



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Lines & Cables Training Limited

Date of report: 3 July 2025

About Lines & Cables Training Limited

Lines & Cables Training delivers training to the New Zealand electricity supply industry (NZESI). Students are employees of network owners and contractors who deliver line and cable work across New Zealand's low and high voltage networks.

Type of organisation:	Private training establishment (PTE)
Location:	18 Ngunguru Road, RD 3 Glenbervie, Whangārei
Eligible to enrol international students:	No
Number of students:	Domestic: 137 students in 2024, including Māori (30 students) and Pasifika (24 students). Students with an identified disability are not recorded.
Number of staff:	Four full-time staff; three trainers (including the two directors) and one administration and education manager
TEO profile:	Lines & Cables Training Ltd Lines & Cables delivers introductory electricity supply programmes at levels 2 and 3, and live line work training and qualifications at levels 4 and 5. All delivery is workplace based. Lines & Cables also provides audit and inspection services to the network owners.
Last EER outcome:	In 2021, NZQA was Highly Confident in Lines & Cables Training Limited's educational performance and Confident in their capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• New Zealand Certificate in Electricity Supply (Introductory) with a strand in Electrical Works (Level 2)• New Zealand Certificate in Electricity Supply (Distribution Live Line Glove and Barrier) (Level 5)
MoE number:	8256
NZQA reference:	C60801
Dates of EER visit:	15 and 16 April 2025

Summary of results

Lines & Cables is comprehensively meeting the training needs of students and networks. The wider contribution and engagement with NZESI associations adds significant benefit to the PTE and stakeholders. The quality of self-assessment is credible and effectively underpins decision-making and informs performance. There are opportunities to improve the collation and analysis of stakeholder feedback – this will be important going forward as the number of programmes and students increase.

Highly Confident in educational performance

- Students across all programmes successfully complete. Quality teaching and processes ensure every student is well positioned to achieve. Data collection and analysis is effective for the size and context of the PTE.
- Lines & Cables meets the training needs of the students, networks and NZESI. Important and beneficial outcomes are convincing and clearly evidenced. The PTE collects feedback data, although this could be improved with a more intentional structure to collate and analyse information for use.

Confident in capability in self-assessment

- Programmes co-designed with networks align industry standards, network and student needs and academic requirements. Quality self-assessment processes inform and validate matched needs and quality provision.
- Students are fully engaged in their learning. The PTE continuously monitors and effectively responds to the students' academic and pastoral care needs.
- Lines & Cables effectively supports educational achievement through significant stakeholder engagement and relationships, improved educational and management capability, and established formal and informal processes.
- Lines & Cables manages its compliance accountabilities well. However, the PTE had a less rigorous process to confirm the additional months of work-based practice following training in the level 2 and level 3 programmes. This has affected the ratings for key evaluation question 6.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Lines & Cables reports 100 per cent achievement across all students and programmes since the last EER. Equitable success is experienced by Māori, Pasifika and female students, who are a priority for the industry. Factors contributing to the success and achievement of students include:</p> <ul style="list-style-type: none"> • Stringent entry criteria – employer selection and evidence of students meeting industry code of practice standards (where required) prior to enrolment. • Low student-to-trainer ratios enable the trainers to give full attention to each student over the duration of the programme. • Work-based programmes use the policies, procedures and equipment of the network and apply learning directly within the company environment and context. • Strong student support, rapport between student and trainer, and a multi-sensory approach² to programme design and delivery. • Robust formative assessment activities ensure students are well prepared to be assessed. • External moderation results indicate authentic assessment and validate achievement. <p>A formal process is still to be established to record the enrolment, support for and outcomes of students with a disability.</p>
Conclusion:	Students across all programmes successfully complete.

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

² This approach accommodates different learning preferences and needs.

	Quality teaching and processes ensure every student is well positioned to achieve. Data collection and analysis is effective for the size and context of the PTE.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Lines & Cables produces a range of high-value outcomes. The PTE has a long-standing reputation among industry stakeholders for consistently providing quality training and refreshers within this highly regulated industry. The directors' and the trainer's extensive experience and current positions on several national industry boards and associations reinforces this position.³</p> <p>Networks and their employees (students) attain evidenced-based industry best practices, knowledge and skills, resulting in competent electricity supply workers across a range of roles including specialist skills working on live high voltage networks. These workers meet regulatory requirements and maintain their own and others' safety. Students' increased knowledge, capability, confidence and training supports their career progression.</p> <p>Live line refreshers are required to maintain competency, and Lines & Cables uses refreshers to also support networks to keep abreast of and respond to industry changes and to update policies. The quality of input is greatly valued, and stakeholders validated the credibility and strong reputation of the PTE and the excellent alignment of training, auditing and inspection with industry standards and needs.</p> <p>These important outcomes are captured through reports to networks, are evident in surveys, and are gathered from network meeting outcomes, unsolicited feedback and through insights from refresher training. The information is reviewed by Lines & Cables, but is not yet collated to</p>

³ They are members of the Electricity Engineer's Association, the National Committee for Live Work, Australian Live Work Forum and Waihanga Ara Rau's Electricity Supply Strategic Reference Group.

	highlight trends, areas of strength and opportunities for improvement.
Conclusion:	Individual, network and NZESI training needs are well met. Important and beneficial outcomes are convincing and clearly evidenced. Feedback data is collected but could be improved with a more intentional structure to collate and analyse information for use from networks.

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:	Excellent
Findings and supporting evidence:	<p>Programmes are co-designed with networks to align their context and environment with NZESI competencies and standards. Design also includes the use of interactive learning activities, significant practical components and authentic formative assessment. The resulting work-based programmes reflect the needs of all key stakeholders which are identified prior to delivery.</p> <p>The learning environment is planned and agreed with networks. It ensures the wellbeing of students and access to appropriate and sufficient equipment and resources for teaching and learning. This is important to enable the safe application of skills to workplace practice. Student and network feedback at completion is positive and indicates that skills are embedded.</p> <p>Programmes are highly relevant and current through the directors'/trainer's ongoing, active engagement with industry boards and associations, where the latest trends, equipment, standards and best practice are discussed and agreed. All trainers hold a relevant adult education and training qualification; one trainer also has an adult literacy and numeracy qualification, and the administration and education manager has a postgraduate qualification in specialist teaching. Together, this knowledge and experience underpin delivery. Internal and external moderation processes and activities are systematic and robust and indicate that assessment is fair, valid and consistent.</p>

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	The PTE manages a range of quality assurance processes. These include programme co-design and debrief (in-house and with networks), course debriefs, trainer in-house reports, end-of-course reports and comprehensive programme reviews. These processes effectively inform Lines & Cables' understanding of the quality of provision.
Conclusion:	Programmes co-designed with networks align to industry standards, network and student needs and academic requirements. Use of effective, systematic quality assurance activities inform and validate matched needs and quality provision.

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

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>The basis of strong student support sits on the foundations of the PTE's personal connections with te ao Māori and a background in the use of multi-sensory approaches. As discussed in 1.2 and 1.3, meaningful network relationships and collaborative programme design align to support inclusive delivery and meet students' academic and pastoral needs.</p> <p>The low trainer-to-student ratio, mutual respect and rapport between trainer and student enables continuous feedback on skills acquisition in real time. Students practise and complete a skill repeatedly, correctly and with confidence before being formally assessed or working on live lines.</p> <p>Students review and rate the progress in their skills and attributes mid-course. The trainers (and in some programmes, employers) also rate and give feedback on progression. The information is used to re-orientate, encourage and provide targeted student support for the remainder of the programme. A recent initiative using a QR Code to record attendance includes wellbeing questions and an opportunity to request to see the trainer privately if needed. Lines & Cables' processes and practices result in effective responses to the holistic needs of the students.</p> <p>Formal agreements with the network and students address</p>

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	<p>conditions associated with the training, as well as responsibilities and expectations. The NZQA Code of Practice⁴ for pastoral care and industry health and safety standards form part of these agreements and expectations.</p> <p>A range of useful feedback is gathered from the students, indicating very high levels of satisfaction. Refresher field reports are comprehensive and discuss the retained skills observed. Both are quality sources of information; however, student numbers are increasing, and the PTE is at the point where another structure or process is required to better collate this feedback for analysis and use.</p>
Conclusion:	<p>Students are fully engaged in their learning, and academic and pastoral care needs are continuously monitored and effectively responded to. Lines & Cables needs to strengthen the collation and analysis of feedback and information to keep pace with the increasing volume of programmes and students.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Lines & Cables has undergone significant changes since the last EER, including a move from mostly non-NZQA assessed training in 2020 to delivery of qualifications at levels 2-5. The addition of a full-time administration and education manager and another trainer has increased capacity and capability.</p> <p>Lines & Cables successfully gained business growth funding from Te Puni Kōkiri and used it well as professional development to bolster their own knowledge and financial and business acumen, which is ongoing. The PTE has also strengthened its IT security, including investment in digital and new technology. As a result, Lines & Cables operates a sustainable business model aligned to its educational</p>

⁴ Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

	<p>purpose.</p> <p>This small PTE has a clear focus and strategic goals to guide its journey forward, which includes forming relationships with local iwi-based bodies to navigate how the PTE can support the aspirations iwi have for their people. As discussed previously, the directors' and the trainer's active engagement with and contribution to industry networks and national bodies in New Zealand and Australia ensures currency of practice and industry standards in all training provision.</p> <p>The effective use of self-assessment provides a detailed understanding of performance and the evolving needs of industry. Self-assessment includes programme reviews, post-assessment moderation, findings and feedback from training, and audit and inspection activities.</p>
Conclusion:	Line & Cables is highly effective in supporting educational achievement through significant stakeholder engagement and relationships, improved educational and management capability, and established formal and informal processes.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>Compliance management is undertaken by the administration and education manager with oversight by the directors, using a compliance calendar. The PTE is monitoring and reporting important compliance accountabilities well – including those required by electrical regulatory bodies – and tutorial staff revalidate their certifications annually. NZQA attestations, annual declarations and annual fee returns are complete and current, and the quality management system has been independently reviewed.</p> <p>Reviews of the Code of Practice and the resulting reports are published on Lines & Cables' website. Definitions of critical incidents and complaints have since been added, including a statement that no complaints have been received. Sound assessment and moderation processes</p>

	<p>and procedures are in place and are being implemented.</p> <p>Lines & Cables has a Tōtika⁵ organisation accreditation, meaning their health and safety policies and procedures have been assessed independently. This indicates that Lines & Cables maintains a high standard of health and safety within their practices. Lines & Cables also systematically ensures the health and safety of its students in a high-risk training environment.</p> <p>There was a gap in Lines & Cables' compliance management. Programmes are delivered mostly as approved. However, the process to validate that students in the level 2 and 3 programmes continue in their supervised role in the workplace needs to be strengthened. This process aims to embed the learning for three to six months respectively at the end of the training. Overall, this evaluation found no further gaps or weaknesses in compliance management.</p>
<p>Conclusion:</p>	<p>Compliance accountabilities are consistently well managed. However, there is a less rigorous process to confirm the additional months of work-based practice following training in the level 2 and 3 programmes. This has affected the ratings for this key evaluation question.</p>

⁵ Tōtika is the Health and Safety Prequalification Scheme that has been developed and implemented by Construction H&S (CHASNZ) to create a standard for all health and safety pre-qualification systems in the construction sector.

Focus areas

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

2.1 New Zealand Certificate in Electricity Supply (Introductory) with a strand in Electrical Works (Level 2)

Performance:	Excellent
Self-assessment:	Good
Conclusion:	<p>This is the most frequently delivered programme offered to students employed by an electricity network provider who are working specifically in line and cable-related roles. A significant proportion of these students are from a cadetship programme at Northpower. The Lines and Cables programme facilitates an orientation to NZESI and Northpower.</p> <p>Networks and students note improved knowledge and capability in their current role or, in the case of cadetships, they are ready to undertake a new role and actively contribute 'in the field'.</p> <p>The process to validate the continued employment of students for three months after the classroom training and assessment are completed, needs to be strengthened.</p>

2.2 New Zealand Certificate in Electricity Supply (Distribution Live Line Glove and Barrier) (Level 5)

Performance:	Excellent
Self-assessment:	Excellent
Conclusion:	<p>This is a highly specialised programme delivered to employees who work in the high voltage, live work environment. There are strict criteria for entry, including holding the level 4 Live Line Stick qualification also offered by Lines & Cables.</p> <p>Specialist skills and knowledge for working on high voltage live lines are important for networks maintaining the lines. Students' skills and expertise are recognised by increased income, and are significant for career pathways and recognition.</p>

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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:

- Strengthen current processes to have better visibility of students with disabilities and to monitor and report their progress.
- Formalise the collation of network and graduate outcomes data to demonstrate the extent to which these outcomes have been met.
- Introduce another structure or process to collate the feedback gathered from student surveys, to enable findings and themes to be understood over time and used as the number of programmes, students and trainers grows.
- Establish a more robust and transparent process to validate the continued employment of level 2 and 3 programme students, who must continue their workplace practice for the additional months after completing their in-classroom training.

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 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 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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