



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# Te Pūrongo Aromātai me te Arotake ā-Waho

AMA Training Group Limited

Date of report: 28 November 2024

# Mihi

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*Tēnei a ngākau whakaiti e mihi atu ana ki a koutou o Ama e kaha nei ki te hāpai, ki te ārahi, ki te poi poi i āu ākongā, i runga i te tika, i te pono me te aroha. Ko koutou tēnā e para nei i te huarahi kia whai pukenga, kia whai mātauranga āu ākongā kia whai mahi hei painga mō rātau i ō rātau ao.*

*Ko te korowai o manaaki, o atawhai, o aroha tērā ka kitea, ka rangona e te tangata ka kuhu ana ki roto i te mahanatanga o tō koutou whare. Tēnā rawa atu koutou katoa!*

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# Kupu Whakataki | Introduction

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*Ama Training Group is a private training establishment based in West Auckland, focused on providing industry-specific and learner-centred training to Māori and Pasifika whānau.*

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Type of organisation:	Private training establishment (PTE)
Location:	Level 47 Ratanui Street, Henderson, Auckland
Eligible to enrol international ākonga:	No
Number of ākonga:	<u>2024:</u> Domestic total enrolments: 92 (Māori 40 per cent, Pasifika 23 per cent) International: nil
Number of staff:	12 full-time equivalents
TEO profile:	<a href="#">Ama Training Group Limited</a> (profile on NZQA website)
Last EER outcome:	This is the first external evaluation and review of AMA Training Group.
Scope of evaluation:	New Zealand Certificate in Infrastructure Works (Level 2)
MoE number:	6679
NZQA reference:	C55355
Dates of EER visit:	7 and 8 August 2024

# Ngā whakataau | Summary of results

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*Kaupapa are generally strong and are reflected in performance across most levels of the organisation. Gaps or weaknesses have some impact but are mostly managed effectively. Self-reflective practice is generally part of a reasonably coherent and comprehensive approach across the organisation.*

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## **He Pounamu Whakairo – Ngā hua o te whare ako**

- The kaupapa of Ama Training Group is led by directors who have an abundance of experience in educational leadership across the sector. Compliance systems are in place and generally well managed.
- The management team is investing in good systems and processes that support organisational performance.

## **He Pounamu Whakairo – Ngā whakairinga kōrero**

- Self-reflective practice is evident, systematic, drives improvement at organisational and programme levels, and is relevant to the context of AMA Training Group.
- The leadership and staff exemplify the values of tika, pono and aroha, which are also seen in the strength of relationships with ākonga and key stakeholders in the community.
- Ama Training provides meaningful learning that equips ākonga with qualifications that lead to employment.
- The PTE has good systems and practices for ensuring quality educational delivery. Some areas are being strengthened, including using moderation to improve assessment practice and using individual learning plans to more effectively monitor and support student progress.
- Te reo and tikanga Māori are embedded within programme content and are expressed as a naturally occurring practice within the organisation and the programme.

# He pātai aromātai<sup>1</sup>

## 1.1 Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te whare ako	<b>He Pounamu Whakairo</b>
Ngā whakairinga kōrero:	<b>He Pounamu Whakairo</b>
Ngā kitenga	<p>Ama Training Group (Ama) is well led by two directors who are experienced educators and committed to developing an organisation focused on meeting the needs of learners and industry. Both directors also manage the business and have engaged external advice and support to help them to understand their own performance as leaders as they grow their kaupapa. Since its establishment, Ama has made notable progress in self-assessment practice, including:</p> <ul style="list-style-type: none"><li>• Establishing a clear vision and direction for the organisation.</li><li>• Growing a team of trainers with industry experience.</li><li>• Developing effective educational and pastoral systems for Māori and Pasifika learners.</li><li>• Growing the number of training programmes to meet the needs of community and industry.</li><li>• Building a strong network of relationships with employers, industry and agencies.</li><li>• Establishing work opportunities to transition graduates into related work experience.</li></ul> <p>The directors are forward planning to ensure that Ama systems can sustain growth, and that they have the right people (like-minded and like-hearted) in the right positions to continue to serve the kaupapa of Ama.</p> <p>Both directors also monitor the quality of Ama's educational delivery, primarily as peer markers and</p>

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

	<p>moderators. Moderation plans are in place and moderation training is ongoing to support all kaiako to use moderation as a tool to improve their assessment practice.</p> <p>Organisational culture is underpinned by the values of tika, pono and aroha, which are seen, heard and felt across the organisation:</p> <ul style="list-style-type: none"><li>• Ākonga feel well supported. They receive good information on the programmes, particularly during induction. They are clear on expectations, what they will learn, why it is important, and where will it lead to.</li><li>• Staff are regularly appraised. They engage in collegial discussions as well as structured professional development to improve their practice.</li><li>• Compliance is well managed, and any issues are resolved quickly.</li></ul> <p>Ākonga achieve qualifications that are mana-enhancing, relevant and meaningful to them personally and that develop them professionally. In addition, ākonga gain confidence and skills – including communication skills and teamwork – to help them in the workplace.</p> <p>The programmes are highly valued by ākonga because they are delivered by facilitators who have a depth of industry experience and who also genuinely care for ākonga. In addition, the learning is relevant, practical and underpinned by organisational values. The programmes are also highly valued by key stakeholders who are collaborating with Ama to deliver training to their communities and support graduates into work.</p> <p>The learning environment is nurturing and caring, kaiako are inclusive, adapt their teaching to the learning styles of the student, and use their expertise and skills to help guide the learning.</p> <p>Student progress is tracked to some extent through individual learning plans. These plans could be improved by including diagnostic, formative and summative assessment data, and assessment completion and resit dates. This data will help kaiako monitor student progress and also support the organisation to understand ākonga success.</p>
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	<p>Te reo and tikanga Māori are encouraged throughout the organisation, as evident in karakia and mihi, and also when staff, ākonga and management stand together to perform waiata and haka. Some ākonga also said they have begun to reconnect to their taha Māori since being a part of the Ama whānau.</p>
<p>Ngā whakarāpopoto</p>	<p>Ama is well led and managed. Expressions of kaupapa are evident through their values of tika, pono and aroha. Ākonga are well supported during their training and into relevant employment. Gaps or weaknesses are mostly managed effectively. Self-reflective practice is ongoing and leads to improvements.</p>

# Ngā kaupapa ka arotahitia | Focus areas

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

## 2.1 New Zealand Certificate in Infrastructure Works (Level 2)

Performance:	<b>He Pounamu Whakairo</b>
Self-assessment:	<b>He Pounamu Whakairo</b>
Findings and supporting evidence:	<p>The New Zealand Certificate in Infrastructure Works (IW2) is Ama Training’s longest-running programme and is delivered to two cohorts: rangatahi and Corrections. The rangatahi cohort is focused on training ākonga and supporting them into employment. Forty-four ākonga were enrolled in the programme in 2024, the majority of whom were Māori (89 per cent). Fifty-seven per cent of ākonga completed the qualification.</p> <p>In response to the growing number of rangatahi graduates who were having difficulty finding and/or retaining employment, Ama Training established Ama Civil. This is a business arm set up to employ graduates to complete contract work in the community. The intent is to provide graduates with the opportunity to learn what it means to be a good employee in a supported environment.</p> <p>This project was initially led by the director who established a working relationship with Kāinga Ora to provide meaningful work opportunities where graduates could apply their skills and knowledge learnt in context. To date, 12 rangatahi are employed with Ama Civil, and a further 10 have transitioned to further education and employment.</p> <p>Ama is delivering IW2 to community members within two Corrections facilities: Auckland Prison (infrastructure, te reo and future courses, when developed, in tikanga and nga toi); and Wiri Women’s (infrastructure and te reo). In the Corrections IW2 programme overall, 33 were enrolled (67 per cent were Māori) and 76 per cent achieved the qualification in 2024. The remaining 33 per cent did not achieve because they were released before course completion. Ama and Corrections facilities have agreed</p>

	<p>that to be enrolled on the course, those community members need to be available for the entire course.</p> <p>The relationship between Corrections facilities and Ama is strong and meaningful. This is due to Ama’s kaupapa of operating through a te ao Māori world lens and exemplifying their values of tika, pono and aroha with students and staff, which resonates with Corrections.</p> <p>The leadership of the two correctional facilities involved appreciate Ama for their commitment, professionalism, empathy and flexibility in serving their communities. These facilities are looking to retain and potentially expand the services currently being provided by Ama.</p> <p>Learning environments are planned, structured, inclusive and meet the learning needs and styles of ākonga. Students gain a range of skills to prepare them for work and life. Time and resources are invested in the professional development of staff to develop, build and strengthen their knowledge, proficiency in, and support of the provision of education through a Māori world view. They also learnt to engage effectively with Māori bodies of knowledge.</p>
<p>Conclusion:</p>	<p>Ākonga are applying their skills and knowledge in real work situations with the support of Ama. Stakeholders value the training and support offered by Ama, including their consistent application of tika, pono and aroha. This has led to further opportunities for Ama to offer training to those communities most in need.</p>

## Ngā Tūtohunga | 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.*

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

## Ngā Ture | 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.

# Tāpiritanga | 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 fraud<sup>2</sup>*
- *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.*

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<sup>2</sup> 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](http://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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