



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Tana Training Limited

Date of report: 9 July 2024

# About Tana Training Limited

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*Tana Training Limited provides face-to-face, practical short courses in health and safety training at its purpose-built facility. Most trainees are in employment. The training offered includes working at heights, confined spaces, elevated work platforms, low level scaffolding and forklift driving.*

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Type of organisation:	Private training establishment (PTE)
Location:	128D Mauku Road, Pukekohe, Auckland
Eligible to enrol intl students:	No
Number of students:	Domestic: 1 January 2023 to 31 December 2023, 681 learners – NZ European 248; Māori 102; Pasifika 135; other 196; male 626; female 55; learner support (learning barrier/disability) eight  International: nil
Number of staff:	Full-time: four (three trainers and one training manager), managing director, director, accounts manager (shared between the PTE and the parent company, Tana New Zealand)
TEO profile:	<a href="#">See Tana Training Limited</a>  Tana Training Limited and Tana New Zealand share some staff. Trainees are occasionally employed by Tana New Zealand which has a workforce of over 100.
Last EER outcome:	NZQA was Confident in the educational performance and Not Yet Confident in the capability in self-assessment of Tana Training at the previous external evaluation and review (EER) in 2021.
Scope of evaluation:	All short courses
MoE number:	8095
NZQA reference:	C56601
Dates of EER enquiry:	17 and 18 April 2024

# Summary of results

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*Tana Training provides valued outcomes to employers and their staff to meet health and safety compliance requirements. Self-assessment processes are effective and inform changes and improvements to training materials and training delivery.*

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## **Confident in educational performance**

- Most trainees complete courses that meet the required competencies for continued or future employment. Tana Training tracks and analyses the progress of priority learners for learning trends.
- The trainers are industry experienced and have relevant adult education qualifications. They bring commitment and enthusiasm to the training which is reflected in positive stakeholder feedback.

## **Confident in capability in self-assessment**

- Trainee support is exemplary. It includes awareness of potential barriers to learning and strategies for working with trainees to maximise their success.
- Governance and management support positive educational outcomes. Tana Training has used the recommendations from the previous external evaluation and review, alongside its considerable industry experience, to prioritise resources and guide improvements. There were several lapses in reporting on achievement to NZQA. However, overall management of compliance has improved.
- Positive actions taken include: employing new trainers and a training and compliance manager; supporting staff professional development; introducing a student management system; and developing a strong relationship with Waihanga Ara Rau, the construction and infrastructure workforce development council, to improve moderation outcomes.
- Tana Training has the processes, skilled staff, and understanding and appreciation of the value of self-assessment to drive ongoing

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improvement. For this reason, NZQA is confident in Tana Training's educational performance and capability in self-assessment.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do trainees achieve?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Trainee achievement is generally strong. Data across the period since the previous external evaluation and review (2021-23) demonstrates that completion rates continue to be high. Most trainees (95 per cent) are in employment. Trainees bring real-life experience to the training.</p> <p>Priority learners achieve at the same or slightly higher rate than all learners. Yearly review data from the annual general meeting (AGM) indicates a high completion rate for 2021 and 2022 (711/734). Data for 2023 indicates that 99.56 per cent of students completed the course they were enrolled in (678/681). For 2024 to date, Māori learners have had a completion rate of 100 per cent (102/102), and Pasifika learners a completion rate of 99.26 per cent (134/135). The organisation reports that withdrawals are rare. This was evidenced by the data. Tana Training understands the reasons for pre-course cancellations, mostly for illness and incorrect booking dates.</p> <p>The appointment of a training and compliance manager in 2021 and the introduction of a new booking system in 2023 have led to improvements in the use of achievement data. Reports generated from the booking system are discussed at monthly staff meetings and reviewed annually at the AGM.</p> <p>The booking system has replaced a manual system. Moderation validates achievement across programmes offered except for those monitored by Waihanga Ara Rau. Close engagement with this workforce development council has included staff upskilling in assessment and moderation practices.</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.

Conclusion:	Tana Training analyses individual and priority group achievement across all its short courses. This data is reported monthly and discussed to identify trends. These actions respond to the recommendation from the 2021 external evaluation and review to better understand and evidence achievement in priority groups.
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## 1.2 What is the value of the outcomes for key stakeholders, including trainees?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Stakeholders value the training provided. Reasons given by a range of employers include: the experience of the trainers, the ability of the trainers to respond to the needs of the students (including learners with disabilities), the accessible booking system, the speed with which the organisation responds and communicates with the learners and feedback from trainees about assessment being thorough.</p> <p>Tana Training collects learner feedback after each course through surveys, and this feedback is largely positive (4.3/5 and above). This was validated by conversations with learners who often compared the training with that received from other training providers. Tana Training was described as 'better' across a range of variables including training materials, tutor experience and the relaxed atmosphere that encouraged learner engagement and questions.</p> <p>There are many training organisations in the health and safety industry. Repeat and new business indicates that Tana Training is adding value to their clients as employers choose them over competitors. Existing and new clients are discussed regularly at monthly meetings and the AGM. Stakeholder feedback is positive, but is also largely informal and anecdotal. Tana Training has contracts with large clients. More formal meetings are scheduled with these clients to discuss existing and emerging training needs.</p> <p>The second recommendation from the 2021 external evaluation and review concerned collecting data to understand learning pathways. Given the context of the</p>

	<p>training and industry constraints (short one to two-day training of entry-level, compliance-related skills and knowledge) this recommendation was not seen as worthwhile to pursue. As the training is industry led, the evaluators agreed with Tana Training that pathways are not a priority for the sector.</p> <p>Similarly, the benefits gained for work-readiness and knowledge (also part of the second recommendation) are difficult to demonstrate. In addition, as most trainees are already in employment, employers have already determined that they are 'work-ready'. However, training and refresher training is an acknowledgement from industry that skills and knowledge need to be monitored and improved by regular upskilling, to ensure ongoing compliance.</p>
<p>Conclusion:</p>	<p>Employers value Tana Training for its contribution to maintaining their workplace compliance obligations. Trainees value ongoing employment and upskilling for work. Processes and systems have been improved since the previous external evaluation and review in 2021. These provide a solid foundation to continue to add value to the training experience for all stakeholders.</p>

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of trainees and other relevant stakeholders?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Learning environments closely match the needs of trainees and employers. Courses are one to two days in duration with a significant practical component that takes place at Tana Training’s purpose-built facility. Prior to enrolling on a course, trainees need 20 hours pre-training. A person cannot be enrolled unless this is evidenced by the employer. This enables both the trainer and trainee to engage more purposefully with the training. It also meets a recommendation from the previous evaluation, to ‘ensure student readiness for entry into a programme as currently delivered’.</p> <p>Learning environments are designed to enable trainees to train in contexts that simulate realistic work scenarios, for example metal piping for confined spaces. The training room has been upgraded and refreshed. Orientation of trainees is comprehensive. PowerPoint presentations inform trainees of unit standard objectives, course content and assessment.</p> <p>Since the last EER, Tana Training has employed two trainers to support the delivery of courses. This has led to improvements in assessment and moderation, for example cross-marking, which has enabled greater clarity about the purpose and consistency of marking for trainers. The three trainers are highly experienced, with adult education qualifications. They use a range of strategies to ensure that learning activities are engaging, including building rapport by discussing everyday activities, the use of simple language, and using their experience to highlight important safety issues.</p> <p>The AGM and monthly meetings enable Tana Training to review data. Data for all five programmes (working at heights, confined spaces, elevated work platforms, low level scaffolding and forklift driving) is reviewed over the course of each year. This responds to the first recommendation of the 2021 external evaluation and</p>



	<p>review concerning organising enrolment data to enable an understanding of participation and individual achievement.</p> <p>External moderation, over the period since the last evaluation, included suggestions for improvement in some programmes. A comprehensive action plan has been developed to address the moderation issues identified. The plan tracks ongoing improvements and includes assignees and deadlines for the completion of tasks. There was some evidence from conversations with the trainers that the importance of moderation as more than a compliance activity is understood.</p> <p>Professional development in relation to programme delivery, assessment and moderation is occurring, including opportunities to keep up with legislative and technical requirements. The new training and compliance manager has developed a highly productive relationship with Waihanga Ara Rau, an important industry standard-setting body.</p>
Conclusion:	Tana Training is focused on the needs of industry and their workers. Trainers engage well with trainees and respond to different levels of trainee need. Internal moderation is improving and is adding value to the teaching. Course review takes place regularly and is used to note trends and make improvements.

#### 1.4 How effectively are trainees supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	Tana Training provides an inclusive, welcoming learning environment. The PTE responds well to the needs of trainees, particularly those with high needs. According to a number of employers and learners, their expectations are often exceeded. The organisation has engaged proactively with the Tertiary and International Learners Code of practice 2021 (The Code) and views the Code as one of its foundation documents. The 2022 Code attestation to NZQA rates the relevant outcomes as implemented, with the next (and highest) category rating as well implemented.

	<p>Upon booking courses, each employer can notify Tana Training of any barriers to learning or the needs of its learners. Learners have the opportunity to disclose ethnicity and disabilities. The new booking system enables the organisation to monitor trainees joining refresher courses.</p> <p>Tana Training has adopted a Te Hauora model for supporting the wellbeing of students, which includes an emphasis on physical wellbeing (tinana), emotional wellbeing (hinengaro), whānau (social wellbeing) and wairua (spirit). Respect for wairua includes acknowledging a learner’s sense of purpose (including their personal beliefs) and is inclusive of all religions and cultural backgrounds.</p> <p>Trainers tailor their approach to learners across different levels of need, including by regularly checking in with students and by providing ongoing feedback to learners on their progress. Professional development in relation to trainee support is occurring. An example includes all staff completing a mental health course.</p> <p>Tana Training has systems that show trainees are supported before, during and after the training. Small groups of trainees (seven to eight), enables ample one-on-one time between trainer and trainees. Trainers provided examples that demonstrate the support provided to learners, including building rapport, regular check-ins and identifying areas where help is needed. They do this in a way that is respectful to the learner. There were many examples of trainees with learning needs being accommodated to reduce barriers. This included using interpreters, one-on-one attention and extra tuition.</p> <p>Within its context, Tana Training has responded to the recommendation from the previous evaluation relating to the development of support agreements and the provision of staff professional development, particularly regarding mental health. Staff professional development also supports teaching and learning.</p>
<p>Conclusion:</p>	<p>Trainee support is exceptional. This was attested to by employers, trainers and trainees. The impact from professional development, both internal and external, has led to greater awareness of the critical role learner support plays in trainee success.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Organisational purpose and direction are clear. Tana Training has comprehensively met recommendations from the last evaluation concerning developing knowledge of New Zealand tertiary requirements and expectations and seeking educational advice. Since the last evaluation, the organisation has employed a training and compliance manager. This has been a catalyst for a range of improvements. Examples include oversight of assessor and moderation best practice and the introduction of a new booking system.</p> <p>The employment of two additional trainers has increased both capacity and capability and enabled the training team to discuss and improve training collaboratively. It has also led to a more manageable workload for the senior trainer and freed up governance and management to focus on operational issues.</p> <p>Tana Training has used external expertise effectively. An external consultant with knowledge of the tertiary sector in New Zealand has worked effectively with the management team. Staff professional development has been targeted and purposeful. It has improved trainer confidence when working with adult learners. Quiet training periods in December and January are used for staff upskilling and development. The AGM takes place during this period.</p> <p>Tana Training contributes to the community by allowing high school students to gain experience with forklifts – free of charge – before the training. Some high school students have been employed in the construction industry by Tana New Zealand.</p> <p>Tana Training’s kaupapa is guided by the Te Hauora model used to support the wellbeing of trainees (see 1.4). Staff demonstrate the key elements of this model to guide their behaviour and interactions with both trainees and each other.</p> <p>Tana Training is innovative. It is actively considering new training opportunities in both public and private spheres.</p>

	The organisation operates a sustainable business model that aligns closely to its educational purpose.
Conclusion:	Staff appointments, system improvements and external advice, initiated by the governance and management team, have made a significant contribution to supporting educational achievement.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Marginal</b>
Findings and supporting evidence:	<p>Tana Training manages its compliance accountabilities with its regulatory bodies systematically. A compliance calendar for monitoring NZQA obligations is completed by the training and compliance manager, and most compliance activity is completed in a timely manner. Version updates of the unit standards are checked annually and updated where necessary. Consent and moderation requirements are also checked for any updates. The policy and procedure document (quality management system) is reviewed annually. A risk register is kept and updated by the health and safety officer. Monthly health and safety reports are generated and there is a compliance calendar.</p> <p>The ability to track achievement data directly, with the new booking system, has enabled Tana Training to report in a more professional manner. This includes reporting on data, finance and compliance obligations. An issue with late reporting of credits to NZQA was discussed, and system improvements have been made to ensure that Tana Training will meet NZQA's 30-day reporting requirement going forward.</p> <p>Notifying NZQA of any temporary site delivery has occurred; however, one notification was post-delivery. There are training facility audits against a pre-course delivery venue checklist, including health and safety requirements. The Competenz external audit of the forklift training has been completed.</p> <p>Attestations required by NZQA are received in a timely manner, including the annual Code self-review attestation.</p>

	The training scheme (Fit for Work) is delivered at least once a year to meet NZQA accreditation criteria.
Conclusion:	Most compliance accountabilities are managed well. Lapses with timely NZQA credit reporting and a late training site notification need to be reviewed by Tana Training to ensure future compliance.

# Focus areas

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

## 2.1 All short courses

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>

# 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.

# 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.*

NZQA requires Tana Training Limited to:

- Ensure credits for students are reported to NZQA within three months following assessment, as per Section 13(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021. Policies and procedures on credit reporting must be amended, and relevant staff must be advised, to comply with said Rules.
- Notify NZQA by email to QAD Client Services in advance if Tana Training proposes to commence delivery at a temporary site.

# 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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