

2016

ANNUAL REPORT



Careerforce
te toi pūkenga

"Through the development of a person-centred, thinking and skilled workforce, the health and wellbeing every New Zealander will be impacted in a positive way."

2016

Board Chair Report Richard Westlake

The word 'governance' comes from the Latin word for 'navigator.' 2016 was a year in which the board of Careerforce, working with Chief Executive Ray Lind and his senior management group, set the company's course for the next five years, after a period of constant change, rapid growth and building a firm base. By year end, we had launched our full suite of new training courses, after three years' development, we'd grown to nearly 100 employees and we were working actively across more sectors and employers than ever before, to help ensure their staff were trained and qualified for the jobs they needed to do.

The launch and success of Health and Wellbeing Apprenticeships in 2016 sees significant further gains being made towards the achievement of the Careerforce vision of improvement in community health and wellbeing for all New Zealanders. Early evaluation of the apprenticeship programme shows meaningful change in the way apprentices are approaching their work and their clients. Careerforce has commissioned research from the New Zealand Council for Educational Research to support this finding, which will be published in 2017.

Early in 2016, Careerforce organised leadership events for its senior managers and the wider management team, led by Patricia Hodgins from the London Business School, Programme Director for the Proteus Programme that I attended in 2014 and Ray Lind in 2015. Staff who attended these events have approached me and said what an impact it has had on both their professional and personal growth. It's a source of great satisfaction for me



to be involved with an organisation with such a focus on supporting its own staff and their continuing development.

Norah Barlow began her tenure on the board at the start of the year. It's been a pleasure to work with her and I've appreciated her experience both in aged care, and as a professional director. At the AGM, we saw the departure of Derek Wright and Chris Harris from the board. Both directors have served Careerforce selflessly during their terms, providing a wealth of expertise and guidance. We were sorry to farewell Derek after his relatively short tenure, while Chris had served for six years, during which time he had chaired our Audit & Risk Committee and latterly had provided huge support for me as Deputy Chair. I'd like to express my own thanks to both for their commitment and wisdom, and for their role in helping to build Careerforce.

At the 2016 AGM, we were happy to welcome Dr Garth Bennie, chief executive of the New Zealand Disability Support Network on to the board, to replace Chris Harris. The AGM also saw my reconfirmation as Independent Chair and I should like to thank all shareholders for your confidence and support.

Finally, on behalf of the board, I'd like to extend our appreciation to Ray Lind and the Careerforce team. Everyone gave a huge effort in 2016 and this report highlights just some of the tremendous work they've done. Thank you, and I look forward to continuing the great work with you in 2017.



Chief Executive Report

Ray Lind

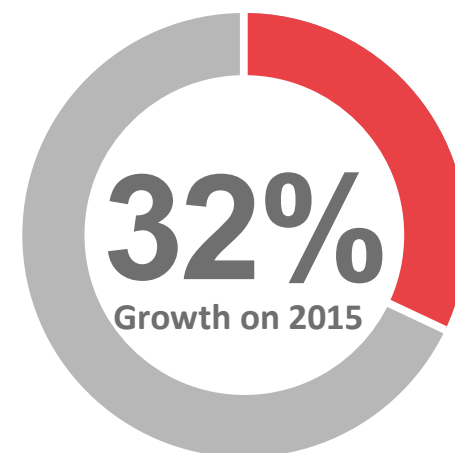
He aha te mea nui, he tangata, he tangata, he tangata.

Careerforce had some significant growth targets to achieve in 2016. The team pulled out all the stops to achieve a 32% growth on 2015. The ageing population and increased demand on mental health services, among a multitude of other factors, means Careerforce has a responsibility to the New Zealand health and wellbeing sectors to continue to determinedly grow the number of trained support workers.

Not only is the population ageing, but the workforce is too. 2016 saw Careerforce join a consortium of ITOs under the umbrella “Got A Trade? Got It Made!”. This is a campaign designed to raise the profile of careers in trades and services for young people. Careerforce is proud of two of our Mental Health and Addictions Apprentices, Christina Taefu and Turaukawa Bartlett, who took home awards recognising their role as future leaders and role models for other young New Zealanders.

Another key aspect of our commitment to pathways to young people is through the Gateway programme in high schools. In 2016, we established several roles with a priority of supporting schools and students to access the Gateway programme and gain real world experience working in our sectors.

March saw us launch two key products that will ensure our ability to continue to provide quality training support for our sectors. Health and Wellbeing Apprenticeships in Social and Community Services, Primary Care Practice Assistance or Rehabilitation Support were launched and constitute a first in apprenticeship training for New Zealand. By the end of 2016, we had 200 apprentices enrolled.



We also launched MyPath, our online learning and assessment support platform. This was in response to increasing demand from our sectors for a mobile, accessible, online support. As with any new technology, we experienced some teething problems, but by the close of the year we had a quality, user-friendly platform being used by an increasing number of assessors, trainees and apprentices.

With the support of Te Mana Whakahaere, Careerforce staff attended one of two noho maraes in 2016. With an internationally diverse staff, ensuring the cultural competency of all our staff is a key focus for us. The ongoing commitment by our staff to developing and embedding their cultural competencies has seen some great changes to work practice.

As we enter 2017, we have another significant growth target to achieve in support of growing the trained workforce. Our motto is “Sure!”, a message of commitment to supporting the needs of our sectors, our employers, our workforce and New Zealand.



A Successful Year

Apprenticeships

2016 saw the launch of apprenticeship programmes – a first for New Zealand's health, wellbeing, social and community sectors. The apprenticeship programmes were developed in consultation with the sector to meet current and future needs. They ensure that the skills gained are the skills needed in the workplace. “We work closely with the sector to understand the needs of clients, employees and employers. We are also asking apprentices what difference the training is making to their work and the support they provide to clients,” says Gill Genet, GM Business Development.

It took a lot of work to be able to launch apprenticeships in the health and wellbeing sector. Apprenticeship Advisors worked closely with employers to get them up and running. Employers, apprentices and Careerforce need to be committed to make this work. “It has been exciting to see the first lot of apprentices enrolled and now successfully progressing. We will be supporting them every step of the way until their completion,” says Penny Rogers, Apprenticeship and Vocational Pathways Manager.



MyPath

MyPath, the Careerforce online learning and assessment tool was launched. It was developed to complement on the job training and coaching in the workplace. Through MyPath, apprentices and trainees can access their learning and assessment anytime, anywhere with an internet connection. Some of the great features of MyPath include: interactive learning activities built into theory content; assessor and trainee support forums; and automatically marked theory assessments. It's free to access to all enrolled apprentices and trainees of Careerforce.

Social media

The Careerforce Social Media Strategy was put in place in September 2016. It is designed to support the Careerforce Strategic Plan. We launched internally and externally in November 2016.

Our game plan for social media is to:

- Increase brand awareness.
- Increase targeted, quality traffic to our website.
- Promote careers in the sectors we support.
- Position ourselves as sector leaders.

Our social media presence is providing results including reaching a younger demographic, increase website traffic and audience-base, and creating positive audience engagement. We see social media as a contributor to the Careerforce Strategic Plan.



538

Trainees enrolled in MyPath in 2016

A Successful Year

Launched 6 new qualifications and 12 programmes

In 2016, Careerforce launched 6 new qualifications and 12 industry training programmes. The bulk of these were the outstanding qualifications from the Targeted Review of Qualifications, while the remainder were the new Health and Wellbeing Apprenticeships.

- 1. **New Zealand Certificate in Health and Wellbeing (Social and Community Services) Level 4**
 - Mental Health and Addiction Support Strand
 - Community Facilitation Strand
 - Social Services Strand
 - Community Health Work Strand
- 2. **New Zealand Certificate in Health and Wellbeing (Rehabilitation Support) Level 4**
- 3. **New Zealand Certificate in Health and Wellbeing (Primary Care Practice Assistance) Level 4**
- 4. **New Zealand Certificate in Health and Wellbeing (Dental Assistance) Level 3**
- 5. **New Zealand Certificate in Cleaning Level 2**
- 6. **New Zealand Certificate in Health and Wellbeing (Support Worker) Level 3**
- 7. **New Zealand Certificate in Health and Wellbeing (Health Care Assistance) Level 3**
- 8. **New Zealand Certificate in Health and Wellbeing (Advanced Support) Level 4**

AUT Awards

Careerforce received recognition during the AUT Business School Excellence in Business Support Award (Not for Profit Category) for our commitment to supporting organisations achieve success through workplace training. Beating three other companies in the category, it was a great achievement and acknowledgment of the hard work that everyone in the company does. Careerforce was represented at the awards ceremony by Bruce Johnson, GM Business Services who received the award on 5 October. “Winning the award would not have been possible without the collective team effort of everyone in the company. It is a solid validation of the work that we do, and the passion which our people have for improving the health and wellbeing of all New Zealanders, says Bruce.



Got a Trade

Careerforce joined the Got A Trade? Got It Made! campaign in 2016. This is a collaboration between 8 ITOs to raise the profile of trades and services as a career pathway for young people.

According to 2015 Immigration NZ data, trades and services roles make up one third of occupations on the Long-Term Skills Shortage List. By 2020 our industries will need tens of thousands of people to meet replacement demand and growth.

We know that young people cannot choose a career they cannot see. The Got a Trade? Got it Made! campaign raises awareness of on-the-job training in New Zealand's trades and services.



Future Business Leaders Awards

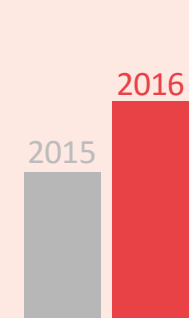
The inaugural Future Business Leaders Awards were launched as a keystone event in Got A Trade Week. These awards recognise and celebrate New Zealand’s ‘bright young things’. Two Mental Health and Addiction apprentices, both supported by Careerforce, took top places at the awards.

Taking the top prize of Overall Future Leader and the Female Future Leader category was South Auckland mental health worker, Christina Taefu who works for Framework.

Winning the Maori Future Leader award was Turaukawa Bartlett. He is a whānau support worker for Te Korowai Hauora Hauraki – a rural Iwi-based health and wellness service looking after the Hauraki region.

The two winning Careerforce apprentices were selected from 80 trainees who were in the running.

New Enrolments



Trainee Numbers

2016
New: 11418
Total: 18024

2015
New: 7702
Total: 16675

Total Enrolments



A Successful Year

Open Minds Open Doors

2180 home and community support workers have benefited from the Open Minds, Open Doors dementia training programme, which provided training to support the growing number of people living with dementia in their homes.

Careerforce partnered with Alzheimer’s New Zealand and the ‘Walking in Another’s Shoes’ group to build and deliver the Open Minds, Open Doors programme. A new unit standard was built following discussions around client and sector needs.

Health Ed Trust merger

The merger of Health Ed Trust (HET) and Careerforce came into effect at the beginning of May and was a win for the industry as a whole.

HET chairman John Ryder said “the merger is good for the industry and Health Ed Trust, as Careerforce has the resources and will take education in the aged care sector to a higher level”.

The quickly implemented merger came about after NZQA found HET to be non-compliant in some of its administrative practices and advised them to cease enrolling students or receiving assessments.

Careerforce was dedicated to ensuring all trainees and employers with HET were able to continue their workplace training programmes can continue uninterrupted.

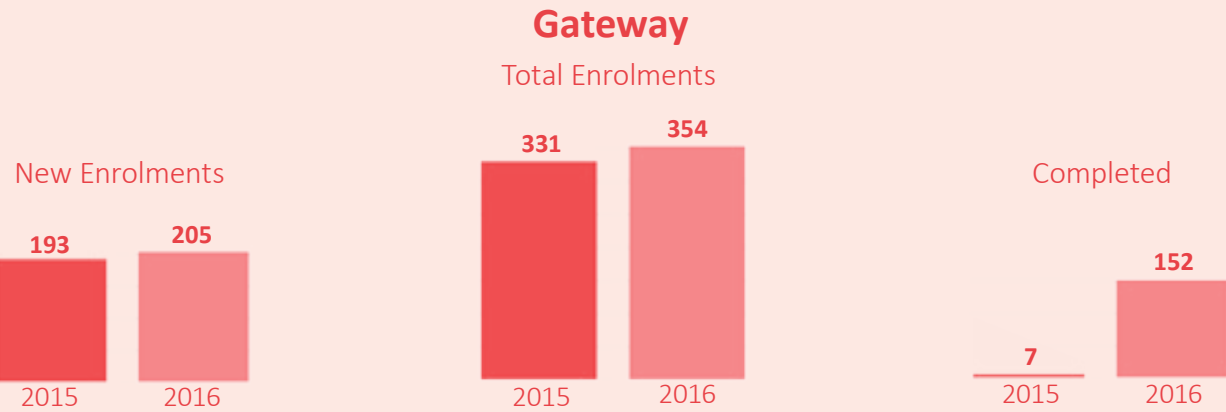


REAL

Early in 2016, Careerforce introduced the REAL (respectful, efficient, applied, living) approach to training. It’s been well received by employers, assessors and trainees alike. The REAL approach is designed to respect and recognise the skills and experience of the employees. It makes on the job training efficient as it focuses on learning to fill the gaps in skills and knowledge needed for the specific role. New learning can then be applied immediately on the job.

The response has been incredibly positive. Trainees are motivated to complete their qualification because their existing skills are being recognised. The length of training is significantly reduced which saves a lot of time and effort for everyone involved. The transfer of learning into real life is being observed.

“Everything we do is about making a positive difference. We are now asking the question – what difference is training making to the trainees and apprentices, and equally important, to the clients being supported,” explains Gill Genet.



The Careerforce waiata: Te toi pūkenga

In 2016, Careerforce Kaiwhakahaere, Matt Matamua, wrote a waiata that celebrates the Careerforce Māori name, te toi pūkenga, and the values of Careerforce.

E hine mā	O daughters
E tama mā	O sons
Kohiri te manu	The manu sings
Tangi kaiata	‘Tis a new day
Nou tēnei ao	This is your world
No Hawaiiki	You from illustrious beginnings
Manukura apopo	Leaders of tomorrow
Whakamanatia	Become empowered
Whaia ngā tohu wananga	Pursue the levels of learning
Kia tū mana koe i tēnei ao	And achieve success in your world
Piki ake ki runga	Ascend the pathway
Te toi pūkenga	To the pinnacle of excellence
He mana to te mātauranga	There is power in knowledge
Te ihi, pono, ngakau mahaki	Have respect, integrity and be humble
Ti hei mauriora	Behold the breath of life
Te toi pūkenga	It is Careerforce



Why do you have an ITO?

Why do you have an industry training organisation?

Today's approach to industry training in New Zealand was born in 1992 out of a university and polytechnic based tertiary education system that was funded based on "bums on seats". The training and courses on offer were designed to attract the student and not necessarily what the sectors wanted or needed.

According to the Minister of Education at the time, Minister Lockwood Smith, the Industry Training Act of 1992 represented "a complete change in approach, whereby industry would identify the skills it needed, the kind of training it needed, and the standard of that training; and each industry would control training for its own sector. It was a chance for industry to have, for the first time, the power to determine these things – and, after all, industry knows best the skills it needs."

And so, Industry Training Organisations were born.

A lot has changed in the past 25 years but a lot has stayed the same. Today there are 11 ITOs representing an overwhelming majority of industry and sectors in New Zealand.

Each ITO has two objectives as set out by law:

1. To set skill standards.
 - Our sectors identify the skill standards required of their workforce. Careerforce works with them and the New Zealand Qualifications Authority (NZQA) to develop these standards into qualifications and career pathways to ensure the consistency, relevance and value of investing in training.
2. To support the delivery and assessment of training.
 - Careerforce is not a trainer or teacher. The workplace is usually the trainer and may use Careerforce learning support resources to assist them in upskilling their workforce. Careerforce supports workplaces to determine and implement the best training approach for their organisation.



Meet your board and leadership team



Independent Chair: Richard Westlake

Richard Westlake is Founder and Managing Director of Westlake Governance. He has over 20 years' experience as a board chair and director. Richard has been Chairman of the Careerforce Board for six years.

Director Disability: Dr Garth Bennie

Garth joined NZDSN in January 2015 and since then has led NZDSN into a new era of closer ties with Government and across providers. Garth has a wealth of experience in and around the disability sector with 15 years at the Ministry of Education as a District Manager for Special Education.



Director Employee Knowledge: Kerry Davies

The PSA is New Zealand's largest Union with more than 62,000 members working in the public and community services. Kerry has worked for the PSA for the past 16 years and is currently an Assistant Secretary and responsible for the Community Public Services Sector of the PSA.

Director Government Policy, Strategy and Workforce Development: Dave Guerin

Dave Guerin has specialised in tertiary education policy and management issues for over 20 years, through most of which he has worked within his own firm, Education Directions (ED). These days he focuses on analysing the tertiary education environment for the ED Insider intelligence service.



Director Maori Aspirations: Fiona Pimm

Fiona Pimm is a Professional Director on several Boards with a special interest in health and education services. She is committed to the continuous improvement of our health and education services and to community engagement. Fiona is also the Chair of Te Mana Whakahaere.

Director Home Based Support: Julie Haggie

Julie Haggie is Chief Executive of the Home and Community Health Association, the peak association for organisations providing home and community support in New Zealand. Julie has held previous CEO or senior management roles in industry associations and industry regulatory bodies.



Director Industry Sector (Other): Norah Barlow

Norah is an experienced and respected executives and directors and has in-depth knowledge of the aged and health care sector. She was President of the Retirement Villages Association (NZ) for seven years and made an Officer of the New Zealand Order of Merit for services to business in 2014.

Director Industry Sector (Other): Lillian Small

Lillian Small is an experienced senior management professional who can deliver growth and profitability improvement. As the CEO for the cleaning industry association, BSCNZ, since January 2014, she has made significant contributions to the industry and is a strong advocate for promoting personal development through training and education.



Director Aged Care Residential: Rhonda Sherriff

Rhonda Sherriff is a Registered Nurse with 39 years' experience. Over the last 25 years, Rhonda's worked in a variety of operational and management roles within the sector. Rhonda is passionate about the aged care industry, ensuring resident's welfare, their safety, staff education and competence, and safe outcomes for all clients.

Meet your board and leadership team

Te Mana Whakahaere

Te Mana Whakahaere is Careerforce's Māori Advisory Board. Established in 2008, Te Mana Whakahaere (TMW) provides expert advice on enhancing Māori Workforce Development and improving training outcomes.

In 2016, TMW focussed on improving the cultural competencies of Careerforce staff to enable better engagement with Māori. They also provided informal training to the Careerforce Board on Te Tiriti o Waitangi.



Audit and Finance Committee

The Audit and Finance Committee oversees the budget and additional funding applications. In 2016, they reviewed and approved the reforecasting of the budget mid-year and approved additional funding for the ongoing development of MyPath.

Board Review Committee

The Board Review Committee is a subset of the full board. Their purview is to review Board nominations, and guide the AGM process each year.

Our Senior Management Team



General Manager Business Development, Gill Genet

Founding member of the Careerforce 10 Year Club, Gill brings the same passion and enthusiasm and ideas to her work today that she did when she began here in 2003. Gill leads our business development and sector engagement, and is heavily involved with workforce development across the sectors Careerforce covers.

Meet your board and leadership team



Manager Employer Services, Andrew Saunders

Andrew's expertise is sales (and cricket). Coming from the banking sector, Andrew now manages our front line heroes who are based from Whangarei to Invercargill and 18 locations in between. Andrew is the driving force behind our shared plans which see his team supporting workplaces to develop a workforce plan to ensure their future success.



General Manager Business Services, Bruce Johnson

A former officer in the New Zealand Navy, Bruce knows how to steer a ship through uncertain waters. His strategic expertise and leadership is key to supporting Careerforce achieve our growth goals. Bruce also leads our Information Services, Research and Intelligence, Client Services and Educator and Assessor Support teams.



Manager Products and Marketing, Sue Roberts

With a strong background in the tertiary education sector, Sue leads our Product Management, Product Development, Marketing and Communications, moderation and Project Office teams. Sue has implemented a robust product management process that ensures Careerforce consistently develop quality qualifications and resources. When she's not in the office, Sue can be found out at sea on her boat with her Lagotto Romagnolo (Italian water dog).



Chief Financial Officer, Jane Wenman

Jane is the newest member of the Senior Management Team, joining Careerforce after a four month secondment from Grant Thornton. As well as managing the finances, Jane also looks after the Human Resources and Health and Safety functions. Jane is a netball and gym nut who is bringing that passion to her work through a number of wellness initiatives for staff.



Kaiwhakahaere, Matt Matamua

As Careerforce Cultural Advisor, Matt brings a background in psychopaedic nursing and a long association with the intellectual disability sector to his work at Careerforce. Matt's iwi affiliation is Muaūpoko and he has been heavily involved in the health and wellbeing sectors in Horowhenua and Manawatu. Matt also helps get Careerforce dancing and singing with the help of his guitar.



Our values and mission

Te toi pūkenga

Te toi pūkenga is our Māori name. It translates to attaining skill and knowledge.

People are at the centre of all we do and te toi pūkenga embraces the essence of this. It's about the art of an individual attaining knowledge and skill. Every person sits at the centre of their own potential.

Our mission

Enabling and enhancing the skill and qualification level of the workforce in the sectors we support.

Our vision

Improvement in community health and wellbeing for all New Zealanders.

Our values

Kaitiakitanga – Upholding responsibilities

We are committed to benefiting the communities we serve and protecting the wellbeing of future generations.

Kotahitanga – Connecting people

We are all united in our common goal to improve the health and wellbeing of New Zealanders and everything we do is focused towards this goal.

Manaakitanga – honouring others and ourselves

We provide an environment where everyone is comfortable and can participate in a meaningful way.

Our brand mark is a visual representation of these three core values. There are three distinct elements.

Kotahitanga is the space between the blue and green. This symbolises the flow of a river and represents movement and connecting people.

Manaakitanga is the blue koru. This koru symbolises the sky and infinity. This represents being open to all possibilities.

Kaitiakitanga is the green koru symbolising the land. It represents upholding our responsibilities, growth and hope for others.



AUT Awards

Careerforce scoops AUT Business School Excellence in Business Support Award

New Zealand business has been celebrated in style as more than 600 guests from the government, academic and business sectors came together to honour the winners of the 2016 AUT Business School Excellence in Business Support Awards at a gala dinner at the Langham Hotel on 5 October.

Recognised for excellence in its support of the health and wellbeing sectors, Careerforce was named the winner of the Not for Profit category of the awards.

Careerforce Chief Executive, Ray Lind says the Industry Training Organisation continues to go from strength to strength and this is an opportunity to showcase its commitment to enabling the care and support workforces. "These are the people that are supporting some of our most vulnerable citizens. On a daily basis tens-of-thousands of people are working in vital roles across New Zealand looking after our aged, our sick, our disadvantaged and our injured people. Our role is to work with their employers to ensure they have the competence to do this safely, with confidence and in a way that places the person being supported, at the centre of their own support.

"Being selected as the winner when we were facing competition from three other prestigious companies is a chance for us to further highlight the work we do to support people across New Zealand. We are working tirelessly in the background to help make a difference in people's lives and receiving this award recognises our unwavering commitment to our employers and trainees."

Ray adds that with the expected rise of 50 to 70 percent over the next 15 years of people working in care and support roles, it is essential that this workforce has a plan to support our ageing and growing population, who increasingly present with more complex and/or multiple health needs.

"The Government has a desire for people to be cared for in their homes for longer and to be discharged from hospital earlier, freeing up hospital beds ... for this to happen we must have more people, with more skills."

Upskilling and enabling those that are already employed is the first step in this process. Attracting new people into these roles is also vital, says Ray.



Bruce Johnson and Sandy Galland accept the award on behalf of Careerforce

AUT Awards

In addition to the work Careerforce does as the Government appointed body that sets assessment standards within our sectors and support of workplace training, it works with multiple organisations and agencies to improve resources, visibility, skill and options for the health and wellbeing industries. Among these is the Kaiāwhina Workforce Action Plan, a joint initiative with Health Workforce New Zealand (HWNZ), an arm of the Ministry of Health. The plan is one of the six strategic priorities of HWNZ.

The AUT Excellence in Business Support Awards, now into their eleventh year, are the only national performance measure for New Zealand business support organisations.

AUT Business School takes great pride in these Awards which allow us to recognise and celebrate the best providers of business support in New Zealand, says Professor Geoff Perry, Dean of the AUT Faculty of Business, Economics and Law.



“Without business support organisations and individuals, the performance of businesses here would be greatly affected and it’s important that we acknowledge the very important work that they do. From sales and marketing, and helping behind the scenes with everything from compliance and logistics to administration and maintenance, these businesses help keep our New Zealand industries running effectively and efficiently.”

2016 AUT Business School Excellence in Business Support Winners:

AUT Business School Supreme Winner – Plant & Food Research

Category Award Winners:

IMNZ Business < \$5M T/O Management Services – Advisory Works (previously Results Group)

ICG Business < \$5M T/O Sales & Marketing – Mint Design

IBM Business \$5M – \$20M T/O – TRA

Fuji Xerox Large Business – Jasmax

Idealog Sustainability Support – Sustainable Business Network

Colab Design and Creative Technology Support – DNA

New Zealand Business Excellence Foundation Not for Profit – Careerforce

Drake New Zealand Government – Energy Efficiency and Conservation Authority EECA BUSINESS

AUT International Business Export Support – NZECO (New Zealand Export Credit Office)

Fuji Xerox Leadership – Wayne Norrie

Who are the main influencers in industry training?

New Zealand Qualifications Authority (NZQA)

“Qualify for the Future World”

The role of NZQA is to ensure that New Zealand qualifications are regarded as credible and robust, nationally, and internationally, so that New Zealanders can succeed in their chosen endeavours.

NZQA has established a quality assurance framework that accommodates the diversity of training and education provision and outcomes and maintains the standards needed by employers for people in training.

While Careerforce is the developer of qualifications for our sectors, NZQA quality assures the qualification and ultimately owns the qualification to enable ease of access for all New Zealand, including other education providers.

NZQA also provides quality assurance of the industry training unit standards and programmes that lead to qualifications.

They also provide an external evaluation of our own quality assurance process which ensures consistency across workplaces, sectors and geographic location.



Tertiary Education Commission (TEC)

Tertiary Education Commission/Te Amorangi Mātauranga Matua.

TEC is the Crown Agency that leads the Government’s relationship with the tertiary education sector in New Zealand.

They fund all tertiary education in New Zealand including Industry Training Organisations. Of \$2.8 billion worth of funding to allocate in 2017, only \$177 million has been applied to the funding of industry training organisations. The recipients of the bulk of this funding are universities.

TEC set and monitor the mechanisms to ensure the success of people in training and the development of a skilled workforce. In most cases these mechanisms are linked back to the funding received by an ITO. For example, recognising that achievement is a powerful motivator, TEC requires that all people enrolled with an ITO must achieve a minimum of 10 credits each year. Failure to achieve 80% success against this measure results in financial penalty for the ITO.

Careerforce | Te toi pūkenga

Enabling and enhancing the skill and qualification level of the workforce in the sectors we support.

Te toi pūkenga: attaining skill and knowledge:

- People are at the centre of all we do and te toi pūkenga embraces the essence of this. It’s about the art of an individual attaining knowledge and skill. Every person sits at the centre of their own potential.

Careerforce is the mandated standard setting body for the following sectors:

- Aged support
- Cleaning
- Disability support
- Healthcare services
- Home and residential services
- Mental health and addiction support
- Social and community services
- Urban pest management
- Youth work.

We are the bridge between education and our sectors to ensure that the workforce has the right skills, knowledge and attributes in the right place at the right time.





Employer

Our employers are in the business of providing critical support services to New Zealanders. This in turn means they have expert advice on the support needs of New Zealanders and the skills and competencies required to meet these needs.

Employers within our sectors are the ones who drive the direction and content of our qualifications and programmes to ensure they are fit for purpose and future proofed.

Careerforce is not the ‘teacher’ but we do provide training support. At levels 2 and 3, the workplace is typically the teacher, teaching the technical skills and knowledge and workplace policies, procedures and practices required for the job through induction and orientation and usual training processes. At higher levels, the employer’s role is in guiding and supporting their staff in training rather than in leading the training.

Commissioners and funders

Commissioners and funders are those, typically Government, organisations that contract the provision of health, social and hygiene services to New Zealanders.

Commissioners and funders are held to account if the provision of these services do not meet expectations.

Contracts often mandate a level of skill required of the workforce providing those services. Increasingly, a qualification (either named or at a particular level) is required of the workforce as evidence of that skill level.

11

ITOs in New Zealand

How is industry training developed?

All ITOs are different. The Careerforce Way is different to most... we don’t build roads or buildings – we work towards improving the health and wellbeing of all New Zealanders. The Careerforce Way is tried and tested and something we believe in. The Careerforce Way is: he tangata, he tangata, he tangata.

In 2011, NZQA announced the Targeted Review of Qualifications and Careerforce was appointed as the qualification developer for our sectors. Careerforce consulted heavily with hundreds of sector stakeholders to identify:

- the needs of the people our employers support,
- the knowledge, skills and attributes of people working in our sector, and
- the roles and jobs required to meet the current and future direction of our sectors.

This led to a fit-for-purpose qualification pathway that provides our sectors with confident and competent staff and allows people to develop and learn throughout their careers.

We continue to consult with the sector as we develop and conduct regular reviews of qualifications, programmes, unit standards, assessment and learning.

A person centred, thinking workforce is the underpinning philosophy of the qualification pathway as agreed by our stakeholders.

He tangata, he tangata, he tangata

Qualification

A qualification defines the skills, knowledge and attributes that a graduate will possess once they are awarded the qualification.

Qualification development is based on three NZQA key principles, to ensure sector consultation and promise reliability of the qualification:

- **Needs based:** The qualification is based on the skill needs of the workforce. Evidence of these needs is required for NZQA to approve the qualification and for the sector to support it.
- **Focused on outcomes:** A qualification specifies ‘Graduate Outcomes’ which are statements of what a graduate can ‘be, know and do’. This provides flexibility and enables a qualification to be achieved in different contexts and settings. Graduate outcomes enable a clear expectation that if a person has been awarded a qualification they can be sure of what they are capable of, regardless of how they achieved that qualification. Because of the close relationship between an ITO and their sectors, we always know the ‘be’
- **Trust and accountability:** Qualifications must be developed collaboratively, with a range of stakeholders in an environment of mutual trust and accountability. This means that everyone, whether they were involved in the development of a qualification or not, can rely on the integrity of the process and the information provided.



To be awarded a qualification, a person must successfully complete a programme that leads to that qualification.

How is industry training developed?

Programmes and unit standards

While Careerforce is the qualification developer for our sectors, any education provider can develop a programme leading to these qualifications.

A Careerforce-developed programme describes and defines how people will achieve the graduate outcomes of the qualification. Because we are an ITO, our programmes are contextualised to work most effectively and efficiently in a workplace setting.

We consult continuously with sector stakeholders to ensure the range of skills, knowledge and attributes required across the range of roles are covered by the programme.

These skills and attributes are further defined in Unit Standards, which are the building blocks of our programmes.

Assessment

Assessment is the process through which the skills, knowledge and attributes of the person in training are determined and measured against the relevant standard.

Assessment is traditionally thought of as the “exam” at the end of a piece of formal learning. This is not the case with Careerforce training and there are two key characteristics of Careerforce assessment that set our approach apart from other education providers:

- **Assessment first:** For Careerforce, assessment is just as frequently about determining the current competencies of the person in training so that any learning is focussed on filling any gaps in the person’s capabilities, rather than trying to teach them what they already know.
- **Natural flow of work:** Careerforce assessment is also about capturing the evidence of competence as it occurs in a person’s normal workday. Every day people are proving their competence as they work with their colleagues and the people they support. This evidence can be captured through kōrero, observation and attestation, presentations, reports, performance reviews, plans, portfolios etc. Sometimes this isn’t possible and more formal assessment is required, like a question with a written answer, or the preparation of a case study, or demonstration of a specific task.

Our National Moderators provide a quality assurance service to support our sector. The National Moderators work with individual workplaces and individual Registered Assessors to ensure that consistent assessment decisions are being made regardless of how or where these decisions are being made. This ensures consistency of standard across sectors, roles and regions.

Learning

Learning is often the final part of the jigsaw. Studies have shown that people who have access to quality, accurate learning resources are much more likely to successfully complete training, and to re-engage with training later in life.

The type and amount of learning we develop is determined based on the need of the people in training. Typically, at level two and three we provide a high level of learning support, such as online resources, to enable the success of the person in training.

At higher levels, if the sector has developed a resource, our preference is to use it. At these higher levels, or for a programme designed for experienced staff members, Careerforce recognises and respects that their experience means they can source their own learning. We provide some guidance to allow them to help themselves.

The amount of learning that occurs on-the-job is considerable. Everyday coaching, support, guidance, workplace conversation, team meetings etc. all support an employee’s learning and skill development.

MyPath

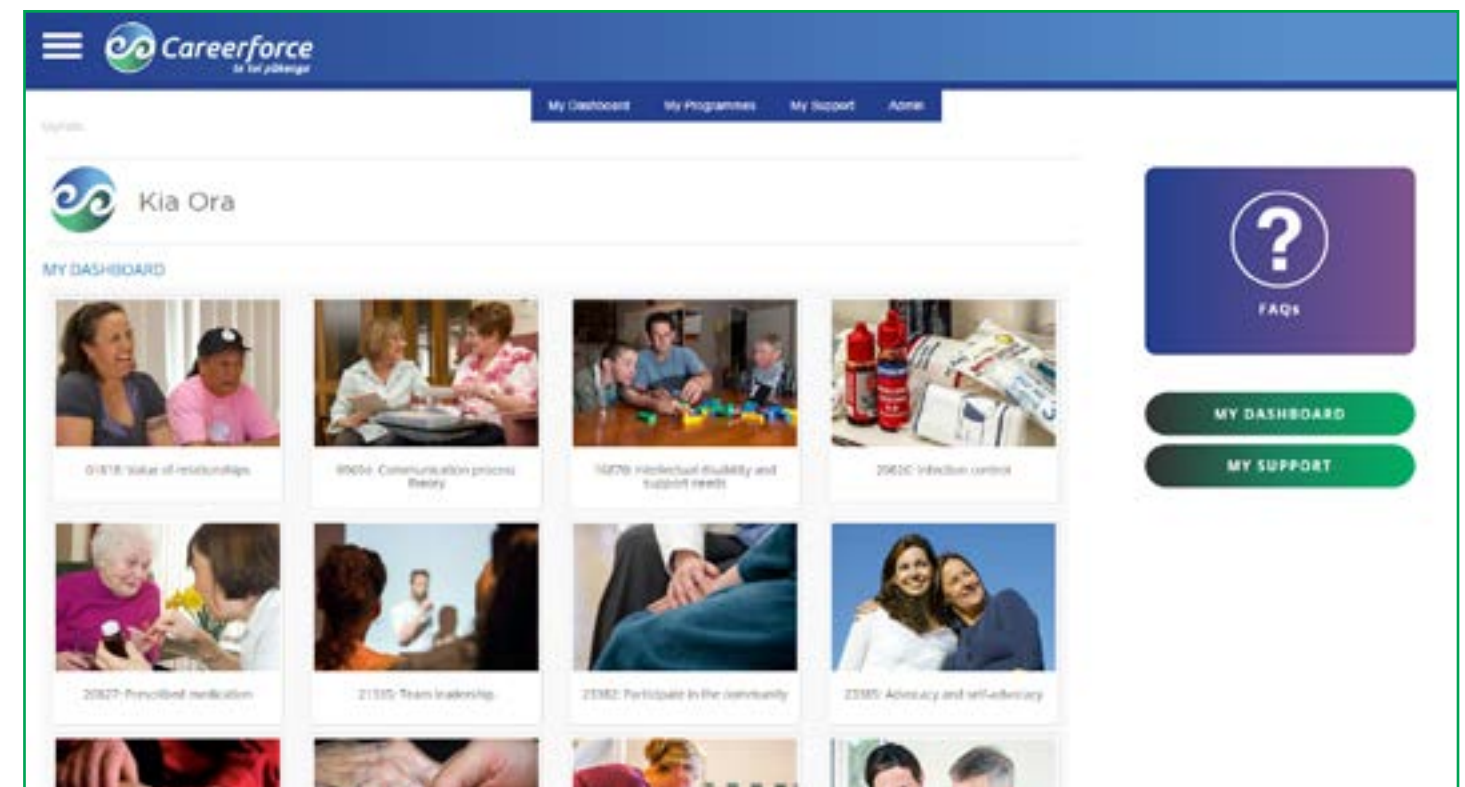
MyPath is an online learning and assessment platform developed by Careerforce to support workplace training. We made the decision to develop an online learning platform because we’re convinced of the benefits to an organisation and a trainee of complementing the practical training by doing some training online.

Did you know:

- MyPath can save your assessors time. The assessor guides are built in to MyPath and some of the theory assessments in MyPath are automatically marked.
- Interactive online learning activities, like we have in MyPath, have been shown to improve learning retention.
- Once a trainee is enrolled there is no additional cost for using MyPath.
- Our MyPath learning developers ensure that the information and learning is up-to-date with the latest legal, technological, and industry standards.

The training support that is available in MyPath now includes:

- Health and Wellbeing Level 2
- Cleaning Level 2
- Health and Wellbeing (Support Worker) Level 3
- Health and Wellbeing (Health Assistance) Level 3
- Health and Wellbeing (Advanced Support) Level 4
- Health and Wellbeing Apprenticeships Level 4



An overview of the levels

Level 2

- Apply known solutions for familiar situations.
- The people being supported are largely independent with predictable support needs.
- Level 2 aligns with a workplace induction and orientation process
- Staff at level 2 work under general supervision.
- Employer-led teaching of technical and operational skills and workplace policies, procedures and work practices.
- We follow the REAL approach and work closely with a workplace to match their induction and orientation training to the graduate outcome requirements of the qualification. By using the evidence of competence already generated by the existing induction and orientation programme, it enables an efficient achievement of the qualification.
- Careerforce provides the assessment and learning resources to support the employer, via MyPath.

Level 3

- Select and apply from a range of known solutions to familiar situations.
- The people being supported have predictable needs but may need a range of support and more intensive support.
- Staff at level 3 work under limited supervision and contribute to group outcomes.
- The skills and competencies required at level 3 are generally taught by the employer and in the workplace.
- We follow the REAL approach and if an employer has a standard workplace training programme, this can be efficiently matched to the outcomes of the qualification to enable achievement of the certificate.
- Careerforce provides the assessment and learning resources to support the employer, via MyPath.

Level 4

- Select and apply solutions to a range of familiar and unfamiliar situations.
- The people being supported may have unpredictable and complex needs.
- Staff at level 4 work under limited supervision and may have some form of leadership role themselves.
- Learning at level 4 is more self-directed with broad guidance from the employer and support resources provided by Careerforce.
- Level 4 is also where the apprenticeship programme site. This programme provides more one-on-one coaching and support.
- REAL is also a feature at this level. There may be less existing competencies to mark off, but there is greater emphasis on applying critical thinking and reflective practice.

Level 5 and 6

- Analyse and generate solutions to familiar and unfamiliar situations.
- The people being supported may have unpredictable and complex needs.
- Staff at levels 5 and 6 are likely to have some responsibility for others, including the learning and development of other staff. They are influencers within the workplace and the community.
- Learning at levels 5 and 6 is generally self-directed and typically includes research and community networking. Some programmes have facilitators to support the learning journey and we encourage people in training to share their experiences with others throughout New Zealand to broaden their thinking.

FBLA Awards

Future business leaders – apprentices take top awards

New Zealand's first ever Health and Wellbeing apprenticeships were launched this year and already those taking part in the workplace training programmes are scooping national awards. Two Mental Health and Addiction apprentices, both supported by Careerforce, took top places at the inaugural Future Business Leaders Awards last week.

Taking the top prize of Overall Future Leader and the Female Future Leader category was South Auckland mental health worker, Christina Taefu who works for Framework.

Winning the Maori Future Leader award was Turaukawa Bartlett. He is a whānau support worker for Te Korowai Hauora o Hauraki – a rural Iwi-based health and wellness service looking after the Hauraki.

The two winning Careerforce apprentices were selected from 80 trainees who were in the running. As part of the combined Industry Training Organisations, Got A Trade campaign, the awards recognise and celebrate New Zealand's 'bright young things'.

"I'm really honoured, grateful and excited," Christina said immediately after receiving the top accolade. "To me this is all about education. Doing my apprenticeship means I provide a better service and I find better ways of doing my work. I love my study as it aligns with my work, with my morals and my values."

Turaukawa also says education is the key. "Winning this award is just the beginning for me – it's a stepping stone for my whānau, for my people and all the people of New Zealand.

"In our work you go on feelings, but your feelings may not be right. So through this training you get to base your feelings off something you know. It (the apprenticeship) professionalises the standard in our industry. I'm just overwhelmed to have received this award."

The winners were selected by a cross sector judging panel including Industry Training Federation chief executive Josh Williams, who says Christina's entry was a stand-out winner.

"Our judging criteria looked carefully at how the nominees had overcome any hardship in their lives, their attitude to workplace training, and their leadership ability and how they showed commitment to their communities.

"We agreed unanimously that Ms Taefu stood out. She is clearly a future business leader in the education and mental health sectors. Through her community service and commitment to helping others, she is the embodiment of someone who has the passion and the ability to make a difference," Josh added.

Careerforce had nine trainees entered in the awards. While seven did not walk away with a recognised prize, all are inspiring role models and inspirational ambassadors for those working in or wanting to work in the health and wellbeing sectors.



Nominated by Careerforce to participate:

Christina Taefu – Mental health and addiction support. *Winner: Female Future Leader and Overall Future Leader.*

Turaukawa Bartlett – Kaupapa Māori health. *Winner: Future Māori Leader*

Daniell Simpson – Youth work

Lou Hardy – Disability support

Maria Bria – Community services in disability support

Rebekkah Marquet – Cleaning

Vinesh Govind – Mental health and intellectual disability community support

Wendy Biddle – Community support – disability

Marie Borell – Residential care

FBLA Awards

Meet Christina Winner: Female Future Leader and Overall Future Leader

"In my role I develop and facilitate personal development programmes that empower those who experience a mental illness to develop their natural strengths and capabilities. I love helping people heal and grow to build a life worth living. I also work outside of the Framework Trust creating exercise, wellbeing and health programmes in the community. It's my dream to make a positive impact in the mental health sector of our Pasifika people.

"Throughout my teenage years I struggled with depression and anxiety. However the desperation and despair that I experienced later turned to hope and recovery and ignited my passion to be a mental health ambassador. This turning point in my life left me with an incredible amount of emotional awareness and I began to deeply understand what I wanted to do with my life in terms of a career."

I went back to study and became a qualified fitness instructor and personal trainer and I started teaching zumba in the community. I also became a model and a beauty queen -winning the title of Miss Samoa NZ (2015).

I am very passionate about health and wellbeing. I absolutely love my job in mental health. In my role I develop and facilitate personal development programmes that empower those who experience a mental illness to develop their natural strengths and capabilities.

"I wish people had a greater awareness of mental health, that it is not a scary thing. It is okay to ask for help, and it is actually very important to support people facing mental illness. People heal through compassion and love."

Christina facilitates a personal finance course that her economist partner helped her create. She emphasises the strengths model, where the focus is on people's innate strength and building people's confidence to look good and feel good. She also co-hosts Te Ama Health, a radio show that airs weekly on Planet FM. She has also developed a programme to help educate the Pasifika community about obesity. She also volunteered to become one of the faces for the 'It's not OK' family violence campaign.



Meet Turaukawa – Winner: Future Māori Leader

Passionate about supporting Māori people, Turaukawa sees education as the key to breaking socially constructed discourses.

"I don't see my role as a job, but as a calling and pre-determined pathway to make a difference for my whānau, hapu and iwi. I hunger for education and seek challenges to summon self-improvement. I endeavour to be an agent of social change and break the cyclonic nature of oppression placed on my people and wider community."

This training has equipped me with the essential skills to ensure all whānau receive the best care possible whilst empowering them to make positive changes in their lives. My role allows me to walk alongside those who are in most need and ensure they never feel uncomfortable asking for or receiving support that they deserve.

What makes me different is the fact that I have a personal attachment and connection to my chosen career path. After my son's diagnosis of severe autism my whānau and I went through hell without having anybody to support us. This experience enables me to understand the difficulties and challenges that whānau may experience in my chosen field of mental health. I endeavour to empower people through communication that builds on their confidence."



How does industry training differ from training offered by education institutions?

Cost

- We are often cheaper than alternative education providers as the employer has a greater role in the delivery of the training and covers much of the cost. A quick internet search reveals that our level 3 programme costs \$230 while the equivalent qualification costs \$3,200 at an Institute of Technology as they need to cover the cost of teachers, buildings, and other services.

On job versus off job training

- Careerforce training happens on-the-job which means the only backfilling required is if staff attend an in-house session. A lot of the learning (particularly at levels 2 and 3) happens on the job through natural work processes. Assessment also takes place on the job by assessing real skills applied in the workplace.
- Dedicated Careerforce Advisors work with the workplace to identify the skills and competencies they require of their workforce. Whether it's the picking elective modules or selecting the research topics you want your staff to investigate, you control the overall content and context of the learning.

During off-job training, education providers must provide a certain number of teaching hours for a certain number of credits. This means that if staff already know some of the content, they still need to attend class and be away from the workplace. It also means that if your staff are struggling with the learning pace, there may be little support or flexibility provided in the timetable.

On-job training is REAL. It respects the existing skills and knowledge of staff in training, skills that may already have been taught to them, and doesn't waste staff time. Because of this we can't predict how long someone will take to complete a qualification. A motivated or experienced staff member will complete a qualification much faster than someone new to the role or who is balancing competing work/life priorities.

Careerforce programmes can be delivered in different ways to suit different workplaces. Typically, Careerforce programmes are delivered on the job with the employer leading the training programme. We call this "self-service". However, for some workplaces the infrastructure and capabilities to deliver training in the workplace may not exist. Careerforce works with workplaces to access as much or as little training from external providers as their workplace needs. We call this "full service" or "partnerships".

During the apprenticeship programme, we also provide each apprentice in training with an Apprenticeship Advisor. This is the apprentice's coach, who meets with them on the job to provide one-on-one support and advice.



A closer look at REAL and matching

REAL puts people and outcomes first and is about the difference training makes. It respects people, especially experienced workers and enables the development of a competent, confident and person-centred, thinking workforce as well as improving operational efficiency and productivity in the workplace.

REAL is:

- **Respectful** – formally recognising the competence of experienced staff and ensuring the training they undertake fills their gaps in skills and knowledge. We are also respectful of an employer's capacity and capability to support training.
- **Efficient** – for a person in training, this means capturing the evidence of competence demonstrated in everyday work and recording it against the assessment requirements. Matching is when we work with an employer to match the evidence that occurs as part of their training programme e.g. induction and orientation, to the qualification requirements. This means that all staff completing the programme also achieve the qualification. These two approaches save time for busy staff.
- **Applied** – Training is based on the real skills needed to support people. People in training must demonstrate they have transferred the learning into practice. Applied also means Careerforce collects evidence of the difference that training is making to practice.
- **Living** – training is all about people but it's also flexible, dynamic and progressive. New skills will be needed to enable the workforce to meet emerging needs and responses.

REAL workshops are delivered that ensure workplace coaches and assessors develop a holistic approach to supporting the various learning styles, language and culture of the people in training without losing the quality of the learning required. Literacy and numeracy support is also provided.



REAL: A Case Study on Hurst Lifecare

Aged care provider Hurst Lifecare is one example of a New Zealand workplace that is getting REAL with workforce development after successfully matching its existing training programmes with Careerforce's nationally-recognised qualifications.

Hurst Lifecare's National Quality Advisor, Heather Harlow, says a desire to develop better career pathways for the group's unqualified workforce led her to approaching Careerforce.

"After conversations with Careerforce, we realised our existing employee induction, orientation and in-house workplace training programmes could be matched to Level 2 and Level 3 qualifications with very little effort, meaning our staff can now gain nationally recognised qualifications on-the-job," she says.



Careerforce Matching Experts quickly identified areas where Hurst could change their internal documents and processes to meet the requirements of the Level 2 and 3 programmes.

"And when we saw gaps in areas they weren't addressing or training, we worked with Hurst to include this in their orientation and induction package," says Business Development Consultant Lynnette Parkin.

"The essence of our REAL (respectful, efficient, applied, living) approach to workforce development is respecting the existing skills and knowledge of your staff and making efficient use of the evidence of competence that occurs in the natural flow of work. Because your staff don't need to learn what they already know, their training plan should focus on filling the gaps in their skills and knowledge."

"And by working closely with our Careerforce Workplace Advisors, you can identify what evidence of competence your workplace has already seen, heard or filed."

After successfully matching their orientation and induction training to a Level 2 qualification, Hurst then moved on to matching their existing professional development training to the more advanced Level 3 qualification.

"Achieving the Level 3 matching was exciting for Hurst Group as they realised they do a lot of in-service training that their staff get paid to attend," Lynnette says.

Heather says the matching process was made easy with input from Careerforce Matching Experts. "Basically, we all got together over a couple of days and brainstormed what we wanted to achieve and how we could go about doing this," she says.

"It's been great to be able to streamline what we consider important for our organisation by selecting study units that best reflects the needs of our customers. This has helped define and develop what we feel we need for our residents."

Employers often have the misunderstanding that matching is a difficult process that takes a lot of work, however, their existing in-house training programmes may require very little modification to match a Careerforce qualification.

Heather says matching Hurst's existing training programmes to Careerforce's qualifications has added significant value to the organisation.

"Although we do host an in-house training programme, we recognised the need for a clearer career pathway. Careerforce gave us the option and opportunity to pursue formal qualifications for our staff through workplace training."

"We have seen very positive outcomes from matching our existing training to Careerforce's qualifications and I would strongly recommend other organisations to do this."

Differences and similarities between an apprenticeship and other industry training

In many ways, there are more similarities than differences between the apprenticeship programme and other qualification programmes.

An apprenticeship is just another approach to delivering training to the workforce. Training occurs, is applied and assessed on the job.

An apprenticeship must be a 120 credit qualification at Level 4 while any other industry training can be at levels 2 to 6 and a minimum of 40 credits.

The key difference is the level of support provided by Careerforce. The employer leads the training for non-apprenticeship programmes. In an apprenticeship, an Apprenticeship Advisor walks alongside the apprentice and supports the relationship between the training, the apprentice and the employer.

The Apprenticeship Advisor is the apprentice's "coach" providing one-on-one support. The support provided is appropriate to the individual and their needs, particularly rural apprentices who might feel isolated or apprentices with literacy and numeracy challenges. The employer is still the teacher of skills as required by the workplace and the apprentice. At this level the apprentice will also be undertaking self-directed learning.



Apprenticeships

An apprenticeship in health, disability and social services is an on-the-job training programme that develops the skills and knowledge the workforce need to provide better outcomes for the people they support.

It's an 18-month workplace based programme that builds on the experience and knowledge the apprentices already have and use in their everyday job.

At the end, the apprentice will be awarded the New Zealand Qualification in Health and Wellbeing Level 4. This qualification shows they have the skills and knowledge to work alongside people, family and whānau and apply a person-centred approach to their support.



It's about developing their existing skills

Careerforce apprenticeships are designed for people who have some experience working in their field. Building on existing skills and knowledge, the apprentice will discover resources to help them deliver better services to the people they support. Through the learning, they'll build their personal and cultural competencies, enabling them to better understand and respond to the unique needs of the people they're supporting.

It's about learning

It's expected that an apprenticeship will take 15 to 18 months to complete. Experience to date suggests the time commitment required is around 5 hours a week for the apprenticeship learning and assessment.

Access to learning, assessment and forums is available via MyPath, the Careerforce online learning and assessment platform.

The learning is made up of modules. While each apprenticeship has different modules, there are some common modules to all health and wellbeing apprentices:

- Respecting you: Reflect on your ability to follow your workplace practices.
- It's about you: Ways to improve your practice for the benefit of yourself, your workplace and the people you support.
- It's about people: Develop a holistic view of the people you support and the social, cultural, familial and community influences to their health and wellbeing.
- It's about relationships: Develop and maintain positive relationships with the people you support, their family and whānau.
- Be safe: Identify and assess risk and safety concerns and how to respond.
- Be aware: Build resilience and recognise and respond to people who are in situations of vulnerability.
- Be your own friend: Undertake self-care and minimise the impact of adverse effects on your personal wellness.



Apprenticeships in social and community services also contain a mini research project into a condition or impairment and situation or social issue relevant to the apprentice’s role and workplace. The apprentice will also have the opportunity to connect and work with another organisation, network or group in their community.

The Primary Care Practice Assistant apprenticeship includes theory and practical learning and assessment specific to working in a primary care assistance role.

Brain injury rehabilitation has extensive learning about brain injury and its impact on an extensive range of human functions and what this means for a person’s rehabilitation.

It’s about support

Careerforce is committed to ensuring that every apprentice is supported on their training journey. An employer commits to supporting their apprentices through their training. In addition, an apprenticeship advisor is assigned to each apprentice who is there to provide information, advice and guidance as they move through their apprenticeship.



Our role in workforce development

Until recently, ITOs were tasked to undertake a sector leadership role around workforce development. Although this is no longer a legislated responsibility, our unique position in and across the sectors, and our mission to improve health and wellbeing outcomes for New Zealand means we continue to be highly committed to workforce development.

Kaiāwhina Workforce Action Plan

- A Kaiāwhina workforce that adds value to the health and wellbeing of New Zealanders by being competent, adaptable and an integral part of service provision.
- The Action Plan is overseen through a partnership between Health Workforce New Zealand and Careerforce.
- The importance of having a well prepared, supported and fit for purpose national workforce ready to respond to the needs of people is critical for a sustainable health and disability services into the future. The wide range of roles within the kaiāwhina workforce which represents approximately 65,000 workers is an essential component of integrated health provision and disability support to enable good lives.

Social Services Workforce Development

- Over the past three years, we’ve invested a considerable amount of time and resource engaging with the peak bodies and providers within the Social Services sector to determine their workforce needs and priorities.
- This work has received the support of the Ministry of Social Development as meeting the objectives of the Community Investment Plan. We are also engaged with Oranga Tamariki, the Ministry for Vulnerable Children.
- This sector is undergoing considerable change so we are positioning Careerforce to be ready to take a lead in workforce development when the time is right to develop a joined-up plan.

A shared plan for a future-ready workforce

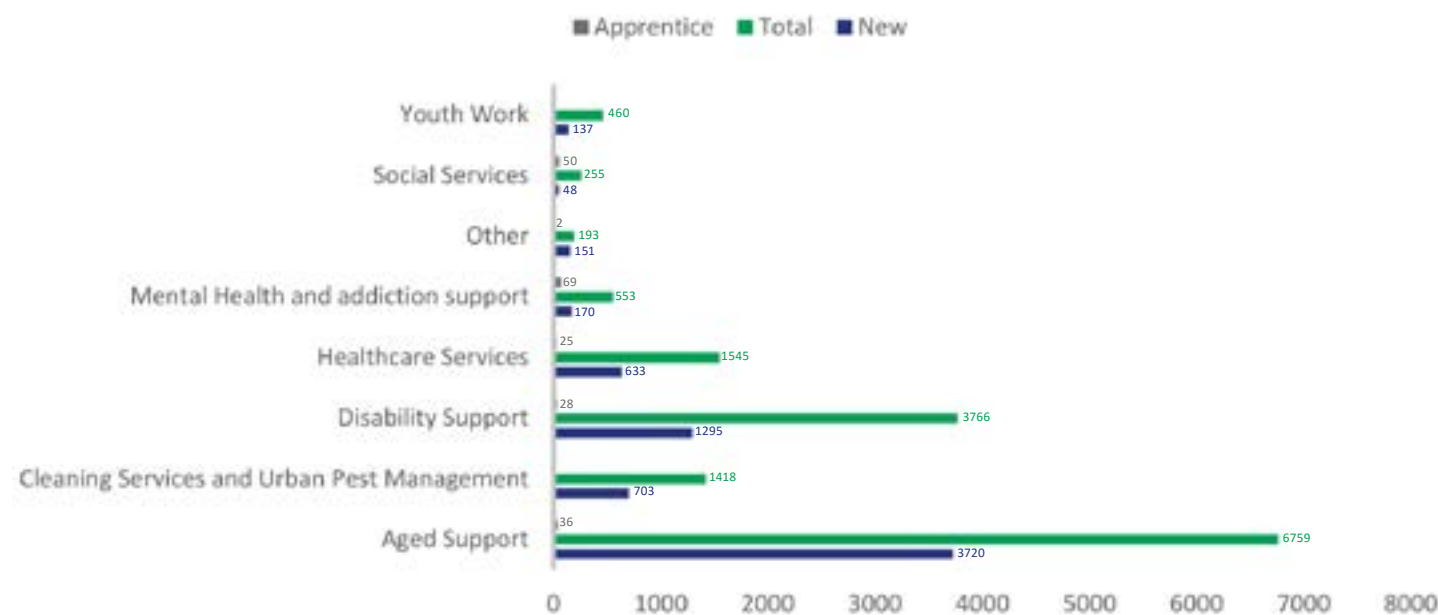
- Our work with employers begins with the development of a shared plan. A shared plan shows the steps needed to help an employer move their workplace from where they are currently to where they want to be in the future. It helps ensure they have a workforce of the right size with the right attitudes, values and skills to deliver the right services.



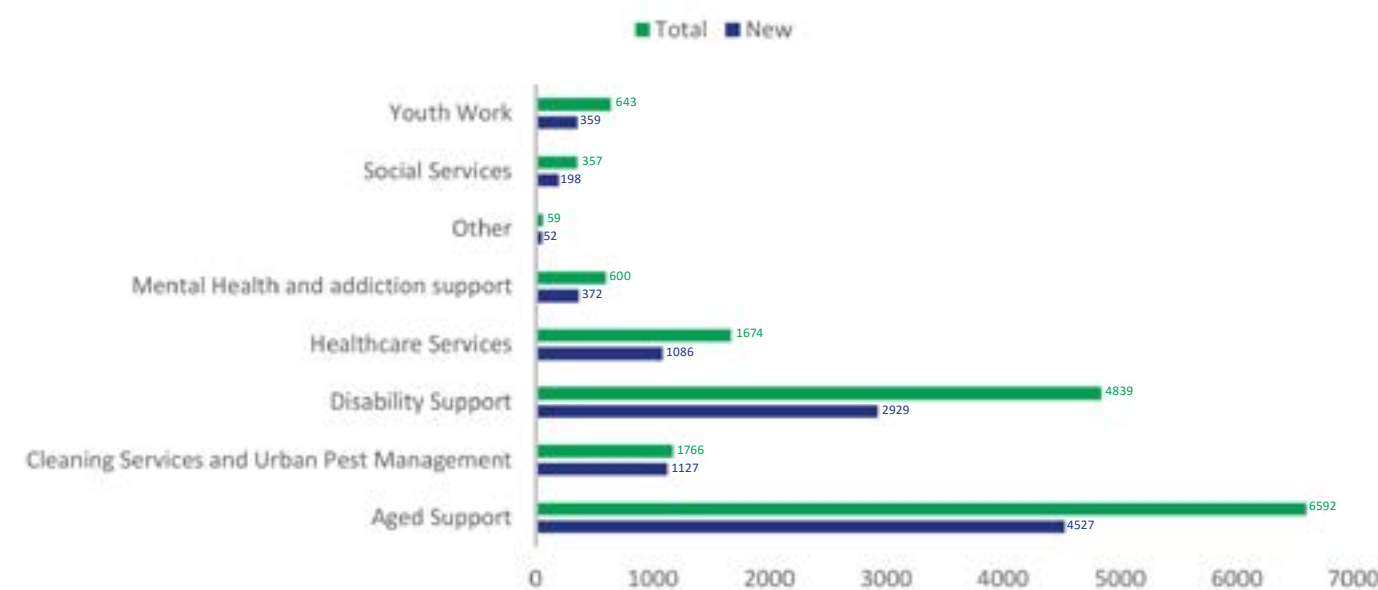
Performance

Trainee performance

2015



2016



Financial Analysis 31 December 2016



The financial statements for the year ended 31 December 2016 show a net loss for the year of \$2,064,477, compared to a net loss of \$1,303,731 in 2015.



Revenue for the year was \$16,069,988, an increase of 6.5% from 2015.



Funding from the Tertiary Education Commission (TEC) was \$12,844,000, and contributed 80% of the revenue for the year.



Qualification fees of \$1,710,191 contributed 11% of the revenue.



Interest of \$237,650 was earned on funds invested in bank term deposits.



Expenses for the year were \$18,134,465, an increase of 11% from 2015.



Operating expenditure, of \$2,949,017, increased by \$176,400 (6%) from 2015. Learning & Assessment Support expenditure (\$2,596,000) decreased by 7%.



Within Learning & Assessment Support are payments for the Assessment Support Programme (ASP) totalling \$2,155,357. The latest start date to be eligible for this programme was 31 December 2015 and payments for existing participants will continue into 2017. It is expected that these payments will total \$267,000 over the next twelve months.



Administration expenses for the year ended 31 December 2016 were \$11,765,189, an increase of 11% from 2015. This is largely due to an increase in wages and salaries paid during the year. The majority of additional staff employed are working within our Field teams.



Dementia Grants expense of \$824,259 is offset by Dementia Grants revenue of the same amount.



During the year, money held in Cash & Cash Equivalents and Term Deposits decreased from \$8,533,394 in 2015 to \$5,882,315 in 2016.



Total liabilities decreased by 16% to \$3,450,946.



Total equity decreased by 28% to \$5,433,912.

Community Support Services ITO Limited
Statement of Comprehensive Revenue and Expenses
For the Year Ended 31 December 2016

	Note	2016 \$	2015 \$
Revenue from Non-Exchange Transactions	6		
Tertiary Education Commission funding		12,844,000	12,060,000
Qualification fees		1,710,191	1,844,820
Dementia grants	9	824,259	253,328
Other non-exchange revenue		230,068	280,364
		<u>15,608,518</u>	<u>14,438,512</u>
Revenue from Exchange Transactions	7		
Interest received		237,650	411,359
Administration fees		169,000	169,000
Other exchange revenue		54,820	67,356
		<u>461,470</u>	<u>647,715</u>
Total Revenue		<u>16,069,988</u>	<u>15,086,227</u>
Expenses	8		
Operating expenses		2,949,017	2,772,617
Learning and assessment support		2,596,000	2,783,382
Administration		11,765,189	10,580,631
Dementia grants	9	824,259	253,328
Total Expenses		<u>18,134,465</u>	<u>16,389,958</u>
Total Surplus/(Deficit) for the Year		<u>(2,064,477)</u>	<u>(1,303,731)</u>
Other comprehensive revenue and expenses		-	-
Total Comprehensive Revenue and Expense for the Year		<u>(2,064,477)</u>	<u>(1,303,731)</u>
Surplus/(Deficit) Attributable to:			
Equity holders		<u>(2,064,477)</u>	<u>(1,303,731)</u>
Total Comprehensive Revenue and Expense Attributable to:			
Equity holders		<u>(2,064,477)</u>	<u>(1,303,731)</u>

These financial statements should be read in conjunction with the notes to the financial statements.



Community Support Services ITO Limited
Statement of Changes in Net Assets
For the Year Ended 31 December 2016

	Ordinary Shares	Accumulated Comprehensive Revenue and Expense	Total Equity
	\$	\$	\$
Opening Balance 1 January 2016	131	7,498,266	7,498,397
Surplus/(Deficit) for the year	-	(2,064,477)	(2,064,477)
Other Comprehensive Revenue	-	-	-
Shares Issued	3	-	3
Cancellation/Buy-back of Shares	(11)	-	(11)
Closing Equity 31 December 2016	<u>123</u>	<u>5,433,789</u>	<u>5,433,912</u>

	Ordinary Shares	Accumulated Comprehensive Revenue and Expense	Total Equity
	\$	\$	\$
Opening Balance 1 January 2015	137	8,801,997	8,802,134
Surplus/(Deficit) for the year	-	(1,303,731)	(1,303,731)
Other Comprehensive Revenue	-	-	-
Shares Issued	-	-	-
Cancellation/Buy-back of Shares	(6)	-	(6)
Closing Equity 31 December 2015	<u>131</u>	<u>7,498,266</u>	<u>7,498,397</u>

These financial statements should be read in conjunction with the notes to the financial statements.



Community Support Services ITO Limited

Statement of Financial Position
As at 31 December 2016

	Note	2016 \$	2015 \$
Current Assets			
Cash and Cash Equivalents		1,470,576	1,765,865
Cash - Trust Accounts		1,443,689	1,029,875
Term Deposits		4,411,739	6,767,529
Receivables from Non-Exchange Transactions	10	390,343	676,263
Receivables from Exchange Transactions	11	35,596	112,850
Prepayments		71,772	72,905
Inventory and Work in Progress	12	13,003	18,733
		<u>7,836,718</u>	<u>10,444,020</u>
Non-current Assets			
Intangible Assets	13	87,729	171,110
Property, Plant and Equipment	14	960,411	978,401
		<u>1,048,140</u>	<u>1,149,510</u>
Total Assets		<u>8,884,858</u>	<u>11,593,530</u>
Current Liabilities			
Trade and Other Creditors	15	883,589	1,590,419
Employee Entitlements	16	540,929	303,529
Income Received in Advance	17	582,739	1,171,309
Government Grants	18	1,443,689	1,029,876
Total Liabilities		<u>3,450,946</u>	<u>4,095,133</u>
Net Assets		<u>5,433,912</u>	<u>7,498,397</u>
Equity			
Issued Capital		123	131
Accumulated Comprehensive Revenue and Expense		5,433,789	7,498,266
Total Equity		<u>5,433,912</u>	<u>7,498,397</u>

For and on behalf the Board of Directors:



20 April 2017



20 April 2017

These financial statements should be read in conjunction with the notes to the financial statements.



