



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
MANA TOHU MĀTAURANGA O AOTEAROA

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External Evaluation and Review Report



Transformation Academy Trust
trading as Transformation Academy

Date of report: 4 May 2021

About Transformation Academy Trust trading as Transformation Academy

Transformation Academy offers foundation programmes that engage young students who have low educational achievement to date in structured learning. The programmes are tailored to the students' current skill sets and real-world requirements.

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| Type of organisation: | Private training establishment (PTE) |
| Location: | 48 Esmonde Road, Takapuna, Auckland ¹ 103 College Road, Northcote, Auckland ² |
| Code of Practice signatory: | No |
| Number of students: | Domestic: 30 students; 15 per cent Māori, 80 per cent Pasifika, 5 per cent Pakeha |
| Number of staff: | Four full-time staff, one part-time and three casual staff |
| TEO profile: | NZQA - Transformation Academy Trust |
| Last EER outcome: | This is the first EER for Transformation Academy which received approval for PTE registration on 28 September 2017. |
| Scope of this evaluation: | <ul style="list-style-type: none">• New Zealand Certificate in Foundation Skills (Level 1)• New Zealand Certificate in Foundation Skills (Level 2) |
| MoE number: | 9140 |
| NZQA reference: | C38448 |
| Dates of EER visit: | 2 and 3 December 2020 |

¹ This is the original approved site. The PTE has moved from this site.

² The PTE is working from this site with an extended temporary site approval.

Summary of results

Transformation Academy is working well to meet the many complex needs of its students and stakeholders within the foundation learning community. The organisation is providing education and training which is leading to positive growth in personal attributes and some educational credit outcomes. The organisation will ensure more comprehensive monitoring of compliance requirements. Self-assessment is developing but is not yet fully embedded across the organisation.

Confident in educational performance

- Management has a clear focus on the future, with good evidence of being proactive in determining different initiatives as a result of self-review or compliance requirements.
- There is a shared philosophy and values across the organisation and across teachers regarding meeting the most important needs of the learners.

Not Yet Confident in capability in self-assessment

- Achievement of the qualification is low but is gradually lifting as new, rigorous monitoring of learner attendance is occurring, setting targets around behaviour and achievement.
- The needs of learners are met as they gain social and personal skills alongside personal growth and attributes to assist them with continued study, work or personal gain.
- Academic programmes are relevant to the learners' and community requirements, are well planned and well-resourced, with carefully chosen professionally qualified staff who understand their learners well and work to minimise barriers to learning.
- The pastoral care support provided is comprehensive, with good support offered by all staff and community groups for the wellbeing and achievement of learners.
- The PTE does not yet use or analyse its data efficiently. There is no comprehensive understanding of achievement for each cohort, and the academy does not collect information to identify

parity in pass rates. The PTE does not take a systematic approach to evaluating destination data to provide useful detail on outcomes. Therefore, a more coherent approach to the quality of data collected and analysed at an organisational level would be beneficial.

- As noted above, self-assessment is in its infancy but has led to some improvements: a devolved flat structure, changed teaching staff to suit learners better, and stringent attendance processes.
- Compliance management is improving. Comprehensive monitoring will ensure that systems continue to be in place to mitigate potential gaps.

Key evaluation question findings³

1.1 How well do students achieve?

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| Performance: | Marginal |
| Self-assessment: | Marginal |
| Findings and supporting evidence: | <p>Achievement in social skills and learning to learn is significant. Learning is measured each week as learners gain useful skills and knowledge of themselves and their ability to learn. They obtain some knowledge at foundation level of basic social skills, and gradually gain literacy and numeracy units and unit standards.</p> <p>Overall course and qualification achievement has been low, with course completions increasing slowly over the past two years: from 47.55 per cent in 2018 to 55.71 per cent in 2019. This is below the sector-level average of 66 per cent for 2019.</p> <p>As a result of the non-reporting of credits despite confirming that assessment had occurred, Transformation Academy did not meet NZQA requirements for moderation in 2018 and 2019. For 2020, Transformation Academy engaged a Category 1 provider to evaluate and develop capability in moderation. This resulted in Transformation Academy meeting most of the requirements, with no action plan required.</p> <p>Transformation Academy delivers to learners with a high Māori and Pasifika demographic between the ages of 16 and 19, who have left school and are unable to find work.</p> <p>Attendance is a specific focus for Transformation Academy and is considered a factor in engagement leading to achievement. Learners are motivated to attend to increase their confidence and achieve skills in leadership, listening, communication, customer service and teamwork that will be useful as they enter adulthood.</p> <p>Specific Māori and Pasifika achievement data outlining parity of completions with others has not been considered by Transformation Academy and is a gap in the analysis of data.</p> |

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

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| | <p>Tertiary Education Commission data for Transformation Academy shows Māori and Pasifika completing at 60 per cent.</p> <p>Current weekly student achievement data is shared with staff to ensure ongoing engagement to support achievement via delivery using daily and weekly goals. Management has worked to change the teaching staff to have best fit for the learners to help them achieve.</p> <p>Not all learners complete the course, and Transformation Academy was not able to provide associated data or the reasons for the non-completions. For those who do complete level 1, some move to level 2, although no data was available on how many or how well they perform.</p> <p>Contributing processes around reporting/collecting data and self-assessment were put in place in 2020. As yet, data is not used effectively to understand student course or qualification achievement.</p> <p>Management has noted a gap in data integrity and analysis, and recently made some improvements to the system to ensure good support of educational achievement. Further analysis of performance trends, including outcomes being achieved, is needed.</p> |
| <p>Conclusion:</p> | <p>Educational performance is not strong, although learners are able to achieve well in personal and social skills and meeting goals along with gaining literacy and numeracy skills. The PTE's knowledge of the journey travelled by the learner is generally strong, but good analysis of all data is still in its infancy.</p> |

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

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| <p>Performance:</p> | <p>Good</p> |
| <p>Self-assessment:</p> | <p>Marginal</p> |
| <p>Findings and supporting evidence:</p> | <p>Valued outcomes for learners are evident, as achievement and outcomes for these learners are heavily based towards personal and social skills, together with unit standard competency – although this is not always well monitored.</p> <p>Positive change in behaviour and outlook in life is a high-value</p> |

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| | <p>outcome for the learners.</p> <p>Graduates, current students and stakeholder agency groups were quick to note the high value in the outcomes of personal growth and skills and abilities in terms of confidence, autonomy, the setting of new goals and learning to see their own potential. They recognise value in terms of time management, literacy, numeracy, budgeting, stress management and teamwork.</p> <p>Transformation Academy is highly regarded by its stakeholder agencies. Community and stakeholder feedback and support is reciprocal and relates to what the community can do for Transformation Academy with regard to the students' present and future outcomes.</p> <p>Transformation Academy works closely with relevant agencies/stakeholders, budgeting services, youth services and church pastors who provide feedback on the outcomes for learners during their study and in the community. Evidence of how well this is working is anecdotal as data is not collated and analysed.</p> <p>Transformation Academy has good information about the learners and graduates and their capabilities but does not analyse this to identify trends over years. Graduate destination data is currently anecdotal/organically gathered but, as noted in 1.1, analysis of data is in its infancy.</p> |
| <p>Conclusion:</p> | <p>Personal skills gained, new knowledge, identifying individual potential and the learner journey are outcomes highly valued by learners and many agency stakeholders, leading to confidence in their future. Analysing and reviewing graduate destination and pathway data and the ways in which stakeholder/agency input has led to improved learner outcomes would strengthen self-assessment.</p> |

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

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| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Transformation Academy works to ensure a varied delivery approach to enable the application and consolidation of learning. This ensures that the learning remains appropriate and relevant to each student.</p> <p>Management of the small cohorts of students is effective, with flexibility in the design of the programme, and modules contextualised/bespoke to suit the needs of the learners. This is done via observation, peer review, team meetings/teaching and from student feedback.</p> <p>Guest speakers provide practical knowledge to the students. For instance, Youthline talks about alcohol, mates and dates, while Northern Budgeting Services gives advice on money management.</p> <p>Following two challenging years, a review of the programmes in 2020 identified some gaps (i.e. project-based learning not working well in terms of assessment requirements). Careful management of the programme requirements, and how the modules match with student needs, created change to ensure design and delivery and assessment were fit for purpose including:</p> <ul style="list-style-type: none"> • Careful attendance monitoring and instant follow-up with the student or whānau to prevent early withdrawals. • Strong attention to ensuring activities are effective in engaging students, using project-based learning based on students' interests. • Engaging tutors who are suitably qualified and experienced as a result of astute selection of staff. • Daily teacher catch-ups in the morning to ensure coordination for the day, with afternoon teacher debrief. • Ongoing monitoring: goal-setting/checking in, with daily tutor/student discussions and tutor meetings. These are used |

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| | <p>to feed in to changes in the courses, and systems are in place to ensure consistency of course delivery across tutors.</p> <ul style="list-style-type: none"> • Monthly monitoring of student progression using a tracking spreadsheet feeding into one-on-one meetings between the student and lead tutor. <p>Internal pre-assessment moderation is done of all the assessment materials developed by Transformation Academy, with pre- and post-internal and external moderation completed in 2018 by an external consultant. Other pre-moderated assessment materials are bought from another PTE. National external moderation was not completed in 2019, prompting a reminder from NZQA. Moderation information was sent to NZQA at the end of 2020. The PTE meets most of the requirements for the 2020 national external moderation round.</p> |
| Conclusion: | Transformation Academy is effective in meeting the needs of a variety of learners and stakeholders. Programme design and delivery mostly meets the needs of learners and other stakeholders. |

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

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| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Good pre-orientation occurs to assess prospective students to ensure that suitable support and teaching is available. Staff aim to understand any learning barriers at the time of enrolment.</p> <p>Support for students is thorough and effective, with holistic support provided to learners in both their learning and in areas that impact their confidence and consequent engagement in learning.</p> <p>Matching the needs of learners is carefully managed from start to finish, with specific care taken with enrolment in 2020 and in the response to COVID-19, to minimise barriers to learning.</p> <p>Student needs are identified early, providing useful information to enable an individual response to specific learning or engagement needs. These include attention to student readiness to learn and the timetable designed to accommodate</p> |

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| | <p>the short attention span of the students.</p> <p>Management employs staff who understand and have a strong awareness of each cohort and can connect to students' differing needs. Transformation Academy has an inclusive and respectful environment where staff meet at the start and end of the day to provide feedback and highlight any issues. Carefully managed engagement skills and the mixing of staff and students are effective, to ensure that more than one tutor is always in the room.</p> <p>Extra learning time/tuition is provided to students who need special literacy training. A 'highlights' session is held every Thursday for students to provide feedback on educational/social/personal highlights.</p> <p>Management is mindful of student needs and provides free food, transport and access to counselling as well as youth mentors and budgeting services, as mentioned.</p> <p>Ongoing feedback from tutors and learners at the various meetings and during goal-setting confirms that learners are well supported. Feedback practices are effective in the current context, with a small student body that can be monitored easily.</p> |
| Conclusion: | The students at Transformation Academy are supported effectively, and there are clear systems in place to encourage engagement in their learning and to request support when needed. Through thorough and effective processes, from induction to completion, students are well supported and understand their learning goals well. |

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

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| Performance: | Good |
| Self-assessment: | Good |
| Findings and supporting evidence: | <p>Management encourages an inclusive and well-supported environment with a shared philosophy and values across the organisation.</p> <p>Transformation Academy works to create a sustainable business model and make changes if required to programmes to ensure ongoing sustainability. The PTE employs capable and appropriate staff. Transformation Academy has clarity of vision</p> |

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| | <p>and purpose. As a result of recent initiatives, this links well to organisational delivery capability and the programmes offered.</p> <p>Restructuring in 2020 has been effective in creating a flat structure with distributed leadership. Different staff members champion specific responsibilities. Key accountabilities are spread throughout operational staff, with a clear flow of communication. The delegated leadership model works well, as shown in the coordinated and effective response to the pandemic.</p> <p>Staff feel valued and have a sense of ownership through the open-door structure of management where the chief executive is accessible and hands-on. Staff have an annual appraisal and weekly catch-ups with the chief executive, and are provided with individual pastoral support by a church pastor.</p> <p>A strong management committee with external expertise is fully involved in the academic processes of the organisation and shows good knowledge of the workings of the PTE. The committee also determines the strategic direction of the organisation.</p> <p>Transformation Academy is highly regarded by its stakeholder support group. The organisation works closely with relevant agencies/stakeholders who provide feedback about outcomes for learners and the community.</p> |
| Conclusion: | <p>Management is proactive in deciding different initiatives. This is an improvement from 2018, where the educational inexperience of the management team was evident. The organisation has strengthened its focus on the learner, although there is a need for stronger analysis to better understand educational achievement.</p> |

1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Marginal |
| Self-assessment: | Marginal |
| Findings and supporting evidence: | <p>Transformation Academy is aware of the importance of managing compliance and has worked to self-identify compliance issues. Enrolment documents and pastoral care information is being managed well as a result of the introduction</p> |

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| | <p>of a new student management system with more functionality. The updated quality management system will form a basis for future operational processes and quality.</p> <p>An NZQA Risk team visit in November 2020 outlined several recommendations and gave advice around specific regulatory requirements, which has led to a number of organisational improvements.</p> <p>Oversight of compliance responsibilities rests with the chief executive but is devolved to staff. This could be seen as a risk, with several compliance responsibilities needing to be followed up, as noted by the NZQA team, around national external moderation and temporary site approval.</p> <p>Transformation Academy failed to submit moderation samples to NZQA in 2019, as required. The submission of assessment samples to NZQA was completed for the first time this year, which meets most NZQA requirements, with no action plan required.</p> <p>Transformation Academy had permanent approval for a previous site and is presently using a temporary one and has yet to gain permanent delivery approval for the site from NZQA.</p> <p>The 2020 year has seen a focus on compliance. Over the past year, compliance has improved, and management is working to manage risk via a compliance calendar.</p> |
| <p>Conclusion:</p> | <p>Management of compliance at Transformation Academy is improving. Some issues, as noted above, need more comprehensive monitoring. Transformation Academy is working to ensure more effective oversight of its educational compliance obligations.</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 Transformation Academy Trust trading as Transformation Academy:

- Ensure efficient analysis of performance trends and a more coherent approach to the quality of data collected and analysed at an organisational level to ensure good knowledge of educational achievement.
- Analyse graduate destination data to better meet current and future needs of the stakeholders and community.
- Consider the value of separate reporting on the achievement of Māori and Pasifika students who comprise over 50 per cent of students.
- Secure effective oversight of educational compliance obligations.

Requirements

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

NZQA requires Transformation Academy Trust trading as Transformation Academy to submit a permanent site approval before their temporary site permission expires on 14 April 2021. This is to ensure all Rules and Regulations are met to retain accreditation of programmes and registration as a PTE. Part 2, Section 5.1(d)(i) of the PTE Registration Rules 2018:

<https://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/pte-registration-rules-2018.pdf>.

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 fraud⁴*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

⁴ NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 452(1)(t) of the Education Act 1989 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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively.

In addition, the Private Training Establishment Rules 2018 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 2016. 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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