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External Evaluation and Review Report

Lines & Cables Training Limited

Date of report: 14 May 2021

About Lines & Cables Training Limited

Lines & Cable trains employees working predominately as line mechanics in the electricity supply industry.

Type of organisation:	Private training establishment
Location:	18 Ngunguru Road RD 3, Glenbervie, Whangarei
Code of Practice signatory:	No
Number of students:	18 ¹ (one equivalent full-time student in 2020) (NZQA unit standards); Māori five (28 per cent), Pasifika one (5 per cent) 187 (non-NZQA assessed training in 2020)
Number of staff:	Three full-time equivalents
TEO profile:	See Lines & Cable Training – NZQA website Lines & Cables Training Limited took ownership of BETAA Consultants Limited on 17 February 2020.
Last EER outcome:	NZQA was Highly Confident in the educational performance and Highly Confident in the capability in self-assessment of BETAA Consultants at the last external evaluation and review (EER) of this PTE conducted in May 2016.
Scope of evaluation:	All training
MoE number:	8256
NZQA reference:	C45331
Dates of EER visit:	2 and 3 March 2021

¹ COVID-19 impacted some of the delivery in 2020.

Summary of Results

Lines & Cables is meeting well the important needs of its trainees, business clients and industry stakeholders. The quality of self-assessment is mostly high and effectively reviews most areas, supporting strong decision-making.

Highly Confident in educational performance

- Trainees are learning and achieving at a high level. This PTE consistently produces competent workers in the electricity supply industry, who meet regulatory requirements and can work safely, enabling themselves and the public to be kept safe. These are high-value outcomes for the workers, business clients and the industry.

Confident in capability in self-assessment

- The training design and delivery is well suited to the needs of business, trainees and key stakeholders. Assessment and moderation practice is robust. Trainees are effectively mentored and supported to complete their predominately short-duration studies. Review of training is generally strong, although a few areas need further attention.
- The leadership has a clear direction and has been effective in supporting high quality performance overall. It has been generally effective in managing key compliance accountabilities. The new ownership has improved its capability and systems over the last 12 months.
- Self-assessment is mostly robust, covering key activities, and any gaps are not significant.

Key evaluation question findings²

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The trainees, who work in or alongside the electricity supply industry, learn predominately through short-duration training sessions.³ They acquire (or refresh) relevant knowledge and skills which they apply on these courses. There is convincing evidence the trainees are consistently demonstrating the required standards of competency. Assessment and moderation practice is robust, giving confidence in the validity of trainee achievement.⁴</p> <p>As is typical in this training context, completion rates are 100 per cent. The completion rates for trainees completing the two (now expired) National Certificates in Electricity Supply for 2016-19 were also 100 per cent.⁵ Māori and Pasifika trainees enrolled in these qualifications achieved at the same rate as other trainees.</p> <p>The PTE has a rich understanding of achievement in this context, and the competency to support the learning being undertaken. Monitoring of completions is effective.</p>
Conclusion:	Trainees are consistently learning relevant knowledge and skills and achieving at a high level. There is a rich understanding of achievement.

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ The training is often a regulatory requirement for working in the electricity supply industry.

⁴ See 1.3.

⁵ See Appendix 1, Table 1.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Lines & Cables produces a range of high-value outcomes. The PTE has a clear reputation among industry stakeholders of providing consistently high quality training and consistently producing competent electricity supply workers. These workers meet regulatory requirements, are able to work safely, and enable the public to be kept safe. Both business clients and the workers value these outcomes highly.</p> <p>The PTE's directors/trainers are embedded in the industry and are long-term members of the New Zealand and Australian industry bodies. Industry body representatives value the organisation's significant contribution as subject matter experts. Both directors/trainers also audit electricity distribution companies using industry guidelines they have helped develop. These audits give them a detailed understanding of each company and, more generally, the evolving needs of the industry. The PTE could better log key examples of how it responds to these evolving needs over time. One example that was captured was Lines & Cables supporting an iwi-based initiative to attract rangatahi into an industry with an aging workforce.</p>
Conclusion:	Lines & Cables is producing high-value outcomes for its business clients, trainees and industry. It has a detailed understanding of the needs of the industry and responds to changes taking place.

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>Lines & Cables uses an effective and industry-centred training approach of teaching the theory content. Course participants then apply this knowledge and skills on lines equipment under the mentoring and observation of the trainers. Health and safety aspects are embedded in the training design. Maximum class sizes are important to ensure every individual gets the required time and attention to succeed. The PTE completes pre-</p>

	<p>registration checks (recently revised) to ensure each participant has the required industry experience; this is one of the key factors underpinning the high completion rates.</p> <p>Training takes place on the business clients' site using the client's own equipment which better meets their needs. More generally, the PTE tailors its training to meet client requests while meeting industry compliance requirements. Business client and course participant feedback is consistently complimentary, although the feedback data is not of sufficient quality to effectively support refinements.</p> <p>The quality of the training is supported by various activities. As noted, the trainers audit the line distribution companies where they conduct training. The auditors see the course participants working in their diverse workplace contexts. Both trainers are Connexis-contracted moderators participating in assessment and moderation professional forums. External moderation results over the period 2017-19 supported all 23 assessor judgments.</p> <p>The PTE's two approved programmes were not delivered in 2020 due to the impact of COVID-19. The PTE explored remote delivery options in response to the level 4 lockdown. While remote delivery had some value, they concluded that it was not well suited for this context. The PTE developed and gained approval for a training scheme to maintain its NZQA registration, and is currently applying for approval of two new programmes to better the needs of industry. The PTE has identified some educational capability gaps during these applications and brought in some of the required expertise.</p>
<p>Conclusion:</p>	<p>Training design and delivery match well the needs of business clients, trainees and industry stakeholders. The review of training is generally strong, although a few areas need further attention.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Trainees benefit from the depth of industry knowledge and experience of the two trainers. Trainees relate to the trainers as people from the industry who are like them. They value the mentoring and feedback the trainers provide.</p> <p>The trainers have completed relevant entry-level adult education qualifications and unit standard-assessed training in assessment and moderation and auditing, as well as participating in professional training and industry forums. This professional development improves the way the trainers can support the trainees.</p> <p>Health and safety policies help to ensure trainees are safe and supported in this high-risk industry. For example, pre-training registration asks workplace managers to confirm participants are physically and mentally able to attend and complete the training. Health and safety practices are embedded in training-related activities. The PTE reported no significant incidents had taken place since taking ownership. After the multi-day training events, the trainers provide a report to the employer on each participant. The report identifies those who have strengths and those who may be at risk.</p>
Conclusion:	All trainees are effectively mentored and supported to complete their predominately short-duration studies.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Lines & Cables has a clear strategic purpose and direction to provide high quality training to the electricity supply industry. The leadership has been successful in meeting well the important needs of its learners, business clients and industry and other stakeholders, since the last EER.</p> <p>The PTE has built on the previous owner's (BETAA Consultants Limited) track record and systems and reviewed the currency of</p>

	<p>those systems. There is clear continuity with one of the BETAA trainers – now a current director, with the former owners providing support. The leadership also brings their knowledge of Te Ao Māori. The directors identified a need for additional educational leadership and management capability. They have been working with an advisor on the programme design who brings many of the required attributes and experience (although still developing tertiary education experience). This additional leadership expertise strengthens the PTE.</p> <p>The new leadership is reflective and has a strong focus on honest self-review, quality and improving its processes and performance. There have been some gaps, although it has developed greater capability over the past year, particularly in meeting compliance requirements including programme development. None of these self-assessment gaps are significant.</p>
Conclusion:	The leadership has been effective in supporting high quality performance. Self-assessment is generally robust and any gaps are not significant.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Lines & Cables, since taking ownership in early 2020, has built on the BETAA systems for effectively managing its key compliance requirements. The key elements are:</p> <ul style="list-style-type: none"> • The PTE applied for and gained approval for a training scheme in December 2020. This scheme was delivered in the requisite timeframe. It engaged additional educational capability to develop its two training programme applications (not yet approved) to meet NZQA regulatory requirements. • Lines & Cables has sound assessment and moderation processes and procedures in place. • It uses appropriately qualified and experienced trainers (who are also directors). • It submitted most of the required NZQA attestations in a timely fashion. Sometimes reminders were required; a calendar of key requirements has now been developed. More

	<p>generally, it requires a more integrated quality management operating system.</p> <ul style="list-style-type: none"> • The PTE is highly familiar with numerous electricity industry-related compliance accountabilities, and also audits business clients. It systematically ensures the health and safety of its learners in a high-risk training environment. • The PTE’s leadership has stated that the organisation has not faced any significant legal or ethical issues since taking ownership. This enquiry found no evidence to refute this claim. <p>While there were some minor compliance gaps, none were significant. The leadership has identified gaps and is actively addressing them.</p>
<p>Conclusion:</p>	<p>The leadership has been generally effective in managing its important compliance accountabilities. Any gaps have not been significant, and nor have they impacted the trainees or its business clients</p>

Focus areas

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

2.1 Focus area: All training

Performance:	Excellent
Self-assessment:	Good

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 Lines & Cables Training Limited:

- Explore mechanisms for collecting richer quality trainee and business client feedback that will support ongoing improvements.
- Consider the added value of further professional development for its trainers (e.g. higher level adult literacy and numeracy teaching).
- Implement the plan to permanently strengthen the educational leadership capability (including accessing tertiary education expertise).
- Integrate its tertiary education quality management systems into an overarching operations-type manual.

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

Table 1. Qualification completion rates for all approved programme 2016–19 (percentage of total trainees) (total completed/total enrolled)

Year	National Certificate in Electricity Supply (Line Mechanic Distribution) (Level 4)			National Certificate in Electricity Supply (Line Mechanic Distribution Live Work Glove and Barrier up to 33kV) (Level 5)		
	All	Māori	Pasifika	All	Māori	Pasifika
2016	100 (15/15)	100 (5/5)	100 (1/1)	100 (15/15)	100 (5/5)	100 (1/1)
2017	100 (4/4)	-	-	100 (4/4)	-	-
2018	100 (11/11)	100 (2/2)	-	100 (9/9)	100 (2/2)	-
2019	100 (19/19)	100 (5/5)	-	100 (19/19)	100 (5/5)	-

Source: Lines & Cables Training data

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 fraud⁶
- 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.

⁶ 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 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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