

Report of External Evaluation and Review

Genesis Power Private Training Establishment

Confident in educational performance

Confident in capability in self-assessment

Date of report: 16 November 2010

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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

Location:	Huntly
Type:	Private training establishment
First registered:	2002
Number of students:	Domestic: 14 apprentices (with Genesis Energy and host companies) Approximately 30 trainees undergoing unit operator training
Number of staff:	Five full-time equivalents
Scope of active accreditation:	Genesis Power Private Training Establishment (Genesis Power) offers a range of courses and programmes including the following qualifications: <ul style="list-style-type: none">• National Certificate in Energy and Chemical (Boiler Operation (Level 2), (Process Operation) (Level 2) (Process Operation including Steam Strand) (Level 4)• National Certificate in Electricity Supply (Thermal Operator) (Level 4)• National Diploma in Electricity Supply (Level 5)• National Diploma in Engineering (Electrotechnology) (Level 6).
Sites:	Huntly Power Station Corporate Office, Ellerslie, Auckland Tongariro Power Scheme Genesis Energy Retail – Hamilton

Distinctive characteristics:	Genesis Power operates as a training division of Genesis Energy, a state-owned enterprise (SOE). The PTE is responsible for delivering all the technical training required to run Genesis Energy's operations. Alongside the national qualifications, the training team delivers compliance and regulatory training, supervises apprentices, and facilitates knowledge updates to permanent employees and contractors who work on site.
Recent significant changes:	N/a
Previous quality assurance history:	At the previous quality assurance visit by NZQA, an audit in 2007, Genesis Power met all the requirements of Quality Assurance Standard One, the standard then in force.
Other:	N/a

2. Scope of external evaluation and review

The external evaluation and review examined the following mandatory focus area:

- Governance, management, and strategy.

The other focus areas chosen encompass the core training delivered by Genesis Power. These qualifications align with the training required to operate the different units on the power plant at Huntly.

The qualification focus areas are:

- National Certificate in Electricity Supply (Level 4)
- National Diploma in Electricity Supply (Level 5).

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 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/>

Genesis Power supplied the evaluation team with a self-assessment summary and an example of a weekly report which outlines the scope of the training team's activities. The external evaluation and review team spent two days on site at Genesis Energy's Huntly Power Station. During the visit the evaluation team met with key staff, including the training manager, programme instructors, the operations manager, and the general manager

of corporate services for Genesis Energy. A contracted trainer and currently enrolled students were also interviewed. While on site, the evaluation team viewed key documents, for example weekly reports, course evaluations, and the quality assurance document.

Genesis has had an opportunity to comment on the accuracy of this report, and submissions received have been fully considered by NZQA before finalising the report.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **Genesis Power Private Training Establishment**.

Key reasons for this include the following.

Genesis Power delivers training that is fit for purpose. The competencies gained by trainees equip them to work effectively and safely on and around the power plants. For the trainee, it increases their utility, employability and, in some cases, their remuneration.

Individual learning pathways are designed and monitored for all employees and contractors. This flexible approach has resulted in all unit operator trainees completing the training, if they are retained by Genesis Energy.

The training team maintains a training database, which is valued by the company and contractors who work in the industry, as a tool to ensure that health and safety and compliance regulations are met.

A variety of delivery mechanisms, including sophisticated online learning packages and plant simulators, ensure training is engaging and able to be delivered in a way that matches trainee needs.

Greater consistency between watch managers in their support for trainees would enable the trainees to complete their qualifications faster.

Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Genesis Power Private Training Establishment**.

Key reasons for this include the following.

The achievement of individual trainees is carefully monitored on a weekly basis and a tracking system identifies when progress has slowed. A sophisticated learning management system (LMS) allows the training team and trainees to monitor progress and access learning opportunities. Weekly reports to the executive outline progress against targets and highlight any issues requiring attention.

While the training team has a range of mechanisms to monitor how well they are performing, a more comprehensive needs analysis of trainees and managers could support planning and programme design. Examining the rates of achievement for trainees enrolled in the various national qualifications could provide useful data to inform efforts to streamline training.

TEO response

Genesis Power has confirmed the factual accuracy of this report.

Findings¹

1.1 How well do learners achieve?

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 **Adequate**.

An important goal of the training delivered by Genesis Power is that it is fit for purpose, and it is clear that it is meeting this aim. The competencies gained by trainees equip them to work effectively and safely on and around the power plant. All contractors who work on site are required to undergo health and safety and compliance training to gain the necessary permits that allow them access to designated sections of the plant. Similarly, Genesis Energy employees are required to follow a training path that equips them with the requisite knowledge and skills to operate the various power generating units. Trainees who have completed this training achieve a broad understanding of how to operate the units safely and effectively. All who begin the unit operator training and who are retained on staff, complete the training.

The achievement of individual trainees is carefully monitored on a weekly basis, and a tracking system identifies when progress has slowed. A sophisticated learning management system (LMS) stores information on all individuals who have participated in training and allows easy access to review prior achievements and ensure that refresher courses are booked to meet compliance requirements. Qualification achievement results are reported to the industry training organisation, and total numbers of qualifications achieved by all trainees are compared annually.

A high-level analysis of learners enrolled in the various national qualifications would enable benchmarking to occur, to inform programme planning and design. For example, currently the training team is working to streamline the training of those learning to operate the units. An analysis of the average time it is currently taking trainees to complete the various phases of the qualification could help with planning for efficiencies.

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 **Good**.

There is excellent value in the training offered by Genesis Power, for the company, for the individual, and for the wider community. The “fit for purpose” goal complements the aim of providing trainees with externally benchmarked, transportable qualifications. This is an

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

added value for the employee as it increases their utility, employability, and remuneration. The investment in training for all willing employees is valued for the resulting increased knowledge and safety and the learning culture it promotes within the organisation.

The wider community gains value from Genesis Power. The training team maintains a database of contractors and the health and safety and compliance training they have completed. This database is not only a significant resource for the company but also for the contractors who may require verification of training that the database allows. Ensuring that contractors and staff are up to date with compliance training is essential to ensuring that the plant is operating safely and according to requirements.

Genesis Power also runs community literacy and numeracy programmes and actively works in partnership with local iwi to develop and deliver training. There is anecdotal evidence that participation in a numeracy programme has increased the pass rate for members of the community who subsequently participated in crane operator assessments. Formal or systematic evaluations of these community-based programmes were not available.

The training team is very proactive in developing computer-based learning packages to meet training needs. Learning packages, generic to the industry, are a valuable resource to support training and development with employees and contractors.

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 **Good**.

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

The training team works to deliver training that aligns with the goals and objectives of Genesis Energy. An attempt to streamline the training for unit operators is an example of adjusting the delivery to meet the needs of the company more effectively. To meet company needs Genesis Power has a wide range of programmes and courses and delivery mechanisms. The competing interests of different training requirements are mostly effectively managed.

There is increasing support for the needs of trainees from Genesis Energy management, although gaps are still apparent. For example, it is clear that the watch (shift) the trainee is assigned to can have a significant negative impact on the length of training and the ease of collecting evidence of competency. Building understanding with watch managers and assigning mentors or buddies to trainees are two initiatives that may work to support the trainee and the goal of streamlining. The hiring of new staff without the involvement of the training team has resulted in employees being hired with unrealistic expectations of the timeframes for completing their training. New procedures are in place to remedy this.

It is problematic that when changes are made to the plant, these changes are not always communicated to the training team in a systematic way. For example, there was evidence of training delays caused by significant changes to the plant which rendered existing training materials obsolete and in urgent need of rewrite.

There are mechanisms in place to capture feedback from trainees and there is good evidence that improvements are made in response to this feedback. However, there is currently no mechanism to capture the feedback in an anonymous, systematic way from those being trained in plant operations or currently enrolled in an apprenticeship.

The teaching resources are well structured and meet the different needs of the trainees. For example, blended learning and online learning modules are effective in enabling learners to engage with content during work shifts, at a time that suits them and the workflows of the plant. The simulators allow trainees to engage with real issues with the plant and learn to problem-solve them without jeopardy.

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**.

There is a wide range of training being delivered by Genesis Power, and a mix of delivery mechanisms are used to ensure teaching is relevant and engaging. It is clear that the training is directly linked to the work that is happening in the plants, and the theory is directly linked to practical application.

The training team has trainers who are well qualified and have a good understanding of both adult learning and teaching and plant operations. Trainers are linked with industry and other key stakeholders and use these links to inform programme design and development. Feedback collected by Genesis Power confirms what the evaluation team heard, that the trainers have an excellent understanding of the content and the training improves the ability of staff to do their job.

The organisation engages with relevant industry training organisations for external moderation and results show that it is meeting these moderation requirements. The training team engages positively with assessment moderation to ensure standards are maintained and assessments are effective.

Feedback is collected and analysed after each teaching module and there is good evidence of improvements being made in response. For example, the plant induction training guides were improved to ensure better understanding was gained by the trainees of whole-of-plant operations. It is believed that the improved induction has resulted in fewer accidents and incidents.

Inconsistencies in the time it is taking trainees to be assessed as competent is causing frustration for some trainees. The weight of evidence deemed necessary to prove competence has resulted in an impression, held by staff and trainees, of staff being “over-trained”.

1.5 How well are learners guided and supported?

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 **Adequate**.

Good processes ensure that trainees are clear about their training goals. All trainees participate in an initial interview, where previous experience and training needs are discussed. A training development plan is produced in consultation with the employee or contractor's manager and this plan is reviewed periodically. There is an online learning management system which records all trainees' records of learning which can be used to plan future training.

The training team has the complex task of managing multiple individual training pathways in a cost-effective and efficient way. The LMS is an effective tool which enables the trainers to track when trainees are due for training, although the experience of the trainees varies according to their own motivation and the support they are given by their manager. While trainees were clear about the units of training they were studying, those spoken to on site were unaware that national qualifications were embedded in the training.

All trainees are treated as individuals and the training plans recognise the different abilities and requirements of each individual. This flexible approach ensures that all who begin their training and are retained by Genesis Energy, complete their training.

The pastoral care needs of apprentices are carefully managed, particularly while they are on block courses. In response to issues in the past, new processes have been introduced including drug testing and budgeting advice, to ensure apprentices successfully participate in their training. The open-door policy of the training team means that issues are often dealt with directly.

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

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**.

Considerable resources are invested in ensuring employees and contractors work competently and safely on the plants and that training is a key component of this. The executive team has a governance role over Genesis Power and monitors its work closely through detailed weekly reports. The strategy and planning for Genesis Power, as part of the corporate service's team, is guided by the executive and overseen by the board of directors of Genesis Energy.

A core training strategy outlined in the corporate services business plan aims for collaboration across the organisation. It is clear that some important steps have been taken towards this goal, with more opportunities for cross-team meetings to discuss matters of mutual concern; however, more work is still to be done to ensure that leaders across the organisation understand and support the work of the training team and the trainees. A clear

benefit of collaboration is to enable the trainees to achieve competence in plant operations in a timely way to meet industry skills shortages.

The staff working for Genesis Power feel supported in their work and appreciate the openness of their managers to review, feedback, and innovation. There is good evidence that quality improvements are occurring in response to the needs of the various stakeholders. With multiple trainees, a wide range of training requirements, and a variety of delivery mechanisms, the work of the training team is complex and mostly managed effectively. However, processes for engaging, to identify needs, is not comprehensive across the various stakeholder groups.

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 **Good**.

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

2.2 Focus area: National Certificate in Electricity Supply (Level 4)

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

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

2.3 Focus area: National Diploma in Electricity Supply (Level 5)

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

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

Recommendations

There are no recommendations arising from this external evaluation and review.

Further actions

The next external evaluation and review will take place in accordance with NZQA's policy and is likely to occur within four years of the date of this report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of course approval and accreditation (under sections 258 and 259 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the course approval and accreditation criteria and policies established by NZQA under section 253(1)(d) and (e) of the Act.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual courses they own or provide. These criteria and policies are set by NZQA under section 253(1)(ca) of the Act.

NZQA is responsible for ensuring TEOs continue to comply with the policies and criteria after the initial granting of approval and accreditation of courses and/or registration. The Institutes of Technology and Polytechnics Quality (ITP Quality) is responsible, under delegated authority from NZQA, for compliance by the polytechnic sector, and 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 policies and criteria approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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