

Report of External Evaluation and Review

G and H Training Limited

Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 31 October 2012

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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:	G and H Training Limited (G&H)
Type:	Private training establishment (PTE)
Location:	52 Ford Road, Onekawa, Napier
Delivery sites:	Whangarei, North Shore, Manukau City, Hamilton, Napier (including head office), Palmerston North, Wellington, and New Plymouth
First registered:	1 July 1992
Courses currently delivered	<ul style="list-style-type: none">• G&H Certificate in Practical Construction Skills (Level 2)• G&H Certificate in Pre-employment Carpentry (Level 4)• Modern Apprenticeship coordination• Trades skills courses for secondary school students
Code of Practice signatory	N/A
Number of students:	<ul style="list-style-type: none">• Student Achievement Component (SAC) funded equivalent full-time students (EFTS) – 215• Youth Guarantee – 86 places
Number of staff:	35 full-time
Scope of active accreditation:	Industry trade skills to level 4

Distinctive characteristics:	G&H is a trade training specialist, providing staircased training from short trade skills courses designed for secondary schools, through to level 2 and level 4 certificated courses, and on to apprenticeships and relevant employment.
Recent significant changes:	An application for course approval for a motor industry skills programme is being submitted to NZQA.
Previous quality assurance history:	G&H was last quality assured by NZQA by audit in December 2008. All requirements were met.

2. Scope of external evaluation and review

The scope of the external evaluation and review (EER) included the mandatory focus area of governance, management, and strategy. In addition, the following programme focus areas were evaluated:

- G&H Certificate in Practical Construction Skills (Level 2)
- G&H Certificate in Pre-employment Carpentry (Level 4)

These focus areas were selected because they have the largest numbers of EFTS funded under the Youth Guarantee scheme, they were both reviewed at the end of 2011, significant changes were made to the Practical Construction Skills programme in particular, and they are taught at all G&H sites.

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.

The EER was conducted over two days by two evaluators who visited G&H in Napier. The evaluation involved engagement with:

- G&H managing director
- Operations manager, finance manager, and policy administrator
- Four G&H staff, including three tutors

- 11 current students
- One recently graduated student
- 11 individual stakeholders comprising representatives from the Building and Construction Industry Training Organisation, the local building industry¹, and whānau.

In addition to documents provided for the EER scoping exercise, the EER team sighted and was provided with documents of management and operational policies, moderation reports, self-assessment documents, a variety of data relating to student achievement and satisfaction, and related analysis.

¹ These included business owners who have taken on apprentices from G&H.

Summary of Results

Statement of confidence on educational performance

NZQA is **Confident** in the educational performance of **G and H Training Limited**.

G&H is a well-established industry training provider which has been involved in this field for over two decades. Evidence collected during the EER shows that G&H's accumulated knowledge of the sector is meeting the most important needs of its learners and the industry sectors it is aligned to. Learners with limited educational success prior to engaging with G&H are gaining useful foundational knowledge, skills, and appropriate qualifications to realistically consider undertaking an apprenticeship. In addition, learners were also able to develop other, related abilities, personal attributes, and well-being. These include improvement in literacy and numeracy levels, time management, and work behaviour and ethics.

Whānau observations of learners have led to comments that the learners are seen as role models for younger siblings and as an asset to the extended whānau, as their increased maturity, improved behaviour, and educational achievements are traits that others can aspire to. Business owners commented that they were more than happy with the quality of graduates from G&H and were sufficiently satisfied to consider these graduates as potential apprentices on their sites.

G&H has very good review processes in place which provide the organisation with clear and concise information for decision-making. The senior management team provides a good example of collective teamwork, where portfolios are delegated to ensure workloads are manageable, with the responsibility for decisions based on sound advice, robust data, mutual trust, and collective responsibility.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **G and H Training Limited**.

G&H's review and self-assessment processes have been designed to produce accurate and robust data to inform decision-making. The results of these efforts are evident in review reports that show comprehensive review activities throughout the organisation, producing findings for management to make fully informed decisions. The EER team confirmed the quality and validity of G&H's self-assessment activities and its outcomes by sighting relevant documents, and through tutor, learner, and stakeholder interviews. Stakeholders included employers, graduate students, whānau, past employees, and other members of the community. G&H utilises this information to help identify where it can improve, make changes, and evaluate effectiveness.

G&H is actively responding to the changes in an industry sector that is undergoing much upheaval as a result of the economic recession. Active and ongoing relationship-building occurs between G&H management and the industry sector to

ensure G&H maintains its profile and keeps abreast of changes. A key objective of G&H management is to ensure that the skill levels and competencies of G&H learners continue to match the needs of industry by getting involved in the current review of tertiary qualifications being led by NZQA. G&H is involved at both governance and work-party levels.

G&H regularly monitors learner achievement and identifies the achievement of groups targeted by the Tertiary Education Commission, such as Māori learners, under-25 learners, as well as the small intake of female learners. Self-assessment includes programme satisfaction, tutor satisfaction, tutor professional development, and appropriate resourcing. An example is the monthly meeting held by the management team where issues raised by regional managers and staff are discussed. Analyses of information are then used to assist management to make decisions.

Findings²

1.1 How well do learners 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 **Excellent**.

In 2011, G&H reported positive learner results in the two chosen focus areas, with 60 per cent of learners in the G&H Certificate in Practical Construction Skills (Level 2) programme achieving 96 credits. For the G&H Certificate in Pre-employment Carpentry (Level 4), in 2011 G&H achieved a course completion rate of 73 per cent and qualifications completion rate of 69 per cent. The rates for 2010 were 74 per cent and 71 per cent respectively. The significance of these figures for G&H learners is that many of them, particularly those in the level 2 programme, had little or no success at school, and the figures represent major personal achievements as well as progress towards potential trade career opportunities. Simultaneously, whānau and construction stakeholders commented on the noticeable increase in confidence, personal bearing, and self-awareness of the learners since being on the G&H programme and working on a construction site.

In addition to the academic results, all the learners interviewed indicated that they had gained a greater appreciation for workplace requirements, particularly in the area of work ethics and behaviour. These included respect for their equipment, respect for their work colleagues, punctuality and time management, and proper preparation.³ Learners commented that when they were able to demonstrate to their workplace supervisors' good work ethics, they felt confident that they would receive positive feedback and that their potential to gain an apprenticeship would increase. Records sighted by the EER team indicate that 54 per cent of G&H graduates from the level 4 certificate with a 2010 end-date to their study achieved apprenticeships or relevant employment. For G&H, this outcome is good given the current economic recession which has had a negative impact on the building industry, with a noticeable decrease in apprenticeship opportunities. Business owners spoken to during the EER confirmed that they looked favourably on workers who showed the potential to fit in easily on a worksite and who worked conscientiously with little or no direct supervision.

G&H was also motivated to ensure that learners acquire the necessary skills and knowledge to ensure they are well prepared for the workforce. For example, extra

² The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

³ Work-readiness attributes include turning up to work on time, in a good healthy condition (alcohol and drug free), taking a lunch, and being equipped with the proper safety gear and clothing, including regulation safety footwear.

emphasis was placed on the appropriate and effective use of a hammer and a skill saw. This was as a result of feedback provided to G&H from construction owners who had G&H learners undertaking work experience. The owners had noticed that there was a lack of practical experience in the use of these tools which are typically used on all sites. G&H was able to implement this change almost immediately.

G&H has developed a culture that is very much reflective of its operations and has the expressed intent of ensuring that quality is maintained and learners are achieving their maximum potential. Learner achievement data from all G&H sites is analysed by the senior management team led by the managing director.⁴ Actions for improvement are identified and documented, and the impact on outcomes is monitored and reported at regular team and management meetings. An example of the extent of self-assessment being carried out by G&H was when credit achievement data from one of G&H's sites indicated poor results. On inquiry by G&H management, it was realised that the tutor had been incorrectly inputting data which subsequently recorded poor results. G&H sent one of the administrative staff to provide technical support to the tutor and ongoing mentoring and training to avoid any recurrence of this error.

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 **Excellent**.

One of the expressed goals of G&H is to provide young people with an opportunity to experience working in a trade and to have them consider this type of activity as a possible career. G&H's strategic goal is to provide opportunities for lifestyle choices where people have the potential of having a 'job for life', as expressed by G&H's managing director. Learner feedback gathered from satisfaction surveys indicates a high level of satisfaction with the training provided by G&H in relation to educational goals and potential employment prospects. In a 2011 G&H quarterly review, 84 per cent of SAC-funded learners and 88 per cent of Youth Guarantee learners indicated that they were more than satisfied with G&H's training as they were able to grasp and retain more easily the theory work required in the programme. In the same year, 84 per cent of SAC-funded graduates and 88 per cent of Youth Guarantee learners indicated that they were more than satisfied with the work experience contacts they had made. Feedback provided from business owners was equally positive, with 80 per cent of them commenting that they would take G&H learners for work experience and would be happy to employ a G&H graduate.

⁴ Senior management for the purposes of this report consists of the managing director, operations manager, finance manager, and the policy administrator.

Learners commented that the G&H training gave them a sense of the discipline and work ethic required to be able to seriously consider taking up an apprenticeship and completing it. The typical pathway being taken by G&H learners was to complete the level 4 certificate on offer by G&H, which enables learners to complete most of the theory requirements for an apprenticeship in one year, thus allowing them to concentrate primarily on the apprenticeship's practical aspects.

Business owners who took on G&H learners on work placement or as an apprentice commented that G&H had a credible reputation for training people to reasonably prepare them for work on a construction site. They were more than confident in the abilities of the tutoring staff and were therefore happy with the referrals from G&H as most of the G&H tutoring staff were familiar with many of the construction businesses in the region, having also worked in the industry.

Whānau that were interviewed commented that they were happy that G&H was able to provide learners with the opportunity to train for a career as they could see a potential future asset for the whānau. A father of a graduate from G&H said that he promised his son \$20,000 to start his career if he completed an apprenticeship. The father commented that he had begun utilising his son on some of his investment properties and was pleasantly embarrassed when his son was able to correct him in some of his own unqualified practices.

G&H is constantly assessing the effectiveness and extent to which learner outcomes are meeting the needs of industry, as well as the learners'. A large degree of management time and effort is given to actively engage with key stakeholders. This gives G&H opportunities for immediate communication and prompt feedback about learner and industry needs and learner achievement. G&H has an established stakeholder feedback system to conduct surveys of all the main stakeholders, with a targeted objective of attaining better than 85 per cent satisfaction for areas surveyed.

G&H senior management carries out monthly monitor checks on all learner credit achievement. Regular visits to regional sites by the operations manager provide G&H with opportunities to speak with learners, tutors, and industry as well as recent graduates undertaking apprenticeships. These visits assist G&H to identify areas for improvement, ensuring regions have adequate resourcing and to provide the regional sites with a physical presence from senior management of G&H. There was also good evidence of management planning and reporting processes based on stakeholder expectations and feedback. This is evidenced by the ongoing data analyses of credit achievement and stakeholder satisfaction surveys (including learner and tutor responses) undertaken by the policy administrator.

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 **Good**.

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

G&H's programme planning and scheduling is informed through analyses of data collected from learner credit achievement rates, graduate rates, learner and tutor feedback as well as industry feedback. The G&H Certificate in Practical Construction Skills has been designed for learners with little or no work experience. The pathway of learning at G&H comprises learners attending the Youth Guarantee programmes, moving onto (or starting from) the Level 4 certificate, and then gaining an apprenticeship – preferably through the Modern Apprenticeship programme which G&H can continue to support. There is a strong emphasis on developing good work habits, working with tools, and working in a group setting similar to a worksite, as well as introducing learners to some of the theory aspects required for the qualification. These learners are all 15-18 years of age and many achieved very few, if any, NCEA credits. The focus on introductory-level activities enables learners to get a good sense of the industry and avoid becoming overwhelmed by the programme content, risking 'drop-out', and provides learners with a clear pathway to a potential career. Numeracy and literacy sessions have also been embedded into the G&H programmes to cater for many of the learners that present with learning gaps in these areas.

The emphasis for the G&H Certificate in Pre-employment Carpentry is to provide learners with the next level of the pathway towards the apprenticeship. The programme allows learners to complete all the theory requirements of an apprenticeship so that the learner need only be concerned with completing the practical requirements, which typically takes three to four years. Learners commented that although some of the theory work is intense, this was a good way to get the 'academic side' completed so that the on site learning is more 'hands-on'. Tutors were instrumental in developing practical, simple resources to support learning. These were well received by the learners. Activities include placing signs and labels around the classroom and using simple phrases and words and then providing an explanation of the meaning. Most of the feedback from learners relating to the literacy and numeracy teaching was satisfactory. G&H found that, on average, many of the students came with higher levels of skills and knowledge in numeracy than literacy. Not surprisingly, most students improved their levels of numeracy compared to literacy.

As a way of providing a mix between in-class theory and workshop practical activities, G&H has scheduled almost all the theory work for the morning sessions and the practical sessions for the afternoons. This is to allow for maximum concentration and motivation by learners throughout the whole day. Tutors remarked that conducting classes this way made their task easier as learners were better engaged and tended to look forward to working with the equipment in the workshops.

G&H's active and engaging self-assessment processes help to ensure the needs of learners and other stakeholders are being met. This judgement is based on G&H's insistence on analysing data effectively and ensuring that any decisions for change must be informed by sound research and then be approved by the senior management team. This ensures that decisions are evidenced-based, have been

thoroughly scrutinised for success, and add value to learners and other stakeholders.

1.4 How effective is the teaching?

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**.

G&H teaching staff are all trade qualified and have all had extensive experience working on construction sites. As part of ongoing tutor professional development, G&H has provided staff with opportunities to complete the National Certificate in Adult Teaching (NCAT). Fifteen G&H staff have unit standard 4098 *Use standards to assess candidate performance*, and three tutors are enrolled to achieve this qualification. Four tutors have the NCAT level 5. G&H has also enabled staff to attend professional development workshops at the University of Waikato. The tutors who were interviewed during the EER were empathetic to the needs of their learners and were described by the learners as very committed and grounded in the way they taught. Learners also described how the tutors would be sensitive to their individual needs yet still maintained enough pressure to simulate what would be expected on a proper worksite.

G&H actively monitors and maintains its tutor-to-learner ratio in the programmes through the implementation of an effective operational policy of one tutor to 14 full-time learners. The result is that the policy allows G&H to enrol up to 20 learners per tutor, taking into consideration that 20 per cent of learners concurrently attend work experience. The policy is monitored by the operations manager.

The learning environment in all of G&H's programmes is planned around what learners will experience on a live construction site and in making the learning environment as realistic as practicable. Programmes have a clear curriculum which takes into consideration the academic levels of the learners. At the beginning of each week, a briefing takes place detailing the work to be covered that week, and on the Friday a debrief session is conducted to review the week's progress. As mentioned previously, numeracy and literacy are embedded in all of G&H's programmes. G&H use the TEC's Literacy and Numeracy for Adults Assessment Tool to assess the needs and progress of Youth Guarantee learners. Although learner progress is being monitored, G&H has yet to develop or find appropriate benchmarks against which to measure progress. G&H has, however, conducted a review of the assessment tool and concluded that tutors need to adequately prepare learners for assessment and also to ensure the assessment is being administered correctly.

In 2011, G&H implemented a two-year tutor training programme designed to address the needs and development of teaching staff identified in a needs analysis carried out in 2010. The first year of the programme consisted of sessions covering general good teaching practice, and literacy and numeracy. At the end of 2011, the programme was evaluated with recommendations that for the next year (2012) all

tutors would be assisted to improve their general tutoring skills, while separate sessions would be held for the Youth Guarantee tutors to focus on embedding literacy. These activities demonstrate G&H's commitment to ensuring the teaching staff are fully supported.

1.5 How well are learners guided and supported?

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 **Excellent**.

G&H is very committed to ensuring learners are given the best opportunity to complete their qualifications and move towards working within the trade sector. Much emphasis is placed on ensuring learners are well guided and supported. For example, students that are struggling in class, particularly around some of the theory aspects of the programme, are provided with personalised learning attention and support from the tutors. In addition, G&H provides other support for learners such as transport to and from their home locations, accompanying learners to Work and Income, and providing some flexibility in the programme start times to allow for some learners to take care of personal issues. These activities are important to learners because they assist in alleviating financial and personal concerns as well as giving moral support which contributes to learners' well-being and achievement.

Learner self-discipline is actively encouraged by G&H, with strong attention given to attendance and application to programme work. With consistent monitoring of class attendance, tutors are able to quickly identify those learners whose class work is being affected by external issues. In relation to learner absences from the programmes, G&H attempts to contact and warn learners with five consecutive days absence without notification to G&H, and removes them from the programme if contact cannot be made or if there is no acceptable reason for a five-day absence, or if an absence has reached ten consecutive days. G&H explained that this action was necessary and is enforced to demonstrate to learners what they could expect in the workforce. Learners commented that G&H staff, particularly the tutors, went out of their way to support learners to ensure they kept up to date with their work.

G&H's self-assessment around how well learners are guided and supported is ongoing and continuous and is driven by the strategic intent of providing learners with the opportunity to have a trade and a career for life. The EER team sighted a range of sources including annual reviews, data analysis, and feedback from current and past learners, tutors, whānau, and local businesses, confirming the high quality of the guidance and support provided by G&H and the way in which issues are analysed to inform changes.

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

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**.

The strategic objective of G&H is clear: to provide a pathway from secondary school through industry-focused programmes and on to an apprenticeship and/or relevant employment. In addition, G&H also aims to provide employers with suitable workers who have the necessary skills for entry to the building industry. G&H is ably led by its managing director, who is supported by a strong management team. The managing director and the operations manager both have backgrounds in the building industry. This is a common theme throughout G&H, where the tutoring staff also have experience in the sector. The importance of this aspect is that staff are familiar with the industry, particularly with respect to the local region, and are regularly kept up to date with what is happening in the region and nationally.

The senior management team of G&H is very effective in supporting learner educational performance. Comprehensive and integrated strategic and business planning and reporting and review processes inform the allocation of resources to training activities⁵, and annual targets ensure accountability for the quality, quantity, and cost of training. The EER team found evidence of a strong focus on educational achievement being led from the head office of G&H. Reviews and research into the organisation's activities are promoted and encouraged by the managing director to ensure that decisions made by G&H are based on sound evidence. This focus reflects the importance of learner achievement for G&H's commercial success and reputation.

Strategically, G&H is staying informed of current changes occurring in the building industry and tertiary education sectors. The managing director is currently part of the governance group of the Building and Construction Industry Training Organisation industry review being led by NZQA. The operations manager is part of the working party responsible to the governance group. The outcomes of the review will have significant implications for industry providers like G&H. The organisational context of strong leadership, effective communication processes, and an established culture of reflection indicates that G&H is well positioned to engage constructively with stakeholders and to adjust its training provision as needs change.

Evidence produced throughout the EER shows that G&H has been engaged in comprehensive self-assessment and review activities for a long time. With the change by NZQA from audit to evaluation, G&H has actively set about reviewing itself against the NZQA key evaluation questions. Other evidence included the annual company review data which demonstrates a commitment to valid data and

⁵ These include equipment, building refurbishments, staff allocation, and professional development.

robust analysis as part of G&H's drive towards improving its operations at all levels of the organisation. The results of these activities are quickly disseminated to, and implemented in, the regions.

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 **Excellent**.

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

2.2 Focus area: National Certificate in Pre-employment Carpentry (Level 4)

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

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

2.3 Focus area: Certificate in Practical Construction Skills (Level 2)

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

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

Recommendations

There are no recommendations arising from the external evaluation and review, other than those expressed or implied within the report.

Appendix

Regulatory basis for external evaluation and review

Self-assessment and external evaluation and review are requirements of programme approval and accreditation (under sections 249 and 250 of the Education Act 1989) for all TEOs that are entitled to apply. The requirements are set through the Criteria for Approval and Accreditation of Programmes established by NZQA under section 253(1)(d) and (e) of the Act and published in the Gazette of 28 July 2011 at page 3207. These policies and criteria are deemed, by section 44 of the Education Amendment Act 2011, to be rules made under the new section 253.

In addition, for registered private training establishments, the criteria and policies for their registration require self-assessment and external evaluation and review at an organisational level in addition to the individual programmes they own or provide. These criteria and policies are also deemed, by section 44 of the Education Amendment Act 2011, to be rules made under section 253. Section 233B(1) of the Act requires registered PTEs to comply with these rules.

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 EER process approved by the NZQA Board.

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).

Information relevant to the external evaluation and review process, including the publication Policy and Guidelines for the Conduct of External Evaluation and Review, is available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>

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