



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report



ABC College of English Limited

Date of report: 20 December 2023

# About ABC College of English Limited

---

*ABC College (ABC) is a small language school offering General English language courses. In 2022, ABC was purchased by a larger Queenstown-based PTE called Queenstown Resort College (QRC). ABC now shares a range of services such as library, cafeteria and student accommodation with students from QRC, most of whom are domestic students.*

---

Type of organisation:	Private training establishment (PTE)
Location:	7 Coronation Drive, Queenstown
Eligible to enrol intl students:	Yes
Number of students:	International: 26 students at the time of preparing the EER, and 17 students at the time of the visit. ABC College currently limits enrolments to 40.  Domestic: nil
Number of staff:	12 full-time equivalents (including administration and teaching)
TEO profile:	<a href="#">ABC College of English Ltd</a>
Last EER outcome:	At the previous external evaluation and review (EER), reported in July 2018, NZQA was Highly Confident in ABC's educational performance and Highly Confident in their capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• NZQA-approved General English Course (Training Scheme) (levels 1-5) (ID. 102070)</li><li>• International students: support and wellbeing</li></ul> NZQA recognises the TESOL-specific English New Zealand standards and audit process as important inputs to this EER.
MoE number:	9518
NZQA reference:	C48327
Dates of EER visit:	6-8 September 2023

# Summary of results

---

*ABC is meeting the needs of their English language students. The PTE also meets English New Zealand and NZQA requirements. The management, staffing and resourcing of the PTE are all suitable. Self-assessment is robust and is used well. The PTE is well placed to grow student numbers and deepen links to a wider range of potential stakeholders, including schools and QRC programmes.*

---

## **Highly Confident in educational performance**

- Students are achieving well. ABC suitably assesses and records their progress and uses achievement data to closely monitor student learning needs and teaching quality.
- ABC offers students the opportunity to live and study in a busy regional tourist destination. This adds value to the relatively short visit most students will make to New Zealand, and also supports the local economy.

## **Highly Confident in capability in self-assessment**

- ABC supports the students well, and there have been improvements to amenities and services available to them since the last EER. ABC has a strong focus on identifying, tracking and improving the student journey.
- ABC is well led and resourced. Students are achieving well. There is ample managerial and academic leadership. Teachers are well able to articulate their approach to teaching and why their processes for testing and evaluating student achievement are reliable.
- ABC staff understand and effectively manage their compliance accountabilities.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>ABC teachers follow a consistent and clear process. They use assessment activities from reputable, current, published sources to make decisions on student achievement. Testing takes place regularly and students are aware of the schedule. Completion is consistently at or around 98 per cent.<sup>2</sup> Achievement tests to measure learner progress are also effectively moderated (see key evaluation question 3). There is robust scrutiny and oversight by the director of studies.</p> <p>Most students make proficiency gains aligned to the sector average (after approximately 12 weeks of full-time study). Their progress can be compared with CEFR<sup>3</sup> levels as these are embedded within the programme. Individual needs are catered for well within this approach. The arrangements in place for those who need to repeat a level are appropriate.</p> <p>Students reported satisfaction with their progress across all four skills, including confidence in speaking English with native speakers. This is also generally the case in student survey feedback. A few students have expressed dissatisfaction with the limited course levels currently available (intermediate and upper intermediate).</p>
Conclusion:	Students are achieving well, and their progress is suitably assessed and recorded. Achievement data is used to closely monitor student learning needs and teaching quality. The recommencement of delivery at ABC post-pandemic, and limited student numbers overall, inevitably

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

<sup>2</sup> Measured as attending the English language course to the end of the students' paid enrolment period.

<sup>3</sup> Common European Framework of Reference for Languages

	means the available course levels are constrained, as is the scale of self-assessment data available under this key evaluation question.
--	--

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students report high levels of satisfaction with their English language course and say they gain value from it. All those interviewed would recommend ABC to others, and this is mostly confirmed in graduates' end-of-course survey responses.</p> <p>ABC students' day-to-day interaction with QRC students provides valuable language practice and learning about cultures. This ranges from informal conversations at the students' accommodation and cafeteria through to ABC students being willing participants in tourism assessment activities for QRC students. Some students and graduates have gained employment and so are contributing to the local economy, which is facing a labour shortage.</p> <p>Students highly value the Queenstown natural environment and particularly events like excursions and the recent Māori cultural activities (around Matariki) and adventure sports.</p> <p>Currently only two levels of general English are offered. In future, as enrolments increase, additional added-value courses are planned (e.g. IELTS<sup>4</sup> preparation). QRC's advisory board covers both PTEs and takes advice from employers and the community. These networks are also useful for ABC students seeking part-time employment.</p> <p>As ABC grows, there will be a need for more systematised capture, analysis of, and response to the student voice. However, at this time there are adequate mechanisms for determining satisfaction and gauging students' confidence in their language acquisition.</p>

---

<sup>4</sup> International English Language Testing System

Conclusion:	ABC offers students the opportunity to live and study in a busy regional tourist destination. This adds value to the relatively short visit most students will make to New Zealand, and also supports the local economy. The PTE shows commitment to ensuring the quality and sustainability of these interactions.
-------------	---

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>ABC learning activities fit with the recognised communicative language teaching approach. There are weekly and six-weekly tests against the four skills. Feedback is given promptly and clearly to learners on their progress. Progress reporting is also in line with English New Zealand standards.</p> <p>The tests in use are commercially published tools aligned to teaching materials and are pre-moderated. Post-moderation of speaking and writing outcomes takes place both internally (peer marking/moderation) and externally. ABC contracts an appropriately qualified teacher external to the faculty to do this. This external scrutiny is useful and has resulted in some changes to marking rubrics. Most often, the external check confirms acceptable consistency of assessment judgements.</p> <p>New students can start a course every second Monday, with the opportunity to enrol for a minimum of two weeks. Placement testing – both offshore and onshore – appears effective; students expressed satisfaction with this. Needs analysis is conducted with each student at the start of their course, and identifies learning goals. These are then revisited weekly by the student and teacher.</p> <p>Within the structured curriculum, teachers have some flexibility to adapt/deliver according to learner need. In one of the interviews, a teacher described a suitable process of negotiating the syllabus with her class. The current offer of only two course levels means there are some challenges in</p>

	<p>matching all needs. Teachers and students both described differentiated learning activities to meet individual needs. This is further enabled by small class sizes. As the school grows, delivery to meet various learner needs will need to become more formalised.</p> <p>A checklist/calendar for academic management and ongoing review activities was sighted. ABC reports regularly through to the QRC programme committee.</p> <p>Organisational oversight is in place, as is an annual programme review process, but this has not yet been fulfilled since the end of the PTE's 'hibernation' caused by border closures. That said, a new text has been implemented, and so all course elements and lesson plans have been subject to revision. In addition, multiple elements of the student journey, policies and procedures, and Code of Practice-facing aspects have been reflected on and in some cases revised.</p> <p>There is also a useful teacher induction guide; two new teachers have been suitably inducted and there are good processes being used to appraise teacher quality.</p>
<p>Conclusion:</p>	<p>ABC management has responded to the inevitable issues faced by a PTE emerging from a period of enforced closure, not least staff recruitment. The PTE has managed these issues appropriately within existing resources and is poised well to grow and add additional class levels. All the key elements of pedagogy at ABC recently meet English New Zealand expectations.<sup>5</sup></p>

---

<sup>5</sup> ABC English NZ Audit 2023 - FINAL REPORT 14 August 2023

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>ABC supports the students with clear, accurate information during the pre-enrolment process. Their initial class level is based on both the offshore and onshore testing. The PTE conducts a placement test at induction and supplies the learners with a handbook and staff contact details. Classes start with a new cohort.</p> <p>The usual generic guidance to a range of relevant 'support and emergency services' is laid out clearly in the student handbook. Staff describe vigilance around student safety, in particular environmental risks and hazards.</p> <p>Teachers described a wide range of approaches to engaging students and providing rewarding lessons including education outside the classroom. They also gave the underpinning reasons for why they use these approaches. There is ongoing professional reflection and development, and formal teacher appraisal. Students described a range of ways and reasons for satisfaction with their support. They said they felt safe.</p> <p>ABC (and QRC) have developed a Be Well strategy that supports student and staff wellbeing. The strategies and goals have outcomes which impact health and wellbeing directly and indirectly. Other examples of organisational reflection and robust self-assessment include the student success framework, Code self-review and disability action plan.<sup>6</sup></p>
Conclusion:	ABC has a strong focus on identifying, tracking and improving the student journey. The student voice seems well captured and attended to. Students reported that they felt included and respected by staff and peers alike.

<sup>6</sup> So far, under the new ABC ownership there have been no students stating a disability.



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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The strategy of ABC and alignment with the strengths and scale of the larger owner, QRC, seems reasonable and is well articulated. There are some obvious learner benefits in terms of student accommodation and socialisation with the students at the larger PTE. It is also likely that student services and facilities such as library services are now also increased. There are already signs that the changes are supporting educational achievement.</p> <p>Recruiting a full roster of teaching staff has been challenging but has recently been achieved. ABC staff are suitably qualified and experienced, noting that the director of studies is undertaking professional development as 'approved' by English New Zealand. There is ample managerial and academic leadership, and teachers are well able to articulate their approach to teaching and their processes for testing and evaluating students' achievements reliably.</p> <p>There is a sound, prescribed, regular system of reporting student achievement information across ABC from teachers to the director of studies. This analysed data is aggregated and reported to the QRC programme committee overseen by the senior management team. Minutes and ongoing commentary are provided to the QRC board by the chief executive. Samples of these communications show that active and appropriate scrutiny and oversight is occurring.</p> <p>Resources, campus facilities and student accommodation have had English New Zealand and NZQA Code team approval respectively. Samples from the quality management system show that policy renewal and implementation of merged QRC and ABC policies and procedures (where appropriate) is occurring, while retaining ABC distinctives, particularly around programme and teaching. There is notable shared professional development with QRC staff and a common performance appraisal process.</p>

Conclusion:	ABC is well led and resourced. Students are achieving well.
-------------	---

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>ABC effectively manages its compliance accountabilities. There is a clear allocation of responsibilities as well as experience and knowledge of requirements by key staff. Policy and procedure documentation is well maintained, current and identifies role holders.</p> <p>Pre-enrolment and onboarding of students appears to be well handled. There is a clear process, and staff clearly understand and follow the Immigration New Zealand and NZQA requirements (as well as ABC procedures) within which these activities occur.</p> <p>ABC offers the NZQA-approved training scheme, General English. It is currently the 'container' for all the English language tuition, so covers all current enrolments. The ABC website, students' offer letters and progress reports align with the approved offering.</p> <p>The student handbook describes the Code and has a link to NZQA's i.Student complaints portal. Student support processes are clearly explained using text, visuals and photos of staff. Attendance targets are explained to students and stated in the handbook. Data is gathered and any attendance gaps reported to the director of studies and programme committee. Attendance is also stated on leaving certificates.</p> <p>Student accommodation operates within two NZQA-approved residences. The PTE says this provides a safe and secure option under 24/7 oversight by their staff. A small pool of vetted and long-serving homestay hosts are also used if students prefer that option. There are no students under 18 enrolled.</p>
Conclusion:	Nothing of concern was identified during the scoping or on-site process of this EER. NZQA checked the student accommodation in line with the Code in early 2023 and it

	conformed with requirements. ABC recently passed an English New Zealand audit.
--	--

# Focus areas

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

## 2.1 General English Course (Training Scheme) (levels 1-5) (ID. 102070)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.2 International students: support and wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

# Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

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

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>7</sup>*
- *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.*

---

<sup>7</sup> 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 2021, 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 including ITOs but excluding universities, and*
- maintaining training scheme approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.*

*In addition, the Private Training Establishment Registration Rules 2021 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, training schemes 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 2021. 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](http://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](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)