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# External Evaluation and Review Report

The Energy Trainers Limited

Date of report: 28 October 2021

# About The Energy Trainers Limited

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*The Energy Trainers offers short courses to employees working in the electricity supply generation and distribution sector and contractors. The training is based on industry standards, and a significant proportion of trainees are undertaking required refresher courses in health and safety compliance for the high voltage energy generation and distribution industries.*

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Type of organisation:	Private training establishment
Location:	93 Rifle Range Rd, Taupo
Code of Practice signatory:	No
Number of students:	Domestic: approximately 650 per year on one-to-five-day courses; approximately 30 per cent Māori and Pasifika
Number of staff:	One full-time equivalent plus two contracted staff. The full-time owner/training consultant/manager facilitates the training for candidates, together with the two contracted staff.
TEO profile:	<a href="#">The Energy Trainers Limited</a>
Last EER outcome:	On 18 August 2017, NZQA was Confident in both the educational performance and the capability in self-assessment of The Energy Trainers at the last external evaluation and review (EER).
Scope of evaluation:	All training alongside the approved NZQA Training Scheme: Demonstrate knowledge of safe entry into restricted areas in an electrical supply environment (Training Scheme) (Level 2) 114468
MoE number:	9300
NZQA reference:	C45373
Dates of EER visit:	17 and 18 August 2021

# Summary of Results

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*The Energy Trainers is a high-performing organisation with high rates of achievement and is the long-term preferred supplier of industry standards training, meeting the needs of its candidates, industries and major electricity stakeholder companies. The Energy Trainers offers relevant refresher training to employees and contractors (called candidates) who are then competent to work safely on the asset owners' sites and comply with industry requirements.*

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## **Highly Confident in educational performance**

The Energy Trainers is a well-performing organisation with a clear purpose and direction and effective leadership.

The Energy Trainers is one of the preferred suppliers of Core HV Electrical Technical and HSE/Compliance requirements training to many high voltage business units within the generation and distribution industry.

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

Achievement is consistently strong and monitoring of achievement is systematic and sound. Course completion rates are high, with candidates completing the courses often as refreshers to meet industry requirements.

Candidates gain critical compliance knowledge around high voltage electrical installation, which then enables them to work safely at their employment.

Engagement with industry and employers is ongoing and ensures programmes are relevant to industry and legislative requirements and are well planned and well resourced.

Well-qualified trainers minimise barriers to learning and contextualise the training to support the compliance knowledge needs of the candidates and their respective employers.

Robust academic processes (including pre- and post-assessment moderation) ensure that the teaching is consistent and fit for purpose. Good internal self-assessment highlights that compliance accountabilities are effectively managed.

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Authentic self-assessment is integrated into day-to-day working, and although it is not always documented, this is appropriate given the size and nature of the operation.

Self-assessment is ongoing and comprehensive. Long-term repeat clients attest to the fact that systematic review and analysis of feedback from internal and external stakeholders is used to make improvements to learning resources, course content, delivery and support offered to students.

# 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>Candidates gain knowledge and the confidence to address the compliance requirements of high voltage energy distribution. Stakeholders, including graduates and industry, support the necessity for these outcomes to enable their work to continue.</p> <p>Achievement is high, with 99 per cent of those doing the training achieving the skills they require to enable them to continue to work in their employment areas, as candidates are required to do a refresher every two years. Non-completions are followed up with employers, and these candidates are often brought back into the training and typically gain the course outcomes.</p> <p>Evidence from stakeholder feedback noted that the candidates gain relevant skills and compliance information from the training as The Energy Trainers is the preferred supplier of Core HV Electrical Technical and HSE/Compliance training intervention in the energy community.</p> <p>The candidates are often experienced trainees with significant life skills and a high motivation to succeed, with most on refresher courses – i.e. they need the certification to perform the work required. Candidates learn new information and skills, even at refresher training, which they apply directly in their work. Those who oversee staff learn new ways to explain key concepts to other staff.</p> <p>Good tracking of data and completions gives the manager a clear picture of achievement. Data is used to show performance across ethnicities, and Māori and Pasifika analysis is aggregated with all data. Their high pass rate indicates their success is on par with all learners.</p>
Conclusion:	Achievement is strong, with most candidates doing the courses to meet industry guidelines. Effective self-assessment is

<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.

	undertaken to provide an accurate response to differing needs to ensure this achievement is maintained.
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## 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 training produces a range of high-value outcomes. The Energy Trainers is highly regarded as a preferred supplier of this specialist training by industry and all stakeholders, including the largest electricity generator suppliers nationwide and their contractors. The sole director/manager is well known in the industry and is welcomed into meetings of the StayLive<sup>2</sup> and GPG<sup>3</sup> groups.</p> <p>Positive stakeholder feedback on the training and the value gained from the outcomes includes well-rounded, multi-skilled graduates being trained appropriately for their employers.</p> <p>Stakeholders noted that the breadth of knowledge of trainers is significant and highly valued and adds to their employees' knowledge. They have a high level of trust in the ability, knowledge, skills and competence of the trainers to deliver the training. For example: 'If all the trainers we engaged were as good as these people it would make my life real easy'.</p> <p>Candidates that complete courses meet their and industry's needs, to the benefit of all. They value their acquisition of skills and knowledge and commented that The Energy Trainers trains them well for the required safety aspects which add value to their work.</p> <p>The value of the training is such that employers note that if it was not thorough and relevant they would not send their candidates and would find an alternative.</p>

<sup>2</sup> StayLive was founded in 2011 by New Zealand's five largest electricity generators. Membership has since been extended to include Pioneer Energy, Transpower and the Electricity Engineers' Association as core members.

<sup>3</sup> The Generation Procedures Group (GPG) develops specified procedures and standards for use by electricity generators. Administration of the GPG is provided by the EEA (Electricity Engineers' Association).

	Ongoing formal collection and analysis of trainee and stakeholder feedback assists in assessing the value of the outcomes.
Conclusion:	The organisation is recognised as being a high performer and preferred provider, as the courses offered are highly valued by the key stakeholders and business clients in the energy community.

### 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>Programme design and delivery match the needs of candidates and stakeholders well, with clear evidence of candidates learning in a contextualised real-world environment where practical knowledge and skills are supported in the workplace and energy environment.</p> <p>Programme planning is done alongside the energy stakeholders, and training is often determined by refresher needs. Training schedules are developed in consultation with stakeholders, and stakeholder feedback informs course changes and the development of new material. The Energy Trainers is highly engaged with and responsive to client/stakeholder needs, with bespoke courses being offered and the organisation proactively informing clients about newly scheduled courses.</p> <p>Feedback surveys are used consistently to gain information on the training and learning that has occurred, reported to the trainers, and actions taken if necessary. The courses are constantly being updated to reflect currency and the changing needs of industry and to respond to government legislation. An example is changes made from paper-based legislation reference books to website access to ensure currency.</p> <p>The Energy Trainers is able to respond to differing training needs that result from the work required in the various types of energy requirements and environments. Training facilities meet the needs of learners as they are often located in their own workspace. The learning environment is planned and considered for different contexts, and the training is inclusive, engaging and</p>

	<p>well resourced. Training resources are up to date and assessed regularly for wear and tear and fitness for purpose.</p> <p>Different teaching methods are used to accommodate learning styles, and teaching approaches ensure learning takes place. Trainers work to ensure consistency in delivery and assessment using the latest publications from EEA<sup>4</sup> which cover guides, standards, health and safety resources, professional development tools and industry best practice.</p> <p>Students learn from practitioners who are experts in the field. Trainers complete the 4098 unit standard for assessing candidate performance, and some have adult teaching qualifications and maintain currency by attending courses. Assessment and internal moderation practices are sound, and overall external moderation with Connexis and Skills validates the assessments.</p>
Conclusion:	The Energy Trainers is flexible and responds swiftly to changes in industry training requirements, ensuring currency of information. Learning activities are appropriately designed, and delivery is engaging and contextualised to candidate and employer needs. Ongoing feedback loops ensure fitness for purpose.

#### 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>Candidates are well engaged in the learning experience due to the practical nature of the programme and the experiential anecdotes provided by the trainers. This adds value to the content of the courses.</p> <p>Candidates have very limited time with the trainers, therefore comprehensive steps are in place to ensure student wellbeing and needs are considered. The Energy Trainers engages quickly with employers if any issues arise related to a candidate's wellbeing. Clear information is given and used at the start of the</p>

<sup>4</sup> Electricity Engineers' Association



	<p>course and within the course, with a focus on safety and wellbeing for all.</p> <p>Classes are kept small to ensure The Energy Trainers is candidate centred where one-on-one support and after-hours tutoring is offered. Oversubscription is handled well by having additional classes to ensure small classes.</p> <p>Open communication is evident, with an effective trainer-candidate relationship ensuring concerns are addressed quickly. Trainee feedback affirmed that they enjoy the training and feel well supported by the trainers.</p> <p>Stakeholders report that the trainers provide for students with varying learning needs and abilities and explain concepts in a way they can understand.</p> <p>The Energy Trainers is flexible in accommodating candidate needs. If someone is needing to do a refresher, The Energy Trainers will work to provide an extra course and contact other clients in the area to put together a group so the costs can be shared.</p> <p>Feedback on learning and support needs is gained via conversation and surveyed written feedback during the course.</p>
<b>Conclusion:</b>	Candidates' learning and wellbeing support needs are effectively managed through small classes, after-hours support and beneficial trainer-candidate-employer relationships.

### 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:	The Energy Trainers has a clear purpose and direction, with a focus on educational achievement and the learning contributing to ensuring technicians are trained for the energy industry. The organisation is proactive in deciding different initiatives and has a focus on the future and succession planning. Effective relationships with all stakeholders are fostered which ensures their needs are met within the community.

	<p>Management regularly reviews its focus, using tools such as SWOT<sup>5</sup> analyses to identify goals and areas for improvement, and creates written business plans to guide planning and direction. The Energy Trainers also uses a quality consultant and accountant to provide an external view and help inform the future direction.</p> <p>Management is transparent, flexible, approachable, collaborative and has a trust-based approach to the offer of training. There is a shared philosophy and shared values with the manager and his trainers around meeting the most important needs of the candidates and their employers. Efficient systems and processes are in place, with The Energy Trainers being extremely well organised – hence the fast, coordinated approach to the immediate Covid lockdown during the EER.</p> <p>Academic leadership is effectively coordinated in conjunction with employers who have a vested interest in the success of their organisation. The training moves between competitor clients easily, which denotes the high level of trust in The Energy Trainers. The professional body groups – e.g. GPG and StayLive groups – include The Energy Trainers in their meetings, ensuring up-to-date information is available to allow The Energy Trainers to be responsive and innovative. The manager receives positive feedback from energy supply authorities on the training offered.</p> <p>Training staff are professionals and specialists in their fields of training, have been with The Energy Trainers a considerable time, and enjoy building staff capability through the various professional development sessions and upskilling. Contractors meet regularly with the manager and feel well supported. One trainer reported that the transition to contracting from full-time employment was positive; they were supported by management in this transition and are enjoying work as a contractor.</p>
<p>Conclusion:</p>	<p>Management supports educational achievement and is focussed on meeting all stakeholders' needs. Regular engagement with industry and employers ensures courses are relevant and current.</p>

## 1.6 How effectively are important compliance accountabilities managed?

<sup>5</sup> Strengths, weaknesses, opportunities, threats

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Compliance accountabilities are managed well, with robust internal processes in place to monitor government and transitional industry training organisation obligations and requirements to ensure they are fully met. An annual business plan and SWOT analysis is created and a risk register ensures no compliance aspects are overlooked.</p> <p>Practical steps are taken to comply with the rules in each area relevant to the organisation, and The Energy Trainers is aware of NZQA rules and any updates from NZQA. The organisation actively reviews changes in the regulatory environment that have an impact on the training.</p> <p>Programmes are delivered to the hours and mode(s) approved by NZQA, and external moderation is completed successfully with the two transitional industry training organisations involved.</p> <p>Academic processes and systems are in place to deliver the courses as approved, including collecting achievement data, reporting credits to NZQA, filing relevant annual attestations and gaining site approvals.</p> <p>The Energy Trainers had effective self-review systems in place to manage the welfare and safety of domestic students during the 2020 lockdowns, and completed a review of the domestic Code of Practice, with actions noted in response.</p>
Conclusion:	The Energy Trainers has robust internal processes to manage important compliance accountabilities, and any gaps have not been significant or had any impact on the candidates or stakeholders.

## 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.*

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

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>6</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>6</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 under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.*

*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 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.*

*In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, 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 2016. 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)). 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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