



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report



NZTI Limited trading as Risk
Management Group

Date of report: 8 February 2024

About NZTI Limited trading as Risk Management Group

Risk Management Group (RMG) provides training for a wide range of industries. Training services include workplace health and safety; food, beverage, meat and seafood processing; distribution; manufacturing management; literacy and numeracy.

The PTE works closely with private companies, workforce development councils and Te Pūkenga work based learning staff to provide training and assessment services at sites across New Zealand.

Type of organisation:	Private training establishment (PTE)
Location:	52 Forrest Road, Cambridge
Eligible to enrol intl students:	No
Number of students:	Domestic: 991 (450 equivalent full-time students) in 2022. Approximately 35 per cent Māori and 15 per cent Pasifika learners. Disabled learner numbers unknown.
Number of staff:	Six full-time equivalents and a similar number of part-time contractors
TEO profile:	NZTI Limited (provider page on NZQA website)
Last EER outcome:	At the previous external evaluation and review (EER), in September 2019, NZQA was Highly Confident in NZTI's educational performance and Confident in their capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Follow Good Practices in Animal Welfare to Complete Ante-mortem Examinations (Pet Food). This is an NZQA-approved micro-credential.• New Zealand Meat Apprenticeship programmes comprising Export Meat Boning – Complex – Levels 3 and 4; and

Slaughter Floor Operations – Complex Levels 3 and 4. These programmes are delivered for and in conjunction with industry and Primary Industry Training Organisation (Primary ITO, part of Te Pūkenga).

MoE number:	7404
NZQA reference:	C53688
Dates of EER visit:	3 and 4 July 2023

Summary of results

RMG continues to deliver training and assessment services which meet the training needs of a broad range of industries. The success of the trainees reflects a learner-centric and empathetic approach, and a sound understanding of the priorities and patterns of each workplace. RMG is effective in brokering and maintaining effective working relationships, which in turn leads to valued outcomes for all stakeholders. The PTE also maintains a strong alignment with NZQA's PTE registration requirements. There have been persistent gaps in meeting NZQA external moderation requirements in Business Management and Core Skills assessments over the last three years.

Highly Confident in educational performance

- Trainees are gaining new skills and knowledge, or having their prior learning formally recognised. The programmes clearly meet an industry training need. Record-keeping and self-assessment are sound.
- The overall design and delivery of the focus area programmes and other RMG services are in line with what industry and other stakeholders and funders require. They provide well-aligned content and high value outcomes for all parties.

Confident in capability in self-assessment

- RMG has designed and delivered a high-quality and effective programme for meat industry apprentices, and similarly for the micro-credential for pet food manufacturing staff. Most of the external moderation since the last EER points to sound assessment, but NZQA has identified serious gaps in a few areas.
- RMG supports the trainees well. NZQA heard accounts of quite remarkable responsiveness by RMG to both trainee welfare and company needs during the recent catastrophic weather events on the East Coast. The PTE demonstrates its values well.
- RMG's ongoing relationships with industry inform the training. It has evident expertise in working with key stakeholders to deliver effective

training. Self-assessment is ongoing, embedded and suitably recorded.

- RMG has strengths in quality assurance, quality systems and in managing compliance. Internal and external communication are also strengths. This capability also contributes to effective self-assessment and continuous improvement.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>RMG data and internal reporting shows high pass rates with 'almost all' or '95 per cent per cent' of trainees achieving across programmes. The primary reasons for non-completion are trainees leaving the company or changing their job role. This pattern of achievement was confirmed by trainee, graduate and industry stakeholder interviews. Enrolment and achievement data has been well maintained and used for analysis by focus area qualification and programme, by site, and by ethnicity and age.</p> <p>Learners are all employed, and in interviews they reported using the skills and knowledge they gain in the training in their work. The training and assessment in the EER focus areas offer key functional skills for workers in a demanding part of the primary sector domestic and export supply chain.</p> <p>Around 25 learners have so far achieved the new and innovative micro-credential. This certification was developed with the expanding domestic pet food manufacturing industry to meet a training need and to help ensure animal welfare.</p> <p>Overall, moderation of assessment outcomes is good. There have been a few limitations in external moderation approval. Annual moderation reports give senior management and governance an overview of activity across external moderators. They show the locations and type of moderation, and the outcomes, but contain limited narrative. However, there is comprehensive sampling and a positive record across various quality</p>

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

	assurers and programmes. There is good assurance of the validity of the achievement rates (see Appendix 1).
Conclusion:	Trainees are gaining new skills and knowledge, or having their prior learning formally recognised. The programmes and micro-credential meet an industry training need. Academic quality, record-keeping and self-assessment are all sound.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>All of RMG's trainees are currently employed. They and the graduates and management interviewed by NZQA stated that trainees are applying the skills and knowledge gained in their workplaces. Along with workplace supervisors, they were able to provide details of direct application of this knowledge: a greater understanding of why staff must do certain things (e.g. hygiene practices, incident reports, following export and other standards, and avoiding hazards).</p> <p>Trainees have an enhanced understanding of 'the bigger picture', which includes both environmental practices and industry goals and targets such as optimising product yields. The training provides knowledge and skills for 'doing the job safely, correctly and humanely', as one interviewee described it.</p> <p>Many graduates had not previously had the opportunity to do an apprenticeship model of on-job training. Many have now had their skills and knowledge formally assessed. There has also been additional training to ensure staff have appropriate underpinning knowledge, as required by the unit standards. Some graduates have progressed to higher responsibilities; some say they will now seek further training and qualifications because of their recent success.</p> <p>RMG adds value to the processing and manufacturing sector by offering investigation and risk management services. They also perform staff inductions at some</p>

	plants. NZQA was told, '[RMG] ...come on site annually, they do this training well with respect to varying educational levels and [staff with English as a second language]'. Trainers focus on 'every learner succeeding' by enhancing relationship-building, and so trainers develop an understanding of the learning needs of each trainee.
Conclusion:	RMG's self-assessment describes a diverse and often educationally challenged learner profile. Many trainees in the focus areas have low or no qualifications, have English as a second language, or have experienced learning difficulties. The overall design and delivery of the focus area programmes and other RMG services are continuously reviewed to stay in line with what industry and other stakeholders require.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>As pointed to above, programme design and delivery comprehensively match the needs of trainees and other stakeholders. RMG and its stakeholders have devised a training approach that is appropriate for both new staff and long-term skilled but unassessed staff. It is delivered to suit industry seasonal and shift patterns. For example, pet food manufacturers had a specific need that was not being met by existing courses. They chose to work with RMG to collaboratively develop and deliver a micro-credential which is meeting their needs and addresses compliance aspects as well. There are well-structured session plans and other teaching resources guiding delivery of training.</p> <p>Primary ITO Te Pūkenga supplies resources and assessments. As well as holding appropriate assessor and/or teaching qualifications, some RMG trainers are also trained in the 'assessment by conversation' approach. Stakeholders interviewed said the trainers have 'good people skills...and can relate to [the trainees].</p>

	<p>They are ‘good communicators and flexible’. Trainees described RMG staff as approachable and ‘able to break it down for them’.</p> <p>The trainers have substantial workplace experience in the areas they teach. This is fundamental to both their credibility and their deep subject knowledge. They also benefit from ongoing exposure to work sites across New Zealand and the latest trends in technology, procedures and so on. Peer observations of the trainers are ongoing, follow a structured approach, and reflect collegial teaching approaches. There is a healthy community of practice. Adding some external critique and coaching to this may prove useful.</p> <p>Industry stakeholders report being able to communicate and engage well with RMG. There is collaboration and partnership – and this has been of high importance throughout the disruptions of the pandemic and the Reform of Vocational Education (RoVE). Trainees said the resources were appropriate and matched their needs. Trainees’ questions are answered promptly by the trainers or supervisors. End-of-course survey responses strongly echo these findings.</p> <p>RMG states that ‘compliance with requirements for tutor qualification, assessment and moderation are effectively monitored and managed centrally. For example, a trainer competency matrix is maintained that ensures trainers are not assigned to deliver or assess outside of their area of expertise or assessment scope’. Although these claims were found to be accurate, NZQA has identified some weakness in assessment, and RMG is working on this.²</p>
<p>Conclusion:</p>	<p>RMG’s contract for the apprenticeship model of training requires ‘workplace-based face to face training...to deliver and facilitate quality off-job training [and provide]</p>

² NZQA has some concerns arising from their national external moderation of RMG. Core Skills or Business Management assessments did not meet requirements in 2020-22. Action plans have been implemented. Some of the unit standards are no longer being used. These standards are not a large part of the total number of RMG assessments. External moderation by other external moderators mostly meets requirements (see also Appendix 1). NZTI was able to provide a comprehensive record of this situation and their own responses to these gaps in educational performance. These included credible actions taken by them to improve their assessment practices and to fulfil their action plan with NZQA.

	training and assessments in the food processing sector', working with Primary ITO for funding. The quality and effectiveness of the apprenticeship programme design and delivery, and the micro-credential, were confirmed by trainees, workplace supervisors and senior management.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>RMG's contract requires 'workplace assessor services of on job and off job training and pastoral care personally...collaborating with Primary ITO Te Pūkenga Training Advisers'. This includes providing 'support for trainees who are identified as having needs'. There is strong evidence that the two main meat industry trainers are providing trainees with a unique and attentive 'external to company' sounding board for talking about their work and the challenges they face.</p> <p>The trainers have adopted a 'student-centric', supportive approach to their work. They are contactable and approachable, and proactive in 'creating space' for debrief when trainees are stressed. At times, they also point staff towards company human resource services such as the Employee Assistance Programme (EAP). Primary ITO learning materials have the Dyslexia-Friendly Quality Mark. There is good awareness of this learning challenge. A graduate provided unsolicited comments on how a trainer accommodated his needs well.</p> <p>Learners report that the trainers minimise barriers to learning. The following quotes sum up what the learners told NZQA: 'The best is the reading – he reads it out for us. I wasn't the best at school. [He] goes into detail when he explains it...doesn't move on until we really understand'. And also, '[The trainer] is cool. 10 out of 10. He's awesome. Easy to talk to and easy to understand and he broke it down for me. We learn in our own different way, and he understood me and how I learn, and he's got patience. He was understanding'.</p>

	<p>Small study groups are formed where trainees need additional trainer and peer support. There is a lot of one-to-one monitoring and coaching as part of the training. Learner success is regularly acknowledged and celebrated.</p> <p>Some teaching occurs on night shifts if that best suits the production cycle and assessment timing. NZQA heard accounts of quite remarkable responsiveness by RMG to both student and company welfare and needs around the recent catastrophic weather events on the East Coast. They demonstrate cultural responsiveness well.</p> <p>RMG does not gather much student feedback, and the evaluators and staff discussed ways to extend this. Staff have drafted a comprehensive pastoral care policy guideline with good alignment to the Code of Practice following their robust Code review and gap analysis.</p>
<p>Conclusion:</p>	<p>RMG fosters a respectful and inclusive learning environment where adult learning principles are applied (particularly that adults have extensive experience and prior knowledge of many topics being covered in their training). The trainers show care and concern for all learners. This is reflected in high achievement by Māori, Pasifika and new migrant workers.</p> <p>There is suitable and useful referral information provided relating to expert specialist agencies for pastoral support. Student end-of-course surveys are at times somewhat passive in regard to Code expectations. RMG needs to explore different ways of gathering student feedback.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The RMG founder and managing director has extensive experience in related industries across investigative, quality assurance, health and safety and vocational education and training functions. RMG has developed constructive, ongoing relationships with industry. In addition, there has been orderly and logical succession of board membership since the last EER. The purpose and direction of the PTE remains clear. This is important given the complexity and turbulence the industry is facing due to the pandemic, border closures and RoVE.</p> <p>Stakeholders interviewed (such as production, operational and human resource managers) express confidence in the PTE and its training and other services. Trainees interviewed expressed confidence in the trainers' knowledge, skills and experience.³</p> <p>Staffing and resourcing is appropriate to deliver on the PTE's documented goals and commitments. There is a good skill set and extensive strategic level (corporate as well as Primary ITO) experience within the team. RMG appraised various potential student management systems and has adopted a new approach to data management. The general manager oversees an effective, cohesive team at the PTE.</p> <p>RMG communicates well with the various industry sectors they work with. There is ongoing contact with companies, sites and staff from board room to factory floor. The alignment of their training offer and their approach to its delivery clearly reflects this. Contracts for service and service-level agreements are in place with industry training organisations and companies. These are robust and kept up to date.</p>

³ NZQA interviewed 16 trainees, graduates, supervisors or other managers from companies and sites across New Zealand. This included meat processors and pet food manufacturers.

Conclusion:	RMG’s ongoing relationships with industry inform the training. The PTE has evident expertise in working with key stakeholders to deliver effective training on site in ways and times that match production and other site requirements. These include shift work patterns, Covid protocols, safety protocols, and each site’s ‘custom and practice’. Self-assessment is ongoing, embedded and suitably recorded.
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1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>RMG has a thorough understanding of its compliance accountabilities and manages them well. A compliance calendar tool is in use and there are clear delegations of responsibility.</p> <p>The PTE seeks consent to assess from NZQA as the training need arises. Management has a good grasp of the requirements of NZQA and others such as workforce development councils and industry training organisations.</p> <p>The NZQA-approved micro-credential has been delivered. It was reviewed in 2022 and then re-approved by NZQA. It continues to meet a need for this specific cluster of skills (standards) in the industry.</p> <p>Trainers must have ‘current PITO Te Pūkenga assessor status and 4098 as a minimum’. According to the RMG trainer matrix, all do apart from one outlier, a part-time contractor. RMG’s trainer matrix contains a comprehensive record of each staff member’s relevant training experience and qualifications.</p> <p>The PTE has a contract to ‘deliver and facilitate quality off-job training’ and provide ‘training and assessments in the Food Processing sector’ with Te Pūkenga Work Based Learning Ltd, trading as Primary ITO. The contract was clear, current and signed. There have been some delays in credit reporting to NZQA. This pertains to Primary ITO reporting credits and delays in ‘finalising’ training</p>

	<p>agreements on some sites; it links to a timing-of-payment issue.</p> <p>RMG gave assurance that there is monitoring with Primary ITO of learner eligibility. This is important given the number of process workers either on a work visa or who are New Zealand resident but not yet citizens (approximately 10 per cent of the cohort).</p> <p>As is required, RMG has a range of external moderation accountabilities and mostly performs them well. An NZQA-required improvement action plan is in place and is being worked through. It relates to two interpersonal communications unit standards (1277 and 1304).</p>
Conclusion:	RMG has strengths in quality assurance, formal quality systems, and in managing compliance.

Focus areas

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

2.1 Follow Good Practices in Animal Welfare to Complete Ante-mortem Examinations (Pet Food)

Performance:	Excellent
Self-assessment:	Excellent

2.2 New Zealand Meat Apprenticeship programmes

Performance:	Excellent
Self-assessment:	Excellent

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 NZTI Limited consider:

- ways of diversifying and expanding the means of hearing feedback ('student voice') from the trainees. This relates to the expectations of the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021
- adding an observer external to NZTI and RMG to the existing trainer observation and peer review process. This relates to key evaluation question 3.

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

Summary of external moderation results 2019-22

External Assessment

Abbreviations

PR	Primary ITO	SIQ	Service IQ ITO		
CZ	Competenz ITO	SO	Skills Org ITO		

Summary

6 separate submissions for 2019
PR 1 - Compliant
PR 2 - Compliant
CZ - Approved
NZQA – Consistent 2/3
SIQ - Compliant
SIQ – Not Acceptable = Follow up required

External Assessment

Abbreviations

PR	Primary ITO	SIQ	Service IQ ITO		
CZ	Competenz ITO	SO	Skills Org ITO		

Summary

8 separate submissions for 2020
PR – Compliant - Visit
NZQA – Not Consistent – Action Plan
PR - Compliant
SO - Compliant
SIQ 1 - Compliant
SIQ 2 - Acceptable
PR – Meeting Requirements – Provider Review
CZ - Approved

External Assessment

Abbreviations

PR	Primary ITO	SIQ	Service IQ ITO		
CZ	Competenz ITO	SO	Skills Org ITO		

Summary

4 separate submissions for 2021
SIQ 1 - Compliant
NZQA – Not Yet consistent 2/3
PR – No Report received
SIQ 2 – No Submission – units weren't delivered – Covid Restrictions

External Assessment

Abbreviations

MT	Muka Tangata	TTW	Toitū te Waiora	PR	Primary WBL
HAR	Hanga-Aro-Rau	RH	Ringa Hora	CZ	Competenz WBL

Summary

8 separate submissions for 2022
MT - Non – compliant 1/1
NZQA - Compliant
PR - Compliant
HAR - Non – compliant 1/3
RH – Acceptable 2/2
TTW - Acceptable 5/5
HAR – Compliant 3/3
NZQA - Non – compliant 2/2

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 fraud⁴*
- *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.*

⁴ 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). 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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