



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

External Evaluation and Review Report

Genesis Energy Limited

Date of report: 20 February 2023

About Genesis Energy Limited

Genesis Energy Limited (Genesis) is a private training provider within an organisation of the same name, with a focus on developing its own employees. Genesis delivers a training scheme and unit standards which form technical training pathways in hydro and/or thermal electricity generation. These pathways may lead to employees gaining qualifications from industry training organisations.

Type of organisation:	Private training establishment (PTE)
Location:	Delivery is at Huntly Power Station, Tongariro Power Scheme, Tekapo Power Scheme and Waikaremoana Power Scheme. The main office is in Wynyard Quarter, Auckland.
Eligible to enrol international students:	No
Number of students in 2022:	Domestic: three equivalent full-time students, two of whom identify their ethnicity as Māori. Four equivalent full-time students in 2021.
Number of staff:	Two full-time equivalents with primary responsibility around PTE management and operations. Sixteen other staff provide support to the PTE as part of their other responsibilities.
TEO profile:	NZQA-Genesis Energy Limited
Last EER outcome:	At the previous EER, conducted in 2018, NZQA was Highly Confident in Genesis' educational performance and Highly Confident in the PTE's capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none">• Operator Maintainer and Generation Controller Pathways. Genesis delivers on-job training, with some pathways leading to New Zealand Qualifications. Thermal and Hydro pathways build on competencies gained through unit standard credentials, with qualifications embedded within the pathways. Genesis has one approved training scheme and consent to assess unit standards.

Qualifications are awarded by the respective industry training organisation.

- Stakeholder Engagement

MoE number: 8298

NZQA reference: C52343

Dates of EER conducted online by Zoom: 30 November-2 December 2022

Summary of results

Genesis continues to deliver high value training to its employees (students) which supports their competency-based roles within the business and develops their skills. Self-assessment and review are effective in supporting the strategic purpose of the organisation. There is strong evidence of improvements in delivery and design that have led to positive outcomes for stakeholders.

Highly Confident in educational performance

- The strategic purpose of the PTE and the future of its training have been well thought out by experienced governance and leadership. The initiatives undertaken since the last EER are clear in organisational kaupapa, which is to ensure the safe delivery of energy across Aotearoa.
- There has been significant investment in resources to drive initiatives forward, with good results.

Highly Confident in capability in self-assessment

- The experience and qualifications of the staff responsible for overseeing training ensure safe and effective delivery of the training, with very strong outcomes for students.
- The recent review of pathways was thorough, involving key stakeholders. The visibility and transparency of data has improved. As a result, staff are better informed.
- Stakeholders engage with, and contribute to Genesis. There are clear and effective mechanisms to involve and support a wide range of stakeholders.
- Support of students and the effective capture of the learner voice need more considered attention.

Key evaluation question findings¹

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Employees (students) undertaking training at Genesis are successful in gaining unit standards and formal qualifications that improve their capability in operating and maintaining the critical infrastructure of energy generation in New Zealand. Success rates for Māori and Pasifika students are notable, achieving parity with other students. Female students also do well. There have been no early withdrawals or non-completions since the last EER. The current small number of students is directly related to Genesis' employment needs, and the company's capacity to employ both students and graduates.²</p> <p>Data is clear and comprehensive. The data is also held by industry training organisations and includes training scheme completions and headcount statistics by age, gender and ethnicity. The PTE's comprehensive learning management system tracks role-based competencies which form training pathways.</p> <p>Genesis is involved in a range of other training and staff development initiatives that contribute to the successful and safe delivery of essential services. One notable example is the implementation of a safe workplace plan in response to the Covid-19 pandemic.</p> <p>Students are well informed of their progression in learning, receiving detailed oral and written feedback from highly experienced workplace assessors. All the graduates and students interviewed during the EER attested to the clarity and usefulness of feedback, and their confidence in their ability to perform tasks safely and successfully.</p> <p>Oversight of performance is well managed; training support forums meet to discuss teaching and assessment. Feedback is</p>

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 See Appendix 1.

	<p>captured regularly, including discussions on student progression with workforce development council staff. Data usage for monitoring achievement has been improved.</p> <p>Moderation results confirm that assessment decisions are sound. A Genesis student and a Genesis trainer were recognised in the recent Connexis Excellence awards.</p>
Conclusion:	<p>Rates of training completions are high. The acquisition of work-relevant skills develops the competency of individuals and supports the safe and ongoing supply of energy resources. There is a robust system of tracking achievement and highlighting tasks yet to be completed.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The training at Genesis is of high value, ensuring a skilled workforce capable of operating and maintaining a critical national infrastructure. Competent students gain opportunities to work across sites and further develop their skills.</p> <p>There is clear evidence that Genesis has the resources and the capability to reach and engage with a wide range of stakeholders. PTE staff are assigned and hold responsibility for their engagement in line with the requirements and skills needed. The authenticity and degree of stakeholder engagement is evident in correspondence and staff interviews, and is transparent to the general public. Genesis takes a strategic approach to stakeholder engagement, having assessed opportunities for sustained involvement based on geographic location and community and social demographics.</p> <p>Noteworthy examples include the following.</p> <p><i>StayLive</i></p> <p>Genesis is a core member of this industry-led initiative to improve health and safety in the energy sector. There are regular meetings and updates in best practice. Genesis is part of a working group involved with embedding a system for the digital management and verification of competencies. This will inform</p>

	<p>and enforce management of competencies required for site access and specific tasks.</p> <p><i>SchoolGen Trust and Girls in High Vis</i></p> <p>Genesis has a staff member assigned to develop and retain relationships with 12 schools and universities, and is active in financially supporting many schools to encourage young learners to engage with the sciences. Genesis currently has one employee who has benefited from these initiatives.</p> <p><i>Working with Tainui iwi and Mataawhaanui</i></p> <p>Relationships with a collective of several local marae domiciled around the Huntly Power station led to the establishment of Te Pou enterprise and the employment and training of apprentices as well as facility support staff.</p>
Conclusion:	<p>Genesis graduates make an ongoing contribution to energy supply and sector skills retention. More broadly, Genesis has active and authentic relationships with a wide range of stakeholders, which leads to improved outcomes for many. Interaction with key stakeholders informs the training.</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:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Programme design and delivery enables the continuity and reliability of energy provision to New Zealand through a process of upskilling staff. To do so safely, the training is structured around formal theory and e-learning, observations, simulations and supervised on-job training to increase students' knowledge of fundamental principles as well as develop their capability with site-specific plant operations. This model has been refined since the last EER.</p> <p>Genesis undertook a strategic review of pathway delivery in 2021 which involved well-qualified and highly experienced staff. The outcome of the review was an action plan that focused, among other things, on ensuring easy visibility of requirements and prerequisites, and some restructuring of learning. The review was clearly structured, with timelines embedded. There is</p>

	<p>good evidence that these timelines are being followed, and there is robust management overview to ensure the project is driven forward. While the fundamentals of training have remained unchanged for some time, the technology has been further developed. The learning management system is designed to follow a needs analysis approach, with high visibility and transparency around any gaps or refreshers required by staff.</p> <p>Trainers and assessors gauge the student's readiness for the task through observation and consultation with other Genesis employees. Feedback on on-job tasks is detailed and formulaic, meaning that students understand requirements and their competency. While there is a structured approach to allow students to develop their skills and knowledge, there are also opportunities for students to be signed off as competent in higher-level tasks.</p> <p>Moderation is well managed, with no issues noted since the last EER. Version-controlled assessments are held on the learning management system, which aids in managing quality and any changes needed.</p>
<p>Conclusion:</p>	<p>Training design and delivery meets stakeholder needs. Genesis is strategic in managing and evaluating programmes, and there has been significant investment in review and application. Assessment practice ensures the safe acquisition of knowledge and skills which are then used directly by Genesis employees.</p>

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

<p>Performance:</p>	<p>Good</p>
<p>Self-assessment:</p>	<p>Good</p>
<p>Findings and supporting evidence:</p>	<p>Genesis employs an organisation-wide approach to supporting employees which includes leadership training, mental health support, an inclusion council, flexible working conditions and an active social calendar. There is also a unique organisation-wide approach to surveying staff. This yields some interesting evaluative comments. Genesis believes that support based on needs analysis is best gathered through relationship building. Managing the effective and meaningful capture of the student</p>

	<p>voice is developing. Oversight and support of students from induction to completion of training needs strengthening.</p> <p>Students benefit from the well-supervised on-job training. Safety is ensured by astute assessment of readiness for competency checks by experienced trainers and by discussion to clarify the task pre-assessment.</p> <p>Trainers and managers take an adaptive approach to learning styles, supporting students as they learn and develop a new concept or skill. The trainers consult regularly with other staff and students, and this ongoing review of performance transitions students towards working safely under indirect supervision. Students' acquisition of skills and knowledge is further supported by access to industry specialists and opportunities to move between power plants to gain other site-specific skills.</p> <p>Students and graduates interviewed attested to the value of their training and the support received from their trainers. Genesis has invested and supported students in further education, which has led to improved outcomes for these staff. In other areas of student support, there are some gaps. Off-job formal training has proven challenging for some students, and the orientation and inclusion of new staff could benefit from review, as well as evaluating how effectively the organisation is capturing student feedback.</p> <p>Genesis has invested in improving accessibility to employment and the development of work skills for women, Māori and Pasifika students, as discussed in 1.2. Genesis is currently considering how best to effectively identify and meet the needs of any students who may at induction identify as having a disability.</p>
<p>Conclusion:</p>	<p>There are good and sound support processes for Genesis staff. Ensuring the safety, health and wellbeing of staff is a focus area for Genesis, and there is good evidence that this focus is improving outcomes. Oversight of the capture of the student voice needs strengthening.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The policies and infrastructure of Genesis extends across the power sites, supporting students to gain unit standards and qualifications. Doing so ensures the successful operation of the wider company.</p> <p>Genesis is ably led by an astute governance and management team with an organisational purpose aligned to five of the United Nations goals for sustainability. Staff changes since the last EER have been well managed. This has strengthened and improved the PTE's capability in leadership. At the organisational level, the repositioning of the management of the PTE to the safety and wellness team of Genesis is better aligned with training and accountability. Reporting lines are well established and there is good visibility of operations at management and governance levels.</p> <p>Prioritising the PTE goals in light of RoVE³ and the broader energy landscape has been one of the focus areas for management since the last EER. Indications are that this has been well thought out, and that Genesis is strategically well placed to continue training and developing further capability in programme provision. Current numbers are small, but match employment opportunities. Nationally there is an ageing workforce and a need to attract youth for replenishment of energy sector skills. Genesis is proactive in this area, working with education and iwi stakeholders.</p> <p>From 2020 to 2021, Genesis undertook two significant reviews: priorities and goals for retaining registration of the PTE, and a review of the operator training pathways. Consultation with key stakeholders, including training staff, was extensive and contributed towards several key deliverables. These included investment in staff capable of managing and leading an extended scope of training; reviewing the effectiveness of the existing training pathways, and rebuilding the underlying competency</p>

³ Reform of Vocational Education

	<p>framework; and implementing an improved learning management system through a pilot.</p> <p>All revised documents, including supporting training documentation, have been transitioned into the corporate quality management system, ensuring that policies, systems and data analysis are sound. Work plans and timelines have been kept, and feedback from staff, including those undertaking training, is that the reviews have improved the efficiency of training and outcomes for stakeholders. Staff speak highly of the organisation and feel valued by their managers.</p>
Conclusion:	<p>Genesis has management and governance who are effective at leading and guiding the upskilling of their staff. The PTE's strategic purpose is clear and carefully managed. There have been some notable improvements in both self-assessment practice and investment in the future provision of training.</p>

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Key compliance accountabilities are well managed, with no issues noted.</p> <p>All attestations and other documents required by NZQA to retain consent to assess accreditation and PTE registration have been met, and in a timely manner. The Code of Practice review was thorough and led to some observations around the gathering of the learner voice, as mentioned in 1.4.</p> <p>Genesis is currently formalising training arrangements with the two workplace development councils (WDCs), having historically held a formal memorandum of understanding with Connexis. Moderation responsibilities are operational under Waihanga Ara Rau WDC. From discussions held with this WDC, moderation and training are well managed.</p> <p>Genesis has accreditation to ISO9001 and has regulatory requirements for public safety. External audit reports by these regulatory bodies confirm that the training and infrastructure support operational roles.</p>

	<p>There are clear and defined requirements that ensure staff competencies are current and of the required standard to enter or operate within sites. Safety incidents have stabilised or are improving, and serious incidents and length of time off work are reducing. Management has a lens on every incident and evaluates whether further training is required, with good examples described of strategies used to educate and mitigate further risk in high incidence areas, for example manual handling.</p>
<p>Conclusion:</p>	<p>Management of compliance accountabilities is of a high standard. Review of compliance and response is reported to the Board.</p>

Focus areas

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

2.1 Focus area: Operator Maintainer and Generation Controller Pathways

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Stakeholder Engagement

Performance:	Excellent
Self-assessment:	Excellent

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 develop and analyse responses from students to capture feedback of the learner journey from induction to completion of 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 1

Table 1. 11kV Training Scheme completions

	2019	2020
Total	1	3

Table 2. Industry training organisation qualification completions⁴

	2019	2020	2021
Engineering Chemical Processing (Boiler Operation) Level 3	1	1	0
Engineering Chemical Field Operations Level 4	7	10	1
Steam Plant Strand	(4)	(5)	0
Process Plant Equipment Strand	(3)	(5)	(1)
Electrical Trade (Introductory) Level 2	0	0	2
Electrical Trade Level 4	0	0	0
Electricity Supply (Operator) Level 4	0	3	1
Hydro Strand		(3)	(1)
Total	8	14	4

Source: Genesis PTE

⁴ Qualifications are awarded by the respective industry training organisation. Refer to 'About Genesis Energy' for a description of accreditation to assess and award qualifications.

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 fraud⁵*
- *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.*

⁵ 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 2021, 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 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 2021, the Consent to Assess Against Standards Rules 2021 and the Training Scheme Rules 2021 respectively.

In addition, the Private Training Establishment Registration Rules 2021 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, 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 2021. 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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