External Evaluation and Review Report

Tana Training Limited trading as Tana Training

Date of report: 20 December 2019

About Tana Training Limited trading as Tana Training

Tana Training Ltd provides industry training for employers whose workers require upskilling or recertification in low level scaffolding, working at heights and forklift training. It also provides training for a small number of clients from the Ministry of Social Development (MSD), Whānau Ora and the Gateway secondary school programme.

Type of organisation:	Private training establishment (PTE)
Location:	128D Mauku Road, Patumahoe, Pukekohe
Code of Practice signatory:	No
Number of students:	Domestic only: 481 trainees – 453 male, 28 female; Māori 12 per cent, Pasifika 15 per cent, New Zealand European 73 per cent. MSD trainees, five per year; Whānau Ora, 35 trainees per year; Gateway 3 per cent
Number of staff:	2.5 full-time equivalents
TEO profile:	See Tana Training; Tana Group Ltd includes Tana Scaffolding Ltd, Tana Building and Interiors Ltd and Tana Training. Tana Training shares premises and governance with Tana Scaffolding.
Last EER outcome:	This is the first external evaluation and review since Tana Training gained NZQA registration as a PTE in 2017.
Scope of evaluation:	Work Safely at Heights (NZQA-approved training scheme); Low Level Scaffolding, Forklift Operation (non-NZQA approved programmes)[1]
MoE number:	8095
NZQA reference:	C33896
Dates of EER visit:	15 and 16 October 2019

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[1] In the body of this report, these programmes are referred to as 'courses'.

Final Report

Summary of Results

Tana Training meets employer needs for appropriately trained employees to maintain workplace compliance and safety obligations. Strategic review by Tana Group of the PTE's current resourcing and staff capability would identify areas for improvement.

Confident in educational performance

- Trainees complete courses that enable employers to maintain their workplace compliance requirements and contribute to the health and safety of their workers.

- Trainees acquire useful skills and knowledge. Training effectiveness is enhanced by practice and assessment at the on-site yard of Tana Scaffolding or at a trainee's workplace.

Not Yet Confident in capability in self-assessment

- Moderation practices show that assessments are fair and valid. Some training materials would benefit from revision to ensure greater trainee usability.

- The focus in 2019 on establishing systems and processes to support training has been mostly effective. Upcoming annual review will provide the opportunity to reflect on resourcing, staffing and training capacity and capability.

- Data is collected and collated. Systematic review of this data to inform ongoing changes and improvements is not yet sufficiently comprehensive or embedded for NZQA to be confident in the self-assessment capability of Tana Training at this time.

Final Report

Key evaluation question findings[2]

1.1 How well do students achieve?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Trainees complete courses. The majority of trainees are either in employment (85 per cent) or looking to be employed. Most courses are short, often one to two days. The vast majority of trainees achieve the unit standard associated with the course they enrol in. Non-completions result from non-attendance. Tana Training tracks non-completions and provides alternative attendance dates and resit opportunities three weeks later if required.
	Tana Training is committed to providing training opportunities for Māori, Pasifika and youth. These trainee groups complete courses at the same rate as all trainees, indicating that Tana Training is meeting these learners' needs well.
	Small numbers of trainees from MSD, Whānua Ora and local secondary colleges (Gateway programme) are trained by Tana Training. Completion rates for Whānau Ora trainees were lower due to attendance issues and the geographical location of Tana Training. Further discussion around the best way for Tana Training to support Whānau Ora trainees might be useful; for example, variations to training delivery to better meet Whānau Ora client needs.
	Training effectiveness is enhanced by the ability of trainees to use the Tana Scaffolding workplace, or their actual workplace, for practical assessments.
Conclusion:	Most trainees are in employment and complete courses to meet employer workplace compliance and safety obligations. Self-assessment of some trainees' low completion rates is needed to better understand barriers to learning.

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[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:	The ability for Tana Training to train and Tana Scaffolding to offer employment to some graduates adds considerable value to both trainee and employer. For example, one trainee has progressed from Gateway with Tana Training to other training at Tana Training, to employment at Tana Scaffolding. This person will soon be offered an apprenticeship with Tana Scaffolding. Other Tana Training trainees have also progressed from training completion to employment with Tana Scaffolding. One such employee, who had previously been unemployed for several years, described improvements in his wellbeing and confidence as an outcome of this employment. External employers and trainees also value the training. Trainees acknowledged the trainer's ability to use his experience to emphasise the importance of various aspects of the training. One outcome was that some trainees said they understood the theory behind training requirements for the first time. Tana Scaffolding has contracts around New Zealand where it offers on-site training for contracted staff. This training is expected to be an area of future growth. Tana Training's self-assessment shows that it may need additional trainers to meet increased employer demand for training and to spread training responsibilities more widely. Scaffolders are on the skills shortage list of Immigration New Zealand. Tana Training is contributing to meeting this need. Changes and improvements in employees post-training are captured by the process of Verification of Competency (VOC) that shows how much knowledge is retained after training and provides comments and recommendations if needed.
Conclusion:	The parent organisation's ability to both train and employ is a valued outcome for both Tana Training, Tana Scaffolding and trainees. Greater discussion and coordination between Tana Training and the business operations of Tana Group would increase Tana Training's overall training effectiveness and add value to the group.

Final Report

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:	**Marginal**
Findings and supporting evidence:	Trainee numbers have steadily increased over 2019, indicating that Tana Training is meeting trainee and employer needs well. Tana Scaffolding is embedded in industry and is one of Tana Training's stakeholders. This close relationship, including shared premises, enables ongoing informal day-to-day discussions regarding training. More formal regular meetings also occur where training is discussed, and actions are noted and followed up at subsequent meetings.
	Pre-assessment moderation with the respective industry training organisation mostly meets requirements. Post-assessment moderation of the training materials and assessments by an external moderator occurred recently but has not yet been analysed. There is one full-time trainer who is highly committed and experienced. The sole trainer may benefit from upskilling in the use and interpretation of moderation reports.
	Assessment is fair and valid, but aspects of assessment practice and accurate recording of this in written documentation needs addressing. For example, instructions to trainees about whether assessment was open or closed book were confusing.
	While the course materials are comprehensive and are supplemented by the trainer with a PowerPoint presentation, they are not fit for purpose for trainees. Reasons for this include the advanced reading level and the density and formality of the text. This was discussed at the EER and the trainer agreed that changes would be made.
Conclusion:	Training closely matches and is informed by industry needs. Course materials require revision and clarification. Self-assessment that reviewed the workload, responsibilities and job descriptions of key training staff would identify 'knowledge gaps' and potential areas for upskilling.

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

Performance:	**Good**
Self-assessment:	**Good**
Findings and supporting evidence:	Student support is appropriate for short courses where learning goals are well understood by employers and trainees pre-training. Trainees have the opportunity to identify learning difficulties pre-enrolment. The trainer responds by providing individual assistance to these trainees. Trainee feedback about the training experience is positive. Trainee involvement in learning is mostly compliance driven initially; however, trainees reported that the training was interesting and transferable to their workplaces. As most trainees are in employment, any support beyond the training is largely the employer's responsibility. Several employers noted that trainees' awareness of health and safety improves post-training.
Conclusion:	Trainee support is appropriate for the short courses offered. There is some anecdotal evidence that trainees have increased awareness of workplace compliance and health and safety post-training.

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

Performance:	**Marginal**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Tana Training is a family business where staff are valued. The balance of family and business roles is well maintained and mostly strengthens accountability and compatibility. However, the managing director and general manager of Tana Training are not experienced in educational management. Therefore, responsibility for educational management has devolved to the business developer and, to a lesser extent, the training administration manager. Unfortunately, both these people also lack extensive academic or industry-specific educational management experience. These deficiencies have impacted on the management of Tana Training and the ability of management to recognise the demands on these staff, including providing sufficient time and support to undertake their respective roles. External expertise has contributed to Tana Training's understanding of its training operation and assisted with the development of educational processes and procedures. The challenge now is to build greater internal capacity and capability to address the gaps identified in educational management. Tana Training will undertake its first annual review in late 2019. This will provide an opportunity to more formally discuss the issues raised in this report regarding resourcing around educational management and the impact of this resourcing on Tana Training's operation. However, Tana Training does recognise that it may need additional trainers to meet increased employer demand for training and to spread training responsibilities more widely.
Conclusion:	Lack of knowledge around educational management processes is currently limiting understanding of educational performance. Self-assessment by the directors and Tana Training staff would identify the impact of any gaps in educational management (addressed across the key evaluation questions in this report) and identify possible solutions.

1.6 How effectively are important compliance accountabilities managed?

Performance:	**Good**
Self-assessment:	**Marginal**
Findings and supporting evidence:	Compliance accountabilities are well understood and managed in the industry side of the business. Examples are processes for entry and induction of trainees before practical training, provision of safety equipment, and monitoring of hazards and safe work practices.
	Tana Training has policies and procedures that are legal and ethical. The quality management system is being reviewed. It has some gaps; for example, the resit policy has not yet been included. The understanding of NZQA rules and their purpose is not yet fully appreciated. This is understandable given that 2019 has been a year of consolidation for Tana Training.
	Contracts with Gateway secondary schools were sighted. During the EER visit, Tana Training formalised an existing arrangement for delivering and assessing unit standards for another PTE.
	The NZQA training scheme, Working Safely at Heights, is delivered according to its approved programme hours and modes of delivery.
Conclusion:	Tana Training is committed to managing compliance effectively. Processes and procedures have been developed to guide the management of compliance. However, it is too soon to know how effective these will be in meeting Tana Training's compliance obligations.

Focus Areas

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

2.1   Focus area: Work Safely at Heights

Performance:	**Good**
Self-assessment:	**Marginal**

2.2   Focus area: Low Level Scaffolding

Performance:	**Good**
Self-assessment:	**Marginal**

2.3   Focus area: Forklift Operation

Performance:	**Good**
Self-assessment:	**Marginal**

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 Tana Training Limited trading as Tana Training uses self-assessment to review:

- The relationship between Tana Training and the business operations in Tana Group Ltd and how these relate strategically to each other

- Educational management and staff capacity and capability

- Moderation practices and the possibility of reciprocal moderation arrangements with other providers

- Staff roles to identify workloads and any overlapping responsibilities

- Training materials and delivery and their suitability and usability for trainees.

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

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[3]*

- *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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[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/.

Final Report

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