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External Evaluation and Review Report

Tana Training Limited

Date of report: 10 August 2021

About Tana Training Limited

Tana Training provides construction-related training to companies, community organisations and schools to upskill employees and provide alternative options for people looking for employment.

Type of organisation:	Private training establishment (PTE)
Location:	128D Mauku Road, Patumahoe, Pukekohe, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 528 students undertaking short courses during 2020 Māori students: 114 Pasifika students: 109 International: nil
Number of staff:	Five full-time staff; four part-time staff (five full-time equivalents)
TEO profile:	Tana Training Ltd (NZQA website)
Last EER outcome:	NZQA was Confident in the educational performance and Not Yet Confident in the capability in self-assessment of Tana Training Limited at the previous external evaluation and review (EER) in 2019.
Scope of evaluation:	Short courses
MoE number:	8095
NZQA reference:	C45324
Dates of EER visit:	14-16 April 2021

Summary of Results

Tana Training is meeting the needs of its stakeholders by providing relevant industry training, with nearly all students achieving the required unit standards. Review of the organisation's activities is occurring. However, limited analysis and monitoring of data limits the extent of this review process.

Confident in educational performance

- Achievement is high, with almost all trainees completing the unit standards they were enrolled in. Reasons for resits and non-completions are understood.
- Participation and achievement data is not summarised by course or disaggregated for Māori, Pasifika or any other priority groups. This does not allow for analysis of possible trends for review.
- Relevant work-related soft skills are recognised and discussed in class. Wellbeing is enhanced.

Not Yet Confident in capability in self-assessment

- Destination data and the use of skills and knowledge gained during training are not captured for review purposes.
- Programme design and delivery is relevant to the needs of stakeholders. Programme review related to student satisfaction and moderation feedback occurs regularly. Programme review does not include the monitoring of approved or notional hours delivered.
- The student-tutor ratio is well managed, allowing for the support of students to be individualised. Feedback on progress is prompt and related to the activity completed.
- The purpose and direction of Tana Training is clear. Meeting the growing needs of the industry has resulted in an increase of training offered and supported through repeat business.
- Academic leadership by management has been devolved to the sole trainer. The recommendation to increase staff to support training is occurring.

However, the professional development of staff appears unplanned.

- Management of compliance accountabilities is occurring, though increased knowledge about how to meet the requirements of managing an education organisation in the New Zealand tertiary education sector would strengthen this.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>With most students undertaking training requested by their employers, achievement for students of Tana Training is the successful completion of the unit standards that are required to remain current and work safely within the construction industry. Achievement is high, with only six (of 528) students not completing during 2020. The reasons for non-completion² are understood. However, it was not evident whether that understanding was used in reviews to make improvements.</p> <p>Enrolment and non-completion data is tabled for discussion during monthly staff meetings, but disaggregation of these tables into groupings – such as Māori and Pasifika, gender or experience – is not occurring. Doing so may provide information beneficial for programme and organisational reviews. Additionally, an understanding of the strength of these achievement results through comparison with similar organisations is not actively sought for review purposes.</p> <p>Desirable work-related soft skills such as punctuality, self-confidence, reliability and communication skills are recognised and addressed during training. Understanding the usefulness of this additional information through gaining feedback about the acquisition and use of these soft skills after training could provide further evidence for programme and organisational review.</p>
Conclusion:	Tana Training provides industry-relevant training, with a high number of students achieving the unit standards they require for continued or future employment. The effectiveness of this training could be understood more clearly through comparisons with other training organisations.

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 Non-completions generally occurred when trainees did not return to complete the training. Offers to complete at a later date were not taken up by these students.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Tana Training's focus is to provide pathways to employment for Māori. This has led to regular interactions with local iwi, Māori businesses and community groups. Annually renewed memorandums of understanding to provide training for some of these groups, anecdotal feedback sought soon after training completion, and repeated enrolment attest to valued outcomes. Capture of destination data for those students looking for employment, and formal capture of these groups' feedback would strengthen self-assessment.</p> <p>As most students of Tana Training are already employed prior to starting the programme, the training received enables them to gain additional work and safety skills that can be applied on return to the workplace. For those other students who are looking for employment, completing unit standards with Tana Training provides options for employment. The destination of these students, unless employed by Tana NZ³, is not sought.</p> <p>Additional to seeking feedback from employers after training, Tana Training has developed a Verification of Competency (VoC) assessment for organisations who employ their graduates who may be ready for refreshing their skills. To date, only Tana NZ has used this service. Despite current programme reviews requiring VoC information, the use of this information during review was not clear.</p> <p>Student satisfaction feedback is sought at the end of each course. This provides feedback about the training, the trainer and the facilities. Other than regular comments about 'too much theory', feedback is positive. This information is considered during programme review.</p>
Conclusion:	The courses Tana Training delivers are in response to workplace and community organisations' requirements for upskilling, or for gaining employment. Positive satisfaction survey responses and repeat business attest to the success of this. Collection of destination data for students seeking

³ Tana NZ, previously known as Tana Scaffolding, is another company within the Tana Group. It provides employment to some students who have completed training with Tana Training.

	employment, and formalising the capture of all feedback received from stakeholders would strengthen Tana Training’s self-assessment.
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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>Tana Training programmes are developed in line with the guidance of the transitional industry training organisation (TITO) and in response to stakeholder needs. Regular review using student satisfaction and moderation feedback occurs, but how this information is used to reflect on the needs of the students is not clear.</p> <p>The learning environment is situated in a working construction site, so provides students with experience of real-world resources and practices. Close alignment of the learning outcomes with requirements outlined in the unit standards delivered ensures students can gain competency in what is currently relevant to the industry.</p> <p>As students either come from workplaces or are training to gain employment, they enter the courses with varied prior capabilities ranging from experienced to no skills or knowledge. Short course training does not require pre-reading or work logs.⁴ Training is delivered through one or two days on site at Tana Training’s delivery site.⁵ While delivery to trainees with prior exposure and experience can account for the training hours currently delivered, students with no previous experience are provided with no more than a couple of extra hours’ contact with the trainer. For these students, the organisation was unable to show how it provides training contact that is close to the notional hours aligned with the number of credits delivered in each short course. As a result, it is not evident that Tana Training was</p>

⁴ The Working Safely at Heights Training scheme requires the pre-reading of a manual and other related readings, watching videos explaining techniques, and the completion of a work log sighted and signed by a work supervisor. This, plus the 12 hours of training completed at the Tana Training teaching site, was approved as 62 hours of training contact.

⁵ See Appendix 1 for the table of unit standards taught, credits awarded and the course durations.

	<p>monitoring this academic requirement, which could also provide information to the programme review process.</p> <p>A comprehensive internal and external moderation cycle is completed annually. The resultant feedback is mainly positive and any issues raised are responded to promptly.</p>
Conclusion:	<p>Programmes are developed to be relevant to industry and to meet stakeholder needs. Internal and external moderation is completed regularly, with feedback assisting in programme review. Further strengthening could come from monitoring approved and notional hours.</p>

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Tana Training has developed purposeful relationships that align with the strategic direction and purpose of the business. These ensure the learning goals of the students (and other stakeholders) are understood and addressed through the training. A low student-trainer ratio and the use of a worksite for practical activities supports an inclusive learning environment and minimises learning barriers.</p> <p>Students are provided with course information that reflects the training they are undertaking two weeks prior to commencement. If a diverse learning need is mentioned by the student(s) at this point, the tutor is informed. Otherwise, on arrival the trainer engages with the students, sometimes gaining a further understanding of needs through conversation. During training, the tutor aims to address emerging or identified needs through individualised support, more time for teaching, and prompt feedback around progress. Student satisfaction surveys positively indicate that the learning environment supports their learning. However, more focussed questions on how the resources and trainer met individual student needs would support teaching/learning practice reviews.</p> <p>Using peer teaching and modelling of practical skills by experienced students assists in developing inexperienced students' knowledge and skills. The additional facilities recently</p>

	introduced by Tana Training ⁶ support on-site networking for students. Professional development for staff to identify and respond appropriately to complex pastoral needs, in particular learning difficulties and mental health needs, would complete the activity identified in the domestic Code of Practice self-review.
Conclusion:	Learning goals are understood, and fit-for-purpose support is provided. Professional development on appropriate responses to complex pastoral needs will strengthen this support provision. Real-world activities provide an inclusive learning environment where prompt feedback is provided to support student progress.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>The purpose and direction of Tana Training is clear and underpins all decisions made. The strategic growth, informed by regular interactions with stakeholders, means new programmes have been added and student numbers have increased. The recent employment of an additional trainer will assist the current sole trainer to meet the increasing demand.</p> <p>Information about training provision is shared at monthly staff and management hui. It is recognised that a knowledge of each individual course is informally discussed between the trainer and other Tana Training staff. However, it is not clear how this knowledge, alongside information drawn from limited data analysis, is being applied in a purposeful way.</p> <p>Though staff are sufficiently resourced with the tools and materials to adequately undertake their roles, management does not provide effective academic leadership to the training organisation. External advice would support management and Tana Training staff to engage meaningfully with the expectations of a training provider in the New Zealand tertiary sector.</p> <p>New staff have recently been employed, with one being a new trainer to support the current sole trainer and meet the recommendations made during the last external evaluation and review. Plans for induction of this new trainer to allow him the</p>

⁶ The need for student congregation areas was identified through Tana Training's recent interim domestic Code self-review.

	<p>ability to develop skills and ways of delivery that align with the current trainer's still need to be developed.</p> <p>Staff appraisals occur annually. Professional development is discussed during this process. However, planning for this professional development to occur was not evident.</p>
Conclusion:	<p>The purpose and direction of Tana Training is clear, with current strategic growth clearly aligned. Regular management hui enables sufficient resourcing for staff to adequately undertake their roles. However, external advice supporting management and Tana Training staff to engage meaningfully with the expectations of a training provider in the New Zealand tertiary sector could strengthen this activity.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Tana Training uses a shared Outlook calendar to manage the commitments of each staff member. This calendar is also used to manage moderation and annual compliance accountabilities with NZQA. Memorandums of understanding and training agreements with other organisations are re-established annually.</p> <p>The policies and procedures are reviewed regularly. However, updating these with reference to current Acts, Rules and regulations needs greater attention. Monitoring of approved hours is needed to ensure maintenance of approval and accreditation, and also to inform programme review.</p> <p>Health and safety compliances are informed through a close relationship with Tana NZ and relevant industry bodies. WorkSafe standards for a construction workspace are used to guide compliance.</p>
Conclusion:	<p>Compliance accountabilities are managed through a shared calendar where all Tana Training staff can monitor activity within the organisation. Greater support and training around the expectations of a tertiary education organisation would assist Tana Training to understand NZQA requirements and the PTE's compliance responsibilities.</p>

Focus Areas

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

2.1 Focus area: Short courses

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:

- Organise the enrolment data to enable an understanding of participation and individual achievement within priority groups and other learners to allow for informed organisational decisions.
- Collect data to understand the pathways that students are moving into and the benefits gained through the addressing of additional work-readiness skills and knowledge.
- Develop support agreements with enrolling companies that outline pre, during and post course support procedures for students with pastoral or academic needs. Additionally, provide professional development to staff in areas around identification of student pastoral and academic needs and, in particular, mental health needs.
- Ensure student readiness for entry into a programme as currently delivered.
- Develop knowledge of New Zealand educational tertiary sector requirements and expectations for relevant staff.
- Develop a relationship with a critical friend able to provide educational advice and support in order for Tana Training staff to more fully understand the expectations of training providers.

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. Unit standards achieved

Profile	Unit standards	Credits	Duration
Working at Heights	17600 - Explain Safe Work Practices for Working at Heights	3	2 days
	23229 - Use Safety Harness System when Working at Height (Prerequisite for 15757)	4	
	15757 - Use, Install and Disestablish Temporary Proprietary Height Safety Systems when Working at Height	4	
Low level Scaffolding	9184 - Erect and dismantle non-notifiable prefabricated frame scaffolding up to 5 metres in height	5	2 days
	13016 - Demonstrate knowledge of the erection and dismantling of scaffolding up to 5 metres in height	3	
	13053 - Erect and dismantle scaffolding up to 5 metres in height	6	
Elevated Work Platform EWP	23960 - Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP)	3	1 day
	23962 - Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP)	5	
	23966 - Describe types of elevating work platforms (EWPs), and legislative requirements for their use	2	
Confined Spaces	18426 - Demonstrate knowledge of hazards associated with confined spaces	4	1 day
	17599 - Plan a confined space entry	5	
Forklift F - Endorsement	10851 - Operate a powered industrial lift truck (forklift)	7	1 day
	18496 - Demonstrate knowledge and skills for driving a forklift on a road for endorsement F (forklifts)	2	

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 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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