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External Evaluation and Review Report

Enspiral Academy Limited trading as
Enspiral Dev Academy

Date of report: 19 May 2020

About Enspiral Academy Limited trading as Enspiral Dev Academy

Enspiral Dev Academy delivers intensive training schemes in technology and interpersonal skills in Wellington and Auckland.

Type of organisation	Private training establishment (PTE)
Location:	Wellington Campus: Level 2, 275 Cuba Street, Te Aro, Wellington Auckland Campus: Level 5B, 12 Morgan Street, Newmarket, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 101.2 EFTS (equivalent full-time students) ¹ – 11 per cent Māori, 2 per cent Pasifika
Number of staff:	18 full-time equivalents (eight male, 10 female)
TEO profile:	See: Enspiral Academy Limited Training scheme programmes are delivered through both remote learning and face to face.
Last EER outcome:	This is the first EER for a new provider, which received NZQA accreditation and approval to deliver programmes on 30 April 2018.
Scope of evaluation:	Web Development Foundations, Enspiral Dev Academy Bootcamp, Enspiral Dev Academy Web Development – all training scheme programme provision (referred to as ‘courses’ in this report).
MoE number:	9163
NZQA reference:	C37795
Dates of EER visit:	4 and 5 February 2020

¹ 2019 Tertiary Education Commission SDR data

Summary of Results

Enspiral Dev Academy meets the needs of learners and employers. A sound framework ensures good knowledge of learner achievement and outcomes. Further development of organisational systems will build capability and drive improvements.

Confident in educational performance

- Course completion rates at Enspiral Dev Academy are strong. Achievement rates by priority learners are excellent.
- Enspiral Dev Academy has a focus on developing real-world skills for the graduates to succeed in employment. Stakeholder engagement is ongoing through effective industry networks. Systems to capture the impact of stakeholder feedback on programme development and delivery are being developed.

Confident in capability in self-assessment

- Students are well supported and tracked throughout their learning journey. Management supports an inclusive and engaging learning experience.
- Increased data collection and analysis have enabled improved evaluative practice. There is evidence of analysis leading to better understanding and improving performance.
- Management and leadership is innovative, with a clear purpose and strategic direction understood across the organisation. Access to domestic external input from expert advisors would strengthen academic oversight.
- Managing the transition to providing education within regulatory frameworks has provided some initial challenges for the organisation. This resulted in a few recommendations and requirements from external agencies signalling some gaps in self-assessment. Management is building capability in managing compliance accountabilities.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Student achievement at Enspiral Dev Academy is excellent (refer Table 1, Appendix 1). Course completion rates are generally high across the focus area training schemes, priority groups and delivery sites.</p> <p>On graduation, students attain a statement of learning competencies outlining practical skills and learning objectives. In addition, students produce a capstone assessment which showcases real-world application of their skills and creative abilities, thus gaining a useful employment tool.</p> <p>Enspiral Dev Academy students are gaining applied skills, which are the focus of the practical and industry-aligned training schemes. As well as attaining high quality technical skills, students develop transferable skills valued by employers such as teamwork, leadership and adaptability.</p> <p>Student satisfaction is high, and students feel very well equipped to move on to employment.</p> <p>Enspiral Dev Academy has a comprehensive framework from which it analyses student achievement by cohort, gender, ethnicity, course completions and employment outcomes. Individual progress is effectively tracked and understood by staff.</p>
Conclusion:	Student achievement at Enspiral Dev Academy is very strong. Data is used effectively to understand student achievement and address areas for improvement.

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

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Enspiral Dev Academy has strong domestic and international industry and professional networks which provide valued feedback on programme relevance and market knowledge. Staff are active in ensuring their networks contribute to improved outcomes for graduates. An opportunity exists for Enspiral Dev Academy to formalise some of the contributions that their networks offer towards assessing performance.</p> <p>There is sound evidence that stakeholders benefit from the outcomes the training schemes provide. Employment rates for 2018 graduates are high – 85 per cent of students graduating gained employment, 73 per cent of those in a related information technology role. Data for 2019 is currently less conclusive due to the average length of time graduates take to find full-time employment – 25 per cent of 2019 graduates gained employment, all of them in relevant information technology roles. Self-assessment of this data is leading to some improvements in alumni support and data collection techniques.</p> <p>Enspiral Dev Academy has a systematic approach to evaluating destination data which provides useful detail on outcomes by employment role. Employers and graduates attest to the high level of skill and work-readiness of graduates.</p> <p>A register of stakeholder engagement provides evidence of industry consultation and support for Māori engagement. A more robust connection between input and documented programme improvements would increase the value of this industry consultation.</p>
Conclusion:	Enspiral Dev Academy is well respected by industry and provides work-ready graduates with highly relevant and current technical skills. Analysing and reviewing the ways in which documented stakeholder input has led to improved learner outcomes would strengthen self-assessment.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Programme design supports the acquisition of highly practical technical skills supported by theory. Interpersonal and problem-solving skills are also embedded into the programme. There is sound evidence of a commitment to Te Tiriti o Waitangi within the programme and at an organisational level. Delivery of the training schemes fosters collaboration and inclusion across the student body.</p> <p>Industry networks are well maintained and ongoing to ensure currency of the technology taught. How stakeholders contribute towards programme review and curriculum design is less well evidenced. Attention to this would strengthen self-assessment.</p> <p>Programme review is formative (at the end of each cohort) and was supported by a formal programme review at the end of 2019. Processes and systems for review are improving. Enspiral Dev Academy is investigating how best to use various technologies to capture the information gleaned through review to evaluate its training schemes.</p> <p>Moderation is currently internal and occurs routinely across the two sites. While it has value, the informality of the system does not provide sufficient evidence that moderation of both assessments and assessment judgements is effective.</p> <p>Tutors are highly skilled, with industry knowledge and relevant qualifications. Gaining adult education training qualifications and academic oversight will support tutors to improve the effectiveness of their teaching and assessment decisions.</p> <p>Students are very satisfied with the delivery of the programme and the quality of the education they receive. Enspiral Dev Academy analyses student satisfaction feedback to improve delivery and is working on improving student survey uptake.</p>
Conclusion:	Programme design and delivery mostly meets the needs of stakeholders. Moderation is an area for future development, as is documenting improvements from programme review.

Final

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Students are well supported and engaged in their learning at Enspiral Dev Academy. Low tutor-to-student ratios ensure that access to learning and support is readily available. There is an effective system to support, guide and feed back to students, with evidence of improvements at the individual student level. Feedback is noted and discussed among staff and, where appropriate, changes and modifications are made to delivery. Staff regularly move between campuses and students say that their learning is enhanced as a result of this practice.</p> <p>Student satisfaction rates are high; however, inconsistent student survey uptake limits the effectiveness of this self-assessment tool.</p> <p>Enspiral Dev Academy is fully committed to providing a learning and working environment that precludes any barriers to inclusion. The PTE's commitment to this is evidenced in a clear entry process, a tuakana-teina model of student support, counselling where needed, and a responsive and proactive approach to mental health and wellbeing.</p> <p>Students are well supported at an individual level, and there is evidence of quick response from staff and management to any areas of concern. Ongoing tutor review identifies pressure points in the programme and, where applicable, changes are made to address issues arising from this.</p> <p>Organisationally, Enspiral Dev Academy is developing expertise in capturing global trends and how best to gather evidence on the impact of change on student outcomes.</p>
Conclusion:	<p>Ensuring that students have a positive learning experience is central to Enspiral Dev Academy's philosophy and mission. Students are effectively supported and there is a clear system to encourage student involvement in their learning.</p> <p>The PTE plans to gain evidence on the impact of changes and modifications to the learning experience.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Enspiral Dev Academy has a clear organisational purpose, supported by regularly reviewed and updated policies and processes, and established values and strategies. Knowledge is shared among staff at a range of meetings, with some evidence of reflection on data leading to improvements.</p> <p>Integrating the range of qualitative and quantitative information available to inform management decisions is a work in progress and will continue to improve through reflection on its effectiveness. Key processes for monitoring and measuring educational achievement are very good.</p> <p>Enspiral Dev Academy has a flat, non-hierarchical management structure which fosters shared responsibility and operates on a high-trust model. Leadership is supported through the Enspiral network, encouraging entrepreneurship, innovation and business acumen. Accessing educational expertise within New Zealand will improve management knowledge of the education sector and compliance obligations.</p> <p>Staff are valued and contribute to understanding and responding to educational progress and achievement outcomes. Staff capability will be extended further through professional development in adult education. Oversight of academic processes at management and governance level could be strengthened and further formalised.</p>
Conclusion:	<p>Management has a good understanding of student achievement and has strong data analysis to support this understanding. Management oversight of educational achievement will be strengthened by continued opportunities to reflect on and respond to outcomes.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Marginal
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Enspiral Dev Academy management has a clear understanding of NZQA's programme change approval and accreditation requirements. Compliance with these processes is integrated into programme review. The training schemes appear to be delivered in accordance with NZQA programme approval documents.</p> <p>The 2019 Tertiary Education Commission (TEC) review and the NZQA validation visit in December 2018 raised a few recommendations and requirements which suggested a knowledge gap in educational delivery within a regulatory framework. These were quickly resolved and led to a number of organisational improvements.</p> <p>Systems and processes to monitor and manage compliance obligations are developing well. Policies and procedures are updated regularly on a calendar of review and accountability. A real-time log documents changes and the appropriate staff are notified. Management has invested in professional development in managing finances. The student management system helps provide confidence in the results reported to the funding body (TEC).</p> <p>The organisation reports that all legal and ethical issues are managed appropriately.</p> <p>Enspiral Dev Academy received level 4 accredited provider status from the Ministry of Social Development's 2019 audit.</p>
Conclusion:	<p>Compliance management is improving. The recent external input from the TEC and NZQA has raised awareness of managing compliance. Responses from the organisation have been timely and well managed. Accessing external expertise in managing educational compliance obligations would further support management.</p>

Focus Areas

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

2.1 Focus area: Training schemes

Performance:	Good
Self-assessment:	Good

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 Enspiral Academy Limited trading as Enspiral Dev Academy:

- Formalise stakeholder engagement, particularly in terms of their input into discussions around the appropriateness and value of programmes and their graduates.
- Formalise internal and external moderation to strengthen assessment and consistency of assessment decisions.
- Build the academic capability of tutoring staff through investing in adult education qualifications.
- Engage with domestic educational expertise to support compliance within the regulatory environment.

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.

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Appendix 1

Table 1. Student course completions (total)

Year	Demographic	Total by percentage	Total student numbers
2019	Total	93%	177
	Māori	97%	34
	Pasifika	91%	16
2018	Total	91%	149
	Māori	80%	35
	Pasifika	71%	9

TEC SDR reporting data from December 2018; prior data is derived from data gathered at Enspiral Dev Academy.

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 fraud³*
- *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.*

³ 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 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

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. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

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. The Private Training Establishment Registration Rules 2018 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, 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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