



BUSINESS PLAN

2010

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BUSINESS PLAN DIRECTION FOR 2010

Introduction

Over the last 3-4 years G&H Training Limited (G&H) have established and refined our portfolio system of accountability that gives us confidence in our business management and ability to make sound decisions for the company. We are now in a position to focus more on establishing the new business that has come our way, seeking further opportunities for the company, and improving the efficiency of our data management.

We have four main business drivers. We want to:

- Deliver high quality programmes that are valued by the learners, the industry and the funding stakeholders that we serve.
- Increase the number of training places we can offer.
- Increase the range of courses we provide, the range trades we train for, and the number of regions where we operate.
- Be responsive to changing expectations in industry and the education sector.

Our key documents contain a comprehensive set of goals and objectives that support this general approach to our business. These are:

1. Investment Plan: sets out our TEC-approved contract commitments to secure the majority of our educational funding.
2. Business Plan: provides an overview of company direction and focus for the year.
3. Company goals and objectives: detail the objectives and performance indicators needed to achieve the Business Plan goals indicated below, our Investment Plan KPIs and commitments, our quality requirements, and our other obligations to stakeholders.

The company goals and objectives are stated in individual staff portfolios with accountabilities and administrative support so progress can be tracked, and information to inform management decisions is regularly reported.

Each year we update our company goals and objectives to ensure that our main efforts are directed to meeting the expectations of our stakeholders, and to reflect changes in the environment.

4. Our quality assurance system based on the NZQA requirements for registration and ongoing accreditation as a PTE, as described in our Policy and Procedure Manual and associated self assessment and review methods and tools.

Focus for 2010

Four events occurred in 2009 that require us to shift focus somewhat for 2010:

1. The government focused the whole education sector on literacy and numeracy development through the 2010-12 Tertiary Education Strategy and other policy and funding mechanisms. We accepted the invitation to participate in the TEC Embedded Literacy / Numeracy Project as part of this shift. This has meant rethinking our approach to literacy and numeracy. It has also meant significant

staff time for tutors and lesson plan developers to attend workshops around all our regions, and for administration staff to distribute information and resources, and report to management and TEC, etc.

The benefit to the company – and to industry - will be a step forward in our capability in regard to understanding and delivering literacy and numeracy skills development for our learners.

The commitment demands of us further staff time to develop resources, train tutors, and establish systems and tools to ensure we will meet the requirement for evidence-based embedded literacy numeracy in government funded programmes by 2012. We will work to our Action Plan to achieve this.

2. The government announced the Youth Guarantee programme in response to the lack of education and employment options for young people. We were invited to put in a proposal for some of the 2000 places available nationwide. We were awarded a substantial new contract for over 100 places to be run in Whangarei, Hamilton, Napier, Palmerston North and New Plymouth in 2010. This is a targeted programme for 16-17 year olds with limited qualifications, aimed at them achieving recognised Level 2-3 qualifications.

To run this successfully we will need to obtain NZQA approval for a new course, develop resources, market it to schools and elsewhere, and (depending on the level of interest) recruit staff.

It will require initial and ongoing tutor training to ensure that the intention of the programme and the needs of the learners are understood and training is delivered appropriately.

While much of this work has had to begin in 2009 it will continue well into 2010.

It will require close monitoring to ensure that any glitches are attended to promptly and effectively so as to provide a sound basis for future funding.

3. NZQA introduced the self assessment, external evaluation and review system as the basis for PTE quality management. Our existing approach and participation in workshops has put us well on the way down this road. There will still be some adjustment of our policies and procedures, internal moderation system, and other data gathering tools to reflect the NZQA *Guidelines for Registration of PTEs, Policies and Criteria for Ongoing Registration of PTEs and How to Maintain Registration as a Private Training Establishment* at branch level.
4. The Plumbing, Drainlaying and Gasfitting ITO contracted us to run their Auckland block courses for apprentices when they were unable to negotiate the training they wanted with the polytechnic. We set up our workshop and employed a tutor for these courses, and this has given us a foothold for further development of this and other trades training.

In addition, the activities of our Business Development Manager have stretched our thinking about regional development, course content, training approaches and resources. These ideas will require further consideration in 2010.

Business Plan goals for 2010

The Business Plan goals listed here are detailed with specific targets, performance indicators and accountabilities in the Company Goals and Objectives and portfolios which, as stated earlier, are the comprehensive documents that we work to day to day that should be consulted for those details.

	Objectives	Performance indicator / other details
1.1	To manage the company and its operations efficiently and effectively	All associated company goals and objectives are met
2.1	To manage the company's finances efficiently and effectively	All associated company goals and objectives are met
3.1	To provide the resources required to deliver the training contracted	All associated company goals and objectives are met
3.2	To develop good practice learning and teaching resources	All associated company goals and objectives are met
3.3	To maintain a robust information technology system	All associated company goals and objectives are met
4.1	To manage staff in accordance with legal and good human resources practice standards	All associated company goals and objectives are met
4.2	To provide staff with development opportunities	All associated company goals and objectives are met
4.3	To communicate effectively within the company	All associated company goals and objectives are met
5.1	To develop and deliver courses that meet the quality standards required by our stakeholders	All associated company goals and objectives are met
6.1	To provide appropriate support to learners with diverse needs	All associated company goals and objectives are met
7.1	To operate an assessment regime that meets the quality standards required by our stakeholders	All associated company goals and objectives are met
7.2	To report results and outcomes to stakeholders and learners as required	All associated company goals and objectives are met
8.1	To operate a quality improvement system that enables us to maintain our PTE registration and accreditation status	All associated company goals and objectives are met
8.2	To maintain and improve the efficiency and effectiveness of our operations by means of regular reviews and projects	All associated company goals and objectives are met
9.1	To deliver Modern Apprenticeships services effectively and efficiently	All associated company goals and objectives are met
10.1	To administer contracts to meet stakeholder requirements	All associated company goals and objectives are met
10.2	To administer enrolments and withdrawals efficiently and effectively	All associated company goals and objectives are met
10.3	To manage the company's data and records efficiently and effectively	All associated company goals and objectives are met
10.4	To ensure our services meet the needs of our stakeholders	All associated company goals and objectives are met

	Objectives	Performance indicator / other details
10.5	To collaborate with others and promote trades educational opportunities to potential learners	All associated company goals and objectives are met
11	To achieve our Investment Plan targets and commitments	All associated company goals and objectives are met
11.3.1	To successfully implement the Youth Guarantee programme	All associated company goals and objectives are met
11.5.1	To carry out the Embedded Literacy / Numeracy Action Plan	All associated company goals and objectives are met
12	To comply with NZQA quality assurance requirements	All associated company goals and objectives are met
13	To further develop courses for school students	<ul style="list-style-type: none"> a) At least \$70,000 of STAR/USIS contracts are signed b) Courses for secondary schools are run based at every G&H venue c) A G&H Certificate for a schools-based apprenticeship concept is developed for implementation in 2011
14	To apply for other funding as opportunities are pursued or arise	<ul style="list-style-type: none"> a) Proposals are submitted to TEC to expand existing provision: Youth; MA; EFTS; Youth Guarantee; TOP b) Deliverable proposals are submitted for WINZ funding c) Funding for workplace literacy and trades based maths and written communication is investigated d) New or increased funding opportunities are identified within the schools sector e) Opportunities to increase business with ITOs are followed up f) Opportunities for business with polytechnics is followed up where there is mutual interest g) Opportunity for business with Wananga o Aotearoa is followed up h) Opportunities for business identified by G&H management and staff are followed up
15	To grow business opportunities within each G&H region	<ul style="list-style-type: none"> a) A growth strategy is developed for the Auckland region b) The Auckland growth strategy is implemented c) The Auckland growth strategy is adapted and implemented for the other G&H regions
16	To build resources to enable business expansion	<ul style="list-style-type: none"> a) Resources to enhance the quality of existing delivery and support potential future income possibilities are developed (trades maths practical, trades maths distance, financial literacy for trades, literacy for trades, other Youth Guarantee resources that support schools programmes. b) Possibility of awarding NCEA from current delivery is investigated c) Accreditation scope is increased if necessary to enable business expansion
17	To build, maintain and enhance relationships with stakeholders	<ul style="list-style-type: none"> Regular contacts are made and/or developed with each key stakeholder <ul style="list-style-type: none"> a) School sector b) MSD / WINZ, especially in Eastern Coast region c) ITOs (a service specification is developed; opportunities for contacts are made, esp. Creative, JITO and Plumbing) d) PTE sector
18	To formalise a risk management strategy for the company	The company has a risk management strategy that meets NZQA quality standards

Appendix 1: G&H TRAINING BACKGROUND INFORMATION

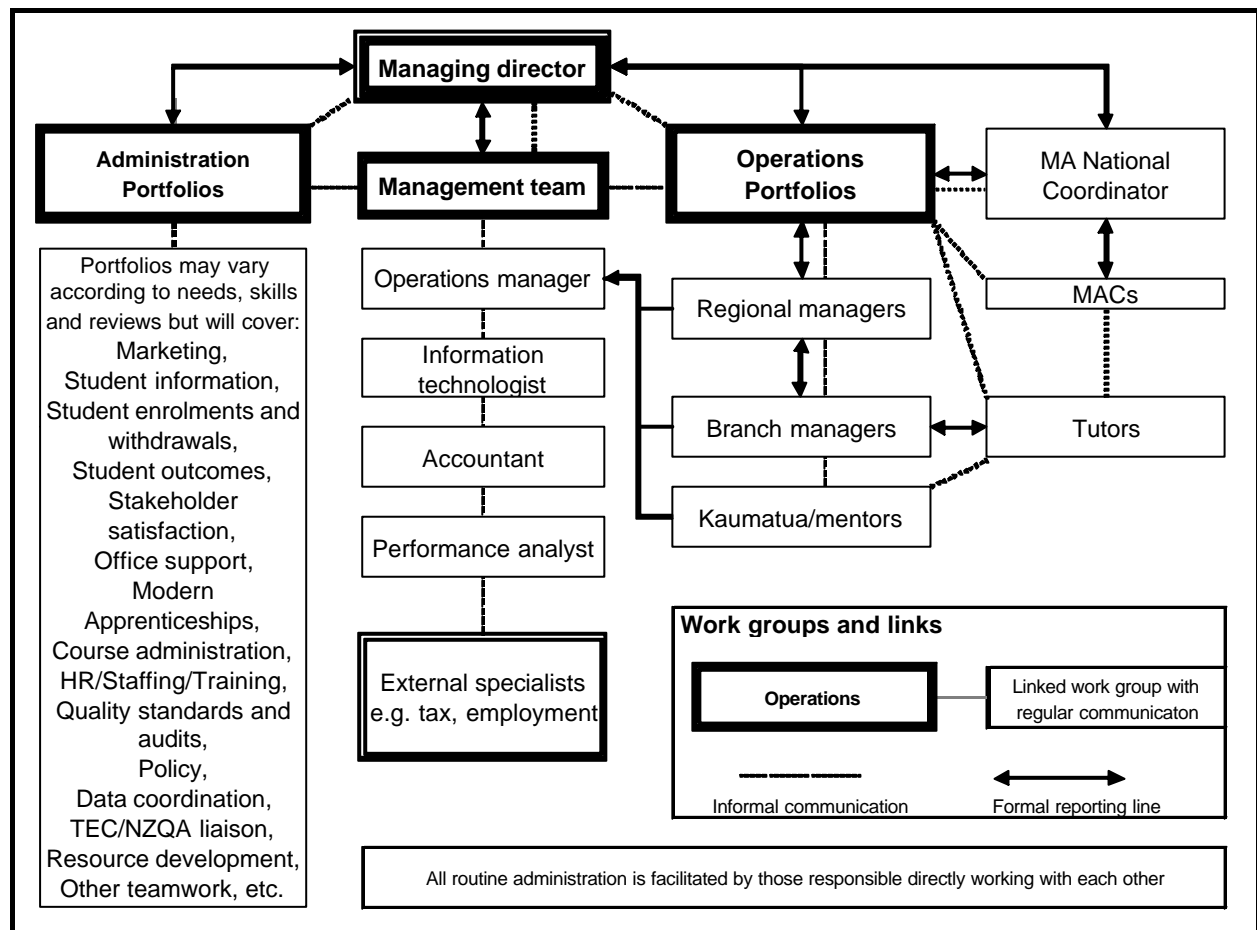
Governance and management

Legal structure

G&H is private training establishment that has been involved in trade training since 1987. The company is registered and accredited by the NZQA with a renewed three-year audit cycle. G&H has a current approved Investment Plan with the Tertiary Education Commission (TEC). The Managing Director owns approximately ninety five percent of the company with the remaining shares owned by other G&H staff.

Management model

The management model is run from a central administration at head office with all the company's staff working to agreed portfolios of responsibilities.



The portfolio system of accountability and reporting reflects changes in roles and environment. It supports our overall approach to risk management which is to collect and monitor data regularly on our key performance areas, and to use this information in decision making in areas of risk and opportunity.

The main business decisions are based on sound business practice and the information provided by staff portfolio reports, to support our niche place in the trades training sector within the context of the Tertiary Education Strategy. Each year we

report on achievement of our goals and objectives and plan those for the following year, reviewing and revising each key document and portfolio to ensure we keep pace with the changing business environment and stakeholder expectations.

Investment Plan key areas

TEC has specified the quantitative qualification and labour market outcomes targets (our Investment Plan KPIs) that we must meet in 2010. These and the other Investment Plan commitments we have made are detailed in our Company Goals and Objectives. In brief, these are to monitor and seek ways to improve the equity of qualifications and labour market outcome achievements for our Maori and Pasifika learners; build our literacy / numeracy capability; seek a range of new business opportunities, and meet our Youth Guarantee contractual targets and obligations.

We measure all the performance targets set by the government and stated in our additional objectives, to provide more assurance that we will be able to achieve the targets that are key to securing our ongoing funding.

To meet our performance targets during the construction industry downturn, we need ongoing focus on obtaining labour market outcomes for our graduates.

General administration

Our centralised administration system enables us to manage our financial obligations, contracts, enrolments and withdrawals, reporting, and auditable documentation effectively. Each staff member has some responsibility in this area. G&H regularly reviews the systems, tools and staff training needed to maintain this reliability.

New business opportunities

In addition to obtaining the Youth Guarantee contract, the company doubled our contracts with schools for STAR/USIS courses and obtained a contract with the Plumbing, Drainlaying and Gasfitting ITO to run their block courses in Auckland. We will continue to build on this work in 2010, expanding the range of courses we can offer and moving into other locations if possible.

Resources

Learning resources

In addition to developing the learning resources detailed above, we will complete the task of updating carpentry theory units and the study notes that go with them.

Venues

With the rebuilt Napier head office and training facilities well established, the company will work towards owning more venues freehold, based on the Napier model.

Information technology

G&H has invested heavily in restoring, maintaining and improving its IT system and resources and we intend to continue this investment as a rational path towards the company's ongoing profitability and success. Our computerised student management system is supported by software developed in house, and kept up to date to ensure accurate and timely reporting to our stakeholders.

Staff

Staffing structure

The managing director is supported by a small management team responsible for the achievement of the company's overall goals and objectives, and an operations management group (the "Tight 5" or T5) who link management and branch staff.

HEAD OFFICE	
Geoff Goodchild	Managing director, management team
Stephan Alsleben	Company accountant, management team
Steve Smithers	Operations manager, management team, T5, NMAC
Michel Lachance	System administrator, management team
Des Petersen	Analyst/policy administrator, management team
Kara Ormsby	Administrator
Melanie Goodchild	Administrator
Janessa Dalzell	Enrolments & MA support
Elyse Woollard	Office assistant
MODERN APPRENTICESHIP COORDINATORS (MACs)	
Daniel Carnihan	Wellington Regional Coordinator
Wayne Chaffey	Eastern Regional Coordinator (Hawke's Bay branch)
Dennis Spring	Auckland Regional Coordinator
Colin Millard	Waikato Regional Coordinator (Hamilton branch)
Nigel Scrimshaw	Central Regional Coordinator (Palmerston North branch)

REGIONAL AND BRANCH STAFF	
Whangarei Branch <i>37 Porowini Avenue, Whangarei</i>	Willie Halbert , Northern Regional Manager and MAC, T5 Mark Askew , Branch Manager, Carpentry and Engineering Tutor Grant Power , Carpentry Tutor
Auckland Branch <i>349 East Tamaki Road, Pakuranga</i>	Greg Reid , Branch Manager, Carpentry Tutor John Ngatai , Carpentry Tutor Rob Hatchell , Plumbing Tutor Rob Cardwell , Short course Tutor
Hamilton Branch <i>39 Northway Street, Hamilton</i>	Bruce Jarrett , Branch Manager/Carpentry Tutor Len Wilson , Carpentry Tutor part time
Hawke's Bay Branch <i>1/7 Cadbury Road, Onekawa, Napier</i>	Tip Heretaunga , Branch Manager, Mentor / Kaumatua, T5 Mark Stewart , Carpentry Tutor Nigel Conrad , Tutor
New Plymouth Branch <i>135 Breakwater Road, New Plymouth</i>	Bruce Howson , Branch Manager/Carpentry Tutor Carl Martin , Carpentry Tutor
Palmerston North Branch <i>142 Fairs Road, Palmerston North</i>	Pavlos Kellerman , Branch Manager, Carpentry Tutor
Wellington Branch <i>29 Wakefield Street, Lower Hutt</i>	Bart Christian , Southern Regional Manager, Automotive Tutor, T5 Rahn Granger , Branch Manager, Carpentry Tutor Mark Cooper , Tutor

Health and Safety

The company strongly emphasises health and safety and monitors systems, practices and compliance with policy regularly through monthly reports and internal moderation to ensure a safe environment for staff, learners and others at G&H premises.

Courses

Confirmed 2010 contracts

Whangarei Branch	EFTS – G&H Certificate in Pre-employment Carpentry Youth Guarantee (course to be accredited by NZQA)
Auckland Branch	EFTS – G&H Certificate in Pre-employment Carpentry Plumbing block courses
Hamilton Branch	EFTS – G&H Certificate in Pre-employment Carpentry Youth Guarantee (course to be accredited by NZQA)
Hawke’s Bay Branch	EFTS – G&H Certificate in Pre-employment Carpentry Youth Guarantee (course to be accredited by NZQA) Plumbing night classes
Palmerston North Branch	EFTS – G&H Certificate in Pre-employment Carpentry Youth Guarantee (course to be accredited by NZQA)
Wellington Branch	EFTS – G&H Certificate in Pre-employment Carpentry Youth Training – Be Constructive and “Motorvated”
New Plymouth Branch	EFTS – WITT Certificate in Carpentry Skills Youth Guarantee (course to be accredited by NZQA) BCITO night classes
Modern Apprenticeships	Approximately 500 places across all regions

The number of **enrolments** needed during the year to use of all approved full-time course funding are:

YEAR	EFTS valid enrolments	YOUTH TRAINING	YOUTH GUARANTEE
2008	270	130	0
2009	260	120	0
2010	230	30	100

Training types available

EFTS

The programme runs in Whangarei, Auckland, Hamilton, Hawke’s Bay, Palmerston North, Wellington and in New Plymouth under a subcontract with the Western Institute of Technology Taranaki. We aim to manage student numbers smoothly across the year use our cap within the acceptable range. The G&H Certificate in Pre-employment Carpentry has all the theory units from the NC in Carpentry L4, and is awarded to those who achieve all the units offered on our EFTS course.

Youth Guarantee is a new programme funded as for the EFTS programme but with an additional per-student payment to support this target group to achieve National

Certificates up to level 3. Places have been approved for Whangarei, Hamilton, Hawke's Bay, Palmerston North and New Plymouth. We are developing a new qualification for this (The G&H Certificate in Practical Construction L3), with BCATS, carpentry theory and core generic content.

TARGETED FUNDING COURSES

A Youth Training course has been approved in Wellington. Youth Training learners have access to the BCATS Certificate, a selection of carpentry units or automotive units and some core generic units.

MODERN APPRENTICESHIPS

There has been an increase in apprentice terminations due to the industry downturn, but nevertheless a small flow of new signups means we still have over 480 on our books. We will work to maintain or increase this number for 2010.

SHORT COURSES

We will continue to run night classes and block courses for ITO apprentices.

We will seek repeat and new contracts with schools for STAR and Unit Standard in Schools. We will continue to link with the careers and trades departments of secondary schools to help them become more aware of the value of trades as a career and G&H's role in providing high quality training for their carpentry-oriented school leavers.

TRAINING FOR PEOPLE IN INDUSTRY

G&H continues to train a small number of Web Based E-Learning students who do our carpentry theory units on line with tutor support and supervised assessments.

Learners

Our learners are our main stakeholders. At G&H we help them achieve qualifications or unit standards and positive labour market outcomes, with support including our tutoring methods and approach, our learning materials, mentoring, and some assistance to achieve career goals once they leave. We intend continuing all these forms of support along with enhanced literacy / numeracy development.

G&H operates an annual marketing plan and budget to ensure that we communicate as effectively as possible with our potential learners and clients to recruit for the available places on each type of training in each of our regions.

G&H student demographics

AGE RANGE

The products and services we offer reach people of all ages from 16 up. The government is focusing on qualifications for people aged under 25. The proportion of our learners in the under 25 age group is:

	2007	2008	2009
EFTS:	84%	75%	72%
YOUTH TRAINING:	100%	100%	100%
Modern Apprentices	98%	98%	97%

The majority of our learners come direct from secondary school. Entry is restricted to specified age ranges for Youth Training and Modern Apprenticeships. . The type of training offered at G&H naturally attracts a large majority of younger learners which fits with our marketing approach.

ETHNIC RANGE

We have high overall participation of Maori and Pasifika students in the EFTS courses, with the majority of the Pasifika learners in the Auckland and Wellington branches.

	Maori			Pasifika		
	2007	2008	2009	2007	2008	2009
EFTS:	37%	38%	46%	10%	19%	15%
YOUTH TRAINING:	46%	52%	61%	5%	9%	5%
Modern Apprentices	16%	15%	14%	3%	3%	2%

The continuing challenge under the Investment Plan is to improve equity of achievements for the Maori and Pasifika learners.

GENDER

The low proportion of females working in the building industry is reflected in our student numbers which were at approximately 3% female in 2009. We actively promote career information for the industry to young women, and support and encourage those who decide to enrol with us (often beginning with STAR/USIS).

Assessment

We will maintain our general assessment and moderation approach. We will return to paper-based lesson plans and assessments for carpentry theory in the Youth Guarantee programme which will require more tutor time for marking, though the assessment questions will reflect the e-learning model which minimises the need for judgements.

Moderation

G&H has a well established assessment moderation system which we will continue to operate.

Notification and reporting

G&H has well established reporting systems which we will continue to operate.

APPENDIX 2: CONSTRUCTION INDUSTRY OVERVIEW

Construction industry activity remains slow across all our regions. There is still a need for pre-employment training to: ensure there will be skilled people available when the industry picks up again; to fill gaps caused by the aging of the industry population; and to give people opportunities to train and gain skills, experience and contacts to help them get a job.

G&H's contribution to training for the sector

G&H enrolls over 50% of the country's pre-trade carpentry students and is New Zealand's largest single provider of pre-apprenticeship training towards the National Certificate in Carpentry Level 4.

Competitive analysis

G&H's direct competitors for pre-trade carpentry training are the polytechnics except in Taranaki where we deliver the same course as the G&H Certificate through a joint relationship with the Western Institute of Technology at Taranaki.

G&H have a number of advantages over our competitors:

- We are a specialist trade provider that focuses on our core business whereas polytechnics offer a wide variety of courses and qualifications.
- Our training model has been successful for many years and we are constantly improving and making it more efficient. The polytechnics run their trade courses at a loss but continue to operate to meet government expectations.

We are the most cost effective provider with the lowest fees (currently below \$800 including NZQA costs) for students which we can offer due to our efficient systems, business approach, and use of technology. Our low fees approach attracts those who cannot afford the polytechnics' fees of around five thousand dollars.

- Our risk is spread over a number of sites so regional trends do not have the same effect on our bottom line as our competitors.
- We have developed the only e-learning delivery of National Certificate theory in the country. This is G&H intellectual property.
- We are moving to address the literacy and numeracy needs of our learners through the Action Plan we have provided to TEC as part of our obligation under the Embedded Literacy Numeracy Project that we are participating in during 2009 - 2010.

*Plan compiled by:
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