



INVESTMENT PLAN 2016-2018

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Overview of G&H, planned approach and direction

G&H has been a specialist pre-trade carpentry training provider since 1987, now covering the building, plumbing and automotive industries. We operate from eight branches around the North Island (Whangarei, North Shore, Manukau City, Hamilton, Napier, Palmerston North, Lower Hutt and New Plymouth). See www.ghtraining.co.nz for a fuller picture of our organisation and our training.

Mission and distinctive role

Our role in the tertiary system is to provide:

- A clear pathway from secondary school, through our level 2, 3 and 4 certificates with start dates throughout the year, and on to apprenticeship or employment in the 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 we serve, who have gained knowledge and skills at G&H at reasonable cost to taxpayers.

We achieved *Confident* in Educational Performance and *Highly Confident* in Self Assessment in our 2012 NZQA EER (Category 2).

The NZQA-approved programmes we are running in 2015 for full time equivalent students are:

- G&H Certificate in Pre-employment Carpentry L4, SAC EFTS (7 branches, plus with a different title in New Plymouth only under sub-contract to WITT)
- G&H Certificate in Practical Construction Skills L2, Youth Guarantee (6 branches, not North Shore or New Plymouth) and SAC L1&2 (Manukau City, Hamilton, Hawke's Bay)
- Introduction to Plumbing, Gasfitting & Drainlaying, Youth Guarantee (North Shore only)
- Certificate in Automotive Servicing L3, SAC EFTS and Youth Guarantee (Lower Hutt only)
- Motor Industry (Entry) Skills L2, Youth Guarantee (Lower Hutt and Manukau City)

Summary of intentions

1. G&H will continue to offer fees free education to learners on our SAC L3 and 4 programmes, the only charge to be for NZQA credit reporting. [Students enrolling on the programme that we subcontract with the Western Institute of Technology, Taranaki are subject to WITT enrolment conditions, including fees.]
2. Our focus will be to improve educational successes and employment outcomes for the high needs, higher risk students in the TEC priority groups.
3. We wish to provide trades focused education through G&H supported by culturally appropriate pastoral care using a collaborative delivery model with community groups.
4. We will take a goal and milestone approach to learning success, with staircase options within G&H leading to employment or apprenticeship with the ultimate goal of a trades qualification.
5. We will retain our specialisation in building, plumbing and automotive, redeveloping programmes according to the requirements emerging from the TROQs, and expanding delivery of all programmes across all our training regions as funding allows.
6. We will embed literacy, numeracy, work and study skills in programmes at all levels on our staircases.
7. We will build a network of support that will follow a student through each step of their G&H pathway and beyond.
8. We will strengthen the way we connect and transition graduates into employment opportunities.

Strategic Intent for next 3 years

Strategic direction

Proposed outcomes 2016-2018

We will work to achieve the quantitative outcomes stated in the mandatory performance commitments section of this Plan.

The purpose of our Level 2 programmes is to prepare students for **progression** into our Level 3 or 4 programmes. The structure of industry qualifications in the trades that we train for means that there are no higher level certificates for students leaving our Level 3 and 4 qualifications to progress to.

Instead we invest resources in helping students leaving our Level 3 and 4 programmes to achieve **relevant employment** (which we define as employment of more than 20 hours per week in which knowledge and skills gained through the training will be useful), and verifying the employment outcomes claimed. We have a target of 60% graduate positive labour market outcomes. We expect that over 80% of those will be into relevant employment. We aim for at least 20% of the employment outcomes for our graduates to be into **apprenticeship** which TEC does not yet measure.

Reasons for outcomes to meet government priorities and G&H stakeholder needs:

The strong focus on employment outcomes into industry that G&H has maintained from its outset, and continues to build through direct links to employers at all our branches, will support the **TES priorities** of *Delivering Skills for Industry* and *Getting at-risk young people into a career*.

Statistics NZ, the Ministry of Business, Innovation & Employment, Industry Training Organisations, major trading banks and economic researchers such as BERL all confirm that there will be opportunities for many thousands of **construction industry new employees** in the period of this Plan. G&H will be able to provide a proportion of these. As the construction industry contributes to a growing economy, the automotive industry will also offer at least stable opportunities for our graduates from the Level 3 automotive programme.

The **students** who are suited or attracted to a trades career are able to develop the required **knowledge, skills and attributes for entry to employment** through completing our qualifications. The industries we train for pay at least average wages, with opportunities to earn an above average income and, for the construction programme students, to become self employed in time.

How we will achieve those outcomes:

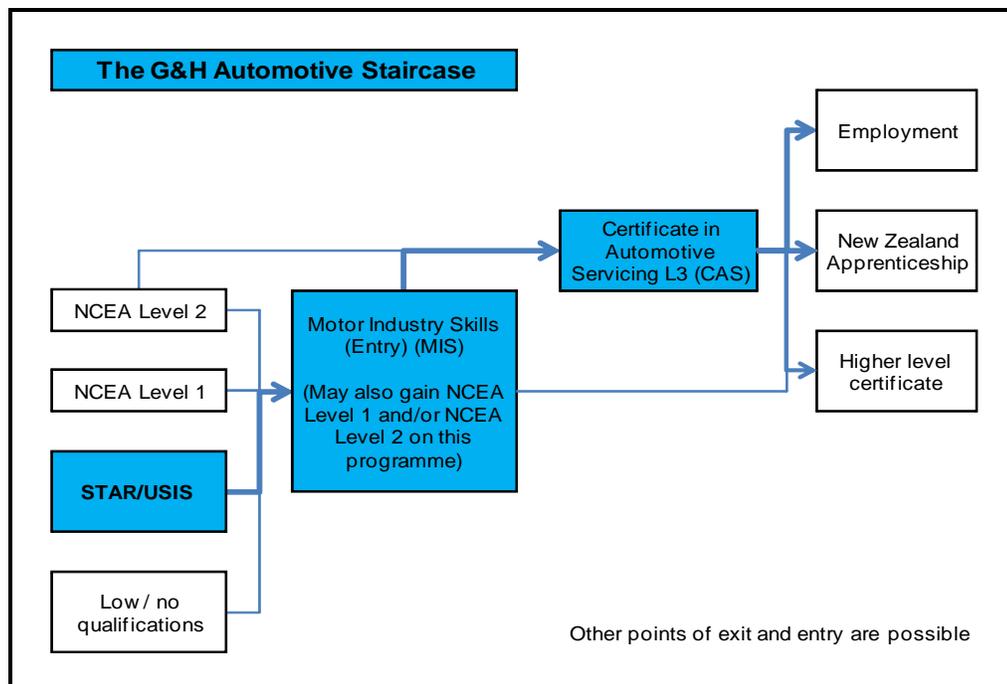
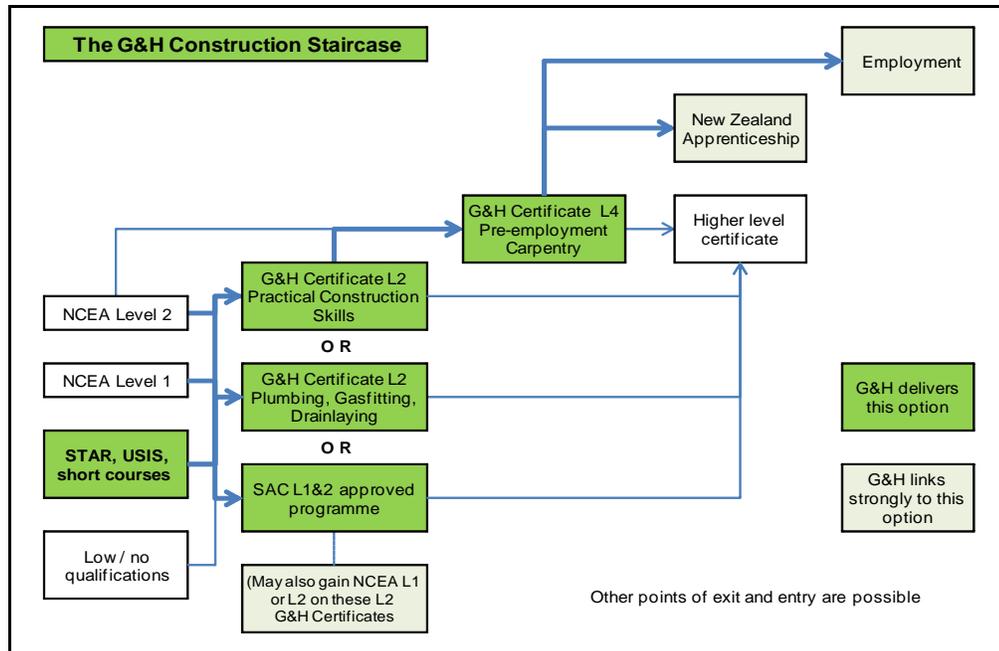
Our no fees policy attracts students from lower income backgrounds where the families often have lower than average educational and employment expectations. These students require more input to build their confidence and skills to move ahead. The industries we train for are heavily male-oriented and the few females who enrol with us need different support to successfully transition into a related career. Our projects (described in more detail below) will include some work to connect these students in particular more strongly to the labour market (Appendix 5).

Many of our students are Maori. We have entered into agreements to provide some Maori Pasifika Trade Training places after approaches by The Southern Initiative in Manukau City and Te Ara o Takitimu in Hawke's Bay. The Solomon Group in South Auckland is in discussion with us to formalise a mentoring service for our Maori learners there. These approaches indicate community confidence in G&H's ability to work successfully with them and the collaboration will raise our capability to work positively with Maori learners and their communities.

We have high Pasifika participation at our Manukau City branch where the location and our fees free approach are attractive to the local community. These students achieve better than average course and qualification completions. Our collaboration in The Southern Initiative has linked us with a Pasifika organisation (C-me Mentoring Trust) with whom we are exploring a MoU to strengthen pathways for our students. The Trust would refer students to us, work with them towards completing their programme

and help settle them into an employment or further training step when the leave. BEST Training have advised us in regard to effective ways to work with Pasifika peoples.

G&H operates **staircases** of training from secondary school to apprenticeship for the construction and automotive industries which students can join where eligible or leave at any point with a qualification.



In recent years our focus has shifted to include embedding literacy, numeracy and work readiness preparation into our vocational programmes to meet the support needs of our students. G&H has been following the research publications detailing priority group needs and evidence about what promotes their success in each case (see *Appendix 1, References* for reports consulted).

From our experience working in and training people for the construction industry, we know that during a building boom employers seeking new staff have four approaches: 1) Look for qualified, experienced tradespeople. 2) When these are unavailable, look for people with the capability to do the work required. 3) They turn to someone they can train as an apprentice. 4) As a last resort they take on anyone they can charge out for but this usually results in a short term, unsustainable job. Now that the industry has picked up in the main cities this pattern has re-emerged. G&H aims to place people with employers looking for capability or apprentices. We do not encourage students to leave for the last resort option as this does not get them off the unemployment register in the end.

When employers approach us for entry level staff we are mindful that many of our students need time to develop work capabilities. There are at least two reasons for this: first, the less work-ready attributes that people now seeking enrolments due to changes in welfare eligibility are bringing to the training, and second some ongoing difficulty finding work experience in provincial centres.

Our employer surveys over the years have also indicated that we need to keep focused on improving students' understanding of industry jargon and their practical skills. We are making a particular effort in 2015 in regard to the latter (see fourth bullet point below).

Government and local body reports show that priority group people do not benefit equitably from improvements in the New Zealand economy. This is a threat not only to the long term welfare of Maori and Pasifika communities, but to our nation as a whole where the combination of an aging population, rising healthcare needs and a low skill / low wage economy is unsustainable.

As outlined in our 2015-2017 Plan, G&H embarked on series of a medium term plan projects to establish an overall pathway structure (as per our vision outlined in Appendices 3-5). This work in progress aims to enable us to meet stakeholder expectations more effectively, and to date we have:

- Provided all our tutors with professional development to complete the NCALNE(Voc) L5 which all did in 2014 - 2015. There is evidence that this has raised the quality of some of their teaching for literacy/numeracy and learning, and their student support. (Appendix 5).
- Recruited tutors with appropriate support skills where vacancies have occurred (Appendix 4);
- Developed stronger tools and resources to assess students' learning and support needs for our plumbing programme, with the intention of using this as a model for future resource development (Appendix 3, 4);
- Begun to redesign our programme delivery to include a transportable house build project for carpentry and construction students and a hot rod build project for automotive programme students that will give them more realistic opportunities to build their work capabilities and practical skills as well as complete (what were largely theoretical) qualifications (Appendix 5).
- Continue to adapt our self assessment tools and procedures to ensure all the changes are reviewed and improvements are made as indicated (Appendix 3).

Two projects still to be considered for implementation this year depend on the findings from a research project due for completion in September in which we are collaborating with Workforce Development Ltd. This research is funded by Ako Aotaroa and will inform the following G&H projects:

- Continue to refine delivery of our Level 2 programmes to include proven ways to support people to succeed educationally, develop skills, knowledge and capability for industry and also for a career that will benefit themselves and their wider community, (Appendix 5);
- Strengthen the connectors between each staircase step so that for each student, entry to, progress through, and exit from each programme is planned and managed (Appendix 5);

Our remaining project plan is in limbo until the TROQs are completed and we can properly redesign our programmes within their new contexts, however it may still be relevant and worthwhile to:

- Identify more community organisations with whom we can establish partnerships, formal contracts and/or Memoranda of Understanding to enable us to operate in a more and culturally effective way (Appendix 3, 5).

Measuring our progress

How we measure progress:

G&H uses all the information in our Student Management System to measure performance and to track sources of underperformance. Management receives monthly progress reports against all EPI indicators.

We closely monitor attendance and progress against each student's individual training plan in regard to **course and qualification completions**.

The structure of our programmes with year-round entry, and with no higher certificates on the framework, means that qualification completion is the only indicator of student **retention** for our Level 3 and 4 graduates.

We monitor **progressions** from our Level 2 programmes into higher level G&H Certificates, but we are often unable to verify claimed progressions for these or our L3 and 4 students into other institutions as their administration staff commonly refuse to confirm enrolments on grounds of privacy even though our signed student declaration allows this follow up. (Due to the structure of the NQF and the nature of our industries and our students, progressions outside G&H are rare.)

What indicators we use (SMART):

Our first indicators are the quantitative commitments made in the active Investment Plan. Progress towards achievement of these commitments is constantly monitored down to branch and priority group level, and management follows up promptly where there is risk of underperformance. We refer to published benchmarks for an indication of our overall effectiveness in our sector.

We track use of the LNAAT to ensure all the students who should be assessed are assessed. We use LNAAT Gain Reports and our own data to measure achievement of progress and statistically significant progress in reading and numeracy. We base our in house calculations on year-end cohorts of students. We will develop benchmarks in future when we have sufficient data.

We try to track all students for labour market outcomes when they leave G&H, and for up to a year we try to follow up graduates until they have achieved a positive outcome. We only claim the labour market outcomes that we are able to verify with the employer. We have a target of 60% graduate positive labour market outcomes measured using the year-end student cohort for each programme, reported finally once all follow time has expired (i.e. students who leave in 2015 will be reported as final in our 2017 annual report). We expect that over 80% of the positive outcomes will be into relevant employment. We aim for at least 20% of our graduate employment outcomes be into **apprenticeship**.

We will develop appropriate indicators to measure other aspects of student progress as we implement new projects and programmes.

Meeting stakeholder needs

Identifying and responding to stakeholder needs

Learners

Publishing information to inform enrolment choices - Our Student Enrolment Handbook is updated annually or as needed, and issued with each enrolment pack which is available directly from branches or through head office. We produce brochures to distribute through branches and at careers expos, and to send out to schools and other organisations. Our website is kept up to date.

How we attract learners – Word of mouth is an effective way of attracting students to G&H in general. We advertise in local newspapers community papers and monitor their effectiveness in attracting students. Regional staff are in regular direct contact with local schools including alternative education and with relevant local providers: they do presentations at secondary schools and career expos, and hold open days. Our short Trade Skills programmes for secondary students act as a taster for those

who attend. Tutors use their personal connections with sports clubs etc. to publicise our training. We aim to make our venues welcoming. Potential students and their whanau / support people are invited to call in to look around, meet the tutor and clarify programme details before making an enrolment decision.

At risk young people – Branch staff liaise directly with local referral and government agencies.

Maori – We respond positively to approaches to work collaboratively with local communities and will continue to seek similar relationships around our regions with the aim of meeting local needs for training for their people. We will be working to more clearly identify what it is that makes G&H more or less attractive to potential Maori students, and acting on relevant and appropriate findings.

Pasifika – Our efforts over the years to connect with Pasifika organisations in Auckland to enable better communication about how G&H can contribute to their communities are showing results as outlined above. Word of mouth continues to be our most effective way to attract Pasifika.

How we identify learning needs

There is evidence that the professional development sessions and resources we have invested over the last 3-4 years to upskill our tutors in good practice needs assessments, learning barriers and teaching methods for diverse students are helping to improve the ability to identify learning needs as well as knowledge gaps, and the ability to plan to address these appropriately. These sessions continue on an individualised basis once each tutor completes NCALNE(Voc) L5.

All learners - Tutors hold a formal weekly review of progress with each student and use this, along with the results of formative assessments and observation of learner performance to identify next learning steps and how this will be done (e.g. through additional 1-1 sessions, tutorial sessions, homework, family support, etc.)

Level 2 - In addition, tutors use information from student LNAAT reports and run activities with students (e.g. KWL) to identify LLN needs. Twice yearly our tutors compile a Progress Report for each Youth Guarantee student which outlines what they have achieved and what still needs to be learned. This covers all aspects from course content to LLN and behavioural attributes. The tutor invites the student's support person/s to meet and discuss this report with them and the student and in some cases action plans are agreed with collaboration from the supporters.

Maori – Where there is a community able to identify particular learning needs of their local people such as for our MPTT students, we will rely on that expertise. We also use research findings to help us understand common learning needs among Maori. We will continue to upskill our tutors to understand the individual needs of each student within the context of the student's attributes, culture, life and experiences.

Pasifika – We use research findings to help us understand common learning needs among Pasifika. We will learn from organisations in The Southern Initiative and continue to upskill our tutors to understand what these research findings tell us about the lives and culture of their students and how this shapes their learning needs.

How we respond to learning needs

All learners: Tutors vary teaching methods to accommodate different learning preferences, provide 1-1 tuition to meet individual needs, and try to help students understand the importance and value of what they need to learn in relation to its application in the real world. Tutors work collaboratively to their strengths where possible so that students are taught and supported by the person most able to help.

Level 2 – Tutors embed literacy and numeracy into classroom and workshop activities.

Maori – We will use research findings and our own experience to develop and implement more tailored responses to Maori learning needs through programme design and delivery and student support (Appendix 4, 5).

Pasifika - We will use research findings and our own experience to develop and implement more tailored responses to Pasifika learning needs through programme design and delivery and student support (Appendix 4, 5)..

LLN - Tutors teach relevant vocabulary, numeracy and comprehension explicitly, and run activities, e.g. to link theory knowledge (the focus of the required qualifications and assessment) and make it realistic and applicable through relevant and interesting workshop projects, work experience etc.

How we engage learners – We aim to run interesting, varied programmes with support for the student to complete a qualification and overcome any learning and personal barriers. Given that few if any of our students are academic, we have improved the delivery approach to ensure that all students have at least as much opportunity to learn practical skills as well as the theory that forms the compulsory majority component of the qualifications we deliver. We have implemented a number of projects strongly related to the workplace, in particular to introduce a transportable house build project in every branch during 2015 - 2016 and, in the appropriate branches, a build-a-hot-rod project for automotive students in 2015.

All learners – The programme structure ensures variety day by day with compulsory and optional activities. We expect tutors to establish relationships of mutual respect with students, and a positive classroom learning environment where students want to be.

Maori – Where possible we employ a Maori tutor (we have been able to do so in about half of our regions). Research suggests this makes a more welcoming environment for Maori students, and we have found this sometimes to be the case. Our research-based programme redevelopment projects are informing us on best practice to adopt (Appendix 4, 5).

Pasifika - Our research-based programme redevelopment projects are informing us on best practice to adopt (Appendix 4, 5).

Under 25 - Our research-based programme redevelopment projects are informing us on best practice to adopt (Appendix 4, 5).

How we identify and respond to support needs

All learners: Tutors interview every prospective student before enrolling them. At this interview tutors informally gauge likely needs and can plan for supports. During training, tutors proactively watch for issues arising and step in where they see the need. They establish the relationship where each student is comfortable to seek help and advice to deal with personal problems. Student surveys indicate that this is effective in almost all cases and that tutors are held in high regard for their supportive approach.

Responses: Tutors provide practical help and advice (e.g. to deal with a girlfriend's pregnancy or being kicked out of home), contact students' support persons as appropriate, involve the company mentor or steer them to other staff who can help, contact the company female support person and/or invite the student to do so, apply our pastoral care policy, help them to seek and receive expert help or treatment from external sources and take them to appointments if necessary.

Level 2 learners aged under 18 are in most cases expected to bring a support person to the initial interview as they are usually more able to help the tutor to understand likely support needs.

For learners aged under 16 it is our policy that no disciplinary action is taken with students without first advising their support person.

Maori – Our collaborative arrangements through The Southern Initiative and Maori Pasifika Trade Training along with our research-based programme redevelopment projects are informing us on best practice needs assessment to adopt (Appendix 4, 5).

Responses: We are developing formal arrangements with partner organisations to strengthen the support provided to students while enrolled at G&H (Appendix 3).

Pasifika – Tutors discuss issues and needs with the family when necessary and appropriate, either by inviting them into the branch or, if this is not possible, by visiting at their home after hours. We will develop other procedures through our collaboration arrangements and projects (Appendix 4, 5.)

Responses: Our collaborative arrangements in Manukau City (where the majority of our Pasifika students attend) will strengthen our ability to provide culturally appropriate support.

How we support learners into sustainable work

All learners: For those who have a clear career goal and are work ready, near the end of their programme we encourage them to seek employment or apprenticeship. We provide job vacancy information to students and can provide contacts for them to approach among our existing network of employers. Employers are welcome to come in and seek staff from among our graduating students. Wherever possible we keep in touch with graduates who do not have a firm offer of employment at the time they leave us. Besides us following them up every few months, we invite them to keep in contact with the branch for employment opportunities.

As noted above, our plan is to strengthen the link between programme completion and work by means of better exit and post-course follow up procedures. For example, this year we are implementing an electronic reporting system that will provide our most recent student contact details to branch staff to help them follow up ex-graduates over time. We also have a goal to strengthen our links to new apprenticeships for students now that our Modern Apprenticeships work is winding down.

We have identified two labour market situations that require different approaches from us. In places like Manukau City, North Shore, Hamilton and maybe Wellington there is likely to be a big enough labour market for us to continue our usual practice of helping fill vacancies as they arise. In the smaller regions where we operate it is more likely that there will not be enough jobs for all the trades graduates in the region. Our plan is thus to build into our programme delivery in those regions some milestones, activities, needs analysis, planning and preparation for students to seek, apply for and take up employment offers in other regions. We will also be working to ensure that there is appropriate support for any students starting in a new position.

Maori – Of our Level 4 Maori graduates in 2014, 36% so far have achieved relevant employment outcomes (32% for all graduates). We are still following up this cohort of learners. Department of Labour reports indicate that Maori have been moving into construction jobs effectively since the industry picked up. The growing demand for workers, along with government initiatives such as Maori and Pasifika Trades Training, may also mean ongoing improved opportunities for Maori.

Pasifika - Our Level 4 Pasifika graduates in 2014 are achieving verified relevant employment outcomes at about half the rate of all graduates at this stage. As most of our Pasifika graduates and most of the job opportunities are in Auckland we continue trying to stay in touch to verify outcomes after they leave.

Under 25 – Our project to strengthen links between staircase programmes and on to employment will inform us on more effective processes and strategies to adopt (Appendix 3, 5).

Overview of apprenticeships and Modern Apprenticeships obtained by graduates, 2008-2014: Over the years 2008-2012 almost a quarter of all G&H graduates from the G&H Certificate in Pre-employment Carpentry for whom we have a verified relevant labour market outcome obtained an apprenticeship or Modern Apprenticeship. For 2013 and 2014 so far 35% of the graduates labour market outcomes are apprenticeships, which reflects the greater opportunities in the industry.

Employers and industry

How we identify and respond to employer needs – G&H management and trade tutors have direct industry experience and expertise and are very clear about employer needs, practices and standards. Work experience employer surveys, direct conversations between staff and individual employers, engagement with employers through MAC work, and direct contact with ITOs, alert us to their particular and general areas of concern.

Responses: We provide all students with opportunities to develop the knowledge, skills and attributes to meet employer expectations. We do this through relevant workshop projects to build practical skills; work preparation embedded into training delivery (e.g. classroom discussions, informal assessment, work readiness criteria for placement with an employer); connecting students direct with industry through work experience, guest speakers and site visits where available. We provide resources to build knowledge of theory and jargon that employers tell us they want (e.g. library resources, models, Activeboard internet-connected; e-learning with videos, etc.). We run our programmes as a bridge to employer expectations through our policy on attendance, punctuality, and behaviour. We encourage employers to approach us directly for possible new staff when they have a vacancy.

The Southern Initiative group in South Auckland brings providers and construction industry employers together which will help our employment outcomes from our construction training staircase there.

How we identify and respond to industry needs – We are in direct contact with ITOs through our residual Modern Apprenticeship business, and we refer to their websites and publications to understand wider industry concerns and the direction they are taking to address issues such as labour supply and demand, training needs, and quality issues. Our managing director is on the governance groups of two of the bodies responsible for delivering on the construction industry TRoQs – building and allied trades, and plumbing – and our Operations Manager is on the working group putting forward recommendations for new qualifications. This participation puts us at the forefront of any resulting changes. To keep abreast of local industry activity and trends we use some local body economic research and we subscribe to trade publications, industry and government agency newsletters (e.g. MBIE, Department of Statistics), some of which we post on our intranet to help tutors keep up to date.

Middle management staff at G&H are qualified and experienced in the automotive industry and have direct links to local employers. Our automotive students must do specified work experience as part of their qualification completion, so staff build strong links to employers for this purpose. Surveys and staff interaction with these employers keeps them informed of any changes in needs and opportunities and to ensure that the training we provide to our students remains appropriate.

Responses: We ensure that our programmes comply with consent to assess requirements; we will design new programmes to fit TRoQ requirements. We monitor local vacancies in all our regions. Economic data tells us that demand for tradespeople, skilled labour and lower skilled labour in the construction industry remains very strong in Auckland and Christchurch and is relatively strong in Waikato and Wellington, and that this demand will continue for the medium term. It is also apparent that although there will be demand in the other regions where we operate, this will be less robust. (Appendix 1, Department of Labour and MBIE downloads). We have therefore recognised that to take advantage of patchy labour market demand, students in areas of lower employment opportunity who wish to pursue their career goal may well need to seek work in areas of high demand. To support this, part of our student support package will be to build this into their pathways development, both helping students to prepare for the shift, and then helping them take the steps to find work and make the shift once they graduate (Appendix 3, Regional Economic Drivers).

Communities

How we identify and respond to community needs

NEET, unemployed people / young people - Head office staff meet with some regional stakeholders such as WINZ Case Managers, Gateway Coordinators, Trades Academies and Ministry of Education from time to time to understand their needs.

Responses: our experience has been that the majority in the NEET group find committing to and settling into a 40-odd week programme to be a big challenge. We have continued to expand our face to face communications with WINZ, MSD and C-ME Mentoring Trust to keep them aware of the local pathway options we can provide for unemployed people. We work directly with with

Maori and Pasifika – Our general understanding of community needs is being strengthened for specific communities as we participate in more organisations such The Southern Initiative. We also consult Te Puni Kokiri every year or so in some of our regions regarding their local intentions.

Responses: Our responses to approaches to participate in Maori Pasifika Trade Training in two regions and our ongoing link with the Wairarapa group who have indicated that they would still wish to work with us in future should this become possible demonstrate our intention to work positively with Maori.

Our approaches to BEST and C-ME in South Auckland will help us to improve our communication with Pasifika communities so as to better make them aware of the pathways options we can provide. Please note that Pasifika students tend to do better than average during and after their training at G&H.

Reporting to key stakeholders on progress towards meeting their needs

Learners: - Progress against the students' individual training plans is monitored regularly and a documented progress graph is sent weekly to individual Youth Guarantee and SAC L1&2 students. Every student receives a copy of their record of learning from G&H after they leave. We report back to current students on the actions we will take or have taken in response to their survey feedback.

Communities: - The formal communication channel with the community or Iwi / Hapu organisations with whom we sign a contract or MoU covers programme and student performance, recommendations or requirements for actions to address any shortfalls, and updates on work G&H has done within the partnership, as negotiated with each one.

Employers and industry: We do not formally report to employers in the construction industry, the vast majority of whom are self employed with few staff and seldom need to seek an employee from us. Those who have had dealings with our staff are well aware of what we can and will do for them. The situation is similar with our automotive programme where local employers have direct dealings with our staff as needed. They provide the work experience placements required for qualification completions and this can result in an apprenticeship or a job, which is all they may require of us.

We participate in external moderation with the BCITO, MITO, Skills Organisation (and NZQA) as required, carry out any required improvements, and report back to each as required.

Performance against commitments in previous Plan

The summary below is calculated from the data for 2014 on our Workspace.

SAC EFTS L3-4

Performance that is above, at or close to 2014 commitments:

SAC EFTS 2014	2014 commitment	G&H Actual	2015 commitment
Maori participation rate level 3+, % of all NZQF levels	42%	39%	40%
Maori participation L4+, all EFTS, % of all NZQF levels	42%	39%	40%
Pasifika participation rate, all NZQF levels	13%	14%	13%
Pasifika participation L4+, all EFTS, % of all NZQF levels	15%	14%	13%
Course completion rate, all levels	77%	76%	83%
Course completion rate, Pasifika all levels	77%	85%	83%
Course completion rate, Pasifika, level 4+	77%	85%	83%
Qualification completion rate, all levels	75%	76%	80%
Qualification completion rate, Pasifika, all levels	75%	88%	80%
Qualification completion rate, Pasifika, level 4+	75%	88%	80%
Student retention, all levels	71%	67%	71%
Student retention, level 4	71%	68%	71%

Performance that is below 2014 commitments (discussion follows):

SAC EFTS 2014	2014 commitment	G&H Actual	2015 commitment
Under 25 participation L3+, all EFTS, % of all NZQF levels	82%	73%	82%
Under 25 participation L4+, all EFTS, % of all NZQF levels	82%	72%	82%
Course completion rate, all students, level 3	77%	64%	-
Course completion rate, Maori all levels	77%	65%	83%
Course completion rate, Maori level 4+	77%	66%	83%
Qualification completion rate, level 3	75%	69%	80%
Qualification completion rate, Maori all levels	75%	62%	83%
Qualification completion rate, Maori level 4+	75%	63%	83%
Student retention, Pasifika level 3+	71%	50%	71%
Student progression, all levels	0%	2%	0%
Student progression, level 4 ***	0%	2%	0%

*** As noted on p10, progression into apprenticeship for G&H graduate employment exceeds our 20% target.

SAC EFTS level1-3 2014	Requirement	Reading	Numeracy
LNAAT 1st assessment, SAC L3	95%	85%	85%
LNAAT 2nd assessment, SAC L3	90%	100%	100%

Youth Guarantee

Youth Guarantee level 2 2014	2014 requirement	G&H Actual			2015 requirement
		All	Maori	Pasifika	
Course completion	60%	51%	49%	56%	60%
Qualification completion	50%	48%	47%	47%	40%
Retention	45%	39%	37%	36%	45%
Progression	44%	50%	57%	100%	35%
Participation rate	-	-	%	%	-

Youth Guarantee level 2 2014	Requirement	G&H Actual	
		Reading	Numeracy
LNAAT 1st assessment	95%	95%	93%
LNAAT 2nd assessment	90%	82%	74%

Notes on performance

Completions: 2014 course completions for SAC L3 and 4 compare to and the sector average of 85%. Qualification completions compare to the sector average of 81% and we are on track to reach 83% in 2015 and 85% in 2016.

Youth Guarantee course completions for 2014 compare to the sector average of 61%. Qualification completions compare to the sector average of 57% and we are on track to achieve the 2014 sector average this year.

Priority group participation: G&H continues to achieve higher Maori participation than the sub-sector average and significantly higher than the local demographic in most of our regions and we aim to continue to attract around 40% of Maori learners to our programmes. G&H always has higher participation of under-25s than the sub-sector average and we attract around 80% of young learners to our programmes overall when jobs in the industry are scarce. Environmental changes that have affected our under-25 participation since 2013 include pressure for schools to keep students, government initiatives such as Trades Academies and investment in ITP trades training resources that broadened the trades training options available to young people, and government efforts to place unemployed people in older age groups into level 1-2 training towards employment.

Pasifika student results: Due to the small number of Pasifika learners on our level 3 programme and our Youth Guarantee programmes the results for Pasifika students must be read with caution.

Issues affecting current performance

G&H management uses our strong and reliable systems to monitor trends at least monthly to identify in detail where our performance is down. We investigate every student individually who is heading towards non-completion and identify the reasons in discussion with the relevant branch manager and tutor. Tutors and head office administrators follow up every one of these students – intensely so in their first month and regularly thereafter - in collaboration with other agencies (e.g. probation, youth workers) where appropriate and also with their family / whanau / caregiver where they are cooperative.

G&H is stringent about upholding the standards of the qualifications framework and will not accept work as competent if it clearly is not. While it is not uncommon for students to come with the attitude that getting credits should not need real study or effort, we believe that our achievement results are an honest reflection of the standards we have applied.

We have strategies to improve performance through improved programme design and delivery but these are making slow progress as we wait for the TRoQ outcomes. Meanwhile we continue to gather data and research good practice to incorporate into the new programmes with the intention of improving the bridges between student needs and characteristics, tutor skills and attributes, and employer expectations.

From our research we are aware of reasons for early withdrawal or too slow progress among our students. Too often, behaviour does have to result in sanctions for poor attendance or disruption to others' learning (and we have cases where this poor behaviour is backed up by parents / whanau / caregivers). Most of these (mostly young, male) students will leave rather than work to meet programme expectations. This is not to blame the students who bring attitudes and habits from our wider society that are hard to break down in a short time. For example:

- Reduced respect for educational authority and rules – students who are only willing to do what suits them right now will not sufficiently comply with reasonable standards of attendance, punctuality and respect. Some who have been excluded from high schools and persist in disruptive behaviour with us cannot all be settled down sufficiently in the time available.
- Difficulty in understanding the importance of learning skills and attributes that are not recognised by credits – students are often unwilling to put effort into things that G&H tries to help them develop in order to prepare them to meet workplace needs and employer expectations. Students who do not see preparation for future employment as the reason for enrolment are also likely to leave if this looks like an easier option for them than meeting attendance, punctuality and cooperation expectations.
- Willingness to do no more than is needed to obtain financial support (e.g. a student allowance) – they will do the bare minimum to keep the allowance alive, but this is seldom sufficient to complete a qualification. Once they have obtained the income they sought and sanctions threaten it, these students will leave.
- Failure to understand taxpayer investment in their education and put in their own effort in return - G&H's no fees policy keeps our programmes accessible to potential students who are unable

or unwilling to take on a student loan. However having made only a small investment in their own study, some succumb to circumstances like drug and alcohol experimentation or girlfriend problems and, not yet having come to value the opportunity their enrolment with us offers, may also drop out when sanctions are applied.

- Preference for work over study - students from financially constrained families and/or who do not recognise education as a means to a better future will leave for even a low paying job when opportunity arises - an added pressure for G&H during a construction boom like the present.
- Family pressures – we will suspend an enrolment or make some attendance allowances for students who have to stay home to care for sick family members but there does come a point where we must withdraw them to comply with funding rules.
- Tutor skills – our research has identified the need to employ tutors who are both qualified and experienced tradespeople strongly connected with their industry and – as stated in our ideal tutor specifications - who are at the same time empathetic and sufficiently skilled to work effectively with the attitudes some of the young people bring. The latter attributes are a key focus of our professional development programmes.
- Our student surveys return high ratings overall for our tutors due to their consistent and genuine efforts to encourage and support students while enforcing standards. Even so, some who are not on a clear pathway into our industries will disappear after a few weeks or months and we can only chase them for destination information within the contact details they have provided.

Planned changes at G&H

Changes that may impact on educational performance or outcomes

As described earlier, we intend to strengthen our approach to student pathways through projects which we expect will result in improved achievements. (See Appendices 3-5 below).

Future funding intentions

As our last Plan indicated, opportunities arose in 2014 for us to work collaboratively with Maori communities in the Wairarapa and Hawke's Bay in support of needs that they identified. We continue liaison with them with the intention of setting up collaborative programmes as soon as funding is allocated for this purpose, as indicated on the mix of provision template worksheet.

To make our training staircases (p5) available according to the demand for student pathways places and/or labour market opportunities in each region we wish to be considered for funding as follows:

Youth Guarantee	Current Location/s	Future Location/s
Practical Construction Skills L2	Whangarei, Manukau City, Hamilton, Napier/Hastings, Palmerston North, Lower Hutt, New Plymouth	North Shore Wairarapa (collaboration)
Plumbing, Gasfitting & Drainlaying L2	North Shore City	Whangarei, Manukau City, Hamilton, Napier/Hastings, Palmerston North, Lower Hutt, New Plymouth
Motor Industry Skills L2	Manukau City, Lower Hutt	Whangarei, North Shore, Hamilton, Napier/Hastings, Palmerston North, New Plymouth
Certificate in Automotive Servicing L3	Lower Hutt	Whangarei, North Shore, Manukau City, Hamilton, Napier/Hastings, Palmerston North, New Plymouth

Summary of Activities

Activities not included in the “Mix of Provision” template

Subcontracting

G&H is subcontracted to the Western Institute of Technology, Taranaki, to deliver the Certificate in Carpentry L4. This contract is anticipated to continue for the duration of this Plan.

Courses for secondary school students

G&H offers short Trade Skills courses to secondary schools with unit standards for the building, plumbing, automotive and engineering industries. The options are theory unit standards using G&H resources with assessments supervised at school, or practical unit standards delivered and assessed by G&H staff in our workshops. These courses fill a gap that schools are unable to fill from their own resources or through Trades Academies.

Performance commitments

G&H will negotiate performance commitments with TEC as required.

Progression from a pre-trade course to an industry qualification is through an apprenticeship and not by progression on to a higher level certificate. TEC does not recognise progression from our programme into apprenticeships, but we continue tracking our Level 3 and 4 students who have not yet reported a positive next step for up to year after they leave us and will assist them seek apprenticeships or relevant employment if they need our help. (Also refer to *Overview of apprenticeships ...*, p10).

Appendices

1 References consulted in preparation of this Plan

Ako Aotearoa, *A Foundation for Progression*, provides good practice ideas that G&H will be able to adopt in our new approach to training: <https://ako.aotearoa.ac.nz/communities/foundation-graduate-profiles>

Ako Aotearoa, *Lifting our Game*, provides good practice ideas that G&H will be able to adopt in our new approach to training: <http://ako.aotearoa.ac.nz/priority-learners>

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BCITO, *Activity and Labour Trends - Sept 2014, Workforce Skills Roadmap for Auckland Construction Sector* notes capacity to upskill the workforce and assist in delivery of a residential construction workforce as benefits of the Auckland Skills model [2013-2018], <http://bcito.org.nz/news-and-publications/research/activity-and-labour-trends-september-2014/>

BCITO, *Meeting minutes Carpentry National Advisory Group, May 2015*, notes impossibility of forecasting the number of “trainees” needed for the industry to meet demand in Auckland (p3), notes under-representation of Pasifika and Maori entering the industry (p5), notes lack of interest in higher level qualifications among carpentry graduates and also lack of career vision among carpentry apprentices (p9) <http://bcito.org.nz/news-and-publications/stakeholder-information/meeting-minutes-carpentry-national-advisory-group/>

Crown-Maori Economic Growth Partnership, *He kai kei aku ringa*, is now 3 years old but the stated goals of greater participation in education by Maori and upskilling for the workforce remains relevant, <http://www.mbie.govt.nz/pdf-library/what-we-do/maori-economic-development/Strategy.pdf>

Department of Labour, *Jobs Online monthly report, April 2015*: Key points – confirms vacancies in construction and engineering are slightly down for the month but up 6.5% over the last year. <http://www.dol.govt.nz/publications/jol/reports/jol-apr-15/index.asp>

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Department of Labour, *Quarterly Labour Market Report: May 2015*, p3 confirms increased hiring activity in 2015, especially for the construction industry; p7 Figure 8 shows rising employment in all but two of the regions where G&H operates: <http://www.dol.govt.nz/publications/lmr/labour-market-report/labour-market-report-may-2015.pdf>

Department of Labour, *Short-term Employment Forecasts: 2015-2018*, Key points, confirms opportunities in construction for high and lower skilled workers ahead: <http://www.dol.govt.nz/publications/research/short-term-employment-forecasts/index.asp>

Industry Training Fund, *A Roadmap to bridge the skills gap, January 2015*, “we are now in dire need of around 5,000 more building apprentices” <http://www.itf.org.nz/news-and-publications/media-statements/a-roadmap-to-bridge-the-skills-gap/>

Martin, Jenkins & Associates Limited, for the Ministry of Education, *16 & 17 year old learners 'at risk' of low achievement and poor outcomes, June 2013, Final Report*, outlines issues dealing with low achievers: <http://youthguarantee.net.nz/assets/assets/Research-Report-16-17-year-old-learners-updated-Final-Report-June-2013.pdf>

Ministry of Business, Innovation & Employment, *NZ Housing and Construction Quarterly, March 2015* confirms continued rising demand for labour and structure of industry: <http://www.building.govt.nz/UserFiles/File/Sector%20info/nzhc/2014/nz-housing-quarterly-march-2015.pdf>

Ministry of Business, Innovation & Employment, *Occupation Outlook 2015*, pp15-16 indicates ongoing steady work for carpenters and joiners especially in Auckland; pp23-24 indicates continuing strong demand for plumbers; p29-30 confirms stable job opportunities for automotive technicians and vehicle servicing, and a scan of job search sites recommended in this document indicates vacancies for qualified tradespeople, apprentices and labourers. <http://mbie.govt.nz/occupation-outlook/>

Ministry of Education, *Education counts, Moving on up: What young people earn after their tertiary education*, confirms that earning rise higher and more quickly the higher the qualification obtained: http://www.educationcounts.govt.nz/publications/tertiary_education/115410

Ministry of Education, *Ka Hikitia, Accelerating Success 2013-2017*, promotes more trades training for Maori to improve employment outcomes (p46) and confirms that providers must collaborate with Iwi/Hapu to improve Maori achievements and support Maori student success (p40): <http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/KaHikitia/KaHikitiaAcceleratingSuccessEnglish.pdf>

Ministry of Education, *Vocational Pathways – An Introduction to Housing and Construction in New Zealand*, offers programme development ideas: <http://youthguarantee.net.nz/assets/assets/Sector-flyer-VP-CI-A4-Brochure.pdf>

NZQA, *Te Hono o te Kahurangi*, sets out quality assurance principles for matauranga Maori that may inform good practice collaboration with Iwi/Hapu organisations: <http://www.nzqa.govt.nz/maori/mm-eqa/te-hono-o-te-kahurangi/>

NZQA/Ako Aotearoa, *Organisational Self-assessment, Implementing Effective Practices*, case studies (Turanga Ararau, BCITO) provide insight into how key stakeholders regard quality, e.g.: <http://www.nzqa.govt.nz/assets/Providers-and-partners/Registration-and-accreditation/Self-assessment/case-study-turanga-ararau.pdf>

Tertiary Education Commission, *Doing better for Maori in tertiary settings*, offers a wealth of ideas for improving programmes, transitions, and success for Maori, <http://www.tec.govt.nz/Resource-Centre/Publications/Doing-Better-for-Maori-in-Tertiary-Settings/>

Tertiary Education Commission, *Pasifika Framework 2013-2017*, confirms requirement for providers to collaborate with Pasifika to provide pathways, LLN development and improved career prospects in higher demand industries, <http://www.tec.govt.nz/Documents/Reports%20and%20other%20documents/TEC-Pasifika-Framework.pdf>

Tertiary Education Commission, *Pasifika Trades Training Initiative: First-year Delivery Evaluation Final Report 2012*, confirms effective practices to strengthen transitions and pathways for Pasifika: <http://www.tec.govt.nz/Documents/Reports%20and%20other%20documents/PTTI-evaluation-report-Final.pdf>

2 Training delivery structures, 2016-2019

G&H intends to redevelop our overall pathway structure for the next four years to better meet the emerging TEC investment approach and the expectations of the Tertiary Education Strategy 2014-2019 (Appendix 3 below). The pathway structure leads from the government priorities for programmes and learners, through the programmes delivered by G&H, and on to regional labour markets where completion of full trade certificates occurs.

Development of the actual construction and automotive pathways within G&H over the period of this plan will reflect the programme requirements emerging from the TRoQ decisions within the funding approvals obtained.

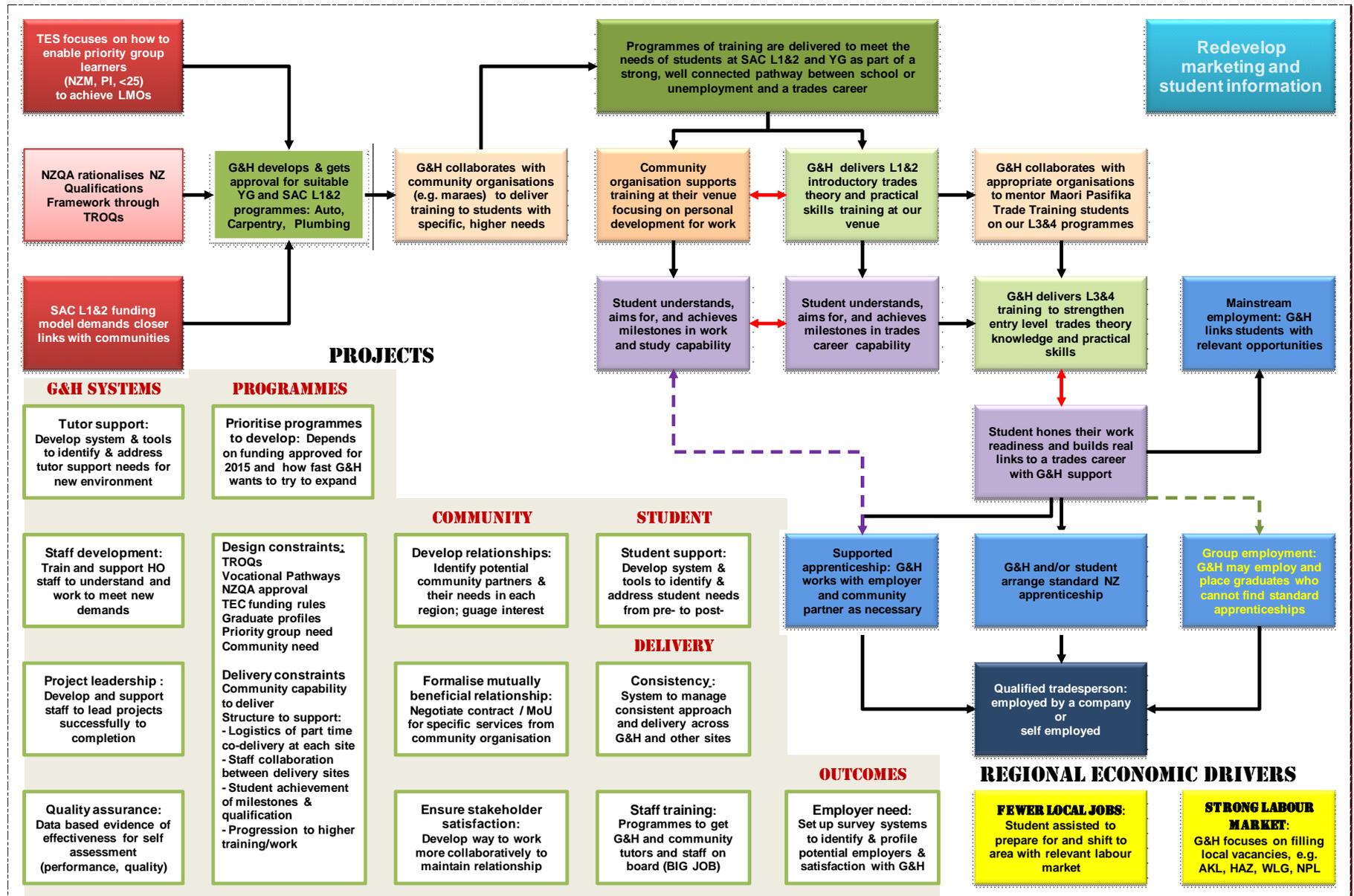
The work needed to progress the pathway structure will be done through a series of projects indicated on the Pathway Development Vision below.

The elements of this pathway have been in place for many years, as is the company structure that supports the projects that we are planning. We have a portfolio approach to our business: the goals, objectives, performance expectations and delivery requirements of our funding and quality assurance stakeholders are translated into company goals and objectives which are allocated to staff portfolios. Each portfolio holder is accountable for ensuring that their goals and objectives are achieved.

Appendix 4 indicates likely student and graduate profiles. These are not intended to imply that students are stereotyped - we know that student profiles are less simple in reality.

Appendix 5 indicates the programme responses which we envisage would effectively meet student needs and link them to the labour market. As far as possible within funding constraints, support services will follow each student as needed to enhance their ability to succeed educationally and vocationally.

3 G&H pathway development vision



4 Student profile outline

STUDENT NEEDS	HIGH NEEDS STUDENT	MEDIUM NEEDS STUDENT	LOWER NEEDS STUDENT	SELF ASSESSMENT FOCUS
Education and qualifications	No qualifications NCEA L1 at most Disconnected from and/or poor experience at school Lack of basic study skills	Up to NCEA L2 Attended school with some successes but keen to finish Basic study skills, may not pass G&H entry test	NCEA L2 Participated in school Not academic by nature but has adequate study skills Passes G&H entry test	Is the student enrolled in the most suitable programme? How well are individual learning needs identified and planned for?
Literacy and numeracy levels	Progressions Steps 2-3 Puts low value on literacy or numeracy skills Has some coping strategies, lacks communication skills	Progressions Steps 3-5 Limits exposure to everyday literacy/numeracy demands Basic communication skills	Progressions Steps 4-6 Communication skills are adequate for a range of situations	How well are individual LLN needs assessed? How are the LLN needs addressed during delivery? How effectively?
Demographic pattern	Male 15 to older long term UEM Maori Pasifika European Immigrant (3rd world origin)	Male 15 to 19 Maori Pasifika European Immigrant (1st world origin)	Male 16+, more likely 18+ Maori Pasifika European/English speaker	How well are diverse students managed in each learning environment?
Environmental concerns	Cultural identity needs support Lack of family support Limited finances Lack of ambition or knowledge of career paths	Some cultural identity Has some family support Limited finances Has a career idea but lacks knowledge of career paths	Comfortable in mainstream or other culture Family support if needed Manages finances Has trades career goal	How are individual cultural, resource support and career development needs assessed and addressed? How effectively?
Personal barriers	Low self esteem Significant health, mental health, behavioural issues Drugs & alcohol Involved with justice/welfare	Fair self esteem Some behavioural issues Drugs & alcohol Lacks maturity but can be motivated to achieve	Good self esteem Copes with most difficulties arising Achievement oriented Able to support others	How are individual health, behavioural and personal issues addressed? How effectively?
RESPONSE REQUIRED OF TRAINING PROGRAMME:	EXPERT, INTENSE SUPPORT: IDENTIFY, PREPARE FOR / LINK TO NEXT STUDY / WORK STEP	DEVELOP INDUSTRY / LIFE SKILLS, PREPARE FOR & LINK TO NEXT STUDY / WORK STEP	DEVELOP INDUSTRY THEORY AND PRACTICAL SKILLS, LINK UP TO WORK	RELEVANT EMPLOYMENT OR APPRENTICESHIP

5 Programme development and delivery

PROGRAMME RESPONSES	SAC L1&2	Youth Guarantee	SAC L 3-4	TO MAKE THIS HAPPEN:
Education and qualifications	NCEA L2 L2 National Certificate/s L2 G&H Certificates Develop study skills; theory stems from practical learning	NCEA L2 L2 National Certificate/s L2 G&H Certificates First Aid Certificate Build study skills; practical learning supports theory	L3 or 4 G&H Certificate First Aid Certificate Driver Licence Ramset Licence Site Safety Certificate	Programme design Programme approval (NZQA) Programme approval (TEC) System to measure achievements
Literacy and numeracy	LNAAT assessments plus expert needs assessment and delivery support embedded into all aspects of programme delivery	LNAAT assessments Trade tutor assesses student LLN needs, plans / delivers embedded LLN development with expert help as needed	LNAAT assessments (L3) Trades tutor provides embedded development as needed	Programme design HO expertise Resource development Tutor support System to measure achievements
Tutor competency	Support and trades tutors are appropriately qualified and liaise strongly to identify individual needs and deal effectively with issues	Trade tutor has trade qual + NCALNE(Voc) L5 Professional development supports full application of tutor's LLN teaching skills	Trade tutor has trade qualification + 4098 and is encouraged to achieve NCALNE(Voc) and/or adult tutoring qualification	Support tutor recruitment Professional development programme for trade and support tutors Resources Tutor appraisal
Environmental support	Programme strongly links student to family/whanau, community and culture, e.g. part time delivery at G&H and part time at community base; transport provided	Programme links student to community, liaises as needed with family/whanau; supports student to develop trade knowledge & skills + career goals; transport assistance	Programme builds student understanding of industry and employer expectations via work experience; encourages pride in work and community	Programme design Contract or MoU with community partner Resources Tutor training
Personal support	Support tutor links student to expert assessment and treatment as per need, supports trades tutor with issues arising at G&H	Core generics plus mentoring and pastoral care support student's personal development and prepare student for next step	Tutor and mentor support available if needed Student is encouraged to support other students as part of own learning	Contract or MoU with community partner Pastoral care policy and resources Tutor training
GRADUATE PROFILE:	Got basic industry skills Made significant LLN progress Reduced some personal barriers Ready for basic work or further study with ongoing support	Got some trade & life skills Made some LLN progress Formed clear career goal Ready for and linked to L3-4 study or work, support in place	Strong entry level trade skills Ready to start apprenticeship or job in local or distant region Linked to an employer, support needs identified and planned for	RELEVANT EMPLOYMENT OR APPRENTICESHIP