

# Report of External Evaluation and Review

NZTI Limited trading as New Zealand  
Training Institute

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 26 August 2015

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# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

Name of TEO:	NZTI Limited trading as New Zealand Training Institute, part of Risk Management Group
Type:	Private training establishment (PTE)
First registered:	20 April 2001
Location:	52 Forrest Road, Cambridge
Delivery sites:	Training is delivered at clients' sites throughout New Zealand.
Courses currently delivered:	Drug and alcohol awareness in the workplace (Level 1)  A range of unit standard-based, client-customised courses with credits that can be credited towards a national qualification in seafood, occupational health and safety, or food and related products processing.
Code of Practice signatory:	NA; trainees include recent migrants on work visas.
Number of students:	Domestic: 1,763 trainees in 2014 – 163 Māori (including 12 Cook Islands Māori); 48 Pasifika
Number of staff:	Seven full-time trainers (including two major shareholders who are the director and general manager and also train), three part-time trainers, and one part-time office/administration manager.
Scope of active accreditation:	Consents to assess unit standards mainly at levels 1-4 in a range of areas relating to drug awareness

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and management, occupational health and safety, health and safety committees (covering roles and responsibilities of health and safety representatives), communication skills, basic food processing, conflict resolution, seafood including the powers of fisheries officers, and the laws relating to these areas. For details see: <http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=740436001>

**Distinctive characteristics:** NZTI delivers customised client courses ranging from half a day to a week to up to one year, to a number of mainly large corporate clients. Training integrates theory and practice.

Trainees come from a wide range of ethnicities, ages and educational backgrounds, including those with literacy and numeracy and English language barriers to learning and no previous educational success, to supervisors or managers.

NZTI has key relationships with external organisations including the industry training organisations Competenz, Primary Industry Training Organisation, and ServiceIQ, which contract NZTI through training agreements.

**Recent significant changes:** NZTI is listed as Risk Management Group on the Tertiary Education Commission list of approved providers of workplace literacy. This means in practice that employers funded by the Tertiary Education Commission Employer-led Workplace Literacy and Numeracy funding scheme can go to NZTI to deliver literacy and numeracy training to its employees.

**Previous quality assurance history:** At the previous external evaluation and review (EER) in 2011, NZQA was Highly Confident in New Zealand Training Institute's educational performance and Confident in its capability in self-assessment.

In 2014, NZTI gained NZQA consent to assess 20 unit standards which enable it to report client unit standard results itself rather than through an industry training organisation. In the same year, the PTE gained consent to assess the security services domain of 30 unit standards.

NZTI has met the national external moderation requirements of NZQA and the relevant industry training organisations.

## 2. Scope of external evaluation and review

The following focus area was agreed by NZQA and NZTI:

- Course delivery and development levels 1-4 including occupational health and safety and food and related products processing

This focus area was chosen because it is where the majority of training takes place (500 and 100+ respectively and growing) and will take place. Health and safety includes drug detection, drug abuse and prevention. This focus area enabled the EER team to capture the essence of the organisation's current and future direction. It was also chosen to help determine NZTI's progress with pathways to further education and training and its relationships with industry training organisations and its clients. This focus area was also chosen to include workplace literacy and numeracy.

In accordance with NZQA policy, the scope also included the following mandatory focus area:

- Governance, management and strategy.

## 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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.*

Two evaluators conducted the EER over two days at NZTI's Cambridge site. During the EER visit, the evaluators interviewed the owner/director/trainer and the co-owner/general manager/trainer. The evaluators also interviewed other trainers, a sample of people who had attended and contracted training, other key stakeholders including industry training organisation staff, and the office/administration manager. Before, during and after the EER visit, NZTI provided a wide range of documentation and the evaluators also viewed the NZTI website.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **NZTI Limited trading as New Zealand Training Institute**.

NZTI's course attendees maintain their employment with their employers who fund their training. Completion rates have been consistently high – over 95 per cent – for 2011-2014 since the previous EER. This is significant given the challenges attendees present, especially in the lower-level foundation courses. NZTI is aware of the reasons why trainees do not complete and trainers do all they can to ensure the trainees do complete. The most common reasons for non-completion are barriers to success that include literacy and numeracy, English language where it is not the trainees' first language, or employees who leave their employment. NZTI issues certificates of attendance to trainees who complete the training but do not pass.

The training takes place at clients' premises. Trainees gain useful and relevant knowledge and skills in health and safety areas such as drug abuse identification and management, and food preparation safety, which they can apply in the workplace and which are highly valued by clients. Consequently, companies contract NZTI to deliver repeat, refresher and additional training. NZTI and some clients are aware that the training helps reduce workplace absenteeism, increases productivity, and reduces costs.

The training addresses the challenges some trainees face with literacy and numeracy and English for speakers of other languages by providing one-to-one support. The NZTI trainers are well equipped to provide such support in addition to their specialised knowledge and experience in health and safety in the workplace, for example drug use detection, management of drug abuse, and processing food safely.

Feedback from employers and trainees confirmed that the training activities and outcomes are relevant to their needs. Trainees reported an increase in their confidence in using their health and safety knowledge, skills and practices in their own workplaces. Clients and trainees also reported increased personal wellbeing and a sense of social responsibility which benefits their families and communities. NZTI attributes some of the improvement in trainee literacy and numeracy and related individual and social effectiveness to embedded literacy in learning and assessment materials and trainer literacy and numeracy skills development support in the training.

All training materials are continuously developed and reviewed to ensure they are relevant and up to date. Assessment materials are continuously reviewed to also ensure that assessment is consistent, valid and fair. Results from external moderation checks by standard-setting bodies, including NZQA and industry

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training organisations, show that NZTI has consistently assessed at the required national assessment standards. This helps confirm that the training and assessment are fit for purpose and match client and trainee needs.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **NZTI Limited trading as New Zealand Training Institute**.

NZTI has a detailed understanding of the training needs of its clients because it conducts pre-course on-site visits, interviews management and employees, and uses the client's workplace forms. NZTI's post-course follow-up with clients reviews training effectiveness directly and identifies where improvements to the training materials, delivery or assessment could be made.

NZTI tracks, monitors and reports trainees' completions. On-site practical assessments, attestations and verifications also provide NZTI, trainees and their employers with useful feedback. Internal moderation adds to external moderation of assessment by providing NZTI with worthwhile feedback not only on its assessment materials and practices but also its training materials and delivery.

The ongoing interactions of NZTI senior management and trainers with their trainees, clients and employers provide valuable ongoing feedback on the relevance and value of the knowledge and skills learned and their application in the workplace. NZTI reviews its training activities regularly. This enables NZTI to ensure that any changes lead to improvements for both trainees and their client companies.

The general manager has helped consolidate many of NZTI's training activities based on evidence from diverse sources which include trainee and client evaluations, trainer observations, and post-training follow-ups of the application in the workplace of the knowledge and skills gained. The director conducts some of the training but has also taken on a more strategic role. This has enabled NZTI to not only maintain the high quality of its training but also develop its capability in new areas such as literacy and numeracy.

NZTI has investigated a new database to provide better-quality reports to analyse course outcomes, identify possible improvements and new initiatives such as pathways to higher-level programmes and literacy and numeracy strategies, and determine the extent to which changes and initiatives have led to improvements in the training. The PTE concluded that improved use of the technological tools it already had could deliver the database improvements it sought, and the development and use of the tools have been successful to date. The employment of an office manager has assisted with this.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The high number of trainees that clients have continued to enrol on the courses indicates the success NZTI has had and continues to have with its trainees in employment. In 2014, NZTI trained 1,763 trainees in 200 courses delivered over half a day to five days to up to a year, mainly at clients' workplaces. The majority of the trainees are employees signed into workplace training agreements with the relevant industry training organisation, such as Competenz.

The average course completion rate, whether a national certificate or lower-level programme, has been over 95 per cent. The high completion rates NZTI has maintained over the years reflects how well NZTI identifies the needs of its clients and their trainees and matches them. The fact that not everyone passes also reflects a robustness in NZTI's assessment practices despite its high level of individual support including with literacy and numeracy. The practice of issuing certificates to those who do not pass acknowledges that trainees have at least attended the course, if not successfully completed the assessments.

NZTI monitors trainees' completions as one means of ensuring it is meeting the training needs of client companies. The information recorded following each course is reviewed regularly to ensure the completion of practical workplace assessments, attestations or verifications, where required. Improved use of NZTI's trainee management system is starting to provide improved reports which analyse course completions and outcomes. The system is now used to identify whether new initiatives, including, for example, literacy and numeracy learning, no writing before morning tea, and assessment materials with embedded literacy and numeracy have led to any improvement in completions and/or trainees' literacy skills. NZTI is developing and using the capability of the trainee management system to enable course comparisons to be made to support achievement consistency and to further identify any improvements required in training delivery, learning materials content, assessment materials or teacher practices.

Trainees come from a very wide range of ethnic, age and educational backgrounds including Māori and Pasifika. NZTI has identified the ethnicity of its trainees and now has the capability to compare the achievement of Māori and Pasifika trainees with non-Māori and non-Pasifika in specific programmes and overall. The value of

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<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.

this may be limited by the large number of courses trainees are spread over (200) and the reasons trainees or employers have for undertaking training.

NZTI is making encouraging progress through its trainee management system, but self-assessment opportunities are still being developed.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

NZTI courses are valued by client companies, as evidenced by the large number of companies that contract repeat business. The courses focus on improving health and safety awareness, with an emphasis on drug detection and managing drug abuse when it is identified in the workplace. The training adds value because it contributes to a reduction in workplace absenteeism, increased productivity, and reduced ACC costs, indicated by clients' feedback to NZTI. Although such valued outcomes are not always evidenced by hard data, one company has identified a 30 per cent improvement in performance and productivity through such related savings.

Feedback from trainees indicates that NZTI is succeeding in teaching knowledge and skills which enable individuals to make the right personal decisions about drug use, to practise safety in the workplace, and to appropriately supervise and manage others effectively. Clients have reported reduced drug use in the workplace and even socially as a result of the training.

Food processing trainees have reported that their skills have been lifted by NZTI training based on what they have learned on their courses. Trainees and employers have reported that they are more engaged, enthusiastic and committed to their job and workplace as a consequence of their training.

NZTI integrates its risk management group business with the training which helps ensure the training is relevant. For example, prior to a workplace safety course, NZTI asks whether there are policies and processes in place for drug safety or job safety analysis and, if not, NZTI will help develop a policy and then conduct training aligned to the company's policies. After the training, NZTI follows up with the client to ensure that the policy, procedures and training were useful in developing compliance and changing workplace attitudes to drug use.

For some trainees, success in achieving a unit standard is the first educational achievement in their lives. Trainees are also able to use unit standard credits gained on courses towards other qualifications on the New Zealand Qualifications Framework (NZQF), and completing their industry training agreements with Competenz. For about 30 per cent of trainees, attendees are already supervisors or managers who undertake further training at higher levels in areas such as

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management and conflict resolution. This reflects the value of NZTI developing and facilitating strong learning pathways through the training courses.

NZTI attributes some trainees' reported increase in personal self-confidence, improvement in their personal wellbeing, and the development of a sense of responsibility in the workplace, their families and communities, to the development of trainees' literacy as part of their training.

NZTI retains information on repeat clients and uses its formal and informal networks within industry to understand the value of the training and the effectiveness of its transfer and application in the workplace. It also uses the information to identify and communicate where refresher training is required and when additional training opportunities become available.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

NZTI's training programmes are customised to meet the health and safety training needs of client companies. These needs can include areas as diverse as drug awareness and prevention or food processing safety, and are often driven by the clients' industry-legislated compliance requirements. The customised training is usually delivered at the client's workplace, which supports its relevance.

NZTI works with clients and industry training organisations to provide training and identify related pathways from a basic NZQF level 1 qualification in vocational trades to Occupational Health and Safety level 3. For more senior staff, NZTI provides pathways leading to Occupational Health and Safety level 4. These pathways cover meat, hide and food processing, and occupational safety and health. Feedback from employers and trainees has confirmed that the training activities and outcomes match their needs well. In addition, trainees reported to NZTI an increase in their confidence about using their new knowledge, skills and practices in their own workplace. NZTI recognised that adult literacy and numeracy was a problem in many of the workplaces it went into and that it had an impact on completion of qualifications, if not training programmes, particularly at the lower levels. NZTI has set about addressing this. NZTI has used the TEC Adult Literacy and Numeracy Assessment Tool to inform the development of learning and assessment resources, including PowerPoint data shows, to help ensure the language used is at an appropriate level. NZTI has been reviewing and revising its learning materials and embedding literacy and numeracy, providing one-to-one trainee support and upskilling its trainers.

All trainees are individually critically assessed for their literacy and numeracy skills as well as their experience prior to a training programme being approved. One of *Final report*.

the primary reasons for trainees not completing a qualification is where literacy and numeracy or English as a second language is an insurmountable challenge in the short term (another is trainees leaving employment). This has assisted NZTI to give detailed information to the trainees and their employer clients regarding the literacy and numeracy requirements of the clients' staff. In the case of TEC Employer-led Workplace Literacy and Numeracy programmes, NZTI uses the TEC literacy and numeracy assessment tool to assess the progress of employees. NZTI reviews its programmes regularly and as required for customising client programmes to ensure unit standard assessments are up to date and address the requirements of current legislation. The currency of the training content is supported by the ongoing relationships NZTI has with its clients and the industry training organisations. In several cases, for example Competenz, NZTI uses industry training organisation training materials and assessment resources, which also have embedded literacy and numeracy.

Although most trainees are enrolled on a course by their employer through the relevant industry training organisations, NZTI talks with clients before courses are planned to determine the needs of the company. A pre-course investigation sheet is completed by each trainee to help the organisation understand their training needs and any barriers to learning. Where required, NZTI provides refresher courses to trainees who hold unit standards but need to update their knowledge and skills to carry out new company policies or meet new legislative requirements. The trainer, manager or director follow up with the workplace manager or supervisor after the course to ensure they have received the appropriate training. Stakeholder interviews confirmed that training is appropriate and well targeted.

Overall, NZTI shows an effective understanding of its clients' training needs and tailors its courses to those needs, based on courses and qualifications developed by industry. Matching needs has extended to one trainer using reo Māori in the training, and a company providing a person using sign language for a trainee who was profoundly deaf, and providing a reader-writer. It also includes connecting training with NZTI's consultancy, for example by conducting drug testing or providing training and equipment for clients who wish to do their own. Where employment or risk issues arise during the training, they are dealt with effectively and appropriately.

## 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

Trainee achievement results and feedback from clients and trainees help confirm that the teaching is effective. This is achieved through the use of relevant content, case study examples and practical activities, which engage the participants and help ensure learning outcomes are achieved. Trainers provide a flexible learning environment to enable them to respond to trainee needs and follow up to assist trainees to achieve.

Trainers have specialist knowledge and experience in industry, the training of adults, and literacy and numeracy. For example, three of NZTI's trainers hold the occupational health and safety qualification at level 4, one has the National Examination Board in Occupational Health and Safety (NEBOSH) qualification, and all hold the occupational health and safety national certificate at level 3. NZTI requires all trainers to have or to gain their National Certificate in Adult Education and Training level 5, and learn the skills required to conduct on-the-job assessment. NZTI also now requires all trainers to complete the National Certificate in Adult Literacy and Numeracy Education, and five trainers have already done so. The knowledge and skills gained enable the trainers to confidently assess and support students who have low literacy or numeracy skills.

Trainers are provided with specific adult teacher training and mentoring. New trainers are supported by classroom observation and differently focused mentoring from a more experienced tutor before they deliver courses on their own. This helps ensure that the training is consistent across trainers and that new trainers are well prepared. However, while formal tutor observations are being conducted and documented, they are yet to become established as part of the formal feedback process to inform teaching effectiveness. Professional development and performance reviews are conducted with all staff. NZTI also holds trainer days where the trainers discuss the course content and delivery to ensure that all trainers deliver the same content for each course.

Assessment supports learning and provides trainees and trainers with useful feedback on progress and effectiveness. Assessment is valid, sufficient, fair and transparent. Trainers have internal meetings where they discuss their assessments, which contributes to the robustness and consistency of their teaching and assessment practice. Assessment of learners is conducted using a variety of evidence, including assessment of trainees' knowledge pre-course, employer attestations, course work, open-book assessments and on-the-job assessments. This means that individual learners have a range of opportunities to demonstrate their competence.

The tutors' assessment resources include lesson plans and model answers with judgement and evidence statements to ensure consistency between the trainer/assessors. Each assessment is checked for completion by the  
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administration staff. All feedback received from students is analysed and any required action taken. NZTI also conducts peer moderation of training by other trainers. These actions help ensure that NZTI consistently is enabling trainees to meet the learning outcomes of its clients.

Each training course includes theoretical knowledge and practical application of that knowledge and skills. These are supported by internally pre-moderated assessment materials, many of which are also pre-moderated by the standard-setting body (industry training organisation), to ensure that the assessment covers not just the requirements of the client but also covers the unit standards being assessed. Pre-moderation of assessment materials ensures that NZTI assessments are at the required national level. NZTI participates in post-assessment moderation to ensure it is assessing at the required national standards, and results show that it is meeting all the requirements of the relevant standard-setting bodies.

In addition to NZTI's ongoing self-assessment of teaching effectiveness, it also uses learner evaluations and its ongoing interactions with clients, trainees and other stakeholders to review how well the courses are meeting the clients' and trainees' needs, and from this information NZTI is making continuous, effective improvements. As with teacher observations, NZTI's use of diverse sources of information around teacher effectiveness could be further developed.

## 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

NZTI provides effective support for trainees before, during and after courses, based on its pre-course assessment and employer attestations to identify learning needs, attend to individual trainee needs during the course, and follow up with visits to the workplace to check that the training is being applied.

NZTI believes its high outcomes are due to its small class sizes which provide more time for one-to-one trainee support, group interactions and thorough assessments. Trainees are encouraged to participate and to ask questions, which helps the trainers identify where individuals require additional learning support. As mentioned, trainers are well equipped to guide and support trainees throughout their learning experience regardless of how short or long it is. As mentioned, a reader-writer and reo Māori are available for trainees. The organisation delivers courses at client venues and often has a person from the company as a facilitator to do the introduction and set the scene for the learning environment. At least one representative of the client company attends each course to answer any specific company-related questions that may arise during the course, which helps learners connect the learning to their workplace.

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Feedback from trainees is positive about the trainers' teaching styles and responsiveness to trainees' needs, the interactions and sharing of the experiences of trainees and trainers, the inclusive and supportive learning environment, and the opportunities to apply their newly gained knowledge and skills to when they return to their workplace. Where negative feedback is received in rare cases, generally about factors outside the organisation's control, such as venue or lighting, the trainers follow up with the client and make improvements for the next training session. NZTI trainers or the director working directly with a client's senior manager helps ensure effective communication of expectations, benefits and requirements before, during and after the training, and mitigates against the occurrence of such instances in the first place.

NZTI's formal and informal networking with employers and employees provides useful ongoing feedback on the effectiveness of the training and its application. It also provides useful information about future required and pathway opportunities at all levels for a range of learners, including current or future managers and supervisors.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

NZTI has three owners, two of whom are also hands-on trainers. One of these is the director, the other the general manager, and the third shareholder is the financial advisor. The two company owners are transparent, open and approachable and all staff can contribute to the company.

The owners of NZTI have other businesses dealing with conflict resolution, risk management and management support. They believe that training is most effective, positive and worthwhile when it is incorporated within a risk management philosophy. Consequently, they rebranded the company three years ago because many corporate clients were unaware of the range of services provided in addition to training. For example, Risk Management Group provides pre-employment, random and reasonable-cause drug testing. Where a client prefers to complete their own drug testing, Risk Management Group provides drug test kits and trains the client's staff in their use. As mentioned, this complements and supports the training that NZTI provides to its clients.

NZTI has consolidated its core training at the same time as it has prepared for when occupational health and safety and level 1 courses would no longer be TEC funded. NZTI considered the skills its key staff had before deciding on a course of action. It also analysed its client base to determine the needs it could meet and future training opportunities.

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NZTI believes its primary skills are in foundation skills which it can build on. These foundation skills include literacy and numeracy, conflict resolution, investigations, communication skills, food processing and occupational health and safety management. However, NZTI also reported that it has received increasing numbers of enquiries from its clients regarding training for National Certificates in Occupational Health and Safety at levels 3 and 4. NZTI is moving into this training area and is working with industry training organisations to do so. The general manager works with the director to develop these initiatives, identify areas for improvement, and make appropriate changes.

NZTI's leadership is effective. Recruitment and development of trainers is robust. The PTE's expectations of its trainers are high, including being available 24/7 if necessary, but so are the rewards, such that trainers feel valued by their trainees and NZTI. As a consequence, NZTI has been able to sustain high numbers of courses for its large client base over a number of years by responding to the needs of its target industries with appropriate trainers and suitable teaching and assessment resources.

NZTI demonstrates a strong understanding of the industry that it provides training for, including the needs and learning styles of its clients and trainees as well as compliance requirements. As mentioned, NZTI has actioned a number of initiatives, including literacy training for all trainers. Course outcomes and feedback are reported and responded to at the quarterly management team meetings, involving the two directors, the general manager and an external financial advisor. NZTI has responded to the needs of its industry training organisation clients by developing a system using its current reporting tool to enable it to monitor overall qualification completion rates.

Overall, NZTI is continuing to demonstrate an ability to successfully anticipate and respond to operational and strategic change based on effective self-assessment at all levels. Operationally, the development of an integrated and improved Cloud-based dropbox is providing trainers with a flexible and up-to-date source of information by laptop or mobile phone. This enables trainers to act on any specific query or feedback by exception promptly, effectively and appropriately.

NZTI reported to the evaluators that it is increasingly in demand to provide employees of TEC Employer-led Workplace Literacy and Numeracy funded employers with workplace literacy and numeracy programmes. It has completed one and expecting two others that it knows about. These programmes are required to provide structured literacy and numeracy training to a minimum of 20 employees over a 12-month period. The programmes are also required to be delivered for an average of 40 contact hours per learner. Typically, trainees progress at least one literacy and numeracy level as determined by the progressions tool. As part of further considering future opportunities in this area, NZTI is investigating direct funding from the TEC so that it can offer similar literacy and numeracy training programmes to smaller companies which do not currently qualify for the employer-led scheme.

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## Focus Areas

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

### 2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

### 2.2 Focus area: Course delivery and development levels 1-4, including occupational health and safety and food and related products processing

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

# Recommendations

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

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013.*

*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)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

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