



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

CC Training Academy Limited  
trading as: CC Training Academy  
and Auckland College of Tertiary  
Studies

Date of report: 8 March 2024

# About CC Training Academy Limited trading as: CC Training Academy and Auckland College of Tertiary Studies

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*CC Training Academy Limited, trading as: CC Training Academy and Auckland College of Tertiary Studies (CCTA) delivers short-course training and professional qualifications for the construction industry.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 7, 3 City Road, Grafton, Auckland
Eligible to enrol intl students:	Yes
Number of students:	<p>Domestic: CCTA delivered short courses to approximately 800 students in the first half of 2023.</p> <p>There is a high level of ethnic diversity among CCTA students: 17 per cent NZ European, 16 per cent Māori and 9 per cent Pasifika, with the remainder being predominantly migrant workers from the Philippines, China, Nepal and India.</p> <p>International: at the time of the EER there were 67 international students enrolled in full-time study.</p>
Number of staff:	Six full-time, six part-time/contract
TEO profile:	<p>See <a href="#">CCTA</a> on the NZQA website.</p> <p>CCTA is a member of the AKA Education Group (AKA) which brings together six independent PTEs which share centralised systems and services. These include a shared quality management system, student management system, human resource management, academic board, marketing, student services and some key executive and administrative staff. The partners co-locate their head office staff</p>

and functions, and in some cases programme delivery, in a shared site in downtown Auckland.

Last EER outcome:	This is CCTA's first EER since registration as a PTE.
Scope of evaluation:	<ul style="list-style-type: none"><li>• Short courses for industry</li><li>• International students: support and wellbeing</li></ul>
MoE number:	6030
NZQA reference:	C53095
Dates of EER visit:	19-21 September 2023

# Summary of results

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*CCTA is providing quality education and student support, leading to positive and valuable outcomes for its graduates and industry partners.*

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## **Highly Confident in educational performance**

- CCTA's students are highly engaged in their learning and well supported to succeed in gaining vocational and professional skills as well as achieving formal qualifications.
- CCTA designs and reviews its programmes to match the needs of key stakeholders and students. Stakeholder organisations for industry short courses anecdotally report that graduates are able to immediately and effectively apply their skills in their respective employment.

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

- Experienced, qualified staff teach the programmes, using their industry and educational experience to ensure the education is motivating and engaging. Staff engage in regular reflection and review, leading to continuous improvement of teaching. Systems are in place to ensure the courses are relevant and up to date, and that assessment and moderation requirements are met.
- The organisation is well managed and has a clear vision and values which are reflected throughout its operation. The activities are sufficiently resourced. The membership of AKA Education Group brings valuable capability and services to the management of the PTE. CCTA manages its important compliance accountabilities effectively.
- The challenge now is for CCTA to deepen its self-assessment processes and use the findings insightfully to continue to make improvements, and to maintain and build on current levels of achievement and valued outcomes.

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

## 1.1 How well do students achieve?

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>CCTA short-course students are achieving very positive results. Completion rates from registration in March 2021 to June 2023 on face-to-face courses are 100 per cent, and online refresher courses over 90 per cent. Completion rates for Māori and Pasifika students are on par with the overall student body. CCTA has not, to date, collected achievement data for students with disabilities.</p> <p>The short courses delivered by CCTA are mostly regulatory driven and are requirements of the students' employment. Hence, the outcomes are undoubtedly valuable, more so because the knowledge and competence gained by students are important not only in their workplaces but in the industry and community in general. Additionally, the courses provide the students a heightened awareness of health and safety practices, which they apply in the workplace.</p> <p>The strong achievement is underpinned by positive external moderation results and the organisation's sound internal moderation practices.</p> <p>CCTA views repeat business with client organisations as one measure of the value of their outcomes. The relationship between CCTA and its clients allows for feedback on customer satisfaction and the value of outcomes. This informal practice of self-assessment of outcomes from short courses has sufficed so far in CCTA's context. CCTA recognises the need for, and is developing, a more structured method for capturing and</p>

<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.

	<p>analysing stakeholder feedback to better determine the value of outcomes.</p> <p>The first cohort of students on the Diploma of Construction Management (Level 6), who began their study in late 2022, are now halfway through their programme. Students have progressed well with no attrition to date. Graduates from this programme will be eligible for a two-year work visa. Given that the programme addresses an area of identified skill shortage in New Zealand, there are potentially valuable outcomes for the graduates and the construction industry.</p>
Conclusion:	CCTA has strong educational performance across the courses it delivers, and there is equity and parity in achievement and value. The focus on student achievement, and understanding the variables that influence it, are reflected in high levels of student achievement to date.

### 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>Good</b>
Findings and supporting evidence:	<p>CCTA's efforts to meet the personal and learning goals of every student, while also understanding and meeting the needs of industries and employers, is a strong feature of the organisation. CCTA staff have ongoing contact with clients and students. Combined with trainee satisfaction surveys, this enables the PTE to understand and meet the needs of key stakeholders.</p> <p>Short-course training is scheduled to meet the needs of employers and students. When courses are delivered on an employer's site, CCTA staff visit the site beforehand and develop teaching scenarios which are contextualised to the workplace.</p> <p>CCTA teaching staff have extensive professional experience and an ability to engage with a range of students. Staff are taking part in formal professional development relating to teaching, and there are regular</p>

	<p>opportunities for staff to discuss teaching practice. Teaching staff either hold an adult teaching qualification and/or are studying towards adult teaching qualifications. That said, diploma teaching staff are new to the organisation and have only just begun that journey. Ongoing professional development for teaching staff helps them to keep their teaching strategies current and ultimately leads to an improved experience for the students.</p> <p>The EER identified a limitation in New Zealand construction industry experience among the diploma tutors. They are all highly qualified and some have significant international construction industry experience, but few if any of the diploma tutors have worked in the construction industry in New Zealand. Good New Zealand context and industry networks will be essential in transitioning graduates into employment.</p> <p>Conversely, the short-course tutors interviewed during the EER had extensive experience in New Zealand industry, a point that was appreciated by stakeholders.</p> <p>Quality assessment practice is supported by internal and external moderation processes. The majority of short courses include NZQA unit standards. Assessment materials are externally moderated by relevant workforce development councils<sup>2</sup> before first use. There is a schedule for external post-assessment moderation, the results of which have been generally positive since the PTE's registration. Internal moderation is sound and regularly conducted.</p>
<p>Conclusion:</p>	<p>CCTA's courses are designed and delivered to match the needs of the students, their workplaces and their industry. The organisation has systems and effective self-assessment practices in place to ensure learning needs are met.</p>

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<sup>2</sup> CCTA delivers unit standards moderated by Waihangara Ara Rau Workforce Development Council

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>CCTA staff and management are highly client and student-centred and committed to their success and wellbeing. Students are strongly engaged and receive active, integrated and ongoing pastoral and academic support from staff at all levels of the organisation. Core student support services are provided centrally through AKA.</p> <p>Teaching staff and students described numerous activities and initiatives that motivate, engage and encourage students to get the full benefit from their time at CCTA. Students' learning goals are well understood, whether it be for short courses of a few hours or the two-year diploma.</p> <p>Staff are available to students outside of timetabled sessions, and students report that staff are always helpful and supportive. Many of the short-course students are migrant workers, often recently arrived from overseas. From personal experience, staff have a good appreciation of the needs of these students and have developed strategies to address those needs.</p> <p>The organisation has effective processes to review how well it meets the spirit and intent of the Code of Practice<sup>3</sup>, which is also linked to the AKA Education Group's centralised processes. When the 2022 self-review was undertaken, CCTA had only just received the first cohort of international students. The 2023 Code self-review, due November 2023, was in progress at the time of the EER. Given that they now have 12 months' experience supporting international students, this is expected to be a more useful process.</p>
Conclusion:	From initial enrolment through to and beyond course completion, students receive high quality and appropriate learning and pastoral support from CCTA and AKA teaching and administrative staff.

<sup>3</sup> [The Education \(Pastoral Care of Tertiary and International Learners\) Code of Practice 2021](#)



## 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>CCTA's organisational strategy is formally documented, and management and staff have a common understanding of the PTE's vision and direction. Strategy is linked to the AKA strategic plan which has goals, objectives and key performance indicators which are regularly reviewed and measured. As an owner-operated organisation, there is no formal governance structure per se for CCTA, but the membership of AKA provides high-level management oversight and support. There is strong educational, financial and leadership expertise within the AKA group.</p> <p>CCTA employs and retains highly qualified and experienced staff whose experience and know-how are valued. Monitoring of staff performance is transparent, open and systematically applied. A planned approach is taken to staff professional development.</p> <p>Organisational academic leadership is effective. The AKA academic board has clear terms of reference. Sharing of policies and practices by AKA partners creates consistency and efficiency. For example, attendance across all the PTEs is visible in the same student management system, in real time.</p> <p>The organisation encourages reflection on its role and how to continue to make ongoing and continuous improvements. Data is gathered and used to inform review processes and programme development.</p>
Conclusion:	CCTA has a clear vision and understanding of its enterprise. It has sound leadership, strengthened by the relationship with AKA. Monitoring of performance within CCTA is regular, transparent and robust, resulting in effective support for educational achievement.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>CCTA has a clear understanding of its compliance accountabilities and manages them effectively to ensure that obligations are met and that all staff are aware of their part in compliance. Policies and procedures comply with the requirements of NZQA and Immigration New Zealand, as well as relevant legislation such as that relating to visas, employment and health and safety.</p> <p>Compliance is overseen by AKA using a tracking system to schedule, monitor and report on compliance obligations and risk.</p> <p>The memorandum of understanding with AKA Education Group clearly defines the roles, obligations and responsibilities of the partnership. The chief executive and chief financial officer agreed that, to the best of their knowledge, their policies and practices are legal and ethical.</p> <p>NZQA attestations and returns have been submitted in the period since registration. The New Zealand Diploma in Construction (Level 6) is being delivered consistent with NZQA approval.</p> <p>CCTA is meeting its obligations with respect to the Code of Practice. CCTA submitted an attestation to NZQA that they had completed a self-review of their implementation of the Code, as required for all PTEs by 1 November 2023.</p>
Conclusion:	CCTA has a good understanding of its compliance accountabilities, and since registration has effectively used its policies and structures to ensure that compliance accountabilities are managed appropriately.

## Focus areas

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

### 2.1 Short courses for industry

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

### 2.2 International students: support and wellbeing

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</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.*

NZQA recommends that CC Training Academy Limited:

- Formalise, and make more intentional, stakeholder engagement processes, to better capture and determine the value of outcomes.
- Ensure that delivery of the New Zealand Diploma in Construction is appropriately contextualised to the New Zealand construction industry. This might be addressed, for example, through a combination of staffing, guest lectures, site visits and/or internships for both staff and students.

## 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>4</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.*

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<sup>4</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 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](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/>.*

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