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External Evaluation and Review Report

G and H Training Limited

Date of report: 1 June 2021

About G and H Training Limited

G and H Training offers predominantly construction trades programmes.¹ Its recently approved Managed Apprenticeship programme is in its second year of delivery.

Type of organisation:	Private training establishment (PTE)
Location:	58 Ford Road, Onekawa, Napier, Hawkes Bay
International Code of Practice signatory:	No
Number of students:	Domestic: 2020 Managed Apprenticeship – 160 apprentices (130 EFTS ² approx.) 37 per cent Māori, 18 per cent Pasifika, 45 per cent other ethnicities SAC3+ – 113 students (60 EFTS approx.) 52 per cent Māori, 8 per cent Pasifika, 40 per cent other ethnicities Levels 1-2 – 50 students (35 EFTS approx.) 64 per cent Māori, 5 per cent Pasifika, 31 per cent other ethnicities
Number of staff:	15 full-time
TEO profile:	See G and H Training on the NZQA website
Last EER outcome:	In May 2016, NZQA was Confident in G and H Training’s educational performance, and Confident in its capability in self-assessment
Scope of evaluation:	<ul style="list-style-type: none">• Managed Apprenticeship in Carpentry – leading to the New Zealand Certificate in Carpentry (Level 4)

¹ G and H Training branches are located in Napier and Whangarei. Managed Apprenticeship programmes are also being run in Whangarei, Auckland, Hamilton, New Plymouth and Napier.

² Equivalent full-time students

- Carpentry Trade Skills (Level 3) – leading to the New Zealand Certificate in Construction Trade Skills (Level 3) with Carpentry strand

MoE number: 9436
NZQA reference: C45377
Dates of EER visit: 10-12 March 2021

Summary of Results

G and H Training contributes significantly to the construction industry by producing graduates who have the necessary technical and employment skills and competence.

Confident in educational performance

Completion data is variable. G and H Training focuses on strengthening the positive engagement of learners through comprehensive pastoral care provisions and support to influence achievement. The achievement of Māori learners could be further improved.

Confident in capability in self-assessment

G and H Training's involvement and broad networks within the industry helps to ensure the programmes remain relevant and current. A structured way of gathering stakeholder input would provide more meaningful data to the PTE, not only on programme currency, but also on learners' and graduates' skills and overall programme value.

The programmes – a combination of theory lessons and practical tasks – are appropriately designed to meet the needs of relevant stakeholders. Programme review is conducted regularly and includes ensuring that the specifications as required by the relevant industry training organisation are being met. External moderation results are positive, and the internal moderation system is sound.

Learners and apprentices are well-supported in their learning, and in some cases the support extends to non-academic matters.

G and H Training management and staff are all qualified, experienced and well-connected in the industry. The flat management structure is effective in that staff feel valued and have a sense of ownership and accountability in their roles.

Key compliance accountabilities are generally well-managed; however, there are some identified gaps which the PTE has agreed to address. See 1.6 below.

Key evaluation question findings³

1.1 How well do students achieve?

Performance:	Marginal
Self-assessment:	Good
Findings and supporting evidence:	<p>Overall achievement for G and H Training programmes is variable.</p> <p>With no graduates yet to date from the Managed Apprenticeship programme, and the way the programme and assessment are structured⁴, achievement on the first year of apprenticeship is measured through the apprentices' progression in each component within the unit standards. The detailed tracking of apprentices' progress – i.e. components gained, theory and practical assessments completed, site visits – is a good reporting mechanism and a significant factor in understanding and analysing learner achievement.</p> <p>In general, apprentices are on track in their progress, and G and H Training closely monitors them to provide the necessary assistance when needed. However, there is no data gathered regarding priority learners in this programme.</p> <p>For the Construction Trade Skills (Level 3) programme, data shows that in general, the achievement of 'other ethnicities' for 2016-18 is above the Tertiary Education Commission (TEC) benchmark.⁵ This demographic represents 40 per cent of the level 3 student population. The qualification completion rate of the Māori learners – who, at 52 per cent participation comprise the majority of the level 3 learners – is below the TEC</p>

³ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁴ Achievement entails gaining commercial competence in the unit standards, as per the specifications of the relevant industry training organisation. This means that the unit standards will only be gained by the apprentices following repeated demonstration of a particular skill, leading to the assessor signing them off with 'commercial competence' in that skill.

⁵ The only data available is from 2016-18. Source: G and H Training Self-Assessment Summary 2021 (p15).

	<p>benchmark. However, this rate increased from 2016 to 2018.⁶ The Pasifika qualification completion rate is roughly on par with the TEC benchmark.</p> <p>TEC EPI⁷ data shows that in 2017, G and H Training, at 59 per cent qualification completion rate overall, is slightly lower than the sector completion rate of 63 per cent. For programmes at levels 1-3, G and H Training recorded a 47 per cent qualification completion rate, which is way below the sector overall rate of 62 per cent.⁸</p> <p>In analysing achievement, G and H Training also looks into the subsidiary achievements of learners, such as NCEA and literacy and numeracy progression, as well as the soft skills gained. The PTE looks at the macro level to better understand the achievement of its learners, and what and how various factors are contributing to this.</p>
Conclusion:	The achievement of learners and apprentices has been variable since 2016. G and H Training regularly monitors achievement, understands the factors affecting it, and is focused on its initiatives to improve learner engagement and achievement.

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

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>Learners gain qualifications to enter the industry. For the graduates of the level 3 programme, the majority progress to further study, in particular to the Managed Apprenticeship programme.</p> <p>Learners and apprentices gain relevant technical construction skills, as well as soft skills which contribute to their employability.</p>

⁶ In 2016, the Māori qualification completion rate was 35 per cent (TEC benchmark: 78 per cent); in 2017, 59 per cent vs 70 per cent; 2018, 62 per cent vs 66 per cent.

⁷ Educational performance indicator

⁸ <https://tec.govt.nz/assets/EPI-reports-2017/56f1a3625f/EPI-G-H-Training-2017.pdf>. 2017 EPI data is the only available data for G and H Training under the current TEC methodology (cohort-based qualification completion rate).

	<p>Problem-solving, communication, team-building and customer relations are some of the key skills gained by the learners. Improved study skills as well as literacy and numeracy skills, and the confidence to enter the construction workforce, are also significant valued outcomes for the learners and apprentices.</p> <p>G and H Training has good, collaborative relationships with the industry and/or employers, which provides an opportunity for them to get anecdotal feedback on learners' skills and programme outcomes. While the current practice of gathering industry feedback is informal, the PTE confirmed that it is soon moving towards a structured system. It is unclear what the current practice is for monitoring outcomes for learners; a more structured and formalised system would provide more meaningful data.</p>
Conclusion:	The programmes provide vital outcomes for learners, other stakeholders and the industry in general. The self-assessment system in this area could be structured further to provide more meaningful data on graduate outcomes.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The programmes are a combination of practical and theory lessons and are well-designed to meet the needs of learners and other stakeholders. The learning activities in the Construction Trade Skills programme ensure learners are work-ready when they graduate – that they are well-trained technically and in health and safety practices in the on-site practical workshop before venturing into the real-life construction setting. This planned, structured environment benefits the learners in that they gain the necessary skills without going into work placement, which is optional. This is complemented by site visits, which provide an opportunity for learners to gain insights into various industry contexts. In addition, the daily toolbox meetings between learners and tutors ensure the skills being gained are monitored.</p> <p>There is a certain degree of flexibility in the Managed Apprenticeship programme to accommodate the work schedule</p>

	<p>of the apprentices and the requirements of employers. There is an effort to relate the individual training plan to the tasks the apprentices are working through on site. This makes the theoretical learning and workbook tasks more relatable and meaningful.</p> <p>The recent shift from a rolling intake to a cohort approach was carefully considered, and this had a positive result in that learners became more engaged in their learning because of the social and academic networks they gained.</p> <p>Programme review is ongoing and conducted week-by-week. G and H Training ensures that feedback from learners and stakeholders is considered in programme delivery, and that the specifications required by the relevant industry training organisation are being met.</p> <p>External moderation results are positive, and the internal moderation system is sound. The resit policy allows for several attempts within the context of 'commercial competency'. This is deemed appropriate given the PTE's programme offering. It is recommended that G and H Training ensures a common understanding of this policy among staff and reviews the policy documentation to further explain the rationale behind this policy.</p>
<p>Conclusion:</p>	<p>The design and delivery of the programmes are appropriate to the learners and the industry. Currency of the programmes is maintained through ongoing weekly catch-ups between staff.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>G and H Training provides comprehensive support to the learners, which positively impacts on the learning journey. A number of apprentices interviewed for this EER reported that the support they receive from G and H Training is much better than they experienced from previous training institutions. Learners confirmed that the support from tutors or coordinators leads to better engagement in their learning.</p> <p>Relevant learner information is available, such as a student handbook, as well as clear instruction and advice on programme requirements. Learners are regularly updated on their learning progress – a visual board captures the progress of the Construction Trade Skills learners and is available for them to view. A comprehensive progress report tracks the apprentices' progress in various programme components. The monthly site visit to the apprentices' worksites is a helpful check and provides clear instructions for the apprentices on what they need to do to progress in the programme.</p> <p>G and H Training endeavours to quickly identify the specific needs of learners to be able to provide timely support. Extra learning time and one-on-one tutorials are provided, including in literacy and numeracy. Under a certain funding scheme, extra pastoral care is afforded to Māori and Pasifika learners, including assistance with personal matters, health and mental wellbeing, driver training and obtaining the associated licence.</p> <p>G and H Training puts a heavy focus on positive engagement between trainers and learners, in order to help the latter to become more involved in their learning.</p>
Conclusion:	The comprehensive support G and H Training affords to learners positively impacts on their engagement in the learning process.

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

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>G and H Training has clear goals and objectives driving the direction of the organisation, and is led by a governance and management team that is experienced and well-involved in the industry. Management is innovative and responsive to factors affecting the industry and the tertiary sector. An example is the organisation's deliberate move to offer Managed Apprenticeship programmes given shifts in industry need and the Government's focus on and review of vocational education.</p> <p>The flat management structure is effective in that staff have a sense of ownership and accountability in their roles and feel valued. Regular communication between head office and the branches ensures all staff are supported and well-informed. Aside from the scheduled monthly meetings, there is regular close collaboration among apprenticeship coordinators to ensure consistency.</p> <p>The informal peer observations and support, especially to new tutors, are effective training tools and create a collegial environment for staff. There is currently an informal check on staff performance against their portfolios. The PTE recognises the value of a formal performance appraisal process and will implement one in the near future.</p> <p>There are sufficient teaching and learning resources to effectively deliver the approved programmes.</p>
Conclusion:	The governance and management team provides effective leadership which supports educational achievement.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Marginal
Findings and supporting evidence:	<p>As a construction training provider, G and H Training has responsibility to comply with a number of requirements from various agencies. Most of these requirements are satisfactorily met.</p> <p>Compliance with health and safety accountabilities is satisfactorily met.</p> <p>The PTE has been working through the requirements of the interim domestic Code of Practice, and has submitted annual attestation forms as required by NZQA. All Fit and Proper Person Attestation Forms have now been submitted, following a reminder from the EER team to ensure all governing members provide these forms to NZQA.</p> <p>Over the past four years, approximately 5000 credits were reported by G and H Training beyond the required 90-day timeframe. This does not meet Section 13(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021, which states that credits must be reported within three months of assessment. For many years, the PTE's understanding of said requirement was not accurate.⁹ This was clarified during the EER¹⁰, and relevant policies and procedures will be amended to ensure compliance.</p> <p>G and H Training initially delivered and assessed first aid unit standards as part of its approved Construction Trade Skills programme. It shifted to subcontracting the delivery and assessment of these unit standards to other providers, but failed to notify NZQA of this change. A TEC audit in 2018¹¹ recommended that G and H Training formalise its</p>

⁹ G and H Training's understanding was that credits needed to be reported to NZQA three months after the *completion* of the programme, not three months after assessment, which is what is stated in the Rule.

¹⁰ It was only in the last few years that compliance management was included as a key evaluation question in the EER.

¹¹ TEC Audit Report, 15 June 2018, pp15-16.

	<p>subcontracting arrangements with first aid providers.¹² NZQA agrees with this recommendation – formalising the memoranda of understanding will ensure that the responsibilities of both parties are clear and monitored, and therefore students are protected. G and H Training signalled its agreement with this requirement.</p>
<p>Conclusion:</p>	<p>Most key compliance accountabilities are managed effectively. There are some weaknesses in the management of compliance that present potential risks to learners. G and H Training agreed to look at the matters identified above to ensure it is meeting all of its compliance responsibilities. Strengthening its self-assessment activities will help identify areas for consideration and improvement.</p>

¹² G and H Training’s understanding was the instruction was optional, as it was under ‘Recommendation’. G and H Training was of the view that there was no need to formalise the agreement with first aid providers, and therefore opted not to consider and address the recommendation. It is noted that the TEC has had no further communications with G and H in regard the recommended MoUs.

Focus Areas

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

2.1 Focus area: Managed Apprenticeship (Carpentry) (Level 4)

Performance:	Good
Self-assessment:	Good

2.2 Focus area: Carpentry Trade Skills (Level 3)

Performance:	Good
Self-assessment:	Good

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 G and H Training Limited:

- Gather achievement data for priority learners (Māori, Pasifika and under-25s) in the Managed Apprenticeship programme, to allow for more meaningful analysis of equity and parity in achievement or progress within the programme.
- Develop a structured way of gathering industry feedback and monitoring outcomes for learners, in order to obtain more meaningful data on graduate outcomes.
- Ensure that the resit policy is clearly documented, and staff have a common understanding of the rationale behind this policy within the context of 'commercial competency'.
- Proceed with the plan to formalise a staff performance appraisal system, in order to provide a structured avenue for evaluating staff performance and identifying development needs.

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.

NZQA requires G and H Training Limited to:

- Ensure credits for students are reported to NZQA within three months following assessment, as per Section 13(1)(b) of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021. Policies and procedures on credit reporting must be amended, and relevant staff must be advised, to comply with said Rules.
- Formalise the memoranda of understanding with first aid providers, as recommended by the TEC, in order to ensure that the responsibilities of both parties are clear and monitored, and therefore students are protected.

Appendix

Conduct of external evaluation and review

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

Disclaimer

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

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

- Identify organisational fraud¹³
- 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.

¹³ 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). 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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