



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Apprentice Training New Zealand
2010 Trust

Date of report: 8 May 2024

About Apprentice Training New Zealand 2010 Trust

Apprentice Training New Zealand 2010 Trust (ATNZ) provides training for work-based apprentices employed in the engineering and manufacturing industries.

Type of organisation:	Private training establishment (PTE)
Location:	Level 1, 19 Great South Road, Newmarket Auckland
Eligible to enrol international students:	No
Number of students:	Domestic: 455 equivalent full-time students as of 1 December 2023 – Māori 98 (18.5 per cent), Pasifika 45 (8.5 per cent), disabled seven International: nil
Number of staff:	29 full-time, three part-time, 31 full-time equivalents
TEO profile:	Apprentice Training New Zealand Trust ATNZ was established in 1999 as a charitable trust to offer an apprentice group training scheme for the engineering industry. It was a subsidiary of Competenz (Industry Training Organisation) and became a registered PTE in 2022. ATNZ employs approximately 75 per cent of its apprentices and places them with host companies (AE learners). The other 25 per cent of apprentices are employed directly by their employer companies (DE learners). Work-based learning is the primary form of delivery, supplemented by online training. Apprentices also attend two to three block courses delivered on contract by Te Pukenga.
Last EER outcome:	This is ATNZ's first EER.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Apprenticeship in Mechanical Engineering (Trade) (Level 4) with strands in Fitting and Machining, General

Engineering, Machining, Maintenance
Engineering, Toolmaking ID: 127677-1
[Ref: 2714-1]

- New Zealand Apprenticeship in Engineering Fabrication (Trade) (Level 4) with strands in Heavy Fabrication, Light Fabrication, and Steel Construction ID: 127679-1
[Ref 2719-1]
- Learner support in work-based learning settings

MoE number: 7741
NZQA reference: C56196
Dates of EER enquiry: 27-29 February 2024

Summary of results

ATNZ has been operating as a registered PTE for one year, providing high-value engineering training and support for work-based apprentices. ATNZ has a strong focus on developing the organisational culture, with effective processes, to meet all stakeholder needs. Comprehensive self-assessment practices inform decisions about programme review and development, and alignment with employers' and apprentices' needs.

Confident in educational performance

- Apprentices are gaining relevant practical skills and knowledge that they apply in the workplace. Regular monitoring of apprentice progress supports ongoing credit achievement which facilitates apprentices' professional advancement. The scope of apprentice achievement data is limited to one year. Credit completion rates indicate a mostly upward trend, higher than the rate achieved by other organisations with similar work-based learning.

Highly Confident in capability in self-assessment

- Self-identified strategic priorities and processes to understand and address the needs of priority apprentices are still being developed and require further impetus to be effective. The impact of these initiatives and the intended positive outcomes are still to be seen. The organisation has a clear purpose and direction which is accessible and understood by all levels of the organisation.
- ATNZ demonstrates commitment to the wellbeing of its apprentices. Appropriate individual apprentice support is effective and motivating for apprentices' academic and pastoral wellbeing.
- Programme review and development is highly effective and is in response to growing industry demand. ATNZ field staff, support staff and management collaborate extensively to improve training resources and address employer and apprentice needs.
- The ATNZ board and management are well connected and informed of stakeholder needs.

Management is reflective and uses information gathered from employers and apprentices to prioritise decisions and actions.

- The PTE has good management of key compliance accountabilities.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Overall apprentice credit achievement is good.² ATNZ has an expected credit achievement rate of 70 per cent per learner per annum. Some results were impacted by changes to the programme structure³, which limits apprentices to a set number of credits within the first year, and the rate of apprentice attrition. However, when benchmarked against other work-based learning providers, ATNZ learners are achieving at a higher rate compared with other providers.</p> <p>ATNZ is still determining the best way to address some challenges in programme design and the impact on apprentice achievement. Any trends of achievement will become clearer once a full cycle of programmes has run.</p> <p>First-year retention for 2023 was 74 per cent, a good outcome considering that apprenticeship delivery requires the apprentices to become accustomed to work while also managing learning priorities. This is a big initial adjustment for apprentices with no prior work experience. The reasons for apprentice terminations have been of concern to the PTE.⁴ Initiatives are being implemented to improve apprentice orientation, manage work expectations in the workplace, and identify apprentices at risk of falling behind. The effectiveness of these initiatives is still to be determined.</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 Refer Appendix 1, Table 1.

³ Apprenticeship duration is between three and a half to four years. In the first year, apprentices are limited to achieving 46-57 credits while they adjust to work life.

⁴ Most common reasons are career or employer change, further study in different field or relocation to another town or country.

	<p>There is an opportunity to identify trends in priority group terminations to inform what is needed for these apprentices.</p> <p>Priority group apprentice achievement is well understood. Māori and Pasifika apprentices have not achieved at the same rate as other apprentices.⁵ Staff cultural capability is being developed to bolster learner support. A small number of apprentices identify as having a disability, and they generally achieve well. ATNZ has developed an Oritetanga equity strategy with a target to have all apprentice groups achieving at similar rates by 2027.</p> <p>ATNZ is using real-time tracking to refine their understanding of achievement data to address apprentice attrition and maintain targeted credit achievement rates. There is clear presentation of data in monitoring reports to senior leadership and the board.</p>
Conclusion:	<p>Achievement is generally strong across programmes. Planned initiatives to improve achievement for Māori and Pasifika are being implemented. Self-assessment provides relevant information, with opportunities already identified by the PTE to improve insights around achievement.</p>

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>ATNZ training and support is strongly aligned to matching the needs of the industries served by their programme models. Apprenticeships are made available to schools through a brokerage project funded by the Tertiary Education Commission. ATNZ staff attend Gateway and careers expos to advise on a pathway to apprenticeships. The PTE has recognised the need to develop relationships with Māori and Pasifika entities and businesses with an interest in engineering, to attract more Māori and Pasifika apprenticeships and better serve these apprentices' needs.</p>

⁵ Refer Appendix 1, Table 3.

	<p>Apprentices gain a well-rounded qualification. Training is delivered while they are employed, and there is no financial burden to the apprentice as employers pay for the training. A four-step wage model incentivises apprentices to reach credit milestones and ensure employers recognise apprentices' achievements. Data indicates a high percentage of apprentices receive wage increments across the four stages.⁶ Apprentices become productive staff well before they graduate. In some cases, graduates are exposed to more than one business operation, making them versatile and confident employees.</p> <p>The apprenticeships are meeting a skills shortage for traditional skills and skills to work with new technologies. Employers gain a workforce that is a good fit for their organisation, and staff who are gaining current and relevant knowledge.</p> <p>The PTE has been recognised for quality training and high standards. This gives apprentices placement opportunities across a large range of employers (220 employers in 2022). ATNZ field staff and support staff build strong customer relationships. Stakeholder and apprentice satisfaction feedback informs ATNZ that training is matching needs and is of high value. A deeper understanding of the value of outcomes for employers and graduates – beyond programme completion – and the benefits to Māori and Pasifika communities would be beneficial.</p>
<p>Conclusion:</p>	<p>Partnerships with employers are well maintained to ensure the training delivers the outcomes the industry seeks and values. Systematic collection and analysis of feedback leads to understanding outcomes and informs decision-making.</p>

⁶ Refer Appendix 1, Table 4.

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>ATNZ works closely with Hanga Aro Rau Workforce Development Council and seeks input from a wide range of employers to inform decisions about programme design and delivery. Apprentice and employer feedback is used in programme review to better meet the needs of industry and students. ATNZ is responsive to stakeholder needs and has a strong focus on continuous improvement. This has led to the development of four new programmes.</p> <p>In response to transitional requirements under the Reform of Vocational Education, as well industry and apprentice feedback, ATNZ made extensive improvements to programmes, assessments, marking times (reduced), and structured learner support online and in the workplace. ATNZ identified a need for a more efficient learner management system. This was implemented as a central point of contact and coordination for apprentices' material submissions. Interactive and helpful online materials provide an effective learning platform for apprentices to learn at their own pace.</p> <p>The immersive model of the apprenticeship programmes prioritises work-based learning, supplemented with self-directed online learning and block courses. An effective feature of the programme design is continued exposure to workplace conditions, technologies and expert staff in the field. This alignment is well maintained by the visits and support by ATNZ staff in the field.</p> <p>ATNZ has effective internal moderation processes to maintain academic standards. The academic committee monitors and reviews all programme-related activities to give assurance that academic standards are being met. Moderation is used to inform staff professional development. External moderation completed with the workforce development council also confirms that academic standards are being maintained.</p>
Conclusion:	ATNZ programmes are relevant and well matched to student and stakeholder needs. Programme and

	assessment procedures and outcomes are monitored and reviewed thoroughly, which informs improvements.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Apprentices undertake a placement interview to ensure they have a good fit with the company. Literacy and numeracy skills and learning needs are identified early in the programme to ensure appropriate support. In 2023 the PTE introduced an external literacy and numeracy programme to provide specialist support. This had positive feedback from learners and will continue to be offered for learners who require the support. Some apprentices will have completed pre-trade training with another PTE prior to their apprenticeship. This helps bridge the gap between school and the working world.</p> <p>Each apprentice is assigned to an ATNZ mentor/coach who provides extensive ongoing support. Apprentices receive individualised learning and wellbeing support from the start of the apprenticeship with ATNZ. ATNZ staff have industry expertise and work closely with apprentices and employers to set individualised training plans to ensure relevance, meeting apprentice interests and setting achievable goals and timeframes for meeting milestones to gain credits.</p> <p>ATNZ support staff are available to apprentices for assistance with the online learning management system as well as learning support, especially where apprentices have identified neurodiverse or learning challenges. In addition, apprentices have the option to join a facilitated weekly study group online or in person at available centres. Feedback from learners, employers and ATNZ staff indicate that these study groups are invaluable to apprentices and that they gain ongoing, real-work examples to support learning and an opportunity to network and learn from peers who are on the same learning journey.</p> <p>ATNZ staff provide effective coaching and mentoring over 10 work visits a year. Feedback and progress against objectives are reviewed with apprentices. Apprentices</p>

	<p>attest to benefiting from the guidance to develop good learning habits and improving their skills. ATNZ staff also feed back to employers on the apprentices' progress and what further on-job training may be required to support the apprentice learning experience.</p> <p>Students attend a two-week block course at a Te Pukenga centre at different times of the year as part of a subcontract. Apprentice feedback about the timing and content of this training has been variable. ATNZ is looking at other solutions to satisfy different workplace contexts.</p> <p>ATNZ has reviewed its support practices and considered ways to better support apprentices in the workplace. A health and safety manager supports apprentice wellbeing. Staff undergo training to effectively support the apprentices' mental health and wellbeing. Self-assessment could be strengthened to inform specific initiatives for priority group learners.</p>
Conclusion:	ATNZ has effective contributing processes to support workplace apprentices. Self-assessment of the effectiveness of support is strong overall, with potential improvement in the support of priority learners.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ATNZ's decision to become a PTE was well considered: to contribute to skills development in their industry across New Zealand. The PTE has prioritised key objectives and set a clear strategic direction. Comprehensive reporting ensures the board has transparent insights and knowledge about the PTE. The board members are experienced and have a broad network of industry and community connections providing ongoing external input.</p> <p>The strong senior leadership team is highly experienced, driven by effective data analysis, a new streamlined learner management system, and alignment of the most important needs and objectives of the whole organisation. Results are measured to prioritise further actions and decisions. Annual team plans are clearly defined, tasks</p>

	<p>allocated, and monitored to completion. Risk management, monitoring and review are comprehensive.</p> <p>Team members have good synergies across roles and use a highly effective collaborative approach to accomplish goals that support the success of the apprentices.</p> <p>Management has effectively maintained and developed organisational capability and relevance in their sector. They effectively support apprentice training in the workplace and meet client needs. Staff with institutional knowledge, industry expertise and new and innovative ideas ensure ATNZ is agile and responsive. Staff have a strong focus on performance through well-defined roles, operational practices and robust monitoring systems. ATNZ has a strong collaborative relationship with the workforce development council to bring new programmes to market and continue to meet industry needs.</p> <p>ATNZ uses client and apprentice touchpoints to understand needs and respond at various intervals as part of a continuous improvement framework. The PTE has invested in developing a comprehensive quality management system, relevant programmes and well-rounded learner support, and has a strategic focus on stakeholder needs and successful outcomes. ATNZ staff provide feedback which helps the PTE to respond to sector challenges and gain insights for improvements to educational provision.</p> <p>Regular reporting of data and analysis across the organisation feeds into board reports and annual programme review, and data is appropriately used to inform decisions and strengthen self-assessment.</p>
<p>Conclusion:</p>	<p>ATNZ governance and management effectively support educational achievement. Innovative, collaborative and reflective teams contribute to decision-making that clearly aligns to the organisation’s educational purpose.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>ATNZ's systems and processes are comprehensive and effective to meet its compliance obligations. Key compliances are well managed by the chief executive who maintains strong oversight and reports to the board on compliance matters.</p> <p>The PTE manages risk through robust assessment. The Tertiary Education Commission regards ATNZ as a high performer and continues to fund them over a two-year plan.</p> <p>ATNZ is submitting annual attestations to NZQA in a timely manner. ATNZ received a few transitional programmes because of RoVE, and work is underway to transition to permanent programmes. Programmes are being delivered consistent with NZQA rules, and newly developed programme applications have been of high quality. Credit reporting is timely. Participation in external moderation activities with Hanga Aro Rau has reported consistently positive results.</p> <p>The Code of Practice is well socialised with ATNZ staff and employers. Review is comprehensive and ongoing in the context of work-based learning, and effectively informs improvements in apprentice wellbeing and support. The PTE continues to review the Code and measure progress against identified gaps.</p> <p>Apprentice and employer complaints are well managed and ATNZ has responded to minor complaints appropriately.</p>
Conclusion:	ATNZ manages its compliance accountabilities effectively with a range of supporting tools and processes. Minor complaints are handled appropriately and used as an opportunity for management and staff reflection.

Focus areas

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

2.1 New Zealand Apprenticeship in Mechanical Engineering (Trade) (Level 4) with strands in Fitting and Machining, General Engineering, Machining, Maintenance Engineering, Toolmaking

Performance:	Excellent
Self-assessment:	Good

2.2 New Zealand Apprenticeship in Engineering Fabrication (Trade) (Level 4) with strands in Heavy Fabrication, Light Fabrication, and Steel Construction

Performance:	Excellent
Self-assessment:	Good

2.3 Learner support in work-based learning settings

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	ATNZ reviewed different apprentice support models to enhance work-based, provider-based and online delivery in the workplace. Findings led to several initiatives to address different apprentice contexts. An external health and safety report provided additional guidance consistent with the focus on physical and mental health through appropriate support. A comprehensive framework for work-based apprentice support in different contexts has been developed and improvements are ongoing.
Conclusion:	ATNZ's processes are effective in supporting apprentice needs. The PTE uses a continuous improvement model to address changing needs arising from different work contexts.

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 Apprentice Training New Zealand 2010 Trust continue to strengthen relationships with iwi and communities to:

- grow interest in engineering
- be informed of Māori and Pasifika learner needs
- develop additional support for these priority learner groups.

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.

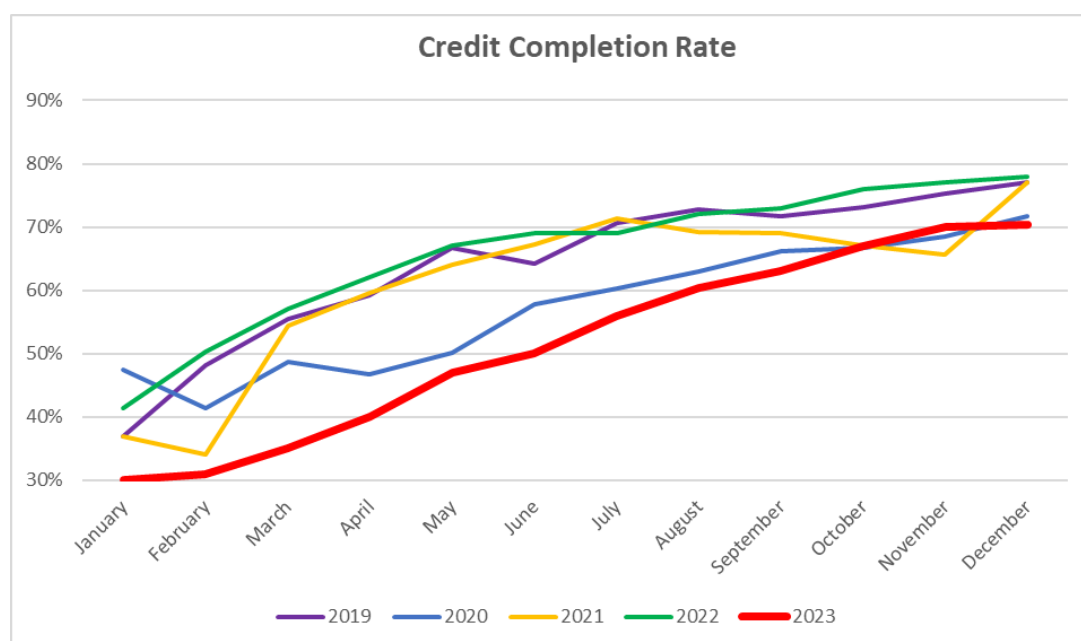
Appendix 1

Table 1. ATNZ credit achievement by programme group

	2022	2023
Mechanical Engineering	83%	75%
Engineering Fabrication	77%	66%
Refrigeration and Air Conditioning	68%	65%
Mechanical Building Services	58%	75%
ATNZ	78%	71%

Source: Nga Kete

Figure 1. 2023 YTD ATNZ overall credit achievement since 2019



Source: ATNZ TMS data

Table 2. ATNZ first year apprentice retention to 31/12 for the 2022 starting cohort

	First year apprentice retention for the 2022 starting cohort (year-end 2023)
Mechanical Engineering	77%
Engineering Fabrication	71%
Refrigeration and Air Conditioning	69%
Mechanical Building Services	75%
Welding	n/a
ATNZ	74%

Source: Nga Kete

Table 3. ATNZ 2023 credit achievement by ethnicity and programme group

	Māori		Pasifika		Non-Māori, non-Pasifika	
	No. learners	YTD credit achievement	No. learners	YTD credit achievement	No. learners	YTD credit achievement rate
Mechanical Engineering	40	67%	10	65%	166	76%
Engineering Fabrication	30	64%	13	35%	86	70%
Refrigeration and Air Conditioning	7	63%	7	64%	44	61%
Mechanical Building Services	6	98%	8	47%	39	74%

Source: Nga Kete

Table 4. ATNZ apprentice wage premiums

Step	Number of AE Learners		
	Employed	# Receiving premium	% Receiving premium
Step 1	167	145	86.8%
Step 2	87	84	96.6%
Step 3	67	61	91.0%
Step 4	26	17	65.4%
	347	307	88.5%

Source: October 2023 ATNZ Apprentice Wage Analysis

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 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 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/>.

NZQA

Ph 0800 697 296

E qaadmin@nzqa.govt.nz

www.nzqa.govt.nz