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Report of External Evaluation and Review

The Energy Trainers Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 18 August 2017

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Final Report

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:	The Energy Trainers Limited
Type:	Private training establishment (PTE)
First registered:	18 May 1992
Location:	93B Rifle Range Road, Taupo
Delivery sites:	Temporary sites and workplaces throughout New Zealand
Courses currently delivered:	Demonstrate knowledge of safe entry into restricted areas in an electrical supply environment (Training Scheme) (Level 2)
Code of Practice signatory:	No
Number of students:	Domestic: approximately 1,200 per year on one and two-day courses. Approximately 30 per cent Māori and Pasifika.
Number of staff:	Two full-time plus part-time administration and occasional contract teaching staff.
Scope of active accreditation:	Refer to The Energy Trainers' provider page at http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=930095001
Distinctive characteristics:	The Energy Trainers offers short courses to electricity generators, distributors and contractors. Much of the training relates to health and safety

and is based on industry standards. Trainees are generally employees or contractors in this industry. A significant proportion of trainees undertake the courses as refresher courses. Training is provided either in the workplace or at hired venues throughout New Zealand.

Recent significant changes: The ownership of the provider changed in March 2015 when one of the managing directors retired and the remaining managing director became the sole owner.

Since the last external evaluation and review (EER), the amount of training has reduced by about 40 per cent. This is largely the result of a decision by management to have a narrower focus on compliance training.

Previous quality assurance history: At the last EER in 2013, NZQA was Highly Confident in both educational performance and capability in self-assessment.

Recent external moderation by industry training organisations (ITOs) includes successful post-moderation of six unit standards by Connexis.

The Skills Organisation found that three unit standards were not assessed at the national standard, and an improvement plan is currently with the ITO for review.

2. Scope of external evaluation and review

The focus areas selected for this EER were:

- Governance, management and strategy
- Selected programmes including short courses in high voltage switching and earthing and health and safety training.

Governance, management and strategy was chosen as a focus area because the ownership of the provider had changed since the last EER. The programmes in the other focus area covered the range of current provision. In particular, the high voltage switching and earthing and health and safety training are a significant part of provision.

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.

Two evaluators visited The Energy Trainers office for one day. The evaluators meet with the managing director, training staff and a stakeholder. Students and other stakeholders were contacted by telephone. Additional stakeholders were contacted after the site visit.

Summary of Results

Statements of confidence on educational performance and capability in self-assessment

NZQA is **Confident** in the educational performance and **Confident** in the capability in self-assessment of **The Energy Trainers Limited**.

- Course completion rates are high. Students learn about safety procedures when working with and around high voltage electrical installations including generators and distribution networks. This enables them to work safely in these locations. Most students do these courses as refreshers in order to meet industry guidelines.
- Engagement with the industry and employers is used effectively to ensure that courses are current and designed to meet employer needs. Additionally, the provider is flexible and able to respond quickly to changes in industry requirements, ensuring the currency of courses.
- The PTE demonstrated how it uses information gathered to bring about improvements in all facets of the organisation including programme development and delivery. For example, there is systematic review of courses delivered and this leads to worthwhile changes. Stakeholder input is a key component of these reviews.
- Delivery is generally well matched to student needs and is effective at engaging them in the learning.
- Management effectively supports educational achievement. This is particularly evident in resourcing and industry engagement. There is a good working relationship and healthy respect between the managing director and the one full-time staff member. This ensures that the organisation is focused on meeting stakeholders' needs.
- Management of compliance obligations is generally effective, although there are some areas that could usefully be strengthened.

Findings¹

1.1 How well do students achieve?

The rating for performance in relation to this key evaluation question is **Good**.

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

Student achievement is good. The Energy Trainers describes the courses as health and safety compliance courses for the high voltage energy generation and distribution industries. The learners are all in employment and enrolled by their employers. The majority of the learners repeat the courses as a two-yearly refresher, however, when students initially undertake some courses, they are credited with appropriate unit standards. Assessment is competency based and almost all students successfully complete the courses they enrol in. Learners who are not successful by the end of a course are given an extension to enable them to submit written work or provide further evidence of their learning in the workplace. Cases where students do not complete are regarded as one-off incidents and dealt with on an individual basis.

Approximately 30 per cent of learners are Māori or Pasifika, and their achievement is comparable with that of other students.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

The value of training outcomes is good. A valued outcome of the training is that employers have employees and contractors who are competent to work safely on the asset owners' sites and to comply with industry requirements. To achieve this, the courses are carefully tailored to individual employer and site requirements. Employers attest to the value of the training and many have been using The Energy Trainers for several years, with employees undertaking multiple courses.

The value of the refresher training is to keep employees up to date with current requirements in a changing environment. To support this, the courses are continually reviewed and adapted to individual employer needs, the trainers

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

maintain their currency through a high level of engagement with industry, and there is close liaison with employers to identify their individual requirements.

Additionally, the Energy Trainers provides value by contributing to the industry standard-setting Generation Procedures Group. Because they provide training related to the procedures set by the group and have a view across the industry, The Energy Trainers can provide valuable feedback to the group.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

A strength of The Energy Trainers is their currency and engagement with employers to ensure that courses meet their individual needs. The small size of the provider enables it to be flexible and respond rapidly to changing needs. There is an effective process for developing and delivering training. This involves identifying employer needs by working closely with the employer in developing or adapting a course, reviewing it, delivering (often observed by the employer), and debriefing with the employer. Examples of feedback provided made suggestions for making delivery more student centred, and improving course structure and assessment. Feedback received through the debrief is used to inform future delivery. Feedback is also sought from students and used to reflect on delivery. A variety of learning activities are used including workbooks, face-to-face delivery, group activities, video and role play, and these are adapted to learner and employer needs to build on their existing knowledge and workplace experiences.

Effective engagement with industry ensures the material delivered is current and relevant to learners. Industry compliance courses are structured so that there is a progression for learners from basic Site Induction to Permit Holder courses. Additionally, as students progress through the courses, they apply their learning back in the workplace.

Assessments are regularly revised to assure alignment with industry practice. External moderation shows that assessment is generally of a good standard. Unit standard assessment is moderated by the relevant ITOs, and employers often moderate other courses. Results of moderation by ITOs have been variable. Most external moderation results in 2016 have been positive. For example, all six unit standards post-moderated by Connexis were found to be at the national standard. However, The Skills Organisation identified that three unit standards were not being assessed at the national standard. In response, the provider has decided to stop

assessing these unit standards. Internal post-assessment moderation has not been conducted consistently to ensure the ongoing quality of assessment. Since the evaluation site visit, internal moderation processes have been revised and some internal moderation has been undertaken. However, the effectiveness of this is not yet evident.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

Student support is appropriate for the nature and length of the courses provided. Class sizes are small and this allows for one-to-one support to be provided as required. Literacy and numeracy are not generally issues as most learners have been in the industry for some time. However, where students require additional support in this area the trainers are able to provide support either during or after class.

Students are usually on the courses because it is a requirement of their employment, and in this context industry examples and learners' experiences are used effectively to engage them. Course evaluations by students and employer feedback were positive about the teaching and engagement. These evaluations also identified areas for improvement which are responded to.

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

The rating for performance in relation to this key evaluation question is **Good**.

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

Management of the provider is effective. Since the last EER the ownership has changed, with one of the original partners exiting the business and the other owner becoming the sole managing director. The change in ownership was well managed but had some impact on the business as some of the skills and industry knowledge of the exiting owner were intentionally not replaced. Since the last EER the amount of training has reduced by about 40 per cent. This is consistent with the business direction of maintaining current activity and concentrating delivery on the strengths of the managing director and the one full-time trainer.

Resourcing of delivery is good. Although delivery is often conducted in the workplace or at other locations, appropriate checks are made to ensure the

appropriateness of sites. The managing director and trainer have good industry experience and professional development to ensure their industry knowledge is appropriate, and this is supported by a high level of industry engagement. This enables The Energy Trainers to anticipate and respond to changes in industry procedures and requirements. There is clearly a strong and respectful relationship between the managing director and the trainer who work very closely together. Authentic self-assessment is integrated into the day-to-day working relationship between the two staff members. Because of the informal nature of this process, it is often not documented, which is appropriate given the size and nature of the operation. The organisation actively reviews key educational performance and this clearly leads to improvements.

1.6 How effectively are important compliance accountabilities managed?

The rating for performance in relation to this key evaluation question is **Good**.

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

The Energy Trainers has appropriate systems for managing compliance accountabilities, although their application could usefully be strengthened. For example, an internal audit was conducted of the quality management system. However, during the EER some gaps were identified in the management of compliance obligations that were not identified in the audit. The gaps related to compliance with NZQA's rules for registration of PTEs in the areas of temporary site approval and internal moderation. Although the gaps have some impact, the provider responded quickly to manage them once they were identified. Knowledge of industry compliance obligations is good. However, the PTE's knowledge of compliance obligations relating to registration should be strengthened to create a stronger base for self-assessment in this area.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

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

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

2.2 Focus area: Selected programmes

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

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

Recommendations

NZQA recommends that The Energy Trainers:

- Improve knowledge of compliance obligations relating to PTE registration and strengthen application of processes to manage compliance
- Ensure that internal moderation is ongoing and effective.

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).

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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