



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Oceania Career Academy Limited

Date of report: 30 January 2025

About Oceania Career Academy Limited

Oceania Career Academy (OCA) provides vocational education in foundation skills and trades; its primary focus is to uplift Pasifika communities in Auckland.

Type of organisation:	Private training establishment (PTE)
Location:	92 Ascot Road, Airport Oaks, Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: 2024 – 139 equivalent full-time students; Pasifika 84 per cent, Māori 10 per cent, students identifying as both Pasifika and Māori 6 per cent International: nil
Number of staff:	15 full-time equivalents
TEO profile:	Oceania Career Academy link to provider page on NZQA website OCA is a key provider of education for the Pasifika community in Auckland and is supported by Pasifika Futures Limited and The Fono, which provide a range of community support services for Pasifika people in Auckland.
Last EER outcome:	At the previous EER in 2020, NZQA was Highly Confident in OCA's educational performance and Confident in the PTE's capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in Foundation Skills (Level 2) (Carpentry and Fabrication) (2862) ID: 122605• New Zealand Certificate in Construction Trade Skills (Level 3) (Carpentry Strand or Allied Trades) (2834) ID: 125880
MoE number:	8069

NZQA reference: C58619

Dates of EER enquiry: 29-31 October 2024

Summary of results

OCA is providing high-value foundation, health and wellbeing, and construction training in a strong and supportive learning environment for students to improve their lives and gain employment. Strong and ongoing networks ensure stakeholder needs are met. Systematic self-assessment practices inform programme review and development, which aligns well to wider community needs.

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| Highly confident in educational performance | <ul style="list-style-type: none">• Students are gaining relevant practical skills and knowledge that promote strong personal development and enhance their opportunities for employment. Navigators¹ and tutors effectively monitor student progress and offer learning and wellbeing support. This support helps motivate the students to achieve. |
| Highly Confident in capability in self-assessment | <ul style="list-style-type: none">• Overall qualification completion rates are high. OCA understands the reasons for variable level 3 programme qualification completions between 2021 and 2023. The PTE self-identified the challenges and responded to changes in staffing by extending learning and support mechanisms to improve student completions. Evidence in early 2024 shows that student qualification completion rates have improved and withdrawals are low.• A strength of OCA is its extensive engagement with whānau, Pasifika communities and industry, which informs thorough programme review. Programme development aligns with the needs of industry and community stakeholders.• The PTE has strong assessment and moderation processes which validate achievement results. Teaching staff are experienced in their fields and provide an engaging, supportive and motivating learning environment.• OCA has a strong and achievement-focused leadership team supported by highly knowledgeable and well-connected governance. |

¹ OCA navigators provide additional support for the students.

Academic management has effective systems for gathering information on how their students progress. OCA has used data gathered from this system over time to guide and improve programme delivery and student support.

- The PTE has sound management of key compliance accountabilities.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Most students enrolled by OCA have low or no secondary or tertiary qualifications. Many have not had a positive experience at school or became disengaged with education during the pandemic lockdowns. There are increased enrolments by under 18-year-olds. In spite of these challenges, students are achieving well and making gains in their personal lives. This also has a positive impact on the students' whānau.</p> <p>OCA has consistently high qualification completions in the New Zealand Certificate in Foundation Skills (Level 2) – an average of 82 per cent across 2021-23.³ Construction Trade Skills (Level 3) completions vary from 70 per cent in 2020 to 56.5⁴ per cent in 2023. An increase in intakes, staff changes and the cost of living crisis – coupled with an increased demand in the construction sector – were reasons for the decline in completions. Students prioritised employment to support their whānau at this difficult time. Those who were working and studying at the same time had low attendance, and some did not complete the qualification.</p> <p>OCA responded well to these challenges and offered extended study periods, individual support and learning plans, which are improving completion rates in 2024. Data indicates that withdrawals have steadily declined from 18 in 2020 to just five in 2024. This is a notable achievement for these Pasifika and Māori priority group students. Further analysis of cohort completion rates in the level 3 Construction Trade Skills in 2023 shows that two of four</p>

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ Refer to Table 1 in Appendix 1.

⁴ This figure changed to 64 per cent at the time of reporting. Four students who were on extensions completed, taking the total completions from 26 to 30 students.

	<p>cohorts had above 80 per cent qualification completions. This suggests that support interventions are making a difference and increasing qualification completions, although other cohorts had lower completions. It is still too early to see any overall improvement in these results.</p> <p>Students are also achieving transferable skills and attributes such as improved confidence, communication, team building, time management and prioritisation. Students interviewed by the evaluators attested to developing new strategies to overcome personal challenges and achieve their goals. These are elements of transformational change.</p> <p>Data on disability is well documented. Further analysis of the number of students who required support – and the frequency of a particular disability – may inform OCA of initiatives or resources needed to better serve different types of disabilities. Self-assessment is mostly fit for purpose; however, some slippage in the level 3 Construction Trade Skills requires further investigation.</p>
<p>Conclusion:</p>	<p>Student at OCA make strong and positive gains in all programmes. Student progress is well monitored, and data is used to inform OCA's ongoing self-assessment processes. Further analysis of specific programme data could be beneficial and highlight areas for improvement.</p>

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

<p>Performance:</p>	<p>Excellent</p>
<p>Self-assessment:</p>	<p>Good</p>
<p>Findings and supporting evidence:</p>	<p>OCA is constantly looking for pathways to improve opportunities for Pasifika students. This focus supports the strategy to uplift Pasifika communities and contribute to developing and advancing them across Auckland. Some examples of the PTE's extensive networks and involvement include OCA's longstanding work with the Ministry of Social Development on the Pacific Employment Action Plan, the trades school at Tamaki College, the Māori and Pasifika Trades Training consortia and, recently, the development of the Pacific Health Education Group. This is a strong</p>

	<p>indication of the high reputation and value of OCA’s training solutions.</p> <p>OCA programmes continue to provide high-value outcomes for students and their whānau. They also have an enduring and positive impact on Pasifika communities. Student success brings mana and opportunities to improve financial and career status. The fees free study ensures students do not incur a debt and can focus on building their careers without financial burdens.</p> <p>Employers value the graduates’ knowledge and skills but, more importantly, their work ethic and positive attitude towards learning. Graduates appreciate the training received and the mentoring and direction provided about their career paths.</p> <p>OCA provided evidence that many students take up the offer to gain their driver’s licence and WorkSafe certifications. Deeper analysis of the data could further support the value-add and benefits of these additional training opportunities for students and whānau.</p> <p>The downturn in the construction industry has affected graduates’ opportunities to enter employment.⁵ The progression of level 2 graduates to employment rather than to the level 3 programme indicated the need for young people to contribute financially to the household income between 2020 and 2021. Progression from the level 3 programme is into employment within both trades and non-trades sectors.</p> <p>OCA seeks formalised feedback from the students, community stakeholders and employers. Some raw data provided for this EER could be further disaggregated into analysed themes such as the number of graduates taking up apprenticeships, types of employment, roles and income.</p>
<p>Conclusion:</p>	<p>OCA programmes are highly valued by the graduates, their whānau, communities and related industries. Well-established community networks ensure OCA is well informed about valued outcomes and ongoing needs. OCA has introduced well-documented innovations to increase the value of the training.</p>

⁵ Refer to Figure 1 in Appendix 1.

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
Findings and supporting evidence:	<p>OCA works closely with workforce development councils (WDCs) and industry stakeholders, as well as The Fono and community networks. Through its engagement with stakeholders, OCA is well informed about programme needs and decisions to develop and review programmes. OCA recently developed a New Zealand Certificate in Health and Wellbeing Primary Care Practice Assistance. Toitu Te Waiora WDC had indicated that it would benefit Pasifika health providers to formalise their training and improve health practices for Pasifika communities, as well as address a growing need for formal qualifications. This is a notable initiative.</p> <p>The BCATS⁶ programme includes several qualifications: the newly developed New Zealand Certificate in Foundation skills (Level 1) ('AKE'); the New Zealand Certificate in Foundation (Level 2) (Carpentry and Fabrication); the New Zealand Certificate in Construction Trades Skills (Level 3) (Carpentry or Allied Trades); as well as the recent addition of painting and plastering programmes.</p> <p>OCA combines theory and practice in the suite of construction programmes, which are also integrated into real-life projects. These practices engage the students and ensure authenticity. Construction of various sized buildings exposes students to real-life industry settings and guides them through the various stages of a build as part of their training. This ensures the students are learning a variety of skills, and prepares them well for employment. This approach allows students from different programme levels to engage with the project at different stages, and motivates them to progress to the next level and learn more. The culmination of the build brings a sense of pride and achievement for students as these buildings are sold to Pasifika communities in need.</p>

⁶ Building, Construction and Allied Trades Skills.

	<p>Tutors review programme delivery and assessment practices regularly. Updates to assessment are triggered by comprehensive internal pre- and post-assessment moderation, and further validated by external moderation. A moderation action plan incorporates self-assessment activities that inform programme improvement.</p> <p>Ongoing professional development, such as conflict awareness training for all staff, help staff to keep safe and understand how to de-escalate volatile situations.</p> <p>OCA has been involved in the review of standards and qualifications alongside the two WDCs it works with. Programmes have recently undergone review and have been refreshed for relevance and to meet industry and community needs. Staff are involved in programme review and frequently have input into improvements in programme delivery.</p>
Conclusion:	Programmes are relevant and well matched to student and stakeholder needs. Programme and assessment outcomes are reviewed to inform improvements. Documented self-assessment processes have plausibly led to improvements.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>OCA uses a comprehensive measurement assessment standardised tool (MAST)⁷ to identify student learning, and their wellbeing needs are prioritised through whānau ora principles. This holistic approach to learning focuses on addressing barriers such as financial hardship and housing. Potential risks are identified through needs assessment, and the PTE can refer the student to a qualified social worker for additional support.</p> <p>Navigators develop a transport plan for every student following the needs assessment. This enables the navigators to engage with the family situation and support</p>

⁷ MAST tool uses talanoa (conversation) to understand a person's home life, education, activities, drugs and alcohol consumption, sexual habits and personal safety.

	<p>parents to be part of the learning journey. This process also supports the formation of work-ready behaviour among the students, such as getting up on time, eating healthily, maintaining personal hygiene. The transport time also allows the students to talk to the navigator if need be. These examples illustrate the use of the needs assessment to gain deeper knowledge of each student's circumstances and respond appropriately.</p> <p>Navigators and tutors work alongside in class and workshops to provide the students with technical and wellbeing support. Technicians provide an additional layer of assistance to the students, while the tutor focuses on students who may need more focused and detailed guidance. The LNAAT⁸ assessment tool is used to track student progress in foundation skills and literacy and numeracy, to inform ongoing learning support. Students appreciate the support of their tutors. They consider the tutors' wealth of experience and knowledge – along with their supportive manner – as important to their development.</p> <p>Staff are able to apply different cultural and spiritual lenses to understand the needs of the students.</p> <p>Navigators use The Fono's extensive services as well as the extended community support to ensure students receive the appropriate direction and encouragement to be successful in their learning. Staff work with whānau to ensure student needs are met promptly. The learning environment is set up with a family focus, with the aim of engaging the students, building their confidence, and encouraging ongoing communication.</p> <p>Internal evaluations are taken at three points throughout the programme. Small group diagnostic exercises help OCA to make appropriate decisions to ensure students' needs are being addressed and appropriate resources and services are available. Feedback to students of actions taken closes the loop. Evaluation feedback analysis – if presented in longitudinal format – could strengthen the high-level changes/improvements.</p>
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⁸ Literacy and Numeracy for Adults Assessment Tool

Conclusion:	Students are well supported and encouraged on their learning journey. Self-assessment is resulting in well-informed decisions, with students' diverse needs in mind.
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1.5 How effective are governance and management in supporting educational achievement?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The OCA board continues to reflect on stakeholders' views and cultural perspectives. The board gathers a strong and dynamic set of experiences and insights to guide the PTE and maintain alignment with Pacific Futures Limited goals, as well as embody its values to support continuous focus on OCA's mission and vision. OCA is well supported by The Fono, and the board comprises Fono members. Governance is using and referencing educational performance data and financial data, and aligning strategic objectives through the chief executive's monthly standardised formal reporting.</p> <p>There is strong evidence of a stable and whole-of-team approach, with intentional management objectives prioritised to the most important needs. The team is developing new leaders and there is a maturity and confidence in the senior leadership team, which has deepened since the last EER. This team is reflective and responsive to challenges and uses systems and processes for ongoing improvement and important decisions.</p> <p>The distinct organisational culture focuses on understanding the needs of the most important stakeholders. This culture provides the products and delivery model that are contributing not only to individual students but also their whānau and communities and industry. This is clearly driven by an effective strategic plan which is measured and guides staff.</p> <p>OCA uses well-defined and relevant resources such as the construction workshop. This resembles a real-world construction site and enables the student to be involved in a real building site. The well-planned training materials are managed by the tutors and navigators, and are made available through an effective student interface.</p>

	Comprehensive data collection allows the PTE to see information from several perspectives, and efficient data analysis is driving well-considered actions. As noted elsewhere in this report, there are a few opportunities to delve into the data more fully.
Conclusion:	An innovative management team supports the highly experienced and knowledgeable teaching and navigation teams to ensure educational goals are being met. An overview of collated and analysed data is benefiting self-assessment.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Compliance matters are well managed and in a timely manner by management staff. The compliance requirements and reporting updates to numerous external bodies, agencies and funding partners are met regularly throughout the year.</p> <p>In 2023, OCA did not meet the funding commitment to the Tertiary Education Commission (TEC); however, the TEC considers the PTE to be currently low risk. The PTE is on track to meet TEC requirements in 2024.</p> <p>NZQA requirements are up to date, including attestations and self-review against the Code of Practice 2021. Staff are well informed of the Code and support each other's roles, providing another check on process. Managing student wellbeing is a strength at OCA. There were no complaints or critical incidents reported, and the PTE has included this information in the website's published self-review.</p> <p>OCA participates in cluster external moderation activities. Regular peer feedback indicates fair and consistent marking, with sound evidence that assessments are robust and any actions plans are informing improvement.</p> <p>There is evidence of strong application of a health and safety culture, and data is monitored and reported to governance. Navigators play an important role in the classroom in keeping students safe. Tutors take a risk-based approach in inducting students to hazards and the</p>

	use of tools, and to give the students authentic experiences while ensuring their health and safety. These practices are well managed for the working conditions typical of industry.
Conclusion:	OCA manages its compliance accountabilities effectively with a range of supporting tools and processes, and is meeting these compliance requirements well.

Focus areas

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

2.1 New Zealand Certificate in Foundation Skills (Level 2) (Carpentry and Fabrication)

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Student achievement is high across all years. Students gain important knowledge and skills.</p> <p>There is an opportunity to strengthen the monitoring of student literacy and numeracy progression to further understand student learning needs.</p>

2.2 New Zealand Certificate in Construction Trade Skills (Level 3) (Carpentry Strand & Allied Trades)

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are achieving qualifications and gaining employment. Despite an increased student intake, a drop in qualification completions between 2022 and 2023 was the result of students gaining employment due to increased demand in the construction industry during this period.</p> <p>Between 2023 and 2024, more focused student support was identified as a need. OCA put in place individual learning plans and support interventions to address the issue. Some cohort evidence in 2023 indicates improvements in qualification completion rates and a drop in student withdrawals; however, it is too early to see overall improvements.</p>

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 Oceania Career Academy Limited:

- Consider analysis of student gains in literacy and numeracy, and measure key indicators of student success.
- Consider providing professional development for tutorial staff to inform their understanding of student literacy and numeracy tools, student needs and appropriate options for support.

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

Table 1. New Zealand Certificate in Foundation Skills (Carpentry and Fabrication) (Level 2) qualification completions

	2020	2021	2022	2023	As at July 2024
Total intake	35	22	16	19	34
Qualification completions	29	16	14	16	6
% completed	83%	73%	88%	84%	18%

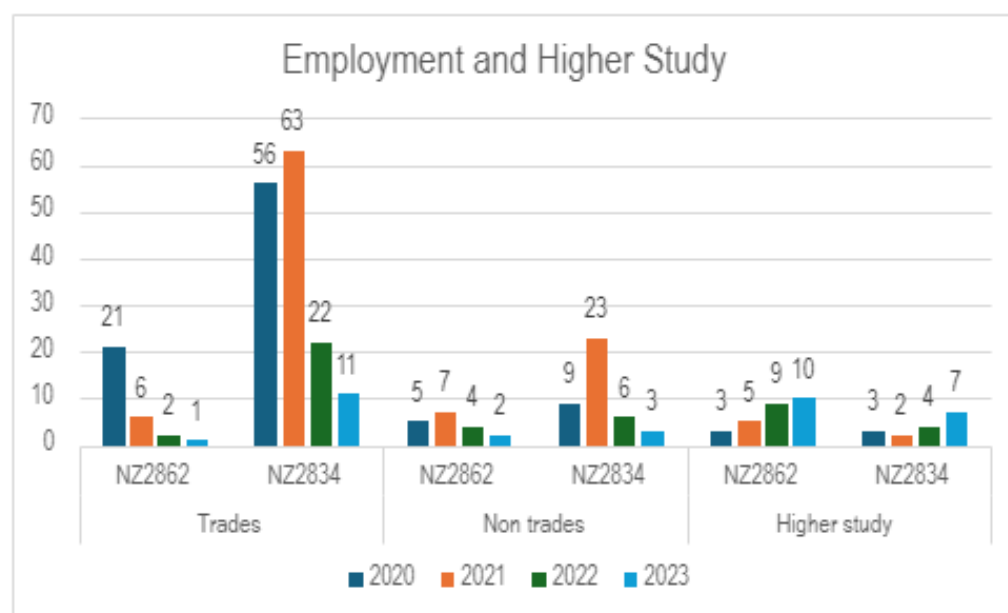
Data supplied by OCA

Table 2. New Zealand Certificate in Constructions Trade Skills (Carpentry and Allied Trades) (Level 3) qualification completions

	2020	2021	2022	2023	As at July 2024 (incl Allied Trades)
Total Intake	78	111	66	47	65
Qualification completions	55	74	39	26	-
% Completed	71%	67%	59%	56.5%	-

Data supplied by OCA

Figure 1. Employment destinations and progression to higher study



Destination data supplied by OCA

Appendix 2

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 fraud⁹*
- *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.*

⁹ 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/>.

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