



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

QUALIFY FOR THE FUTURE WORLD
KIA NOHO TAKATŪ KI TŌ ĀMUA AO!

External Evaluation and Review Report



Oceania Career Academy Limited
trading as Oceania Career Academy

Date of report: 18 February 2021

About Oceania Career Academy

Oceania Career Academy (OCA) was established in 2014 as New Zealand's first Pasifika-owned and led PTE for trades training. A key purpose of the PTE is to assist young Pasifika people and others into higher-paid employment in the construction and related sectors. OCA delivers vocational training predominantly through training in carpentry including Gateway and foundation programmes.

Type of organisation:	Private training establishment (PTE)
Location:	3A Rennie Drive, Mangere, Auckland
Code of Practice signatory:	n/a
Number of students:	Domestic: 101 (79 equivalent full-time students; 90 per cent are male, and most are under 25). All students are of Māori and Pasifika ethnicity. No international students
Number of staff:	17 full-time and one part-time
TEO profile:	Oceania Career Academy Ltd
Last EER outcome:	In May 2016, NZQA was Confident in the educational performance, and Confident in the capability in self-assessment of OCA.
Scope of this evaluation:	The focus areas selected for this evaluation were: <ul style="list-style-type: none">• New Zealand Certificate in Foundation Skills (Carpentry and Fabrication) (Level 2)• New Zealand Certificate in Construction Trade Skills (Level 3) OCA receives funding from the TEC (Tertiary Education Commission) and MSD (Ministry of Social Development). The PTE's parent company – The Fono – is the largest Pasifika non-governmental organisation in New Zealand, and provides Whanāu Ora-funded services, including medical, dental, and more.
MoE number:	8069

Final.

NZQA reference: C41177
Dates of EER visit: 10 and 11 November 2020

Summary of results

Since the previous EER, OCA has grown in student numbers and programme complexity, and has received additional funding based on strong performance. Stakeholder and student needs are well understood and matched. Care for students and culturally responsive support mechanisms are effective and well resourced. Governance and management are effective. Quality control has been strengthened in 2020, and staff training has focused on building and embedding capability.

Highly Confident in educational performance

OCA has high student achievement across all cohorts, who are mainly priority group learners. Pass rates are strong, and personal growth is notable. Monitoring of student progress and analysis of data is effective. Self-assessment has led to modifications and improvements.

The value of the programme outcomes is significant and positive. Graduates find employment at good rates, including jobs in construction and related roles. Barriers to employment are greatly reduced for many students.

Confident in capability in self-assessment

Stakeholders have been clearly identified, and OCA engages with them well. Student activities and the physical products of the programmes are also increasingly useful and beneficial to the community.

OCA has significant strengths in delivering skills-based programmes which combine mentoring and teaching. Teaching is conducted in a context which closely reflects the workplace, and students are well supported to gain skills and knowledge. There is careful consideration by OCA of communication and culture, and aiga/whānau needs.

Governance oversight, and the tools and approaches used for planning, monitoring and review are useful and increasingly effective in the hands of capable managers. Staffing and resources for learning are in a process of expansion and improvement after some performance limitations were identified by both the PTE and NZQA. Gaps in the academic quality management of some systems, in particular moderation processes, have been rectified and numerous improvements made.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>OCA students achieve excellent results when benchmarked against comparable education providers and national achievement rates. Data usage is good and has improved since the previous EER. Relevant benchmarks are used, and information is checked using reliable sources.²</p> <p>In 2019, students achieved 74 per cent course completion and 75 per cent qualification completion. At a deeper level – looking only at Māori and Pasifika studying at levels 1-3 and aged under 25 – OCA course completions of 73 per cent ('All TEOs' = 63 per cent) and qualification completion of 75 per cent ('All TEOs' = 38 per cent) are also strong. Despite the disruptions of Covid-19, 2020 achievement is also positive. Benchmarking of results is conducted across ethnicities, by subject, and by programme level.</p> <p>OCA describes its model as delivering 'courses concurrently, based around classroom and workshop sessions...embedding theory into practical in a timely manner...The risk is that if a student leaves...they do not complete courses or [gain] the qualification'. Comparisons using the type of vocational programme³, and looking at the performance of two comparable PTEs and two polytechnics, supports OCA's claim that their students are engaged and supported, and most are retained on well-focused programmes which develop both skills and</p>

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

² Sources include the Ministry of Education Counts and the TEC's Ngā Kete, as well as published EER reports.

³ Field of Study: Carpentry = 'Architecture and building' and Foundation Skills = 'General education' at certificate levels 2 and 3.

	<p>confidence.</p> <p>The reliability of pass rates is supportable based on external moderation by BCITO⁴, and cross-moderation with another PTE. Monitoring by NZQA found some academic quality deficiencies in 2020, and these are discussed in 2.1.</p>
Conclusion:	<p>Students are retained on programmes and achieve well. Monitoring of student progress and analysis of data are effective. Reliable benchmarks and sector comparisons of pass rates show that OCA performs well. Self-assessment has led to refinements in delivery and improvements in quality.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Stakeholders have been clearly identified, and OCA engages with them well. These include secondary schools, Pasifika community groups and churches, other tertiary education organisations and the construction industry. There is also positive engagement with government and related agencies which informs strategy and the understanding of both inputs and outcome requirements. This is well recorded, and processes for using this data have positive impacts on OCA decisions.</p> <p>The OCA board has a strategic plan based on four key pillars.⁵ An outcomes framework is used to understand how these pillars will deliver value to stakeholders over the next five years. This connects goals, monitoring measures and internal reporting requirements. The vision, goals and flow-on strategic plan are compelling, logical and subject to close monitoring. The PTE and the ownership entity have an obvious determination to succeed, and clearly have the capacity and resources to do so.</p> <p>In 2019, the New Zealand Certificate in Study and Career Preparation (Level 3) – previously the highest-level programme</p>

⁴ Building and Construction Industry Training Organisation

⁵ 'Influence, Inspire & Educate; Excellence in Education Outcomes; Navigating the Challenges; Delivering on the Brand Promise'.

	<p>at OCA – helped 75 per cent of graduates into full-time employment or casual roles with strong potential to lead to employment. Covid-19 lockdowns disrupted this progression, and at the end of September 2020, 45 per cent had relevant employment. OCA continues to support these graduates towards sustainable employment.</p> <p>Delivery of trades skills to secondary school students is also a valuable contribution by OCA to wider sector educational goals.</p>
Conclusion:	<p>The value-add to students and communities is significant and positive. The students in the focus area programmes have often been underserved or otherwise unsuccessful in formal education and, not uncommonly, also have other factors in their lives which challenge their participation in education, training or employment. Graduates find employment at good rates, including jobs in construction and related trades roles. The tracking of this is useful but could be further enhanced (see also 2.1 and 2.2 below).</p>

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>A range of evidence supports the evaluators' view that performance and self-assessment under this key evaluation question are good:</p> <ul style="list-style-type: none"> • The general manager and other staff have engaged with the construction industry to discuss programmes, graduates and employment opportunities. Development of the focus area – the New Zealand Certificate in Trades Skills (Carpentry strand) – involved engagement with several industry employers and BCITO. These activities are captured in minutes of meetings and a call log. Industry input is sought regularly using both formal and informal means. • Teaching is conducted in a context that closely reflects the workplace. In-depth needs assessment, student guidance and culturally responsive approaches are leading to high retention and success. Physical resources for learning are suitable and in the process of being further developed.

Final.

	<p>Safety is well embedded. Students' activities and the physical products they produce are beneficial to the community.</p> <ul style="list-style-type: none"> • Although some areas of academic quality, and staff familiarity with some systems, have not always been highly effective since the previous EER, quality control has been strengthened in 2020. Staff training has focused on building capability around this. A moderation cluster meeting occurred with another PTE and BCITO this semester. Formal training in adult education is occurring for tutors, numerous of whom are quite new to tertiary education. • Annual programme reviews have improvements identified for next delivery. These could be a bit more tightly time framed, but are certainly stronger than in 2018.
Conclusion:	OCA has significant strengths in delivering skills-based programmes which combine mentoring as well as teaching, as complementary modes. Self-assessment has improved.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>OCA has goals and processes which carefully identify each student's social and educational context, readiness for study, and any obstacles that need to be removed or mitigated to give the student the best possible chance to succeed. A team of student mentors provide connection between OCA, the learner, aiga/whānau, the Pasifika community and employers. This approach is effective and well supported, with active links to the specialist services at The Fono. Tutors employ a range of strategies to ensure consistent expectations and are open in their communications with students. Tutors also benefit from close, in-class and in-workshop student support by the mentors.</p> <p>Interaction with students, from initial needs assessment, induction, the student handbook, monitoring processes and protocols around safety and privacy is thorough, well documented and guided by clear policy and professional oversight. Where incidents occur, a thoughtful and decisive approach has been taken to keep people safe and learn from</p>

	<p>experience.</p> <p>In 2020, student representatives and OCA staff initiated the development of four committees: music, spirituality, sport and housekeeping. A student representative handbook has also been developed to guide activities. An activity day each Wednesday provides a focus for fostering leadership and a healthy campus culture across all programmes. Regular guest speakers are invited to meet with the students. Students also make use of assistance with health and legal matters and budgeting. Student voice is keenly sought and attended to.</p> <p>Responses to student needs during the two lockdowns reflected the depth and breadth of support normally available. An example is a tutor producing a bird house construction project to help keep level 2 students engaged at home. These were delivered to students' homes by the mentors. Mentoring and support staff worked alongside The Fono to deliver material support.⁶</p>
<p>Conclusion:</p>	<p>Students are well supported in a holistic way by OCA staff. There is planned and monitored engagement with all students. This includes meaningful connections with students' communities, home visits and engagement with aiga/whānau. Other support includes purposeful interaction with social support or other agencies who may have an interest in the students' health, wellbeing, future prospects and academic success.</p>

⁶ [Pasifika Futures Covid-19 Packages](#). In the first lockdown, OCA issued 116 relief packages to 98 families as well as referring to The Fono for additional relief packages, as specific needs were identified. All received one or more of a food voucher or care package. Fifty-seven devices were delivered to students, and internet connectivity was arranged for some as well.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>OCA has been through a process of growth and consolidation since their first EER in 2016. The strategic direction, governance group, programme portfolio and staffing have all evolved. There is comprehensive documentation of the planning, monitoring and review efforts behind the changes. Responses to recommendations or requirements from the last EER report, the TEC audit and NZQA programme monitoring are convincing and actively monitored by the PTE governance and management. This is also reflected in the high value of the learner/community outcomes reported under 1.2.</p> <p>With growth there have been some teething problems and a need for greater capacity and stronger quality assurance systems. Since the last EER there has been turnover in a number of key staffing positions. Larger, more suitable premises have also been carefully secured. The industry liaison position is a crucial one, and was vacant at the time of the EER. That said, the OCA board chair is also vice-chair of Māori and Pasifika Trades Training Auckland. This positions the PTE well regarding alignment with industry training needs and apprenticeships. Key industry stakeholders provide ongoing feedback, and findings from this are shared with OCA. Industry stakeholders also gave positive feedback to NZQA.</p> <p>Records show that professional development of staff has occurred since the previous EER. This has ranged from safety-related short courses through to qualifications such as the New Zealand Certificate in Adult Literacy and Numeracy. In-house workshops on a range of relevant topics supplement the formal training. The academic director also meets weekly with student representatives to hear any concerns and discuss student feedback. A 'You Said, We Did' feedback model is also used to provide focus and report on responses to students' feedback.</p> <p>OCA was well placed to respond to a range of critical wellbeing needs of learners and their families during the pandemic lockdowns. Nimble approaches ensured that programme delivery and daily interaction with students continued, using familiar and</p>

	newly introduced technology.
Conclusion:	OCA is well governed and well led. Responses to external feedback are also timely and thorough. Staff turnover – and adjusting to the complexity of longer duration programmes with larger student numbers while maintaining academic quality – are factors in the ratings for this key evaluation question. There is scope for improvement, but educational achievement is the primary focus at OCA and it is being well supported.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Reporting by the general manager to the OCA board includes dashboards (which have been subject to recent review), and these include useful and comprehensive compliance dimensions.</p> <p>As a relatively new PTE, and also relatively new to TEC funding requirements, OCA has been required by the TEC to work on a few areas of compliance. Two TEC audits since 2016 have shown improvement. The lack of detail in the quality management system, which led to these compliance glitches, could reasonably have been foreseen by OCA.</p> <p>There is useful engagement with BCITO, including within external moderation systems, but also in ensuring staff understand and follow all compliance requirements. For example, three tutors doing assessments have appropriate assessor qualifications. Tutors currently completing assessor training are closely supported and guided in their marking decisions by these qualified staff. Hours of delivery (and learner engagement), including self-directed time, are closely monitored and recorded. Staff are trained in ‘compliance thinking’, with workshops on programme details, learning hours, assessment protocols, occupational safety and health, etc.</p> <p>OCA has submitted 27 applications to NZQA since the last EER. Fifteen of these were approved, eight were withdrawn by OCA, and four were declined by NZQA. Two of the declines were successfully resubmitted and approved. Analysis of these activities is rigorous, and the learnings are applied. The PTE</p>

Final.

	took part in an NZQA consistency review for one focus area programme in late 2019, with a positive outcome.
Conclusion:	Compliance management is sound and improving.

Focus areas

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

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The qualification achievement rate for the October 2019 intake was 78 per cent, and for February 2020 was 71 per cent. The current cohort is progressing well, and a similar or better pass rate is expected. Most graduates moved up to a level 3 programme or found employment: 92 per cent in 2018 and 77 per cent in 2019. For many of these graduates, this was their first qualification. Students interviewed spoke highly of OCA staff and the personal growth they had seen in themselves and their peers. They also gained value by proximity to larger and more complex construction projects, which inspires them to engage and progress with their studies.</p> <p>Programme monitoring by NZQA in 2020 found gaps in academic policies and, specifically, lack of retention of moderation samples to verify that effective academic quality control was occurring. This led to four requirements. These deficiencies (in particular tracking and filing of records) have now been rectified as part of an extensive quality improvement plan and staff training project led by an experienced academic director. These gaps occurred before her appointment. A recent addition to the tutoring team has extensive experience with foundation skills programmes in high school, PTE and social service provider contexts, which will potentially further support the embedding of academic quality systems.</p>

2.2 Focus area: New Zealand Certificate in Construction Trade Skills (Level 3)

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>This programme was introduced in 2020 and is designed to provide an effective pathway from the level 2 foundation programme. The course design principles also draw on the PTE's experience as a 'navigator' with two successful Māori and Pasifika Trades Training groups in Auckland.</p> <p>Forty-six students enrolled in the programme in 2020. A few withdrew following patchy attendance, and four others withdrew to take up employment or to move location. Despite the disruptions of Covid-19, 2020 qualification achievement is also positive.</p> <p>Students are working in small teams constructing 30 square metre, two-bedroom, non-consented housing pods, which were nearing completion at the time of this evaluation. Most of the students will have gained significant capability and technical skills through the project; evidence of this is collected using an assessment by portfolio model. Students interviewed described immense pride and satisfaction in the process, quality of product, developing teamwork and leadership skills, and the future construction work they now felt confident to contribute to.</p> <p>There is 'cross-marking' under the guidance of an experienced tutor/assessor, and OCA participated in recent external moderation with a similar PTE (with the BCITO attending) in semester 2, 2020. The ITO expressed confidence in OCA's assessment approach and methodology, and the level of skills acquired by the students, for assuring valid assessment of learning.</p> <p>The new programme academic lead has extensive UK trades teaching and leadership experience, and is qualified in assessment, teaching and literacy/numeracy development. Newer tutors are enrolled in the New Zealand Certificate in Adult Education, and collectively have many years' construction trades experience in New Zealand and the Pacific.</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 OCA further develop the existing methods for tracking graduate outcomes with a view to more granular and timely reporting on employment outcomes to the board. Since graduate employment is central to the PTE's goals, tracking criteria would include occupational area, duration of employment and other relevant data.

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.

There are no requirements arising from the external evaluation and review.

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- *Identify organisational fraud⁷*
- *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.*

⁷ 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz