



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

Oceania Career Academy Limited
trading as Oceania Career Academy

Confident in educational performance

Confident in capability in self-assessment

Date of report: 23 February 2017

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Final Report

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Oceania Career Academy Limited trading as Oceania Career Academy (OCA)
Type:	Private training establishment (PTE)
First registered:	11 August 2015
Location:	Head Office: P O Box 22097, Otahuhu, Auckland
Delivery sites:	3A Rennie Drive, Mangere, Auckland
Courses currently delivered:	<ul style="list-style-type: none">• Oceania Career Academy Certificate in Work Readiness (Level 2) – Training Scheme• Oceania Career Academy Certificate in Preparing for Work (Level 2) – Training Scheme• National Certificate in Building, Construction and Allied Trade Skills (Level 2)
Code of Practice signatory:	Not applicable
Number of students:	Total: 73 part-time domestic students; (Pasifika 68 per cent; Māori 28 per cent; Other 4 per cent)
Number of staff:	Four full-time and one part-time
Scope of active accreditation:	Refer: http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=806917001
Distinctive characteristics:	OCA was set up in 2014 to establish New Zealand's first Pasifika-owned and led PTE for

trades. The key purpose of the PTE is to get more young Pasifika people into higher-paid employment. OCA delivers vocational training for predominantly Pasifika youth through student-focused training schemes and industry-aligned training in carpentry and engineering trades. Secondary school students have attended the initial delivery of preparation for work training schemes in 2016 under the four plus one model (four days at school and one day at OCA).

OCA also provides mentoring support based on the Whānau Ora model for the Māori and Pasifika Trade Training consortium to Pasifika students who are studying a trade at Manukau Institute of Technology or Unitec Institute of Technology.

Recent significant changes:	OCA has developed from the C-Me Mentoring Trades at School programme offered to schools since 2009.
Previous quality assurance history:	OCA is a newly registered PTE (August 2015) and this is the first external evaluation and review (EER) for this organisation.
Other:	<p>OCA has developed a strong working relationship with BCITO (Building and Construction Industry Training Organisation), The Skills Organisation, and Competenz.</p> <p>OCA does not receive funding from the Tertiary Education Commission. The Board accesses funding and scholarships from a range of community sources including the Fono Trust and Pacific Futures for Whānau Ora.</p>

2. Scope of external evaluation and review

Following discussion with the general manager, the scope of this EER included the training schemes delivered for the first time in 2016. As both courses have been completed, there is achievement data, graduate outcomes and stakeholders that can be considered for the EER process.

Focus Area: OCA Training Scheme: Certificate Preparing for Work and Certificate in Work Readiness.

3. 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-eer/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.

Self-assessment documents were provided to NZQA prior to the scoping visit. The lead evaluator met with the general manager and academic quality manager in person to discuss expectations for the EER process, including details of the on-site visit and report outcomes.

The evaluation team comprised two evaluators. The on-site visit was conducted over one and a half-days at the delivery site in Airport Oaks, Mangere in Auckland. The evaluation team interviewed management, teaching staff, three graduates, one current student, two Board members including the chair, and a range of key stakeholders. The lead evaluator interviewed a further three stakeholders by telephone. A range of organisational documentation and records were reviewed to clarify and verify points raised during the discussions.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Oceania Career Academy Limited trading as Oceania Career Academy**.

OCA is achieving a good standard of educational performance.

- Students acquire generic work skills, specific industry-related knowledge and positive attitudes to prepare them to progress to employment. Students complete NCEA (National Certificate in Educational Achievement) qualifications at the eight participating secondary schools at the same time as they are identifying future vocational pathways at OCA. Students are enabled to develop key attributes of self-confidence, self-esteem and self-management to enhance their work-readiness. There is good evidence from the students that the impact of their training experience at OCA is inspirational and transformative.
- OCA delivers targeted and relevant training programmes which enable students to successfully complete an OCA certificate comprising unit standards and work-related courses. Students value the experienced, committed and supportive teaching staff who are enthusiastic about their work, mentoring the development of the students and acting as role models as they share their career experiences. More than 90 per cent of the students have gained employment or progressed to further study at the end of the training. This is a strong indicator of value.
- The OCA mentoring and support programme is highly successful in obtaining apprenticeships for Pasifika youth. The programme supports students who are studying with other tertiary providers (Unitec and Manukau Institutes of Technology) through the Maori and Pasifika Trades Training Scholarships consortium.
- The learning styles of Pasifika students are catered for by providing a culturally responsive workshop and learning environment with wrap-around Whānau Ora support. Through the first delivery of the training programmes, feedback from students has led to an increase in project-based learning which has enhanced the students' sense of achievement.
- OCA has a clear purpose: to inspire and navigate Pasifika youth into high-skill industry careers through education and training for industry, to benefit the individual, whānau and community. The values, vision and strategy are centred on individuals with a strong connectedness between the individual, family and community. Effective stakeholder relationships and partnerships are being established and maintained. A number of stakeholders told the evaluators that

they were impressed with the quality and work-readiness of the students at interviews for employment or apprenticeships.

- The organisation is effectively led and managed by a Board and management team with complementary strengths and capabilities. There is a strong commitment to the organisation's well-articulated vision, strategy and values which has provided a good foundation for the organisation. As the decisions regarding future pathways and programmes are made and implemented, evidence of the impact and value of the outcomes is likely to inform and strengthen the future sustainability of the organisation.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Oceania Career Academy Limited trading as Oceania Career Academy**.

- Self-assessment is part of an emerging culture of reflective practice at OCA. Student achievement and attendance are closely monitored at an individual level on a daily and weekly basis through regular feedback to students.
- Systems and processes are being developed to capture improvements, and OCA is in the early stages of monitoring the effectiveness of change and initiatives. Staff reflect on training activities and teaching strategies within the teaching team and adjust their practice to meet student needs. However, there is a need to strengthen capability in learning, teaching and assessment strategies and to continue to improve the project-based learning delivery to enhance student engagement in the learning environment.
- There is evidence of informal feedback from external stakeholders. However, there is a need to develop formal feedback mechanisms to better understand stakeholder expectations and satisfaction levels and identify areas for improvement.
- As the organisation grows, a greater emphasis on the analysis of data at an organisational level would strengthen self-assessment and enable reflection on trends and benchmarks in educational performance.

Findings¹

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Student achievement is strongly focused on completing unit standards and courses leading to OCA certificates to develop work-readiness and personal development and growth in confidence, self-esteem and self-belief. Vocational skills in either carpentry or engineering trades are achieved as part of the level 2 programme to assist students in identifying which trades area they want to work in.

Table 1. 2016 OCA student achievement

	OCA Certificate in Preparing for Work (Level 2) 34 credits	OCA Certificate in Work Readiness (Level 1) 13 credits
Total number of students	54	13
Pasifika	36 (66%)	11 (85%)
Māori	12 (25%)	-
New Zealand European	6 (11%)	2 (15%)
Achieved training certificate	45 (83%)	13 (100%)
Employment	40	nil
Further study	8	nil
Returning to school	3	13
Unknown	3	nil

Source: OCA Self-assessment report

The organisation places a high priority on ensuring students understand the requirements of a workplace. The emphasis on personal presentation and confidence in communication has contributed to an increase in self-belief for the students.

The unit standards achieved by the Gateway students from local secondary schools contribute to the credits required to achieve NCEA qualifications.

In the future, OCA will use an overall measure of achievement for students based on evidence of how long a graduate stays in employment and how well they

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

progress within that career. However, after only one year of operation, it is too early for evidence to be available for this goal.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Students highly value the outcomes of the OCA training experience and say it has changed their lives. The integrated, holistic model of providing a culturally responsive learning environment with Whānau Ora support and strong mentoring and role models is strengthening and enhancing the students' capabilities and self-belief. The training is positioning graduates for entry into apprenticeships and employment with an increased understanding of employer expectations of entry-level employees.

OCA's stakeholder networks and relationships are very strong and growing. OCA management regularly provides workshops and training sessions for external stakeholders, locally, regionally and nationally, particularly to provide insights into strategies for education and training for Pasifika people. There is good evidence that local employers and industry training organisation advisors are recognising the value of the OCA training, which is leading to increased work opportunities for graduates. As an example, a local employer recently heard about the OCA training programme and interviewed a number of graduates for roles within his organisation. He was impressed by their presentation, communication skills, and clear understanding of the interview process and workplace requirements. As a result, there are likely to be regular employment opportunities for OCA graduates.

OCA identifies the enhanced economic value of the programme through holistic training strategies encompassing cultural vision, Whānau Ora and a strong sense of purpose which is valued by the students, community and workplaces. Feedback from the students, graduates, staff and stakeholders provides strong evidence that OCA's training is life-changing for the students. The training experience has a positive impact on self-development, successful career and vocational pathways and students taking more control of their lives with increased confidence, new life skills and realistic expectations that are achievable.

OCA has excellent processes for obtaining feedback from students including surveys, one-to-one interviews, mentoring and support meetings including the daily Toolbox meetings replicating workplace practice. Management and teaching staff maintain close contact with employers, industry training organisations and other stakeholders to obtain ongoing feedback on the quality of graduates and areas for improvement.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

OCA is clearly meeting the needs of the students and the community, and bridging the gap between secondary school and employers to provide industry-level skills for employment or pathways for further study.

The organisation has developed a targeted training programme which is well-structured and integrates theory and practical activities and team projects covering areas of need to enhance the students' skills and capabilities. Students completing the Certificate in Preparing for Work (Level 2) attend one day per week, while completing their secondary school studies on the other four days. The programme is well-resourced with appropriate workshop space, good access to computers, and small group meeting rooms. Tools and equipment meet programme needs. Health and safety and safe work practices are a high priority for OCA. The toolbox meeting held at the beginning of the day mirrors workplace practice and provides an opportunity for staff and students to review the previous day, plan for the day ahead, and identify the focus for safe working practice during the sessions for that day. The recording and publishing of notes of these meetings emphasises the safety focus to students and confirms the priority that health and safe working practices have in the workplace.

Assessments are internally moderated to ensure consistency of outcomes. Strong links have been established with industry training organisation advisors to ensure that assessment and moderation practice meets national requirements. Results for unit standard achievement are sent to the relevant secondary schools who then submit these results to NZQA.

Teaching staff have strong industry experience within related vocational areas. This supports the integration of the organisation's vision and aspirations into their teaching and mentoring through sharing experiences and workplace knowledge to inspire Pasifika youth to set and achieve personal goals. Professional development for staff to strengthen teaching and learning strategies, assessment practices, experiential and work-based projects would complement and enhance their industry-specific skills.

As a result of stakeholder feedback, OCA is developing further training schemes to meet an identified gap for tradespeople who become consultants or self-employed. The organisation is seeking to continue to develop and deliver a range of programmes to meet different stakeholder needs.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Many of OCA's students have backgrounds of poor self-esteem and disengagement with education. The wrap-around support of Whānau Ora and the way staff motivate and inspire students to develop and achieve within a culture of respect and encouragement empowers students to believe in the future irrespective of a student's background. The strong team approach to supporting students is a key feature of the OCA environment. Staff know and understand the 'whole' student. Monitoring of performance is deliberate and purposeful.

Students are encouraged to set aspirational goals and self-manage their performance and learning pathway to achieve meaningful careers in good workplaces. On entry to the programme, gaps in literacy and numeracy are identified and the participating school advised of any students requiring additional support. Students receive guidance in the application and interview process to ensure they present themselves well and communicate with confidence.

Student evaluations are analysed to identify areas needing attention. A series of surveys and interviews are conducted with the feedback shared with staff to inform review and reflection. Initial feedback on delivery indicated that changes were required to project work to increase learner engagement. This resulted in moving from the Letterbox project to a more challenging Container project where two containers were converted into a classroom for use at a local school. Feedback from work experience employers indicates high levels of satisfaction with student participation in the workplace.

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

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The Board has developed a clearly articulated vision and strategy as a result of consultation and collaboration with management, the Fono Trust, and other stakeholders. The vision and values are actively embedded in all aspects and levels of the organisation to support and strengthen cultural alignment. The investment plan provides an overview of business and financial planning. Monthly management reporting is required by the Board on financial, academic, health and

safety and risk to monitor the health of the organisation as well as identify any compliance or risk issues.

The management team has worked tirelessly to meet all regulatory requirements in the setting up of the new education and training organisation. Effective quality systems and processes are in place, and the introduction of appropriate computer software will provide more efficient data collection and recording of student enrolment, feedback and progress. Feedback from Gateway co-ordinators has informed improved processes for administration and communication for 2017. Self-assessment activities are in the early stages of development and there are improvements being made as each survey is used. Until there is another cohort of learners, it is too early to tell whether the identified improvements will be effective and worthwhile.

Management has recruited high-quality, industry-experienced staff and supports appropriate professional development. There is a strong culture of working together to support educational performance and share in the development of OCA to meet its unique culture and purpose.

There is clear evidence of an emerging approach to self-assessment through a range of reflective activities, informal and formal, which are becoming embedded as part of the operational activity at OCA.

1.6 How effectively are important compliance accountabilities managed?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The Board, management and staff are actively involved in ensuring that OCA manages its compliance responsibilities effectively. There is good evidence that:

- Compliance reporting at Board level in the areas of academic, health and safety, risk and finance is strong, with key responsibilities allocated appropriately.
- Legislative requirements regarding health and safety are understood and complied with. The introduction of the toolbox meetings and daily management 'walk throughs' of the workshop highlight the importance of health and safety in the learning environment.
- The delivery hours and programme outcomes align with the training scheme requirements as approved by NZQA and with student information.
- Student enrolment processes and course information are compliant with required policy and processes.

The evaluation team reviewed evidential documentation including minutes of Board meetings, management reports to the Board, Investment Plan 2016, Trades@School – Pacific Whānau Ora Innovation Proposal Business Case, programme files for training schemes, 2016 results and destination data, 2016 self-assessment and evaluation file, and the compliance declaration. The submission of financial accounts and other attestations to NZQA are meeting requirements. There are no active risk issues identified by NZQA.

As a new provider, the organisation is building its understanding of the responsibilities, requirements and accountabilities of being a PTE. There is no evidence of a formal process for the Board or OCA management to evaluate the effectiveness of its performance.

Focus Areas

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

2.1 Focus area: Training Scheme: Certificate Preparing for Work and Certificate in Work Readiness

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

Recommendations

NZQA recommends that Oceania Career Academy:

- Continue to review effective ways to collect and analyse learner achievement data and feedback at organisational level to understand trends and inform decision-making.
- Extend and strengthen self-review processes in all areas of the organisation to monitor the effectiveness of changes and improvements.
- Explore professional development opportunities to strengthen capability in learning, teaching and assessment to support the move towards a project-based learning environment.
- Develop a process for reviewing the effectiveness of the Board and management in their governance and management roles.

Appendix

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/>.

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