's previous EER outcome was Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Other:	ABC College met all requirements at the English New Zealand audit in 2017.

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-eeer/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.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eeer/introduction/>. 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.

Appendix 2

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