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# External Evaluation and Review Report

Genesis Power Limited trading as  
Genesis Power Private Training  
Establishment

Date of report: 25 September 2018

# About Genesis Power Limited trading as Genesis Power Private Training Establishment

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*This training organisation is supported by two business units at Genesis Energy, the People and Culture Team, and the Generation and Wholesale Team. Jointly, these business units are responsible for all aspects of technical training regarding electricity generation.*

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Type of organisation:	Private training establishment (PTE)
Locations:	Huntly Power Station, Waikaremoana Power Scheme, Tongariro Power Scheme, Tekapo Power Scheme
Code of Practice signatory:	No
Number of students:	All domestic: 29 – Māori 12.5 per cent
Number of staff:	Five full-time equivalents
TEO profile:	<a href="#">NZQA - Genesis Power Limited</a>  All students are employees of Genesis Power and undertake training to maintain or develop new competencies required for ongoing employment or role change and advancement.
Last EER outcome:	In 2014 the PTE was found to be Highly Confident in educational performance and Highly Confident in capability in self-assessment.
Scope of evaluation:	Training Scheme: Knowledge, operation and earthing of 11kV switching and metal clad switching (Level 4); pathways training aligned with qualification and training scheme
MoE number:	8298
NZQA reference:	C30124
Dates of EER visit:	1 and 2 August 2018

# Summary of Results

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*A recent restructure and realignment of trainee roles has brought greater consistency to operations and training outcomes, benefiting both trainees and Genesis Energy. Highly effective training leads to exceptional performance underpinned by consistently effective self-assessment.*

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## **Highly Confident in educational performance**

- Training is delivered, supervised, assessed and supported by PTE personnel who are highly experienced and knowledgeable.
- Training outputs include unit standard and qualification completion. These outputs are a subset of the broader pathway outcomes that include Genesis business-specific requirements.

## **Highly Confident in capability in self-assessment**

- The skilled workforce enables Genesis to achieve greater efficiencies and better use of electricity plants.
- Workers benefit from opportunities to retrain and move between roles. Training may lead to wage increases and promotion.
- External moderation assures Genesis that learner achievement is valid and reliable.
- Organisational purpose and direction is clear and leadership is highly effective.
- Self-assessment reviews all training. Any changes made to training must balance trainee needs and business requirements.
- The PTE would benefit from a review of its current resource allocation by Genesis Power Limited (refer Recommendations).

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>For 2014-2018, 37 students were enrolled in a qualification and 65 qualifications were awarded at levels 2-6. Currently there are 29 learners. The training has been realigned to reflect changes in technical requirements. Most training is aligned with the qualification and training scheme. The training scheme will also need to align with the new New Zealand Certificate in Electricity Supply (Operation) (Level 4).</p> <p>Students achievement is excellent because:</p> <ul style="list-style-type: none"><li>• on employment or change of work role, the worker is assessed for current knowledge and experience</li><li>• there are regular discussions and an annual review and formal appraisal with students on their learning goals and progress</li><li>• the PTE provides comprehensive, timely advice to students and their support people; including minimising barriers to learning</li><li>• once competent, students apply their knowledge and skills under supervision</li><li>• workplace assessors are suitably qualified and attend regular upskilling workshops.</li></ul>
Conclusion:	Training is flexible and responsive to business needs. It also provides enhanced training opportunities for staff.

<sup>1</sup> 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:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The PTE has adjusted work roles to achieve greater efficiencies and flexibility to ensure availability of plant. The focus is on students meeting the competency requirements of a role.</p> <p>The value of the outcomes for students and the business include:</p> <ul style="list-style-type: none"> <li>• well-trained, competent, multi-skilled workers with more varied and diverse work opportunities who meet business compliance requirements</li> <li>• greater awareness of the business and the requirements of different roles</li> <li>• pay increases as an outcome of promotion and performance, achieved through completion of qualifications</li> <li>• feedback from stakeholders that has led to the development of learning tasks that better reflect the changing needs of the organisation</li> <li>• graduated employment options (reducing work hours) to enable preparation for retirement and the passing on of institutional knowledge and skills to the next generation</li> <li>• environmental awareness that includes complying with and mitigating environmental impacts.</li> </ul>
Conclusion:	<p>A skilled workforce enables Genesis to respond to rapid changes in the electricity market to achieve greater efficiency and better use of electricity plants. Workers benefit from opportunities to retrain and move between roles.</p> <p>The training also promotes overall understanding of the business which contributes to job satisfaction and team cohesion.</p>

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Genesis has met student and business needs well. This has required:</p> <ul style="list-style-type: none"> <li>• identifying at-risk students and developing strategies with their manager to provide extra support</li> <li>• providing learning methods that are a mix of formal training, e-learning, observations, interviews, simulated activities and on-job training and assessment</li> <li>• providing appropriate facilities, technology and training environments</li> <li>• subject matter experts, managers and assessors working to ensure learning pathways, training delivery and assessment are aligned with the goals and objectives of the organisation</li> <li>• learning pathways that enable learners to reach competence in a 'set of tasks' without having to complete the entire pathway</li> <li>• students practising across a set of tasks by applying their knowledge and skills in a supervised environment</li> <li>• students gaining exposure to a variety of plant/equipment/maintenance tasks/operations</li> <li>• involvement in industry forums and qualification reviews, where the PTE has taken a leadership role. This has ensured the development of programmes that are fit for purpose and meet Genesis business and wider industry needs.</li> </ul>
Conclusion:	<p>Learning activities and resources are varied and engaging. Assessment is undertaken by qualified and experienced industry assessors. They provide useful feedback to the trainees in real work settings until trainees demonstrate competency.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Genesis understands and values an open, diverse and inclusive workplace. It actively fosters this by measuring diversity levels and by attention to initiatives that support diversity. Examples include: Minding the Gap strategy that addressed pay equity/flexible working/parental leave; mental wellness programmes; and personal development programmes for staff.</p> <p>Student support is provided by:</p> <ul style="list-style-type: none"> <li>• high-level guidance material that provides an overview of the learning pathway, clarity of tasks and learning outcomes, assessment measures and learning resources</li> <li>• the online mode that allows flexibility of study times and ability to study alongside the operational requirements of the workplace</li> <li>• on-site managers, assessors and colleagues who provide local support to learners</li> <li>• holistic support offered to learners and those supporting learners</li> <li>• listening to feedback and making changes. An outcome of the annual engagement survey, MyVoice, was the ability to use quiet work times for study.</li> </ul>
Conclusion:	<p>Students are involved in business-wide initiatives such as culture and personal development programmes. These provide opportunities to meet staff across the organisation and to broaden professional and social circles.</p> <p>Site events held across all sites provide informal social networking that fosters a team ethic.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Genesis Power restructured in 2016/2017 to focus on task-based learning and improve the consistency of training across sites. Learning pathways across the hydro and thermal sites have been aligned with the courses delivered to avoid duplication of assessment and to promote efficiencies.</p> <p>Evidence of effectiveness includes:</p> <ul style="list-style-type: none"> <li>• Excellent resources to support learning.</li> <li>• All assessors and subject matter specialists are qualified/highly experienced in their roles and understand plant operations. Adult learning principles are well understood, and centralised quality control is undertaken.</li> <li>• Regular meetings of PTE staff, site managers, team leaders, subject matter experts and assessors discuss the training and learners' progress.</li> <li>• Strong links with industry/key stakeholders are used to inform programme design and delivery.</li> <li>• Genesis has introduced a pay structure that better rewards performance and progression. The company is now looking at reviewing role structures, capability requirements and learning expectations.</li> <li>• Genesis employs a diverse range of people, with specific focus on Māori and Pasifika.</li> <li>• Genesis has led the NZQA review of qualifications, in particular supporting its smaller competitors.</li> </ul>
Conclusion:	<p>Organisational purpose and direction is clear and leadership effective. However, the quantity and pace of learning issues due to changing market conditions means that management needs to allow more time for learning.</p> <p>The PTE would benefit from a review of resources.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Genesis Power must manage a range of compliance requirements related to the generation business, including environmental expectations. Those important to the PTE include moderation, contributing to health and safety in the workplace and ensuring staff are trained to meet the requirements of the parent company, Genesis Energy. The PTE meets all NZQA requirements and moderation outcomes for both NZQA and the industry training organisation, Connexis.</p> <p>Genesis supports managers to ensure consistency in approach and liaison with the Connexis as needed.</p> <p>Documented processes are regularly reviewed to ensure they comply with and reflect current practice. This ensures consistency of process and transparency across the organisation.</p> <p>Results from moderation are used to inform pre-moderation and programme development.</p> <p>Health and safety is well managed. This includes assisting staff with any well-being/health issues.</p> <p>There have been increased safety observations, incident reporting and safety conversations. As a result, health and safety has improved across generation sites.</p> <p>Genesis has connections to industry by membership of several related groups with compliance functions. This keeps compliance accountabilities top of mind and promotes review and discussion of practices.</p>
Conclusion:	The PTE has effective compliance management processes. It is proactive around ensuring it is up to date and compliant with the relevant legislation, rules and regulations of quality assurance bodies.

## Focus Areas

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

### 2.1 Focus area: Training Scheme: Knowledge, operation and earthing of 11kV switching and metal clad switching (level 4)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	Review of qualifications has led to a common qualification at hydro and thermal plants called the New Zealand Certificate in Electricity Supply (Operation) (Level 4). This allows Genesis to measure common skill/task expectations and achieve transportability across sites.
Conclusion:	The PTE has taken on a leadership role alongside Connexis and other generation suppliers to develop a qualification that is both fit for purpose and flexible enough to meet specific Genesis Power requirements. This common qualification is supported by StayLive, an electricity industry working group.

### 2.2 Focus area: Pathways

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	Pathways are 'sets of tasks' aligned with Genesis training needs. A pathway constitutes a wider set of tasks than unit standards or an overall qualification.
Conclusion:	Trainees acquire a transferable qualification which can be used for future employment off site plus the specific industry knowledge required on site. In this way, the PTE meets individual student training needs (training for ongoing employment), Genesis Power requirements (sets of tasks, pathways) and contributes to wider industry competence (the transferable qualification).

## 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 Genesis Power Limited trading as Genesis Power Private Training Establishment:

- Consider initiating a review of its current resource allocations with Genesis Power Limited to ensure it is able to maintain its current high-quality training provision.

## 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 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.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud<sup>2</sup>*
- *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.*

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<sup>2</sup> 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 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](http://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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