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# External Evaluation and Review Report

The Electrical Training Company  
Limited

Date of report: 04 August 2021

# About The Electrical Training Company Limited

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*The Electrical Training Company (ETCO) is a subsidiary of the Master Electricians Association. ETCO provides pre-training programmes, on and off-job training, and employment for apprentices within the electrical sector throughout New Zealand.*

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Type of organisation:	Private training establishment (PTE)
Location:	24A Allright Place, Mount Wellington, Auckland
Code of Practice signatory:	No
Number of students:	Domestic: 2552 (1306 equivalent full-time students); of these, Māori make up 8 per cent and Pasifika 4 per cent. 858 full-time apprentices are employed by ETCO  International: nil
Number of staff:	97 full-time, 103 part-time.
TEO profile:	Information about this provider on the NZQA website is at <a href="#">this link</a> .
Last EER outcome:	Highly Confident for both educational performance and capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none"><li>• 2387 New Zealand Certificate in Electrical Engineering Theory (Level 3)</li><li>• Organisational restructure and growth</li></ul>
MoE number:	5997
NZQA reference:	C45289
Dates of EER visit:	18-20 May 2021

# Summary of Results

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*Both the achievement of completions and rollover into subsequent years are strong. Strong self-assessment mechanisms based on the effective use of data and information drawn from a variety of sources, ensures that the needs and goals of students and staff are met.*

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## **Highly Confident in educational performance**

- The achievement of courses and qualifications is strong. The introduction of an online learning management system (LMS), alongside the student and apprentice management system (SAMS), allows tutors to closely monitor and support students. Prompt and flexible responses to emerging needs have coincided with an increase in student retention and rollover into the next year of apprenticeships.

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

- The value of outcomes is understood for all stakeholders, and that understanding is embedded in programme design and delivery. Growing interaction with iwi and Pasifika communities is planned.
- Regular, positive moderation outcomes, and information drawn from surveys, staff reporting, the LMS and the SAMS feeds into regular programme review. This in turn feeds into further development of academic and pastoral resources that support the students.
- Comprehensive support is provided through the close monitoring of activity and the progress of students as well as opportunities for developing academic and social networks. An expanded online referral support tool has been developed for all students and staff.
- The organisation's purpose and direction is clear and embedded in all activity. Passionate, well-qualified staff are recruited, developed and valued, as evidenced by the number of staff who remain with the organisation and move into other roles over time. Prompt, appropriate professional development

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is provided to ensure staff can meet the requirements of their roles.

- An organisational restructure has resulted in a realignment of the organisation to support functions, greater regional presence, regular communication at and between all levels, transparent activity, collective responsibility and effective use of data in self-review.
- In-depth, regular monitoring of compliance accountabilities occurs. Agreements and a newly developed evaluation system ensure ETCO and its students remain safe, whether on or off-job.

# 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>ETCO understands that achievement involves more than just course and qualification completions. Regular self-review ensures all forms of achievement remain strong or improve.</p> <p>For the New Zealand Certificate in Electrical Engineering Theory (Level 3) (NZCEET L3), qualification completions have increased steadily<sup>2</sup> to 89 per cent (2020), while the benchmarked national average has remained unchanged at 59 per cent. Fifty-one per cent of ETCO apprentices<sup>3</sup> have achieved the level 4 certification since 2017 (2020 having a significant effect on the average<sup>4</sup>); 96 per cent of students since 2018 have passed the year 2 capstone exam; and over 75 per cent are now being retained and are rolling over to the next year of study. The reasons for withdrawals are understood, and effective self-assessment is seen in increasing retention and achievement.</p> <p>Despite small percentages of Māori and Pasifika students undertaking study with ETCO, and non-completions having a disproportionate effect on achievement figures, these students have achieved at the same rate or better than non-Māori and non-Pasifika.</p> <p>Work-readiness, confidence, teamwork, self-management and financial knowledge are additional skills actively delivered by ETCO tutorial and support staff. The recognition that school leavers or second-chance learners need both study and work skills to be successful has led to the ELITE programme (a 12-</p>

<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.

<sup>2</sup> Refer to Appendix 1 for details.

<sup>3</sup> ETCO trains apprentices on behalf of the Skills Organisation alongside those they employ. Data provided only shows ETCO apprentice achievement. During 2020, the Covid-19 pandemic response caused a reduction in completions as student work and training was affected.

<sup>4</sup> Refer to Appendix 1 for details.

	day residential prior to starting an ETCO apprenticeship). Stakeholders say this programme creates a definitive difference between ETCO and other apprentices.
Conclusion:	Strong course and qualification completions, increasing rollovers between years, and decreasing withdrawals have led to strong achievement rates. Industry-relevant and work/life related skills are actively developed, providing value to stakeholders. Robust decisions are made based on a comprehensive understanding of trends.

## 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>ETCO is a subsidiary of the Master Electricians Association (ME). The organisation regularly engages with iwi and community groups, has board members who own and operate successful electrical businesses, and provides training for two TITOs.<sup>5</sup> Alongside regular student surveys, monitoring and support and contact with graduates, ETCO regularly interacts with relevant stakeholders to ensure outcomes remain of value.</p> <p>ETCO's focus on promoting the wellbeing of students and staff through manaakitanga is evident in the feedback received from all stakeholders. All NZCEET L3 students progress to employment or become ETCO apprentices, thereby<sup>6</sup> attesting to the growth in confidence of those students. Apprentices' skill exposure and growth is monitored through a weekly e-diary which informs ETCO and the host companies of student progress. Movement to alternative host companies exposes ETCO apprentices to more skills and ensures ongoing employment. While feedback received from employers and TITO representatives recognised that teaching and learning practices produce graduates who are well versed in basic work-readiness skills, a more uniform approach to understanding how level 3 and non-ETCO apprentice skills and knowledge are used beyond training would further broaden current understanding.</p>

<sup>5</sup> Transitional Industry Training Organisation

<sup>6</sup> Refer to Appendix 1 for progression details.

	Regular review of feedback has led ETCO to identify further areas for engagement. Plans to increase iwi and Pasifika community links in all regions, and create separate Māori, Pasifika and female advisory groups is evidence of ETCO's desire to better provide value to these demographic groups.
Conclusion:	Effective teaching and learning practices enable all level 3 students to progress to employment or apprenticeships and ensure that graduates have the required basic skills and work-readiness to become certified electricians. Iwi, community groups and industry are consulted regularly to ensure outcomes remain valuable. Ongoing review guides plans for greater engagement in the future.

### 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>ETCO's strong connections with industry, and feedback from host companies and communities ensure the programmes remain relevant. Regular student surveys inform scheduled team and programme review committee meetings. Annual programme review leads to changes such as adjusting topic teaching order, thereby ensuring existing and emerging needs are promptly met.</p> <p>Facilities have been upgraded recently to reflect the changing requirements of students and to meet the current hardware and machinery requirements of industry. Learning activities mix interactive tools such as quizzing, practical experiences and theory, which support students' engagement in their learning. Regular monitoring of student progress in the LMS and SAMS ensures tutors and support staff can respond to student needs in a timely manner.</p> <p>Prior to 2019, assessments and resources were paper based. Review of this practice suggested a connection to non-completions, lost paperwork and protracted resubmissions. The creation of the LMS addressed these concerns, leading to the provision of online assessments (with instantaneous marking) and resources. Student and employer feedback indicated high degrees of satisfaction with this tool. Additional benefits, such as a rapid response to online delivery during Covid-19 and</p>

*This report is final.*

	<p>preparing apprentices for regulatory exams, have also been realised. Feedback from stakeholders suggested that more interactive resources to facilitate the use of the online written material could be considered.</p> <p>Robust pre- and post-assessment internal and external moderation occurs regularly, with positive results. All feedback is used to further programme development and delivery.</p>
Conclusion:	<p>Strong connections to industry facilitate programme relevance. Regular upgrading of resources, informed by feedback from stakeholders, occurs alongside regular programme reviews. Regular reviews by all ETCO staff ensure student progress is monitored and emerging needs are met.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Students trained by ETCO are apprentices or want to become apprentices. There is a focus in the organisation's reviews on ensuring students and staff understand learning goals and how to achieve them.</p> <p>The PTE's website provides access to comprehensive study information. In addition, students are provided with an information pack on application and questions are promptly answered. Self-identification of need can occur during the application process. However, all ETCO students undertake an aptitude test on their first day, are monitored by tutors through the LMS, and have programmed one-on-one meetings each quarter. This enables staff to minimise learning barriers and respond to wellbeing needs promptly. Student and other stakeholder feedback shows high satisfaction with the pastoral support and commitment ETCO provides.</p> <p>Despite tutors actively creating strong and open group dynamics within their classroom and during the ELITE residential, ETCO reviewed its practice against the interim domestic Code<sup>7</sup> and identified some gaps. The PTE took action to remedy these,</p>

<sup>7</sup> The Education (Pastoral Care of Domestic Tertiary Students) Interim Code of Practice 2019



	<p>some of which were completed at the time of the EER. A significant response was the expansion of the support programme, 'Switched On'. This provides ETCO students and staff with access to tiers of support encompassing financial, accommodation and personal advice around accessing mental health support with external counsellors. Coupled with tutors actively seeking assistance to understand and meet the needs of Māori, Pasifika and learners with diverse needs, ETCO has achieved an inclusive learning environment. The planned activity of additional mechanisms for hearing the student voice, for example student councils, will further strengthen this.</p>
Conclusion:	<p>Academic and social networks are actively fostered by the tutors and the organisation. Aptitude testing and close monitoring of the LMS facilitates timely responses as needs arise. Effective self-assessment by the organisation has resulted in increased support mechanisms that are valued by all stakeholders.</p>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>In response to the Board's review of ETCO's strategic operation five to six years ago, significant positive change has occurred. ETCO's purpose and direction has remained clear and embedded across the organisation throughout a large amount of change including: an update of the organisational structure<sup>8</sup> and activities to accommodate substantial growth in student and staff numbers; expanded programme delivery; regionalisation of services; and updating of facilities.</p> <p>Communication throughout the organisation is regular and informed by surveys from students and staff, in addition to close monitoring of information captured in the LMS and SAMS platforms. The high achievement of students attests to the robustness of ETCO's prompt and successful response to sector challenges attributable to the pandemic.</p>

<sup>8</sup> ETCO has consciously 'flipped' its organisational structure to mirror the true flow of activity within the organisation – the client/customer interaction with tutorial and administrative aspects of the organisation now informs and is supported by support staff and management.

	<p>Staff are recruited for their industry expertise and qualifications. Timely, appropriate professional development supports new recruits in their roles. Staff turnover is low. There is evidence of staff moving laterally or vertically within the organisation to fulfil roles of interest. Optimisation meetings every four weeks enable staff to engage in self-review and dialogue with management about their emerging needs, including further professional development. ETCO shows how much it values its staff through annual staff conferences, staff dinners and the distribution of birthday cards.</p>
Conclusion:	<p>ETCO's organisational purpose and direction is clear and maintained through the availability and effective use of data by all staff. This is supported by regular communication throughout the organisation. Experienced and industry-qualified staff are recruited and retained, with regular, responsive support for identified needs. Regular surveys of staff and students assist ETCO management to strategically manage organisational growth.</p>

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>ETCO manages its compliance accountabilities to a number of organisations through the use of an automated system that notifies relevant staff of what is required and when. Quarterly review of compliance management systems and processes facilitates ETCO's ability to respond to feedback received through monitoring and/or compliance bodies.</p> <p>This focussed approach to understanding and meeting its accountabilities was also used when ETCO reviewed its processes and procedures relating to the interim domestic Code. Identified gaps have been addressed.</p> <p>As the electrical industry is identified to be high risk, effective health and safety procedures are essential to ETCO's operation. To ensure student safety, and compliance with</p>

	legislative requirements, ETCO carries out health and safety evaluations of host companies. <sup>9</sup>
Conclusion:	Compliance accountability management is automated. Responsibilities and activities are monitored through regular review of systems and processes. In-depth evaluation of compliance requirements ensures ETCO and host companies adhere to legal and ethical practice.

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<sup>9</sup> ETCO's self-assessment of feedback received through health and safety audits has resulted in improved processes such as the development of regular host company evaluations.

# Focus Areas

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

## 2.1 Focus area: 2387 New Zealand Certificate in Electrical Engineering Theory (Level 3)

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.2 Focus area: Organisational restructure and growth

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

# 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 the Electrical Training Company Limited:

- Capture how level 3 graduate and non-ETCO apprentice skills and knowledge are used beyond training to broaden the current understanding of valued outcomes for all stakeholders.

# 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. NZCEET L3 enrolment and completion: non-Māori and non-Pasifika**

	2018	2019	2020
Enrolment	32	63	36 <sup>10</sup>
Completion	22 (69%)	46 (74%)	31 (89%)
National completion average	59%	59%	59%
Progression to L4	18 (82%)	31 (67%)	21 (68%)

**Table 2. NZCEET L3 enrolment and completion: Māori**

	2018	2019	2020
Enrolment	2	2	3
Completion	2 (100%)	2 (100%)	3 (100%)
Progression to L4	2 (100%)	1 (50%)	2 (67%)

**Table 3. NZCEET L3 enrolment and completion: Pasifika**

	2018	2019	2020
Enrolment	7	21	12
Completion	3 (43%)	19 (90%)	10 (83%)
Progression to L4	3 (100%)	17 (89%)	4 (40%)

**Table 4. NZCEE L4 retention and completions per year**

	Retention each year			Completions each year		
	Y1	Y2	Y3	Y1	Y2	Y3
NZE/P	2172 (74%)	1758 (77%)	1322 (75%)	1379 (63%)	1026 (58%)	538 (41%)
Māori	227 (8%)	148 (6%)	103 (6%)	116 (51%)	73 (49%)	50 (49%)
Pasifika	100 (3%)	70 (3%)	73 (4%)	52 (52%)	37 (53%)	27 (37%)
Other	453 (15%)	307 (13%)	267 (15%)	220 (49%)	155 (50%)	114 (43%)
Total	2592	2283	1765	1767	1291	729

<sup>10</sup> As a result of the Covid-19 pandemic, enrolments in 2020 were reduced.

*This report is final.*

# 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 fraud<sup>11</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>11</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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*This report is final.*