



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

The Electrical Training Company
Limited trading as etco* Training

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 13 July 2016

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Final Report

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:	The Electrical Training Company Limited trading as etco* ¹ Training
Type:	Private training establishment (PTE)
First registered:	1 December 1996
Location:	24A Allright Place, Mt Wellington, Auckland
Delivery sites:	Training centres, in addition to the above address, include Rotorua, Wellington and Dunedin. Locally held night classes are delivered at 27 additional teaching sites throughout New Zealand. etco* Training also has a residential training facility, Martynsfield, located in Ramarama, South Auckland.
Courses currently delivered:	National Certificate in Electrical Engineering (NCEEE) (Electrician for Registration) (Levels 2, 3 and 4) Various short courses for industry
Code of Practice signatory:	etco* Training is not a signatory to the code of Practice for the Pastoral Care of International Students.
Number of students:	Approximately 1,200 students in the NCEEE (Levels 2, 3 and 4) and 166 students attending

¹ etco* is the brand identity of The Electrical Training Company Limited.

short courses.

Māori and Pasifika are approximately 4 per cent and 2 per cent of the total number of students.

Number of staff:	21 full-time staff include teaching, management, and administration staff and 11 apprenticeship coordinators; there are 73 part-time teaching staff.
Scope of active accreditation:	etco* Training holds consent to assess in a variety of sub-fields, domains and unit standards in the areas of electrical engineering, electronics and telecommunications up to level 5.
Distinctive characteristics:	<p>The PTE is unique in that the parent company, Electrical Training Company Limited (etco*), is 100 per cent owned by the Electrical Contractors Association of New Zealand (ECANZ).</p> <p>The etco* parent company employs approximately 580 electrical apprentices, all of whom are signed to training agreements with the industry training organisation, The Skills Organisation. etco* apprentices are placed with host companies for the on-job aspect of their apprenticeship. etco* provides support to the apprentice and host company and manages the apprenticeship through to completion.</p> <p>The off-job component of the NCEEE programme is provided by etco* Training, a division within etco*. etco* apprentices, and apprentices who are employed independently (approximately 650), are both called 'students' and attend night classes held locally as well as two-week block courses at regional sites.</p>
Recent significant changes:	The New Zealand Apprenticeship framework for apprentices was commenced by etco* in January 2014 under contract and funded by the industry training organisation. Programme approval was granted in 2014 by NZQA.
Previous quality assurance history:	NZQA national external moderation results between 2012 and 2015 and The Skills Organisation external moderation show that etco* Training is assessing at the national standard.

The last EER was conducted in July 2012. At that visit, NZQA was Highly Confident in etco* Training's educational performance and Confident in its capability in self-assessment.

Other: Professional affiliations include: ECANZ, Electrical Workers Registration Board, Australia and New Zealand Electrotechnology Training Alliance (ANZETA), and the Employers and Manufacturers Association (EMA).

2. Scope of external evaluation and review

The scope of the external evaluation and review (EER) included three focus areas. These were the mandatory focus area of governance, management and strategy, and the National Certificate in Electrical Engineering (Electrician for Registration) (Level 4) (NCEEE), and etco* Training short courses.

The NCEEE programme was selected as a focus area as it is etco* Training's core programme and an area that has a long history of achieving successful outcomes for its learners. Successful completion of the qualification includes the Electrical Workers Registration Board Registration exams, and attaining this qualification results in registration as an electrician in New Zealand. The selection of this certificate provides an opportunity to follow the achievement and outcomes for learners over a three-year programme. NCEEE (Levels 2 and 3) are prerequisites to commencing NCEEE Level 4.

The short courses focus area was selected because these courses are specific and targeted to meet the needs of electrical workers who need to gain or renew their registration as required by the Electrical Workers Registration Board.

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.

The EER was conducted over three days by two evaluators who visited etco* Training's head office in Auckland and one regional centre in Rotorua.

The evaluation involved engagement with:

- Two Board members including the chair
- Chief executive officer
- General manager operations
- National manager apprenticeship
- National manager training
- Two regional training managers
- Three apprenticeship coordinators
- Four full-time tutors
- Two part-time tutors
- 15 learners from the NCEEE programme
- 13 learners from short courses
- Stakeholders comprising representatives from four host companies and employers, The Skills Organisation, New Zealand Defence Force, Electrical Workers Registration Board, and ECANZ.

In addition to documents provided for the EER scoping, the EER team sighted strategic and business plans, annual reports, Board reports, monitoring and achievement data, collated survey results, destination data, external moderation results, and senior leadership meeting minutes.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **The Electrical Training Company Limited Trading as etco* Training**.

The key reasons for this judgement are:

- etco* Training learners are achieving outstanding results in all programmes. Rates of achievement have been consistently very high. The NCEEE programme and to a lesser extent the short courses have performed well above the national average year on year for several years.
- There is clear and convincing evidence that the needs of all key stakeholders are comprehensively met. The provision of recognised, essential and relevant programmes offered by etco* Training are driven by stakeholder needs and required by graduates to gain registration as an electrician. Key stakeholders – including The Skills Organisation, etco* Training owners (ECANZ), and employers of graduates and regulators of industry – validate the quality of etco* Training graduates.
- Programmes are delivered by qualified and experienced etco* Training tutors. Comprehensive support and guidance is provided, particularly for etco* apprentices, underpinning the high achievement results.
- etco* Training is strongly and effectively led, and there is a dedicated focus on industry needs and the educational performance of learners. etco* Training meets the needs of employers to have a qualified workforce, meeting community and New Zealand's need for competent and qualified electricians.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **The Electrical Training Company Limited Trading as etco* Training**.

Self-assessment is driven by the dedicated focus of the Board and management to understand and meet industry needs. The high rate of ongoing engagement between stakeholders and etco* Training staff at all levels of the organisation supports authentic data-gathering and analysis. The quality and validity of the self-assessment information, formal and informal, is consistently high.

Management uses effective processes to review performance data, and this results in improvements and informs decision-making in a range of areas such as teaching and teaching technologies, feedback mechanisms (host companies, graduates and learners), and reducing the number of withdrawals. Highly effective activities and processes lead to the delivery of quality and highly valued programmes.

Findings²

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 **Excellent**.

Achievement in all etco* Training programmes is very strong.

Over the past three years, NCEEE retention and annual continuation from one level to the next have ranged from 95 to 98 per cent, and qualification completion has ranged from 89 to 92 per cent. Significantly, passing the Electrical Workers Registration Board exams results in achievement of unit standards contained within the qualification and required for registration as an electrician. These consistent results have been evident longer-term over several years.

etco* Training rates of achievement in both NCEEE and short courses outperform the national average in terms of achievement of the qualification and success in the Electrical Workers Registration Board exams. The Skills Organisation confirms that etco* Training results are consistently 10-15 per cent higher than industry averages. The Skills Organisation validates the authentic and high level of achievement through external moderation, reporting of credits, and the success of its own trainees in completing the off-job component of their apprenticeship with etco* Training.

Key performance indicators that have an impact on achievement are identified, and outcomes are reviewed by the Board. Management monitors, benchmarks and analyses data to understand and support learner progress and achievement. For example, one key performance indicator is focused on effective means of reducing withdrawals. etco* Training has reviewed current practice and strategies and introduced initiatives to further improve the very good retention rate of learners. Anecdotally, Māori and Pasifika achieve at the same rate as other learners. Ethnicity data has recently begun to be more systematically tracked and needs to be collated and analysed to improve etco* Training's understanding of Māori and Pasifika outcomes.

² 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 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**.

The needs of all key stakeholders are being comprehensively met.

ECANZ members are independent electrical contractors who, through ownership of etco* and etco* Training, influence, provide feedback to, and determine the training needs of the industry to ensure an ongoing supply of newly registered electricians to the New Zealand electrical industry. This is important for communities and the country as electricians are on the New Zealand skills shortage list.

ECANZ has confidence in the competency and quality of graduates from etco* Training. Other key stakeholders also validate the quality of etco* Training graduates. These stakeholders include graduates, host companies, employers of graduates and regulators of industry, the Electrical Workers Registration Board, and The Skills Organisation.

Ninety-five per cent of etco* apprentices are moving directly from secondary school into apprenticeships, providing them with employment and training and the ability to work in the electrical industry, which provides a higher income than average across trades incomes. Furthermore, anecdotally a very high proportion of etco* apprentices gain employment with the host company after graduation; other apprentices are already employed. Understanding the ongoing employment of etco* apprentices after graduation has been identified as potentially useful, and processes to gather graduate outcomes and feedback have recently been introduced.

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**.

The provision of recognised, essential and relevant programmes offered by etco* Training is driven by stakeholder need, specific to industry and required by graduates to gain registration as an electrician. Registration is required to work in the electrical industry in New Zealand. The NCEEE and all short courses meet both legal and industry requirements to meet this need. etco* Training is using

credible delivery material under licence, which reflect changes in subject content as required.

etco* Training recognises the unique needs of secondary school students applying to be etco* apprentices. These learners attend a comprehensive residential 12-day induction to the programme and the life skills and personal attributes required to become an electrician. The orientation is well regarded within industry, and provides a focus on workplace health and safety. Heights and harness training has more recently been included in response to feedback from host companies. The induction is recognised as a means to determine suitable electrical apprentices and is highly successful, as evident in the high retention rates, qualification completions and ultimately registration as electricians.

The provision of night classes at 31 locations throughout the country ensures reasonable access for all apprentices to the theory and training required in the off-job component of the apprenticeship. etco* Training is continually investing in and trialling more innovative learning environments and teaching technologies which increase the opportunity for learners to apply theory to practice.

1.4 How effective is the teaching?

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

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

Tutors are from the industry, are well qualified and have a range of teaching backgrounds. All have the required qualifications to teach programmes, and they hold or are encouraged to complete the National Certificate in Adult Education and Training.

Tutors have a variety of teaching approaches and life experience which they use to engage the different learner groups. etco* Training supports both full and part-time tutors with professional development and coaching, which they benefit from. Opportunities for tutors to share teaching and learning strategies and skills could be further enhanced as most tutors work in isolation.

Mechanisms to gather feedback from learners have recently been changed in an attempt to improve the response rate and usefulness of learner feedback. This changed process is about to undergo review. It is important for etco* Training to understand the effectiveness of the teaching from the learners' perspective, as the tutor is the primary contact for learners.

Formative assessment is informing the teaching and students of progress. Learners who are struggling are provided with one-to-one support as each tutor is able. Internal pre- and post-moderation is undertaken reliably; there is variation in practice region to region. etco* Training has a large number of tutors across the

country. A clear, organisation-wide, uniform procedure needs to be implemented to ensure consistency and that fair assessing is occurring across the PTE. External moderation results from the industry training organisation and NZQA indicate that etco* Training is assessing to the national standard.

The high rate of achievement, external moderation results, experience and qualifications of the tutors and the high regard in which etco* Training is held indicate that the teaching overall is highly effective. Strengthening some of the processes identified would lift the ratings for this key evaluation question.

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**.

etco* Training provides comprehensive guidance and support by closely monitoring progress. A new student management system enables etco* Training to respond to any areas of concern promptly through direct access to important indicators that have an impact on off-job achievement such as attendance and academic progress. Information regarding on-job progress for etco* apprentices is also available, providing etco* Training with a complete overview of progress in the apprenticeship.

Information is used to develop action plans for learners who need additional support, ensuring their continued engagement and success. A range of staff are involved in providing support for learners depending on the need. Extra courses with more intensive and targeted one-to-one teaching are periodically made available as the need arises and for some learners the associated travel, accommodation and meals are provided at no cost.

etco* Training has a clear focus on providing quality electricians for the electrical industry. Two of four etco* Training key performance indicators are specific to learner progress and achievement: reducing the number of withdrawals, and completing on time every time. etco* Training undertook research to determine the drivers that affect learner retention, and invested in the training and development of staff to enable them to better support learners to minimise barriers to learning and achieve improved results. This is evident in the high rate (over 90 per cent) of learners progressing from one level to the next over the three and half years of their apprenticeship, and subsequent completion of the qualification.

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**.

etco* Training is strongly and effectively led. Established and transparent processes determine Board membership through ECANZ national council for Board nominations. The majority of the Board have electrical industry-specific knowledge and experience. Expertise in other areas such as health and safety and finance are identified through review and are addressed proactively. Clear policies guide operations and for the induction of new Board members.

The etco* Board uses an established framework in which to self-review its performance and compare, as a benchmark, the performance of the PTE against providers who are part of the Australia and New Zealand Electrotechnology Training Alliance. This provides an independent view of organisational performance on which to deliberate.

etco* Training's mission is clear and is singularly focused on meeting the needs of the electrical industry. etco* Training has a strong and strategic relationship with The Skills Organisation, of benefit to both. The relationship is highly effective in contributing towards maintaining sufficient numbers of registered electricians to meet commercial needs. This focal point informs strategic planning and the business plan goals and key performance indicators of the PTE. Management implements these goals and key performance indicators which have targets that are monitored, reviewed and reported back to the Board.

The etco* Board carries out its functions effectively and anticipates and plans for change, for example ensuring that the sustainability of the PTE through succession planning is open and upfront. The etco* Board readily approves and directs resources that have an impact on the success of learners and that support learning and teaching. An example is improved classroom technology and initiatives intended to innovate how learning and teaching are delivered. There is purposeful professional development of all tutors, full-time and part-time, which supports the educational achievement of learners.

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: National Certificate in Electrical Engineering (Level 4)

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

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

2.3 Focus area: Short courses

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).

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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