



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

G and H Training Limited

Confident in educational performance

Confident in capability in self-assessment

Date of report: 31 August 2016

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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:	G and H Training Limited (G&H)
Type:	Private training establishment (PTE)
First registered:	1 July 1992
Location:	58 Ford Road, Onekawa, Napier
Delivery sites:	Whangarei; North Shore and Manukau City, Auckland; Hamilton; New Plymouth; Palmerston North; Lower Hutt
Courses currently delivered:	<ul style="list-style-type: none">• G&H Certificate in Pre-employment Carpentry (Level 4)• G&H Certificate in Practical Construction Skills (Level 2)• Certificate in Automotive Servicing (Level 3)• Motor Industry Entry Skills (Level 2)• Introduction to Plumbing, Gasfitting and Drainlaying (Level 2)
Code of Practice signatory:	No
Number of students:	Domestic: 535 students in 2015 (333 equivalent full-time students (EFTS)); 44 per cent Māori, 18 per cent Pasifika, 85 per cent aged under 25 years, 5 per cent female International: nil
Number of staff:	30 full-time equivalents

Scope of active accreditation:

G&H has a range of domain consents for Carpentry, Engineering, Mechanical Engineering Core Plumbing, Gasfitting, and Drainlaying, Heating, Ventilating, Air Conditioning, Business Management up level 4, and Automotive up to level 3. For details see:

<http://www.nzqa.govt.nz/providers/nqf-accreditations.do?providerId=943634001>

The PTE currently delivers all approved programmes as listed above.

Distinctive characteristics:

Established in 1987, G&H is a specialist pre-trade training provider serving the building, plumbing and automotive industries. The mission of G&H is to provide:

- A clear pathway from secondary school through the level 2, 3 and 4 certificates to apprenticeship or employment in a relevant trade.
- An accessible, affordable qualification for students, with programmes designed and delivered specifically to link student needs to employer needs.
- Suitable entry-level staff for the industries the PTE serves, for students who have gained knowledge and skills at G&H at reasonable cost to taxpayers.

The Youth Guarantee programmes (G&H Certificate in Practical Construction Skills and the Motor Industry Skills (Entry) programmes) staircase students to the Student Achievement Component (SAC) programmes, or employment or further training outside G&H. The SAC-funded programmes (G&H Certificate in Pre-Employment Carpentry and the Certificate in Automotive Servicing) pathway to employment or apprenticeships. Programme delivery consists of theory learnt in a classroom which is applied in a purpose-built trade workshop on site and, for some, in a trades workplace. G&H also offers practical short courses and provides theory packages for secondary school students to learn and experience trades training. Western Institute

of Technology in Taranaki subcontracts G&H to offer their students a Certificate in Pre-employment Carpentry.

Recent significant changes: Programmes for Motor Industry Entry Skills (approved 2012), Certificate in Automotive Servicing (approved 2012) and Introduction to Plumbing, Gasfitting and Drainlaying (approved 2013) have been approved and delivered since the last external evaluation and review (EER).

Previous quality assurance history: The first EER of G&H took place in August 2012; NZQA was Confident in the PTE's educational performance and Highly Confident in their capability in self-assessment.

The external moderation results were:

- NZQA moderation results for 2013 to 2015 found the marked samples for four out of five unit standards met the national standard. One unit standard did not meet the standard as G&H did not use the most up-to-date version of the unit standard.
- The Building and Construction Industry Training Organisation (BCITO) found the marked samples for four out of five unit standards met the national standard in 2014. Similarly, four out of five unit standards in 2015 met the national standard.
- The Skills Organisation in 2016 found the marked samples for one unit standard met the national standard and one required minor modifications.
- The Motor Industry Training Organisation (MITO) in 2014 found one unit standard required minor modifications. The 2016 site visit concluded there was 'clear evidence of quality management processes around moderation and good teaching and assessment practice'.

2. Scope of external evaluation and review

The lead evaluator reviewed numerous documents submitted by G&H, including annual reports, ideas to improve results and labour market outcomes for Māori and Pasifika, the 2016 TEC investment plan, G&H policy and procedures manual, as well as various external moderation reports, and NZQA and TEC-held data. A scoping meeting was held with the managing director via phone. Four key focus areas were selected as a representative sample of G&H's educational delivery. The four areas and the rationale for their selection were:

- Governance, management and strategy. This is a mandatory focus area.
- G&H Certificate in Pre-employment Carpentry (Level 4). This programme has the largest number of G&H students (50 per cent of total 2015 EFTS) and is the highest-level qualification that G&H offers. The programme targets students over 19 years of age, with graduates primarily pathwaying to employment or apprenticeships. The programme is funded through the SAC fund from the Tertiary Education Commission (TEC).
- G&H Certificate in Practical Construction Skills (Level 2). This programme has the second-largest number of students (23 per cent of total EFTS). It is a foundation-level qualification delivered at the Napier site. The programme targets students under 19 years of age, and graduates primarily staircase to the carpentry programme or employment. It is funded through the Youth Guarantee fund from the TEC.
- Motor Industry Entry Skills programme (including the National Certificate in Motor Industry Entry Skills (Level 1) and the National Certificate in Motor Industry Foundation Skills (Level 2)). This programme has just 3.6 per cent of total EFTS. It is, however, a programme established since the last EER with a different industry focus. The programme targets students under 19 years of age and has a high proportion of Māori and Pasifika in the student intake. Graduates primarily staircase to the Certificate in Automotive Servicing (Level 3) programme. It is funded through the Youth Guarantee fund from the TEC.

Two sites (Napier and Lower Hutt) were visited to assess how well the performance in branches aligns with head office reporting. The Lower Hutt site was selected because it had not been visited at the last EER.

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 NZQA team of two evaluators visited the G&H head office and delivery site in Napier, and the Lower Hutt site, over three days. The team met with:

- The managing director, operations manager, accountant, system administrator, the Napier branch manager/construction tutor, the Napier-based construction tutor, the Lower Hutt branch manager/automotive tutor, and the Lower Hutt-based carpentry tutor.
- Six construction students, four automotive students and 10 carpentry students.

Phone interviews were conducted with a national manager of BCITO, and three employers.

The evaluators reviewed a range of documents provided, in addition to those noted, including: Wellington and Napier annual branch and two-monthly portfolio reports, a list of labour market outcomes results, Youth Guarantee project tutor's practices research report, tutor competency matrix document, TEC educational performance indicator reports for 2013-2015, and a G&H comparison of 2013 and 2014 educational results with similar providers. The provider's website was also viewed.

Summary of Results

Statement of confidence on educational performance

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

There is good evidence that the provider meets the key needs of the majority of the students and industry stakeholders, although performance has declined. The main points supporting this judgement are:

- Most G&H students learn relevant knowledge, skills and attitudes and gain a recognised qualification. These results are comparable to other providers offering similar training and often approach national averages. Achievement has, however, declined over the past three years. Māori students, who made up 44 per cent of students in 2015, achieve at a significantly lower rate than other students, and the smaller number of Pasifika students at a higher rate.
- Fifty per cent of the 2014 Youth Guarantee graduates progressed to higher-level study, and a further 29 per cent gained trade-related work. This was a very good outcome. Seventy-six per cent of the 2014 SAC students gained a level 4 pre-trade qualification, 14 per cent went on to gain an apprenticeship, and a further 22 per cent gained trade-related work. These were strong outcomes.
- G&H has generally strong understanding of the needs of trades training and the building and construction industry. This is reflected in the selection of the PTE as a representative to develop new industry qualifications, the views of a national BCITO manager, and some feedback from employers.
- G&H offers nationally recognised trades qualifications and uses ITO-developed or pre-moderated materials. Each day, students learn theory in the classroom apply their learning in trades workshops. Some undertake work experience with a local business. The tutors are experienced tradespeople, most with an adult education qualification. Some robust processes support effective teaching; assessment and moderation practices are sound. The support and guidance provided assists the majority of students to stay engaged and complete their studies. These mechanisms have been least effective in supporting Māori students and more effective in supporting Pasifika students to achieve. Most students have rated the programmes and their tutors positively.
- The G&H leadership has implemented systems that have been effective overall in supporting many students to pathway to their industry-focused programmes, the majority to gain a qualification. Some progress to an apprenticeship and/or relevant paid work or higher-level study.

Statement of confidence on capability in self-assessment

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

This organisation methodically reviews all key programmes and activities on an ongoing basis using the detailed information collected to support decision-making, which has made some improvements. Self-assessment gaps are being addressed to varying degrees. The main points supporting this judgement are:

- G&H has an effective system of recording and tracking educational achievement and destinalional outcomes. There is good evidence that students, tutors and management have a reasonable knowledge of achievement. Head office produces progress reports for branch managers, tutors and students to track their progress. This information informs action plans for some students with weaker achievement, although evidence of the impact on achievement was not clear. Performance is predominantly tracked against TEC benchmarks and branch-by-branch comparisons. There is limited analysis of trends, which is significant given a number of key educational measures that have declined. However, G&H does systematically collect and track clear and reliable evidence of trade-related employment and the further training destinations of their exiting students.
- G&H has conducted a number of significant reviews of its processes, including: a collaborative research project on Youth Guarantee teaching practice for programmes, a review of what supports educational achievement for Māori and Pasifika students, and the development of a teacher and a student needs matrix. Some initiatives have been only partially implemented or are new; the impact on educational achievement is often not clear. However, a new house-build project was researched and piloted in 2015 and fully rolled out in 2016, and there is some evidence of improved student engagement. Youth Guarantee students are now assessed twice, and a clear proportion show significant gains in their literacy and numeracy. Online monthly tutor and manager reports are producing richer information supporting better management decision-making.
- Gaps in self-assessment are being managed to varying degrees. These gaps include: the analysis of some stakeholder feedback is mixed, the assessment of student and graduate capability requires strengthening, and there is no clear overarching evidence-based plan to address the decline in achievement, particularly of Māori students.

Findings¹

1.1 How well do learners achieve?

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

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

G&H provides trades training to students to learn relevant knowledge, skills and attitudes and to gain a recognised qualification. There is reliable evidence that the majority of G&H students achieve this educational objective. However, there has been a gradual decline in achievement rates. The level of achievement for Māori, who make up 44 per cent of total 2015 students, has become significantly lower than for all other students.

SAC students are mostly enrolled on the pre-employment carpentry programme which has the largest number of G&H students. This programme had been generally strong, but over the past three years nearly all achievement rates have decreased. Table 1 shows that course and qualification completions for 2013-2015 were mostly below but comparable to national averages for similar-level qualifications. The achievement rates for Māori were lower than all students and that gap has increased, significantly so in 2015. The small number of Pasifika students have achieved at a similar or better rate than all students over these three years.

Table 1. Comparison of the 2013-2015 achievement rates for SAC-funded course and qualification completions with the national average for level 3-4 qualifications and the rates for Māori and Pasifika (percentages)

Year	2013	2014	2015
<i>Course completion:</i>			
All students (national average)	77 (82)	76 (84)	71 (NA)
Māori students	72	68	55
Pasifika students	75	88	74
<i>Qualification completion:</i>			
All students (national average)	80 (79)	76 (79)	70 (NA)
Māori students	74	66	51
Pasifika students	82	91	70

Source: TEC and G&H data

NA = not available

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

The achievement of Youth Guarantee students has also been generally strong, and again course and qualification completion rates have now decreased for most groups. Table 2 shows that the rates for all students decreased from 2013 to 2014 and were maintained in 2015. The 2013 rates were above the national average and below in 2014. Similarly, the 2013 rates for Māori were above all students and then below in 2014 and in 2015. The rates for a small number of Pasifika students have steadily improved.

Table 2. Comparison of the 2013-2015 rates for Youth Guarantee course and qualification completion with the national average and the rates for Māori and Pasifika (percentages)

Year	2013	2014	2015
<i>Course completion</i>			
All students (national average)	62 (54)	51 (62)	50 (NA)
Māori students	71	49	42
Pasifika students*	36	54	63
<i>Qualification completion</i>			
All students (national average)	63 (43)	48 (56)	51 (NA)
Māori students	82	47	40
Pasifika students*	32	49	63

Source: TEC and G&H data

NA = not available

*Small numbers of students

G&H compared the 2013 and 2014 G&H qualification and course completion rates for both the SAC and Youth Guarantee programmes with the rates of 10 other providers offering similar trades training programmes. The G&H rates were in the mid-range and at times slightly above.

There is some good evidence that the majority of students are learning relevant trade and generic foundation knowledge, skills and new behaviours. The students are formally assessed against required unit standards in their qualifications. The content includes trades and generic knowledge, as well as the ability to complete common trades-related and workplace tasks. The above qualification achievement rates, based on generally sound assessment and internal moderation practices, give confidence that the students are indeed learning. G&H has ensured that nearly all 2015 Youth Guarantee students had their literacy and numeracy assessed twice; between 5 and 13 per cent of them made significant gains.

G&H robustly monitors student achievement across the eight delivery sites. Tutors record individual student achievement and their progress toward qualifications. Head office also tracks unit standard achievement and sends monthly progress reports to the branches. G&H has clear targets based on contractual requirements. Achievement at different branches is compared with other branches, and the overall G&H average. However, there is no clear year-on-year tracking of achievement rates at the organisational programme or branch level. G&H explained the declining trend in achievement was primarily due to the students who were enrolling had

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generally lower capability and higher support needs as the unemployment rate has fallen; however, the evidence presented was modest. There was little robust and detailed analysis and explanation of the performance, and in particular the trend for Māori students. Stronger assessment of student capability on enrolment and upon exit would provide clearer evidence to better judge the achievement of G&H students and demonstrate the development and achievement of the students while at G&H. These significant self-assessment gaps need to be more strongly addressed.

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 **Good**.

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

The mission of G&H is to:

- Provide educational pathways for students to gain qualifications and progress to apprenticeships or relevant trade employment.
- Offer employers entry-level staff with suitable knowledge, skills and attributes.

There is reliable evidence that G&H makes a clear and substantive contribution to meeting these and other needs of students, employers and other key stakeholders.

G&H provides significant staircasing opportunities for students leaving secondary school to gain qualifications and to enter trades-related employment. In 2015 the PTE offered 135 secondary school students, an experience of trades training, as well as providing theory packages for use in schools. The school and student feedback indicated general satisfaction with these programmes.² Approximately half of the 2015 Youth Guarantee students gained a qualification, which students said was the prime reason for their enrolment. Progression is another key focus of Youth Guarantee courses and Table 3 shows that 40 per cent progressed to higher-level study. The rates were even higher for Māori and Pasifika students in 2013 and 2014. The 2014 progression rate of 50 per cent was well above the national average and the highest rate of the 10 similar trades training providers.

² See Findings 1.3 which notes a few reservations about the analysis of stakeholder feedback.

Table 3. Comparison of the 2013-2015 rates of progression to higher study for Youth Guarantee graduates, with the national average and the rates for Māori and Pasifika (percentage of total students)

Year	2013	2014	2015
<i>Progression to higher study</i>			
All students (national average)	61(NA)	50 (36)	40 (NA)
Māori students	64	57	NA
Pasifika students*	86	100	NA

Source: TEC data

*Small numbers of students

Twenty-nine per cent of the 2014 Youth Guarantee graduates gained trade-related work, in addition to the 50 per cent who progressed to further study. Seventy-nine per cent of graduates going into higher-level study or trade-related work was an excellent result. However, the progression rate again fell significantly in 2015, and no destination data was yet available for these graduates.

The SAC programmes are designed to prepare students for trade-related employment. Students in 2015 identified the main reason for enrolling was 'gaining a qualification' followed by 'gaining a good or better job'. Seventy per cent of them did gain a qualification through G&H. Table 4 shows that 14 per cent then got an apprenticeship and a further 22 per cent obtained trade-related work. This is a strong result. Labour market outcomes have, however, declined slightly over these three years.

Table 4. Apprenticeship or trade-related labour market outcomes, 2013-2015 (percentage of total SAC graduates)

Year	2013	2014	2015
Apprenticeships	NA	12	14
Trade-related work	NA	26	22
Total labour market outcome	40	38	36

Source: G&H data

The above labour market outcomes show employers have gained entry-level staff from G&H. For instance, there was clear and reliable evidence that 65 SAC graduates from 2014 were in trade-related employment in 2015. However, G&H has not systematically collected and analysed employer feedback on a key element of the G&H mission: 'offer employers entry-level staff with suitable knowledge, skills and attributes'. But G&H does have employer feedback on the 2015 SAC students who undertook work experience, and from the three employers that the EER team interviewed. This feedback indicated that these students overall had appropriate workplace knowledge and behaviour. More generally, G&H has detailed understanding of building and construction industry requirements and contributes significantly to improving the quality of industry training. BCITO appointed G&H as the PTE representative with two polytechnics to a steering group to help develop new qualifications for industry. A national ITO manager described the PTE as an

active and well-organised 'serious player', knowledgeable about the industry and trades education.

G&H systematically gathers reliable and detailed information about the destinations of the graduates from each programme and branch. The PTE has some good understanding of patterns of performance. The identified gaps are not significant and have generally been effectively managed. However, further analysis is needed to understand the trend of declining progressions to higher study and paid work.

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**.

There is reliable evidence that G&H programmes and activities meet the important needs of the majority of the students, and are relevant for their employers and the industry training organisation.

G&H programmes and qualifications aim to prepare students for work in trade-related industries. Their qualifications include relevant national certificates, developed by the industry training organisations. The PTE uses BCITO learning materials for the construction and carpentry programmes, and bought pre-moderated materials for the automotive programmes. The programmes include compulsory and relevant generic and trades-focused unit standards. G&H has a strong understanding of industry needs through its significant role in developing the new national qualifications and by employing experienced tradespeople as tutors. The PTE is currently creating revised programmes to align with the new qualifications.

The 2015 annual report stated that over 85 per cent of the full-time students and graduates were satisfied with their programme. This would be a very strong rating. However, the EER team had a few reservations about the analysis of this and other similar feedback that G&H collected. First, the survey response rate were often not clear, which reduces confidence in the results. Eighty five per cent of the 2015 students being satisfied seems high, given half of the Youth Guarantee and 30 per cent of SAC students did not complete the programme. Secondly, while the learner feedback sheets were well-designed, there was a flaw in the analysis. The percentage reported as 'satisfied' included those who 'strongly agree', 'agree' or 'partly agree' with the statement in the questionnaire. 'Partly agree' does not equate to 'satisfied'. Perhaps an average 'satisfaction' rating would provide more accurate and useful information. Notwithstanding the above reservations, the EER team concluded that the majority of G&H students complete their programmes, gain a qualification, and were satisfied that the programmes met their most important needs.

The provider has made some changes to programmes over the past few years. G&H now assesses the literacy and numeracy capability of all Youth Guarantee students twice, and has made some progress embedding literacy and numeracy in the programmes. Responding to greater difficulties in accessing work experience due to tighter workplace health and safety requirements, G&H has recently rolled out a project to build a small house (and potentially a car) on the SAC programmes. Students on a trial were found to be more motivated, and this approach is consistent with the new qualifications specifications that G&H helped to develop.

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 takes an organised and coherent approach to supporting effective teaching which has contributed to the majority of students gaining qualifications and learning significant knowledge, skills and attitudes. The tutors are all tradespeople who G&H ensures have or will have achieved both the unit standard for conducting assessments and the level 5 National Certificate in Adult Literacy and Numeracy Education. Tutors use a range of approaches to deliver the programme. Students learn the theory, using their written workbooks supported by their tutor for generally half the day. Students work at their own pace, particularly on the SAC programmes. The carpentry students can do some assessment electronically on their own computer. Some classrooms have audio-visual equipment to support learning and there was evidence of new equipment being provided. There was some feedback that students viewed the learning resources and facilities as sufficient.³ The carpentry students apply their theoretical learning in purpose-built workshops, and most recently are learning on the house-build project. G&H has a policy that half of the training time is spent in the workshop, although it is not clear to what extent this has occurred. Some students go out for work experience-based learning. Student feedback indicated that this benefited SAC students more than Youth Guarantee students. Student feedback indicated that, generally, well over 80 per cent of students were satisfied with the tutors' overall performance.³ The students in the three classes that the EER team interviewed were generally satisfied.

G&H has a robust moderation system in place to ensure generally sound assessment. External moderation reports have been mostly favourable. There is a detailed moderation policy and a schedule for internally moderating unit standards. A suitably qualified and experienced system administrator oversees the process. The procedure of one branch reviewing the assessments of another branch appears robust.

³ See Findings 1.3 which notes a few reservations about the analysis of stakeholder feedback.

G&H has a wide range of processes to support improved teaching practice. Most notably, the provider has been a key participant in a research project completed in late 2015, funded by the regional hub of Ako Aotearoa, to identify tutor practices to achieve positive outcomes for Youth Guarantee students. It was not clear at the time of the EER what changes will result from the research findings. There are biannual regional professional development seminars, with a recent focus on delivering literacy and numeracy, which is in the early stages of implementation. The PTE has developed a competency matrix describing the key tutor competencies and ratings for each competency, but decided to only partially implement it. Staff have not been rated against the matrix, but perhaps a simplified version might deliver a systematic yet feasible way to monitor and build consistent tutor capability. In late 2015, monthly tutor reports focusing on a particular area of teaching practice were submitted online for the first time. These reports are designed to support tutors to self-evaluate and for management to identify areas for professional development. At this early stage, the main finding is that richer information is being reported. It was not clear from the G&H annual reports how many tutors have been appraised or observed.

1.5 How well are learners guided and supported?

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

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

There are a range of mechanisms in place to support students to stay engaged and complete their studies. These mechanisms have been mostly effective for the majority of G&H students, although the rates of completions and progressing to higher-level study have been declining over the past three years. However, the mechanisms have not been effective for a significant and higher proportion of Māori students, who made up 44 per cent of total students in 2015 (see Findings 1.1 and 1.2).

G&H has a range of procedures to support students to complete their training programme. They seek to employ tutors who are tradespeople, qualified in adult education (or are supported to be) and empathetic towards their students. There is some good evidence that the tutors are supportive. The 2015 student feedback indicated high levels of 'satisfaction' with the support provided: 87 per cent for the SAC and 83 per cent for the Youth Guarantee programmes.⁴

Students have a clear record of what unit standards they need to complete a qualification which tutors actively monitor. Head office provides periodic reports identifying students who appear to be 'falling behind'. Tutors are required to explain and, if appropriate, implement an action plan. Usually students are required to

⁴ See Findings 1.3 which notes a few reservations about the analysis of stakeholder feedback.

complete theory units instead of spending time in the workshop, and sometimes involve family/whānau members to support improvement. The action plan process is seen as effective, although no clear evidence was presented of the impact on achievement.

Completion rates are still strong for the majority of students, although these rates are falling. Generally, Pasifika students have achieved better than all others, which is attributed to the approach taken at one site.⁵ It is concerning that completions for Māori have been dropping below other students on all programmes. The analysis provided at the EER was mixed and often limited. G&H undertook a robust and in-depth analysis of factors influencing Māori and Pasifika students in 2013, but few significant changes seem to have resulted. G&H has identified the factors that have an impact on completions and a few initiatives they have implemented⁶, such as mentoring in South Auckland, and a framework developed that identifies differing levels of student needs.⁷ However, no evidence was provided showing analysis of the impact of these approaches. The provider saw the Ako Aotearoa funded research and new qualification specifications as supporting changes to improve engagement and completions for Māori. The absence of an overarching plan to address the ongoing decline in achievement for Māori and progress updates on the initiatives being piloted are a significant self-assessment gap. More generally, the EER team recognises that a significant and perhaps increasing proportion of G&H students have high or complex needs and so require substantial support to successfully complete their training. However, to date the self-assessment of the support and guidance has generally not been effective in improving their performance.

⁵ The EER team wondered to what extent the practices that have proved effective for Pasifika students could be transferred to Māori.

⁶ TEC investment plan 2016-2018

⁷ This framework could also provide data to show the capability of students when they enrol, and enable G&H to better demonstrate the changes in their students due to the training they receive.

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

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

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

G&H has a clear purpose: to provide pathways for students to industry-focused programmes and to help students gain a qualification and progress to an apprenticeship and/or relevant paid work or higher-level study. The leadership is effective in supporting the majority of the students to achieve some or many of these key objectives. The senior management team has done this by creating a range of roles, responsibilities, formal systems and procedures to support educational achievement. The site managers are from a trades background, bringing or developing valuable work relationships to support the delivery of relevant trades training.

The head office provides a wide range of services to the branch managers/part-time tutors and sole tutors. G&H has established various formalised procedures. For instance, there is a detailed annual report for the overall organisation and each branch. Branch managers and tutors submit monthly online reports. The head office provides progress reports on individual student achievement and oversees moderation activities. The operations manager has regular contact with the branch managers and periodically visits the eight sites. The leadership has recently introduced a systematic face-to-face branch appraisal process, to support and validate the electronic data collected. There is an obvious effort and investment of resources to support educational achievement. G&H has recruited appropriate staff and supported their professional development. The 2015 annual survey by the branch managers and half the tutors stated that 79 per cent were 'satisfied' with the support the branch received.⁸ However, the extent to which different systems support and significantly impact on educational achievement requires further investigation.

G&H methodically reviews key operational areas and has introduced numerous initiatives to improve performance. Many of these changes have been noted in this report, including: researching effective teaching practice, reviewing practices that support Māori and Pasifika achievement, implementing different forms of delivery within the constraints of the current qualifications, building a tutor capability matrix, developing a student needs framework, and improved reporting. Positive aspects include clearer evidence of literacy and numeracy gains and improved engagement with the house-build project. The impact of other changes is less clear. This report has also identified some clear self-assessment gaps which are addressed to a varying extent. They include: the limited analysis of key trends in achievement, variable analysis of some stakeholder feedback, the assessment of student and graduate capability requiring some strengthening, and the lack of a clear,

⁸ See Findings 1.3 which notes a few reservations about the analysis of stakeholder feedback.

coordinated plan to improve the achievement of Māori students. It is expected that, in order for G&H programme applications to align with the newly listed qualification, they will need to include substantive changes in delivery and support activities, to better meet student needs and improve overall educational achievement. More generally, the G&H leadership actively engaged with the EER, viewing it as a useful independent review to help bring about improvements they desired.

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: G&H Certificate in Pre-employment Carpentry (Level 4)

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

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

Over two-thirds of the 2015 students achieve a trade qualification and over a third of the 2014 graduates gained related employment, and some also an apprenticeship. This met the primary need of most of these students. However, only 57 per cent of Māori students, who made up around 40 per cent of the total student body, gained a qualification. Analysis of falling achievement, in particular for Māori, was insufficient.

2.3 Focus area: G&H 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 **Good**.

2.4 Focus area: Motor Industry Entry Skills

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 G and H Training Limited:

- Systematically analyse trends in key measures of performance over time.
- Implement a specific project to closely monitor and improve achievement for Māori, giving priority to those on the SAC-funded programmes.
- Gather clearer information about the capability of students on enrolment, while on course, and when in paid work.
- Robustly review the feedback collected from students, tutors and managers to determine how accurately it reflects their experiences.
- Review how well the different management systems support and positively impact on student educational achievement.

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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