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External Evaluation and Review Report

NZTI Limited trading as Risk
Management Group

Date of report: 12 September 2019

About NZTI Limited trading as Risk Management Group

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

Type of organisation:	Private training establishment (PTE)
Location:	52 Forrest Road, Cambridge
Code of Practice signatory:	No
Number of students:	Domestic: 1854 annually (68 per cent Māori, 7 per cent Pasifika)
Number of staff:	Seven full-time equivalents
TEO profile:	See: NZTI Limited The organisation contracts with two ITOs (industry training organisations) to provide courses that lead to New Zealand qualifications.
Last EER outcome:	In 2015, NZQA was Highly Confident in both the educational performance and capability in self-assessment of the PTE.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in Food or Beverage Processing (Meat Processing) (Level 2) This is a programme of industry training delivered under contract for Primary ITO trainees.• Workplace Literacy and Numeracy – non-NZQA approved programme
MoE number:	7404
NZQA reference:	C34238
Dates of EER visit:	24 and 25 July 2019

Summary of Results

RMG understands the needs of a broad range of industries and provides programmes that lead to highly valued outcomes for all stakeholders.

Highly Confident in educational performance

- RMG programmes provide highly valued outcomes for students and employers, as demonstrated by the evidence of lasting improvements to people's lives from literacy gains and relevant workplace qualifications.
- The relationship RMG has with workplaces and ITOs ensures that the training activities are developed to match the workplace and students' needs. For example, learning activities are aligned to workplace policies and practices, which enables achievement of desired skills and knowledge.

Confident in capability in self-assessment

- Management's and tutors' strong understanding of the workplace environment enables RMG to provide a safe and supportive learning environment to enable student achievement. Employer and graduate feedback provided supports this.
- Overall breakdown of student achievement is used to monitor progress, but further analysis of graduate outcomes and moderation results across programmes and sites would help inform annual programme reviews, as well as decision-making at management and governance level.
- Governance is evolving a structure to support future direction and growth. As part of this, it is strengthening compliance management to ensure systems are suitable for when it gains approval for more programmes. Current compliance requirements are managed well, with no issues identified.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
	<p>The majority of students are working towards workplace qualifications, with most of the enrolments in the meat processing programme. Over 90 per cent of students achieve this qualification. Evidence shows that 97 per cent completed within the expected timeframe in 2018 and 96 per cent are on track for 2019. This demonstrates good outcomes for the students; for many, this is their first qualification.</p> <p>Progress is regularly reviewed for each course and by employer to identify where students may need additional support or time to complete. However, data is not collated by qualification achievement year to year or cohort to cohort for comparison or to identify the impact of improvements, as the data includes students still enrolled but yet to complete the programme. In addition, Māori and Pasifika course completion is not analysed, although the majority of students are Māori or Pasifika.</p> <p>The literacy and numeracy programme ('Keeping it Fresh' or 'Simply the Best') is achieving exceptional results, with 99 per cent completions for many who have previously disengaged from education. The reporting on overall gains to the Tertiary Education Commission and for employers shows that the majority gain at least one step on the Tertiary Education Commission assessment tool on completion of the programme. In addition, nearly half of the students made significant gains with their numeracy.</p>
Conclusion:	RMG has high achievement rates with a strong focus on ensuring that students are able to succeed. Greater use of data analysis would enhance understanding of educational achievement.

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

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The programmes provide highly valued outcomes for the workers and their employers. Evidence shows improved workplace practices and confidence as a result of the training. Programmes incorporate workplace procedures as part of the learning, which is contributing to the valued outcomes.</p> <p>Employers' feedback confirms that graduates of the meat processing qualification apply their learning in the workplace. This is shown in improved health and safety, food safety and hygiene practices, and better teamwork and communication. A recent survey (approximately 20 per cent response rate) by Primary ITO, the programme owner, showed a high alignment with the graduate profile outcomes – 83 per cent of those surveyed said the qualification helped them to progress their careers. Forty-eight per cent also stated they would enrol in further qualifications. RMG intends to implement its own surveys for identifying graduate outcomes.</p> <p>The value of the workplace literacy and numeracy programme to students, employers and wider whānau is soundly evidenced through case studies and tracking of literacy and numeracy gains. Graduate testimonies and employer feedback states that graduates now have the skills to budget and manage debt. The outcomes help promote sharing of information within the participating organisation. This value to the executive team is shown through its involvement in the group final presentations. The programme was a finalist in the Skills Highway² programme awards in 2018, and two students and a tutor were recognised in these awards.</p>
Conclusion:	Graduates are making significant improvements to their lives, with increased skills and confidence, which benefits employers through changing attitudes and better workplace practices.

² Skills Highway Workplace Literacy and Numeracy programmes are funded by the Tertiary Education Commission and managed by the Industry Training Federation.

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>RMG develops programmes that are relevant and match stakeholder needs. Staff with experience in manufacturing and processing and industry training consult with employers to develop programmes aligned to workplace practices. The learning outcomes are also checked to ensure they align with ITO programmes of industry training and qualification graduate profile outcomes.</p> <p>Learning and assessment activities are varied and meaningful to the workplace. The student workbook is aligned to the organisation's induction process and required unit standards. Students develop their skills and knowledge at workshops before they are assessed by RMG using workplace observation and evidence verifiers. Employer feedback notes that the alignment to workplace roles helps to improve processes, food safety and health and safety practices on the job.</p> <p>Tutors peer-moderate assessments, and internal checks ensure that assessments are valid. ITO external post-assessment moderation confirms that the assessment decisions are robust.</p> <p>Programmes are reviewed at an annual tutor meeting. The review includes student, tutor and employer feedback. Incorporating moderation feedback and student achievement in the annual programme review would enhance the understanding of outcomes and help to identify improvements or confirm the effectiveness of the training.</p> <p>Workplace literacy activities encompass organisational themes such as food safety or workplace health and safety to enable students to relate their learning to the workplace. An initial assessment using the literacy and numeracy tool is analysed to understand individual learning needs, which are discussed with the student.</p> <p>Training activities are appropriate, using small groups of students to enable development of understanding and confidence in literacy skills. The feedback from employers and students shows that the training is highly effective in meeting the needs of</p>

	students who have been disengaged from formal education.
Conclusion:	Strong processes are in place for development to ensure training meets the needs of students, employers and industry. The teaching and assessment activities meet ITO training needs. Incorporating moderation feedback and student achievement in annual reviews would help to identify areas for improvement.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Students are well supported throughout their training. RMG ensures employers have the right tools and understand the support their employees need to help them succeed. This is seen in the training materials aligned to company induction processes, on-job verifier guidelines, and ongoing contact with employers and students in the workplace.</p> <p>The meat processing learning activities are closely aligned to workplace practices and carried out within the workplace. This provides students with many opportunities to apply their knowledge, meet assessment requirements, and complete within the expected timeframe. The tutors co-teach to cater to individual support needs, which helps students develop required skills in a safe learning environment. Student feedback at the end of each course shows that they are highly satisfied with the support and are achieving their goals.</p> <p>The workplace literacy activities are highly relevant and engaging, as seen in the high attendance and completions. The tutor works closely with work supervisors to identify any barriers to learning and to develop strategies to help students complete. Student feedback is highly positive about the time the tutor spends to help individual students work through strategies and provide referrals to outside resources, such as budgeting services, to sustain results in the work environment and personally.</p>
Conclusion:	Activities are relevant and engage the learners. This is the result of a comprehensive understanding of students' needs and the learning context.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>RMG management and staff have a good understanding of the sector and the training needs of clients. RMG also has current contracts with two ITOs to deliver training towards qualifications in food processing, manufacturing and workplace health and safety. These relationships enable RMG to develop a range of training to support clients' long-term training needs.</p> <p>The organisation has expanded since the previous EER and has revised its organisational structure to support this growth. The director is guided by business advisors and support from a business partner. The delegation of management responsibilities from the director is in progress to enable better collation of student achievement to better understand outcomes rather than rely on ITO reporting.</p> <p>The organisation uses data to identify student progress and allocate appropriate resources. However, processes are yet to be updated to reflect current practices, which will enable it to meet requirements when it gains NZQA approval for programmes in the future.</p> <p>Staff are well qualified and supported in their roles. Formal annual professional development is carried out to ensure staff understand the organisation's goals and are up to date with industry and tertiary requirements</p>
Conclusion:	There is good planning and direction for the organisation to enable it to sustain quality of achievement within a changing tertiary education environment. Updating of some processes is required to better understand student achievement and to meet NZQA requirements.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>RMG has managed compliance with NZQA requirements, including delivery of a training scheme in the past year. The organisation has also met its external moderation requirements.</p> <p>Health and safety for staff and students is a core focus for the organisation and is managed by ensuring staff are appropriately trained and undergo site inductions where relevant.</p> <p>The general manager uses a checklist to monitor compliance activities to ensure that the PTE's key accountabilities are being managed and to identify any improvements</p> <p>The organisational strategy includes increasing its range of programme approvals and aims to develop a more comprehensive approach to managing all its compliance requirements when this occurs.</p>
Conclusion:	RMG manages its key compliance accountabilities well. Further development of systems will ensure it continues to manage compliance responsibilities alongside growth.

Focus Areas

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

2.1 Focus area: New Zealand Certificate in Food or Beverage Processing (Meat Processing) (Level 2)

Performance:	Excellent
Self-assessment:	Good

2.2 Focus area: Workplace Literacy 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 trading as Risk Management Group:

- Revise the annual programme review process to ensure a wider range of information is used to inform improvements and monitor effectiveness.

Requirements

Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.

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

Appendix

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.

Disclaimer

The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.

For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:

- Identify organisational fraud³
- 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.

³ NZQA and the Tertiary Education Commission 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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