



COMPANY POLICY AND PROCEDURE MANUAL

2016 Edition

Issued – January 2016

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Amendments since previous issue of manual

Summary of major changes in this edition (highlighted):

Policy	Change	Page
Enrolment of Learners	Policy to determine most appropriate programme for enrolment of a student who is eligible for more than one programme.	
Support and Guidance	Support for students in their first 4 weeks of enrolment to encourage continued attendance; pastoral care extended beyond Youth Guarantee students; enhancement to progress reports and progressions policy	
Quality Assurance	<i>Goals, objectives and reporting</i> and <i>Policies and procedures</i> sections clarified to reflect current practice	

Changes requiring staff awareness (highlighted):

RPL	Addition of RPL recognition through proportional EFTS enrolment	
Governance & Management	Collaboration with other organisations points added	
Learning Resources Development	Definition of "qualified staff"	
Document Control	Deletion of some excessive detail in <i>Access to and security of electronic documents</i> section, and addition of a requirement in <i>Emails</i> section	
Organisational Structure & Staffing	Policy objective 9b amended	
Programme Delivery	Addition of Policy Objective point 7, and Procedure for temporary tutor coverage in unforeseen circumstances	
Attendance Recording and Reporting	Amendments to <i>Policy Objectives, Recording Codes – electronic</i> , and <i>Procedure for Attendance Recording and Reporting</i>	

Minor changes

[i.e. small additions, deletions, wording changes etc. to reflect current practice but not change policy meaning.]

The following changes are **not highlighted**.

Staff portfolio matters resulting from changes to company structure; all references to legislation updated; most recent review date; Premises Policy point 5 added; clarification of BM responsibility re document quality checks; *Enrolment of Learners Policy* - reorganisation of *Suspension of a valid enrolment* section;

Abbreviations used throughout this manual

ACC	Accident Compensation Corporation	ITO	Industry Training Organisation	PEC	G&H Certificate in Pre-employment Carpentry L4
BCATS	Building, Construction and Allied Trades Skills	LN	Literacy, Language, Numeracy	PGD	Introduction to Plumbing, Gasfitting and Draining
BCITO	Building & Construction ITO	LMO	Labour Market Outcome	PTE	Private Training Establishment
BRANZ	Building Research Association of New Zealand	LNAAT	Literacy Numeracy for Adults Assessment Tool	RPL	Recognition of Prior Learning
CAS	Certificate in Automotive Servicing	MA	Modern Apprenticeship	RUC	Road User Charges
CMA	Coordinator Modern Apprentices	MAC	Modern Apprentice Coordinator	SAC	Student Achievement Component
CMR	Consent and Moderation Requirements	MIS	Motor Industry (Entry) Skills programme	SCF	Student Component Funding
EFTS	Equivalent Full Time Student	MoE	Ministry of Education	SDR	Single Data Return
EPI	Education Performance Indicator	NSI	National Student Index	SSB	Standards Setting Body
G&H	G&H Training Limited	NSN	National Student Number	STAR	Secondary Tertiary Alignment Resource
GST	Goods and Services Tax	NSSB	National Standards Setting Body	TEC	Tertiary Education Commission
HR	Human Resources	NZQA	New Zealand Qualifications Authority	TES	Tertiary Education Strategy
ICT	Information and Communication Technology	NZQF	New Zealand Qualifications Framework	USIS	Unit Standards in Schools
IRD	Inland Revenue Department	PCS	G&H Certificate in Practical Construction Skills L2	WINZ	Work and Income New Zealand
				WNZ	WorkSafe NZ
				WOF	Warrant of Fitness
				YG	Youth Guarantee Programme



Requirements for Registration

“The PTE is responsive to the needs of learners and other stakeholders and has the capacity to undertake self-assessment”

Governance and Management

“Governance and management functions are distinct, support academic integrity and are undertaken in the best interests of the PTE and its learners.”

PTE Registration Policy

Policy

It is the policy of G&H Training Limited (G&H) to uphold the legislative and policy requirements required for ongoing registration and accreditation as a Private Training Establishment.

Policy Objectives

The company shall:

1. Comply with the policies and criteria established under Section 253(1)(ca) (NZQA's Student Fee Protection Policy) and other policies established by NZQA under Section 253(1) in regard to registration, programme approval, programme accreditation and National Qualifications Framework accreditation.
2. Uphold the NZQA policies and criteria for ongoing registration as a Private Training Establishment.
3. Maintain current corporate status and advise NZQA promptly of any change of or ownership that affects its registration.
4. Ensure that the management team behaves in a manner that will not bring the company into disrepute or raise conflicts of interest with its educational goals and purposes.
5. Support the principles of the Treaty of Waitangi in programme design and delivery.
6. Operate a financial structure that supports ongoing financial viability and generates sufficient income through education activities that meet the associated financial commitments.
7. Manage the business so as to focus on the learners and on achievement of the company's goals and purposes and make a distinctive contribution to the education sector.
8. Operate to the goals and purposes within our scope of education activities.

Scope of education activities

G&H intends to provide trades related training that prepares learners to achieve qualifications and move up a staircase of training under the following programmes:

STAR USIS etc.	Short Trades for Schools courses for secondary school students
Targeted training	Training towards qualifications at Levels 2-3 for people who meet the specified entry criteria (e.g. Youth Guarantee).
Student Achievement Component training	Qualifications at level 2 - 4. (Also referred to as SAC EFTS)
Training for industry	Training for industry or bodies such as ITOs for people in employment, e.g. apprentice block courses, night classes or day release classes.
Other trades training and services	Training and services designed to meet the stated needs of government or other stakeholders, e.g. Modern Apprenticeships Coordination, and/or expand the focus of G&H Training Limited to a wider range of trades.
Other training and services	Non-trades related training or services where appropriate opportunities arise.

Educational needs of learners, employers, and other stakeholders

Learners: G&H recognises that learners come with individual needs, goals and experiences. We take steps to identify those needs and provide a training environment and approach that will provide each learner with reasonable opportunity and means to achieve their learning and employment goals.

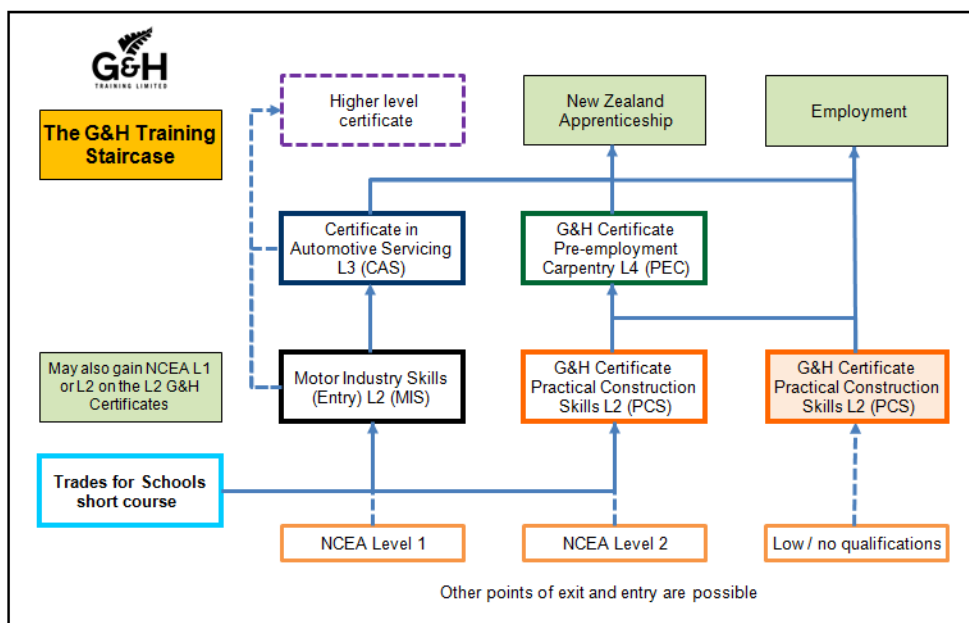
Employers: G&H recognises that employers seek new employees with relevant qualifications and/or suitable skills, knowledge and demonstrated behaviours for safe entry to the industry. G&H provides a training environment to foster these qualities. G&H maintains a network of employers to provide

opportunities for learners to undertake workplace training, and to inform the company about workplace needs and trends in order that we can keep our training relevant and current.

Other: G&H recognises that other stakeholders, such as ITOs and government funding and quality management agencies, may require programmes to achieve qualification completion or other educational targets. We focus our endeavours to ensure that these targets are met.

Educational outcomes sought for learners and other stakeholders

The educational outcomes sought for learners and other stakeholders are stated in our Investment Plan.



Performance indicators to measure achievement of goals and purposes

The performance indicators that G&H uses to measure our achievements are stated in the Company Goals and Objectives that are reviewed each year, the Educational Performance Indicators from our TEC-approved Investment Plan, the self assessment activities required to maintain our registration and accreditation as a PTE, and ad hoc as otherwise required. G&H monitors progress towards achievement of these goals and objectives through our self assessment activities as set out in the Quality Assurance Policy.

Relationship of non-educational goals and purposes to the provision of education and training

G&H uses a comprehensive set of goals and objectives to support the achievement of all the key performance requirements, educational outcomes and business goals of the company.

Responsibility

Managing Director: to ensure that the registration and accreditation requirements of NZQA are met.

Management team: to oversee company operations to meet NZQA registration and accreditation requirements.

Related documentation and other resources

Documents on file include: This Policy Manual; all other relevant company records.

TEC website (funding rules and conditions, strategic planning documents etc.); MoE website; NZQA website.

Last review of this policy: November 2015

Reviewed by: DP

Approved by: SS

Provider Details

PROVIDER NAME: G&H Training Limited

PROVIDER MoE CODE: 9436

LEGAL STATUS: Limited Liability Company

MANAGING DIRECTOR: Geoff Goodchild

DATE OF INCORPORATION: July 1995

CONTACT ADDRESS Head Office:

POSTAL ADDRESS P O Box 3378, Napier 4142

PHYSICAL ADDRESS 58 Ford Road, Onekawa, Napier 4110

PHONE 0800-876-4664
06-843-8664

FACSIMILE 06-843-8674

MAIN EMAIL admin@ghtraining.co.nz

Contact people for student enquiries and assistance:

- 1 Class Tutor (female learners - female support person, Head Office)
- 2 Branch Manager
- 3 Head Office - Operations Manager
- 4 Head Office – Managing Director
- 5 NZQA

Vision Statement

It is our vision that G&H Training Limited is a recognised and respected trades training provider.

Internal Mission Statement

To be the biggest and best provider of trade training, providing unmatched service to learners, employers and industry.

External Mission Statement

The purpose of G&H Training Limited is:
To deliver industry and capability skills allowing a pathway of lifetime learning, in support of stakeholders and the New Zealand Qualifications Framework;
To provide a staircase for learners from all levels of the community;
To provide quality cost effective education and training which shall encourage and challenge learners to achieve personal standards of excellence, in a supportive environment where there is respect for the individual and cultural differences of all learners and staff.

Last review of this policy: November 2015 **Reviewed by:** Management team **Approved by:** SS

Governance and Management Policy

Policy

It is the policy of G&H Training Limited to manage the company in the best interests of its learners and of the ongoing success of the company.

Policy Objectives

The company shall be managed so as to:

1. Focus on the achievement of our education and training goals and purposes and our distinctive contribution to the Tertiary Education Strategy, as described in the Goals and Purposes Policy.
2. Submit data and documents as required by The Tertiary Education Commission, NZQA and any other organisation with whom we have a funding contract, as described in the Notification and Reporting Policy.
3. Provide accurate and clear information about our education and services to the public, as described in the Student Information and Advertising Policy.
4. Employ staff in management and other positions with skills and experience fit for our goals and purposes, our distinctive contribution to tertiary education, and the services we provide to learners and stakeholders, as described in the Organisational Structure and Staffing Policy and in the G&H HR Kit.
5. Provide facilities and resources for the wellbeing of students and staff, as described in the Premises policy.
6. Apply a coherent quality assurance system across our business, as described in our Quality Assurance Policy.
7. Comply with New Zealand laws and statutes in relation to all aspects of our business.
8. Manage company records to ensure accuracy, integrity and compliance with relevant statutory requirements, as described in the Document Control and Student Records Policies.
9. Manage risk in relation to our special characteristics, business activities and educational provision.
10. Collaborate with others to support student participation and achievement towards greater success in their chosen career and other areas of life.

Planning and reporting to assist governance and management decision making

1. Annual planning is carried out to enable the business direction for each calendar year to be set according to the stated requirements of stakeholders and the vision of the company, and the accountabilities to achieve the agreed goals and objectives to be allocated in timely fashion.
2. Progress towards achievement of goals and objectives is monitored according to the Quality Assurance Policy.
3. Meetings are held regularly, ideally at the frequencies stated below, to report, discuss and decide on issues that will enable the company to operate on a continual improvement basis.
 - a. Head office management meets monthly to address issues raised from portfolio reports and activities, and to identify matters for consultation, review and decision making. Minutes of the management team meetings are kept and information is communicated back to staff.
 - b. Branch Managers and Tutors meet monthly for the purpose of continual improvement of training delivery and performance, staffing, amenities, health and safety, priority groups, record keeping and training venue issues etc. and work is reported back to head office for monitoring and/or action.
 - c. Branch staff meet weekly for the purpose of planning work for the week ahead to make most efficient use of the skills, resources and opportunities available at the branch. A record is kept on the Branch Meeting Agenda.
 - d. Regional training and meeting days are planned and held at least twice during the year where staff training is delivered and branch staff may raise wider issues and common issues. Matters requiring responses are reported back to head office for action.
 - e. The Managing Director Operations Manager and Assistant Operations Manager meet as required with individual portfolio holders to address issues arising, and to approve proposed improvements.

Risk management approach

G&H Training manages risk to protect our students, our financial position, our ability to meet contractual obligations, our staff, our assets and intellectual property, our service quality and our reputation in order to minimise the impact and cost of adverse events. The risks most likely to cause damage to G&H or our stakeholders have been identified and mitigation implemented as set out in the following table:

Risk	Cause	Possible consequences	Existing mitigations	Response in event	Accountability
Students					
Access to educational opportunity	Inflexible start dates; Lack of knowledge of what G&H offers; Location of venue; Lack of transport;	Difficulty recruiting students; Early withdrawal;	Entry most Mondays; Marketing to and liaison with secondary schools and student referral organisations; Venues near public transport; Assistance with travel cost or provision of transport for those eligible;	Tailored response to student circumstances where possible;	Management Tutors
Health & safety	Dangerous behaviour in workshop; Failure to follow operating instructions; Machinery or equipment failure;	Injury	H&S policy ,procedures and reporting; Training (practical and theory); First Aid Kit; Staff with First Aid Certificate; Machinery & equipment maintenance regime; Emergency drills; Health and safety audit	Apply first aid; Take student to doctor; Call ambulance; Report to Worksafe NZ;	Management Tutors Students
Achievement of educational goals	Poor training delivery; Student level of motivation or difficult circumstances	Student fails to complete programme; Absenteeism; G&H fails to achieve EPIs; G&H reputation suffers	HR policy and procedures (Tutor recruitment and induction; Tutor professional development); Close monitoring of student progress; Student support and pastoral care policy and procedures; Programme redesign where appropriate;	Tailored tutor training; Follow up of at risk students; Tailored / extended student support; Referral to expert assistance; Temporary suspension or extension of programme; Regular monitoring	Management Tutors Mentor Students
Achievement of progression	Poor preparation of student for progression; Poor provision of options to students;	Student failure to take positive next step; G&H failure to contribute to TES;	Training delivery, student support and exit policy and procedures; Close monitoring of student progressions; Maintenance of pathway networks;	Follow up and offer of ongoing support of students after leaving G&H; Extension of pathway networks	Management Tutors Students
Business					
Death of Managing Director	Accident	Business closure	After death action for business to continue with will arrangement	Guidance from lawyer	Lawyer
Death or resignation of Management Team member	Accident Personal decision	Interruption to business operations; (Temporary?) reduction in performance; Loss of staff morale;	Employee replacement External contractor if required in interim	Managing Director to manage the event	Managing Director

Risk	Cause	Possible consequences	Existing mitigations	Response in event	Accountability
Death or resignation of System Analyst	Accident; Personal decision	Gradual failure of ICT system; Reduction in ICT system stability / reliability; Loss of key teaching / learning and business operations resource;	Employee replacement External contractor if required in interim	Managing Director to manage the event	Managing Director
Financial security	Failure to meet Investment Plan commitments; Failure to meet other contractual requirements; Failure to meet quality requirement;	TEC reduces or withdraws funding; NZQA cancels registration or accreditation;	Portfolio system of staff accountability; Chartered accountant on Management Team; Robust planning & management of financial system; Planning and preparation for timely submission of SDR; Performance monitoring and reporting policy and procedures; Quality assurance policy and procedures;	Robust company restructuring procedure;	Management Portfolio holders
Contractual obligations	As above; Failure to keep abreast of changing government requirements and performance expectations;	As above;	As above; Participation in initiatives such as TRoQ; Attendance at TEC and NZQA workshops and symposia; Close monitoring of published sector benchmarks; Planning for programme approval applications in timely fashion; Regular performance reviews and self assessment against stakeholder expectations;	As above	As above
Legal obligations	Failure to meet all legal obligations; Failure to keep abreast of changes to legislation;	TEC cancels funding agreement; NZQA cancels registration; Prosecution for breach of law;	Close attention to TEC / NZQA announcements; Checks of NZ Government legislation website; Participation in TEC and NZQA workshops and symposia; Policy and procedures affected by legislation;	Legal advice	Management Portfolio holders
Assets, intellectual property	Loss of venue through fire; ICT system failure; Loss of major equipment or machinery; Theft of G&H proprietary software or copyright learning materials	Injury; Interruption to programme delivery; Students unable to complete programme; Loss of competitiveness;	Insurance; Emergency procedure and fire drills; Best practice ICT backup system; Budget and capital for replacement; Reliable and preferred suppliers;	Staff work extra hours to restore business operations quickly; Legal recourse;	Management Portfolio holders

Governance and Management Policy

Risk	Cause	Possible consequences	Existing mitigations	Response in event	Accountability
Staff	High workload; Lack of skill / knowledge for every aspect of the job; Failure to meet portfolio accountabilities; Low morale;	Key tasks not done or done poorly; Reduced ability of G&H to meet quality and performance standards; High staff turnover; Student morale impacted;	Tutor portfolio reporting and management follow up; Management open door policy; Student feedback system; Staff / branch appraisal and professional development policies and procedures; In-house staff training;	Access to on call staff for assistance; Tailored staff training; Tutor advice and support from HO;	Management Portfolio holders;
Company reputation	Failure to abide by contractual and quality obligations; Poor student behaviour at G&H venue; Ineffective use of complaint system; Staff unprofessional behaviour;	Loss of PTE registration; Loss of business; Difficulty recruiting staff and students; Difficulty obtaining progressions for students; Loss of competitiveness;	Portfolio accountability and reporting system; Staff training; Close monitoring of performance and quality; Rules and regulations; Complaints procedure; Code of Conduct; Benchmarking against other providers (e.g. by monitoring of EER reports)	Stakeholder management; Prompt and professional remedial action/s; Legal advice;	Management Portfolio holders

Collaboration with other organisations

The company collaborates with other organisations for purposes such as:

- Research into good practice teaching, learning and student support for particular needs;
- Design and development of programme content and resources;
- Specialist student support services;
- Networking to achieve post-course outcomes, etc.

Responsibility

Managing Director: to ensure that G&H Training Limited is effectively managed and that business decision making is appropriately delegated.

Management team: to assist the Managing Director to uphold the G&H policies and procedures.

Related documentation and other resources

Documents on file include: Current Company Registration Certificate; personnel files; copies of documents submitted to TEC, NZQA etc.; student information brochures; self assessment reports.

Websites: G&H, TEC, MoE and NZQA.

Last review of this policy: December 2015

Reviewed by: DP

Approved by: SS

Goals and Purposes Policy

Policy

It is the policy of G&H Training Limited to focus on the achievement of our educational goals, and to contribute to the Tertiary Education Strategy.

Policy Objectives

The company:

1. Expresses its goals and objectives in a set of key documents which collectively cover the company's planned business direction.
2. Operates systems and procedures to ensure that stakeholders' performance requirements are met.
3. Follows procedures to manage the achievement of key goals and objectives.
4. Contributes positively to the goals of the Tertiary Education Strategy.

Goals and purposes

1. Goals and objectives are set out in the company's Investment Plan, Business Plan and goals, Company Goals, NZQA self assessment requirements, and policy and procedure manuals.
2. There are specific procedures (below) for managing the use of funded places and meeting the requirements of the Educational Performance Indicators (EPIs: course and qualifications completions; retentions; progressions) in order to maintain or improve our performance against Investment Plan commitments, EPIs, labour market outcomes; and equitability of achievement for priority groups.
3. The systems and procedures to ensure achievement of all goals and objectives are described in the Organisational Staffing and Structure Policy, and the Quality Assurance Policy.

Tertiary Education Strategy

1. The Tertiary Education Strategy is a driving force behind the delivery of training and the development of new programmes and products for each stakeholder with whom we contract. In particular we aim to:
 - a. Offer flexible and responsive education programmes that enable students to complete high quality qualifications that lead to employment or higher-level education.
 - b. Deliver tailored learning opportunities in an industry-focused learning environment.
 - c. Provide specialised trade qualifications and training.
 - d. Assist students in level one to three qualifications to improve their literacy, language and numeracy skills through embedded literacy and numeracy development.
 - e. Work with schools and businesses to strengthen the pathways from school to work for learners.

Distinctive contribution to the tertiary education network

The company's distinct contribution to the nation's tertiary training is described in our Investment Plan.

Responsibility

Managing Director: to ensure that G&H goals and purposes are reviewed, updated and upheld.

Management team: to support the achievement of the G&H goals and purposes.

Portfolio holders: to contribute to the achievement of the G&H goals and purposes.

Related documentation and other resources

Investment Plan, TEC and MoE websites.

Last review of this policy: November 2015

Reviewed by: DP

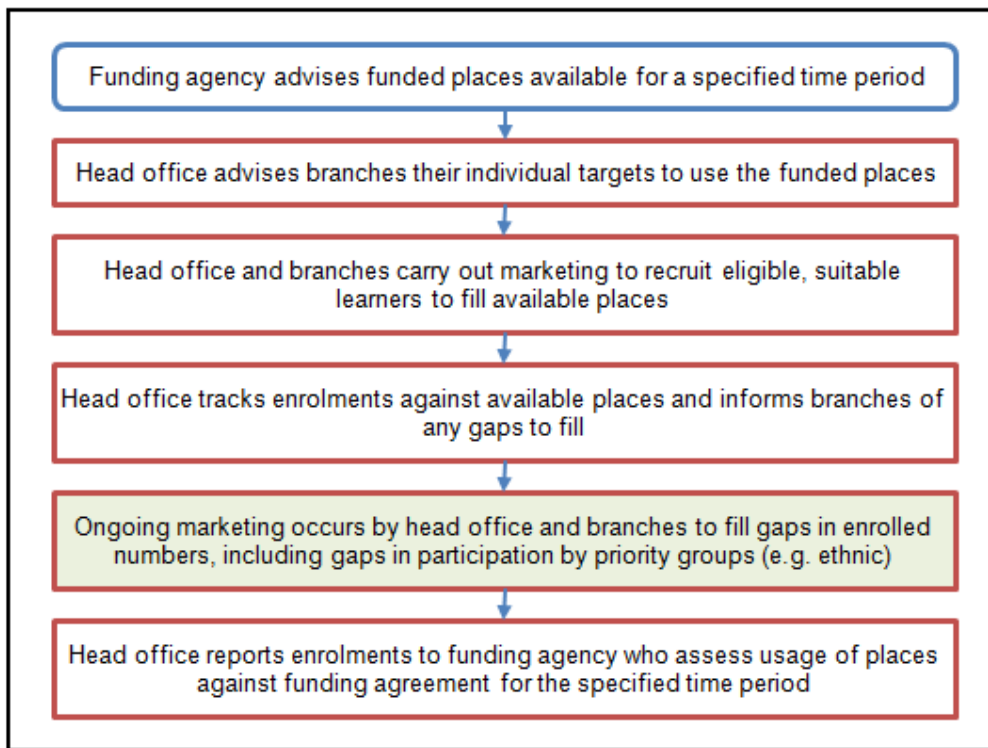
Approved by: SS

Procedure for: MANAGING USE OF FUNDED PLACES

Objective

It is our company's objective to make all reasonable efforts to ensure that the places approved for funding can all be used.

Procedure



Last review of this procedure: November 2015

Reviewed by: DP

Approved by: SS

Procedure for: MANAGING THE ACHIEVEMENT OF QUALIFICATIONS AND CREDITS ON THE NZQF

Objective

It is our company's objective to make all reasonable efforts to give our learners the opportunity to achieve the qualification or credits that they have enrolled for.

Definitions

PEC - The G&H Certificate in Pre-employment Carpentry which contains all the theory units of the National Certificate in Carpentry L4.

PCS - The G&H Certificate in Practical Construction Skills, incorporating the Building Construction & Allied Trades Skills Certificate and a First Aid Certificate. A learner will be awarded these certificates after attaining the required credits.

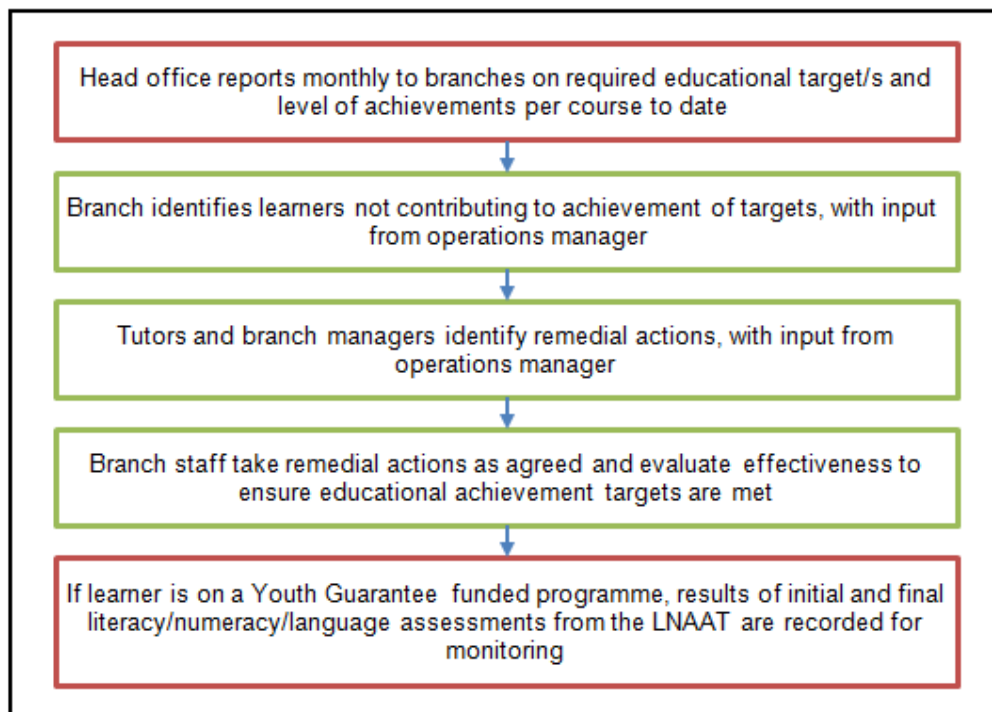
MIS – Motor Industry Skills incorporating the NC in Motor Industry – Foundation Skills L1, and/or NC in Motor Industry – Entry to Automotive Trades L2. A learner will be awarded the certificate/s after attaining the required credits.

CAS – Certificate in Automotive Servicing incorporating the NC in Motor Industry L2. A learner will be awarded the certificates after attaining the required credits.

PGD – National Certificate in Plumbing, Gasfitting and Drainlaying (Introduction) L2. A learner will be awarded this certificate after attaining the required credits. (Note, not available for enrolments in 2016)

A learner who has completed part of any of these qualifications prior to enrolment may enrol for the uncompleted units, and will be awarded the qualification certificate/s on completion of all these units.

Procedure



Last review of this procedure: November 2015

Reviewed by: DP

Approved by: SS

Procedure for: MANAGING EQUITABILITY OF ACHIEVEMENT FOR PRIORITY GROUPS

Objective

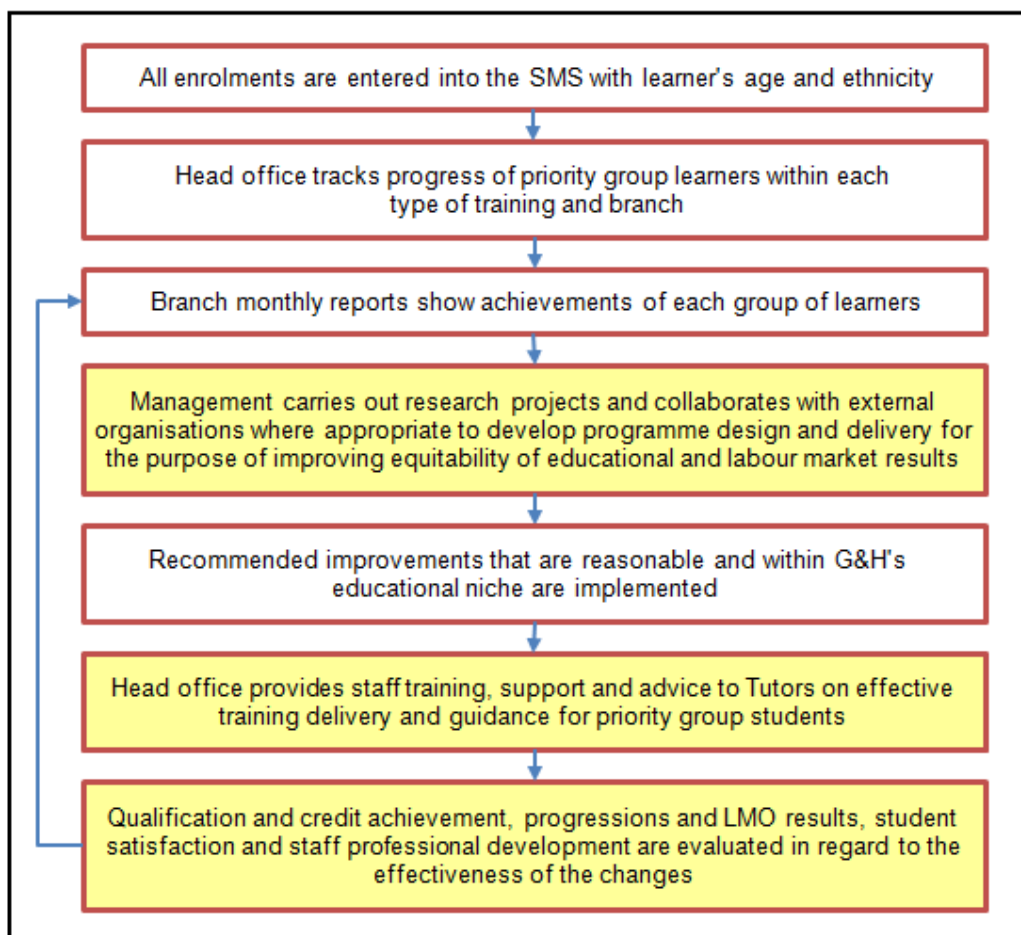
It is our company's objective to make all reasonable efforts to ensure that all our learners have an opportunity to achieve qualifications and labour market outcomes that are equitable with those achieved by their cohort of learners.

Definition

Priority group: TEC defines the priority groups in the Tertiary Education Strategy, being those in most need of education and support to achieve the skills and qualifications needed for employment in a globalised labour market. Current priority groups include Maori, Pasifika and people aged under 25.

Equitable: at a rate no greater than 3% less than the rate achieved by learners in the particular cohort overall.

Procedure



Last review of this procedure: November 2015

Reviewed by: DP

Approved by: SS

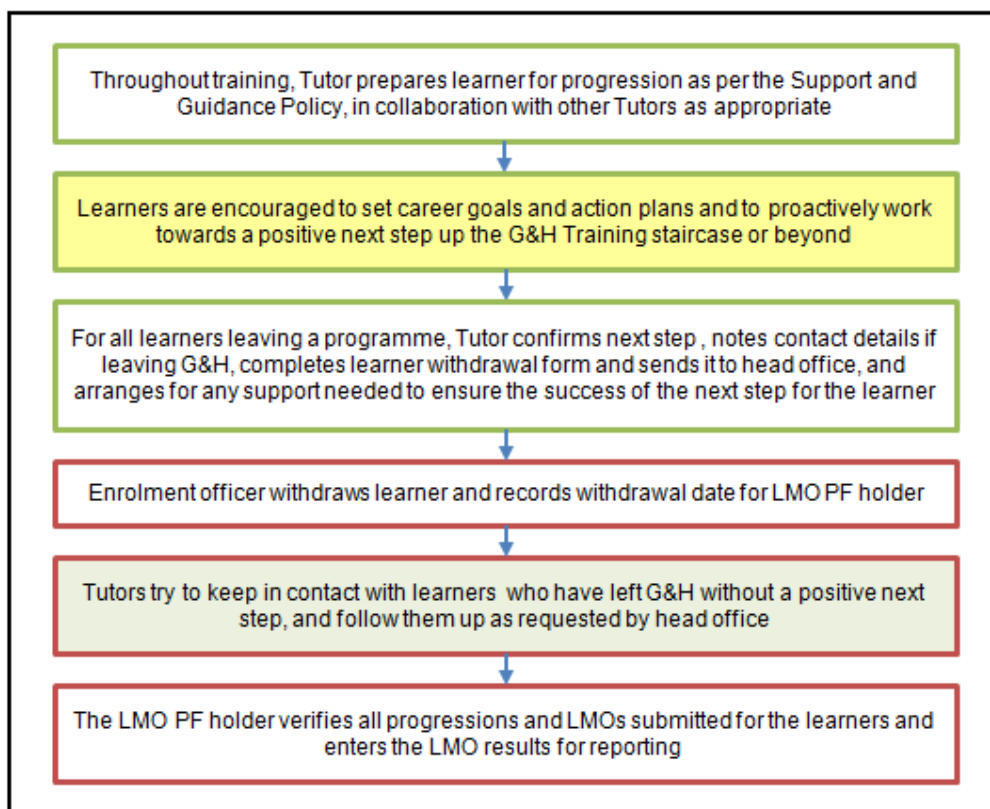
Procedure for: MANAGING PROGRESSIONS

Objective

It is our company's objective to make all reasonable efforts to assist our learners to progress to higher level training that their studies at G&H Training Limited have prepared them for.

Definitions

Progression: to move on to education or training at a higher level, in particular from a lower level programme to a higher level programme at G&H, or from a programme to an apprenticeship. See further details in Support and Guidance Policy.



Last review of this procedure: November 2015

Reviewed by: DP

Approved by: SS

Procedure for:

MANAGING ACHIEVEMENT OF LABOUR MARKET OUTCOMES

Objective

It is our company's objective to make reasonable efforts to give our learners, particularly those who complete a higher level G&H qualification, the opportunity to achieve the labour market outcome that their studies at G&H Training Limited have prepared them for.

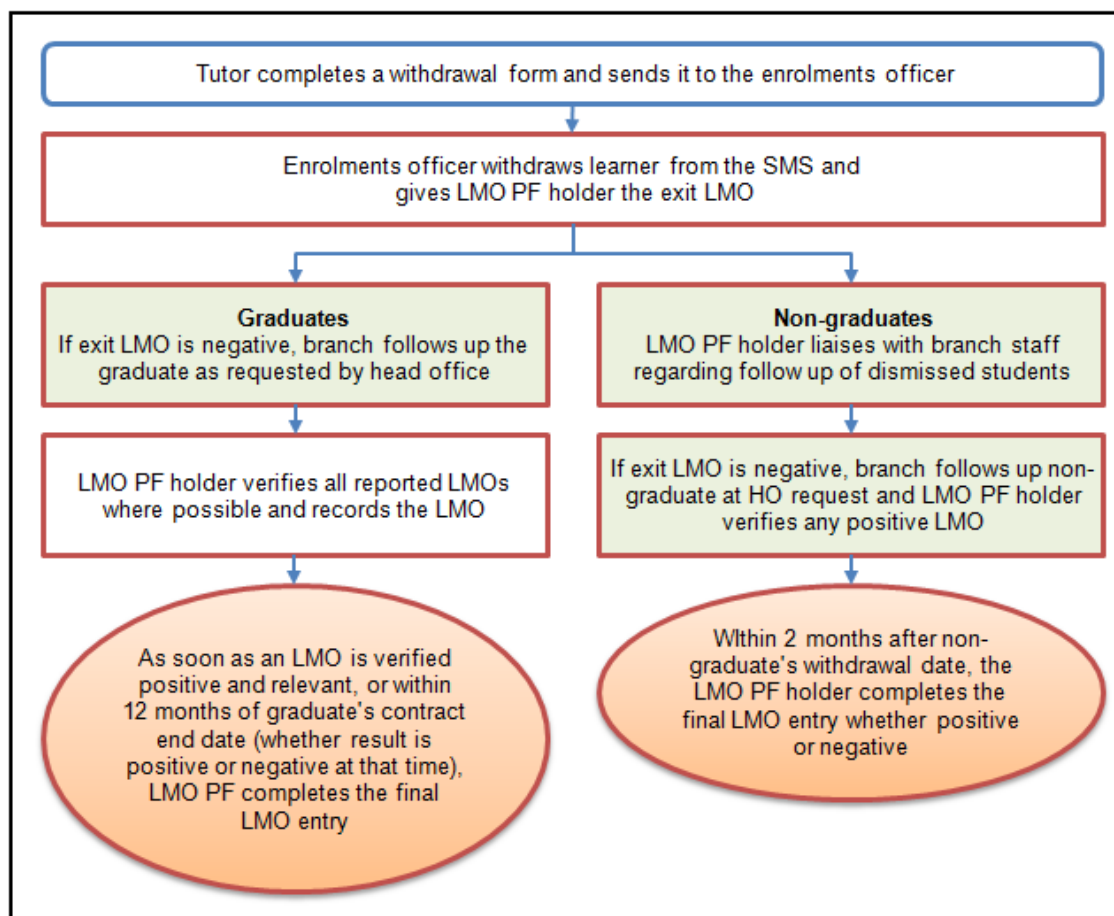
Definitions

LMO: Labour market outcome (apprenticeship; employment, preferably relevant)

Verify: directly confirm with the employer or training provider that the positive outcome claimed was, is, or will be true at time of measurement, and record the verified details for future reporting if required.

Relevant: the learner uses the programme content in the employment or further training they have entered.

Complete the LMO entry: enter the correct code into the SMS and performance tracking spreadsheet.



Last review of this procedure: November 2015

Reviewed by: DP

Approved by: SS



Finances

“Financial management uses sound practices and achieves acceptable financial performance to recognised professional standards.”

Financial Practices Policy

Policy

It is the policy of G&H Training Limited that acceptable financial management practices and performance are applied as per the requirements of the Financial Reporting Act 2013, the current Tertiary Education Commission Funding Guide, and accepted business practice.

Policy Objectives

Accounting

1. All source financial records are processed on a timely basis and stored in an orderly and accessible manner.
2. Generally accepted accounting practices are adopted and adhered to.
3. Appropriate internal controls are adopted and reviewed as required.

Financial reporting

1. Financial statements are prepared according to Generally Accepted Accounting Practice (GAAP) and comply with New Zealand financial reporting standards.
 - a. In accordance with NZQA requirements a financial management statement is signed by a chartered accountant.
 - b. All government funding and financial reporting requirements in accordance with the Tertiary Education Commission / Ministry of Education, are applied and completed in a timely manner.
2. The annual financial statements and underlying records and systems are subject to external audit by a qualified chartered accountant to ensure:
 - a. Compliance and consistent treatment of GAAP;
 - b. That the financial statements accurately reflect the company's performance and statement of position;
 - c. The internal controls and system are reviewed.
3. Monthly financial reports are prepared on a timely basis and submitted to the Managing Director for review.
4. Tax compliance work is done by an independent firm of chartered accountants.

Ongoing financial control and viability:

Our organisation applies acceptable business and financial practices so that financial viability is maintained as required. The company achieves this by:

1. Preparation of a detailed budget for the immediate forthcoming financial year;
2. Aiming to operate within acceptable Key Accounting and Financial Management ratios;
3. Daily assessment of cashflow by the accountant and Managing Director;
4. Review of financial performance on a monthly basis by the accountant and Managing Director.

Responsibility

Managing Director: to ensure that appropriate procedures are put in place and that this policy is adhered to.

Accountant: to complete all financial reporting and provide it to the Managing Director in a timely manner.

Related documentation and other resources

All relevant documentation must be recorded and kept on file.

Managing Director, accountant, financial records, notice of terms and conditions, Education Act, NZQA website

Last review of this policy: December 2015

Reviewed by: SA

Approved by: SS

Budget Policy

Policy

It is the policy of G&H Training Limited to ensure that forward planning of financial, administrative and physical resources is completed.

Budgets are prepared annually, or when and as required, to make allocations for specific costs relating directly to the delivery of each programme or course. These include specifications of all organisations scheduled in our programme development policy, as well as all costs of improvements arising from programme evaluation.

Policy Objectives

Guidelines specified by various organisations such as the Ministry of Education and Tertiary Education Commission, will be adhered to.

Budgets are to be prepared by the Managing Director and the accountant and, when necessary, in conjunction with a contracted accountant and an independent auditor.

Forward planning of financial, administrative and physical resource needs is completed.

The annual budget shall align with outcomes and resources and support the company's educational provision and administration.

Budgets will be evaluated monthly to ensure that income and expense items are within budget. Budgets will be evaluated annually to ensure that costing and budget figures were accurate, economical, and relevant to the income and expenses incurred during the year.

Responsibility

Accountant: to ensure that budgets are planned and calculated appropriately and advised to the Managing Director to allow for the necessary expenses detailed in the Financial Resource Policy, the Administrative Resource Policy, and the Physical Resource Policy.

Documentation and other resources

All relevant documentation must be completed and recorded and kept on file [e.g. financial records, cashflows, budget records].

Resources

The Education Act 1989, Ministry of Education, Tertiary Education Commission, company accountant, MYOB.

Last review of this policy: December 2015

Reviewed by: SA

Approved by: SS

Financial Resource Policy

Policy

It is the policy of G&H Training Limited to finance adequate resources, equipment and premises for its education and training services, which meet the requirements of the approved programmes.

Policy Objectives

Financial resources are allocated to specific items as and when reasonably required in order to meet the contractual agreements with the Tertiary Education Commission, New Zealand Qualifications Authority, Ministry of Education, Ministry of Social Development, and other funding bodies. Financial resources are made available to ensure delivery standards are met and continuous improvement of our programmes, courses and services, equipment, amenities, resources, staffing and training venues occurs.

Financial resources shall be allocated to the following:

1. Premises that meet statutory and regulatory standards and are of adequate size and quality for the needs of the number of learners attending the programmes or courses being taught.
2. Training Materials: development and allocation of teaching and learning resources to enable programmes and courses to be delivered as contracted.
3. Machinery: to enable the maintenance, replacement, improvement or updating required to ensure the safe delivery to industry standards of all programmes and courses.
4. All tools, equipment, safety clothing*, tuition materials and examination costs are provided free of all charge to all learners while enrolled on a programme or course at G&H Training Ltd, unless specified otherwise in enrolment details. These remain the property of G&H Training Ltd. (**Exception = Safety work boots - where learners purchase their own safety boots, clothing and hand tools etc, budgeting advice may be offered*).
5. Staff Development: to enable the individual development of each staff member as agreed in their staff development plan.

Responsibility

Managing Director: to ensure that financial resources are available to meet contracts.

Operations Manager: to ensure that resources are provided to meet contracts within budget.

Documentation and other resources

All relevant documentation must be completed and recorded and kept on file.

Ministry of Education, Tertiary Education Commission, NZQA, company accountant, financial records.

Last review of this policy: December 2015

Reviewed by: SA, DP

Approved by: SS

Procedure for: PURCHASING AUTHORISATION

Objectives

It is our company's objective to develop a 'preferred supplier' system to ensure we obtain the best possible price, and services, for all company expenditure.

All company expenditure should be appropriate to the needs of the learners and appropriate to the needs of the staff to ensure that our services are supplied effectively and efficiently.

These 'costs' must be balanced against the cost of purchasing required items.

To ensure the on-going improvement of our company it is recommended that a list of priority items that will enable the delivery of cost effective training is completed and updated for each training venue annually. Company expenditure for this priority list can then be budgeting accordingly.

Authorisation Procedure

For expenditure on ALL items not specified in other procedures:

1. Obtain approval in principle for the expenditure by emailing the Operations Manager with a detailed description of the items required, and the reason for the purchase.
2. Once approval to proceed has been granted, obtain a quotation for the expenditure from three suppliers. The Operations Manager may give direction on where to get quotations in case there has been a recent purchase of the same item at a good price, in which case no further quotations may be necessary.
3. Forward the quotations to the Operations Manager.
4. The Operations Manager gives final approval, or will present the authorisation request and all three quotations to the Managing Director for final approval for spending above delegated amounts or outside of routine circumstances.

In assessing the best quote, consideration needs to be given to factors including price and, where applicable, warranties, delivery charges, after sales service, and/or location of nearest service agent/s.

5. Once final approval of the purchasing requests has been obtained the Operations Manager will advise how they are to be actioned.

Important Notes

The advantages of this procedure include:

1. By comparing the three quotes, we can establish who is giving the best price and service.
2. Detailed reasons for purchase will enable approvals to be considered from the perspective of actual needs rather than assumed needs, and to ascertain forward planning expenditure and budgeting for other branches.
3. Spending can be managed so branches can receive the items they need when they need them in order to meet their performance targets, learner and Tutor requirements, and health and safety requirements.

Responsibility

Operations Manager: to ensure that all branch expenditure is appropriate to the needs of staff and learners and to ensure that all expenditure is authorised appropriately and within budget.

Branch Manager and Assistant Operations Manager: to create and maintain a priority list of resource requirements and present this to the Operations Manager for future planning.

Staff: to obtain approval from the Managing Director to purchase any item over a pre-determined budget, in accordance with the company's purchasing procedures.

Last review of this procedure: December 2015

Reviewed by: SA

Approved by: SS

Procedure for: PURCHASING OF STATIONERY

Objective

It is the objective of G&H Training Limited to purchase stationery as cost effectively as possible, ensuring we get reasonable value for money and at the same time minimising paper work and data entry.

Ordering should be limited to one order per month to be placed as required with our preferred supplier/s.

Stationery for branches will be provided on a just-in-time basis and with consideration of prior requests and current conditions at the branch.

Procedure

To order branch monthly stationery supplies:

1. Print an '*Administration Request Form*' from the intranet, complete it and fax to head office in accordance with the timetable recorded on the branch *Administration request schedule*, detailing your stationery requirements for the following month.
2. Head office will place a bulk stationery order with our preferred supplier on the first working day of each month.
3. Our supplier will arrange for stock to be delivered direct to each branch accordingly.
4. The contact person at head office for the ordering of stationery is the accountant or other designated person.

For any items required urgently during the month:

5. Complete an administration request form and fax to head office.
6. Clearly, mark items 'urgent' so that a special order can be made.

Important Notes

1. Keep a stock of regular items and use the monthly ordering process to replenish these stocks. It is not necessary for branches to hold large quantities of stationery.
2. Purchase order numbers will be issued by head office.
3. Administration request forms are to be forwarded to head office during the month but unless these are marked 'urgent', they will be stock piled for the bulk order at the beginning of the following month.
4. Branch request forms will be reviewed at head office by the accountant. Where the nature and quantity of stationery items ordered are considered inappropriate for the branch's needs, the branch order may be altered with approval from the Operations Manager. Details of any significant variations to the branch order will be emailed to the Branch Manager.
5. On receipt of the delivery a designated branch person must mark the goods received against the delivery docket or invoice. Where there are discrepancies, promptly advise the accountant or the person who approved the purchase.
6. Forward the checked delivery docket or invoice promptly to head office.

Last review of this procedure: December 2015

Reviewed by: SA

Approved by: SS

Procedure for:

STAFF TRAVEL

Objective

It is our company's objective to fairly and appropriately reimburse staff for travel, accommodation and meal costs when required to travel out of their region for approved company business.

Procedure

Travel Costs

1. Where possible, a company vehicle is to be used and fuel costs placed on the fuel card provided.
2. The cost of operating a personal vehicle for company business may be reimbursed with prior approval. As a rule, however, staff will be discouraged from using their own vehicles on company business.
3. For any other forms of transport, the Operations Manager must give prior approval as per the 'Purchasing Authorisation' procedure.

Accommodation Costs

4. In cities where 'preferred' accommodation suppliers have been identified we request that staff stay at one of these places. The accountant will advise staff where these places are. Arrangements are in place for accommodation costs to be invoiced directly to head office from these preferred suppliers.
5. If accommodation is not available with a preferred supplier, or if no preferred supplier exists where staff need accommodation, you should obtain the Operations Manager's approval to stay at an alternative place.
6. Before travelling, complete a purchase order and forward the yellow copy to head office stating date of travel, name of the staff member/s travelling, name of the accommodation supplier, and the cost (including GST). In the event that a purchase order cannot be finalised prior to an urgent travel need, on your return to your branch / office complete a purchase order and advise the number to the accommodation proprietor.
7. Staff are to book their own accommodation once approval is granted. When booking, state the purchase order number and confirm that the accommodation supplier will send the tax invoice to head office.

Meal Allowances

8. Meal allowances will be approved at \$35 per day per staff member or as otherwise reasonably negotiated.
9. All meal allowances are claimed on timesheets (not through a purchase order), and are paid with wages.

Reimbursements

10. To claim reimbursement for approved travel expenditure, complete a standard purchase order and forward it to head office stating the name of the staff member travelling, the dates, number of nights and total cost of reimbursement sought. Reimbursements are paid to the claimant's nominated bank account, generally on the 20th of the month unless prior arrangement is made for earlier payment.

Tax invoices

11. When staying at accommodation other than with a preferred supplier, or when making purchases as approved in advance, a tax invoice must be obtained and returned to the accounts administrator.

Important Note

Staff travelling out of town on business may take family members with them, however they must obtain prior approval from the Operations Manager and the company will not reimburse family members' costs unless agreed in advance by the Managing Director.

Responsibility

Staff member travelling: to supply the correct purchase order numbers for all accommodation and forward yellow copies and orders for reimbursement to head office; to keep all travel costs to a minimum.

Operations Manager: to approve all inter-city travel and costs.

Accountant: to oversee that staff reimbursement claims are processed and appropriate accounts are set up with new suppliers.

Last review of this procedure: December 2015

Reviewed by: SA

Approved by: SS



Resources

“Physical and learner resources support good educational practice and are current, available and relevant to the learners.”

Administrative Resource Policy

Policy

It is the policy of G&H Training Ltd to allocate administrative resources to enable the smooth running of all programmes, courses and services provided by this organisation; and to ensure that all requirements of Tertiary Education Commission (TEC), NZQA, Ministry of Education, and other key stakeholders, are met.

Policy Objectives

Administrative guidelines will be followed to meet the requirements of the relevant organisations:

- NZQA Registration and Accreditation Documents
- NZQA Guidelines for the Registration of PTEs
- NZQA How to Maintain Registration as a PTE
- NZQA Consent and Moderation Requirements
- NZQA Unit Standards
- <http://www.minedu.govt.nz>
- <http://www.nzqa.govt.nz>
- <http://tec.govt.nz>
- <http://www.tec.govt.nz/steo>
- TEC – Funding Agreements; rules and conditions
- TEC - Investment Plan and Funding Applications Guidelines, Workspace data
- TEC – Single Data Return Manual
- TEC – National Student Index Manual
- TEC - Modern Apprenticeships Coordinator contract
- ITO Training Guidelines
- G&H Training Limited – Company Policy and Procedure Manual

Management practices allow us to keep up with all administration required of us as detailed in the administrative resources listed above. This also allows for quality proposal preparation, timely implementation of new processes, marketing and recruitment of appropriate learners, achievement and reporting of learner results etc.

Administrative resources will be evaluated to ensure that all administrative requirements are being met.

Responsibility

Managing Director to: ensure that: administrative resources are provided to meet requirements; and reports and proposals to stakeholders are submitted as required.

Portfolio holders, in conjunction with the Managing Director: to ensure that all administration requirements are completed in a timely manner, and to ensure that all documentation is completed and kept on file.

Assistant Operations Manager, Branch Managers, Tutors, in conjunction with the Operations Manager and administration portfolio holders: to deal with relevant documentation and forward it to the administration staff in a timely manner,

Documentation and other resources

All relevant documentation must be held and archived at head office [e.g. programme and course records, learner records, moderation records, self assessment records etc.]

Industry accepted / approved Student Management System, quality and performance indicators.

Last review of this policy: November 2015

Reviewed by: DP

Approved by: SS

Premises Policy

Policy

It is the policy of G&H Training Limited to ensure that the training venues are of sufficient size for the number of learners, suitable to the learners' needs, and appropriate for the programmes or courses being taught.

Policy Objectives

G&H will ensure that all premises:

1. Are adequate and appropriate to current practices in the relevant industry;
2. Meet the reasonable needs of all learners and staff;
3. Comply with the regulations relevant to their use, in particular the requirements of the Resource Management Act, the NZ Building Code 1991, and the Health & Safety in Employment Act 1992 and any subsequent amendments.
4. Are maintained to meet the safety and quality standards required of an educational establishment;
5. Are site-approved for delivery of training by NZQA as required.

G&H will also ensure that:

6. All amenities are resourced and kept to a high standard of safety and cleanliness to provide a safe environment conducive to learning. All regulations as specified in the Health & Safety in Employment Act 1992, and its subsequent amendments, are adhered to. Health & safety checks on the venue and amenities will be made as per the Health and Safety Policy and the associated Health and Safety Handbook.
7. The features of the venue shall promote effective theoretical and practical learning and meet statutory and local body requirements.

Responsibility

Managing Director: to ensure that all resources assist in providing a safe and conducive learning environment.

Operations Manager and Assistant Operations Manager: to ensure that all amenities and venues are of a high standard and all regulations of the Health & Safety in Employment Act 1992 and its amendments are met.

Branch Managers and Tutors: to ensure that venues and all amenities are kept clean and safe for all staff, learners and visitors.

Documentation and other resources

Current BWOF is displayed at venues and/or all other relevant documentation is kept on file.

Health & Safety in Employment Act 1992, evaluation and internal moderation records, visual inspections.

Last review of this policy: December 2015

Reviewed by: DP

Approved by: SS

Learning and Teaching Resources Policy

Policy

It is the policy of G&H Training Limited to ensure that the teaching and learning resources are adequate, suitable to the learners' needs, and appropriate for the programmes and courses being taught.

Policy Objectives

G&H will provide learning and teaching resources and equipment that are current and appropriate.

1. Resource requirements for new programmes are identified and a schedule for development and acquisition is planned to ensure availability for delivery of the programme. No delivery will begin unless the necessary requirements for that delivery are in place. This may be by way of ownership, written lease arrangements, or written agreements with other suppliers and providers, for the provision of the stated requirements;
2. Any specific resources requested by an ITO, SSB, NZQA, or any funding body, in respect of our delivery, are obtained to allow a variety of learning opportunities for our learners.
3. All equipment specified by the relevant ITO or NSSB, as stated in the CMR, will be obtained before the delivery of the training. Where necessary, equipment is hired or leased.
4. Should machinery or equipment that is required for unit standard assessment not be held by the provider, there will be a written agreement providing G&H Training Limited access to those resources.
5. Prior to delivery of new programmes, all equipment is checked for quality and quantity, as listed by NZQA CMRs and industry specifications.

Learning and teaching materials

G&H will provide an appropriate set of learning materials for each topic, comprised from the following required and optional materials:

- Learning materials for each topic that reflects the current practices of the relevant industry.
 - Where possible, the learning materials used at G&H Training shall be developed in house to the standards detailed in the Learning and Teaching Materials Development Policy and procedures, for e-learning or paper as appropriate to the topic.
 - Where G&H is delivering a unit standard for which no learning materials have been developed in house, a suitable alternative shall be sourced from a reputable supplier.
 - Where specific unit standard materials are provided and/or recommended by an ITO or SSB, then these will be obtained and provided for our learners and may be used alongside G&H learning materials where these exist.
- Study materials (if required for a particular assessment) designed to:
 - Provide information in order to enable the evidence requirements to be met.
 - Provide exercises for students to practise on the topic, e.g. calculations, for self marking.
 - Draw learner attention to the key matters they need to learn; aid retention of learning by requiring active input from the learner (e.g. draw a diagram, work out a calculation, fill in key jargon, etc.); and enable future study or reference.
 - Enable learners to record their own references for the particular topic.
 - Encourage the learner to develop their note taking and writing competencies.
- Ideas for practical projects that can be incorporated into delivery to link industry theory to industry practice. Each project may be compulsory for assessment or optional for skills development, and this will be made clear to the learners. Include with practical projects any diagrams, illustrations or models, methods and conditions for assessment, and judgement statements. This may be in the form of a checklist.
- A Tutor Guide which may include content such as the following:
 - Recommended teaching methods and activities to aid delivery of the information to students;
 - Key points to cover when introducing the topic and running tutorials;

- Ideas for and/or links to additional resources relevant to the topic;
- Literacy / numeracy activities to support learning.
- Materials designed to develop the general literacy / numeracy skills of learners: use the opportunities offered by the unit standards content for the development of relevant literacy / numeracy skills as indicated below. Unit standards with content that is known to cause difficulty for students may also have such associated materials developed. All such materials shall:
 - Be mapped against the Progressions and inform Tutors and students of the literacy / numeracy competency required to complete the unit.
 - Have some resources for literacy / numeracy skills development which may be Tutor directed, student directed and self marking, required, or optional.
 - Recommend particular resources or activities from those available to raise the level of students' skills above their place on the Progressions as shown by their LNAAT results.
 - Include some assessment of language (e.g. industry jargon) as well as industry content.

These resources are based on the trade-related industry content, and may include:

- Materials based on industry jargon to teach about spelling, definitions, word building, vocabulary extension, interpreting meaning of unknown words, differences in meaning between words, conceptual relationships between words etc.
- Materials derived from existing learning resource content and industry related publications (brochures, trade magazines, instruction labels etc.) to teach comprehension, relationships between words and ideas, predictive reading, identification of key words and main concepts, text navigating, surveying language and text structure (e.g. of product and safety information), skimming and scanning, selecting relevant information, finding information and interpreting it, reading diagrams and plans etc.
- Activities to develop writing skills (e.g. site report specifications, health & safety forms, note-taking, diary work records, employee details form, timesheets, CVs, job applications).
- Activities based on worksite practice to develop speaking and listening skills (e.g. asking for help, giving and receiving information, dealing with subcontractors, clarifying and explaining job plans, etc.)
- Design of personal workshop projects to develop critical thinking skills, e.g. scale drawing, measurement, setting out, estimating and calculating material quantities, cutting to size, specifying tolerances, checking accuracy, identifying requirements and consequences, etc.

Tutors are expected to use all the available teaching resources (see Tutoring Method Policy) and are encouraged to develop their own materials for demonstration and for use on Active Boards, on the understanding that such resources remain the intellectual property of G&H Training Limited. Head office will support Tutors in the development of resources to uphold good practice quality standards and to ensure that good resources are available to all Tutors to use.

Tutors shall be given some training in the use of teaching materials during their induction as new staff or on introduction of new resources.

Study materials

- Learners are provided with study materials (e-learning or paper learning resource), classroom libraries, display materials and models etc. that assist them to achieve good learning outcomes.
- Library facilities will include resource manuals and text books, current trade magazines and other relevant information such as product catalogues from appropriate supply companies, to provide an up-to-date trade reference library accessible to all learners at G&H training venues.

Equipment

G&H will ensure that

- Learners know how to use equipment safely during training, as detailed in the Health and Safety Policy.
- All workshop equipment and machinery is maintained to industry standards and all necessary regulations regarding this equipment are adhered to. All machinery and hand tools are adequate and appropriate to current practices in the appropriate industry.

- Machinery and equipment is checked regularly for loss or damage.
- Lost or damaged equipment is replaced or repaired in timely fashion.
- There is a waiting time of no more than 15 minutes for use of computers for e-learning in G&H classrooms or machinery in the workshop.
- Learner feedback regarding resource sufficiency is evaluated, and reasonable additional resources will be provided where delays are shown to interfere with the timely completion of compulsory content.
- The branch laptops are checked daily. Staff are to advise the System Administrator of any damage that they find. The System Administrator will advise what action to take. No laptops should be sent for repair without this prior discussion. If the branch is advised to return a damaged laptop to head office for repair, there shall be no more than 1 working day between receipt of the damaged laptop at head office and dispatch of a replacement machine to that branch.

Other Resources

Other resources, e.g. support services supplied by external suppliers such as community groups or agencies, shall be considered on an 'as needed' basis to support the learning needs of the student.

Responsibility

Managing Director: to ensure that all resources assist in providing a safe and conducive learning environment.

Operations Manager and Assistant Operations Manager, Branch Managers and Tutors: to ensure that appropriate resources are made available to all learners.

Operations Manager: to ensure current learning resources and support materials are provided; to authorise the purchase and repair of lost or damaged equipment or machinery and the purchase of new machinery or equipment.

Teaching and learning resource developers: to ensure that each unit standard has an appropriate set of teaching materials and that Tutors are trained in their use as appropriate.

Branch Manager, with the assistance of Tutors: to arrange for and ensure the maintenance, repair and replacement of equipment and learning materials at their venue, with prior approval from the Operations Manager for all purchases.

All learners: to promptly report to the Tutor or Branch Manager any lost or damaged machinery or equipment.

System administrator, in conjunction with administration staff: to oversee the provision, maintenance and repair of all office and administration ICT equipment and to return working laptops to branches in the agreed time frame.

Documentation and other resources

All relevant documentation must be completed and recorded and kept on file [e.g. evaluation and internal moderation records].

Health & Safety in Employment Act 1992, visual inspections.

Learning and Teaching Resources Policy

Last review of this procedure: December 2015 **Reviewed by:** SS, KO, DP **Approved by:** SS

Learning Resources Development Policy

Policy

It is the policy of G&H Training Limited to provide learning resources that: enhance learning opportunities; reflect current industry practice; are moderated to ensure consistency, quality and fairness to all learners; and uphold the quality and content standards required by NZQA and the relevant Industry Training Organisations.

Definitions

Learning resource: The package of materials comprised of the performance criteria, required information and learning content, assessment criteria and guidelines, assessments, and marking guide, e.g. for a particular unit standard.

Qualified staff: For **technical and industry-related** learning resource content: a person with the appropriate trade qualification and assessment expertise; preferably having completed workplace assessor training in accordance with ITO requirements. (See current relevant CMR). **For content such as core generic, "soft skills" or literacy / numeracy: a person with appropriate expertise and experience.** For learning resource development administration: a person who is a NZQA or IT specialist and/or who has been trained to use the G&H learning resource development tools and procedures.

Scope

This policy shall apply to all learning resources developed by G&H, unless specified as **either** e-learning **or** paper based.

Policy Objectives

1. Learning resources are developed according to the company's priority business goals and the requirements of its stakeholders.
2. Learning resources are developed by qualified staff.
3. Learning resources for programme content being offered for the first time are designed from the current version of the relevant NZQA unit standard and CMR.
4. The complexity of the learning resource shall meet the level descriptors as per the qualifications framework.
5. Research into current industry practice is used to inform learning resource content, design and assessments. Advice may be sought from our industry advisory network. The source of information that is used for learning resource development and where it is used is documented. The industry advisory network includes:
 - a. Employers who provide work experience and employment for our learners, and the work experience reports;
 - b. Managers of relevant businesses, relevant industry professionals or contractors;
 - c. Information about new products and industry trends from supplier companies or websites;
 - d. Building inspectors or vehicle inspectors;
 - e. Apprentices, their supervisors and our Modern Apprenticeship Coordinators
 - f. Contact people and publications from the relevant ITO;
 - g. Publications from the Ministry of Business, Innovation and Employment (MBIE) [Labour; Building and Housing], BRANZ, LTSA, VTNZ, the Department of Statistics, and trade magazines;
 - h. Branch staff and their feedback from their learners and local industry contacts.
6. Where material is sourced externally, acknowledgement is made and copyright is not breached.
7. Where material is used that identifies persons or property, written permission is obtained for use.
8. Carpentry theory is delivered by means of e-learning supported by paper-based study notes according to the Tutoring Method Policy.
9. An e-lesson contains a mixture of text, photographs, video, interactive exercises and formative assessment questions as appropriate.
10. Learning resources under development are moderated externally at the request of a specific stakeholder.

11. Prior to final distribution, the correctness, readability level, spelling and grammar, layout, internal coherence and educational soundness of the material and assessments in each learning resource shall be confirmed through internal moderation before it becomes formally identified as the approved version for use.
12. The current approved version of each learning resource shall be used for training delivery as soon as practicable.
 - a. Updated e-lessons are made available as soon as the approved version is completed. Changes go live the week after the change is input.
 - b. The currently approved version of each paper-based learning resource is located on the print server to ensure the correct version is used. The supply of paper versions issued to each branch is managed, and copies of obsolete learning resources are removed from training venues systematically.
 - c. The updated versions of paper-based learning resources are either distributed promptly when the learning outcomes required by the updated version cannot be delivered using the old version, or they are phased in as existing stocks are used up or replaced due to wear and tear.
13. When approved learning resources are made available to branches, all the surrounding documentation is available at that time (e.g. policy updates, information for learners such as Individual Training Plans etc.)
14. Learning resources are reviewed as required to ensure they meet current G&H and stakeholder requirements.
15. Learning resource user feedback is used to correct errors and improve content at development and review times and additionally as advised.

Learning Resource Content

Each learning resource shall cover all the requirements listed on the NZQA unit standard and shall meet the following standards and requirements:

- **Resource materials:** The content needed to cover the elements and performance criteria can be obtained through appropriate resources such as existing learning resources, books, brochures, product material, NZ Standards etc.

To ensure we do not breach any copyright laws, all content sources must be referenced.

Graphics: All graphics (diagrams, photographs, hand-drawn examples etc.) must be of clearly visible and readable quality in the approved resource.

It is preferable that graphics such as photographs and videos for e-learning are produced in house. Where these include identifiable person/s or property, written and signed permission to obtain them and make them available for use in our materials must be gained using the Consent Form.

Photographs or video resources not produced in house must also be used with documented permission, unless they come from a source approved for public use.

Paper-based material: When sourcing material from existing resources, relevant sections may be photocopied, written on and sections crossed out if no longer required, provided that the parts to be included are clearly highlighted or marked and the Performance Criteria numbers to which the extract refers are stated. Head office will use this appropriately to protect copyright. If using copyright material, a copy of the publisher's page/s with the name of the book, author, edition etc., and the page numbers and diagram labels must be provided so head office can insert the correct references and acknowledgements.

- **Text:** The text shall aim for a Flesch Reading Ease score of 60-70 and a Flesch-Kincaid Grade Level of 7-8) where the technical requirements of the unit standard allow. If identified for embedded literacy / numeracy, it shall be written to develop literacy / numeracy skills as part of the delivery.
- **Assessments:** Assessments shall be designed to test the knowledge, skill or attribute described in the unit standard, outcomes or graduate profile (i.e. a learner's spelling skills shall not be tested if the element is about timber characteristics, for example). To ensure that competence is awarded on the most sound basis they shall be designed to test that the learner has mastered all the identified requirements.

Assessment questions and tasks reflect the NZQF level of the material being assessed.

Multi-choice questions shall meet the following standard as per international models described by PhD staff, located on the websites of Brigham Young University, University of Texas at Austin, Indiana University Bloomington, Georgia Southern University:

1. The questions shall be of sufficient complexity to test the knowledge of the learner to an appropriately high level with no trivial or trick answer options;
2. Only one or two correct answers per question, with 4-5 choices of answer.

Formative assessments shall give the learner opportunities to demonstrate that they have gained the knowledge or skills required for assessment and identify any gaps in their learning.

E-assessments: A bank of assessment questions shall be developed for each e-lesson from which the computer will select a set of questions for each e-assessment.

Each set of questions covers the full range of the particular elements and performance criteria covered in the e-lesson.

For the **5-questions** assessments the computer will randomly select 30% of the total pool of questions for that e-lesson for each individual learner's formative assessments and will select 5 questions randomly from this pool for each of their attempts. The types of questions selected should cover the range of types available.

For **final formative** assessments, the remaining questions from that e-lesson's bank of questions shall be selected for each attempt by an individual learner, but in different order each time.

For **e-assessment answers:** The answers to e-assessment questions must clearly be either right or wrong. This is because the computer automatically marks the assessments, so there must be no room for judgement for this to be valid, and no confusion about the result for the learner. The proposed questions must thus be carefully moderated prior to inclusion in the e-assessment.

- **Assessor guide:** A model or sample answer sheet or evidence guide shall be provided for each paper-based assessment. The developer must check all answers to calculations with an industry expert Tutor before including them in the assessment. Where diagrams are required, the developer must provide an original drawing or provide details of the resource material from which it can be located.
- **Assessor judgements:** The assessor guide shall specify the correct or acceptable range of evidence to support marker judgements. For example: how many steps it takes to reach the correct answer, (e.g. 6 steps); how many clauses are required in the answer (e.g. 2), whether they must state a specific number out of a particular range of items (e.g. 5 out of 8), and allowable tolerances. The assessor guide information must cover the required assessment content and context of the topic.

Where teaching and assessment materials purchased from an external supplier are used, judgement guidance will be provided if necessary to ensure consistency of judgements by G&H Training Limited staff, and this shall be used for the internal moderation of these assessments.

Internal Moderation of Learning Resources

During the development and updating of all learning resources, at least one qualified staff member other than the original developer shall moderate the resource against a quality standard checklist. It is preferable that Tutors be provided with this opportunity both as a quality check, and as part of their professional development.

If the moderators believe that the learning resources do not meet the quality standards and criteria required by this policy they must be able to explain why and justify their opinion to the developers. In the process of moderation, these differences shall be worked out. In the event that agreement cannot be reached between the developer and the moderator, the Operations Manager shall seek appropriate advice where necessary from a qualified third party, and make the final decision.

Learning Resource Documentation

The following documentation shall be used in the development and updating of learning resources.

1. NZQA Unit Standard.
2. Draft learning resources - materials labelled correctly for rewording and retyping. This will include revised learning resources with notes detailed clearly on this.
3. List of resources used.
4. Original traceable resource material for all diagrams and photographs required.
5. Worksheet with answer sheet, marks and judgement statements.
6. Summative assessment questions with answer sheet, marks and judgement statements.
7. Study notes or handout material.
8. Practical projects and assessment guidelines.
9. Feedback from internal and external moderation of learning resources under development.
10. Permissions to use materials

Learning Resources Development Policy

Reviewing Existing Learning Resources:

All the learning resources being used in programmes or courses will be scheduled for review as follows:

- Carpentry: following the external moderation schedule used by the BCITO;
- Core generic: 5 yearly after development, or on unit standard review by NZQA;
- Learning resources purchased from a supplier: at moderation time, and findings advised to the supplier;
- At any time as per ITO requirements to ensure that they meet current CMR and performance criteria.

Qualified staff will be invited to participate in learning resource development or review and will be sent:

- A copy of our existing learning resource that is being revised, and
- A copy of the latest version of the NZQA Unit Standard showing all required elements and performance criteria which the learning resource assessments must cover,

OR – in the case of writing up new learning resources where nothing was previously available:

- A copy of the latest version of the NZQA Unit Standard showing all required elements and performance criteria which the assessments must cover.

Responsibility

Operations Manager: to use this learning resource development regime to ensure that qualified staff are allocated for research, development, and moderation of learning resources; to give final approval before learners gain access to the material; to see that learning resource developers follow this policy, in conjunction with the system administrator, the learning resource portfolio holder and other appropriately qualified staff.

Learning resource developers: to ensure that they develop learning resources in accordance with this policy.

Learning resource distribution portfolio holder: to ensure that the correct version (and no other version) of each learning resource is made available for distribution to Tutors.

Tutors: to advise the Operations Manager about any corrections that are required to learning resources.

Policy portfolio holder: to integrate e- learning requirements into our documented procedures.

System administrator: to ensure that software development and maintenance are completed to the highest standard in a timely manner; to enable the currently approved version of each paper-based learning resource (as advised by staff) to be located on the print server.

Documentation and other resources

All documentation shall be recorded and kept on file:

Unit standard and CMR requirements, research material used; Approvals for use of personal material, Feedback from learning resource users, Learning resource versions.

Managing Director, Operations Manager, learning resource portfolio holder, ITOs, Learning resource developers, industry advisory network.

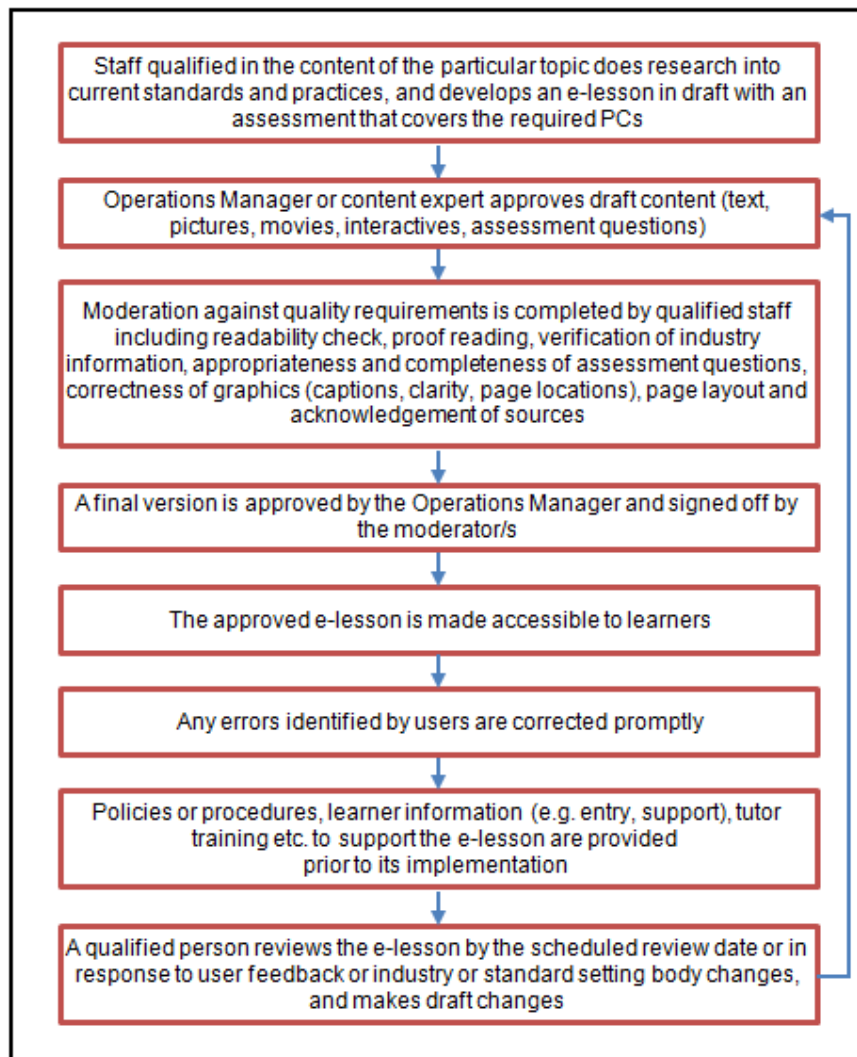
Last review of this policy: December 2015	Reviewed by: SS, KO, DP	Approved by: SS
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Procedure for: E-LESSON DEVELOPMENT

Objective

It is our company's objective to develop high quality e-lessons.

Procedure



Last review of this procedure: December 2015

Reviewed by: SS, KO, DP

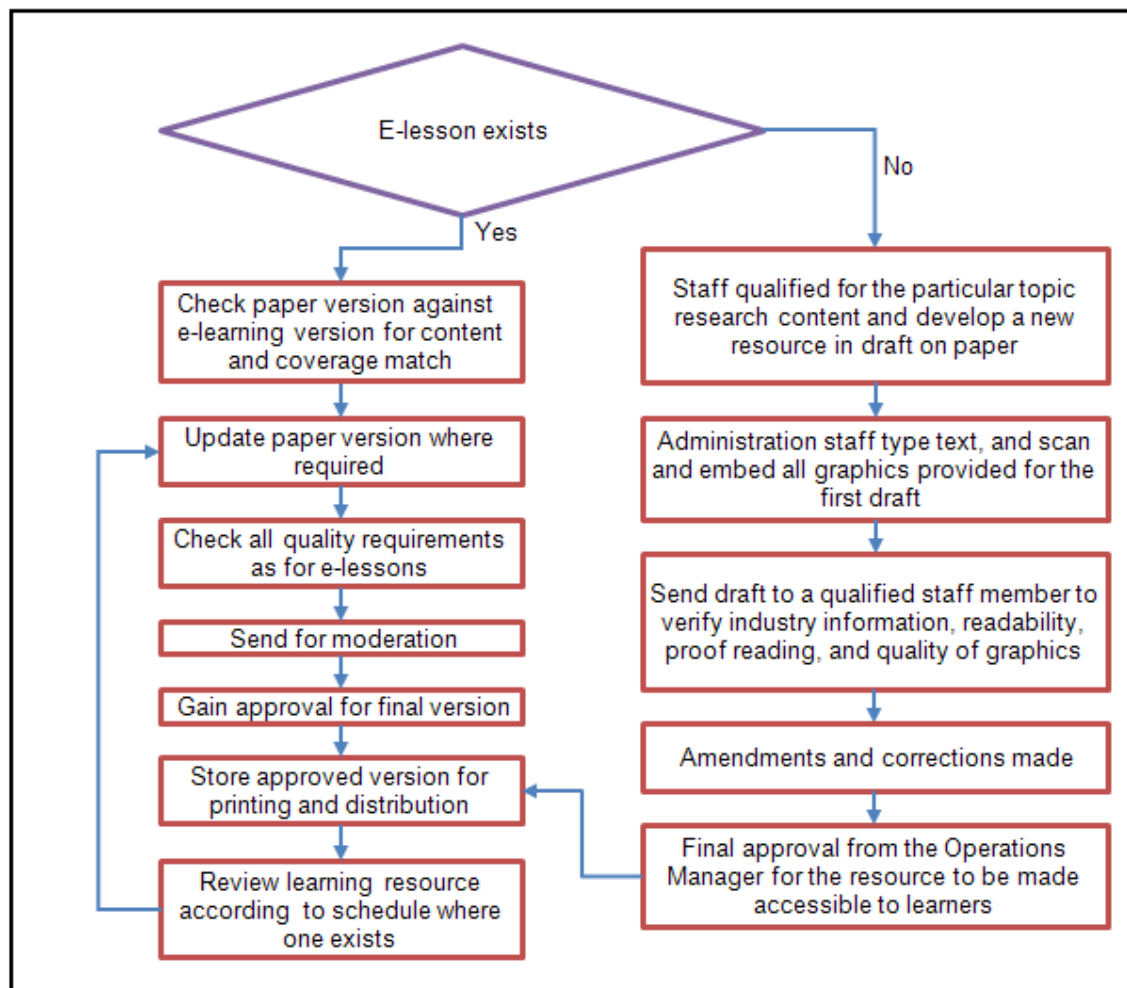
Approved by: SS

Procedure for: PAPER BASED LEARNING RESOURCE DEVELOPMENT AND REVIEW

Objective

It is our company's objective to ensure that our paper based learning resources are aligned with the content of e-lessons where relevant, or that they are developed so as to uphold the Learning Resources Development Policy. It is our objective that these learning resources are reviewed according to schedule.

Procedure



Where a learning resource is needed for content that will not be delivered by e-learning, the developer shall work collaboratively with other portfolio holders to ensure that the material meets learning resource quality standards and is available to learners within the agreed timeframe.

Last review of this procedure: December 2015

Reviewed by: SS, KO, DP

Approved by: SS

Use of Vehicles Policy

Policy

It is the policy of G&H Training Limited to ensure that each aspect of its operation is adequately resourced in respect of vehicle requirements.

It is the policy of G&H Training Limited that vehicles are driven, serviced and maintained to meet legal and/or lease requirements, and are presented to a standard that upholds the good image of the company.

Scope

This policy applies to “company vehicles”, being those that are owned, leased or on short term hire.

Definition

A “vehicle” includes a motor car, van, truck, trailer and any other motorised form of transport.

Policy Objectives

- Before a vehicle is permitted to be used, it must have on display the required evidence of current registration, warrant of fitness and, in the case of diesel vehicles, sufficient RUC licence for the journeys to be undertaken.
- Vehicles must always be driven in a lawful and safe manner.
- No vehicle may be driven when it is known to be unroadworthy or in a state or condition where it is unlikely to complete its journey.
- Vehicles may only be driven by a member of staff and that person must have a current licence to drive that class of vehicle and have signed the “Agreement for the use of company vehicles” form.
- Vehicles are to be used and allocated in an efficient and cost effective manner.
- Branch vehicles are a key asset of the branch and therefore must always be available for transportation of learners, staff and equipment for the purposes of education, marketing or business.
- Information regarding servicing and emergency contacts is to be kept in the glove box.
- Smoking is not permitted in company vehicles.
- The vehicles will be checked during internal moderations to ensure that they are well maintained and display current documentation.

Selection and make up of vehicle pool

The company’s operational vehicle requirements will be determined by the Operations Manager and accountant in consultation with the Managing Director. The Operations Manager will liaise and consult with suppliers in selecting the appropriate vehicles. The Managing Director must give final approval for, and has sole signing rights for contracts of the sale, purchase, lease or hire purchase of vehicles.

Decisions on the composition of the vehicle pool are made on a case by case basis, and may take into consideration:

- The intended purposes for which the vehicle will be used;
- The intended period of use of a vehicle;
- The availability, effectiveness and efficiency of suitable vehicles for purchase or lease;
- Recommendations of the manufacturer.

Operation and use of vehicles

Vehicles are first and foremost equipment of the company, and therefore must at all times be at the disposal of the company for their intended use. Circumstances where a vehicle may not be available are limited to when it is being serviced, repaired or warranted.

Each vehicle shall have a specified regular driver (the “designated driver”) who is responsible for ensuring that the vehicle is currently compliant with legal requirements, that it is roadworthy and that it is in a clean and well maintained condition.

Where a vehicle needs to be used by more than one person, the designated driver must plan and communicate so that it is available for priority use on an equitable basis.

During times when the designated driver is away on leave, vehicles must be stored at the branch and accessible for staff who need them. Prior approval must be obtained from the Operations Manager for the vehicle to be stored elsewhere during that period.

The Operations Manager may instruct that a high usage vehicle be swapped with a lower usage vehicle.

Any files or documents related to company business are to be removed from vehicles parked in the open overnight, to avoid loss of records through theft or break-in.

Use of own vehicle for company business

Prior approval of the Operations Manager must be obtained before a private vehicle is permitted to be used for business purposes. The Operations Manager will approve the circumstances in which the vehicle may be used, and the rate of reimbursement for costs incurred. Reimbursement may be at an agreed per kilometre rate, a specific fuel purchase, or the provision of MTA fuel vouchers.

Private use of company vehicles

Branch vehicles must always be available to staff for their intended use. Private use of branch vehicles is therefore not permitted other than by prior approval from the Operations Manager.

Servicing vehicles

Leased vehicles: Under the terms of our lease agreement we are responsible for ensuring that vehicles are kept roadworthy, in top condition and in compliance with all Land Transport regulations. Other conditions apply, for which advice is available at head office:

- Under no circumstances is the company or its employees to perform any repairs or maintenance to a leased vehicle.
- The company is **not** able to permit any repairs or adjustments to be made to the vehicle without prior approval of the lessor, **unless** the total cost is less than \$100.
- The specified preferred service agents must be used for each type of work.
- Leased vehicles are required to be serviced when specified odometer readings are reached.

Lease agreements generally cover the cost of:

- All scheduled service checks
- All maintenance and repairs due to fair wear and tear, including wheel alignment and balancing
- Replacement tyres (usually one full set only)
- Annual relicensing and warrants of fitness.
- An emergency breakdown service, including call-out and towing if a leased vehicle fails to start or breaks down. Contact details are in the vehicle glove box.

Company owned vehicles: these are to be serviced at intervals determined by the Operations Manager and the accountant who shall also, in conjunction with branch staff, identify a mechanic or garage for each branch where G&H vehicles are to be serviced. Where applicable, the Service Log book is to be kept in the glove box along with the required driver information.

Vehicles are to be serviced according to the Procedures *for: Vehicle use and maintenance*.

Use of fuel cards, and refuelling

Ordering cards: As each vehicle is added to the fleet the accountant will order a fuel card for it from the approved supplier. The fuel card may have a security PIN number. Prior to its expiry, the accountant will obtain and forward a replacement card to the designated driver.

Storing fuel cards: To avoid loss by theft, **THE FUEL CARD MUST NOT BE STORED OR LEFT IN THE VEHICLE.** It is recommended that the fuel card is stored in the key ring holder provided with the vehicle key attached. A replacement card holder can be obtained by emailing the accountant.

Lost, damaged or stolen cards: follow the *Vehicle Use and Maintenance Procedure*.

Refuelling: It is the responsibility of the driver to ensure that the vehicle has sufficient fuel and oil for the journey to be undertaken, that the valid fuel card for that vehicle is used, and that the appropriate type and grade of fuel are used.

The fuel card is for use at approved stations only, and will generally show:

- The registration number of the vehicle it has been ordered for;
- The expiry date; and
- The authorised driver if there is one, or will state “Any driver” or “G&H Training Limited” if there is no authorised driver.

The restrictions encoded on the magnetic strip will limit the use of the card to the purchase of fuel and oil only. Any other goods or services such as wiper blades or car washes are subject to the *Purchasing Authorisation Procedure*.

Road User Charges (RUC) Licence

Diesel fuelled vehicles are subject to road user levies that are charged according to their gross weight and the distance for which levies are purchased for that vehicle. In the event of a vehicle's RUC Licence label being stolen, damaged or mislaid, the designated driver may obtain a duplicate from any LTSA-approved agent. The following responsibilities apply:

- The designated driver is responsible for ensuring that the RUC Licence for that vehicle is displayed and valid for the journey to be undertaken.
- The distance on the “Maximum Distance Recorder” must NOT be exceeded. To do so is against the law.

RUC top ups are arranged by the accountant based on the odometer readings recorded on the designated driver's weekly time sheet.

Registration and Warrant of Fitness (WOF)

To meet legislative requirements, the current Registration and Warrant of Fitness label for each vehicle must be displayed. G&H Training Limited registers its vehicles for 12 months. Should a vehicle's registration label be stolen, damaged or mislaid, the designated driver may obtain a duplicate from any LTSA-approved agent.

Registration: The following conditions apply:

1. Registration of leased vehicles is managed by the lease company and they forward the registration labels to head office prior to the expiry of the current label. The replacement label will be forwarded to the designated driver within five business days of it being received at head office.
2. The accountant is responsible for re-registering and obtaining new registration labels for company-owned vehicles, and for forwarding all registration labels (for leased and company-owned vehicles) to the designated driver of the particular vehicle, prior to the expiry of its current label.
3. The designated driver is responsible for ensuring that the current registration label is displayed. Should a replacement label not be received prior to the current label expiring the designated driver should advise the accountant by email immediately.

WOF: The designated driver of a vehicle is responsible for ensuring that their vehicle has a current WOF. To ensure no WOFs are overdue, the driver must record the WOF expiry date on their weekly time sheets as a reminder. The accountant will monitor the expiry dates weekly and advise the designated driver when and where a new WOF should be obtained.

When things go wrong

Driving infringements

Drivers are responsible for payment of fines that they incur while driving a company vehicle or using their private vehicle for company business.

Infringement and reminder notices are delivered to head office as per the registered user's address. A copy will be held at head office and the original forwarded to the designated driver for payment by the due date.

Where a designated driver did not incur the fine, the designated driver is to identify the offender and present them with the infringement notice for payment. In case of dispute as to which driver is responsible for the fine, the Operations Manager may be asked to mediate using each driver's evidence that they did not commit the offence.

Use of Vehicles Policy

Damage to vehicles

Where a company vehicle is damaged through involvement in an accident, by theft or burglary, the Operations Manager is to be informed immediately and will advise the next course of action. To comply with the company's requirement for good presentation of vehicles, the damage is to be repaired as soon as practicable.

Accidents

The company recognises that there is likely to be a cost to the company for accidents that occur. However the company expects its staff to drive carefully, and to be responsible for their actions. Where a driver develops a history of accidents through carelessness or negligence, then this may give rise to a disciplinary notice, and this will be included in their performance review. They may also be required to pay the cost of the insurance excess or, should the insurance claim be declined, the entire cost of the repair.

Important note: in the event of an accident in a private vehicle being used for business purposes, damage to the driver's vehicle or any other vehicle/s involved may NOT be covered by the company's insurers. The use of private vehicles for business purposes is at the driver's risk.

Mechanical or emergency breakdown

Advise the Operations Manager if any emergency vehicle breakdown occurs. For company owned vehicles the Operations Manager will advise the required action. For leased vehicles the lease requirements will apply.

Responsibility

Operations Manager: to ensure that each branch has sufficient suitable vehicles at its disposal to meet its operational requirements.

Accountant: to ensure that administration of the fleet is carried out in timely fashion so that all the company's legal obligations can be met.

Designated driver and Branch Manager: to ensure that the vehicles are in legal condition when driven.

All staff using a company vehicle: to use the vehicle in accordance with this policy.

Documentation and other resources

All relevant documentation must be completed and recorded and kept on file [e.g. lease contracts, internal moderation data etc.]

Legally required stickers.

Last review of this policy: December 2015

Reviewed by: SA

Approved by: SS

Procedures for:

VEHICLE USE AND MAINTENANCE

Fuel Cards Procedure

Ordering cards

1. The accountant orders fuel cards for new vehicles from the approved supplier.
2. Prior to the expiry of a fuel card, head office will be provided with a replacement card. The accountant ensures that each fuel card is delivered to the designated driver.
3. The accountant can advise the PIN number at the time of issue.

Lost, damaged or stolen cards

1. If a card is lost, damaged, declined, or the magnetic strip fails, the designated driver advises the accountant by email promptly.
2. The accountant orders a replacement card and sees that it is forwarded to the designated driver promptly.
3. If a card is stolen, phone the card supplier immediately on their 24-hour number. The designated driver advises the accountant promptly so a replacement card can be ordered and the lost card cancelled.

Refuelling Procedure

1. The driver ensures they have the correct fuel card for the vehicle for a journey where fuel will be purchased.
2. Ensure that the correct fuel is used, and that the oil and water are sufficient for the journey.
3. At the fuel station, present the fuel card and the odometer reading when making payment.
4. In the case of refuelling a private vehicle being used on company business where reimbursement will be sought, a record of the mileage driven and/or a receipt for the fuel purchased must be included with the purchase order when making the claim.

Servicing Vehicles Procedure

Leased vehicles

1. The designated driver books the vehicle into an approved workshop and presents the vehicle for servicing, advising that the vehicle is leased. If provided, a Service Log book is kept in the glove box.
2. Should non-routine work be required, the designated driver must obtain prior approval from the Operations Manager or accountant by email.

Non-leased vehicles

1. The accountant will email the designated driver saying when a service is due and where it is to be done.
2. If the garage identifies that non-routine work is required, the designated driver is to contact the Operations Manager or accountant and request approval.
3. The Operations Manager may instruct that competitive quotes be obtained before additional work is done.

Road User Charges (RUC) Licence Procedure

Monthly reporting and provision of current labels

1. The accountant arranges RUC top ups based on the odometer readings shown on the designated driver's weekly time sheet.
2. The designated driver ensures that the RUC licence is displayed in the vehicle as required.

Registration Procedure

Leased vehicles

1. The accountant will forward the replacement registration label received from the lease company to the designated driver within five business days of it being received at head office.
2. The designated driver ensures that the current registration label is displayed.

Non-leased vehicles

1. The accountant re-registers company-owned vehicles and obtains the new registration labels prior to the expiry of the current label.
2. The accountant forwards the registration label to the designated driver of the particular vehicle, prior to the expiry of the current label.
3. The designated driver ensures that the current registration label is displayed.
4. Should a replacement label not be received prior to the current label expiring the designated driver advises the accountant by email immediately.

Warrant of Fitness (WOF) Procedure

The designated driver is required to:

1. Renew the WOF at the approved location before its expiry date. The accountant may assist by providing a reminder prior to expiry.
2. When this is done, make a copy of the WOF Checklist and send it to the accountant at head office.
3. Store the original in the glove box of the vehicle with the other documentation.

Repairs to Damaged Vehicles Procedure

1. The Operations Manager is to be informed immediately of the damage.
2. The designated driver will be instructed to obtain competitive quotes for the cost of repairs.
3. If the damage is less than or around the company's insurance excess, the Operations Manager will advise the designated driver which quote to accept, and to arrange for the repairs to be carried out immediately.
4. If the damage exceeds the insurance excess, the accountant advises the company's insurance broker and G&H follows the procedure and instructions from the broker. If G&H is advised to proceed, the Operations Manager or insurance company or their representative will advise the designated driver which quote to accept, and to arrange for the repairs to be carried out immediately.
5. During the period of repairs when the vehicle is not available for use, the Branch Manager is responsible for arranging with the Operations Manager access to a temporary replacement vehicle if required.
6. Where repairs will be subject to an insurance claim, the accountant will ensure that an insurance claim form is sent to the driver of the vehicle when it was damaged.
7. The vehicle driver completes the claim form and returns it to the accountant within 5 working days.

Emergency Breakdown Procedure

- Inform the Operations Manager immediately of the breakdown.

Company owned vehicles

- The Operations Manager will advise what to do to arrange for assistance or towing, or how to proceed if the breakdown occurs outside the driver's branch area.

Leased vehicles

- Call the number in the driver information pack in the glove box and follow all the instructions given by the Emergency Breakdown Operator.

Responsibility

Operations Manager: to ensure that the procedures are carried out as described.

Designated driver: to see that the vehicle they are assigned is used, monitored and kept in accord with this policy and procedures.

Vehicle Use and Maintenance Procedure

Last review of this procedure: December 2015

Reviewed by: SA, DP

Approved by: SS

Document Control Policy

Policy

It is the policy of G&H Training Limited to manage the creation, distribution, updating and storage of its paper and electronic documents to promote a professional company image, to ensure the use of correct versions, to protect document privacy and security, and to allow safe storage and efficient retrieval of archived records.

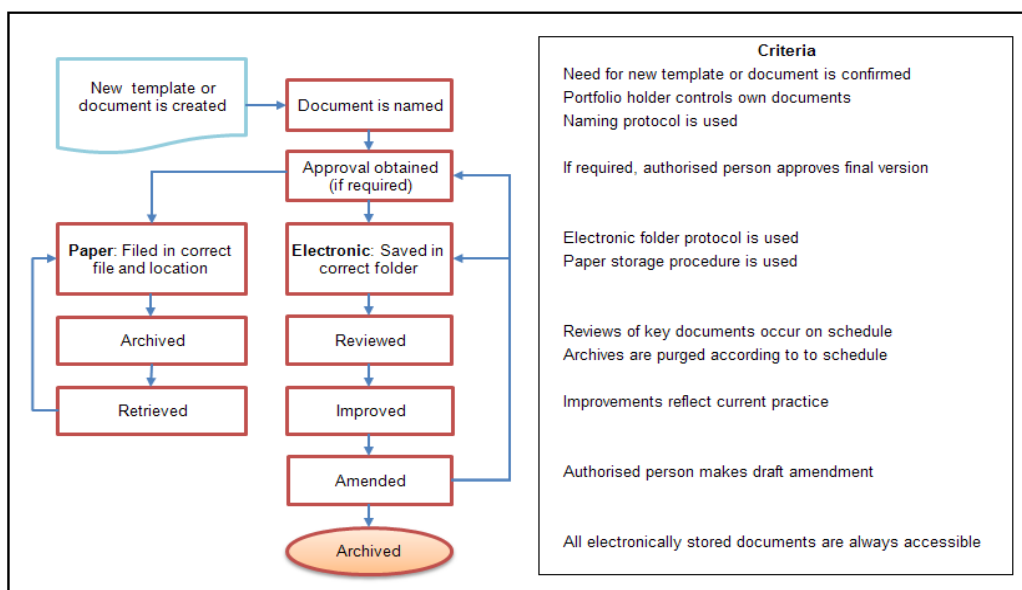
Scope

This policy covers electronic and paper documentation for internal and external use, other than student records which are covered in the Student Records Policy. Staff's personal notes are excluded from quality control and archiving requirements but are subject to confidentiality and privacy.

Policy Objectives

1. Key documents are all created electronically by head office administrators and are controlled by the use of templates, limited access to files and folders, naming preferences, a review procedure, and required authorisation prior to distribution.
2. Key documents are issued to all locations where required and obsolete versions of currently used documents are removed from all points of issue or use. The system administrator removes or archives documents promptly upon electronic request, or through an annual archiving schedule.
3. Currently approved versions of key documents are located on the intranet for staff to access as required.
4. Learning resources are managed and maintained as per the Learning Resources Development Policy.
5. Each staff member creates and files all the documents associated with their portfolio of work.
6. Any information that may need to be accessible for audit, for following up complaints or disciplinary matters, or for the ongoing smooth operation of the company, must be kept on files. Diaries and loose paper are not suitable locations for such material.
7. The system administrator enables authorised staff to locate, archive or retrieve electronic documents.
8. Head office has an archive system that ensures safe storage, efficient filing and retrieval of all the company's archive records, and secure disposal after the required duration.
9. Documents for external use are quality checked before publication to minimise waste of resources.

DOCUMENT CONTROL PROCEDURE:



Creating new templates, forms and documents

G&H administration staff produce the company's documents, including those for or on behalf of branch staff. The policies relating to the creation and archiving of documents apply to head office administration.

The portfolio holder responsible for company forms oversees the creation of new forms as requested. The intranet portfolio holder ensures that the current version of each administration form is printable from the intranet. Other administration staff may update and save forms in the forms drive, but they must give access to new forms to the intranet and the forms portfolio holders so they can be made available for use.

Documents for programme and course administration

The administration staff at G&H design, distribute, update and file the documents needed to inform the public about the training we provide, recruit and induct learners, manage enrolments, withdrawals, attendance, reporting, teaching and learning, assessment administration, stakeholder feedback etc. to enable contractual requirements to be met, training and services to be delivered as contracted, and quality standards to be upheld.

Data collection spreadsheets

Existing databases such as the student management system or online services should be used as the location to collect, store and retrieve data for reporting. Where these do not provide the required data, or do not generate the reports needed, this should be discussed with the system administrator. If a timely solution cannot be found, existing spreadsheets should be made the source of the required data or reports BEFORE any new spreadsheets are created. Spreadsheets used for required data analysis or reporting must be accessible to relevant portfolio holders to minimise double handling, use of outdated data, or conflicting calculations.

Document quality and consistency

Each portfolio holder is accountable for the accuracy, completeness and correct filing of the documents within their portfolio. Particular care is required with documents related to the critical functions of the company, e.g. educational materials, learner information, finance, contracts, policy, quality, things subject to external audit.

Portfolio holders should proof all their documentation before issuing it, have a competent colleague check their work from time to time, and proactively improve their skills, practices and procedures where indicated.

In order to present a consistent image, the company's main documents should be based on approved templates using the company's agreed font and layout. Templates shall be reviewed and updated from time to time by the portfolio holder accountable, in consultation with staff and/or management where appropriate.

There are approved templates or formats for specific forms, letterheads, faxes and learning resources and preferred styles for other documents.

All main documents are word processed, and if they do not start from a template they should use the G&H Training Limited logo in the header or footer, and document identification (e.g. writer's initials, file name and date) in or near the footer. Layout of documents shall conform to modern business standards.

All key documents in draft should be identified as such and may be disposed of once a final version is approved.

Documents for external customers shall be created on the customers' templates where these are required.

All documentation for external organisations will be completed as required in regard to: enrolments; withdrawals; funding applications and agreements; notification of results; credit registration; framework hook-ons; changes of circumstances; student loans and allowances; end of course reports; ad hoc reports; financial records; financial statements; and any other documentation which may be required to be completed at any stage.

Naming documents

Documents and folders should be named so they are easily identifiable using recognisable abbreviations where possible, and easy to locate in a shared drive if necessary. The file name should be as short and clear as possible to indicate content, e.g. *V:\Correspondence - NZQA (General)\YG course approval submission.doc*

Preferred branch abbreviations are:

Auckland: AKL
North Shore: NOR

Hamilton: HAZ
Palmerston North: PLM

Hawke's Bay: HBR
Wellington: WLG

New Plymouth: NPL
Whangarei: WRE

New or amended documents

Standard letters and reports should be used where possible and need no approval for routine use, e.g. cover letters to send signed contracts, offers of training, etc. If there is a risk to the company from potential errors (e.g. missing a deadline because of a wrong address, or risking loss of a contract over wrong content), the person creating the document should get another staff member to check the work before sending it.

Issuing documents

The Managing Director authorises the issue of key documents such as the company policy manual, the Investment Plan, etc. which are formally issued to staff with notification. Portfolio holders issue their own key documents. The current version of any company form or template must be made accessible to staff, e.g. through the administration request form, or printable from the intranet. When new or amended key documentation is issued, the portfolio holder responsible advises staff how and where to access and use it.

Access to and security of electronic documents

The company's electronic filing system is designed to facilitate the safe and efficient storage of electronic files and is regularly revised and updated as necessary. The system administrator and the Managing Director have access to all drives and folders. Other staff have limited access that enables them to create, save or view documents according to their portfolio of work. The system administrator provides access to shared drives, folders and databases on approval by the Managing Director or **by an accountable portfolio holder. Head office administrators can access an H:\ drive through their individual log on where they can create, edit and delete documents and folders which other staff cannot access. Files that other staff will need to access should be stored on a shared drive.**

The electronic system is backed up nightly on hard drives that are stored securely in a fire resistant safe. A weekly backup is stored off site. The system administrator can retrieve documents from the backups.

Electronic documents may be sent without special approval as email attachments provided that they:

- Are protected PDF files with standard security, or are in the format required by the recipient; and
- Have printing disabled unless printing is required by the recipient.

Databases cover marketing, schools, employers, and reporting that enable efficient data collection, storage and reporting. They are located in Online Services and are accessible only to people requiring access to support their roles. This is administered by the system administrator and /or the database portfolio holder.

Paper documents

Quality of handwritten administration documents from branches

At G&H many documents (forms, reports, assessments, orders, timesheets etc.) are filled in by hand and submitted to head office for processing. To meet the G&H quality standard, branch documents must be:

	Definition	Comment
• Accurate	Correct (e.g. spelling key data, student enrolled names; dates; SID, facts etc.)	Errors in general spelling are acceptable as long as the meaning is clear.
• Complete	All required information is provided, (all sections filled in; signed; ticked; etc.	Below standard: strikeouts, omissions, or "N/A" where information is expected;
• Legible	Must be decodable whether original, photocopy or fax, especially industry jargon, names and addresses, etc.	Below standard: writing in capitals, over lines, or close to page edges on faxes; scribbled crossouts, corrections jammed in; twink, etc.
• Timely	Received by date due, in particular where information is needed for processing and/or has a deadline for a key external stakeholder to a	Head office administrators need not chase up or send reminders of a due date that was advised. Extensions will be granted if possible on receipt of a timely request. Staff who fail to submit due documents or are late may be reported.

Efficient use of resources

1. In order to minimise use of paper, staff should only print electronic documents, including emails, if required to enable a piece of work to be efficiently completed. Double-sided, black and white is the preferred default.
2. All print runs of multiple copies, especially those using colour print or non-standard paper (e.g. colour, thicker or special quality) **MUST** be test printed in the proposed final version **BEFORE** the final print job is submitted. The draft print **MUST** be checked by a competent colleague to identify **ALL** errors, including:
 - a. Factual accuracy of content, spelling, grammar and punctuation;
 - b. Readability for sense and language;
 - c. Layout, punch holes, stapling, double or single siding etc.;
 - d. Quality of graphics; etc.
3. A corrected draft should be checked again by a competent colleague before multiple copies are printed.

Sending, filing and storing documents

When sending paper documents such as letters or invoices, the signed (if applicable) original shall be sent, and a signed or initialled copy should be kept on the correct file. It is preferable to stamp 'COPY' on the file copy.

It is not necessary to print a copy of a document for filing where an electronic copy exists.

It is preferable to use a filing structure for paper documents that supports the portfolio approach to work allocation and is followed in the archiving system. In principle, files should first be located under a large "umbrella" such as a key stakeholder, followed by specific work area, with related files together.

Key documents such as contracts, correspondence etc. with a specific stakeholder should be in a folder or suspension file labelled with the stakeholder's name, with the documents filed in date order, most recent on top.

Live documents are stored in locations handy to the main user/s where possible.

The preferred storage arrangement for documents other than learner records (below) is ring binders, labelled according to a standard labelling format stating year, main content, and stakeholder (if appropriate).

Files stored in filing cabinets should also be kept in a rational manner, with suspension files clearly labelled, preferably alphabetically. This is to enable other staff to locate material when necessary.

- Each staff member is responsible for their own filing, ideally in a rational, consistent system (e.g. all in ascending date order, or divided by branch, alphabetically by surname etc.) that other users can figure out.
- Each person should review the files they are responsible for at least annually. They should retain current work, archive material that must be kept, and dispose of unwanted material according to the policy below.

Emails

The company signature that appears with the user's initial G&H Training logon must be used on external emails.

The subject line should clearly indicate the contents of the message.

External emails should be spell checked and grammatically correct, as for all other written communications.

Staff are not required to delete emails. The system administrator archives all the emails annually, and in the event of any of these being required, e.g. as evidence in legal situations, they can be retrieved on request. All staff must therefore maintain a professional level of communication in their emails, and take care to avoid statements that could be found offensive or abusive by the recipient.

Staff may use the email system to send personal messages under the following conditions:

- It is expected the staff will make minimal use of the G&H system for personal email communications.
- Personal messages are accessible to the Managing Director and the system administrator, and may be used as evidence of overuse or misuse of the system.
- G&H takes no responsibility for consequences of personal messages being inadvertently sent to the wrong person, or for the content of forwarded messages that have not been completely checked for content.
- Content that is deemed offensive or excessive may result in disciplinary action.
- Attachments to personal emails accessed from online web based email systems other than that provided by G&H Training Limited (e.g. Gmail, Hotmail, Yahoo etc.) must never be opened in the G&H system without the express permission of the system administrator.

Faxes

Staff should use the current fax template. In order to ensure that faxes are readable on receipt, type the original document OR clearly write in black ink, not close to the page edges as these may get cut off in faxes.

Any fax can be retrieved as an electronic copy and used as evidence if necessary

If an original document is received after a faxed copy has been filed, dispose of the fax if it is exactly the same as the original (i.e. no handwritten notes or other changes on either document). If a fax copy is the only copy of a document on file, it must be kept for the required time (see *Disposal* below).

Disposing of unwanted documents

Unwanted printed documentation with content that is commercially sensitive, confidential, or subject to privacy legislation, must be shredded or disposed of in the locked shredding bin. This includes financial records; documents that identify an individual such as performance records or learner personal records; or that identify G&H Training Limited such as draft contracts etc. Other scrap paper should be binned in the paper recycling bin or wastepaper baskets, e.g. documentation that is publicly available on the intranet, notice-boards, standard letter drafts etc., or could not put the company at risk or be misused if picked up casually.

Inactive electronic files will be archived and accessible according to legislative and audit requirements.

Key documentation has requirements as to the duration for which it must be kept. Do not dispose of any documentation if it is required to be kept for a specified period of time that has not yet been reached:

- Learner personal and academic records – see Student Records Policy.
- Financial records:
 - Records that may be required by IRD: **7 years**
 - Contract agreements with funding agencies: **7 years**
- Documentation required for moderation:
 - Learners' assessment materials: **3 years**
 - Learning resources: **3 years**
- Documentation required as part of an audit trail:
 - Evidence that self assessment activity is being carried out: **4 years**
 - Modern Apprenticeship records: **7 years** from when TEC funding for that Modern Apprentice ended.

Any other documentation that staff may need as reference for a task that is carried out infrequently or when there is no-one to consult about correct or normal procedure/s should be clearly identifiable and accessible.

Archiving and retrieving documents

All documents that the company may need to access in future are to be stored in the electronic archive with a file name that will enable the document or set of documents to be located efficiently should they be needed.

Archiving and retrieving electronic documents

Any electronic archiving system will enable access to all the records stored in it at all times for the required duration, and shall keep up with technological changes that may make file formats obsolete.

Any electronic documents deleted on the day they were created cannot be retrieved, but those deleted a day or more after that can be retrieved on request to the System Administrator, specifying the document name and where they were last saved. All documents are archived after 3 years, and they will then take longer to access.

Archiving and retrieving paper documents

Each staff member should at least annually identify paper documents associated with their portfolio that should be kept but do not have an electronic file (e.g. letters from stakeholders), determine an appropriate file name, provide them for scanning and electronic storage and dispose of the original paper copy appropriately.

Responsibility

All staff: to uphold document standards and security, and maintain filing and archiving of their own documents.

Accountant: to oversee the document archives.

Branch Manager: to have the final check that documents leaving the branch meet quality standards; to replace pages in the current paper based version of the policy manual when these are issued by head office.

Forms portfolio holder: to ensure forms contain required fields and information and present a consistent and professional image for the company.

Policy manual portfolio holder: to ensure that the currently approved version of the policy manual is on the intranet, and that staff are advised of changes to policy.

System administrator: to maintain system functionality and accessibility and security of the current and archived electronic documents and records.

Documentation and other resources

All relevant documentation must be distributed as required and kept on file.

Managing Director, Operations Manager, portfolio holders; ICT system, printers and faxes, all G&H documents.

Document Control Policy

Last review of this policy: January 2016

Reviewed by: SA, ML DP

Approved by: SS

Student Information and Advertising Policy

Policy

It is the policy of G&H Training Limited to provide information to prospective students and advertise in such a manner that complies with stakeholder guidelines where required. All advertising and publicity material will be consistent with the requirements of the Fair Trading Act, The Privacy Act and the Human Rights Act and provide a true and accurate representation of the organisation and the training offered.

Policy Objectives

1. Enrolment handbooks and publicity materials produced and distributed by G&H Training Limited are a true and accurate representation of our establishment and the training currently offered.
2. The logos of the NZQA, the MoE and TEC are not used unless as specified by that organisation.
3. All advertising for specified programmes and services such as targeted training and Modern Apprenticeships must use the logos as supplied and approved by TEC and refer to the training being "Contracted by the Tertiary Education Commission", or similar, as per their recommendation.
4. Advertising for recruitment to new programmes or courses may begin as soon as the contract for that training is confirmed. Advertising for recruitment is normally done in response to the level of vacancies for each type of programme at each branch and may use formats such as the following (according to budget):
 - Direct marketing to schools, community groups, other providers, industry etc (phone, letter, email fax);
 - Newspaper, radio or television, billboard, cinema or bus back advertising;
 - Contact relevant organisations such as YTS, WINZ and other providers for any referrals;
 - Distribute advertising brochures to current learners for their friends and whanau;
 - Adpost and brochure drops to residential addresses;
 - Branch open days for invited persons
 - Contact the careers service;
 - Web Marketing
 - Displays at career days / relevant promotions
5. When promoting fee paying programmes to prospective students, full programme and study costs are stated, in compliance with the requirements of the Education Act 1989, Section 228A and Section 234B.

Student information

1. Prospective learners shall be sent on request an enrolment pack with details of qualifications and academic content, entry and selection criteria, total programme and course costs and other financial commitments, fee protection, use of personal information, company contact details, current EER category and statements of confidence, other information that may assist a learner to decide the suitability of the qualification for their career path, and the enrolment procedure and application forms. (See also Fee Paying Policy).
2. Once a formally enrolled learner first attends class they shall receive an Induction Handbook with further details of studying at G&H, e.g. programme operation, responsibilities and consequences, finishing a course or qualification, standard of conduct required at G&H venues, complaints and disciplinary procedures, support and guidance available, assessment procedures, etc.

Responsibility

Marketing portfolio holder, in conjunction with the Operations Manager, to arrange advertising, ensuring that advertisements comply with the requirements of NZQA, TEC, MoE, ITOs, the Human Rights and Fair Trading Acts. Ideally a copy of each advertisement is held on file. To assist with student information.

Enrolments officer and handbook portfolio holders: to update and issue enrolment packages and student information annually and as required.

Documentation and other resources

All relevant documentation will be held on file.

Managing Director, Operations Manager, marketing portfolio holder, publicity material, advertising records.

Last review of this policy: December 2015

Reviewed by: KE, DP

Approved by: SS



Staff

“Recruitment, management and development of staff ensure sufficient personnel with the necessary skills, experience and knowledge.”

Organisational Structure and Staffing Policy

Policy

To ensure that all the goals and objectives of the organisation are achievable, it is the policy of G&H Training Limited to establish an organisational structure, staffing and conditions of employment that facilitate:

- Responsiveness to a rapidly changing business and educational environment;
- Employment of a mix of staff who collectively have the qualifications, knowledge, skills and experience to:
 - Effectively and efficiently manage all the company business both strategic and operational, finances, educational quality, performance of programmes and contracts, to meet company goals and stakeholders' requirements;
 - Deliver training based on sound subject and tutoring knowledge; assess and moderate assessments to national standards, support learners to develop their literacy and numeracy capabilities; and guide and support learner skills to achieve their learning goals and obtain positive outcomes;
- A satisfying and productive relationship and effective communication among all staff across the company;
- Staff accountability for key performance requirements through company goals and objectives allocated to portfolios;
- Compliance with the Employment Relations Act 2000 and the Protected Disclosures Act 2000, and subsequent amendments of these Acts.

Policy Objectives

1. The structure is established and revised as necessary in order to improve the ability of the company to meet market opportunities and stakeholder requirements.
2. Staff and stakeholders are consulted as appropriate in the process of reviewing and changing the structure.
3. The Managing Director is supported by a management team and an operations management team, both made up of senior staff.
4. An illustration of the current structure is provided on the intranet, and staff are advised promptly when the structure changes and this document is amended.
5. Reporting lines are clear, and staff know what their accountabilities and reporting responsibilities are.
6. Levels of authority, delegation, accountability, remuneration and rewards are documented either in employment contracts, portfolios, or staff appraisal and development reviews, and significant changes are negotiated with and advised to current staff before implementation.
7. All staff may report directly to the Managing Director who maintains an open door policy.
8. The company provides conditions of employment whereby:
 - a. The health and safety of employees, students, subcontractors and visitors is paramount;
 - b. There are equal employment opportunities for all staff based on their qualifications, experience and demonstrated capabilities;
 - c. Matters of misconduct and serious misconduct are dealt with in a fair and reasonable manner and in accordance with the relevant legislation and principles of natural justice. (The seriousness of an allegation is determined by the employer. Under the principles of natural justice, if a matter is deemed to be serious, we must advise the employee of the seriousness of the matter prior to an investigation.)
 - d. Disputes re interpretation or application of terms or conditions are resolved amicably and expeditiously.
9. The G&H HR Handbook sets out the criteria, formal procedures and tools that are used to recruit, select and promote staff; appraise performance; and support professional and staff development.
 - a. Staff are selected according to the qualifications and experience required to carry out the tasks of the position applied for. Any particular qualifications specified by external stakeholders such as NZQA in the current CMRs, Tertiary Education Commission or the Ministry of Education shall be adhered to.
 - b. All full time tutoring staff shall hold an appropriate qualification, have appropriate industry experience, have interest in and ability to pass on skills and knowledge, and be able to demonstrate personal literacy and numeracy skills **adequate to enable them to address literacy numeracy development needs of students at a foundation level.**

10. All staff members are encouraged to build and keep current the skills and knowledge needed to meet their portfolio accountabilities and improve the efficiency of the company. To enable this:
 - a. Staff are formally inducted when appointed to a new position.
 - b. A budget, time allowance and – if necessary – study support and cover for main duties shall be provided for study that the company requires of a staff member in order to meet a stakeholder requirement or to fulfil their portfolio accountabilities.
 - c. For other study that a staff member wishes to undertake and which the Managing Director agrees is of benefit to the company, they may negotiate individually a budget for study expenses, normally to be reimbursed on successful completion of the approved study.
11. Staff are formally advised of the appraisal and performance system and how it applies to their position.
12. Advice from a human resources professional may be obtained for any significant change to this policy or to operational details and procedures in the G&H HR Handbook when deemed appropriate.

Staff roles: branches

Branches are staffed to maintain the company's staff student ratio of an average tutor:learner ratio of 1:14 in the classroom, and to enable delivery of contracts with stakeholders. Each current role is detailed in its portfolio:

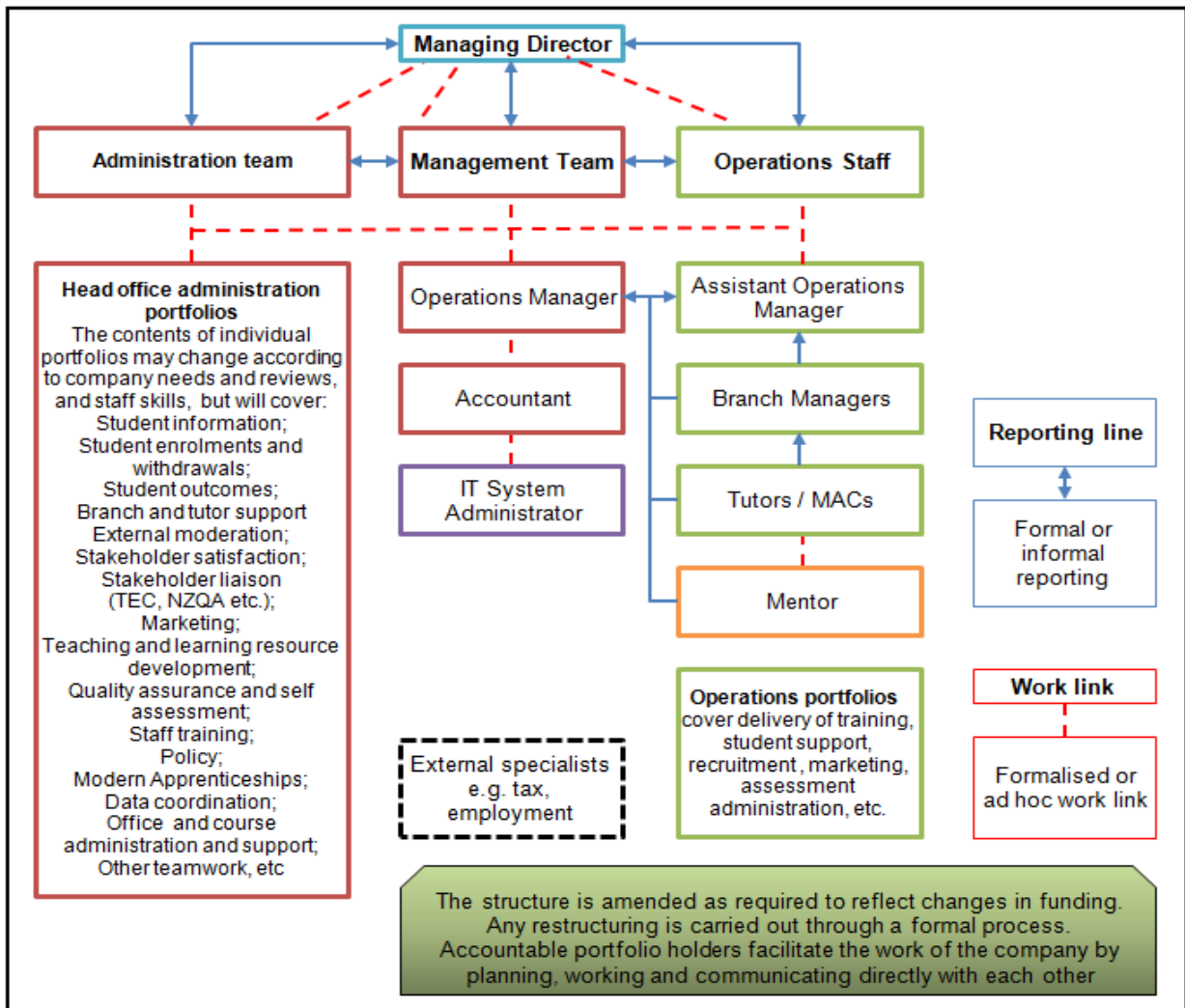
- **Assistant Operations Manager:** assists with direct management of branches in regard to effective delivery of training, performance to meet contract requirements, maintenance of NZQA EER quality standards, and the smooth running of the branches; assists with recruitment, selection and appraisal of branch staff; provides a management and reporting link between head office and branches; manages the MAC work. Routinely reports to and supports the Operations Manager as a member of the operations team.
- **Branch Manager:** carries out tutoring duties; oversees training delivery, achievement of contract targets, use of resources, marketing, administration, venue presentation, reporting etc. in order to maintain the good performance and smooth running of the branch. Routinely reports to the Operations Manager or the Operations Manager.
- **Tutor:** day-to-day training delivery and assessment in each venue according to the particular programme or course, its targets and constraints, guidance and support needs of the learners in order to facilitate positive learning and labour market outcomes. Routinely reports to the Branch Manager.
- **Modern Apprenticeships Coordinator (MAC):** provides services to the Modern Apprentices in the region. Routinely reports to **the management team** in the first instance.
- **All branch staff:** local recruitment and marketing; schools and community contacts; employer network; any other role or reasonable duties to support the successful operation of the company.

Roles: head office

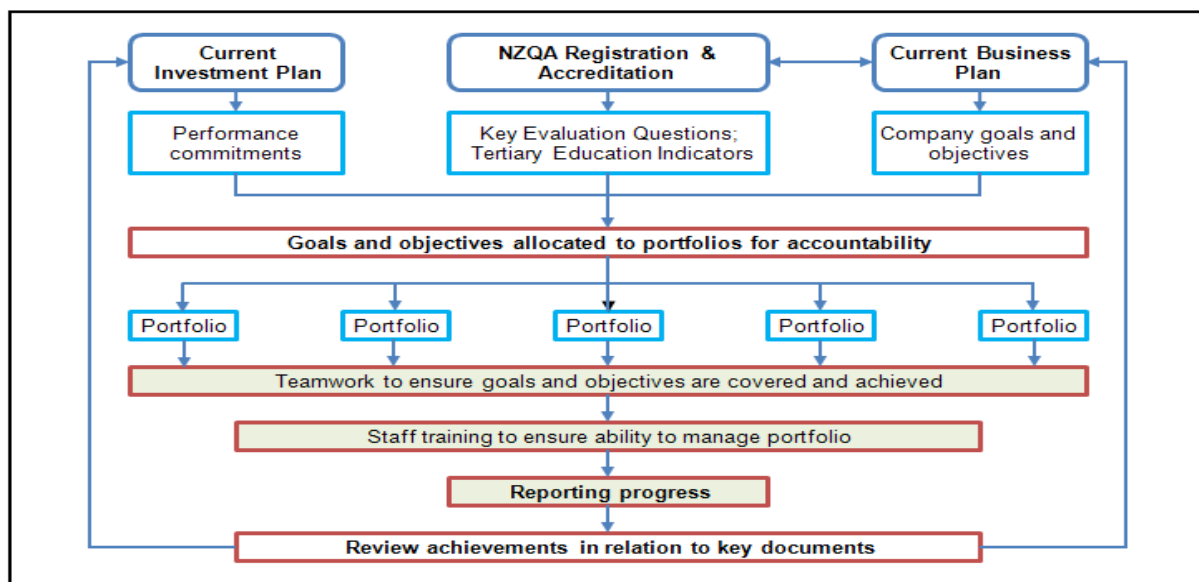
Company administration and secretarial duties are carried out at head office by the administration team in conjunction with the Operations Manager and the Managing Director. The administration portfolio roles are:

- **Managing Director:** has overall responsibility and oversees all management, financial, contractual and administrative functions, obligations and negotiations.
- **Management team:** has joint responsibility for ensuring the overall successful operations of the company. The team consists of the Managing Director, Operations Manager, accountant and IT system administrator, or otherwise as appointed by the Managing Director.
- **Operations Manager:** jointly accountable with the management team and operations staff for delivery of the company's Investment Plan performance targets and smooth running of the branches. Accountable to the Managing Director for branch operational matters including overseeing development and delivery of new and existing contracts, and human and material resource requirements.
- **Accountant:** oversees the company's financial processes to enable the decisions on the business strategy of the company to be achieved.
- **IT system administrator:** oversees and manages the company's information technology system and processes to enable decisions on the technology strategy of the company to be achieved.
- **Administrator:** manages a specified area of work stated in their portfolio; takes responsibility to plan and organise, collect data, track progress, report, manage quality, develop work, train self and others, etc. Provides information and advice; makes recommendations to management to support the achievement of the goals, objectives and targets of the TES, NZQA and the company. Contributes to teamwork by supporting other portfolio holders and carrying out agreed tasks to meet agreed timeframes.
- **G&H Mentor:** available at staff or student request for support with teaching, learning or personal issues.
- **External specialist:** the company contracts experts for advice in legal, financial and human resource risks and obligations etc. as required, to allow sound decision making. Organisational Structure and Staffing Policy

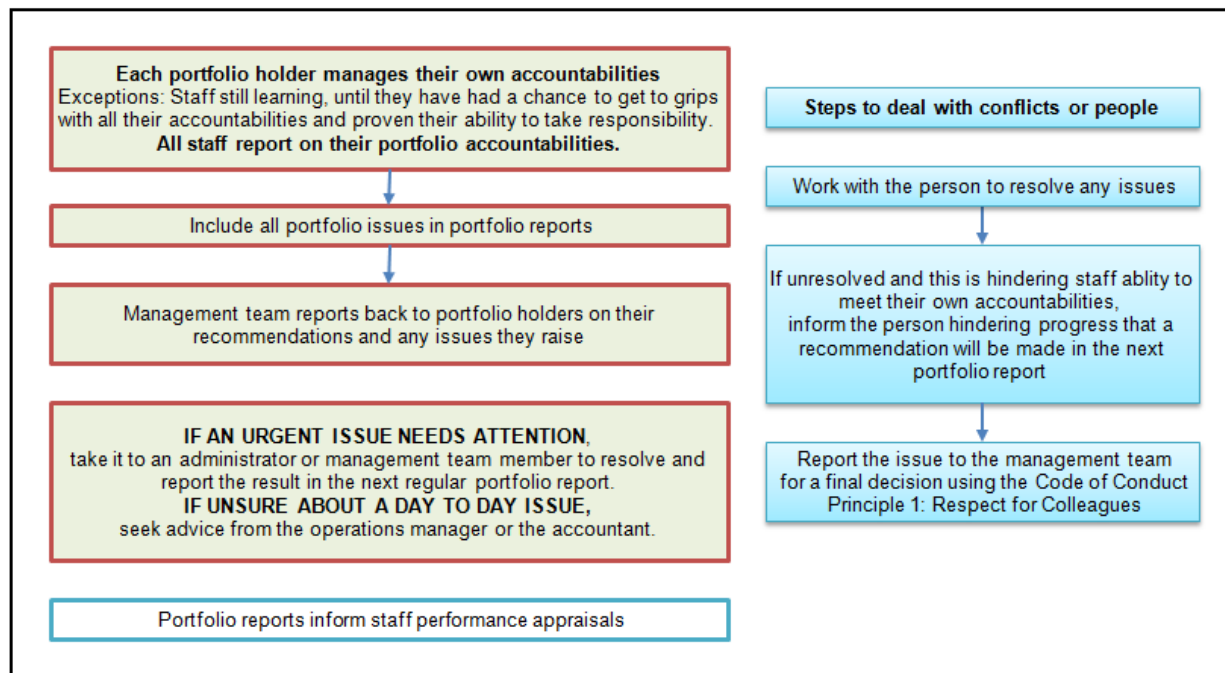
G&H Training Organisational Structure



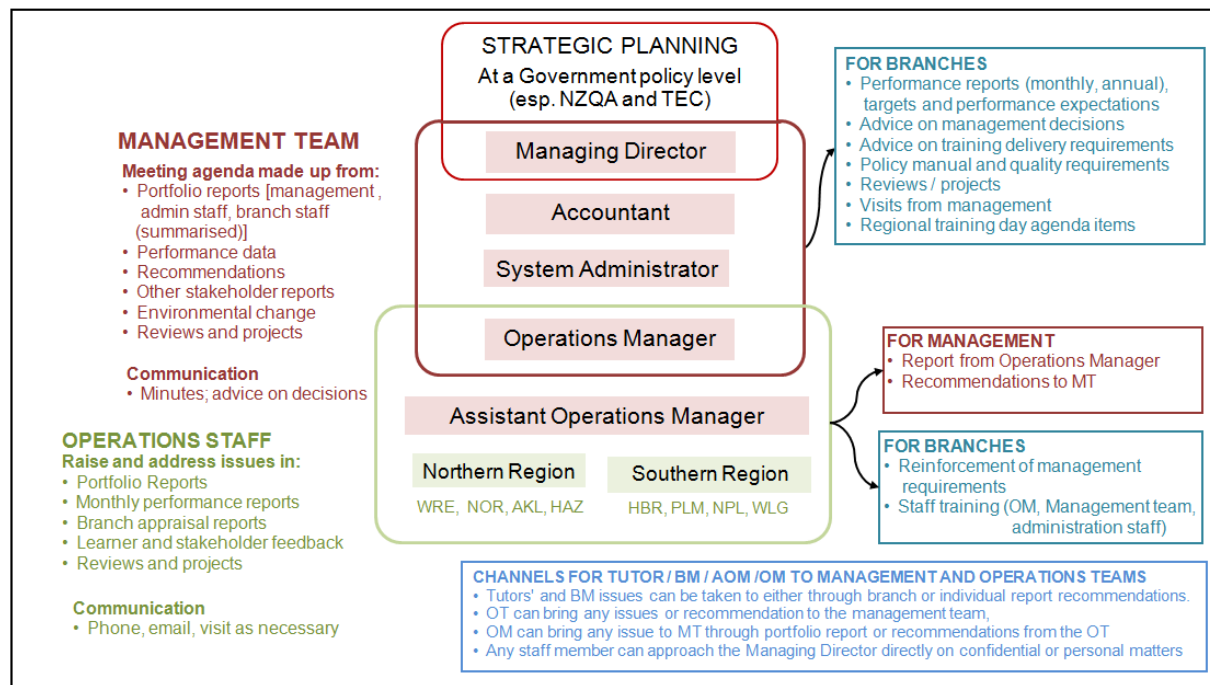
Accountability for achieving goals and objectives



Portfolio reporting and accountability

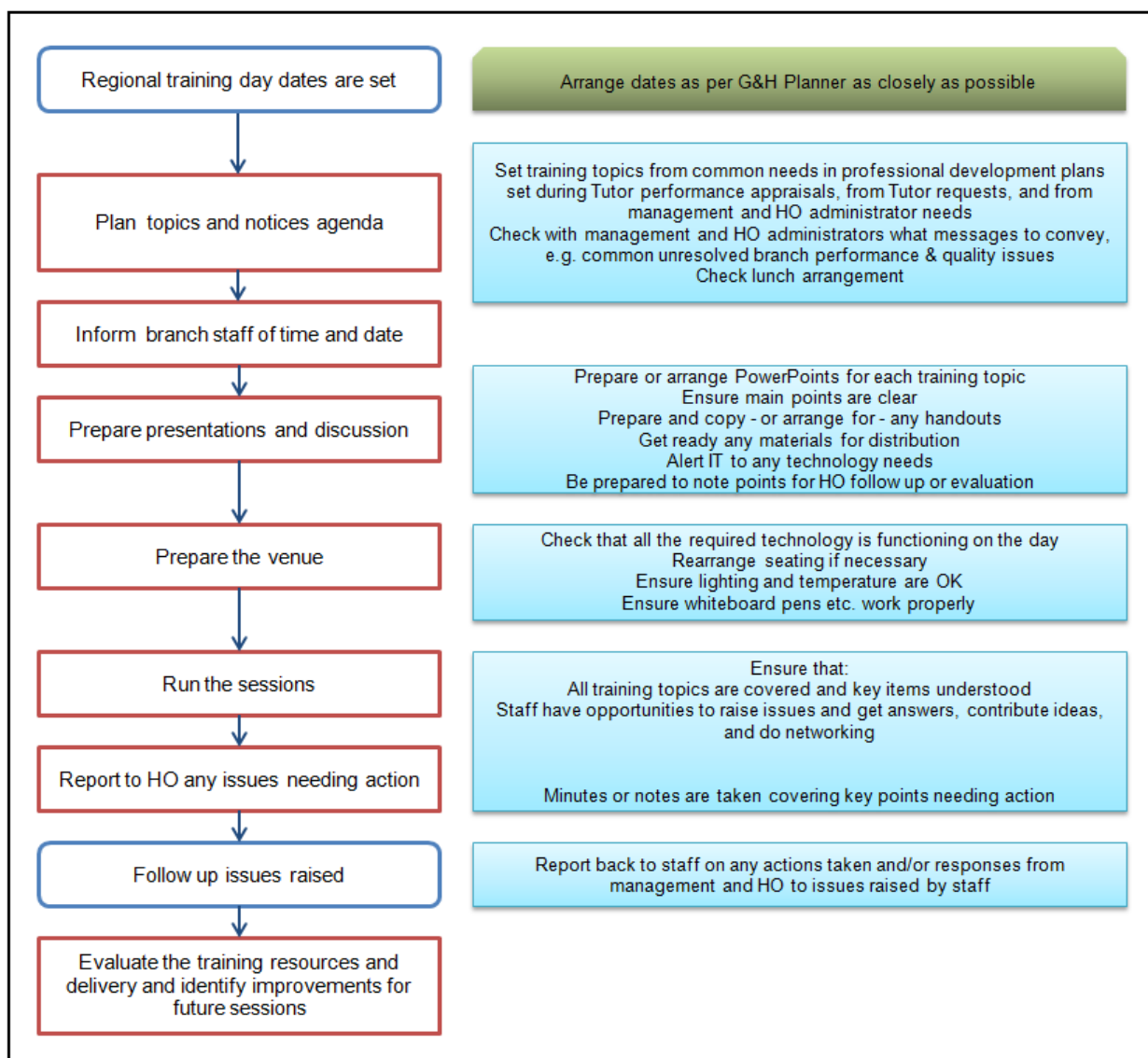


Company communication structure



Organisational Structure and Staffing Policy

Regional training and meeting day procedure



Responsibility

Managing Director: to determine the most effective structure for the organisation, to review and implement this so as to achieve the performance indicators, and to inform staff of structural changes.

Each portfolio holder: to manage their own portfolio accountabilities; to work with and help to train other administration and/or tutoring staff as needed in the overall team to enable the company to meet the requirements of all its stakeholders.

Each staff member: to carry out the tasks assigned to them in accordance with their employment agreements, portfolio and role and the specific duties otherwise agreed between management and the staff member.

Documentation and other resources

All relevant documentation must be recorded and kept on file, [e.g. personnel files, portfolio documents] and the policy manual updated to include the current structure.

Organisational Structure and Staffing Policy

Last review of this policy: November 2015

Reviewed by: SS, DP

Approved by: SS

Code of Conduct

Policy

This Code of Conduct outlines standards of conduct that are expected of all the staff at G&H Training Ltd.

Policy objectives

This code is based on the old saying “Do as you would be done by”. It acknowledges the laws of New Zealand, the Treaty of Waitangi, and the individual world view that each person brings to the company.

1. The principles in the Code are illustrated with examples of the kinds of behaviour expected.
2. Behavioural standards are contained in other documents such as individual employment agreements, other policies in this manual, funding agreements, etc. This Code is intended to supplement those standards, not replace them.
3. Sanctions for misbehaviour and breaches of the Code are contained in individual employment agreements.
4. This Code shall be reviewed from time to time, in consultation with those to whom it applies.

Principles for all staff at G&H Training Limited

Principle 1: to show respect for colleagues

- To respect the dignity and privacy of all other staff.
- To assist colleagues where appropriate and to act as mentors towards newly appointed staff.
- To speak out if the behaviour of a colleague is seriously in breach of this Code.

Principle 2: to provide satisfactory service to the company’s stakeholders

- To treat all stakeholders with courtesy and respect.
- To exercise initiative, skill and judgement that enables the company to meet the expectations of the funders, purchasers and users of our services.
- To operate the company in a way that supports learners to achieve their educational and career goals.
- To avoid any behaviour that could directly or indirectly compromise the standing of the company in its relationships with stakeholders, government agencies, or the public.

Principle 3: to maintain and build work-related skills and knowledge

- To keep up to date with changing industry products, practices and expectations in order to inform learners about current workplace conditions and provide industry with suitably trained entrants.
- To improve understanding of the characteristics and needs of the diverse people we teach.
- To be familiar with current regulations regarding the qualification being taught.
- To undertake formal or informal study to improve the effectiveness of teaching, assessment and/or administrative procedures.
- To evaluate one’s own performance and its impact on learners and colleagues to continually improve teaching and administrative effectiveness.

Principles for Tutors and Mentors

The staff who tutor and mentor learners are expected to follow these principles.

Principle 4: to show commitment to stakeholders`

In relation to learners:

- To avoid abusive behaviour toward learners such as threats, swearing or physical discipline.

- To manage the classroom and workshop in a professional, positive and respectful way that provides a supportive environment for effective learning and personal development.
- To manage complaints and discipline fairly, consistently and with a view to achieving a positive outcome for all stakeholders.
- To establish measurable plans and use suitable teaching methods and materials to ensure that learners meet agreed learning objectives.
- To give individual learners a fair amount of time and attention that supports them to meet their learning goals, in line with the company's tutoring standards.
- To cater for the varied learning needs of diverse learners.
- To establish and maintain a network of employers that will provide work experience and employment opportunities to learners, and give learners a realistic understanding of workplace expectations.
- To protect the confidentiality of information about learners obtained in the course of duty, consistent with legal requirements.
- Where appropriate to enable G&H to meet its contracted targets with funding agencies, to provide suitable advice and assistance to former students in their educational and career aspirations.

In relation to parents/guardians, and the family/whānau of learners:

- To establish open, honest and respectful relationships.
- To respect their privacy.
- To respect their rights to information about their young people, unless that is judged to be not in the young person's best interests.

In relation to society as a whole:

- To promote equality of opportunity for everyone.
- To teach and model those positive values which are widely accepted in society, and encourage learners to apply them and critically appreciate their significance.

Legislation underpinning this Code of Conduct

In addition to the legislation referred to elsewhere in the Company Policy and Procedure Manual, the following legislation applies to this workplace.

Human Rights Act 1993

Protected Disclosures Act 2000

The Protected Disclosures Act 2000 recognises that there may be circumstances when it is difficult for staff to report suspected wrong-doing through the normal channels. This Act is to create an environment that encourages employees to report suspected serious wrong-doing, by providing some protection for the employee. The company will abide by the procedures in the Act to ensure that disclosures are given due consideration and are acted on within a prescribed timeframe.

Serious wrongdoing includes unlawful, corrupt, or irregular use of public funds or resources; conduct that poses a serious risk to public health or safety, the environment, or maintenance of the law (including the prevention, investigation and detection of offences and the right to a fair trial); conduct constituting an offence.

Documentation and other resources

All relevant documentation must be recorded and kept on file.

Managing Director, G&H management team, individual employment agreement, G&H policies and procedures.

Code of Conduct

Last review of this policy: November 2015

Reviewed by: DP

Approved by: SS



Programmes and Courses

“Programme development, design and delivery respond to the demonstrated needs of learners and relevant parties and are consistent with the goals and purposes of the private training establishment.”

Qualification and Programme Development Policy

Policy

G&H Training Limited will develop new qualifications, programmes and courses to meet the requirements of its stakeholders, being learners, industry and the organisations listed below, based on the Tertiary Education Strategy, the approved G&H Training Limited Investment Plan, self analysis or evaluation, student needs analysis, learner and Tutor feedback, industry liaison; labour market research and sound educational practice.

Definition

Course / Programme: To be defined to match a common TEC, NZQA, and MoE definition if one is advised. Meanwhile in this manual, a *programme* delivers an approved qualification or is part of an official title, and a *course* is part of a programme or does not deliver a whole qualification.

Policy Objectives

1. The organisations that may place requirements on development include:
 - New Zealand Qualifications Authority (NZQA)
 - Tertiary Education Commission (TEC)
 - The Ministry of Education
 - Industry Training Organisations
 - National Standard Setting Bodies
 - Ministry of Business, Innovation and Employment (MBIE), etc
 - Schools (Trades for Schools).
2. These requirements include qualification and programme or course content and level, duration, funding requirements, teaching and learning strategies, specific resource requirements, how assessment activities and credit achievements are determined, how national consistency is achieved for the graduate profile, etc.
3. We consult our industry advisory network as per the Learning Resources Development Policy to identify changes to industry practices and requirements that will impact on our teaching and learning materials, and ensure that all significant changes are incorporated into our materials and practices in timely fashion.
4. Where benchmarks for new developments cannot readily be identified, new programmes will be piloted and evaluated prior to full implementation, in consultation with relevant organisations if appropriate.
5. Qualifications, programmes and courses shall be structured so as to provide learners with a progressive and coherent sequence of learning with defined learning outcomes incorporating embedded literacy and numeracy appropriate for the level and type of training and funding.
6. The required approvals and contracts shall be confirmed by the appropriate agencies prior to a particular qualification, programme or course being made available to learners for enrolment.

Responsibility

Operations Manager: to develop programmes and courses in collaboration with key stakeholders and appropriate portfolio holders.

Administration portfolio holders: to assist the Operations Manager to develop programmes or courses and to ensure developments are implemented in the manner required for new training to be delivered to contract.

Investment Plan writer portfolio holder: to ensure the Plan reflects approved aims and content.

Documentation and other resources

NZQA/TEC approvals, Investment Plan, resource agreements.

All resources as listed in the Administrative Resource Policy.

Last review of this policy: December 2015

Reviewed by: SS, DP, KO

Approved by: SS

Programme Delivery Policy

Policy

It is the policy of G&H Training Limited to ensure education services are delivered appropriately in conjunction with the relevant legislation and other mandatory conditions of funding.

Scope

The delivery of government-funded programmes shall be in accordance with the following:

A) Education Act 1989, Section 253(1) (c), (j) and (k) - G&H abides by NZQA requirements to maintain registration, consent to assess, assessment standards, and recognise prior learning.

B) Additional relevant legislation:

- | | |
|--|--|
| • Companies Act 1993 | • Industry Training Act 1992, section 10 |
| • Consumer Guarantees Act 1993 | • New Zealand Bill of Rights Act 1990 |
| • Fair Trading Act 1986 | • Official Information Act 1982 |
| • Financial Reporting Act 1993 | • Privacy Act 1993 |
| • Goods and Services Tax Act 1985 | • Student Allowances Regulations 1998 |
| • Health and Safety in Employment Act 1992 | • Student Loan Scheme Act 2011 |
| • Human Rights Act 1993 | • Tax Administration Act 1994 |

C) Investment Plan, programme approval and associated documentation.

D) Current website information pertaining to the current year of training delivery, including such instructions as are stated in the TEC rules and conditions, the SDR Manual etc.

Policy Objectives

1. Training is delivered in ways that are relevant to the needs of learners, clients, and other stakeholders.
2. G&H provides flexibility in the provision of education and services to allow a range of people from the community access to training, to meet funding agencies' contracts according to their regional needs, and to operate training venues in a range of centres to allow further access to training. Flexibility is also offered when negotiating training direct with industry so that the needs of clients can be better met, i.e. times, places, methods.
3. Sufficient resources are allocated to enable delivery of each course or programme to meet the required standards and outcomes.
4. To assist in meeting learners' needs, programme components are chosen according to the needs and level of the learner, and the pathways offered are supported during and after enrolment so as to enhance each learner's opportunities to enter an industry apprenticeship or follow their chosen career path.
5. Training is delivered according to the Tutoring Method Policy.
6. Branches are supported to meet their accountability for the successful delivery of the programmes and courses contracted for their venue.
7. In the event of unforeseen circumstances keeping a regular tutor away from work, the branch manager will ensure training is delivered to all students attending classes at the branch as per the *Procedure for Temporary tutor coverage in unforeseen absence*.
8. Appropriate assessment methods are used as per our Assessment Policy.
9. Achievement of educational and labour market outcomes directly related to the purpose of the programme or course are encouraged above any other form of outcome.
10. G&H uses modern delivery methods and maintains close contact with industry employers, putting a lot of effort into attaining high levels of educational achievement and employment and apprenticeship outcomes.
11. G&H management is regularly provided with reports on the performance of individual branches against the key funding targets for the particular types of training for each branch. The information provided will cover at least the following targets:

- a. Occupancy of available training places (all programmes and courses);
 - b. Achievement of the programme qualification/s;
 - c. Achievement of a positive progression or labour market outcome appropriate to the programme.
- 12. It is expected that Branch Managers and staff will use the support, advice, reports and resources provided by the company to successfully achieve the targets for their branch.
- 13. For the delivery of first aid units, G&H will:
 - a. Subcontract with a reliable and recognised specialist provider to deliver the first aid units , with approval from TEC to deliver as required, and
 - b. Encourage the learners to achieve the first aid content as an expectation of industry.

Responsibility

Managing Director: to oversee that education services are provided according to this policy.

Operations Manager and Assistant Operations Manager: to ensure that individual training plans are prepared for learners based on their identified needs, and that training is delivered so as to meet the needs of the stakeholders.

Documentation and other resources

All relevant documentation must be recorded and kept on file.

Funding contracts, scope of accreditation, NZQA framework documents.

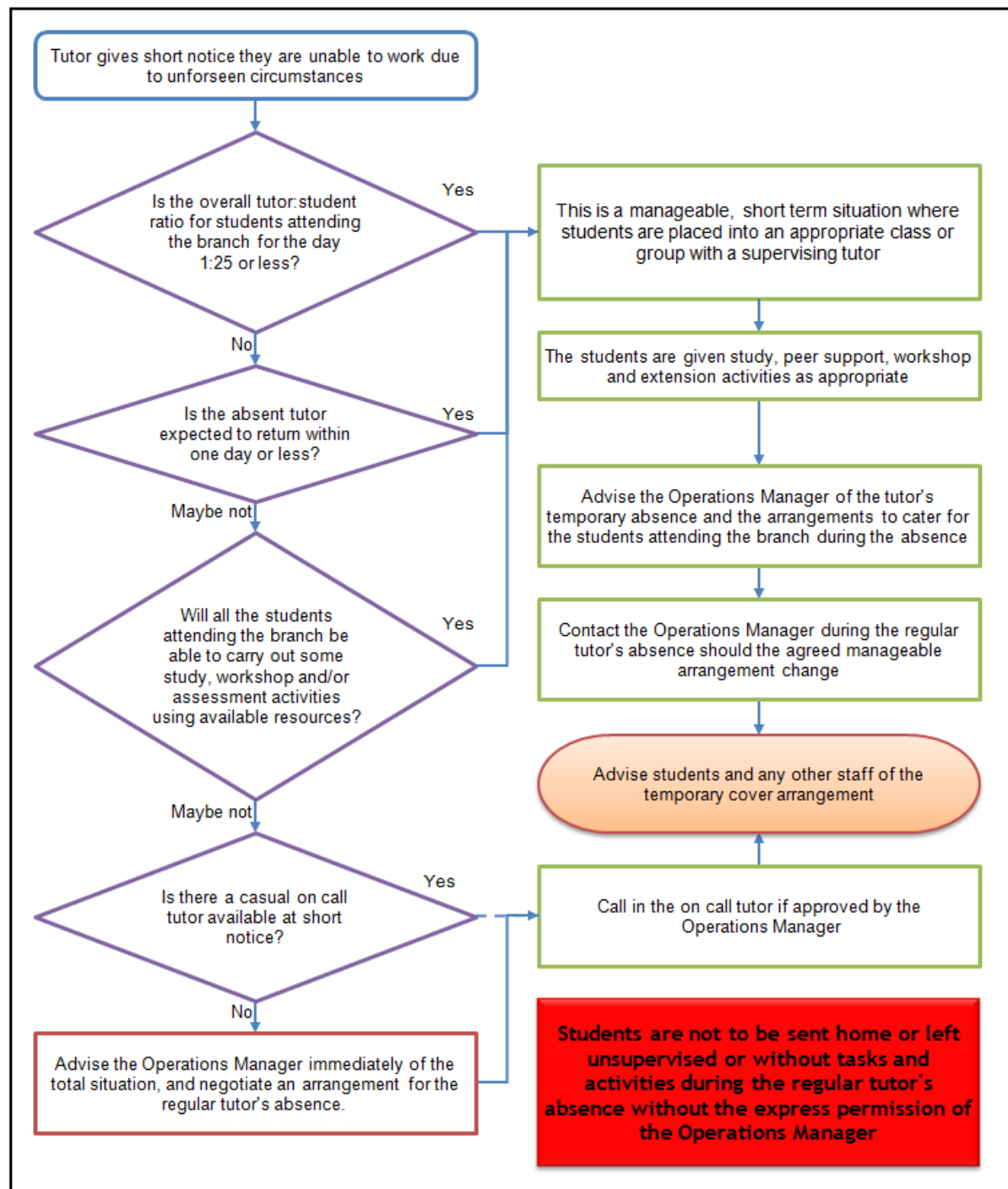
Programme Delivery Policy

Last review of this policy: December 2015

Reviewed by: SS, DP

Approved by: SS

Procedure for: TEMPORARY TUTOR COVERAGE IN UNFORSEEN ABSENCE



Last review of this procedure: May 2015

Reviewed by: SS, DP

Approved by: SS

Tutoring Method Policy

Policy

It is the policy of G&H Training Limited to provide quality tutoring to the learners on the range of programmes and courses that we deliver by means of a variety of teaching tools and methods, and encourage the use of the tools and methods that are best suited to specific groups of learners or individual learners and that will enhance each individual's opportunity to successfully complete their individual training plan.

Policy Objectives

1. The delivery of education and training to build industry and foundation skills and encourage the best overall individual performance shall be varied according to the needs of each learner and the content being delivered.
2. There shall be a learning environment in which:
 - a. Students and their support people can feel welcome and comfortable;
 - b. Behaviour modelled by all staff and management encourages hard work, high energy and success;
 - c. Foundation skills are fostered so students may demonstrate measurable changes in behaviour, attitude and self esteem;
 - d. Learners shall be responsible for their own learning with active support from the Tutor and, if requested, the Company Mentor. The Tutor shall support students with 1-1 tutoring, activities, tutorials and site visits to support their learning, assist them to set learning goals to meet their ITP in the required timeframe, and manage the learning environment so as to encourage personal responsibility.
 - e. Students are motivated to achieve their educational goals and move successfully into an educational progression or employment.
3. Delivery of training is scheduled so that:
 - a. Training hours each day allow for tutoring time and individual study time to support students to gain the knowledge and attributes required for the industry, sufficient supervised workshop time to support students to gain a realistic level of practical skills linked to industry theory, and supervised assessment time to support students to complete qualifications;
 - b. Students are advised of the weekly schedule of tutorials and activities such as site visits which they are required to attend;
 - c. Learning materials are allocated to students in the order following programme courses (modules) or, if the structure is not modularised, according to the Individual Training Plan agreed with the student;
 - d. When planning delivery schedules and teaching methods, the Tutor shall take into account the observed individual learning needs of each student in relation to the successful and timely completion of their course or qualification, and their requests for support;
4. Training is delivered to give students the best opportunity to comprehend their programme content:
 - a. Every student will be proactively guided through the topic and checked to ensure the material is well understood prior to being assessed (see Assessment Policy and Assessment Procedures Handbook for details).
 - b. Learning resources are used under the direction of a content expert Tutor. The Tutor shall introduce each new topic to each student that puts it in context and covers:
 - i. The key points that will need to be learned and why these are important;
 - ii. Any particular quality or safety issues that apply;
 - iii. Whether the topic relates to previous topics that the student has studied or completed;
 - iv. Any particular things that are known to be hard to learn or are likely to cause confusion;
 - v. And for industry theory if relevant, at what stage of a work process a particular theory is applied.
 - c. To build students' industry knowledge, tutorials shall be run for appropriate groups of students covering key topics for each unit standard, delivered using the full range of G&H resources - the Active Boards in particular. Theory shall be taught in practical contexts where possible on order to link it to real industry practice. Tutors who prepare resources for these tutorials are expected to share ideas and/or make them available to other Tutors, as intellectual property of G&H Training Ltd.

5. When providing individual or group tuition, Tutors must seek and create opportunities to:
 - a. Plan sessions ahead to ensure that the required resources are in place to enable delivery as planned.
 - b. Share their own industry knowledge and experience, and use it to assist the student to relate theory and workshop projects to real world practices and expectations;
 - c. Use the content to discuss points, to review work done, and to give a broader and deeper understanding of context and importance of the topic;
 - d. Ensure that the students participate in active learning opportunities where real life observations or practice can occur such as workshop projects, site visits, guest speakers, work experience, and advice about where and what to look for to find examples of the theory being applied;
 - e. Encourage students to USE their new knowledge as soon as possible, e.g. as above or by doing their own projects out of class time;
 - f. Steer students towards additional resources (brochures, trade magazines, plus activities as above) where they can read about, discuss and practise what they are learning;
 - g. Encourage students to consider WHY, HOW and WHAT the theory means. Encourage them to consider consequences if the theory is poorly applied or if practice is below standard;
 - h. Notice and acknowledge good work and positive contributions from students.
 - i. Find ways of handling difficult situations where everyone's mana is respected;
6. G&H e-lessons cover carpentry theory in plain English: they contain the required formative assessments that must be completed before the student completes the summative assessments which are contained in the BCITO materials. They also help students learn and retain topic information. Where content in one set of materials does not exactly match related content in the other, or is known to be difficult for many students to grasp, Tutors should work with both sets of material to teach study skills and critical thinking skills, and provide a context for discussion of common workplace practices.
7. Workshop sessions must be arranged so that:
 - a. Every student must achieve competence in their workshop induction assessment before starting any workshop sessions.
 - b. Workshop projects relate to current theory study where possible and support work skills development.
 - c. In early sessions, the student tries out a tool or machine under full and strict supervision. The Tutor advises about and demonstrates to the student proper use and the consequences of misuse of the equipment and looks for safe practice.
 - d. Once the student has demonstrated ability to use the tool or machine safely the Tutor will supervise as the project proceeds and, as the student's skill improves, advise on the quality of workmanship in relation to industry standards.
 - e. During the course of the project the student shall be assessed on the safe use of machinery and tools.
 - f. Materials are used efficiently: students are taught to keep the workshop in orderly and safe condition.
 - g. Students are actively assisted to relate theory to practice, and to relate workshop projects to work in real workplaces.
8. All learners on Level 1-3 programmes are required to have an initial assessment and at least one progress assessment in both Reading and Numeracy on the LNAAT (Literacy Numeracy for Adults Assessment Tool) during their enrolment at G&H. The purpose of the initial assessment is to identify where a student may lack literacy and numeracy capabilities required to succeed in their work and life, so that appropriate developmental opportunities can be provided. The following exceptions apply to the assessment requirement:
 - a. Students who, on their first enrolment have done an LNAAT assessment within the previous 90 days do not require an assessment until the mid point in their course;
 - b. Students are not required to do a Reading progress assessment if they are at Step 4 -6 on their most recent Reading LNAAT assessment, and those on Step 5 or 6 in their most recent Numeracy assessment are not required to do a Numeracy progress assessment.
9. Staff follow the Procedure to Administer and use LNAAT Assessments.
 - a. From the report results identify the individual's needs.
 For those at Step 4 or below in either assessment: during the course of individual tutoring or group sessions on an industry-related topic, or in a specialised literacy or numeracy session, help them develop their literacy, numeracy and language skills using a range of appropriate resources (e.g. those provided by G&H or as developed by the Tutor). (Students at Step 5 or 6 may also participate in these sessions and use the resources if they wish.)

Tutoring Method Policy

- b. Students will undergo a progress assessment around the mid-point of their enrolment and, If required, further literacy or numeracy development activities are provided.
 - c. All those who were below Step 4 reading or below Step 5 numeracy on their previous assessment must be assessed again before they leave, in order to measure their progress for reporting to TEC.
 - d. Other students who may be assessed in this way include those who:
 - i. Are accepted on any other programme or course having achieved less than the expected level of literacy / numeracy for eligibility; or
 - ii. At some time during their enrolment, having not previously been assessed using the LNAAT, lag behind their expected rate of progress and, in the opinion of the Tutor, may benefit from embedded literacy and/or numeracy activities to improve their capability.
10. Administration tasks shall on the whole be done outside of classroom hours or when student supervision is not required. This includes monitoring student progress, allocating e-lessons and e-assessments, arranging activities such as site visits and visiting speakers, marketing, locating work experience and labour market opportunities, marking assessments, branch administration etc.

Tutoring methods and resources

Tutoring methods and resources used at G&H training venues include all the following. Tutors are expected to use them all regularly as appropriate to assist learners develop both industry and work capability skills.

Resource	Associated study and work skills
1. Learning resources - available to classroom-based students through e-learning or, if not yet developed or not available, as paper based materials	Reading (vocabulary, language & text features, comprehension, critical thinking); Numeracy (problem solving, measurement, shape & space)
2. Workshop projects – to relate theory to practice, develop basic practical knowledge and skills; competent use of tools and materials; practice workplace safety	Industry and foundation skills, problem solving, communication with Tutors and peers, listening skills, confidence building, individual accountability, self management, application to the task
3. Tutorials – Planned sessions with students, either individual or group teaching on a topic of common need, delivered in a classroom or workshop	Communication with Tutors and peers, listening and speaking skills, confidence building, individual accountability
4. ActiveBoard and whiteboard – Activities, topic information, sketches etc. delivered formally and informally	Note taking, information finding, planning, problem solving, knowledge transfer
5. Trades-related resources - literacy, language and numeracy development activities	Reading and numeracy as above
6. Practical demonstrations – repeated as necessary	Paying attention, comprehension
7. Work experience – industry and foundation skills gained with suitable employers on-sites relevant to the training	On-site skills employer relations, reliability, following instructions, communication skills
8. Site visits - To present real life examples that improve the students' understanding of the theory content of the course or programme	Listening skills, information finding, reports written up after discussions where conversation is transferred into written language
9. Formative assessments (e-learning or paper worksheets) - To ensure that the lessons are being understood and that students are meeting the objective's performance criteria	Comprehension, application to the task, literacy/numeracy, individual motivation, self management
10. Summative assessment – to confirm that students have met the performance criteria specified	Goal achievement, understanding of quality expectations, writing skills,
11. Models - to show construction, components, potential faults	Visualisation skills from plans - ability to absorb information, teamwork, peer communication
12. Photocopied material - reference materials etc.	Literacy, information finding
13. Reference books - Reference books and trade magazines in the branch library and from suppliers	Information finding, enthusiasm, individual motivation, ability to absorb information
14. Visiting speakers - Presentations and group discussions on topics to develop relevant foundation and industry skills	Listening skills, information finding, note taking,
15. Evidence folder - Learners build their own resources	Self-management, motivation, pathways planning, organisation

Responsibility

Tutors: to ensure that the policy is upheld, and use the most appropriate tutoring method based on the needs of the individual learners.

Operations Manager and Assistant Operations Manager in conjunction with Branch Managers: to monitor and ensure that all Tutors fulfil their responsibilities as detailed in policy.

Documentation and other resources

All appropriate documentation will be kept on file.

Managing Director, Operations Manager, Branch Managers, Tutors, needs analyses, all classroom and workshop resources, worksheets, summative assessments.

Tutoring Method Policy

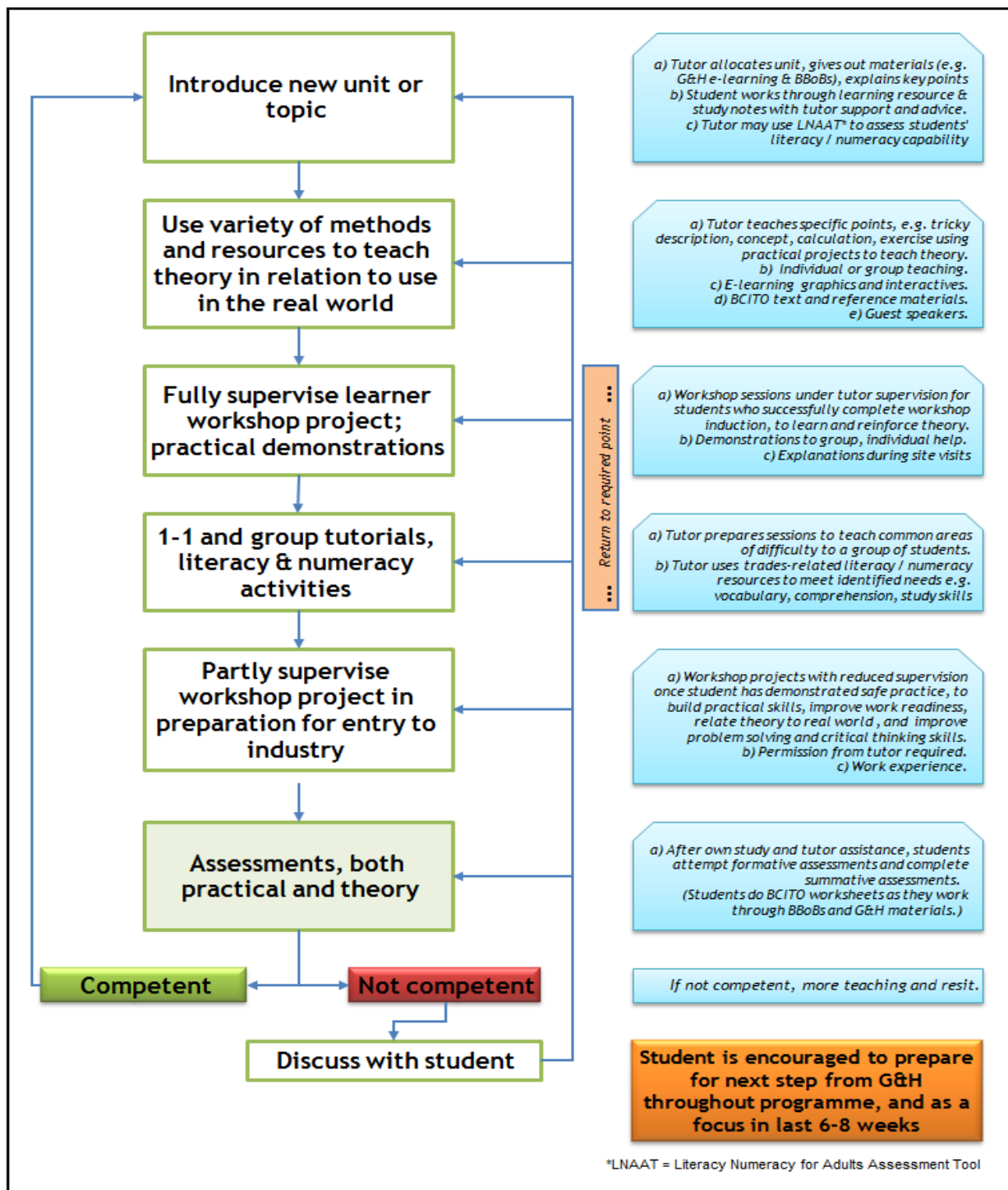
Last review of this policy: December 2015

Reviewed by: DP, KO, SS

Approved by: SS

Tutoring Procedure for Self Paced Study

This procedure aims to give students working towards the G&H Certificate in Pre-Employment Carpentry L4 the basic jargon, knowledge and skills for the industry with some practical content that will help them understand the theory. Most students are expected to manage their own learning, with continual support from the Tutor and, if requested, the company mentor. Tutors are expected to apply the Tutoring Method Policy. (The flow diagram may not always follow every step in exact order.)



More than one unit or topic can be in progress at the same time.

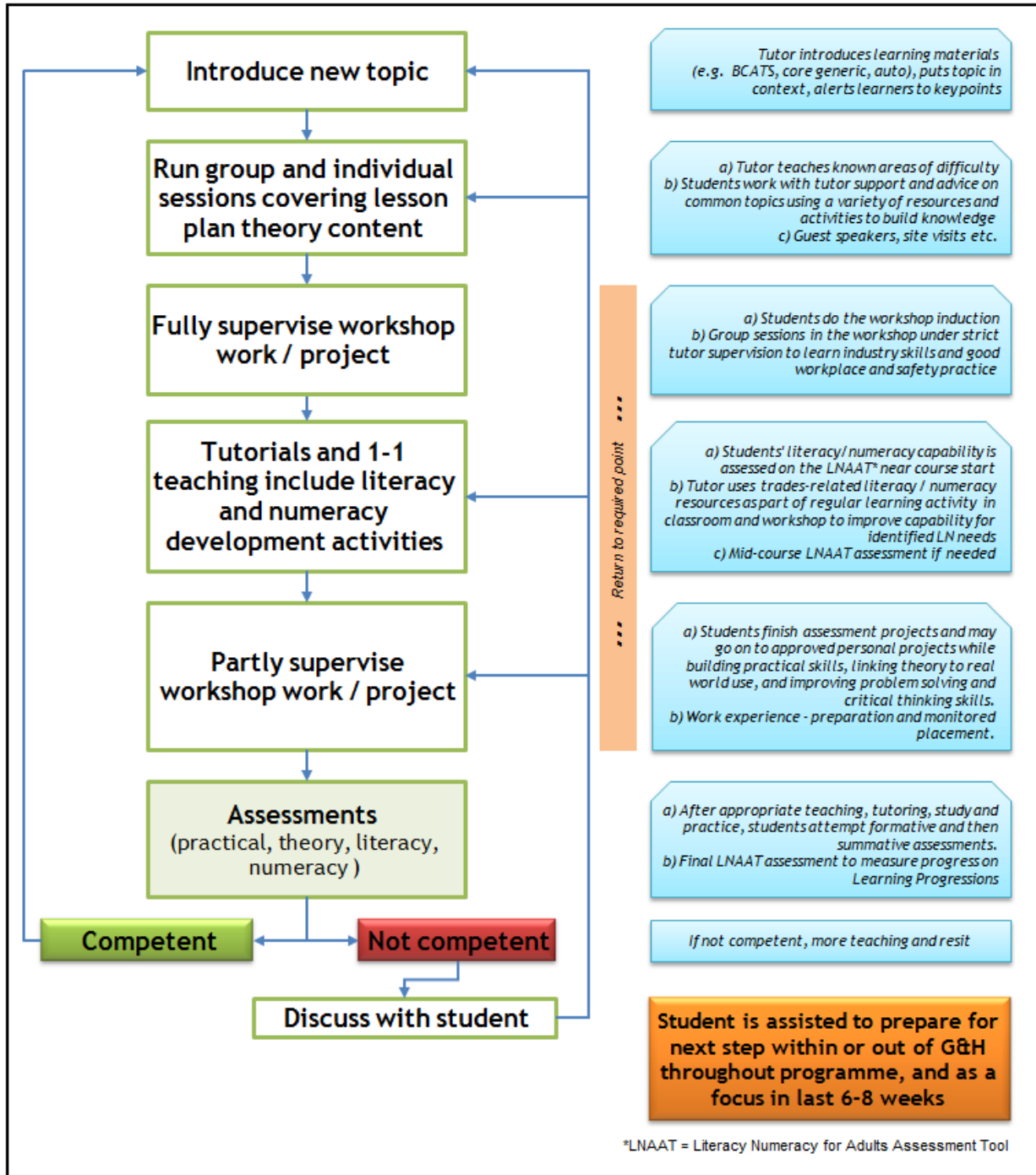
Last review of this procedure: December 2015

Reviewed by: DP, KO, SS

Approved by: SS

Tutoring Procedure for Tutor-led Study

This procedure aims to give students enrolled in qualifications at levels 1-3 a basic level of practical skills, jargon, knowledge, literacy, numeracy and work skills to enable them to progress to a higher level of education or training or enter the industry. Most students are expected to work to their individual training plan with a high level of support from the Tutor and, if requested, the company mentor. Tutors are expected to apply the Tutoring Method Policy. (This flow diagram may not always follow every step in exact order).



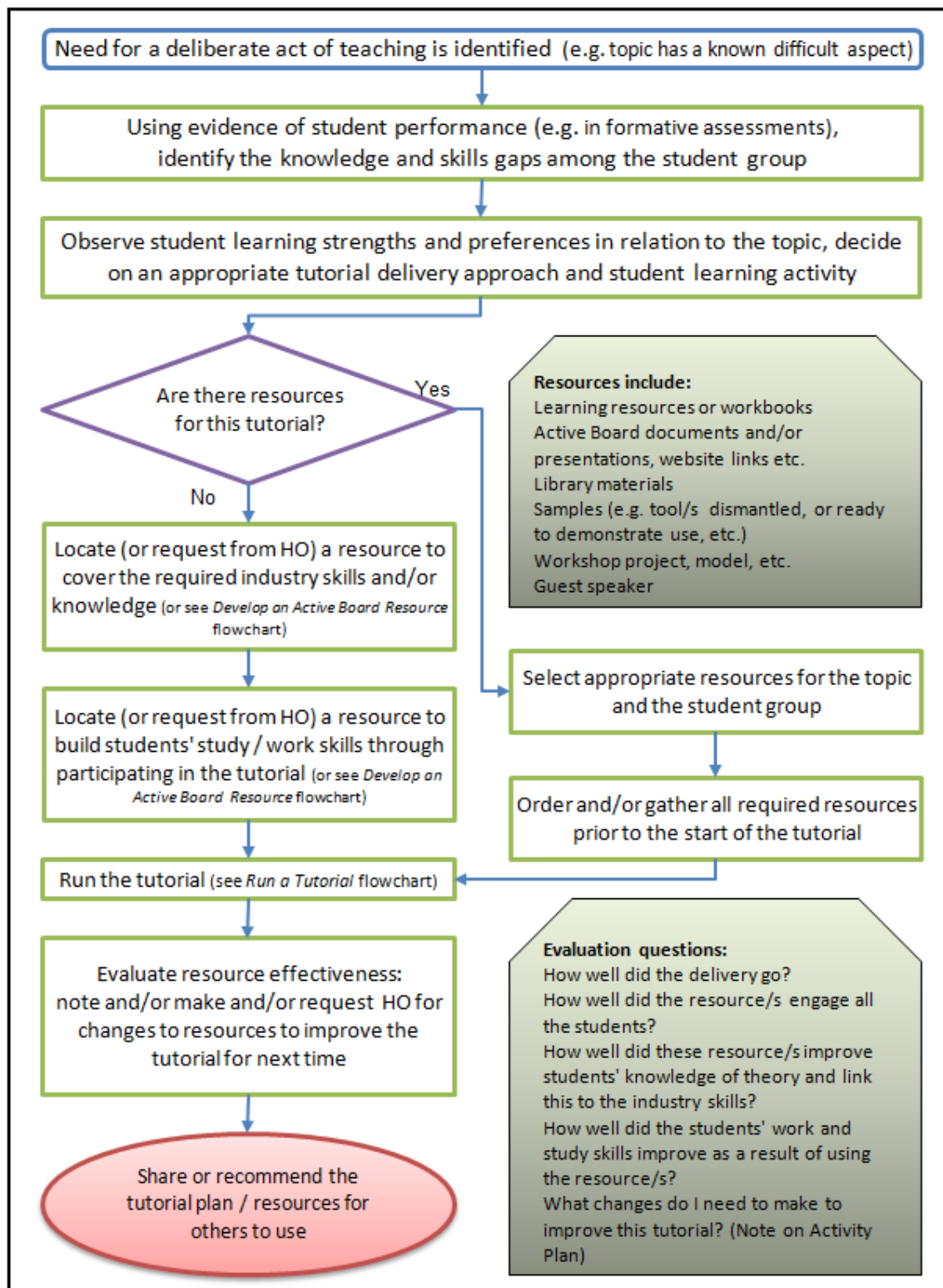
More than one topic can be in progress at the same time.

Last review of this procedure: December 2015

Reviewed by: DP, KO, SS

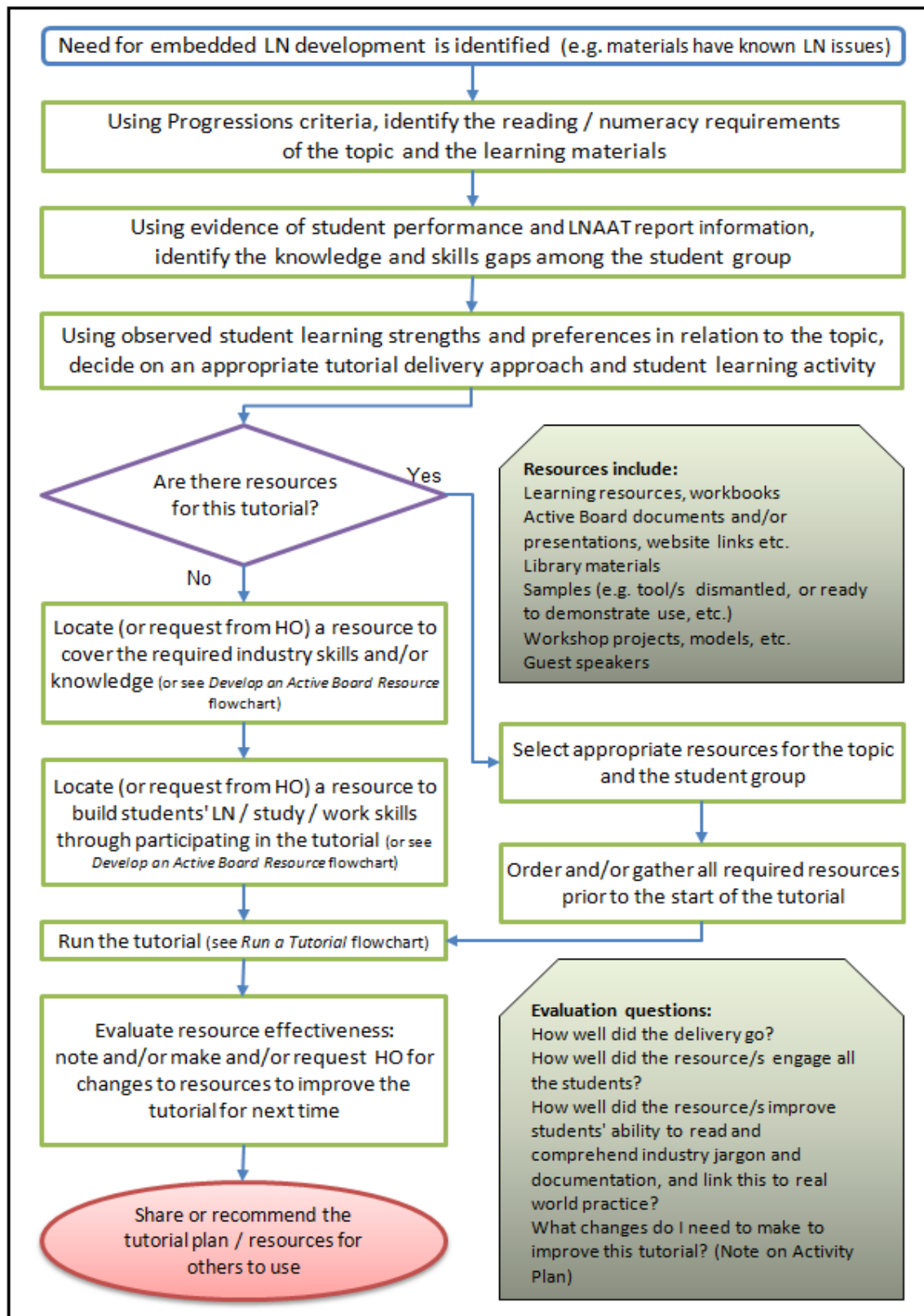
Approved by: SS

Procedure to: PLAN AN INDUSTRY SKILLS TUTORIAL



Last review of this procedure: December 2015 Reviewed by: DP, KO, SS Approved by: SS

Procedure to: PLAN A LEARNING ACTIVITY WITH EMBEDDED LN

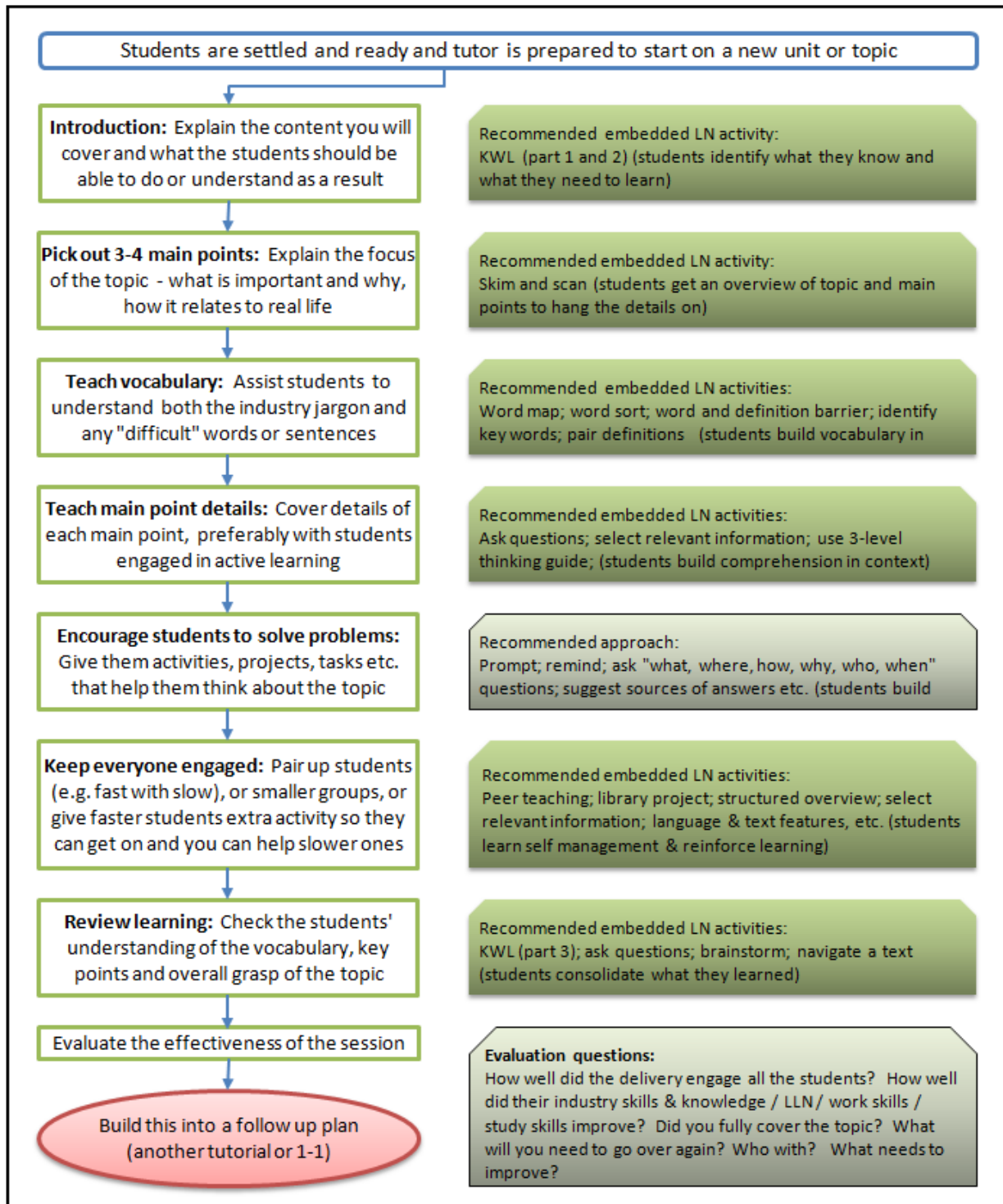


Last review of this procedure: December 2015

Reviewed by: DP, KO, SS

Approved by: SS

Procedure to: RUN A TUTORIAL (WITH EMBEDDED LN OPTION)

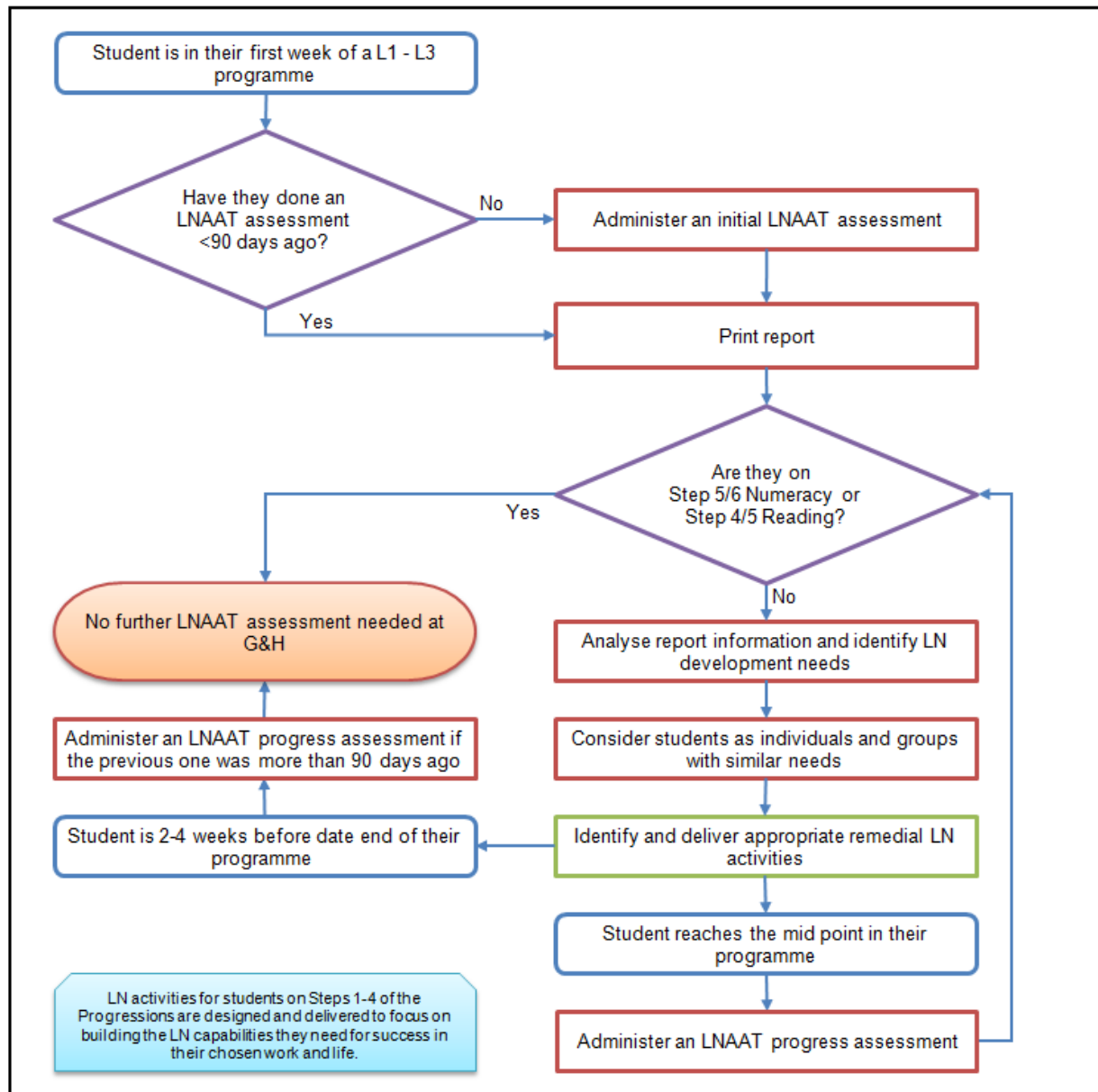


Last review of this procedure: December 2015

Reviewed by: DP, KO, SS

Approved by: SS

Procedure to: ADMINISTER AND USE LNAAT ASSESSMENTS

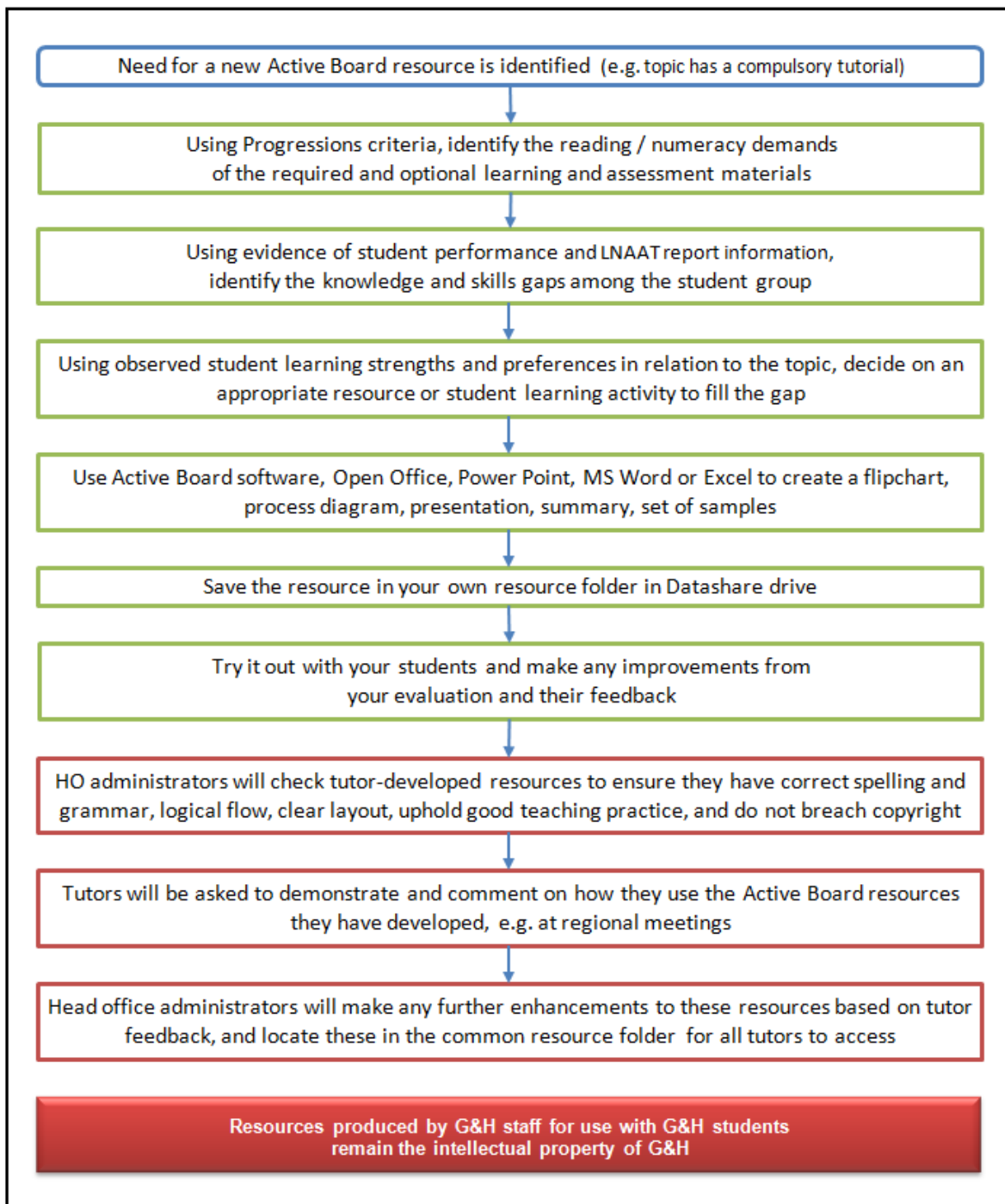


Last review of this procedure: December 2015

Reviewed by: DP, KO, SS

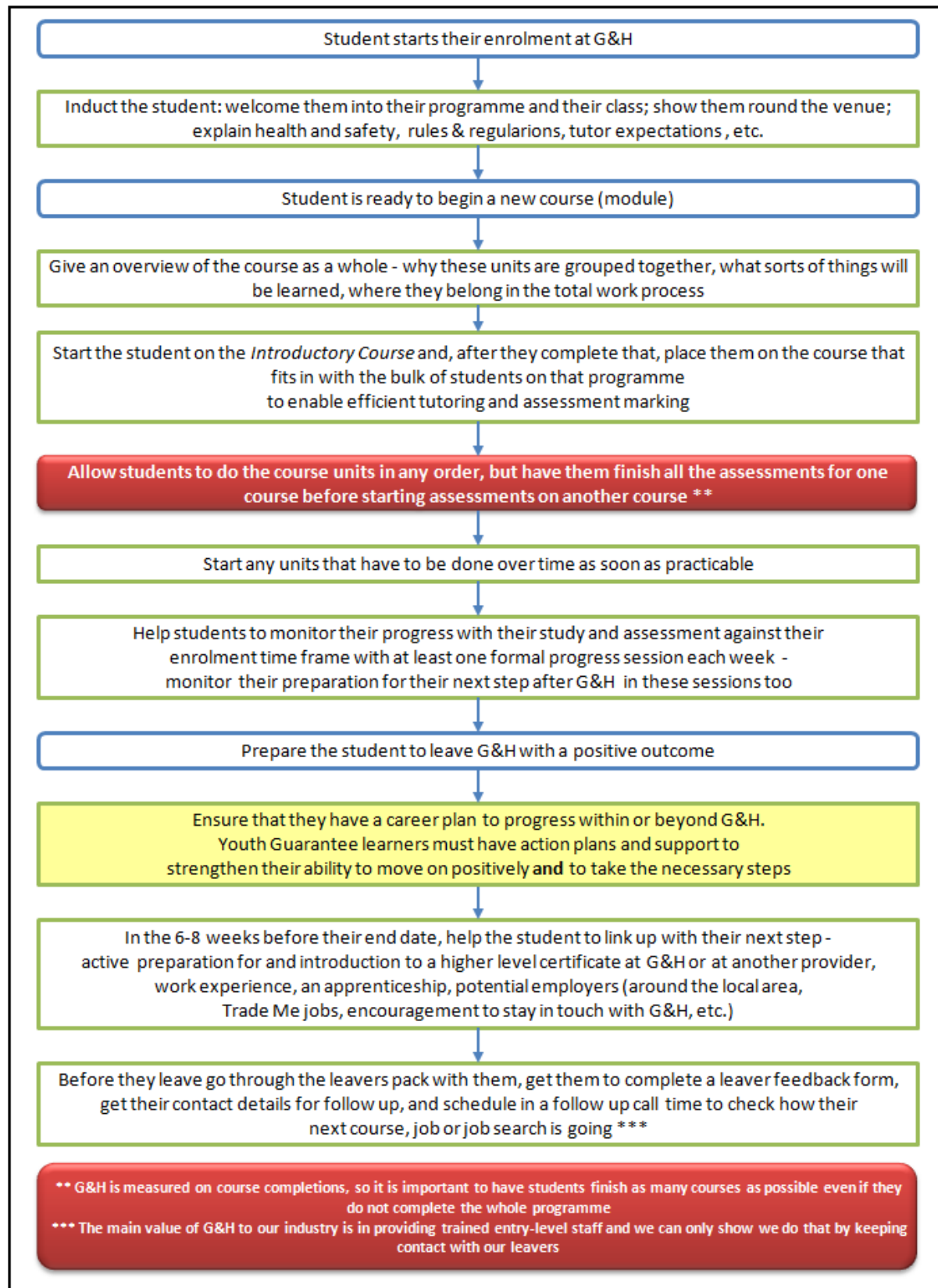
Approved by: SS

Procedure to: DEVELOP AN ACTIVE BOARD RESOURCE



Last review of this procedure: December 2015 Reviewed by: DP, KO, SS Approved by: SS

Procedure to: MANAGE STUDENT PROGRESS THROUGH G&H

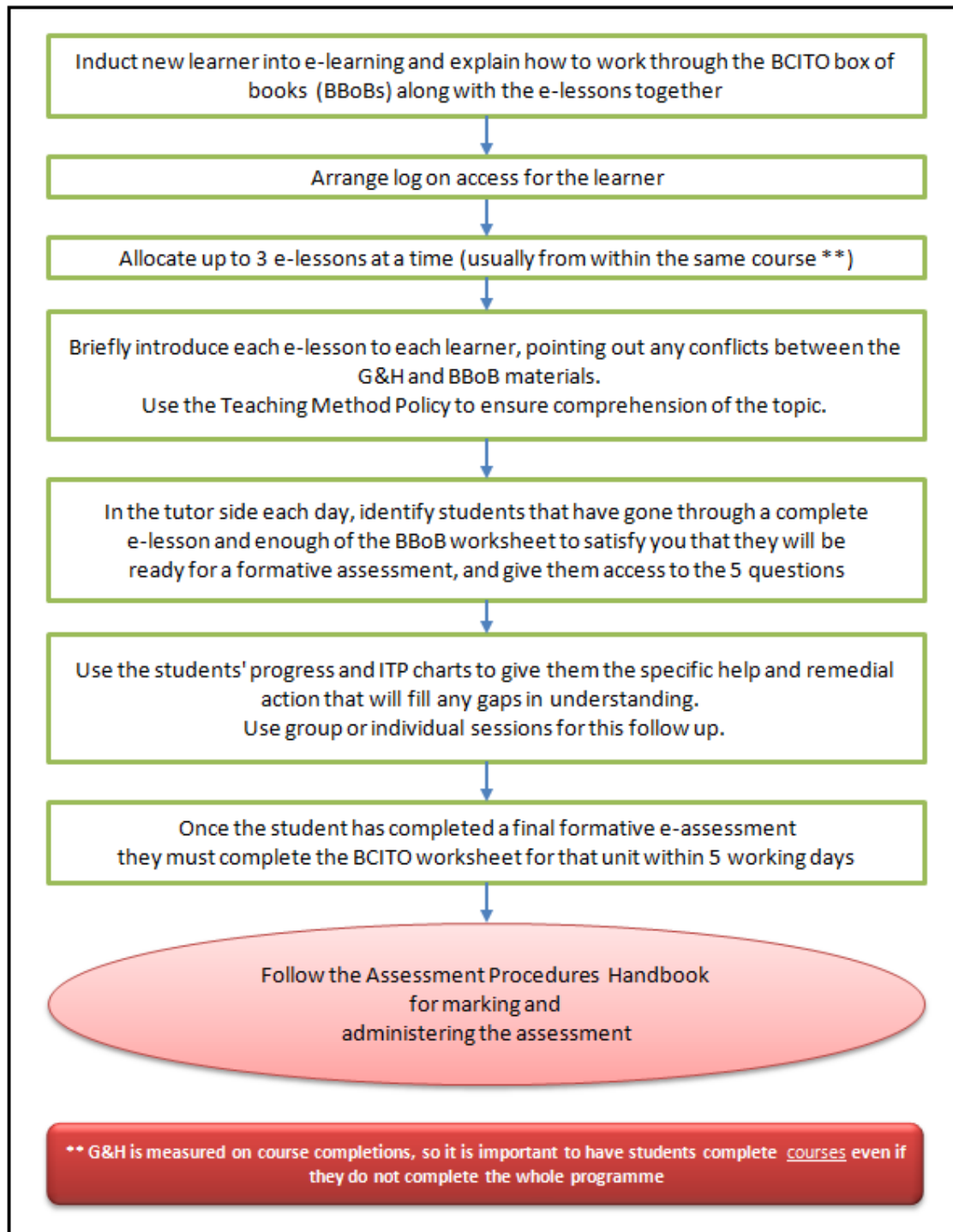


Last review of this procedure: December 2015

Reviewed by: DP, KO, SS

Approved by: SS

Procedure for: USE OF E-LEARNING FOR CARPENTRY THEORY



Last review of this procedure: November 2015 Reviewed by: DP, KO, SS Approved by: SS

Workplace Learning Policy

Policy

It is the policy of G&H Training Limited to offer off-site practical and work based components to all learners in such a manner that complies with all ITO and funding agency guidelines.

All regulations specified by the Health & Safety in Employment Act and its amendments are adhered to, and work experience employers are notified regarding ACC.

Definition

Workplace learning includes all practical industry training that learners may undertake while enrolled at G&H, including sessions and projects done in the workshop, work experience, site visits and industry guest speakers.

Policy Objectives

1. Learners are to spend approximately half their study time at G&H on workplace learning, building their practical skills for industry in conjunction with their study of industry theory.
2. All learners who are ahead of their ITP and who have not demonstrated work readiness and who have no work experience placement with an industry employer are to spend half of each training day on workplace learning including doing projects and applying theory in the workshop;
3. Workshop time plus work experience may total a maximum of five half days in a normal five day training week, depending on the programme the learner is enrolled in (see points 4 and 8 below).
4. Work experience is not a condition of completion of the G&H Certificate in Pre-employment Carpentry or the G&H Certificate in Practical Construction Skills and although not compulsory it is encouraged for these learners; work experience is not available to Introduction to Plumbing, Gasfitting and Draining students.
5. As the workplace learning priority, time is to be allocated to work experience with an industry employer when a student has demonstrated work readiness and is up to speed with their individual training plan, and when a suitable placement is available. Maximum times allowed for work experience are:
 - a. SAC EFTS-funded learners is for one or two full days a week, with additional time in the workshop to make up to five half days in total of workplace learning if required;
 - b. YG learners is up to one full day a week on job with remaining workplace learning time on other activity.
6. Work experience is to be arranged when:
 - a. A suitable employer has requested a work-ready learner for work experience, preferably with a view to employing them as an apprentice or worker; and/or.
 - b. A work-ready learner has not yet done work experience, in which case a small proportion of workplace learning time may be approved for the learner to spend locating a work experience placement.
7. Where a learner is struggling to keep up with theory, workplace learning time may be adjusted to give priority to completing the theory required for qualification completion.
8. Work experience is compulsory for award of the National Certificates contained in the Motor Industry (Entry) Skills and the Certificate in Automotive Servicing programmes, and shall be arranged as and when required by the Certificate regulations, with other workplace learning time to be adjusted accordingly.

On-the-job work experience

The purpose of work experience is to introduce learners to potential employment; introduce employers to potential employees / apprentices; expose learners to workplace realities on their pathways plan; provide opportunity to practice skills and develop competencies that link in with theory; and motivate them towards work.

Tutors have the following main responsibilities in regard to work experience:

1. To make efforts to prepare learners for workplace realities during the normal delivery of training by reinforcing appropriate language, behaviour and skills.
2. To assess and sign off each learner once they have demonstrated work readiness prior to them starting on work experience, to ensure that they are familiar with expectations and not likely to injure themselves or anyone else due to lack of safety skills. A learner may be regarded as work ready when they have:
 - a. Completed the inductions into workshop safety, hand tools, and power tools and machinery;

- b. Completed unit standards covering knowledge and use of tools, and site safety;
- c. Got up to speed with their individual training plan.
- d. Demonstrated relevant workplace skills including:
 - o Reliability (e.g. by having attended regularly and punctually for at least two consecutive weeks; and advised the Tutor of any absences in accordance with the Rules and Regulations);
 - o Listening skills – to ensure they will pay attention to the employer;
 - o Verbal communication skills – to ensure they will be able and confident to ask good questions;
 - o Ability to follow instructions – so they will behave as the employer explains;
 - o Team work – so they cooperate and show they are aware of and able to work with other people.
3. To assist work ready learners to find and arrange suitable and equitable work experience opportunities.
4. To ensure that a staff member from the branch has visited every work experience employer prior to arranging a placement to ascertain the kind of learner that would be acceptable on the site, the kind of work available, and that the employer is of suitable good character as a role model, operates a safe worksite, and is likely to provide supervised training without exploitation.
5. To consider the personality, skills and interests of each work ready learner in relation to the available work experience opportunities, and refer only those who are suitable to a particular employer.
6. To arrange for a written agreement, stating the kind and structure of training to be offered with measurable objectives, to be signed by the learner.
7. To induct the learner into the conditions, expectations, rights and responsibilities of the particular agreement, and to ensure that the learner and the employer each understands their roles and obligations. In particular, to make clear to the learner that they are on a training programme and not in employment, thus they are not to receive wages for work experience, and that because they are not employed, if they are injured on site they should report the injury as a non-work injury.
8. To monitor all work experience and keep a written record after the first two days on the placement, and then monthly, to assess the relationship between learners and the work experience employer and that the learner is receiving the agreed training. Additional informal monitoring shall be carried out as required and steps taken promptly to address and remedy any complaints or risks that are reported.
9. To provide the learner with a work experience record book where they collect evidence of their work experience and to sign it off after each attendance at work experience, checking that progress is being made and recorded. When the learner is leaving, the Tutor copies the Work Experience Report page/s, files these with the learner's other written work, and returns the original to the learner.

Learners have the following main responsibilities in regard to work experience:

1. To find work experience opportunities on their own initiative or with the assistance of the Tutor, and undertake the appropriate level of work experience for their type of training, once they have been assessed as work ready and are up to speed with their individual training plan.
2. To sign and abide by the work experience contract.
3. (PEC learners): To supply their own safety boots, apron and apron tools before being permitted to attend work experience.
4. To find his or her own way to work experience, wear appropriate clothing and provide their own food and drink for the day.
5. To report to the work experience employer by 7.30 a.m. if they are unable to attend work experience that has been arranged that day.
6. To take the record book to every work experience placement, keep it filled out and signed by the Tutor.
7. To write up their work experience record book as a documented record similar to that expected of an apprentice that may contribute towards a CV or a record of work for the future.
8. To discuss work experience with their Tutor weekly and report safety or other risks or difficulties promptly.

Employers have the following main responsibilities in regard to work experience:

1. To induct the learner into the particular work site, ensuring that they understand who they report to, how the site safety plan applies to them, how things like tools, clean ups and break times are organised, and what their role and responsibility is during the work experience.
2. To provide tea and coffee to the learner and offer normal smoko and lunch breaks.
3. To obtain G&H approval prior to participating in any arrangements outside the hours specified below, or to taking learners out of the district for work experience.

G&H Training has the following main responsibilities in regard to work experience:

1. To provide work experience documentation.
2. To supply safety boots, an apron and apron tools to PCS learners and safety boots and overalls for MIS and CAS students to use on work experience. These items remain the property of G&H Training Limited and learners will be invoiced for the cost of repair or replacement in the event of damage or loss.

Work Experience Contracts

In addition to specifying all relevant points above, the work experience contract between the employer, the learner and G&H must state that work experience complies with the following terms and conditions:

No learner on work experience shall displace any employed person in the workplace.

1. Hours of work experience are to be between the hours of 7.30am and 5.30pm on weekdays.
2. The total work experience must not exceed 8 hours per day.
3. Employers who have learners on their work sites are not paying wages and therefore not liable for ACC levies to account for injuries to learners.

Workplace learning in the workshop

1. Practical projects that are completed within the workshop reflect realities of the relevant industry.
2. All students are to receive opportunities to develop and demonstrate adequate knowledge and skills to assist with work on big projects such as house and car builds.
3. Tutors shall use the big workshop projects to encourage learners to apply the skills and knowledge they have gained and to develop their problem solving and critical thinking capabilities.
4. Workshop safety is given a high priority and therefore no learner may use any piece of machinery unsupervised until that learner has shown competency in the use of each particular piece of machinery.
5. Unsafe acts are monitored and followed up with additional assessment or training by Tutors.
6. During workshop sessions learners must wear all the safety clothing and equipment required. That is:
 - a. Carpentry learners: safety boots, ear muffs, and anything else required by the workshop safety signs.
 - b. Automotive, engineering and plumbing learners: safety boots, ear muffs, overalls, goggles and anything else as required by the safety signage in the workshop.
7. Trade talks are to be arranged regularly to provide information on industry practice and expectations.

Other workplace learning

Site visits are arranged regularly to provide learners with direct examples of work in the industry.

Site visits are used as a learning tool to develop learners' knowledge of the industry, its jargon and work site conditions, and to develop their literacy skills through their site visit reports.

Responsibility

Operations Manager and Assistant Operations Manager: to oversee that this policy is adhered to and all learners receive the opportunity to complete work experience where possible, in accordance within ITO and funding agency guidelines.

Tutors and Branch Managers: to ensure that this policy is adhered to and that all reports are returned to head office in the learners' materials at the completion of, or withdrawal from, their programme or course.

Documentation and other resources

All documentation shall be recorded and kept on file:

1. Work Experience Contract
2. Work Experience Records

Managing Director, Tutors/Managers, portfolio holder, work experience contracts, work experience employer, learners' files, ITO records, work experience booklets and reports, available work experience sites.

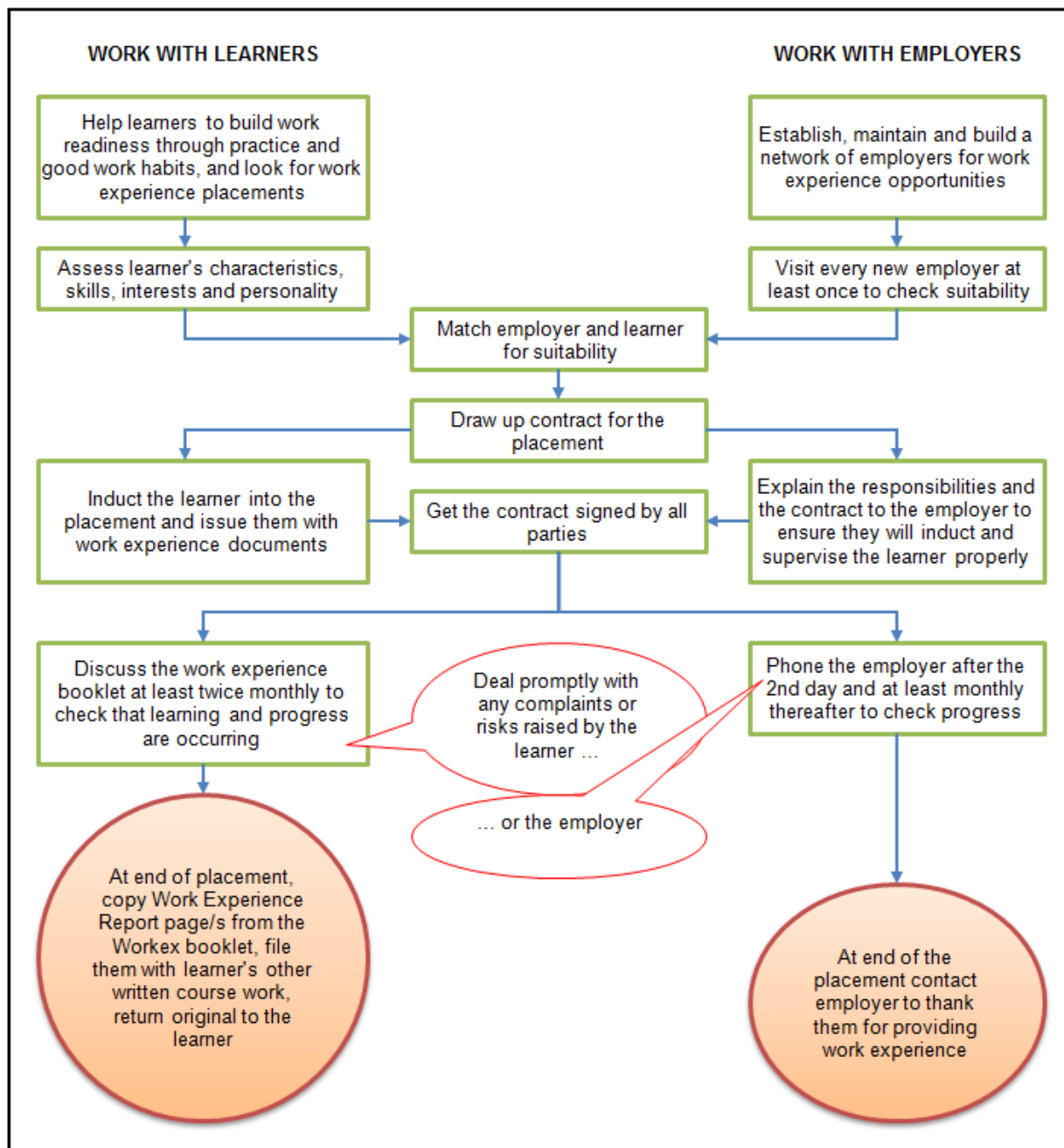
Workplace Learning Policy

Last review of this policy: November 2015

Reviewed by: SS, DP

Approved by: SS

Procedure for: WORK EXPERIENCE PLACEMENTS



Last review of this procedure: November 2015

Reviewed by: DP

Approved by: SS

Attendance Recording and Reporting Policy

Policy

It is our company's policy to accurately record all learner attendance as per Tertiary Education Commission, Ministry of Education and WorkSafe NZ (WENZ) requirements.

Policy Objectives

1. Learners must notify the Tutor or G&H HO no later than 10a.m. on each day that they will be absent.
2. A daily attendance record for every learner on every programme or course at every branch is required.
3. A separate attendance register is required for each individual programme and contracted course.
4. Accurate and timely attendance records are to be kept:
 - a. As evidence to justify the government funding we are claiming for provision of educational services;
 - b. To enable us to account for all students present on site in an emergency
 - c. As a training resource being evidence of learners' employability and reliability, and for credit achievement on some core generic unit standards.
 - d. With adequate notes to assist with follow up of absences and for potential disciplinary action.
5. Tutors use the electronic attendance recording system for learners on full time programmes as follows:
 - a. Enter all the attendance by 12.00 noon each working day.
 - b. Take the printed register off the printer after 12.00 noon, hand write in any learners at the venue who are on trial, or note those who arrive after the cut off time that day.
 - c. Store the printed register where it is easily accessible in case of emergency.
 - d. File the previous day's printout of the electronic record in the attendance register file.
 - e. In the event of a paper register being used instead of the electronic one, every Tuesday by 12.00 noon, fax the sheet for this and the previous four working days to the enrolments officer at head office.
6. STAR course attendance is to be recorded on the paper register provided by head office. The branch fills out the register every day of the course, and faxes it to head office and the school weekly or as required.
7. Head office will provide an attendance report for any individual or group of learners for audit and/or on reasonable request from a funding or quality stakeholder.

Recording codes – electronic (continued on following page)

Code		Explanation
P	Present	The learner is in attendance at the training venue.
L	Sick	Learner reports in sick. Medical certificate required after 3 continuous days Learner's family member sick. Medical certificate required after 3 continuous days
	Accident	At G&H venue: Medical certificate and accident report required. Off G&H site: A medical certificate is required.
	Special leave	E.g. to attend jury service, job interview, driving test, off site training (other than work experience), suspension of enrolment, or unforeseen circumstance. A diary note is recommended to explain this.
	Tangi Bereavement	If whanau responsibilities are involved an absence of up to 3 days may be granted.
A	AWOL	Learner is absent <u>without</u> having notified the Tutor prior to 10.00a.m.
R	Late	Learner arrived late without notification or permission
E	Early	The learner left early without notification or permission
F	First Aid	The learner is attending a First Aid course

Code		Explanation
W	Work experience	On work experience, or workplace learning (e.g. site visit/s for at least ½ day). (Not for PGD students)
V	Non-contact day	Working at home with permission Regional or branch meeting day Statutory Holidays
Q	Qualification completed	The learner has completed all their ITP prior to their official end date and is not required to attend the venue.

Recording codes for paper records for short courses

/ or ✓	Learner is in attendance at the training venue.
L	Learner is absent with reasonable explanation or medical certificate provided to the Tutor. Reason for absence is to be recorded. Includes: Normal sick leave, tangi or bereavement leave, and special leave for children or partner's sickness.
A or X	Learner is absent and has not notified the Tutor before 10 a.m. that day.

Responsibility

Operations Manager and Assistant Operations Manager: to ensure that this policy is upheld.

Tutors: to record actual daily attendance of every learner enrolled on the programme or course on the attendance recording system provided by head office.

Branch Manager: to ensure the attendance register is completed (and, if required) returned on time.

System Administrator and the on line services portfolio holder: to ensure that the system functions as required to enable Tutors to meet their responsibilities.

Documentation and other resources

Enrolment forms, attendance registers.

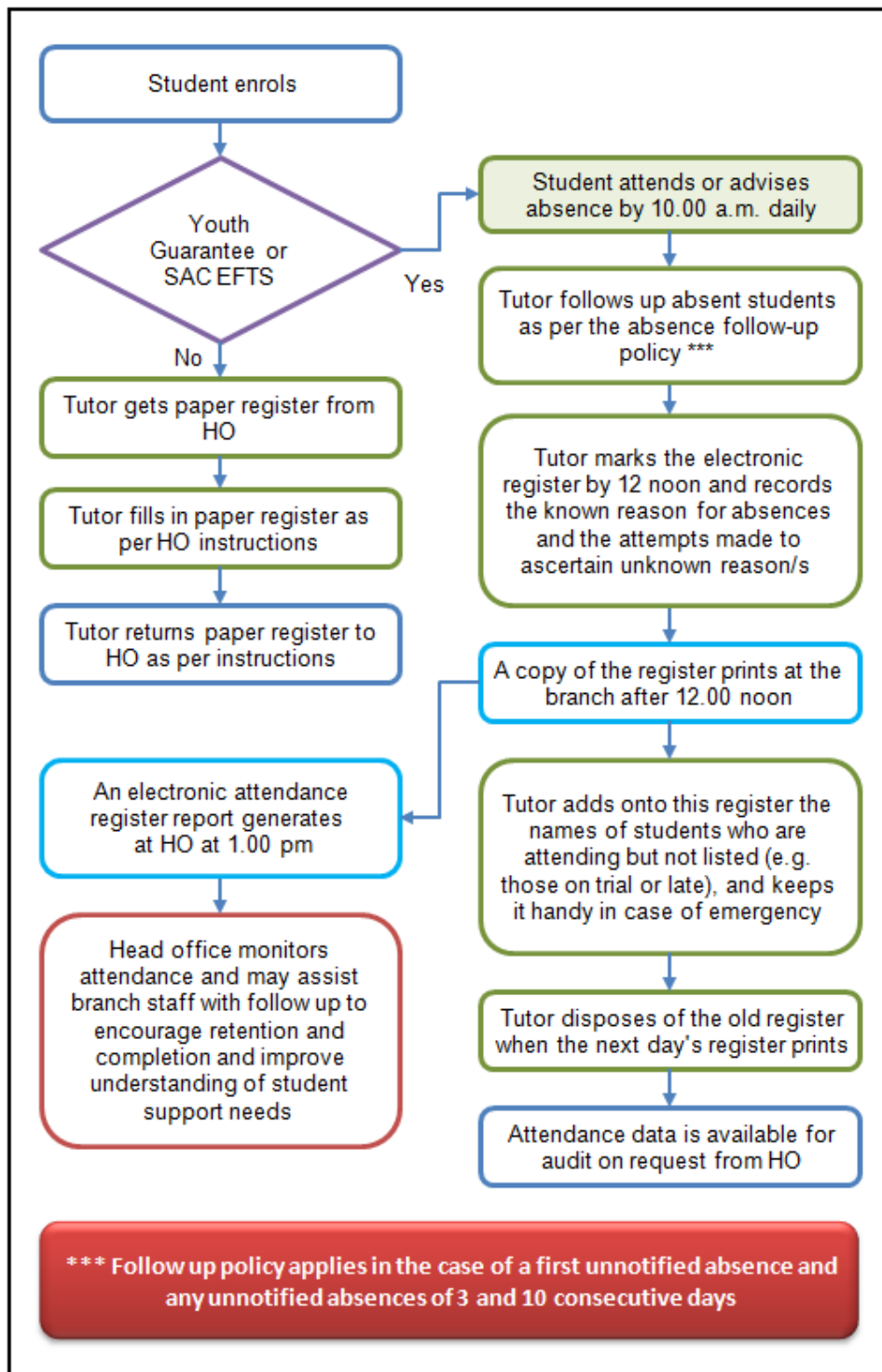
Enrolments officer, on line services portfolio holder.

Last review of this policy: December 2015

Reviewed by: SS, DP

Approved by: SS

Procedure for: ATTENDANCE RECORDING AND REPORTING



Last review of this procedure: January 2016

Reviewed by: KE, DP

Approved by: SS



Learners

“Learner support, information and entry ensure appropriate learning pathways, a safe learning environment and a reasonable chance of successful achievement.”

Fee Paying Policy

Policy

G&H Training Limited conducts all its dealings with learners in a fair and equitable manner and complies with specific requirements of the current TEC funding rules and conditions, the Education Act 1989, Sections 227, 228A, 234E and 235, and other relevant legislation.

Scope

This policy applies to all learners who pay fees to G&H Training Limited.

Policy Objectives

1. G&H Training Limited reviews its fees from time to time within the parameters stated in the TEC funding rules and conditions, or in consultation with the Tertiary Education Commission. In setting the fee, including nil fees, the company will also seek payment for specific costs associated with identifying or creating a unique identification for the student, or any associated costs that may arise.
2. All learners enrolling on fee-paying programmes are informed prior to their enrolment being accepted of all costs relating to enrolment and attendance, set out in the relevant enrolment handbook, and will include:
 - a. Total programme or course fees.
 - b. The dollar amount of any deposit required which shall not exceed 10% of total programme or course fees.
 - c. The cost of any administration fee charged.
 - d. The timeframes and deadlines by which any deposit, administration fee and remaining programme or course fees must each be received by G&H Training Limited for the enrolment to proceed, normally no later than 8 days after the start date.
 - e. A statement that deposits and administration fees are **NOT** normally refundable and an explanation of the conditions under which any refunds may be sought or paid.
 - f. Estimated costs for items which will be required to be purchased by the learner such as tools, safety clothing or equipment, stationery, calculator, etc.
 - g. Any additional fees for class materials and practical objectives which are compulsory.
 - h. Indicative costs for any recommended equipment, tools or books that are optional.
 - i. Notification of items available for learners to borrow that will be invoiced if damaged or not returned (e.g. safety boots, tools).
 - j. All costs will clearly state whether or not specified fees and charges include GST.
 - k. Payment arrangements:
 - i. Cheque payments are accepted.
 - ii. Any exceptions to d) above, e.g. payments may be made by instalment on application to The Accountant, P.O. Box 3378, NAPIER 4142, specifying how the applicant wishes to pay these instalments. An administration fee (GST inclusive) will be charged.
 - iii. For student component funded learners, arrangements may be made for fees to be paid direct from an approved account, e.g. StudyLink.
 - iv. Credit fees are paid to NZQA by G&H Training Limited.
3. Learners enrolled on any training for which G&H charges a fee or costs will be permitted to attend classroom-based training once the required fees, costs or deposit has been received.
4. In the event of the fee and/or NZQA costs being owed to G&H, the Operations Manager may suspend the learner from their programme or course for up to one month until the amount owed is paid in full.
5. Section 227 (2) of the Education Act 1989 provides that no domestic learner shall not be or continue to be enrolled in a programme or course of study or training unless his or her fees have been paid. Therefore enrolments may be cancelled in the event of:

- Fees or costs not being paid by the due date.
- Cheques being dishonoured.

6. The consequences of enrolment cancellation are:

All fee-paying learners:

- No automatic right of re-enrolment.
- A re-enrolment penalty fee of at least \$50 (GST inclusive).
- The charge of an interest fee equivalent to the Westpac overdraft interest rate on outstanding debts.

Student component funded learners only:

- Cancellation of all allowances.

7. In the case of requests for recognition of prior learning, a fee will be negotiated according to the work agreed in each case, and this will be invoiced for payment.

Responsibility

Accountant: to authorise any special requests in respect of payment options and the waiving of fee deposits; to ensure that all fees received are handled to comply with the relevant legislation in conjunction with the administration staff: to ensure that receipt of all fees is recorded accurately.

Enrolments administrator, Branch Managers, and Tutors: to ensure that no fee-paying learner commences or continues study unless they are 'financial' learners, i.e. all fees as due are paid up in full or exemption has been granted.

Documentation and other resources

All relevant documentation must be completed, recorded and kept on file [e.g. learner records, financial records, enrolment records, Enrolment Handbook].

Accountant, enrolments portfolio holder.

Fee Paying Policy

Last review of this policy: December 2015

Reviewed by: SA, DP

Approved by: SS

Student Fees Protection Policy

Policy

It is the policy of G&H Training Limited to protect student fees in accordance with the Education Act 1989.

Scope

This policy applies to all learners who pay fees to G&H Training Limited that are intended to be covered by the fee protection requirements determined and monitored by NZQA.

Policy Objectives

1. G&H Training Limited complies with the NZQA policies that accord with section 235C of the Education Act 1989, to protect payments made by learners in case of the provider ceasing to offer a programme or course that a learner is enrolled in.
2. G&H Training Limited complies with the requirements of the Ministry of Education to ensure that all learners have access to information regarding the educational and financial circumstances they face when deciding to enrol with G&H Training Limited. This includes Section(s) 227 of the Education Act 1989 (fees for domestic students at tertiary education institution), Section 228A of the Education Act 1989 (student information) and Section 235A (withdrawals and refunds) of the Education Act 1989.
3. It is the policy of G&H Training Limited that all learners are advised of programme or course fees, all arrangements for the refund of fees, withdrawal and refund policies, guarantees, credit transfers and any details regarding associations with other providers for the completion of their qualification.
4. Learners who pay fees to G&H Training Limited are advised of the following policy, and an estimate of the costs they may expect to incur, in the relevant enrolment handbook provided to them prior to enrolment in the enrolment application materials:
 - Fee Paying Policy – Full details of fees and all relevant information about study costs and payment arrangements.
 - Withdrawal and Refund Policy, in particular:
 - The withdrawal procedure and the consequences of withdrawal and conditions for refunding fees.
 - The fee protection arrangement: In order to protect learner fees in the event of financial failure or loss of accreditation by G&H Training Limited, fees are paid directly into a Public Trust account and released proportionately to G&H according to a schedule approved by the learner. There is no cost to the learner for this arrangement. G&H Training Limited follows the procedure required by the Public Trust.
5. All applicants are required to sign a declaration form stating that they have read and understood the information prior to the verification of their enrolment.

Responsibility

Accountant: to ensure that this policy is upheld.

Documentation and other resources

Enrolment forms, enrolment handbooks, learner information materials.

Website, enrolment officer, accountant, Public Trust.

Last review of this policy: December 2015

Reviewed by: SA, DP

Approved by: SS

Enrolment of Learners Policy

Policy

It is the policy of G&H Training Limited to enrol learners in accordance with the Education Act 1989.

Policy Objectives

1. All policies and procedures relating to the enrolment of learners meet the requirements of the Education Act 1989, especially sections 224 to 236 of the Act.
2. All learners enrolled at G&H Training Limited shall at least meet the minimum entry criteria specified by the funding agency and / or in the relevant Enrolment Handbook.
3. When recruiting learners, all other relevant policies such as Equal Education Policy are adhered to, to ensure unreasonable barriers to education are minimised.
4. Enrolment procedures are followed to ensure G&H is correctly funded for the training it delivers.

General requirements

All operational requirements set out by our funding bodies in the applicable Funding Guide or Agreement, shall be adhered to, to enable government funding, SAC EFTS based subsidies, and learner access to the Student Loan and Student Allowances scheme.

Any specific regional targets as set and/or approved by TEC and/or stated in the Company Goals and Objectives are used as a guide to assist us in enrolling a proportionate number of women, Maori and Pacific Island people where possible. Progress towards meeting these targets is monitored regularly.

All applications for enrolment are to be directed to the enrolments officer at head office so that the applicant's identity and entry eligibility can be verified, recorded, and evidence filed and archived appropriately.

Where a learner is eligible for more than one programme their application shall be considered in relation to the most appropriate programme to refer them to for enrolment. An applicant whose Record of Learning shows they have fewer than 14 credits at Level 2 or above must be referred to either SAC Level 1 or 2, or to Youth Guarantee where both options exist at a branch. In this case:

1. Head office will assign the applicant to either of the Level 2 programmes based on the information in their application, and issue them with the appropriate enrolment pack;
2. The branch may discuss the programme enrolment with the Operations Manager in the event that:
 - a. They can provide evidence that the applicant would be more likely to succeed at Level 3 or 4 than on a lower level programme, or
 - b. They have reason to place the applicant on a Level 2 programme other than that assigned by head office as in point 1 above.

All learners shall be permitted to start on any Monday of the year unless the company is closed for Christmas – New Year break, or the Monday falls outside a contracted programme period. Monday must be stated as the official start date for all enrolments, including those weeks in which statutory holidays fall on that day.

Branch staff may use a short trial period prior to formal enrolment and/or a student's first 28 days of enrolment to assess whether their attendance, effort and attitude demonstrate genuine commitment to the programme.

Student Achievement Component Funding (SAC EFTS) Level 3 and 4:

Learners applying for SAC EFTS-funded programmes, or any other fee paying programme or course, must meet the entry criteria as per the requirements set out in the enrolment handbook for each type of training. All applicants must confirm a genuine desire to enter employment in the relevant industry, and there shall be opportunity for branch staff to interview an intending learner prior to their agreed start date. If a learner is not accepted for enrolment they are advised with reasons and offered other options.

Where fees or monies are payable, no learner will be deemed to have enrolled for a programme or course until the fees or monies have been paid (refer Fee Paying Policy).

Enrolment administration shall follow the Procedure for PEC Carpentry Applications.

Youth Guarantee:

The entry criteria for Youth Guarantee are specified by the Tertiary Education Commission. Only learners who have been verified as meeting the entry criteria will be accepted onto the PCS, MIS and PGD programmes. Refer to the *Tertiary Education Commission Funding Guide*. Applicants must confirm a genuine interest in the relevant industry.

Enrolment administration shall follow the Procedure for Enrolment of SAC EFTS or YG-funded learners.

For G&H to meet TEC funding and performance requirements, when setting up an enrolment branch staff must:

1. Establish that the learner is eligible according to TEC criteria, and suitable according to a literacy/numeracy needs assessment and interview demonstrating that the learner is committed to a career in the industry;
2. Allow potential learners to attend on trial for the period allowed by TEC (to be advised as at date of publication of this manual), to further assess their level of ability and commitment prior to formal enrolment;
3. Gather all the required enrolment documentation, complete the enrolment form and submit it to head office as soon as the learner has been accepted for enrolment or for a trial period.
4. Advise head office if any of the enrolments that have been submitted previously will not proceed because the learners have either failed to obtain all the correct enrolment documentation, OR the learner has not been accepted as a result of their performance on trial.
5. Once the enrolment is confirmed and the branch has been notified of the new starts, treat the printed electronic attendance register as the confirmation of who is officially enrolled. If any enrolments are found to be missing from the register, these must be reported to the Enrolments Officer.

Other full-time equivalent programmes or courses (e.g. for WINZ clients):

Enrolments shall be accepted in negotiation with the funding agency to meet their eligibility criteria and enrolment procedure requirements.

Provision of information to learners:

In addition to the enrolment handbook provided to applicants for enrolment, a hard copy of the full, current G&H Company Policy and Procedure Manual is provided in a location accessible to learners at each branch and on the company's website.

On their first day of attendance, all learners will be provided with an Induction Handbook and inducted to the programme or course as detailed in the Support and Guidance Policy.

Decline of enrolment:

An enrolment may be declined on the grounds of:

1. Cancellation of the programme or course by the contracting agency.
2. The enrolment numbers are limited by the contracting agency or classroom size.
3. The applicant does not meet the entry requirements specified for the programme or course.
4. The applicant's level of literacy and numeracy is low enough to make it very difficult for that person to complete the training without specialist 1-1 tuition. Such an applicant may be referred to a literacy and numeracy provider.

Change of enrolment for learners on full time programmes

Any requests for change of enrolment after a letter of acceptance for any SAC EFTS or YG-funded programme has been signed must be made in writing to the Operations Manager who has sole discretion to approve or decline such applications.

Deferred enrolment:

Learners wishing to place their enrolment on hold or change their signed start date within the first 30 days will be withdrawn and their enrolment made invalid.

If a change is approved prior to the eighth day, the Withdrawal and Refund Policy applies. If a change is approved after the eighth day, no refund will be made, and a new enrolment will take place on the new start date. All fees paid will be credited to this new enrolment.

Suspension of a valid enrolment:

Applications for suspension of a valid enrolment must be made in writing by the learner on the relevant G&H form, in a signed letter or by email to the Operations Manager, who approves all such applications.

1. Applications must be made at least **two weeks prior** to the suspension start date.
2. Applications will normally be approved provided that the applicant:
 - a. Makes a case for the suspension;
 - b. Provides evidence to justify approval, e.g. a medical certificate or letter from their medical practitioner;
 - c. States the proposed start and end date of the suspension; and
 - d. Affirms their commitment to returning to complete the programme or course after the suspension.
3. Suspensions requiring special consideration or exceptional circumstances for approval are those that are:
 - a. For less than 4 weeks or more than 3 months;
 - b. Within the last 30 days of the contracted enrolment period.
4. Applicants for a suspension longer than 3 months may be advised to withdraw and re-enrol later with no further fee to be charged for this re-enrolment.
5. Once a suspension of enrolment is approved, a letter confirming this will be sent to the learner and StudyLink will be advised. This will affect Student Allowances.
6. If the learner does not return on the approved date, they will be withdrawn.

Application for extended leave or for change of contracted holidays:

Provided that there is good reason, learners may apply for extended leave of up to 3 weeks IN ADDITION to the holidays already contracted in their acceptance of enrolment.

1. Applications for extended leave must be made in writing by formal letter or email to the Operations Manager by the learner, at least **two weeks prior** to the proposed leave start date, stating reason/s for the request.
2. If the learner has any unused holidays, these should be used as part of the extended leave period where possible. A request to change holiday dates may form part of this or a separate application.
3. It is the responsibility of the learner to make up time and complete their unit standards within the duration including the extended leave.

Change of enrolment end date:

In the event that a learner completes their programme of learning before the end date stated on their original Offer of Acceptance, their enrolment records shall be amended accordingly to reflect the earlier finish date and StudyLink and relevant agencies shall be notified.

Cancellation of an enrolment:

A learner who enrolls on any SAC EFTS or YG-funded programme, and either does not formally withdraw, or does not complete their Introductory course, or fails to abide by the Withdrawal and Refund Policy attendance requirements by the 28th day of their accepted start date, may have their enrolment cancelled and they will then be made “invalid”. In this case no government funding will be claimed for that person.

Enrolment of Learners Policy

Last review of this policy: January 2016

Reviewed by: SS, DJ, DP

Approved by: SS

Procedure for:

ENROLMENT APPLICATIONS for SAC EFTS or YG-FUNDED PROGRAMME

Objective

It is our company's objective, in accord with the Education Act 1989 and its subsequent amendments, to:

1. Provide persons enquiring about our training options with accurate information and advice to enable them to decide whether to formally apply for enrolment;
2. Accurately establish and record the identity of learners and their eligibility to study, and;
3. Ensure that all enrolments and 'paths of study' are formalised.

This procedure should be read in conjunction with our company policies relating to learner selection and enrolment.

Resources

"Enrolment Application"	"Enrolment packs" for These programmes are produced at head office and include all documentation and information required by learners enrolling onto these government-funded programmes.
"Serial Number"	Each enrolment pack has a serial number to help track them, giving a better overview of how many are being distributed, and the length of time that is taken to complete applications.
"Policy Manual"	This procedure links to information contained in our company policy manual as in the objective above.

Important notes

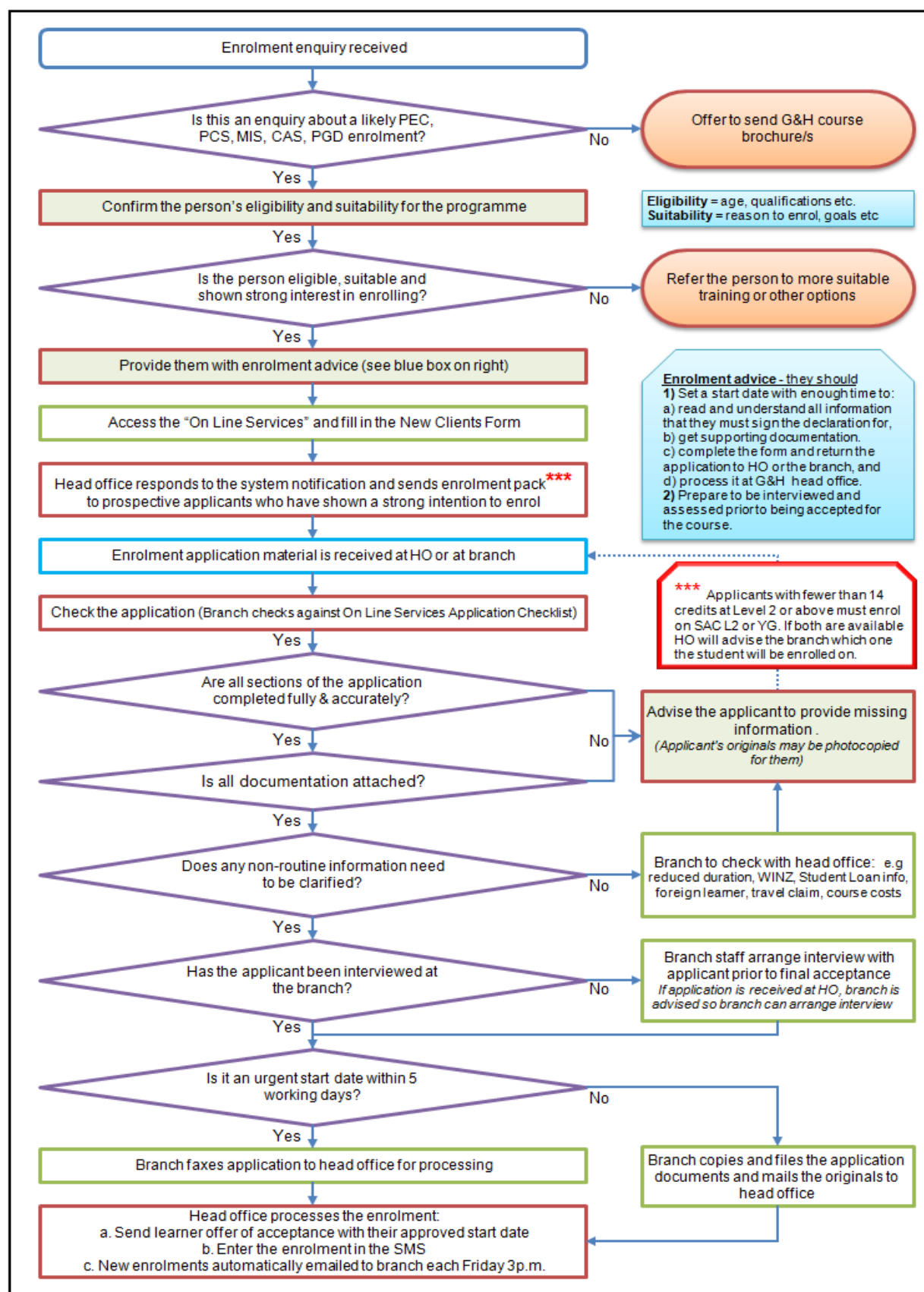
1. **Enrolment Applications** – staff should only send enrolment applications to prospective applicants who have demonstrated a strong intention to enrol. .
2. **Brochures / Leaflets** – these are provided for people who are making general enquiries about our programme/s, but who have not committed themselves at that stage to enrol.
3. **Start Dates** – applicants may request a start date on their application form, but this may only be confirmed by head office through the process for 'confirmation of enrolment'. All attempts will be made by branch staff and head office staff to enable a date to be confirmed which is as close as possible to the applicant's request.

All required documentation must be at head office, complete and correct, no later than the Friday prior to the approved start date.

In the event that all available training places are full, applicants can be placed on a waiting list, to be given priority option to enrol when a place becomes available.
4. **Reduced duration**– any enquiries regarding reduction of time and content in recognition of unit standards previously achieved must be directed to head office. An appropriate duration and fee will be quoted, depending on the details and work and training history of the applicant, and verification of prior achievements.
5. **WINZ / Student Loan Information / 'Foreign' Learners / Travel Claims / Programme or Course Costs etc** – all these questions should be directed to head office.

Procedure

(See flowchart over)



Last review of this procedure: June 2015

Reviewed by: SS, MN, DP

Approved by: SS

Withdrawal and Refund Policy

Policy

It is the policy of G&H Training Limited to abide by the Education Act 1989 in respect of all programme or course withdrawals and refunds.

Scope

The following policy applies to learners who have paid fees to G&H Training Limited.

Policy Objectives

General

1. Withdrawal procedures conform with the Education Act 1989, Sections 235 and 227 (4).
2. This withdrawal and refund policy is designed to encourage learners to participate in the programme or course for the full duration and complete their qualification.
3. All applicants must sign a declaration form as part of their enrolment application to confirm that they have read and understood the information about the policy and procedures.
4. All programme and course costs are detailed in the fees schedule in the relevant enrolment handbook. In the unlikely event of learners being asked for further payments towards any activity which is an integral part of any course or programme, they are not entitled to a partial refund by right. In most cases, no refund will be paid. Each case will be assessed and considered on its merit on request.

Refunds

1. Learners withdrawing from a course / programme before their first day of attendance and any time up to and including the seventh day after their contracted start date will be eligible for refund of any deposit paid.
2. Learners are not entitled to a refund by right following payment of remaining programme or course costs if they withdraw from study on or after their eighth day following their contracted start date.
3. In most cases, no refund will be paid. Each case will be assessed and considered with regard to the circumstances, time enrolled and credits achieved. This will include any learner who has indicated a desire to withdraw prior to their eighth day, but who is encouraged by the Tutor to remain enrolled for a further 'trial' period.
4. Any application for refund must be made in writing to the Managing Director who will authorise a refund payment where entitlement is clearly established.
5. Any refund will be sent to the person or organisation that paid the fees.

Cancelled Programmes or Courses

1. G&H Training Limited reserves the right to cancel or postpone any programme or course and shall not be liable for any refund other than the fees paid as scheduled below:
 - If G&H Training Limited cancels a programme or course before the start date, a full refund will be made.
 - If G&H Training Limited cancels a programme or course after it has started, a refund for the portion not run will be made.
2. Programmes or courses may be cancelled due to insufficient enrolments.
3. Learners will be notified immediately upon cancellation of their programme or course.

Withdrawals initiated by G&H Training Limited

1. G&H Training Limited may withdraw a learner from a programme or course if:
 - They do not continue to meet the programme or course requirements as specified in the Learner Enrolment Handbook – "Duration of Enrolment", or fees or costs have not been paid by the due date, or
 - The learner breaches the rules, policies or procedures-at a G&H venue.

2. G&H Training Limited will make every reasonable effort to enable learners to complete their qualification. Any learner whose level of attendance on a full time programme is putting at risk their ability to complete the programme or course content shall:

- Be contacted by branch staff after four consecutive days of absence without notification and warned of impending withdrawal;
- Be offered support from branch staff to identify any exceptional circumstances or barriers to good attendance and seek a solution for the remainder of their programme duration, or
- Be withdrawn:
 - After 5 consecutive working days of absence without notification; or
 - After 10 consecutive working days of absence for any reason.
 - When there are repeated absences over time without approval.

G&H will notify the student in writing that they have been withdrawn and will notify StudyLink accordingly.

- Once withdrawn, the student may appeal in writing to the Operations Manager to seek reinstatement of enrolment. Such an appeal must be made promptly and shall only be granted in exceptional circumstances.

Withdrawals initiated by a learner

1. Learners wishing to withdraw from their programme of study should do so in writing. Written advice may be on an Early Withdrawal Form available at the branch, or by letter to the Operations Manager. Verbal withdrawal, e.g. from a learner's family member, must be recorded on a Withdrawal Form by the person accepting the verbal withdrawal.
2. Withdrawal advice should state the date that the learner is giving notice and the date of their last attendance at the programme or course.

Notifying other agencies of withdrawal

1. All learners receiving or applying for Student Loans or Allowances or Training Incentive Allowances are responsible for notifying StudyLink and/or WINZ immediately of their withdrawal from their programme. This includes learners who withdraw early, are withdrawn by G&H early, or complete all course requirements prior to their official end date.
2. The company reports withdrawals to StudyLink as they occur and in response to Verification of Study reports from StudyLink.

Responsibility

Managing Director: to ensure that all withdrawals and refunds to fee paying learners are handled to comply with the Education Act 1989.

Enrolments officer: to ensure that all withdrawals and refunds documentation meets policy and is filed.

Branch Managers and Tutors: to contact learners with 4 days unnotified absence; to ensure that any notification of withdrawal or intention to withdraw, either verbally or in writing, is forwarded to the enrolments officer; to complete withdrawal procedure and documentation in accordance with this policy.

Documentation and other resources

All relevant documentation must be completed and recorded and kept on file.

Managing Director, enrolments officer, administration staff, Branch Managers, Tutor(s), learner records, financial records, enrolment records, enrolment handbook, receipt book, attendance registers.

Withdrawal and Refund Policy

Last review of this policy: December 2015

Reviewed by: SA, DJ

Approved by: SS

Procedure for: WITHDRAWALS FROM SAC EFTS or YG-FUNDED PROGRAMME

Objective

It is our company's objective to abide by all MoE stakeholder requirements in respect of learner withdrawals and to monitor the affect of these on our stakeholder reporting targets. This procedure must be read in conjunction with our company Withdrawal and Refund Policy.

Important Notes

- The withdrawal form must be filled out for ALL full time learners leaving their programme or course.
- All learners must notify their intention to withdraw in writing and sign the notification if they are requesting to withdraw from the programme or course **prior** to their official end date.
- The enrolment officer must obtain the Operations Manager's approval prior to actioning any early withdrawal.

Procedures for the branch

- 1. The learner has reached their official end date, i.e. they have completed their contracted weeks of training:**
 - a. Check that on the Theory Results Sheet all the assessments that have been successfully completed are signed and dated.
 - b. If the learner has any unit standards that they are close to finishing, arrange for them to sit the summatives promptly. This is critical where there is only 1 unit left to complete.
 - c. Complete a Withdrawal Form for the learner.
 - d. Photocopy the completed Theory Results Sheet and Withdrawal Form.
 - e. Gather up all personnel records, academic results and all the assessment material for the units listed on the Theory Results Sheet list for that learner, attach the original forms to the front of the documentation and courier it to head office within 5 working days of the withdrawal date.
 - f. Keep your photocopied forms for 1 year in case of future enquiries.
- 2. The learner has completed all "minimum programme or course requirements" prior to their official end date:**
 - a. Check that on the Theory Results sheet all the completed units standards are signed and dated.
 - b. Proceed from 1c above
- 3. The learner is being withdrawn from their programme or course:**
 - a. The branch staff have attempted unsuccessfully to contact a student who has been absent for 4 consecutive days without notification to warn them of impending withdrawal and the consequences of this withdrawal; then
 - b. The learner has failed to attend for 5 consecutive working days without notification, or for ten consecutive working days for any reason, as flagged by the on line attendance register;
 - c. Once a reasonable duration for appeal of withdrawal has passed (depending on circumstances, this may be longer than 3 days), proceed from Point 1c above.
- 4. The learner wishes to withdraw him or herself prior to his/her official programme or course end date:**

Special Note: As a stakeholder requirement we must maintain a high level of retention, as well as course completion rates. If we have a high number of early withdrawals then our performance could be affected in a negative way. It is important that learners are supported and encouraged to stay and complete their studies wherever possible.

- a. If they have not completed their programme or course content but are leaving for employment in the industry, the Tutor is to discuss with the learner and the employer the benefits of completing their qualification, and offer them part time training and/or access to e-learning and summative assessments in normal training hours until their official end date, so they can complete their study.
- b. If for employment, attendance or any other reason the learner indicates that they will leave before completing their qualification, the Tutor is to:
 - o Advise head office to send the learner a letter outlining their options, including a Request for Early Withdrawal to be signed by the learner and returned to head office, and
 - o Arrange with the learner to sit any summatives for unit standards they have worked on – particularly if there are only 1-2 units remaining in a course / module.
 - On receipt of the learner's response head office will verify details and notify the branch.
 - On notification, the branch proceeds as in 1c above.

5. The learner is being dismissed from their programme or course:

- a. Dismissal: The learner has already received two written warnings and a final warning for breach of the Rules and Regulations, OR
- b. Instant Dismissal: The learner is being dismissed on the grounds of serious misconduct.
- c. Once a reasonable duration for right of reply has passed (depending on circumstances, this may be longer than 3 days), proceed from Point 1c above, attaching the original Dismissal Form along with the other documentation.

Responsibility

Branch staff: to make every effort and provide options to assist the learner to complete their qualification.

Tutor and Branch Manager: to ensure that all withdrawal documentation is completed fully and accurately in accordance with head office requirements, and forwarded to head office in a timely manner.

Operations Manager: to monitor early withdrawals with regard to how this may affect our retention performance.

SAC EFTS or YG-Funded Programme Withdrawals Procedure

Last review of this procedure: December 2015

Reviewed by: DJ, DP

Approved by: SS

Rules and Regulations Policy

Policy

It is the policy of G&H Training Limited to provide learners with written advice on the rules and regulations to which they are subject while at G&H venues.

Policy Objectives

1. All learners enrolled at G&H Training Ltd shall abide by the rules and regulations of G&H Training Limited. The Rules and Regulations are detailed in the Appendix of this manual.
2. The rules and regulations shall be set as a means of facilitating best practice education and safety for the learners, and to uphold the legislative requirements of the organisation.
3. On enrolment, all learners will be advised of the rules and regulations in their induction materials.
4. Monthly branch reporting and learner feedback shall confirm that learners have been inducted into the Rules and Regulations.
5. A copy of the Rules and Regulations shall be placed on the learner notice board at each venue.
6. Discipline shall be administered fairly and to the level appropriate to the misdemeanour, and shall not be administered to a learner aged under 16 without first advising a support person for them.
7. Complaints shall be handled professionally at each stage, with the desired outcome being that a solution satisfactory to all parties is reached as amicably as possible.
8. The Managing Director will have the final decision on any disputed policy or ground rules.
9. The Tutor or manager in charge will determine penalties for breach of the rules, in consultation with the Operations Manager where a penalty greater than 1 day suspension is to be imposed. No penalty will be imposed on any learner without the learner first being given the opportunity to be heard.
10. Enrolled learners sign agreement to abide by all company policies and the Rules and Regulations.
11. In addition to the rules and regulations in this policy, learners using G&H Training Limited e-learning materials are required to accept an on-line User Agreement prior to being given log on access to e-learning.

Responsibility

Operations Manager and Assistant Operations Manager: to ensure Rules & Regulations are applied fairly and reasonably.

Student materials portfolio holder: to include current rules & regulations in induction handbooks.

Policy portfolio holder to ensure that the current Rules and Regulations are available to all learners.

Branch Manager: to ensure that there is a copy of the current Rules and Regulations on the branch notice board.

Tutor: to ensure that all learners are inducted into and given a copy of the Rules and Regulations upon enrolment and that they abide by the current rules and regulations.

Documentation and other resources

Copies of all documentation relating to all rules and regulations shall be recorded and held on file.

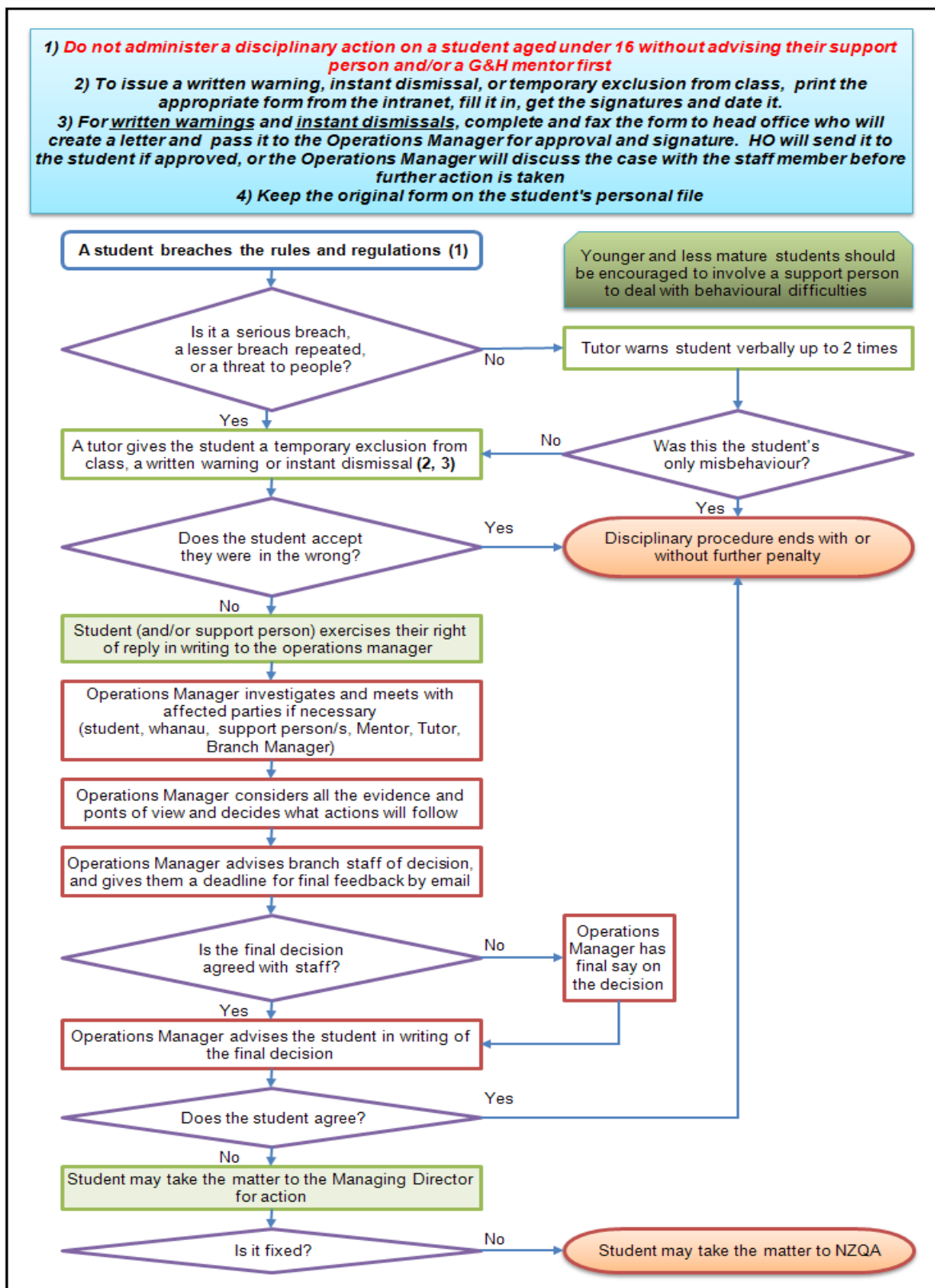
Managing Director, policy portfolio holder, Branch Managers, Tutors, other funding and quality control bodies, notice boards.

Last review of this policy: December 2015

Reviewed by: SS, DP

Approved by: SS

Procedure for: LEARNER DISCIPLINE

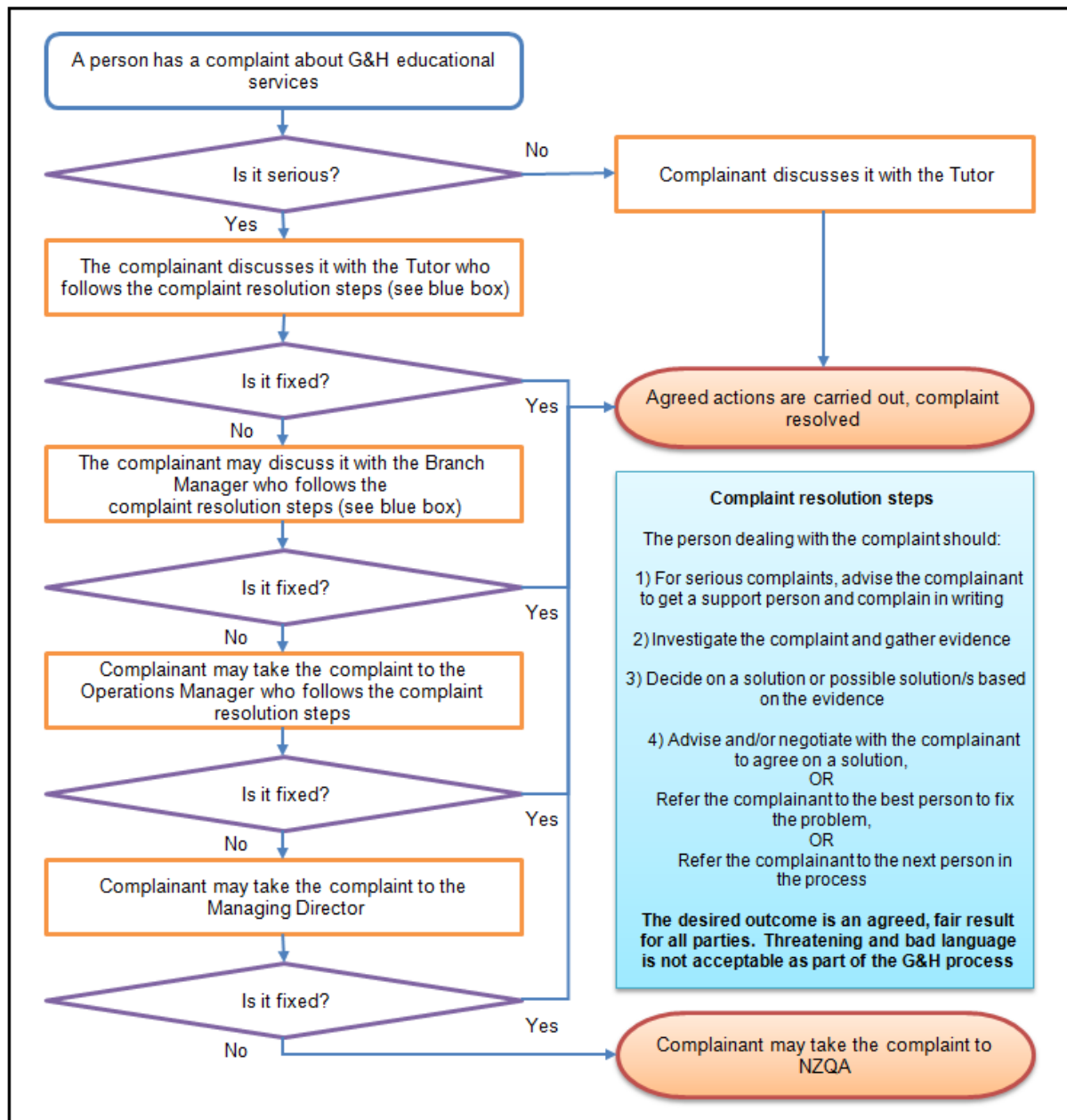


Last review of this procedure: December 2015

Reviewed by: DP

Approved by: SS

Procedure for: COMPLAINTS



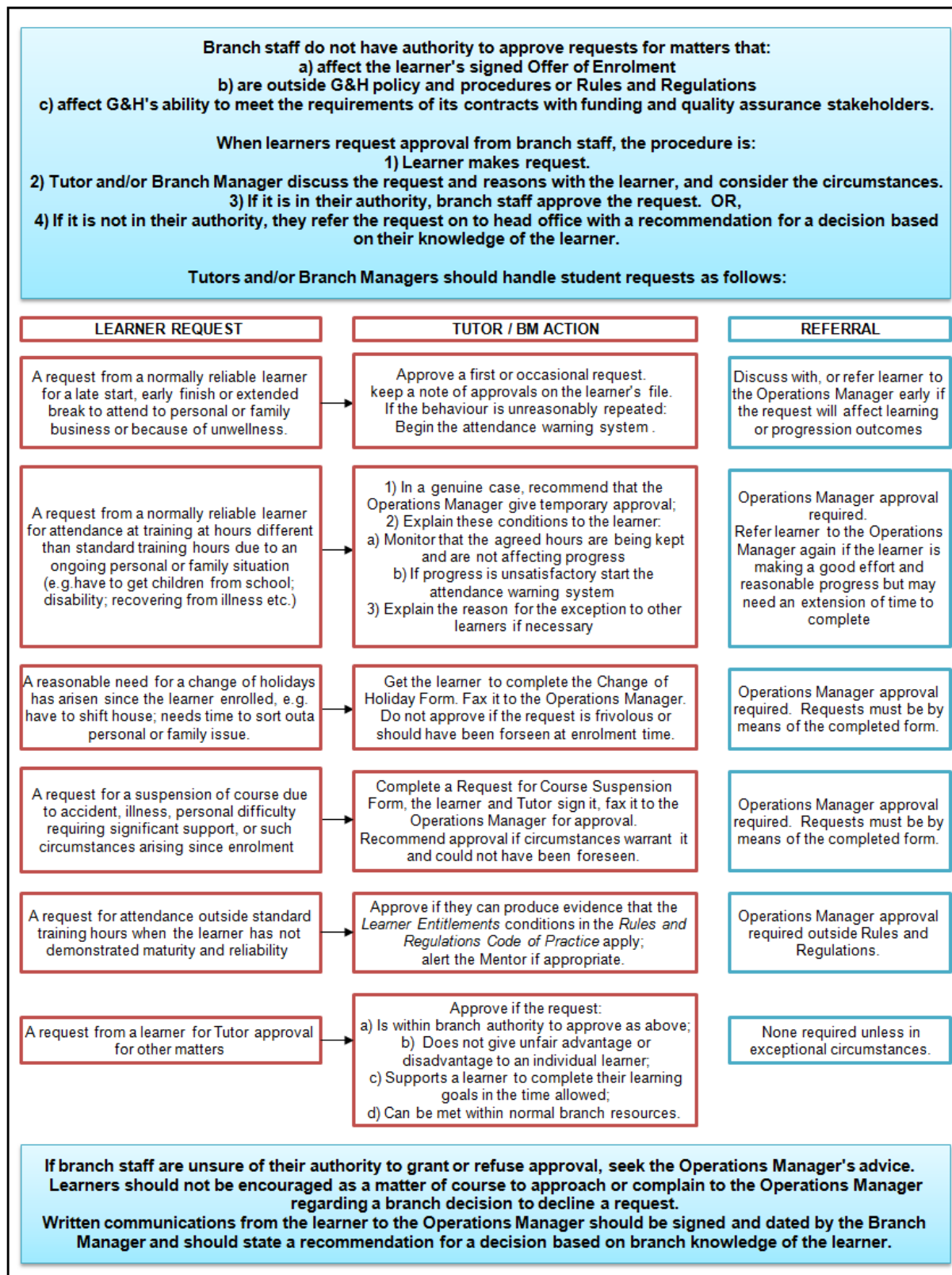
Last review of this procedure: December 2015

Reviewed by: DP

Approved by: SS

Procedure for: APPROVAL OF LEARNER REQUESTS

(General procedure – may vary according to need)



Support and Guidance Policy

Policy

It is the policy of G&H Training Limited to provide appropriate support and guidance services to all learners.

Policy Objectives

1. Support and guidance is provided to all learners prior to enrolment, during their course of study as well as after they have left the programme or course if appropriate.
2. Where particular expert support and guidance is unable to be provided internally, external support services are contacted or advice given on how to contact them.
3. Support and guidance shall be provided to each learner with their holistic needs in mind, including help to develop industry specific skills and knowledge alongside other skills for work sought by employers, and for broader life.

Pre-Enrolment

Applicants are advised of programmes available at G&H Training Limited, how the entry criteria vary between each type of training; which type of training they may be eligible for or may suit them better; when any selection process is expected to take place; and whether or not they have been placed on a waiting list.

Prospective students are interviewed by appropriate branch staff to determine a) that the proposed programme is suitable to their vocational pathway; b) that they are likely to have both the level of skills and knowledge that will enable them to successfully complete the proposed programme content, and motivation to enter the industry; and c) the level of literacy / numeracy and study support that the branch staff may need to provide.

All learners who do not meet minimum entry qualifications criteria stated in the Enrolment Handbook will be required to complete a G&H literacy numeracy needs assessment to determine their ability to successfully complete the intended training and understand basic health and safety requirements for the industry. Based on the results of this assessment, they will be referred to the most appropriate type of training at G&H, or to a more appropriate provider in cases where G&H lacks the expertise to meet their learning needs.

During Study

All learners are provided with an induction package upon enrolment, which includes the rules and regulations. The Rules and Regulations are also publicly displayed in all venues.

All students shall be inducted within the first two days of their attendance in class to cover:

1. A welcome to the programme and introduction to other students in the same programme or course;
2. Introduction to the venue, parking, housekeeping and cleaning duties, notice boards, library resources etc.
3. Key points from the induction handbook including how the tutoring is managed, rules and regulations and the kinds of behaviour that are expected and those that are unacceptable, the daily schedule, break times, attendance requirements, workload expectations, how students are informed of their progress, etc.
4. Preliminary setting of their Individual Training Plan (ITP).

For PEC students, at the time the Tutor is taking them through their ITP within the first day or two of their attendance, they must also induct the student into e-learning as follows:

- a. Show them through an e-lesson and explain that this and BCITO workbooks are studied together. Ensure that the student has no conditions that would make computer-based learning inappropriate, e.g. sight impairment that makes the screen difficult to read; physical impairment that makes sitting at a workstation difficult, etc.
- b. Ask the student for a password so they can be given access.

In their first four weeks of study, each student shall be assessed using data from administration and branch liaison to identify those who show early signs of low motivation or slow progress and their level of risk of disengagement, early withdrawal or non-completion. The risk level indicators are:

- Low risk level – positive attitude at interview; attending daily with few if any instances of lateness or justified absence; achieving an average of more than 1.5 credits per week from the start; proactively engaging in study and practical projects; LNAAT results (if available) requiring no further assessment for reading or numeracy;

- Medium level – unclear attitude at interview; an average of around a day a week absence and / or instances of lateness; less than 1 credit per week achievement; patchy engagement in study and / or practical projects; LNAAT assessment (if available) at less than Step 4 for reading and / or numeracy;
- High risk level – reluctance demonstrated at interview; more than an average of 1 day a week absence and regular instances of lateness; achieving no credits; limited engagement in study and / or practical projects; LNAAT assessment (if available) at less than Step 3 for reading or numeracy.

Students demonstrating medium to high levels of risk are carefully monitored and appropriate additional assistance is provided to ensure that each one is encouraged, able and on track to:

- Meet attendance requirements, and
- Complete their introductory course and, eventually, their qualification.

Additional assistance includes head office proactively tracking absences to follow up the reason and ascertain the intended return date, by phoning the student or their parent / whanau / caregiver / alternative support person as below:

1. In their first four weeks of enrolment:
 - a. On their first day of absence, as soon as the absence is confirmed, and/or,
 - b. After the student's electronic attendance record has been left blank for two consecutive days, and/or,
 - c. After a notified absence of 3 days.
2. After their first four weeks of enrolment:
 - d. After an notified or un-notified absence of 3 days.

For those who show medium to high risk levels, the student support administrator/s work as appropriate with the student, the Tutor, the referral agency and/or support person/s to identify:

- Any reasons or barriers underlying the behaviour;
- Potential remedies and / or resources including pastoral care (as below) that may reduce the risk level;
- An appropriate action plan with responsibilities and review date/s.

The action plan is followed up and reported regularly to the Operations Manager.

At the end of the fourth week the tutor is to fax the student's Theory Results Sheet to the Enrolments Officer to show completion of their Introductory Course.

All students receive a full induction to the workshop facilities, operations, tools and equipment to ensure they are sufficiently informed-to practise safety.

Students' educational needs and learning preferences are taken into account:

1. A variety of teaching methods is used in classrooms that take account of the individual needs of each student (see Teaching Method Policy).
2. Extra 1-1 literacy and numeracy tuition is provided during training hours as individual needs arise, to support the ability of students attending classes at G&H venues to comprehend the learning material.
3. Where there is optional content, students' needs will be taken into account when recommending or requiring particular unit standards to be included on an individual training plan.

Students identified as at risk of not completing their agreed individual training plan in the time allowed will be offered additional tuition as per the House Rules Attendance requirements, and may be referred to the Mentor for further assistance.

Pathways planning and goal setting is completed to support the student through their enrolment and into employment or further training. Educational and career guidance is given. Students who are at risk of non-completion of their course or qualification are offered options as to how and where they are able to continue with their learning to achieve positive outcomes.

4. The skills for work that employers seek (in addition to specific trade skills) and that students shall be encouraged by the Tutor to develop include the ability to read, write, do relevant numeracy; speak effectively; get along with and respect others; think, take initiative and solve problems; show a work ethic and a sense of responsibility; and be able and willing to keep learning and seek help when unsure.

Students' personal circumstances are taken into account with the aims of ensuring they receive appropriate support to overcome common barriers to achievement such as access to training, under-developed study skills, basic relationship problems, etc.

5. Travel may be provided in some regions to and from regular classes at the training venue in accordance with funding agency requirements or at the discretion of G&H Training Limited.

6. Students, staff and members of the public are protected from harm due to the G&H's commitment to uphold the Health & Safety in Employment Act. (See Workplace Learning Policy, Health & Safety Policy).
7. G&H deals with students in a fair and equitable manner. The Code of Conduct (see *Staff* section of this manual) sets out the behaviour expected of staff towards the students. The Rules and Regulations outline the complaints and right of reply procedures, define "harassment" and state how that will be dealt with.
Should female students find the rules and regulations processes unacceptable due to the sensitive nature of a problem, any support person may be the first or any point of contact. A female support person is available at head office and may be approached by or on behalf of a student during normal office hours.
Contact details for organisations able to provide outside support are provided at each venue.
8. Advice to students attending regular classes at G&H venues may be given on a variety of topics as and when they arise, e.g. budgeting advice, relationships, sexual harassment, drug and alcohol abuse, cultural understanding, banking facilities, student loans and allowances, NZISS benefits, civic duties, etc. Where this information is unavailable or the needs of the student are beyond the expertise of G&H staff to deal with through internal systems, external organisations may be contacted on these students' behalf or advice given to the student on whom to contact.
9. A course suspension or extension may be offered to enable a student to complete assessments needed in order to graduate.

Pastoral care for Youth Guarantee and SAC Level 1-2 learners

Each learner on these programmes may require particular support to enable them to achieve their learning goals and move successfully towards their career goals. For each one the Tutor is expected to provide the following pastoral care:

- Consider the age, culture, health (physical and mental), level of maturity and educational history when assessing the pastoral care needs of an individual student.
 - Keep a record of names and contact information of each learner's nominated caregivers and support people and involve these people directly as needed, e.g. to follow up all non-attendance, identify and minimise barriers to success, demonstrate concern for and interest in the learner's progress.
 - Support a learner to seek diagnosis and treatment for any health or other issues that may be affecting their learning.
 - Where a learner openly or by implication demonstrates learning barriers arising from past experience in the education system, provide positive experiences and reinforcement that will assist them to gain respect and enthusiasm for learning.
 - If possible, provide transport to and support for appointments (job or enrolment interviews, probation or court, doctor, etc.)
 - Request the G&H mentor or additional support from head office to follow up learners' issues if appropriate.
- Facilitate payment of reasonable costs on behalf of the learner (such as travel allowance if they are entitled, or fees for specialist support such as expert literacy assistance) to enable full participation and completion of their qualification.
- Offer whole group or small group experiences to improve their ability to complete their programme and move successfully along their learning pathway towards employment, e.g.
 - Provide regular opportunities such as site visits, practical projects, guest speakers (employers, industry representatives etc.) for the learners to explore, experience and eventually move along their preferred employment or further training pathway.
 - Expand the students' awareness of the adult world as opportunities arise (e.g. managing money, banking, voting, flatting, relationships, parenting, etc.)
 - Introduce positive role models for the learners into the programme where possible (e.g. local heroes, ex-students who have succeeded, motivational adults etc.).

Support for MPTT students

All students enrolled under the MPTT programme are to receive support and mentoring according to the Memorandum of Understanding with the external organisation and with the full cooperation and collaboration of the branch staff. The progress and achievements of each MPTT student are monitored and reported separately to the Operations Manager and the external organisation. All interventions required to effectively support the achievement of the programme qualification/s and a positive progression are made in timely fashion.

Progress reports

- For all Youth Guarantee students and others identified as high risk of disengagement, early withdrawal or non-completion, the Tutor is to assess progress using the Progress Report advice sheet provided by head office:
 - The purpose of the Progress Report is to summarise the learner's progress towards achieving their theory learning, practical skills, setting a clear career goal and readiness to take that next step, based on evidence of their achievements and behaviour.
 - Explain the purpose of the report to the learner, complete the report form in a fair and objective manner with some observations of positive achievement or change and return it to head office for processing into a document for the learner.
 - Contact the learner's nominated support person/s (parent, whanau, caregiver), explain the purpose of the progress report, invite them to a meeting to discuss the report with the Tutor and learner, set a time with them if they are agreeable, and advise the student of the meeting time. If the support person/s will not attend, set a time to discuss the report with the learner;
 - At each progress report meeting, agree on an action plan to bring their progress back on track if needed and, if appropriate, seek the support person/s backing for this plan.
 - For the learner's second progress report, be sure to refer back to the first report and state how the student's achievements and behaviour have changed since.
 - After every progress report meeting, briefly report back to head office which meetings were held, who attended, and whether action plans are in place.

Support for Youth Guarantee and SAC Level 1-2 learners to achieve progressions

Before referring a learner on to a higher level programme at G&H:

The Tutor ensures that the student has a clear career pathway beyond their current programme that includes the higher level programme, and a monitored action plan to ensure that both student and Tutor actively prepare the student for successful entry.

1. The Tutors of both programmes should together consider when the student is around 80% completed their qualification whether they have:
 - a. Demonstrated readiness to progress through the quality of their studies during Youth Guarantee (e.g. reliability, participation in activities, level of reading, writing and maths completed); and
 - b. Achieved at least Step 4 for Reading and Numeracy on the LNAAT; and/or
 - c. Achieves at a rate of at least 2.5 credits per week; and
 - d. Demonstrated **intention to pursue** a career in the industry, e.g. by participating successfully in workplace activities such as site visits or work experience.
2. Students who have not met at least three of these four indicators may be accepted for the higher level programme if a pastoral care plan has been agreed with them, and with their family/whanau/caregiver wherever possible, to provide additional support that is likely to be needed.
3. Students accepted onto the higher level programme are to be monitored closely and, if their progress is below that likely to enable them to complete in the time available, a pastoral care plan should be agreed with them and their family/whanau/caregiver to provide additional support to help them succeed.

Youth Guarantee and SAC L1-2 students who are not suited for progression to the Level 3 or 4 programme or who **are likely to seek** a career other than the construction or automotive industries are to be assisted into a progression to a higher level qualification outside G&H. This may be by **the Tutor ensuring that they have a clear career pathway** with relevant further education at another Tertiary Education organisation or an apprenticeship, and **by actively** linking them to this well before the end of their enrolment.

Deliberate actions must be taken **to ensure a positive next step, including:**

- Special projects **or activities to clarify career plans, improve study skills, broaden understanding of industry;**
- Guest speakers **to help build knowledge of options and expectations beyond G&H;**
- Work experience **as per Workplace Learning Policy;**
- Course taster days **arranged for learners to experience options available with other providers,** etc.

Post Programme

Support and guidance may continue for **graduates and other** learners enrolled in full time training at G&H venues once the learner has left or is planning to leave from G&H Training Limited. This may include:

- Follow up from a Tutor or, if requested, the company mentor, until the learner has settled into the next step on their pathway;
- Inviting ex-learners to stay in contact with the branch for support or as role models for current students;
- Offering support and advice regarding preparing a CV, careers, or further education;
- Liaising with or arranging interviews with the appropriate ITO regarding apprenticeship details;
- Help to arrange interviews with potential employers or providers of higher progressive education or training.

Responsibility

Operations Manager and Assistant Operations Manager: to ensure that correct learner support and guidance procedures are followed.

All staff: to provide learner support in an understanding and supportive way and to ensure that the learner is made aware of other possible avenues where further assistance can be found. All issues arising from support and guidance must be handled confidentially in regards to the Privacy Act (refer Privacy Act Policy).

Documentation and other resources

All relevant documentation shall be recorded and held on file [e.g. learner's file, marketing and publicity material, needs assessments, embedded literacy numeracy resources, training plans, pathways plans].

Managing Director, portfolio holders, female staff, Tutors/Managers, external support services, Health & Safety in Employment Act, The Human Rights Act, The Privacy Act, Directory of Health and Social Service (where available), ITOs, funding agencies and employers.

Support and Guidance Policy

Last review of this policy: December 2015

Reviewed by: SS, DP, KO

Approved by: SS

Procedure to: SUPPORT LEARNER PROGRESSION

Prior to enrolment:

When interviewing potential learners the Tutor checks their likely ability to achieve the learning and progression goals for the course.

To maintain course funding:

Work towards Investment Plan completions targets for the branch

Work towards Investment Plan progression targets for the branch

(THERE MAY BE ROOM TO ENROL A FEW LEARNERS WHO MAY NOT SUCCEED).

During the course:

The Tutor monitors each learner's progress towards achieving their learning goals and discusses this at least once weekly with the learner e.g. when confirming attendance requirements. The Tutor praises all good progress and agrees on an action plan with the learner to catch up if behind.

The tutor allocates units and assessments, practical projects and work experience to keep learners on track to finish the qualification by their end date.



The Tutor monitors each learner's readiness for higher education (study skills, levels of literacy (esp. reading) and numeracy, and their readiness for work (workplace and employer expectations).

The Tutor finds ways within the classroom and workshop to help the learner to develop personal skills and knowledge for successful entry to higher education or to the industry.

Ways to help learners to become ready for their next step may include:

Teaching and giving advice, linking students to other tertiary institutions and employers, pointing out workplace practices during site visits or on work experience, arranging guest speakers, getting help from whanau / family, mentor etc.



The Tutor builds and uses their network of connections to employers and other institutions, and contacts them as needed so that enough learners who are due to leave will have a positive progression (education or employment) to contribute to achievement of the company's targets.

Refer suitable learners directly to suitable institutions or employers, help them to arrange their own entry interviews, have them monitor education and job ads, etc.



The Tutor notes which learners are due to leave in the next 6-8 weeks and discusses actual further training or employment plans, options and opportunities with these learners.



The Tutor gives each learner a leaving pack in their last few days, and goes through it with them, pointing out that they must tell us of any contact changes, and advising them that we will be following them up until we are able to verify their outcome.

After the learner leaves:

The Tutor monitors and follows up those who have left without a positive progression, as requested by head office, for up to a year.

Equal Education Policy

Policy

It is the policy of G&H Training Limited to provide educational opportunities for disadvantaged groups, giving them access to a qualification and the chance to succeed.

G&H Training Limited promotes women into non-traditional training and encourages other disadvantaged groups without any discrimination against sex, marital status, family status, religious or ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status and/or sexual orientation.

Policy Objectives

1. To assist learners from priority groups to gain skills, knowledge and attributes to enable them to succeed in education and employment.
2. To consider the needs of people from different cultures so as to assist them to achieve educational outcomes and employment.
3. To encourage women into non traditional training through support that allows for family circumstances.
4. To monitor achievement of Investment Plan equitability targets and seek to identify and implement changes to improve performance in line with the Tertiary Education Strategy.

Responsibility

Portfolio holders, Operations Manager, Assistant Operations Manager, enrolments officer, Branch Managers and Tutors: to ensure that equal opportunities are provided to learners enrolled at G&H Training Limited, that this policy is adhered to when recruiting new learners, and that all regional targets specified by funding agencies are considered as per the Enrolment of Learners Policy.

Staff training portfolio holder: to ensure that appropriate training is provided to all staff to enable this policy to be adhered to and maintained.

Branch Managers and Tutors: to ensure that success and behaviour is modelled, that maximum outputs are obtained, and individual needs of learners are met.

Documentation and other resources

All documentation relating to this policy shall be recorded and kept on file [e.g. enrolment and recruitment records, learner files, labour market outcome reports, funding agency contract files, learner results, learning resources, and moderation reports].

Managing Director, portfolio holders, Operations Manager, Assistant Operations Manager, Branch Managers, Tutors, enrolments officer, student management system,

Last review of this policy: January 2016

Reviewed by: SS, DP

Approved by: SS

RPL Policy - Recognition of Prior Learning

Policy

It is the policy of G&H Training Limited to provide a process that gives people formal recognition for current competencies (skills, knowledge and attitudes) gained from previous training, work and/or life experiences.

Credits can only be awarded for unit standards that G&H Training Limited are accredited to deliver and all RPL assessors will have the required attributes to provide RPL assessments.

Definition

The terms “recognition of prior learning” and “recognition of current competency” may be used interchangeably.

Policy Objectives

RPL obtained outside the National Qualifications Framework

- Evidence of prior learning is collected from learning experiences that have occurred outside the Qualifications Framework environment. Counselling may be required to assemble some of this evidence. Assessors must:
 - Have the skills, knowledge and experience specific to the content they will be assessing and the skills they will need to collect and judge evidence that demonstrates what people know and can do;
 - Have demonstrated competence in RPL assessment, or have available expert guidance in RPL; and
 - Follow Assessment Policy and Procedures to ensure that assessment is fair, valid and consistent.
- RPL is available to anyone wishing to enrol on a G&H programme who has skills, knowledge, attitudes and values that can be validated. Candidates have the opportunity to receive support and guidance throughout the RPL process.
- Credits for unit standards will be awarded for current and relevant skills and knowledge without regard to duration, place or method of learning provided competence has been demonstrated.
- All candidates are informed of their right of appeal when they first enter the process and may challenge the assessment results using the appeals process.
- Guidance is offered to all candidates after the assessment to enable the candidate to enrol with G&H Training Limited or identify other training options.
- A fee will be charged for RPL assessment by negotiation with the candidate.

RPL obtained on the National Qualifications Framework outside G&H Training Ltd

Students who have obtained NQF credits that are required to complete a qualification at G&H will be enrolled as proportional EFTS students and the relevant units will be recorded as RPL and not reassessed.

Responsibility

Operations Manager: to ensure that all RPL assessments are as per policy and in line with NZQA and Industry Training Organisations' requirements and a fully qualified industry assessor completes all RPL Assessments.

RPL assessor: to adhere to the Assessment Policy and ensure that all evidence collected for assessments is valid, authentic and sufficient and to provide all RPL assessment documentation to head office for filing.

Documentation and other resources

Evidence collected, assessment results, candidate file. If requested, we will send the National Standards Body a copy of the relevant information including application form, a description of (or actual) evidence submitted, name of assessor, method(s) of assessment and rationale, assessor's notes describing the assessment process, and the written results given to each candidate.

Managing Director, Operations Manager, RPL Assessor(s), NZQA, ITO(s), National Standards Body.

Last review of this policy: November 2015

Reviewed by: DP

Approved by: SS

Health and Safety Policy

Policy

G&H Training Ltd sets goals to ensure health and safety is a company priority, operates systems in accordance with relevant legislation, and takes all practicable steps to actively ensure the health and safety of all persons legitimately on G&H premises or under the direct care of G&H staff in other locations.

Definitions

Significant hazard: An actual or potential cause or source of serious harm, harm which is more than trivial, and the severity of which depends on the person's length of exposure to it, or harm that does not usually occur, or is not easily detectable, until a significant time after exposure to the hazard.

Serious harm: Any harm that causes the person harmed to be hospitalised for a period of 48 hours or more commencing within 7 days of the harm's occurrence. Permanent loss or temporary severe loss of bodily function caused by poisoning, chemical or hot metal burn, penetrating wound of eye, bone fracture, laceration, or crushing etc.; amputation of a body part; burns requiring referral to a specialist registered medical practitioner or specialist out-patient clinic; loss of consciousness, or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion, of any substance, death.

G&H Health and Safety Handbook: Document containing detailed health and safety instructions, procedures and resources to inform and guide G&H Training Limited management and staff in the provision of a safe and healthy environment for work and study at G&H.

Relevant legislation

The Health and Safety in Employment Act 1992 and its subsequent amendments, Health and Safety at Work Act 2015, Education Act 1989; Building Act 2004; Electricity Act 1992, Gas Act 1992, Smoke-Free Environments Act 1990; relevant Regulations associated with any of these Acts; and relevant parts of the Ministry of Education's Health and Safety in Schools, Section 3.

Policy Objectives

In order to ensure a safe work and study environment, G&H will take all practicable steps to:

1. Provide and maintain facilities for the health and safety of people at G&H premises;
2. Provide, arrange and maintain plant, equipment and materials to prevent harm or accidental injury to employees, learners and others at G&H premises.
3. Operate a planned health and safety system where hazards are identified, controlled, monitored, and reported;
4. Ensure that employees, learners and other persons are not exposed to significant hazards;
5. Provide a copy of the G&H Health and Safety Handbook at each venue and ensure that all new staff and students are made aware of its key points.
6. Assign accountability for branch health and safety and the related reporting to the Branch Manager, with:
 - a. The right for the Branch Manager to nominate a Tutor as Site Safety Officer to fulfil these duties in his/her absence and/or by arrangement, and
 - b. The requirement to advise the Operations Manager who this Site Safety Officer is.
7. Actively teach safe work methods and ensure these are practised in classrooms, workshops and offices;
8. Ensure that employees and learners understand and accept their responsibilities to promote and operate a safe place of work and study;
9. Purchase machinery and equipment from reputable, well-branded suppliers and ensure that it is set up, maintained and used according to manufacturers' instructions so as to be safe for employees and learners;
10. Provide signage, information, training and supervision when necessary regarding health and safety and emergency procedures;
11. Ensure that there is a responsible person with a current First Aid Certificate, and a reasonably stocked first aid kit at every G&H premises.

12. Provide and keep updated a Hazard Register at each G&H premises;
13. Record, investigate and report accidents;
14. Formally report serious harm incidents to Worksafe New Zealand;
15. Include health and safety in all monthly reporting from branch and head office staff to management;
16. Actively monitor branch performance in regard to provision of a safe environment and safe practices through monthly reporting to management, and through branch appraisal visits.
17. Actively monitor and evaluate this policy to ensure its effectiveness through portfolio accountabilities and reporting and self assessment;

The following controls shall apply to significant hazards:

1. Elimination, if practicable;
2. Isolation, if practicable; or
3. Minimisation.
 - Isolation and minimisation: where it has not been practicable to eliminate the hazard, the controls put in place will be regularly monitored.
 - Employees and learners will be regularly monitored where minimisation is the practicable control step.
 - Protective equipment will be monitored to ensure it is adequate for the person & hazard and that training and maintenance is adequate.

All significant hazards will be monitored regularly and reported to the Operations Manager for consideration.

The following emergency management approach applies at each G&H premises:

- ❖ Emergency information is detailed in the G&H Health and Safety Handbook;
- ❖ A site-specific Emergency Procedure notice is displayed on the main branch notice board along with a site plan showing key locations, and another Emergency Procedure notice is displayed in the workshop at each venue;
- ❖ Staff are trained in fire and earthquake procedures;
- ❖ Branch staff all know who has responsibility for particular student groups in the event of an emergency (e.g. by programme, or by location in the venue)
- ❖ Staff carry out at least three emergency evacuation drills annually;
- ❖ In the event of an emergency, the persons to be accounted for in the branch are identified using the visitors book and the attendance register.

Health and safety procedures

The following procedures are located in the G&H Health and Safety Handbook:

Issue of Equipment for Work Experience

Issue of Safety Boots for Workshop

Accident Investigation, Recording and Reporting

Hazard Identification, Inspection, Control and Reporting

Hazard Information, Training and Supervision

Branch Emergency Response

Health and Safety Policy

Health & Safety Key Performance Measures

Key results	Key performance measures
A copy of G&H Health and Safety Policy is available at G&H Training venues.	A company policy manual and a G&H Health and Safety Handbook are located at each training venue, accessible to all staff, learners and other people.
Written information relevant to the Health and Safety in Employment Act 1992 is provided.	Health and safety policy is based on the Act. All employees sign a declaration of health & safety duties.
A checklist identifying potential hazards is provided.	Branches complete a checklist to enable hazards at each place of work to be clearly identified and recorded.
A Hazard Board identifying current hazards in each workshop is provided.	Staff and learners update each hazard board daily in accordance with appropriate site safety practice.
Sites are visually inspect for hazards periodically.	Tutors, Branch Managers and learners to continually be aware of and notify appropriately any hazards identified.
An annual Health and Safety Audit is carried out and followed up to ensure health and safety standards are met.	An Annual Health and Safety Audit Record is on file at head office for each branch and an Annual Site Safety Plan is returned to the branch.
Any hazards associated with the work are discussed with employees and learners, before commencing the work.	Checklists are completed regularly to show all hazards that have been identified and how those hazards have been, or are being eliminated, isolated or minimised. Safety boots and other appropriate safety equipment is worn by staff and learners in workshop sessions. All new electrical equipment is checked and tagged before use. Students are not permitted to plug untagged electrical devices into the power supply at G&H venues.
Active steps are taken to eliminate, isolate or minimise significant hazards.	Checklists are completed regularly to show all hazards that have been identified and how those hazards have been, or are being eliminated, isolated or minimised. Safety boots and other appropriate safety equipment is worn by staff and learners in workshop sessions.
Safe and suitable plant and procedures to carry out the work are provided.	All plant and equipment meets appropriate safety standards and undergoes maintenance as and when required.
Cautionary and preventative signage around danger areas is provided.	All mandatory safety and hazard identification signs are obtained and displayed in appropriate areas.
Staff promote discussion and encourage learners to communicate and work together to achieve a safe working environment.	Staff and learners openly discuss all safety issues at each branch to ensure the continual training and awareness of all hazards and how to eliminate, isolate or minimise each one.
Employees' input and ideas into improving health and safety in the place of work is encouraged through regular meetings.	Regular branch meetings include health and safety issues which are reported to the Operations Manager monthly.
Appropriately experienced and qualified employees are assigned to manage, supervise and control work sites.	The Branch Manager implements and maintains a site safety programme, and/or appoints and delegates this to a Site Safety Officer.
Visitors are required to sign in and out when visiting or working temporarily at a G&H Training venue.	Any visitors or contractors entering any G&H Training site for any purpose other than a brief enquiry at reception sign in and out on the visitor register.

Health and Safety Policy

Responsibility

Operations Manager in conjunction with the Assistant Operations Manager: to ensure that health and safety is managed to best practice standards for the general safety of employees, learners, contractors or members of the general public while they are at G&H Training Limited premises; to report to the Occupational Safety and Health Service any instances of serious harm to employees or learners, as soon as possible after the event on the prescribed form within 7 days.

Operations Manager and staff training portfolio holder: to ensure that all Tutors, employees and learners receive the necessary information, training and supervision in accordance with the Health & Safety in Employment Act 1992.

Branch Manager: to ensure that a robust and reliable safety programme operates at the branch, as detailed in the G&H Health and Safety Handbook.

Tutor and Branch Manager: to operate a robust and reliable safety programme at the branch and when in charge of students off site, as detailed in the G&H Health and Safety Handbook.

All employees and learners to:

- Take all practicable steps to ensure their own safety and the safety of others;
- Not knowingly expose themselves or others to harm;
- Wear all safety equipment required;
- Report any hazards that they identify such as are indicated on the Hazard Checklist, in manufacturers' instructions, and/or in health and safety teaching and learning materials.

Mentor appointed for new staff member: to ensure that each new employee has read the G&H Training Ltd Health and Safety Policy, and signed an “**Employee Health & Safety Duties Agreement**” sheet, and that a copy is on the employee's personnel file.

Documentation and resources

All documentation shall be recorded and kept on file or displayed as specified above [health and safety documentation (check sheets, hazard identification / correction forms, accident report forms etc.), monthly reports and minutes].

Managing Director, Branch Managers, Tutors, Site Safety Officers, portfolio holders, Health & Safety in Employment Act 1992 and its subsequent amendments.

Last review of this policy: January 2016

Reviewed by: SS, DP

Approved by: SS

Student Records Policy

Policy

It is the policy of G&H Training Limited to systematically gather, record, maintain and store student information in order that it is accurate, accessible to people who are entitled to access it, and in a manner that protects the integrity of the information.

Scope

This policy covers paper and electronic enrolment, education and assessment documentation for internal and external use in the administration of Student Component Funded and Targeted Training funded enrolments.

Policy Objectives

1. Information from student paper records is correctly entered into the student management system.
2. Student records are held both in head office and in branches, but once a learner has left, all their documentation is returned to head office for processing and storage.
3. The G&H archive system ensures safe storage, efficient filing and retrieval for authorised access, and secure disposal of all student records after the required duration.
4. Any information that may need to be accessible for audit, for following up complaints or disciplinary matters, or for the ongoing smooth operation of student administration, is kept on files.

Document standards

Standard for student records

Original student enrolment documentation as required by the relevant Funding Guide standard shall be obtained and filed for each type of enrolment.

When a new student is accepted on a course of study, an electronic record is created for that learner in the SMS and online services to enable all administration tasks to be carried out efficiently. The electronic records:

1. Reflect accurately:
 - a. All the enrolment information provided by the applicant to enable correct and timely reporting to TEC, the Ministry of Education and any other stakeholders required under the funding contract;
 - b. All the attendance records for each individual learner, and
 - c. All the assessment records correctly associated to each individual learner.
2. Are complete.
3. Are updated as required.
4. Are coded using the codes assigned to particular data items.
5. Are audited against the relevant paper documentation according to the internal audit schedules.
6. Are replicated accurately in any other databases or spreadsheets needed for student administration.
7. Are available as and when needed by the staff who are entitled to access them in order to carry out their employment agreement.
8. Are securely stored and unavailable to those who are not entitled to the information in the student record.

Paper document consistency

In order to present a consistent image, the company's templates must be used for all student administration forms and faxes. Any new forms required must be approved by the forms portfolio holder.

In principle, student records shall be named so they are easily identifiable by any person who needs to use that record. Staff should use their initiative to make the file name as clear and short as possible to indicate content.

A suitable file name in the S:\ drive could be 'surname + initial; programme; year; type of record', e.g.

S:\McInnes K YT WLG 2009 Dismissal.doc; J:\Academic Record John Smith.doc

The preferred file name format for all other files could be 'what, where, who, when', e.g.:

J:\ Form Attendance STAR WRE T2 2008.pdf;

Current learners' paper records

Current learners' paper records are kept both at head office and at the branch.

Head office records:

1. The personal file identified by their name, programme number and branch which contains all the documents received from the learner or the branch, or generated by head office, that supports their eligibility and their enrolment.
2. The academic results may be stored in a separate named folder where a combined file becomes unwieldy.

Branch records for each learner:

1. The day book which contains minimum programme requirements; any paper versions of the theory result sheet, practical result sheet, Individual Training Plan and summative resit form/s; and the work experience documentation for that learner.
2. Personal folder which contains documents that may be subject to privacy or confidentiality requirements, including personal contact details; declaration form; e-learning password; records of complaints, disciplinary actions or warnings; sick notes or medical certificates; assessment appeals; rights of reply etc. This material should not be generally accessible to other learners.

Once a learner leaves, the branch returns ALL their documentation to head office within 5 working days, for processing and archiving.

Faxes

If a branch sends a fax copy of the enrolment application to enable urgent processing, it must include all required verified supporting information. The originals must be forwarded promptly to head office by mail or courier.

Records for short course students

The records for students who enrol on short courses (e.g. STAR, block courses) that are kept at head office include the, enrolment form, student induction, attendance lists, theory results sheet, results (unit standards, record of learning), withdrawal form, and any school correspondence.

Records are kept in hard copy for the current calendar year. These are archived in the following year once all results have been processed.

Document storage, retrieval and disposal

Key documentation has requirements as to the duration for which it must be kept. Do not dispose of any documentation if it is required to be kept for a specified period of time that has not yet been reached:

- Learner personal records:
 - Confirmation of an SCF learner's eligibility to study: **10 years**
 - Enrolment offers and contracts (including records for learners who withdraw) and SCF claims: **10 years**
 - Fee Protection Agreement: **10 years**
 - Fee protection records (e.g. payment advice, refund requests, allocation confirmation): **10 years**
 - Enrolment and withdrawal forms for Targeted Training learners: **7 years**
- Learners' academic records:
 - The qualifications that a learner has studied: permanently
 - Each learner's final assessment results: **permanently**
- Documentation required for moderation:
 - Learners' assessment materials: **3 years**

Student Records Policy

Archiving and retrieving paper documents

The branches are to return all documentation for learners who have left to head office for processing and archiving. Any copies that are kept at the branch for local reference are to be destroyed as confidential material at the end of the calendar year after the person left.

Archiving and retrieving electronic documents

An electronic archiving system will be maintained in which the paper records are scanned and stored there so they:

10. Capture the required parts of the original paper documentation as required by the relevant TEC Funding Guide.
11. Are scanned in rational order so as to enable prompt location of the required page/s;
12. Are named so a required record can be easily located;
13. Are accessible at any time with reasonable notice; and
14. Can be printed clearly if required.

The paper records including the pages that have been scanned are to be destroyed once it is assured that the scanned copy has been successfully archived.

The archives portfolio holder at Head Office is responsible for ensuring the efficient retrieval and filing of paper archive records, updating archives for SAC and Targeted Training learners' personal and academic result records, reporting any risk of document damage to management, and finally disposing of records after their disposal date.

Disposing of unwanted documents

Unwanted printed documentation with content that is confidential, or subject to privacy legislation such as learner personal records, may only be disposed of in the *Confidential* shredding bin.

Responsibility

Enrolment administrator: to ensure that data entered into the SMS matches correct data from paper records and is correctly coded.

System administrator: to maintain system functionality and accessibility and security of the current and archived electronic documents and records.

Office support portfolio holder: to ensure the students' electronic assessment record accurately reflects the paper records; to scan all the required student records for the electronic archive; to securely dispose of unwanted student paper records.

Branch Manager: to ensure that assessment and learner personal information records are stored at the branch and forwarded to head office correctly.

Documentation and other resources

Education Act 1989, Sections 225 and 236A, TEC funding rules and conditions, computer system, portfolio holders.

Student Records Policy

Last review of this policy: December 2015

Reviewed by: DP, SA

Approved by: SS



Assessment and moderation

“Assessment of learner achievement and moderation ensures that assessment tasks, methods and decisions are fair, reliable and valid and that moderation and reporting comply with the requirements of NZQA and other national standard-setting bodies.”

Assessment Policy

Policy

It is the policy of G&H Training Limited to ensure that all assessments are fair, valid and consistent as per the requirements of NZQA. Assessments shall be competency based.

Definitions

Qualified staff: A staff member with the trade qualification appropriate to the assessment being administered and with assessment expertise: preferably having completed work place assessor training in accordance with ITO requirements. (See Staff Development Policy, Staff Performance and Appraisal Procedure).

All tutoring staff are qualified and trained to assess against all the performance criteria particular to the programme they are tutoring.

“C” – Competent and “NC” or “NYC” – Not Yet Competent: The terminology for successful completion of an assessment. “A” – Achieved; “NA” – Not achieved are also acceptable.

Policy Objectives

1. The assessment regime (assessment standards, materials, resit constraints) provides assurance that the learner has learnt and retained the required information to confirm, and/or can demonstrate, competence.
2. Each type of unit standard shall be assessed according to the specifications required by the approving body e.g. CMR guidelines, Evidence and Value Judgements, etc.
3. The assessment for the current approved learning resource must be used.
4. All assessments are administered by qualified staff and are supervised.
5. The assessment procedure used at G&H is fair, and assessment is free of gender, ethnic or other bias.
6. Learners are provided with clear information about unit standards, assessment events and procedures.
7. The physical conditions under which assessments are carried out are sufficiently comfortable, quiet and light so as not to prejudice a learner's opportunity to succeed. People with special needs are appropriately accommodated, e.g. a reader / writer may be used.
Objectives not assessed to specified tolerances are assessed by Tutors' visual inspection, e.g. unsafe acts.
8. All assessment judgements that will be used to award credits are recorded.
9. All assessment records correctly verify the learner and the date that the assessment was completed. Paper-based assessments are signed by the Tutor who marked them.
10. All learners are able to re-sit any of the formative or summative assessments until competence is achieved, according to the resit conditions below.
11. Tutors shall use the results of formative assessments to identify where further assistance is required, and will provide appropriate assistance to the learner to help them achieve competence in that unit.
12. Summative assessments are moderated according to the Moderation Policy.
13. Learners are advised of the results of their summative assessments within 5 working days, subject to any changes arising from assessment moderation.
14. Learners have access to an appeal procedure.
15. All marking and moderation is completed promptly.
16. Administration of assessments supports branch staff and head office administrators to report to stakeholders and provide evidence of achievement to authorities and students as and when required.
17. Assessments of a learner's literacy, language and numeracy using the LNAAT to indicate and measure their level and progress on the Learning Progressions shall be administered as per the Tutoring Method Policy and the requirements of the Tool.

Approach to meeting Assessment Policy Objectives

1. Assessment involves the collection and judgement of relevant evidence of the achievement of defined standards. Credit is awarded when the assessor is confident that the learner has performed to the required standard and that this performance could be repeated. Evidence collected is:

- a. *Valid* - actual performance that is assessed matches the performance required by the unit standard, the less direct the match, the less valid the evidence.
- b. *Authentic* - evidence must clearly belong to the individual being assessed.
- c. *Sufficient* - quality and quantity of evidence enables confident and consistent award of credit decisions.
2. Evidence is obtained from:
 - a. Tasks and documentation developed specifically for assessment purposes (e.g. projects, written or oral assessment, simulated activities, e-assessment); and/or
 - b. Naturally occurring events (e.g. observation of workplace activities, observation of learning activities).
3. Assessment is ongoing: all objectives can be attempted several times until the required competency standard has been reached. The assessment process is used as a tool to help the learner. They can repeat projects, tests and assignments and discuss with the Tutor any areas of concern. Refer to Tutoring Method Policy.
4. Assessments are carried out according to the Procedure Map (separately documented) for each type of assessment.
5. Learners are informed about and prepared for assessment and are not provided access to a summative assessment until the Tutor is reasonably satisfied that the learner understands the assessment requirements and has a reasonable chance of success.
6. Formative assessments where required, or completion of learner workbook, study guide or study notes, must all be completed to the required standard before a student attempts a summative assessment for that unit.
7. Assessments may be sat at times scheduled or agreed by the Tutor and learner, and may be submitted right up until the learner's last day of enrolment. Where a time allowance is stated on the instructions for an assessment learners attempting more than one assessment at a time are allowed commensurate time.
8. In order to be judged correct, written answers:
 - a. Shall meet the intent of the unit coverage or meaning of the approved model answer (where provided).
 - b. Shall contain no factual errors.
 - c. Shall include all the key points pertaining to the question's topic.
 - d. Must be legible, but spelling, grammar and punctuation are not assessed unless this is a performance requirement of this assessment.
1. Oral questioning can be used after initial marking of a completed summative assessment in order to:
 - a. Clarify a minor error, or
 - b. Clarify a partially correct answer in an assessment sheet, or
 - c. Verify that a learner DOES understand a particular question that they may not have answered clearly.

If oral questions are asked they and the answer given must be adequately documented on the assessment paper to clearly indicate that the answer is or is not correct.
9. Marks on all paper-based assessment papers clearly indicate results:
 - a. Where an answer has more than one requirement to be judged correct, each portion must be marked.
 - b. Correct answers and/or each correct part of an answer are to be marked with a tick.
 - c. Errors (factual errors or errors by omission) are to be marked by a cross. A brief explanation of the error (if not clear) may be given in writing on the assessment.
 - d. In the case of any answers marked with a cross, the student must be given opportunities to resit this question.
 - e. All marking by Tutors shall be in a colour different from that used by the learner, preferably in RED.
 - f. All moderation of paper based assessment shall be done in a colour different that that used by the learner or the marker, preferably GREEN.
10. Resits are subject to the following requirements:
 - a. There is no limit to the number of resits a student may undertake in order to demonstrate competence. However no learner seeking resits shall be given access to more than two attempts at a summative assessment without the Tutor discussing the case with the learner and/or company mentor and/or Operations Manager, and agreeing with the learner an approach to improve their likelihood of success at the next attempt.

- b. Resits may be done at any time as agreed by the Tutor and the student within these policy requirements.
 - c. The preferred duration between the first attempt and each resit is:
 - i. Formative assessments: at least two days (two sleeps);
 - ii. Summative assessments: at least 5 working days;
 - iii. Block courses and final week of any enrolment: 2 days
 - iv. Resits after the official enrolment period ends: 1 week by arrangement with the Tutor.
 - d. The assessment may need to be resat in part or in full:
 - i. Where the required "pass" rate is 100%:
When a student achieves 60% or more they need only resit the missed questions (the Tutor identifies these on a fresh page handed to the student);
When a student achieves 59% or less they must resit the entire assessment on a fresh copy of the assessment.
 - ii. Where an assessment contains elements or sections:
When a student provides wrong answers WITHIN an element or section, only that part of the assessment needs to be resat on a fresh copy of the test paper with the resit element identified;
When a student provides wrong answers in MORE THAN ONE ELEMENT OR SECTION, the entire assessment must be resat. See additional requirement for automotive theory below.
 - e. Resits of practical assessments may be granted when the Tutor has allowed the student further supervised practice and is satisfied that the required performance standard can be met.
 - f. A resit is permitted when an assessment is downgraded from "C" to "NC" as a result of moderation.
 - g. Resit forms show the number and date of each resit and are kept in the student's day book.
11. Credits are awarded in paper-based summative assessments as follows:
- a. A final rating of "C" or "NC" is awarded.
 - b. Any learner who is not happy with the mark given may appeal to their Tutor for a reassessment, using the Assessment Appeal Form. Credit achievement is only awarded once a final mark is agreed on.
 - c. This result will be final, subject to the Complaints Procedure (see Rules and Regulations).
12. Procedures are in place to ensure that work presented for marking is the unaided work of the learner being assessed and has been carried out under the conditions specified, e.g. if assessment is not "open book":
- a. Assessment sessions are supervised or done in a secured area.
 - b. The identity of persons logging on for on-line assessments is confirmed before access is granted.
 - c. No reference material or devices which may enable a person doing an assessment to access any information relevant to the material being assessed are permitted in assessment areas.
 - d. Written work that is not comparable with that learner's previously submitted work is investigated and credits are not awarded if clear evidence of cheating is identified.
13. Assessment documentation is administered as follows:
- a. Evidence of the student's summative assessments and resits is kept on their day book at the branch.
 - b. Assessments required for internal or external moderation are advised by the moderation administrator to be submitted to head office when required.
 - c. Only assessments where the learner has achieved competence overall should be submitted to head office for processing.
 - d. If the learner withdraws before completing their learning, all assessments including those "NC" are to be sent to head office with the rest of their documentation.
 - e. All required paperwork (e.g. measurement sheets, assessment schedules, assessor observation sheets, resit forms etc.) is attached to the learner's assessment prior to moderation or submission to head office for processing, with a batch cover sheet properly completed as per the instructions in the relevant Procedure Map.
 - f. All learners' assessment results are archived electronically.

Specific requirements for different types of assessments

Carpentry theory assessment

Formative assessments may be done on the G&H e-learning system or on G&H paper-based worksheets. Each student is given access to an e-assessment or G&H paper based formative assessment along with the relevant G&H study notes and the unit standard section from the BCITO Theory Resource Package which includes the summative assessment worksheets. It is recommended that students complete the BCITO worksheets as they work through G&H learning materials and formative assessments for the same unit:

The G&H study notes are recommended as a good aid to gaining and retaining learning. Study notes are not part of the formal assessment regime.

A. Formative assessments in G&H e-lessons

Students complete the three types of formative e-assessments as regulated by the computer:

- Interactive exercises
- 5-questions assessments
- Final e-assessment

The relevant final formative e-assessment must be completed before the BCITO worksheet is signed off as “C”.

B. Summative assessment - BCITO worksheets

Students are required to complete the BCITO Theory Resource Package Worksheets as their summative assessment and evidence of competence for that unit standard. .

1. The answers provided on the worksheets may come from the relevant Tutoring session, the BCITO materials or the reference materials they quote, from the G&H e-lesson, or by restating the required information in the student's own words.
2. Students may take all the time they need to complete each worksheet and are not required to be supervised as this is open book assessment.
3. In order to achieve competence in the BCITO worksheets, 100% of questions must be answered correctly.
 - a. There is no requirement to ask a set number of oral questions, however the assessor may ask up to THREE oral questions per unit if in doubt of the learner's competence as demonstrated in their written answers, preferably in a manner and timeframe that will confirm competence when asked.
 - b. Answers to oral questions may come from the student's memory, or by them reading out the answer to the assessor from the BCITO material or the relevant references stated in the BCITO material or from the G&H learning resource.
4. The student shall submit all the completed worksheets to the Tutor for marking no later than one week after the final e-assessment for that unit has been successfully achieved.
5. The assessment sign off page for each unit for each student must be completed as follows:
 - a. **The student's enrolled name (first name, surname) and ID number must be written legibly in full the top of the page.**
 - b. Use the *Assessor's comments* section to justify judgements for moderation and to note any points for discussion with the student when returning their assessment materials.
 - c. Fully complete the *Assessor initials* and *Date* boxes, *Sign off check box*, and *Unit Standard XXX Completed* boxes, leaving no sections blank. Both the assessor and, where applicable, the moderator, are to complete the relevant part of the sign off page.
 - d. The final signoff of the assessment by the marker and, if applicable, the moderator, states “C” or “NC”.
6. To confirm competence for reporting to NZQA, the e-learning assessment screen is updated after the BCITO assessment has been successfully achieved.

Carpentry practical assessment

1. The learner and Tutor shall negotiate when an activity or project shall be presented for assessment. The Tutor shall advise the learner when assessment of an activity has commenced.
2. Once a learner is marked “C” they are permitted to use that tool or machinery without constant direct supervision.

BCATS assessment

The BCATS units are assessed across a range of theory and practical work. The Tutor must gather evidence throughout the duration of the unit being delivered for each aspect of the unit for each learner.

Summative Assessments

1. Learners work through the sections of the learning materials and the associated activity sheets and practical project/s. The Tutor records the achievements throughout the process on the recording sheet.
2. Each learner completes activity sheets, practical projects and the summative assessment.
3. The learner must answer all questions correctly and obtain 100% in order to achieve competence.
4. If oral questioning is used, a limit of THREE questions may be asked per theory or practical assessment. If competence cannot be demonstrated within 3 questions, the assessment must be marked as "NC" and the learner is entitled to a resit.

Assessment of G&H paper-based carpentry theory

Formative assessments

A pass mark of 90% and all required questions must be correctly answered prior to a BCITO worksheet being signed off as "C". The worksheets may be re-sat as many times as it takes each learner to obtain 100%.

Assessment of automotive theory

Summative assessments

1. When an assessment is 100% correct, attach any of that learner's previous assessment attempts for that unit that were marked "NC".
2. Complete all remaining sections of the Automotive Assessment Recording Form, and send all the assessment documentation to head office by the required deadline, including any required evidence such as work experience records or assessment evidence sheets.

Oral Questioning

1. If oral questioning is used, a limit of THREE questions may be asked per theory or practical assessment. If competence cannot be demonstrated within 3 questions, the assessment must be marked as "NC" and the learner is entitled to a resit.
2. When clarifying using oral questioning, ideal practice is to:
 - a. Write each question on the assessment paper or on the Automotive Assessment Recording Form PRIOR to asking it of the learner.
 - b. Ask each question as it is written.
 - c. Write the learner's exact response below that question with both Tutor and student initials.

Acceptable practice is for the Tutor to note - either on the assessment paper or the recording form - the evidence gathered from the oral questioning that confirms achievement or not, and to initial this note.

In either case, no prompting may occur, and the questions asked must not contain the answer. Mark correct answers with a tick.

Resits

If a resit is required for a whole element, that element must be resat using a different test paper.

If "NC" was marked in more than one element, they must do a full assessment at the next resit and the Tutor must provide a different test paper from the available pool of test papers for this resit.

Assessing purchased unit standards

Summative Assessments

1. The learner must achieve the level of competency stated in the assessment instructions and/or the assessment schedule.

During practical assessments, the Tutor observes the learner, and assesses the quality of the work using the assessment task specifications from which to make judgements. The Tutor completes the appropriate check sheet and advises the learner of the result.

2. The assessment must be marked according to the performance indicators and any judgement statements provided (e.g. for 504 / 10781, "A" may only be awarded if ALL spelling and grammar are correct);
3. In the case of some units - 504 / 10781 for example - it may be appropriate to require a learner to submit missing material rather than resit it.

Responsibility

Operations Manager and Assistant Operations Manager: to ensure that an appropriate assessment regime and moderation procedure is being used to ensure that all Tutors and assessors are following this policy.

Tutors: to ensure that all summative assessments are supervised and operate under fair conditions, that the assessment evidence is valid, authentic and sufficient.

Results portfolio holder: to ensure that all results are recorded and archived in the required manner.

Documentation and other resources

All relevant documentation is kept on file [e.g. assessment records, learner files, learning resources, unit standards]. Managing Director, Operations Manager, Branch Managers, Tutors / assessors, LNAAT reports.

**PROCEDURES FOR EACH TYPE OF ASSESSMENT ARE DESCRIBED IN THE
ASSESSMENT AND MODERATION HANDBOOK AS A SEPARATE DOCUMENT.**

**The Assessment and Moderation Handbook is reviewed annually or additionally
as needed.**

Assessment Policy

Last review of this policy: December 2015

Reviewed by: DP, KO, SS

Approved by: SS

Moderation Policy

Policy

It is the policy of G&H Training Limited to ensure that its learning and assessment resources and practices meet the standards set by the relevant standard setting body, as evidenced by internal moderation of learning resources and assessments and by participation in the required external moderations.

Definitions

Qualified staff: A staff member with the trade qualification appropriate to the assessment being moderated and with assessment expertise: preferably having completed work place assessor training in accordance with ITO requirements. (See Staff Development Policy, Staff Performance and Appraisal Procedure).

All tutoring staff with industry qualifications are qualified to moderate the G&H Training Limited industry learning resources, and those with US 11552 are qualified to moderate G&H Training Limited assessment material.

Assessment moderation: All the responses provided in a sample of marked paper based assessments are reconsidered and reassessed by a second qualified staff member to ensure that the judgements being made are upholding the assessment criteria and are consistent.

Policy Objectives

1. Accreditation and moderation requirements specified in the relevant CMR, as per industry training organisations, national standards setting bodies, and NZQA, are adhered to.
2. Learning resources and their assessment materials, whether e-learning or paper based, are moderated internally and, if required, externally during development, as detailed in the Learning Resources Development Policy and Procedure.
3. Prior to delivery of new programmes, all equipment is checked as per the Physical Resource Policy.
4. Tutoring staff shall be employed who are qualified in assessment and moderation, or shall be provided with induction and staff development training to the required standard in their first year of employment.

Internal moderation of assessments

Paper-based summative assessment work completed by learners is moderated internally at G&H to ensure consistency between assessor judgements, to ensure equality and fairness to all learners, and to uphold national standards.

1. Paper-based assessments are moderated systematically to ensure consistency of marking and good practice documentation:
 - At least 10% of all summatives are moderated by branch or designated qualified staff according to the Assessment Moderation Procedures below;
 - The Operations Manager, or a suitably qualified staff member delegated by the Operations Manager, moderates 10% of all the moderated summatives that are agreed by the first moderator, and all the summatives where the first moderator does not agree with the original judgement;
2. To differentiate moderation from marking:
 - All moderation of paper based assessment shall be done in a colour different that that used by the learner or the marker, preferably GREEN.
 - Moderations are recorded on the moderation record and where appropriate on the moderation section of the assessment.
3. Moderations shall result in consistency of assessor judgements, agreement on disputed items, and identification of changes that may be required to unit standard assessments, teaching or assessment procedures.
 - If the person moderating an assessment disagrees with a judgement made by the original marker, the moderator and the original marker shall discuss this to try and agree on a final judgement according to the criteria for that element of an assessment.

- The discussion and the outcome are recorded in the relevant sections on the moderation record in sufficient detail to inform decisions on assessment materials or procedures.
 - Any such disagreements that cannot be resolved by the original marker and the moderator shall be referred to the Operations Manager for a final decision.
 - The results of all moderations are reviewed to identify any changes that need to be made to assessment materials, teaching or assessment procedures.
4. If moderation results in a “C” rating being downgraded to “NC”, the learner has the right to resit the assessment under the Assessment Policy.
 5. In the case of assessment appeals:
 - Final credit achievement is only awarded once moderated and confirmed by head office.
 - Written appeals to G&H Training Limited arising from recognition of prior learning assessments will be referred by the Operations Manager to an industry assessor for moderation if appropriate.
 6. Assessment administration and document control is checked and reported in regular internal moderation visits to branches.
 7. Results of assessment moderation reviews are reported to branches as they occur, and are discussed at branch meetings when appropriate.
 8. Any improvements to learning resources, assessments or procedures that are identified in the course of moderation shall be implemented by the Operations Manager if appropriate, and all affected staff shall be trained in the changes.

External moderation of assessments

G&H Training Limited participates in external moderation of our assessment materials and assessed materials to ensure consistency, quality and fairness to all learners, and to uphold all industry standards in conjunction with NZQA and the relevant Industry Training Organisations.

1. Assessments written by this organisation follow specific assessment quality requirements, and are evaluated and updated according to schedule to ensure industry standards remain current. (See Assessment Policy, Learning Resources Development Policy and Procedures).
2. Accreditation and moderation requirements specified in the relevant CMR, as per industry training organisations, national standards setting bodies, and NZQA, are adhered to.
3. In order for these policies to be met, the External Moderation Procedure below shall be followed so that:
 - a. Accepted assessment moderation guidelines are used.
 - b. All materials and information requested by ITOs or NZQA as described in the relevant CMR for external moderation are provided in the form and by the time agreed and the required procedures will be followed.
 - c. Head office and branches shall inform each other about external moderation visit requests, timetables and attendees so that the materials can be prepared and, if need be delivered to branches, in time to meet timeframes.
4. All required external moderation meetings will be attended. Optional moderation meetings or non-G&H advisory group meetings will be attended, subject to reasonable notification that enables G&H to provide suitable cover for learners at the local branch where Tutor attendance is invited.
5. To manage any privacy issues that may arise from external moderation:
 - a. Learners whose assessments are to be provided for external moderation shall give their written consent, or their identity shall be blacked out on the materials sent.
 - b. Should the external moderator wish to speak with the learners whose work is submitted, this may only occur if prior written approval is granted by the learner(s). This is also to ensure that these learners are still enrolled on their programme and are still available.
6. In the case of external moderation visits, a report must be provided to the Operations Manager after the visit using the documentation guide below, and covering key comments made by the external moderator.
7. All improvements required by the external moderator are discussed and either agreed or negotiated. Improvements that the external moderator and G&H Training Limited agree upon will be stated in an action plan which G&H will monitor to ensure compliance.
8. All recommended improvements suggested by the external moderator will be given careful consideration and will be implemented subject to cost benefit, consistency with organisational quality standards, and consistency with the requirements and expectations of other company stakeholders.

Moderation Policy

Documentation Guide

The relevant ITO or standards setting body specifies the documentation that we are to provide for external moderation. Documentation that may be required and a description of what moderation may entail includes:

#	DOCUMENT	DESCRIPTION	NOTES
1	Teaching or Programme outline	Where the different unit standards fit in the overall programme and what the programme covers.	<i>Refer to the relevant induction start pack.</i> Includes a list of all unit standards for the programme.
2	Learning resources	How and when are the components of the unit standards being taught?	<i>Refer to the Tutoring Method policy.</i> All learners at G&H are encouraged to learn at their own pace and therefore a Tutor cannot specify that a particular unit will be taught on any particular day.
3	Proposed Assessment Plans	Where, when and how assessments are being carried out over the term of the course/programme.	<i>Refer to the Assessment Policy.</i> Due to rolling starts, there is no scheduled time of year when assessments occur. A learner may attempt an assessment several times until a required competency level has been obtained as detailed in the Tutoring Method policy.
4	Assessment Material	3 samples of actual documented evidence. (E.g. written, checklists for oral or practical tests, exercises or projects; formative and/or summative assessment): 1. High – Competence clearly shown. 2. Average – Competence adequately shown. 3. Low – Considerable professional judgement needed to award competence.	Completed paper-based worksheets and summative exams; practical assessment records for practical units. When selecting learner material for moderation, either 'twink' out the learner's name for confidentiality, or get the learner's written permission for their material to be used.
5	Resource Material	Information that supports the learning outcomes. (Text books, handouts etc.)	Learning resources, relevant NZS, BRANZ Bulletins, other branch library resources (specify that the latter are kept updated).
6	Marking Schedules	Model or sample answers, specifications, judgement guidance, evidence guides, etc.	Formative and summative evidence guides.
7	Resit and Appeal Procedures	Provider policy statements and evidence forms. (Note: Policy Statements only need to be provided if not done so previously, or if changes to the QMS have altered them from those supplied.)	Refer to the Assessment Policy.
8	Internal Moderation Documents	Provider policy statements and evidence of minutes and actions from internal moderation meetings. (Policy statements must be provided if not done so previously, or if changes to the QMS have altered them from those supplied.)	All learning resources undergo an internal review for improvement and updating on a regular schedule. Following our company procedure for learning resource revision, updates are moderated by another suitably qualified staff member (preferably from another branch of G&H) before being distributed for use.
9	Advisory Group Documents	Provider policy statements and evidence of minutes and actions from Advisory Group meetings. (Policy must be provided if not done so previously, or if changes to the QMS have altered them from those supplied.)	Delegates attending advisory groups gather information and pass it onto to other branches. Information is also gained from work experience reports and Tutor site visit reports. Employers are encouraged to provide feedback to G&H.
10	Tutor or Assessor Summary	Summary of Tutor/Assessor Qualifications and experience. (This does not need to be an elaborate CV, and only needs to be provided if not done so previously.)	Refer to our staff selection and staff development policies: All Tutors employed by G&H hold the appropriate industry qualifications as specified by NZQA in the Consent and Moderation Requirements (CMR). Copies of these are held on personnel files. All Tutoring staff must also complete workplace assessor training, i.e. units 4098 and (if necessary) 4099.

Responsibility

Operations Manager and Assistant Operations Manager: to ensure that all assessment moderation requirements are met as per this policy, to ensure that all learning resources are in accordance with up to date industry requirements and that internal moderation processes are adhered to; to ensure that qualified staff participate in external moderation, and that follow up requirements are carried out..

Tutors and the Branch Manager: to participate in internal moderation of learning resources and carry out assessment moderations according to this policy and procedure; to participate in external moderation and to report to the Operations Manager following the moderation activity.

External moderation portfolio holder, in conjunction with the Operations Manager: to ensure that the required external moderation documentation is prepared and distributed by the required deadlines, to make any required improvements to materials, and to submit these by the deadline.

Portfolio holders: in order to meet any policy or quality requirements in their own portfolios, to train staff in the details others need to know so as to support policy compliance among the team.

Documentation and other resources

All relevant documentation must be completed and recorded and kept on file [CMRs, learning resources, training manuals, and learner records, NZQA documents, provider handbooks, contracts; monthly, quarterly and annual reports, company policy and procedure manual, internal moderation reports, audit reports, external moderation materials].

NZQA, ITOs, NSSBs, funding bodies, advisory groups, moderation groups, Managing Director, Operations Manager, portfolio holders.

Moderation Policy

Last review of this policy: December 2015

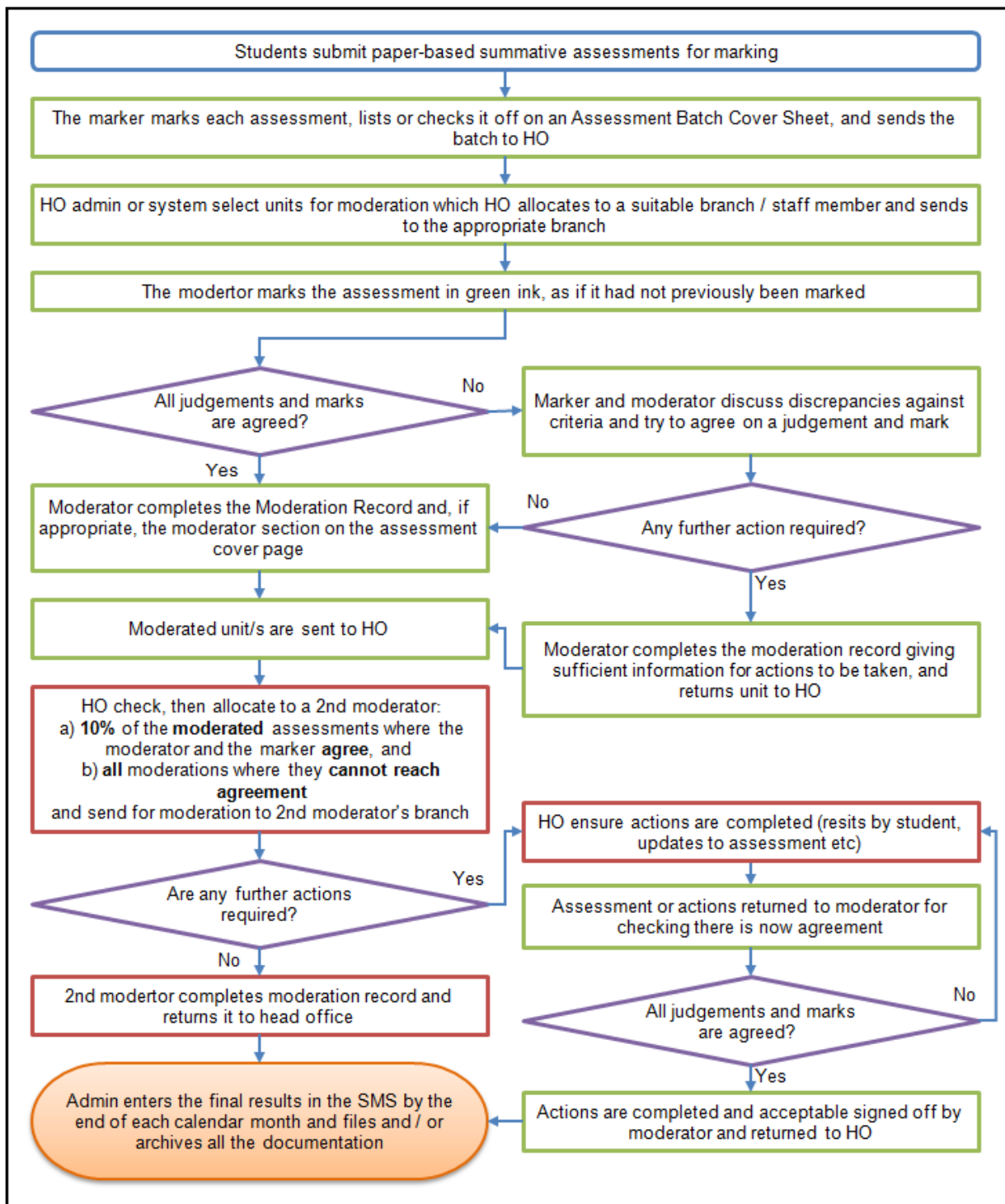
Reviewed by: DP, KO, SS

Approved by: SS

Procedure for: INTERNAL MODERATION OF ASSESSMENTS

Objective

To ensure that qualified Tutors moderate sufficient paper-based summative assessments to confirm the accuracy of the credits awarded at G&H Training limited.



Last review of this procedure: December 2015

Reviewed by: DP,KO

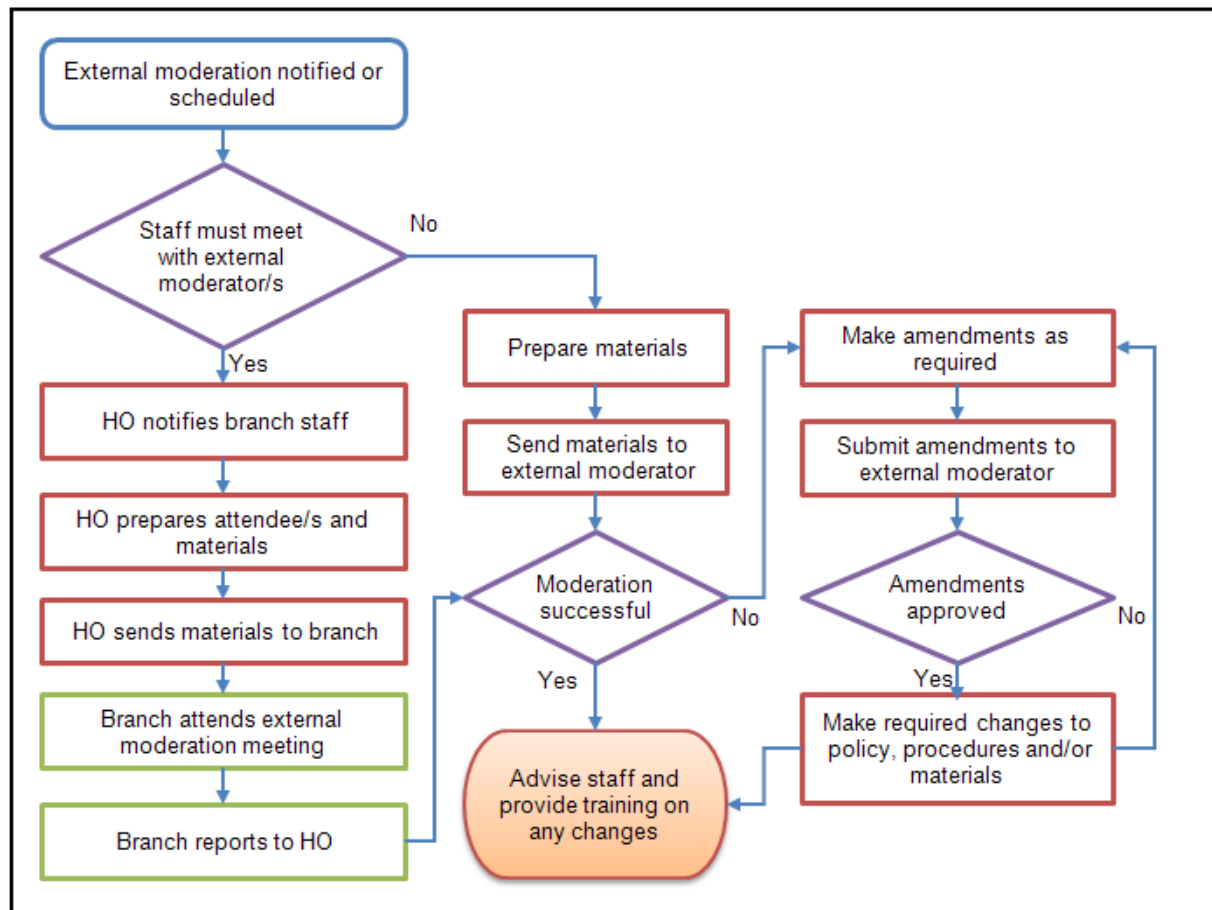
Approved by: SS

Procedure for: EXTERNAL MODERATION OF ASSESSMENTS

Objective

It is our company's objective to participate in external moderation as required by the relevant standard setting body, ITO or NZQA.

Procedure



Responsibility

Operations Manager, in conjunction with the external moderation portfolio holder: to ensure external moderation occurs according to this procedure, to allocate staff for attendance at moderation meetings, and to ensure that all required documentation is sent and followed up.

External moderation portfolio holder: to provide documentation for moderation to the branch and/or to the external moderator, to amend any documents required or to advise the policy portfolio holder to amend policy and to train other staff in relevant changes as required.

Tutor or Branch Manager: when attending moderation meetings to ensure that they have all the required materials prior to the meeting, and that they report back to the Operations Manager promptly afterwards.

Last review of this procedure: December 2015

Reviewed by: KO DP

Approved by: SS

Notification and Reporting Policy

Policy

It is the policy of G&H Training Limited to report as and when required to our stakeholders.

Policy Objectives

Reporting to Learners

1. *Formative assessment reporting* - Tutors discuss learner progress and development with classroom-based learners regularly, ideally weekly. This is done with reference to the learner's individual training plan and pathways plan (if applicable), and informs the learner of their achievements to date and any remedial action recommended. Formative assessment evidence is available to learners throughout their enrolment period.
2. *Summative assessment reporting* - Learners are advised of their summative results after completion of a summative assessment and/or prior to end of their enrolment. Summative assessment evidence is held according to the Student Records Policy.

Reporting to NZQA

It is the policy of G&H Training Limited to report as required to NZQA in order to comply with the Policies and Criteria for the Ongoing Registration of Private Training Establishments.

1. *Significant changes* - are notified to NZQA within two weeks of those changes. The NZQA portfolio holder prepares the required documentation in conjunction with the Managing Director. Significant changes are:
 - Change of ownership and governance
 - Change of senior management
 - Major changes of staffing
 - Change of listed premises that affects site accreditation
 - Major changes of funding, fees policies or funding source
 - Changes of existing programme or course content or delivery that may require NZQA approval.
2. *NZQA ID Numbers* - Upon enrolment, all learners are asked for their NSN number. Verification of this is obtained from the NZQA or NSI website. G&H can obtain an NSN number for those who have no NZQA ID. For learners who are not hooked on, G&H forwards to NZQA the hook on fee received from the fee-paying learner's fees or from the TEC payments for targeted funding learners.
3. *NZQA Credit Results* – credit results are checked for accuracy and the correct results are reported to TEC via our student management system at regular times throughout the year.
4. *Evidence of self assessment activities and compliances* - to maintain PTE registration and accreditation.
5. *Course and programme approvals* – for proposed new courses or programmes.
6. *Site accreditation* – for approval of any new venues.

Reporting to TEC

It is the policy of G&H Training Limited to record and report learner achievement(s) in accordance with the Education Act 1989, Sections 236A (maintain records) and 235F (disclosure of information) in an accurate and timely manner through Single Data Returns.

Reporting to Other Stakeholders

Specific information regarding enrolments, learner withdrawals, learners' results and outcomes etc. are reported within the time frames and in the manner required by each organisation as per our obligations to them. This includes:

- Subcontracted programme reports (to WITT)
- Trades for Schools results (to contracting schools)
- Modern Apprenticeships (to the relevant ITO)

First aid – Where delivery of a first aid course has been subcontracted out by G&H Training Limited, the company will follow up with the provider and the learners as necessary to ensure that the credits have been registered on the learners' Record of Learning at NZQA, and that they have been issued with a First Aid Certificate.

Responsibility

Managing Director: to ensure that all significant changes are notified to NZQA within two weeks of those changes. It is also the overall responsibility of the Managing Director to ensure that learner achievements are recorded and reported as required in an accurate and timely manner.

NZQA portfolio holder: to notify NZQA of all significant changes within two weeks of those changes, in conjunction with the Managing Director; to oversee that results are accurately recorded and reported.

Administration staff: to ensure that all learner achievements are recorded, reported and archived in an accurate and timely manner.

Branch Managers and Tutors, in conjunction with the Operations Manager and Assistant Operations Manager: to ensure that learners receive fair and regular feedback on their progress and fair reporting on final achievement with an associated appeals procedure.

Branch Managers and Tutors: to ensure that all learner results are forwarded to head office in a timely manner to allow for accurate and timely recording and reporting.

Documentation and other resources

All relevant documentation is to be copied and held on file [e.g. learner results, FDC reports, audit record file notifications of significant change, learner files].

Managing Director, portfolio holders, administration staff, Operations Manager, Branch Managers, Tutors, student management system.

Notification and Reporting Policy

Last review of this policy: November 2015

Reviewed by: DP

Approved by: SS

Privacy Act Policy

Policy

Collection use, alteration, disclosure and disposal of information about learners, clients, stakeholders and staff, is carried out in accordance with the principles of the Privacy Act 1993.

Policy Objectives

1. Personal information such as name, address, contact details, date of birth, ethnicity, education etc. is collected in lawful and fair manner from or about a learner on an enrolment form or in other documents to enable G&H to carry out its lawful purpose and function as a provider of education and training services. (Principle 1, 2, 3, 4)
2. Staff and management access and use or disclose particular categories of learner personal information to carry out their normal functions as required by the Managing Director of G&H, e.g. to assist the learner applying for Student Loans and/or Student Allowances. (Principle 1, 4, 10, 11)
3. On enrolment, the learner consents to the release of personal information to other organisations so they may carry out their various functions, e.g. Ministry of Education; New Zealand Qualifications Authority; Tertiary Education Commission; Industry Training Organisations; other tertiary institutions which the learner is transferring to or from or with which G&H has a subcontracted educational arrangement; any organisation involved with the teaching, certification or qualification of the programme of study being taken at G&H Training Limited; Work & Income New Zealand (Student Services) ; and employers. (Principle 3, 11)
4. In addition, when required under the Privacy Act, G&H Training Limited releases personal information to government agencies such as the New Zealand Police, Department of Justice, Work and Income New Zealand, and the Accident Rehabilitation Compensation Corporation (ACC) on approval by a management team member. (Principle 3)
5. Statistical or assessment information where no individual learner is personally identified is provided as required to organisations such as the Tertiary Education Commission and external moderators. (Principle 2, 3)
6. No other agency or person will be given learner information unless *approved in writing* by the learner beforehand. Once approval has been given, any change in this approval must be notified in writing. G&H will not be held liable unless such written approval has been received. (Principle 6)
7. G&H takes reasonable steps to ensure that the learner's personal information is correct before use. Corrections to personal information will be made on request with evidence to support the request if needed. (Principle 7, 8)
8. Learner academic records are stored in electronic form, long-term by G&H as required by NZQA and TEC, with reasonable protection from unauthorised access. (Principle 5, 9)
9. Learners may apply in writing to G&H Training Ltd for a copy of their own personal information. (Principle 6)
10. G&H reserves the right not to enrol any intending learner who supplies incomplete or false information to G&H Training Limited. (Principle 3)
11. G&H uses a unique identifier for each enrolled learner for the sole purpose of efficient administration and reporting of learner achievements to authorised recipients as required under funding contracts. (Principle 12)
12. Personal information concerning all other clients, stakeholders and staff will be treated in accordance with the requirements of the Privacy Act 1993.

Responsibility

It is the responsibility of the Managing Director and all staff to ensure that Privacy Act regulations are adhered to.

Documentation and other resources

Learner personal files, learner academic record files, staff personnel files.

Managing Director, management team, staff, Privacy Act.

Privacy Act Principles (summarised):

1. Personal information is only collected if necessary for lawful purposes connected with the organisation's function and activity.
2. Personal information is collected directly from the individual concerned unless it is publicly available, the person has authorised collection, collection would not prejudice their interests, collection is required for law and order or public revenue to be maintained by a public agency, it will be used where the individual cannot be identified (e.g. statistics, research), or compliance is not reasonably practical, etc.
3. The individual is informed of the following: that personal information is being collected, the reason, the intended recipients, the contact details of organisations who will collect and hold their information, whether it is required by law, the consequences of non-provision, their rights of access, how it will be collected (before they provide it), etc.
4. Personal information will be collected in lawful, fair and non-intrusive manner.
5. Personal information will be stored with security to protect it from loss and from unauthorised access or use or modification or disclosure or misuse.
6. If the stored information can be readily retrieved, the individual knows this, can access their own information and can request changes to it.
7. The individual can request corrections so personal information is not outdated, inaccurate, incomplete or misleading. If the requested corrections are declined a note is filed with the information regarding this.
8. Personal information is checked for accuracy before use.
9. Personal information is not kept for longer than necessary.
10. Personal information is not used for purposes other than it was collected for except as in 2 above.
11. Disclosure of personal information is limited to the reason for its collection or as in 2 above.
12. Unique identifiers are not used unless to enable the collector of personal information to operate efficiently to carry out their functions. Use by one organisation of unique identifiers issued by other organisations is limited to the directly related purpose of the information collected.

Privacy Act Policy

Last review of this policy: December 2015

Reviewed by: DP

Approved by: SS



Quality Assurance

“Quality assurance is based on an evaluative approach that judges the quality, value and importance of educational outcomes and key contributing processes.”

Quality Assurance Policy

Policy

It is the policy of G&H Training Limited (G&H) to operate a quality assurance system based on an evaluative approach that focuses on quality, value and importance of educational outcomes and the processes that contribute to these being successfully achieved, and to ensure that its quality management system meets the standards set by NZQA as evidenced by internal self assessment and the scheduled NZQA external audits.

Policy Objectives

1. The company's quality assurance system complies with NZQA requirements.
2. The company undertakes ongoing self assessment of performance and quality through our comprehensive portfolio reporting, stakeholder feedback, internal moderation and internal audit systems.
3. The results of the self assessment activities are used to monitor performance and focus improvements where there are the best gains for learners and other stakeholders.
4. The company works in partnership with NZQA to ensure that in external review, our internal systems are sufficiently robust and effective to maintain a level of at least *Confident* in our educational performance and self assessment capability.

Self assessment

Self assessment is conducted through the activities listed below. Taken as a whole, the self assessment activities provide a constant stream of information to management that can be analysed, corroborated, and prioritised to ensure that shorter and longer term improvements can be made where they are most needed.

Goals, objectives and reporting

Objectives and performance indicators are set for all the key performance areas required, in order to support the company to achieve all its goals and objectives through regular measurement of progress towards them and remedial actions to be taken in timely fashion where required.

1. G&H goals and objectives cover all the performance requirements of G&H's key stakeholders, in particular TEC, NZQA and relevant ITOs, as well as all the operational goals and objectives needed for these requirements to be met. The approved G&H Investment Plan, our annual Business Plan and NZQA quality assurance requirements are covered in the goals and objectives.
2. Each staff member is assigned a portfolio of documented goals and objectives showing those for which they are directly accountable and those in which they have an administration and / or reporting role.
3. Each portfolio holder reports monthly to management on their portfolio accountabilities and work, providing information for decision making, raising issues of risk or concern, and making recommendations for improvement.
4. Key performance indicators for each programme are monitored by head office and progress towards targets is reported to management and to branch staff, ideally monthly. Remedial action is expected where required to meet targets.
5. Course completions are monitored and reported to management monthly for follow up with branch staff and, if requested, the company mentor.
6. Individual students who are lagging in progress with their individual training plan are identified monthly for follow up by branch staff and, if required, by the Operations Manager and Assistant Operations Manager.
7. Branch managers and tutors report back to management each month on their activities to meet educational KPI targets, support students towards completions and positive pathway steps, and deliver good quality teaching, etc. Issues arising are followed up with staff training, additional advice and support, etc.
8. Formal and informal feedback received from stakeholders that may influence governance and management decisions, from channels including emails, memos, letters, the feedback form in this manual, or other written communications, may be provided for discussion at management meetings if required, and the responses from management may be reported back to the source.

Branch appraisal

1. Branch appraisal is carried out at least annually at branches and is recorded in a workbook covering key criteria for ongoing registration, G&H Ideal Branch Indicators, and key operational policies and procedures that staff are required to comply with.
2. The Branch appraisal workbook is revised annually.
3. Appraisal is done by a senior staff member trained to carry out this function and report the findings.
4. Findings from the appraisal are recorded in an appraisal report stating evidence, required actions and time frame and a copy is made accessible to every staff member for whom there is an action listed.
5. Branch Manager Reports note progress and completion of actions that are branch staff responsibility.
6. Progress and completion of all other actions are reported by the responsible portfolio holder.
7. The Operations Manager and Assistant Operations Manager monitor completion of all actions by the required time frame.
8. To ensure that consistent standards are applied across the company, the same appraiser may do no more than two consecutive appraisals at a branch.
9. Visits may also be made by management to branches from time to time to review branch activities, contact staff directly, and ensure that the work of the staff is supporting the company's focus and direction. Recommendations for improvements identified from these visits are recorded and tracked until signed off.

External audits

In addition to the external assessment moderation in which we participate with ITOs and standard setting bodies, we also assist other organisations with external audits of our operation as below and as otherwise if required, e.g. the Western Institute of Technology, Taranaki, who audit us under our subcontract with them. Any requirements negotiated as a result of these audits are actioned as agreed.

Internal audits

Internal audits of original paperwork and electronic records are carried out at head office to ensure that G&H Training Limited is accurately reporting as required to its funding bodies and quality assurance stakeholders.

1. The audits are scheduled and are recorded in purpose designed workbooks and reports;
2. The audits sample areas that affect key funding and performance requirements for each type of training funded, including evidence of eligibility to enrol, enrolment start and end dates, credit achievement, labour market results, retention of evidence, stakeholder satisfaction, and any other quality factors that G&H Training Limited wishes to audit.
3. Results are reported to management for prompt follow up if required.

Stakeholder feedback

Feedback is collected regularly from all the company's key stakeholders to identify areas for improvement.

1. Learner feedback is collected regularly and findings are reported to management.
 - a. Branches provide a feedback questionnaire at least twice on an annual schedule to all full time learners enrolled and attending on the day, which covers programme information and induction, adequacy of resources, teaching methods, safety, support and guidance, work experience, satisfaction with the Tutor, and overall satisfaction. Students can state their priority concerns and ideas for improvement.
 - b. Learners leaving full time programmes are asked to provide feedback on their experience at G&H across a similar range of matters.
 - c. There is no student association at G&H but learners are encouraged to facilitate their own regular student body meetings, ideally monthly, where they can comment on policies and practice within their learning environment.

Learner representatives discuss the results of their meetings with branch staff. Matters arising are advised to head office and may corroborate other learner feedback to identify areas for improvement.
 - d. All the learners' feedback is analysed and priority concerns reported to the Operations Manager. Overall findings from each branch are reported back to the branch within one month of the twice annual surveys, and to management quarterly. Learner feedback is also summarised annually.
2. Other stakeholder feedback is collected through means including:

- a. Work experience reports and employer contacts.
 - i. Work experience employers provide feedback on the learner's Work Experience Record book on the learners' specific industry and foundation skills (this may show areas requiring the Tutor to follow up with an individual learner, and may be used to make improvements).
 - b. Surveys are carried out by and with branch staff:
 - i. Tutors follow up learners and employers regarding work experience placement satisfaction and issues, and the effectiveness of our training in preparing learners for the industry. Possible outcomes are noted and placements changed where necessary.
 - ii. Branch staff are invited to provide an annual overview of their work across a range of training delivery and student support activities.
 - c. Formal or informal surveys of Modern Apprentices and their employers may be conducted from time to time with findings being reported to management.
 - d. Occasional surveys of short course attendees, school staff and other organisations that we work with such as ITOs may be run from time to time to identify any improvements needed to our services.
3. Information provided by external organisations is reviewed and used appropriately.
- a. Updated information received in direct correspondence from or published by NZQA or TEC or researched via the Internet is used to ensure that our training resources are current and appropriate.
 - b. Quality and performance Indicators and benchmarks as made available by the appropriate organisations are used to evaluate the training against the private training establishment sector.
 - c. Information such as research reports or statistics from other relevant organisations may be used.

Use of self evaluation information

The quality assurance loop is completed through the use of this self evaluation information to drive improvements.

1. Portfolio holders monitor the progress towards each of the targets in their portfolio and report regularly (ideally monthly, quarterly and annually) to management on progress towards goals and objectives. They use their reports to raise issues for decision making and make recommendations to address these issues. Management responds directly to staff recommendations, and promptly makes any improvements that are needed in the short term.
2. Branch appraisal results are summarised for management, with an annual summary that may also track changes across calendar years.
3. An annual summary from the year's feedback is prepared for management, with recommended improvements. This may also compare results against feedback from previous years.
4. Reports on progress towards Investment Plan requirements and commitments are prepared from time to time.
5. The information from all the self evaluation sources is amalgamated into an annual report on achievement of the company's main goals and objectives, with a detailed report on the performance of each branch.
 - a. The purpose of these reports is to enable the company to identify and prioritise longer term concerns that require improvement in order to maintain our place in the network of regional training provision.
 - b. The details of these reports are to provide the company with specific information to enable improvements and are regarded as company business not intended for publication although a redacted report can be provided on request.
 - c. Recommendations for strategic improvements arising from these reports are incorporated into future goals and objectives.
 - d. Any annual reporting required by TEC and NZQA will be derived from the company's internal self assessment activities.

Policies and procedures

1. The company policy is determined by the management team, with final approval by the **Operations Manager (OM)**. The approved policy and procedure manual forms the basis of our quality management system. Staff are trained on the company's policy approach.
2. Policies and procedures cover all key business areas to enable the company to assure the delivery of quality services to its stakeholders within and beyond the Tertiary Education Strategy.

3. Policy content is developed and reviewed by accountable portfolio holders where appropriate.

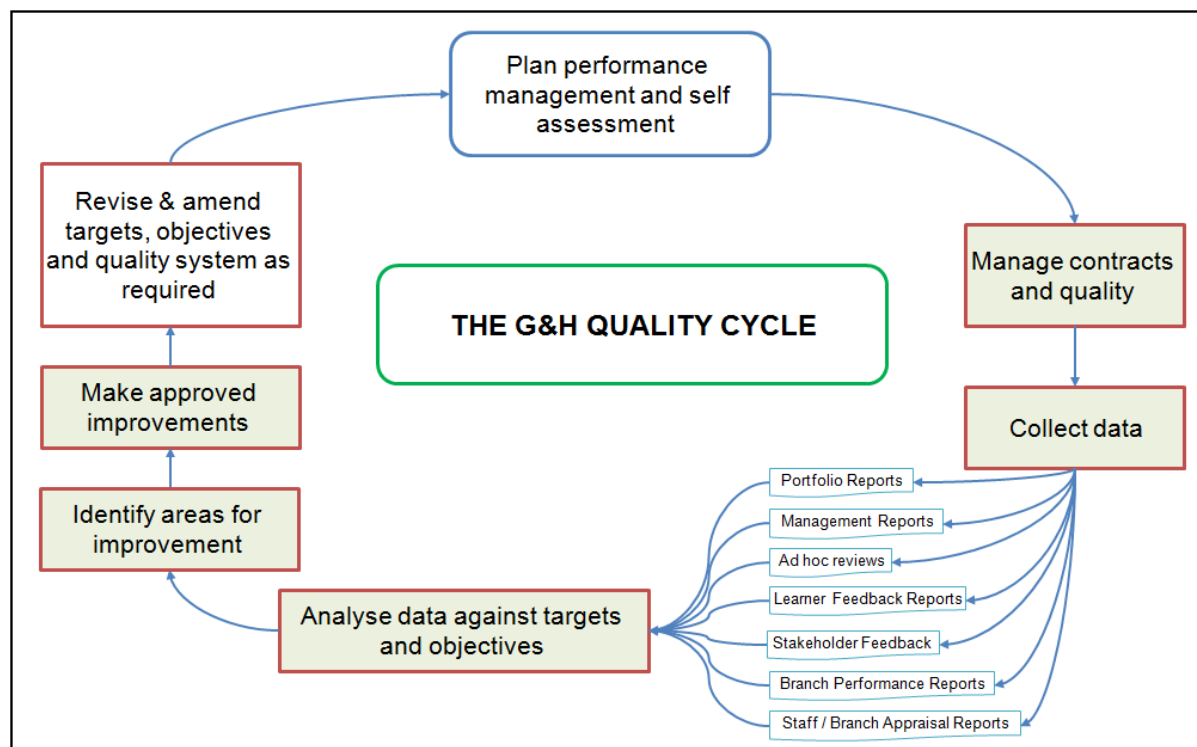
4. Policy changes come into effect with the release of new or amended policy documentation or at the date otherwise advised.
5. The quality management system is reviewed and updated annually, with no more than 2 years between review of individual policies and procedures. Staff participate in this work.
6. An updated Policy and Procedure Manual is distributed to each branch early each year in the form of a hard copy for learners to access, and an electronic version is placed on the company's intranet and website. The manual is managed between annual updates as follows:
 - a. If significant changes are made to policy or procedures to meet changed stakeholder requirements that require immediate changed practice, branch staff are advised by memo with a copy of the appropriate pages to update the branch manual, the change is recorded in the front section of the manual and may also be presented to staff at regional and administration staff meetings.
 - b. When any change is made, significant changes are marked with highlights, the intranet version of the manual is updated and the update is notified on the intranet front page. At each annual update of the manual all old highlights are removed and the latest significant changes are highlighted.

Staff contributions to policy development

All staff may provide feedback on policy to the policy portfolio holder at any time on the form in this manual or by other means, to enable the management team to make improvements. The Operations Manager may also be approached. When the policy portfolio holder or the Operations Manager receives recommendations for new policy or amendments, the procedure that will be followed is:

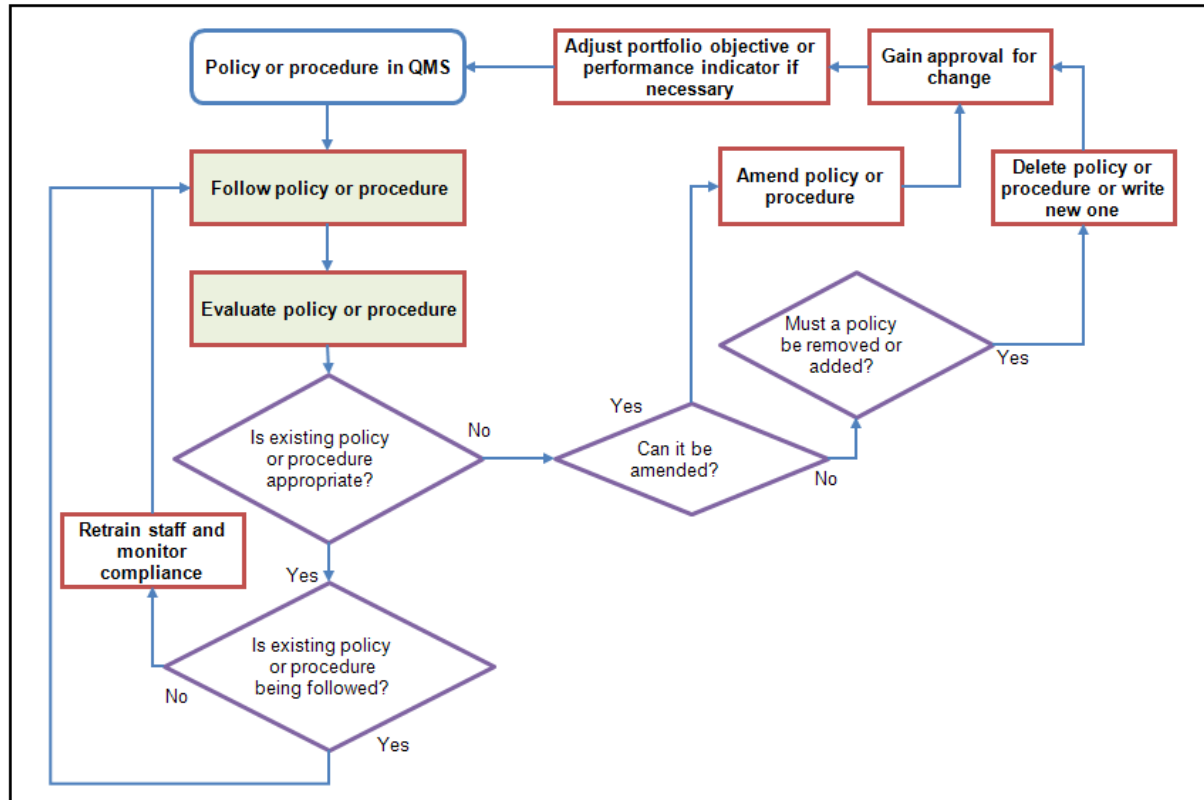
1. The appropriate stakeholder/s or affected staff will be consulted.
2. The matter will be discussed at a management meeting.
3. Any reviews or actions approved by management will be undertaken with appropriate consultation.
4. Final changes will be advised as in 6 above.

Feedback Loop for Quality and Performance Management System



Quality Assurance Policy

Policy Review System



Responsibility

Managing Director: to ensure that the strategic intent of each government funded programme is met.

Operations Manager: in conjunction with the portfolio holders, to oversee and support the delivery of performance that meets contractual obligations and quality requirements.

Operations Manager, Assistant Operations Manager, Branch Managers, Tutors: to ensure that the day-to-day running of each programme or course, the level of educational achievement and the outcomes achieved by the learners overall meets stakeholder requirements.

Data collection and self assessment portfolio holders: in conjunction with other portfolio holders, to operate the self assessment system to provide performance information regularly to the company as the basis for ongoing decision making and improvement.

Feedback portfolio holder: to gather, analyse and report stakeholder feedback with recommendations for improvement.

Branch appraisal portfolio holder: to administer the branch appraisal schedule, workbooks and reporting.

Internal audit portfolio holder: to administer an internal audit schedule, records, reporting, correction of errors found, and improvement of systems to minimise errors.

Documentation and other resources

All relevant documentation must be distributed as required and kept on file [TEC and MoE strategic planning documents, Tertiary Funding Guide, contracts; company reports, other relevant data].

Managing Director, Operations Manager, portfolio holders.

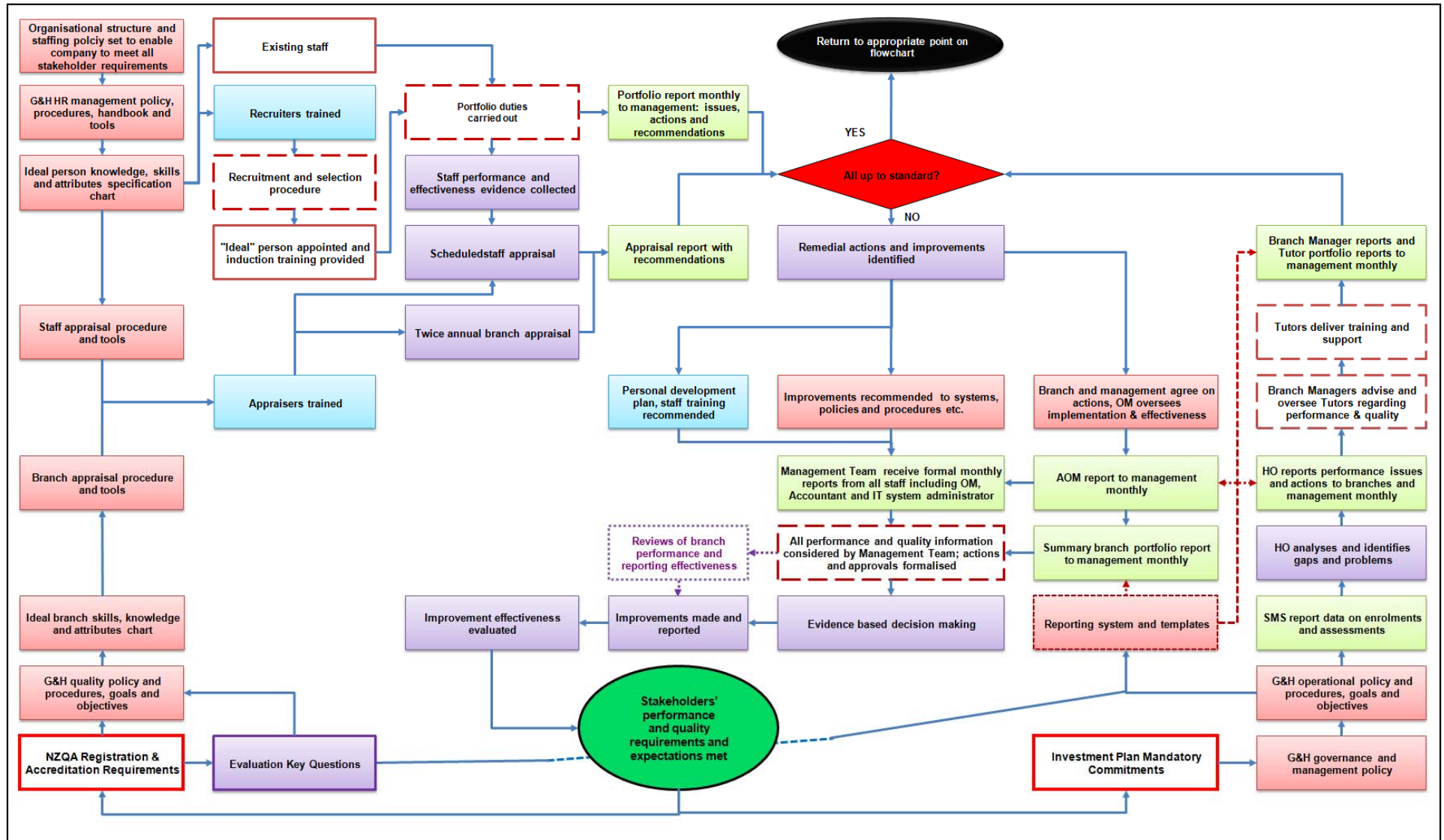
Quality Assurance Policy

Last review of this policy: December 2015

Reviewed by: DP

Approved by: SS

Performance and Quality Loop Map



Modern Apprenticeships Policy

Policy

It is the policy of G&H Training Limited to manage Modern Apprenticeships in accordance with TEC Funding Agreement requirements and in support of ITOs' obligations to the Industry Training Register.

Note

The Modern Apprenticeship Policy Manual is now obsolete and is replaced by this policy.

Policy Objectives

1. The company supports Coordinator Modern Apprentices (CMAs) and their employers towards the successful completion of their Individual Training Plan (ITP), achievement of their National Certificate, and fulfilment of their employment agreement.
2. The company reports monthly to the relevant ITO as specified and collaborates with their Training Advisors in support of the CMA and employer.
3. The company allocates each CMA to a staff member (Modern Apprenticeship Coordinator, MAC) who is accountable for delivery of the support services contracted.
4. The company provides an administration system that ensures the contracted Modern Apprenticeship performance levels and reporting requirements can be achieved. and would be confirmed in the case of a TEC audit.

Overall management of Coordinator Modern Apprenticeships

1. The Assistant Operations Manager considers the number of CMAs remaining active each quarter and, in consultation with the Operations Manager, determines the number and branch location of MACs required, and by negotiation with branch staff allocates CMAs to MACs in relation to overall branch workload.
2. The Assistant Operations Manager oversees the MACs' delivery of the Funding Agreement, ensures that all reporting occurs as required, and advises management of delivery and reporting matters.
3. The MA Administrator liaises with the ITO regarding reporting requirements, provides reporting documents and systems to MACs as and when required, submits reports to the ITOs as required, and reports relevant matters to management.

Service delivery by MACs

1. The MAC visits every CMA at least once each quarter at roughly 3-monthly intervals to:
 - a. Check the progress of their on-job training and assessment against their ITP; negotiate milestones and achievement targets for the next quarter; arrange any off job training or key skills funding required; and update the ITP.
 - b. Judge whether ITP progress has been satisfactory and if not, record the reasons and negotiate and record any remedial actions to bring the ITP back to schedule.
 - c. Check with the employer any issues that may hinder completion of the ITP as scheduled and assist with any routine matters affecting the employment agreement.
 - d. Offer appropriate additional assistance or mentoring in relation to the CMA's personal circumstances, study skills etc. where these are found to be a barrier to successful completion and in particular where Maori and Pasifika CMAs are at risk of dropping out.
2. The MAC must make every effort to carry out all the quarterly visits, and record any missed visits and the reason they were missed.
3. Where appropriate the MAC collaborates with ITO personnel, e.g. to schedule joint visits to a CMA, or attend a meeting when invited.
4. The MAC returns the quarterly visit information to head office by the date required.
5. The MAC may assist with the transfer of a CMA to a new employer if the circumstances of the existing employer / apprentice relationship cannot continue.

Responsibility

Assistant Operations Manager: to allocate CMAs to MACs and ensure that services are delivered as required; in conjunction with the portfolio holders, to oversee that administration and reporting meet contractual obligations and quality requirements.

Accountant: to audit CMA documentation according to the annual audit schedule, and report deficiencies or omissions to the OM for correction.

MA and data analysis portfolio holders: to provide administration systems and information to enable delivery and monitoring of the TEC Funding Agreement.

MACs: to carry out the service delivery and reporting requirements of the portfolio.

Documentation and other resources

All relevant documentation must be distributed and kept on file as required [ITO reports, CMA documentation for and from MACs, reports to and from MACs etc].

Modern Apprenticeships Policy

Last review of this policy: November 2015

Reviewed by: DP, SS, MN

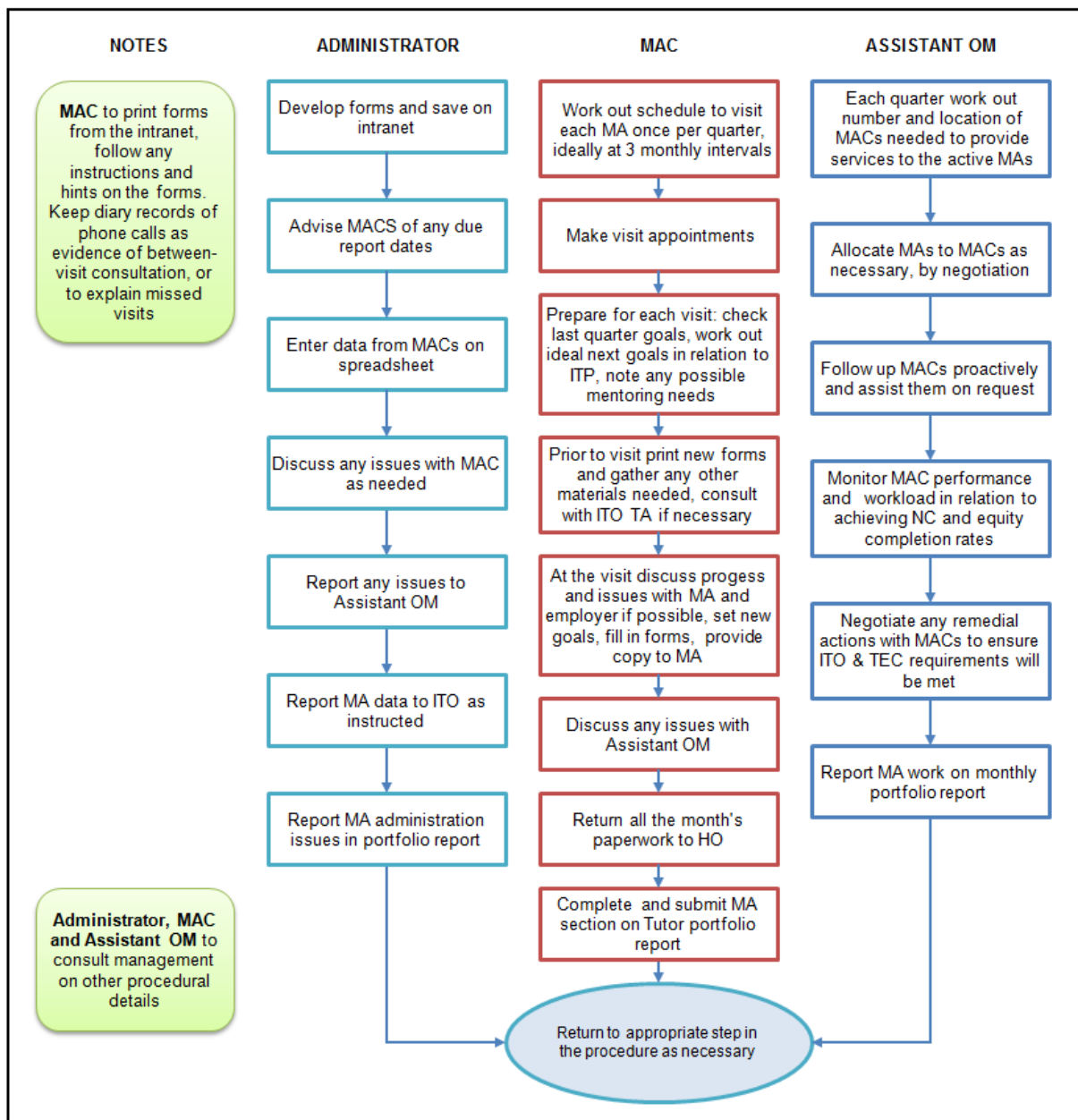
Approved by: SS

Procedure for: MODERN APPRENTICESHIP ADMINISTRATION

Objective

It is our company's objective to meet all the requirements of the TEC funding agreement and ITO reporting.

Procedure



Last review of this procedure: November 2015

Reviewed by: DP

Approved by: SS

Staff Feedback on Policy and Procedures

Please photocopy this page from the branch hard copy

We invite feedback on any of the policies in this manual. Your feedback is welcome at any time and will be taken into account at the next review of the policy manual, or immediately if a significant change is justified.

Please provide feedback if you believe that the policy or procedure as stated, for example:

1. Contains an error.
2. Has become outdated due to a change of practice.
3. Cannot be complied with (state the reason), and should be amended (state the alternative).

Alternatively, photocopy the relevant page/s, write in your recommendation/s fill in this page and attach it to your recommendation.

Branch:		Person recommending change:
Page #:	Policy name:	
What should be considered for change, and reason		
Page #:	Policy name:	
What should be considered for change, and reason		
Page #:	Policy name:	
What should be considered for change, and reason		

YOU ARE REQUIRED TO OPERATE TO THE EXISTING POLICIES AND PROCEDURES.

Please do not implement your recommendations unless these are accepted as company policy.

RETURN YOUR FEEDBACK TO:

Policy Administrator

G&H Training Limited Head Office

PO Box 3378

NAPIER 4142

or

Phone (06) 843 8664

Fax (06) 843 8674

Email des@ghtraining.co.nz

APPENDIX

Rules and regulations

For display at each training venue

G&H Rules and Regulations

LEARNER ENTITLEMENTS

1. Learners are entitled to take sick leave if:
 - The learner is too sick to attend training and study;
 - The learner is unable to study due to an injury they suffered on or off the training venue;
 - The learner has to nurse a sick close family member (the learner's husband, wife, partner, child or parent).
2. A learner may take leave on the death of a family member (husband, wife, partner, parent, child, brother, sister, grandparent, father-in-law or mother-in-law), or in other cases if they can show they have good reason.
3. Learners may apply for special leave in these cases:
 - Jury service (please give the Tutor a copy of the summons);
 - Other court appearances (please show the Tutor the letter or form from the court);
 - Job interview, driving test or off-site training leading to successful completion.
4. No learner shall have to lift, carry or move loads heavy enough to cause injury.

LEARNER RESPONSIBILITIES

1. Learners must make every effort to keep up the rate of progress needed to finish their programme by their end date.
2. Learners must pay for replacement or repair if they lose or damage G&H property by misuse or lack of care.
3. Learners must wear suitable clothing at G&H and when on work experience:
Not allowed: Hoodies worn with the hood up; gang regalia.
Required: Safety equipment as notified in the workshop and on work sites:
 - Closed in footwear (no sandals or jandals at the venue).
 - Safety boots for workshop and work experience:-
 - PEC and CAS: learners must provide their own boots.
 - PCS, MIS and PGD: G&H will loan learners safety boots for use in workshops and at work experience.
 - MIS and CAS learners must also wear the overalls loaned by G&H in the automotive workshop and on work experience.

Learners must return the G&H boots and overalls in good condition. If they lose or damage them, they will have to pay for the cost of repair or replacement.

 - Learners on work experience must wear clothing to keep themselves warm or cool, and to protect them from sun or rain, depending on the weather.
4. Learners must look after and protect any of their own property that they bring to the training venue.
5. No weapons, illegal substances or hazardous goods may be brought to the training site.

G&H RESPONSIBILITIES

1. G&H shall provide:
 - A learning environment where there are resources and support to help learners to learn and achieve their goals, and where there is respect for each person.
 - A safe environment that complies with the Health and Safety in Employment Act, 1992 and its amendments.
 - A kitchen facility for learners to heat their own food or keep it cool.
 - Tea, coffee, milk, sugar and hot water free of charge. (G&H does not provide Milo or facilities for learners to buy food or drinks.)
2. G&H will inform learners about each non-contact day 2 weeks prior, by means of a letter to the branches.

HOUSE RULES

Attendance:

1. All learners must attend training at our venue for the specified hours each week from Monday to Friday, with a lunch break each day of half an hour and 15-minute breaks for morning and afternoon tea. Specified hours are:
 - PEC, CAS, MIS and PGD learners: 35 hours a week from 8.00 a.m. to 3.30 p.m.
 - PCS learners: 30 hours a week from 8.30 a.m. to 3.30 p.m.
 - Learners are required to be punctual at all times.
 - All learners must attend scheduled classroom and practical skills training sessions.
 - Practical skills training shall be for a maximum of five half-days per week, EITHER:
 - Work experience with an industry employer as per Workplace Learning Policy, OR
 - Workshop sessions of a half day each day.
 - All learners are encouraged to seek work experience once the tutor has signed them off as work ready. Work experience must be on weekdays between 7.30 a.m. and 5.30 p.m., and **may be for up to two full days a week** for SAC EFTS funded learners, or for Youth Guarantee funded learners up to **one full day a week** or as required under CAS and MIS (see Workplace Learning Policy for detailed rules);
 - Learners who are behind with their individual training plan will not be eligible for work experience and may be required to spend some scheduled workshop time in the classroom to catch up with theory.
2. Learners who cannot attend training must tell their Tutor before 10a.m. on each day they will be away. Learners on work experience must advise their employer directly at the start of the work day on any day they cannot attend work experience.
3. A Medical Certificate is required for absences of 3 days or more for sickness or injury.
4. A learner will be withdrawn (and their access to Student Allowances will terminate) if:
 - They are absent for 5 consecutive days without notice.
 - They are absent for 10 consecutive days for any reason.
 - They are absent repeatedly over time without written permission from G&H.

If absences are due to good reason such as health or family circumstances, the learner should talk to G&H about whether to stay enrolled, and they can bring a support person to help. G&H may ask to suspend their enrolment. Where the learner is getting a Student Allowance or has a Student Loan, he/she must ask their case manager at StudyLink for advice.

Behaviour:

1. Smoking inside any G&H buildings is not allowed. Use the smoking area outside during tea or lunch breaks.
2. Learners are not to make so much noise or chatter that they disrupt others who are working, studying or sitting assessments at the G&H venue.
3. Learners must help to keep the premises clean and tidy and help with the weekly clean up at the branch as directed by the branch staff.
4. The Branch Manager may let the learners use a radio in the workshop. If so, the Tutor will decide the station, the times and how loud it can be played. The Tutor will turn the radio off if the learners abuse this privilege.
5. Any electronic devices such as cell phones, music players, computers (hand held or laptops), cameras, games etc. brought by learners can only be used at break times. They must be switched off in classes and workshops. The staff will warn a learner if they use these during study or cleanup times, and will confiscate the device if they do it again. (A learner may apply for an exemption in special cases.)
6. Skateboards are not to be used at G&H during training hours, but may be used to get to and from the venue.
7. G&H Training Limited does not tolerate or condone bullying or harassment. Any learner or Tutor who believes they have been harassed should report it promptly using the Complaints Procedure.

Harassment is behaviour that the person on the receiving end says is unwelcome, uninvited, humiliating, offensive or intimidating for reasons of gender, sexual orientation, race, colour, religion or ethnic or national origins.

To be harassment, the behaviour is either repeated, or is serious enough for the receiver to feel harmed.

Sexual harassment may include:

- Sexual assault;
- Requests for sex with hints or promises of favours or threats about the person's success or future at G&H;
- Sexual or smutty jokes or comments, verbal abuse, teasing or gestures that the person they are made to says are offensive;
- The display of pornographic pictures in the training venue;
- Unwelcome contacts such as social invitations, phone calls or texts, emails, during or outside training hours;
- Deliberate physical contact, e.g. patting, pinching, touching or putting an arm around someone if they did not ask for it or do not want it.

Racial harassment may include:

- Offensive remarks or jokes about a person's race;
 - Calling a person by a racist name;
 - Mimicking a person's accent or the way they speak.
1. G&H will take complaints of harassment made by anyone connected with the company seriously. We will follow up straight away, and as far as possible without taking sides, to find out the facts and to keep the matter confidential. We will take notes of our investigations and keep them on the personnel files of the people involved.
 2. Any learner or Tutor making a harassment complaint may use a support person of their own choice throughout the procedure. Female learners may contact our female support person at head office as the first point of contact.
 3. If a case of harassment is proven, G&H treats it as serious misconduct (see below).
 4. To avoid false claims of harassment or abuse being made against them, Tutors and learners should not meet at times or in places that may put them at risk, or do or say anything that others may take as harassment.

PENALTIES FOR MISCONDUCT

Instant dismissal for serious misconduct

Learners may be instantly dismissed for an act of serious misconduct when, in the Tutor's opinion, the Tutor has evidence that the learner is:

- Acting in a way that puts or is likely to put their safety or the safety of others at risk;
- Physically or verbally abusing, threatening, bullying, harassing or sexually harassing any person to do with G&H;
- Under the influence of drugs or alcohol;
- Distributing, supplying, or in possession of drugs or alcohol at a G&H or work experience venue;
- Caught smoking in non-smoking areas;
- Caught cheating on any assessment;
- Caught damaging or defacing property at a G&H or work experience venue;
- Caught stealing from a G&H or work experience venue.

Reasons for suspension or dismissal

G&H will not allow a learner to attend the training or remain enrolled if there is evidence that the learner:

- Has failed to meet the attendance requirements for their programme;
- Does not make a good effort to meet all programme requirements;
- Is stopping other learners from learning or stopping the Tutor from being able to help others learn;
- Goes on breaching these rules and regulations after getting written warnings.

Penalties for minor misconduct

If a learner does not obey the House Rules, or behaves in some other way that is generally not acceptable, depending on how serious the misconduct is or how often it has happened, G&H may:

- Issue a warning.
- Withdraw privileges.
- Send the learner home for up to a day.
- Call a meeting with whanau or a support person, etc.

DISCIPLINARY PROCEDURE

1. Serious misconduct: G&H will issue a formal notice of instant dismissal with no prior warnings.
2. Less serious misconduct: a system of warnings applies.
 - a. First offence: the Tutor may warn the learner verbally and remind them about the rules and regulations and the formal disciplinary procedure.
 - b. Repeated or more serious offence: the learner is issued with up to two warning notices in writing that are signed by the Tutor and the learner, and kept on file. These are part of the formal disciplinary procedure.
 - c. If the bad behaviour does not stop, the Tutor will issue a final written warning.
3. Penalties: may be imposed when a Tutor issues a warning notice or a final written warning:
 - a. A learner may be sent to study in a separate area away from the classroom, or be sent home for the rest of the day if they are disrupting others' learning;
 - b. A learner may be suspended for up to one week for behaviour that more seriously affects others at the venue. This time out is part of the learner's enrolment duration and they will not be able to change their end date, but they can go on working at home by themselves that week.
4. If the bad behaviour recurs after a final written warning, the Tutor will issue a formal withdrawal.
5. If a learner is suspended or dismissed from their programme G&H will not reimburse any fees or costs as of right. Appeals in such cases may be made to the Operations Manager.

RIGHT OF REPLY

No penalty will be imposed on any learner without the learner first having a chance to put their case. To do this:

1. Fill in a Right of Reply form available at the venue.
2. Fax, mail or hand it to the Operations Manager at head office.
3. The Operations Manager will investigate the disciplinary procedure and decide if it was fairly and properly used.
4. G&H may call a meeting with the learner and their support person for more serious matters.
5. If the learner is not satisfied with the result they should use the Complaints Procedure.

COMPLAINTS PROCEDURE

1. To make a complaint to G&H:
 - a. First go to the Tutor and/or Branch Manager and try to settle the complaint at the branch.
 - b. Second, if not satisfied, take the complaint to the Operations Manager at head office.
 - c. Third, if still not satisfied, take the complaint to the Managing Director.
 - d. NZQA is the last resort for complaints about G&H Training Limited:
New Zealand Qualifications Authority, P O Box 160, Wellington, Phone: 04-802-3000.
2. Serious complaints shall be dealt with in writing by both parties.
3. The person making a complaint may use a support person at any time in the process.
4. A learner may ask the company mentor to help them to follow this complaints procedure.

Last review of this policy: December 2015

Reviewed by: SS, DP

Approved by: SS