

# Report of External Evaluation and Review

Transfield Services (New Zealand)  
Limited

Highly Confident in educational performance

Confident in capability in self-assessment

Date of report: 3 September 2015

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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

Name of TEO:	Transfield Services (New Zealand) Limited
Type:	Private training establishment (PTE)
Location:	Level 3, 277 Broadway, Newmarket, Auckland
Delivery sites:	Fletcher Avenue, Kawerau
First registered:	23 January 1998
Courses currently delivered:	<p>Transfield Services (NZ) Ltd is accredited to deliver two training schemes:</p> <ul style="list-style-type: none"><li>• Heights Safety for Telecommunications Workers in the Electricity Supply Environment (level 3)</li><li>• Safe Operation of Elevating Work Platforms (levels 3-4)</li></ul> <p>Transfield Services (NZ) Ltd also has accreditation that enables the PTE to train and assess apprentices across three strands:</p> <ul style="list-style-type: none"><li>• Telecommunications</li><li>• Electrical</li><li>• Roads engineering</li></ul>
Code of Practice signatory:	No
Number of students:	Domestic: 146 apprentices/cadets. Transfield Services (NZ) Ltd also delivers short course training to employees across New Zealand.

Number of staff:	Eight full-time equivalents
Distinctive characteristics:	Transfield Services (NZ) Ltd is a private training provider within an organisation of the same name, with a focus on developing its own employees into a skilled workforce. All apprentices and trainees are employees of Transfield Services (NZ) Ltd.
Previous quality assurance history:	<p>At the previous external evaluation and review (EER), NZQA was Highly Confident in Transfield Services (NZ) Ltd's educational performance and Confident in the organisation's self-assessment.</p> <p>National external moderation records for 2013 show that the moderator did not approve any of Transfield Services (NZ) Ltd's assessor decisions for Core Health/First Aid unit standards. Transfield Services (NZ) Ltd responded with an action plan, accepted by NZQA. Transfield Services (NZ) Ltd has since chosen to cease training in Core Health/First Aid.</p>

## 2. Scope of external evaluation and review

The EER examined the following mandatory focus area:

- Governance, management and strategy.

The other focus areas were chosen to cover the scope of training delivered by Transfield Services (NZ) Ltd. Therefore, the evaluation team looked at one of the training schemes offered by Transfield Services (NZ) Ltd, Heights Safety for Telecommunications Workers in the Electricity Supply Environment; and the training of apprentices through the most popular strand, the New Zealand Certificate in Telecommunications (Level 3).

## 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 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.*

Transfield Services (NZ) Ltd supplied the evaluation team with a self-assessment summary and supporting documents. A pre-scoping meeting was held before the on-site visit. The evaluation team spent two days at Transfield Services (NZ) Ltd's

offices in Newmarket, Auckland. During the visit, the evaluation team met with key staff, including the training and development manager, the interim PTE manager, the technical training manager and the general manager of operations – electrical services. Interviews, some by phone, were also conducted with the training and apprenticeship coordinators, training programme administrator, an apprentice and an industry training organisation contact person. While on site, the evaluation team viewed a range of documentation including trainee feedback, key documents, meeting minutes, stakeholder engagement, moderation records, quarterly apprentice reviews and some planning and strategy documents. Further documentation was supplied following the on-site visit.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Transfield Services (New Zealand) Limited**.

Achievement rates for trainees supported by Transfield Services (NZ) Ltd are strong. Overall, the average rate of achievement for apprentices and cadets was 84 per cent for 2010-2014. For apprentices enrolled in Telecommunications apprenticeships, the rate is 95 per cent. In addition, analysis shows the average time for completion for these apprentices has dropped from 3.7 years for those enrolled prior to 2011, to 2.3 years for those enrolled afterwards. This compares very well with data which shows a completion rate of 37 per cent after four years for Modern Apprentices registered with Connexis (industry training organisation).<sup>1</sup> Higher pay and enhanced career opportunities are valued outcomes for graduates. As a strong indicator of value, only 14 of the 164 apprentices who have completed the programme since 2010 have left the company.

Transfield Services (NZ) Ltd works hard to match the needs of the wider company through providing context-specific training to apprentices and other employees. The evaluation team saw a range of evidence that showed the two training schemes were developed in consultation with, and are matching the needs of, the company, clients and industry. Training is effectively delivered and evaluated. Trainers are supported to develop in their roles, and Connexis external moderation reports indicate that internal moderation processes have improved. The success of apprentices can be attributed to the excellent training and support they receive. Apprentices are carefully selected and feedback on progress is ongoing.

The organisation has been through significant changes in management personnel and structure since the previous EER, and it is commendable that a number of projects relative to the training have been successfully developed. A clear strategy and direction has continued to be developed, which aims to strengthen and focus the work and the evaluation of the PTE's effectiveness.

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<sup>1</sup> Data sourced from Education Counts (2014). Achievement in Industry Training retrieved from:  
[http://www.educationcounts.govt.nz/statistics/tertiary\\_education/retention\\_and\\_achievement](http://www.educationcounts.govt.nz/statistics/tertiary_education/retention_and_achievement)

## Statement of confidence on capability in self-assessment

NZQA is **Confident** in the capability in self-assessment of **Transfield Services (New Zealand) Limited**.

Transfield Services (NZ) Ltd has a range of monitoring systems in place to ensure that trainees progress successfully through the programmes of study. Systematic feedback from apprentices, their managers and supervisors means that those learners who are at risk are detected early and support is put in place. Ongoing consultation with workplace supervisors, the industry training organisation and industry partners is evident, to ensure the training is current and relevant. In addition, there are also strong processes in place for the monitoring of teaching and learning, with processes for internal moderation having improved since the previous EER.

Currently, while a range of data is being collected to understand effectiveness, this data is being held in a number of places. This makes the synthesis and analysis of the data clumsy and difficult. For example, the organisation is not able to analyse past or present achievement by learner group or ethnicity. This is an ongoing issue and was noted in the previous EER report. A new learning management system is planned and budgeted for and is due to be implemented in 2015. While the systems for collating and analysing data could be improved, it was clear that the teaching team has a good understanding of achievement and outcomes, particularly at the trainee level, and is able to respond in a timely way to any issues that may be identified.

# Findings<sup>2</sup>

## 1.1 How well do learners achieve?

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**.

As noted above, achievement is strong for Transfield Services (NZ) Ltd trainees. Overall, the achievement rate is 84 per cent for 2010-2014. Achievement in the National Certificate in Telecommunications is strongest, at 95 per cent. Shifting contractual arrangements resulted in the lower achievement rate for electrical apprentices studying with Transfield Services (NZ) Ltd (79 per cent); however, many of the ex-Transfield Services (NZ) Ltd trainees are continuing their study with the industry training organisation. All learners who have participated in the Heights Safety training scheme have achieved, and learners reported gaining useful knowledge and skills. Improved moderation reports strengthen the validity of these results.

Achievement is closely tracked at the individual level, and appropriate support is put in place for those learners who are not achieving as expected. Apprentice coordinators meet regularly with apprentices, their supervisors and business unit managers to talk about achievement, support and plans to complete theory and practical components of the training.

Data for the different projects is held in a range of separate databases, and this makes the collation, coordination and analysis of achievement data more laborious. There was no evidence of benchmarking or analysis by learner cohorts, for example for Māori and Pasifika learners. However, at a high level, achievement data is collated and reported and demonstrates improved performance. A new learning management system, aligned to the organisation's wider database, is budgeted for 2015.

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<sup>2</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 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**.

The PTE provides important value to the wider organisation in ensuring that employees meet important demonstrable competency requirements and internal and external standards for competency, safety and reliability. Relevant training offered both on-job and off-job is delivered to ensure that Transfield Services (NZ) Ltd employees have the requisite skills and unit standards to meet clients' specifications for contracts. A recent restructure has moved the training and development unit from Human Resources to Operations – Electrical Services, a reflection of the integral value and strong links between training and the operations of the organisation.

There is value for the apprentices who complete their studies in enhanced job opportunities and improved pay rates. It is notable that 80 per cent of all apprentices that have completed have remained with the company, and for the telecommunications graduates this rate increases to 89 per cent. In an industry with an aging workforce, qualified staff are highly valued. Some graduates are offered supervisory or management positions and given more challenging work assignments. There is also value for managers in having well-trained staff able to work safely without supervision.

There is good evidence of ongoing formal and informal engagement with key stakeholders, including supervisors, business unit managers and past and present apprentices. The cumulative feedback builds a picture of a team that meets the needs of the wider organisation on an ongoing basis. However, monitoring and evaluation has been primarily focused on processes and outputs rather than valued outcomes. There is a positive development in a recently convened training and development steering committee, an important mechanism for setting and prioritising the valued outcomes being sought.

## 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 **Excellent**.

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

Transfield Services (NZ) Ltd is able to develop and deliver training that is specific to the contexts within which employees work and to meet clients' expectations with respect to quality and compliance requirements. Significant consultation with business unit managers and subject matter experts sits behind two training schemes approved in late 2013 and early 2014: Heights Safety and the Safe

Operation of Elevating Work Platforms, both fundamental to the safety of those working in electricity supply and telecommunications. Another example of tailored training is the Transforme training initiative, a programme which includes health and safety training required by Transfield Services (NZ) Ltd employees working at different levels. This programme, currently being piloted, identifies the competencies required by employees through a gap analysis. An individual training plan is then tailored for each employee. The significant involvement of Transfield Services (NZ) Ltd in the review and development of new qualifications for telecommunications training is further evidence of the organisation working to match the needs of its key stakeholders.

Training is delivered either on-job or at the purpose-built training facility in Kawerau. Systematically collected feedback viewed by the evaluation team generally mirrors the feedback of one trainee who wrote, 'I found the information covered throughout the course was relevant and taught well with excellent tutors'. For block courses delivered in 2014, when asked to rate how satisfied they were with the training using a 10-point scale, 96 per cent of trainees chose 8 or above.

In order to deliver on contractual obligations, the company is required to demonstrate that employees have the necessary skills to complete the contracted work effectively and safely. The training team is able to conduct skills analysis for Transfield Services (NZ) Ltd employees and conducts or arranges required training in a timely way.

There is good evidence of ongoing communication with key stakeholders to ensure that the training delivered is matching the needs of the wider company and industry. Feedback from managers, viewed by the evaluation team, is generally positive about the delivery and the knowledge and skills learned. The evaluation team heard examples of how training had been adapted in response to feedback, for example using more group work during block courses.

#### 1.4 How effective is the teaching?

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 **Excellent**.

Transfield Services (NZ) Ltd monitors the quality of training closely, and there is good evidence that improvements have been made since the previous EER. For example, processes around internal moderation have been tightened, with better tracking and guidance for assessors in place. Quarterly group moderation meetings have also helped to improve practice. Improvements in internal processes are reflected in the external moderation reports. In addition, trainers are observed regularly and the evaluation team saw examples of useful, constructive feedback being shared.

Training is conducted either on-job, with a supervisor, or at the purpose-built facility in Kawerau. Regular visits with apprentices and formal quarterly plans ensure that trainees have a good understanding of how they are progressing with their training. To validate assessments, trainees are encouraged to accumulate a range of naturally occurring evidence, including work plans, photographs and work orders. Trainees are regularly asked for feedback, and this information is collated and shared. As noted above, feedback viewed by the evaluation team is generally very positive, with trainers' technical knowledge and training skills being highlighted as key positive aspects.

### 1.5 How well are learners guided and supported?

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**.

The guidance and support offered to apprentices is ongoing, targeted and has resulted in the reduction of the average time Transfield Services (NZ) Ltd apprentices take to complete their qualification – from 3.7 years for those enrolled prior to 2011, to 2.3 years for those enrolled afterwards. Apprenticeship coordinators visit with the apprentices and their supervisors regularly and act as mentors and advocates to ensure that trainees stay on track and progress. The block courses offered are an opportunity for apprentices to come together for theoretical training. It is generally at these courses that trainees who require support are identified and given extra assistance.

The high achievement rate is in some part the result of a rigorous selection process that aims to ensure only those capable of succeeding are enrolled into apprenticeships. For most, the application process includes a review of previous qualifications, medical tests, psychometric testing and literacy and numeracy screening. There are generally a high number of applicants for every intake. Apprentices are therefore more likely to be highly motivated and capable of achieving.

While guidance and support for apprentices is excellent, it is not clear how well issues of guidance and support are monitored and responded to for those attending short courses.

## 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 **Adequate**.

Since the previous EER, Transfield Services (NZ) Ltd has had three different training and development managers and has been restructured. These changes have meant a lack of clear purpose and direction and a somewhat reactive approach to business. A new training and development manager has very recently been appointed and a steering group formed to provide governance and strategic support. The group has now been firmly positioned within the whole organisation as providing a key support function to Transfield Services (NZ) Ltd's operations. This is indicated by an increased number of staff and continued investment in the purpose-built training facility.

Despite the shifting structure and changing managers, a core team of staff have continued to work and improve on existing business and develop new projects in response to the company's and clients' needs. Key projects successfully undertaken include the development of a new training scheme, the Transform training initiatives, improvements in moderation processes, expanding the number of assessors, subject specialists and trainers, and improved completion rates and times for apprentices. This continuity of business has been enabled by a commitment to well-defined policies and processes.

An ongoing issue, present at the previous EER, was the lack of an effective database to enable the efficient collation and analysis of training data. Important information is currently held on a number of individuals' computers and runs the risk of being lost should personnel leave. This has been in some part alleviated by the shift to using an online document system. However, the issue continues to cause frustration for staff who look forward to a new learning management system, linked with an organisation-wide database, planned for 2015. While achievement data is being collected, and at times collated, a more effective system will enable more effective monitoring, benchmarking and analysis to occur.

## 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 **Adequate**.

### 2.2 Focus area: New Zealand Certificate in Telecommunications (Level 3)

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

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

### 2.3 Focus area: Heights Safety for Telecommunications Workers in the Electricity Supply Environment (level 3) training scheme

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

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

# Recommendations

NZQA recommends that Transfield Services (NZ) Ltd:

- Conduct deeper analysis of achievement, including the analysis of the achievement of different cohort groups, including Māori and Pasifika learners.
- Ensure that data management systems support the analysis and understanding of training effectiveness.

# Appendix

## 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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