

## Summary of Careerforce Investment Plan to the Tertiary Education Commission for 2018 & 2019

This summary of the Careerforce Investment Plan sets out the investment sought from the Industry Training Fund (ITF) through the Tertiary Education Commission for 2018 and 2019.

Careerforce is seeking an investment of 5801 STMs (\$19.94m) in 2018 and 6961 STMs (\$23.93m) in 2019.

The key areas of necessary growth are the NZC Health & Wellbeing Level 2, NZC Health & Wellbeing Health Assistance Level 3 and NZC Health and Wellbeing Support Work Levels 3 & 4.

### 2018/19 Proposed Investment Levels

STMs	2016	2017		2018	2019
	<u>Delivered STMs</u>	<u>STM Allocation</u>	<u>Forecast Delivery</u>	<u>Forecast STMs</u>	<u>Forecast STMs</u>
<u>Trainees</u>	3889	4095	4095	5111	6133
<u>NZ Apprentices</u>	55	510	510	690	828
<u>Total</u>	3944	4605	4605	5801	6961

Funding	2016	2017		2018	2019
	<u>Delivered</u>	<u>Allocation</u>	<u>Forecast Delivery</u>	<u>Forecast Delivery</u>	<u>Forecast Delivery</u>
<u>Trainees</u>	\$12,444,496	\$13,102,800	\$13,102,800	\$16,355,200	\$19,626,240
<u>NZ Apprentices</u>	\$287,096	\$2,652,000	\$2,652,000	\$3,558,000	\$4,305,600
<u>Total</u>	\$12,731,592	\$15,754,800	\$15,754,800	\$19,943,200	\$23,931,840

### Performance in Respect of Past Commitments

From 2,747 STMs in 2012, Careerforce has delivered 3,426, 3,782 and 3,944 STMs for 2014, 2015 and 2016 respectively (after offsets). In 2016 this included two in-plan amendments which increased the STM funding from 3672 at the beginning of the year to 4,025 STMs by the end of the year. The STM allocation for 2017 is 4,605 (\$15.75m).

In 2015 Careerforce over delivered STMs by 0.9%. In 2016 we under delivered by 3% after average duration and over enrolment offsets were applied. As noted later in the plan, a contributing factor to the over enrolment was the implementation of the new REAL training plan model which results in some trainees completing faster than has historically been the case.

## Quality Assurance Reviews

### External Evaluation and Review

Careerforce underwent a NZQA EER in June this year. At the time of writing we have received the draft report from NZQA. The draft statements of confidence in both self-assessment and educational performance are **Highly Confident** and there are no recommendations arising from the review.

Prior to this, Careerforce underwent its last EER in 2013. The result of the 2013 review was that NZQA considered that it was Confident in both the performance of Careerforce and our self-assessment capability. In reaching those conclusions NZQA concluded that Careerforce had successfully implemented an employer-led workplace training model and demonstrated a sound understanding of the sectors we are responsible for.

NZQA also concluded that the success of the employer-led workplace training model was shown by the high rate of trainee credit completions and achievement of qualifications. They also noted that this included a significant increase in Māori trainee completions with the development of Te Reo Māori resources, and better workplace support with the appointment of a Kaiwhakahaere. The overall increase in qualification and credit achievement was attributed to the implementation of an employer-focussed assessor support strategy.

### TEC Audit

An audit of Careerforce was last conducted by TEC during December 2015. No issues of significance were identified and only two minor recommendations were noted, both of which have been actioned.

### Consistency Reviews

Last year we participated in four Consistency Reviews.

- New Zealand Certificate in Cleaning (Level 2).
- New Zealand Certificate in Health and Wellbeing (Level 2).
- New Zealand Certificate in Health and Wellbeing (Level 3) with strands in Disability, Support Worker, Health Care Assistance, Newborn Hearing Screening, Orderly Services, Support Work, Vision Hearing Screening, and Whanau, Kin and Foster Care.
- New Zealand Certificate in Youth Work (Level 3).

The result of all four reviews was an assessment of “Sufficient<sup>1</sup>”.

#### AUT Excellence in Business Support Awards

During 2016 Careerforce entered the AUT Excellence in Business Support Awards winning the New Zealand Business Excellence Foundation Not for Profit category.

This process represented a rigorous self-analysis of the entire business against the Baldrige Business Excellence Framework. The evaluation material was presented in a comprehensive report and judged by evaluators from the AUT Business School and the NZ Business Excellence Foundation.

Following the award, the evaluators provided a comprehensive feedback report which provides an independent assessment of Careerforce’s strengths and opportunities for improvement. This includes an evaluation of our performance with funders, auditors and stakeholders alike.

#### **Intended Key Changes**

Careerforce is not planning to make any key changes that we anticipate will have a significant impact on our educational performance or other outcomes.

### **MISSION & ROLE**

#### **Mission**

Our mission is to increase and enhance the skilled and qualified workforce amongst the industries we support.

#### **Vision**

Our vision is improvement in community health and wellbeing for all New Zealanders.

#### **Role**

Industry training is training provided for people employed in an industry. It is designed and driven in partnership with industry, and concentrates on workplace learning that raises skills and boosts competitive advantage for business.

As an ITO our role is set in statute through the Industry Training and Apprenticeships Act 1992. That role is to set the skill standards for the industries within our gazetted coverage and develop

---

<sup>1</sup> Each TEO is rated in relation to the evaluation question and a decision is reached if the quality of the evidence is: •sufficient •not sufficient.

arrangements for the industry training to be delivered and for the skill standards to be met, including arrangements for monitoring and assessing.

Our primary responsibility is to assess competence and as such assessment is at the centre of our design, delivery and evaluation activities. Employers need to know that staff are able to perform job specific tasks, to job standards, on the job. The training methods to impart the knowledge may vary but the proof of competence does not and we are solely accountable for the quality of the assessment of that proof. For Careerforce this means consistently delivering our REAL assessment model.

### **Meeting the Challenges of Workforce Productivity and Preventing Skills Shortages**

The Supplementary Plan Guidance for ITO's identifies increasing workforce productivity and preventing skills shortages as important challenges, in light of New Zealand's low productivity by comparison with other OECD nations.

The Pay Equity decisions (detailed in the plan) mean that it is a pressing imperative for employers in the care and support sector to lift productivity to ensure that the mandatory upskilling of this workforce is an investment and not a cost. Our Investment Plan details our current and intended efforts to support employers to improve productivity by engaging with them to design and implement effective workforce development plans.

In responding to the productivity and skills shortages challenges, the expectation off ITO's is that they will address three key specifics. The following summary identifies the various responses, activities and initiatives, that are articulated in greater detail throughout this Investment Plan, which will contribute to meeting those key aspects.

#### **The first challenge: raising basic skill levels**

TEC identifies the opportunity for ITO's to work with industry to upskill lower skilled workers, particularly in raising literacy and numeracy levels, as well as the importance of supporting young people into sustainable employment.

A key driver in Careerforce's work is the Kaiāwhina Workforce Action Plan (KWAP) which is focussed on improving the capability of the Kaiāwhina workforce. When considered alongside the recent Pay Equity decisions, and the resultant legislated requirement for workplaces to upskill the 55,000 strong care and support workforce, achieving the objectives in the KWAP will result in a material upskilling of this vital workforce.

In addition, our Investment Plan identifies a range of activities and initiatives that will support raising literacy and numeracy levels. These include trialling mobile technology in workplaces, supporting building internal capability in workplace trainers, specifically by supporting individuals to undertake the National Certificate of Literacy and Numeracy Education for Vocational / Workplace Tutors NCALNE (Voc) in our sectors.

Further ongoing initiatives to support our workplaces to build literacy and numeracy capability include:

- a. Educator Hubs to support achievement of the National Certificate of Adult Literacy and Numeracy Education (Vocational/Workplace Tutor) – in partnership with an employer.
- b. Peer Mentor training for senior support workers to provide stronger learning support to trainees in workplace training structures.
- c. Educator Workshops to demonstrate techniques and resources for embedding literacy and numeracy.
- d. Advice to workplaces on the use and benefits of the Literacy and Numeracy Adult Assessment Tool.
- e. Building awareness by informing the sector about the literacy and numeracy learning needs in our workforce.

In respect of supporting young people into sustainable employment, our investment plan details specific activities and initiatives that will contribute to this. These include our Vocational Pathway Programme for the social and community services sector, which has been developed in collaboration with the Ministry of Education, secondary schools and interested workplaces.

It is also expected that our recent Apprenticeship offering will make a positive contribution to providing younger people with career opportunities and a pathway from school into the health and well-being sectors.

Supporting this, a team of apprenticeship and vocational pathway advisors has been established to work regionally with schools to promote and connect employers with schools and highlight the benefits to both of attracting younger people into careers in health and disability.

### **The second challenge: facilitating continuing vocational education and training**

ITO's need to be skill brokers and facilitators, working closely with industry and enterprises. This should encourage employers to make the best use of existing skills and prevent skill waste and attrition due to mismatch or lack of use. ITO's should also help businesses identify and train for new skills that meet emerging needs.

Since 2015, Careerforce has been developing Shared Workforce Development Plans with our employers. These workforce development plans identify workforce needs at a workplace level and provide insight into the training demands of our current employers.

Over the past three years we have invested time and resource in 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 the Ministry for Vulnerable Children - Oranga Tamariki.

In response to industry feedback we have developed and implemented a new training plan model (REAL) that respects the existing competency of experienced workers. Under this model managers and coordinators identify the competence of their more experienced staff as a first step in the training plan. The process identifies the learning gap which is then addressed and followed by the final assessment.

The associated matching process identifies and records evidence that will naturally occur as part of an employer's training programme for all trainees completing that programme in the workplace.

### **The third challenge: fostering enterprise-level innovation**

ITO's can help businesses develop strategies to recognise, and recruit and train for skills that support productivity and innovation. In addition, TEC is encouraging ITO's to expand their network of employers and foster new and innovative partnerships with stakeholders.

Our shared plan process identifies the steps needed to help an employer move their workplace from where they are currently to where they want to be in the future. In doing so the shared plans help to ensure that workplaces have the right people with the enabling skills and knowledge to meet the health and social needs of New Zealanders now and into the future.

Workforce planning contributes to ensuring that the workforce will be well positioned to embrace future changes in the workplace environment by ensuring that workplaces have a workforce of the right size, with the right attitudes, values and skills, organised in the right way. This underpins the delivery of quality service, meeting the needs and aspirations of the people they are supporting.

Employer level workforce planning helps to ensure that the employers will make their business plan a reality, and that any changes they need to make, now or in the future, take the entire workforce into account.

## **ADDRESSING THE NEEDS OF OUR STAKEHOLDERS**

Addressing the needs of our stakeholders begins at a corporate structure and governance level and our shareholders are some of our key stakeholders.

At a corporate structure level Careerforce is a limited liability company. Employers with trainees completing a Careerforce qualification can contribute to the strategic direction of our company by becoming a shareholder. All shareholders have the right to vote at our Annual

General Meeting, any Special Meetings and to take part in our Board of Directors elections. Currently 126 of our employers and representative associations are shareholders.

At a governance level the Board of Careerforce is a hybrid model comprised of a mix of governance skills and sector representation. We have an independent Chair and a dedicated Union representative. Careerforce has also chosen to include a Māori Aspirations Director.

Understanding client needs was the starting point for the Targeted Review of Qualifications. Careerforce facilitated the development of client maps which identified the needs of the clients and competencies required by the workers to meet those needs. This ongoing process means Careerforce understands who the clients are, what their needs are and who the workforce is that supports them, including paid and unpaid workers.

The workforces that we support work for a wide range of employers throughout New Zealand. Employers range from very small and boutique non-government organisations (NGOs) delivering very specific services to a small number of clients to very large national employers with 5000 plus employees including not for profit and for profit organisations. Our employers also include public service departments such as MSD, crown agents such as ACC and DHB's and territorial authorities. Some people are employed directly by the client, for example individualised funding employers in the disability sector. There is also a very large, unpaid workforce, this includes for example family carers and volunteer youth workers. Careerforce currently supports training in approximately 900 workplaces throughout New Zealand.

Careerforce continually strives to ensure that we are matching our qualification content and training arrangements to the skill needs and workforce plans of our sector and employers. We maintain a strong focus on engaging with our relevant stakeholders to ensure continued alignment to current and future needs. Careerforce engages widely with industry, Government, and other stakeholders (including trainees) in a range of ways to ensure a continuous flow of reliable and valid information in and out of Careerforce.

The sectors and industries Careerforce supports includes over 15 employer representative groups and many more interest groups. Careerforce has a direct relationship with most of the employer representative groups. They have a wealth of information about training needs and skill demands from both a client or service user perspective and the workforce.

#### Advisory and Working Groups, and Memberships

In addition to the Kaiāwhina Workforce Taskforce, Careerforce staff participate in advisory and working groups as individuals representing the ITO and its agenda. Examples are:

- NZQA / ITO meetings – Member / Attendee
- Ministry of Health/Health Workforce New Zealand (HWNZ) Work Groups on Investments in New Zealand future health workforce – Member
- Allied Health Science & Technical Governance Taskforce (HWNZ) - Member
- WelTec - Bachelor of Youth Development Industry Partnership Committee

- Ministry of Education Pathways Advisory Group (PAG)
- Children’s Action Plan Workforce Advisory Group, Children’s Action Plan Framework Design Team
- Te Papa Hauora Health Precinct Professional Learning and Education Working Group
- Industry Training Federation Council meetings – Member /Attendee
- Careerforce / Union Quarterly
- Ako Aotearoa Southern Hub Advisory Group
- ComVoices; a network of national organisations in the tangata whenua, community and voluntary sector
- Open Minds Open Doors Advisory Group
- Pest Management Association of New Zealand (PMANZ) – Member
- Retirement Villages Association – Member
- NZ Aged Care Association – Member
- Home & Community Health Association – Member
- Building Service Contractors Association – Member

Careerforce is also in a unique position to provide advice and evidence to help support New Zealand-wide decision making across health and workplace training. While the priorities in the Tertiary Education Strategy are primary, Careerforce also works closely with a variety of government agencies to contribute to the Government’s wider health and wellbeing priorities, as set out in documents such as:

- Kaiāwhina Workforce Development Plan
- The New Zealand Health Strategy – published 2016
- The Vulnerable Children’s Action Plan
- Health of Older People Strategy

Since 2015, Careerforce has been developing Shared Workforce Development Plans with our employers. These workforce development plans identify workforce needs at a workplace level. Combined, they provide insight into the training demands of our current employers.

### **Understanding the care and support industry**

There are around 55,000 care and support workers in New Zealand who provide a mixture of care and support within communities to enable people to remain in their own homes and work in aged care residential facilities. The vast majority of care and support work is funded by the Crown via contracts with service providers. This workforce is made up of:

- 24,000 workers in the home and community support sector supporting people who need assistance with household management or personal care in order to remain in their own home.
- 22,000 workers in aged residential care services for people who are no longer able to live safely at home, and



- 9,000 workers in community residential support services who support people with disabilities to live in a home like setting.

### Home and Community Support Services

Home and Community Support Services (HCSS) are funded by the Ministry of Health, District Health Boards (DHB's), and ACC.

HCSS are services to help people live at home. These services are typically household management and/or personal care.

People who are eligible for Ministry-funded services are mostly under 65, meet the Disability Support Services eligibility criteria, and have had a needs-based assessment confirming homebased support services are required.

DHB's fund services that enable older people to be supported to live in their own homes. People eligible for these services are mainly over 65 or have a chronic long-term illness and where it has confirmed that home-based support is required. ACC funds services required as the result of an injury covered by the Accident Compensation Act 2001 and to achieve and sustain the client's maximum level of participation in everyday life.

### Aged Residential Care

DHB's are responsible for funding aged residential care services and the providers are generally either private companies or charities. Aged residential care services are for those who are assessed as not being able to live safely at home, even with support.

### Community Residential Living

Community Residential Support Services allow people with disabilities to live in a home-like setting in their community, while receiving support for up to 24 hours a day. This might include help with things like shopping, preparing and cooking meals, household chores and personal care. People eligible for Ministry-funded services will generally be under 65, with a long-term affliction, physical or sensory disability not covered by ACC. An assessment by a Needs Assessment and Service Coordination service has determined that their needs are best met by community residential support services.

### ACC-funded residential services

ACC funds residential services to support a client's rehabilitation from an injury covered by the Accident Compensation Act 2001 and to achieve and sustain the client's maximum level of participation in everyday life. Clients range from young people with injuries to older people with co-morbidities. Some ACC clients are resident in aged care facilities, even though under 65.

## **Pay Equity Case and the impact on demand**

A significant factor in our forecast increases for 2018 and 2019 is the recent outcomes of the Care and Support Worker (Pay Equity) Settlement.

In April 2017, the Government signed a \$2 billion pay equity settlement which will be delivered to New Zealand's 55,000 care and support workers over the next five years.

As a result of the settlement the Care and Support Worker (Pay Equity) Settlement Act 2017 came into effect from 1 July 2017.

The Act requires an employer to pay a care and support worker specified wage rates based on the worker's level of qualification and importantly from an industry training resourcing perspective it requires an employer to take all reasonable steps to ensure that a care and support worker can attain qualifications within certain time limits. Associated with this the agreement includes a requirement and associated funding for employers to facilitate training for their workforce. The Minister of Health's Cabinet paper states that this is expected to result in a more highly trained workforce with lower turnover, resulting in better and more consistent care for service users. As a result it can also be expected to improve productivity.

The Act has specified these qualifications must be a Level 2, 3 or 4 New Zealand Certificate in Health and Wellbeing from an NZQA accredited provider, or a qualification that has been assessed as relevant and equivalent by Careerforce.

## **Kaiāwhina Workforce Action Plan**

In late 2013, Careerforce and Health Workforce New Zealand (HWNZ) agreed to develop a 20-year vision and a five-year workforce action plan to improve the capability and standing of the Kaiāwhina workforce. The 20-year vision is for a workforce that adds value to the health and wellbeing of New Zealanders by being competent, adaptable and an integral part of service provision.

The Kaiāwhina workforce is essential for supporting health and disability consumers to meet their goals and to meet service expectations. As is reflected in the Treasury view, demand for the Kaiāwhina workforce will increase as the population grows and ages, and as models of care and support change. Careerforce believes that New Zealand needs to ensure that the Kaiāwhina workforce is developed and recognised as essential to an integrated service delivery team and that it is strongly positioned to respond to new and changing models of care and support and the enablement of good lives for people with disabilities.

The outlook for future demand is strong. This is largely due to the fact that, while the current health system has been able to adapt until now, all indications are that it will not be sufficient to cope with the increasing older adult population. Workforce demand is expected to dramatically grow with the demand for carers and support workers rising as the population ages and the

trend for care to move out of hospitals and closer to people's homes continues (Ministry of Health, 2014).

This is perhaps best summed up by the Treasury in its 2014 briefing to the incoming Minister of Health:

*“The role of the care and support workforce in the aged care and disability support sectors is important to the health sector’s capability to respond to the ageing population and the increasing prevalence of chronic disease. It is also important to the wider workforce because it allows other health workers such as nurses to concentrate on tasks that make better use of their training. A well-functioning, appropriately trained care and support workforce enables people with more complex health needs to be cared for in their homes for longer and facilitates earlier discharge from hospital, freeing up hospital beds with a positive impact on patient flows and efficiency.”*

### **Social Services Workforce Development**

Over the past three years we have invested time and resource in 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 the Ministry for Vulnerable Children - Oranga Tamariki.

This sector is currently 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 which we anticipate to be in the next 12 months.

### **Future Demand Next 1-2 years**

The most significant growth in the next 12 to 24 months is expected in the Health and Wellbeing qualifications levels 2 - 4 as a direct result of the Pay Equity legislation. These qualifications include our apprenticeship programmes which initially focused on more experienced workers. By 2019 we expect to see a small increase in younger workers undertaking the programmes and the beginnings of vocational pathways from school through to apprenticeships.

We anticipate the government’s increased interest in supporting mental health and addiction recovery will also lead to workforce development needs. We are aware that the Ministry of Health has been reviewing the workforce development supports provided to these illnesses and expect related announcements later this year.

The recently released levels 3 – 6 business, management and leadership programmes leading to the relevant NZQA qualifications open up a new market for Careerforce. We expect steady

growth in these programmes as the levels 4 and 5 in particular were identified in skill strategies completed in partnership with the peak bodies as part of TROQ.

The new level 5 Health and Wellbeing qualification is getting interest from the social services sector. This qualification can support the government's social investment agenda as the roles include navigators who are key to working with whānau and vulnerable people.

### **Forecast Demand Next 3-5 years**

Beyond the next 12 to 24 months, the most significant influence on demand in the next 3 – 5 years is anticipated to come from the need for the workforce to be able to support people in their home with increasingly complex health and social needs.

The Kaiāwhina Workforce Action Plan will continue to provide intelligence about changes to models of care and the impact on the training needs. We anticipate these changes will include greater use of technology including tele-health.

The Kaiāwhina workforce is essential for supporting health and disability consumers to meet their goals and to meet service expectations. As is reflected in the Treasury view above, demand for the Kaiāwhina workforce will increase as the population grows and ages, and as models of care and support change. We need to ensure that the Kaiāwhina workforce is developed and recognised as essential to an integrated service delivery team and that it is strongly positioned to respond to new and changing models of care and support.

We will continue working with the wider social sector providers and commissioners to articulate what the future social and community workforce requirements are and how Careerforce can support those needs. The Social Workers Registration Board anticipate registering another 2000 social workers with the remaining workforce of over 20,000 needing access to training and qualifications which Careerforce can provide.

## **GIVING EFFECT TO THE TERTIARY EDUCATION STRATEGY**

### **Delivering Skills for Industry**

The Targeted Review of Qualifications (TROQ) provided Careerforce with the opportunity to work with stakeholders to review qualifications across the health, disability, social service and cleaning sectors.

The review involved 900 stakeholders from 700 workplaces and Careerforce working with employers and other relevant parties to not only review the existing qualifications at the time but to also identify gaps in the qualification suite for the current and emerging workforce.

The resultant redesigned qualifications support the development of a person centred, thinking workforce. This is a shift from a predominantly task focused workforce and is critical if the

government is to achieve an integrated primary and community workforce that can help strengthen families, reduce violence and vulnerability, and intervene early to prevent hospitalisations due to declining health.

The qualifications suite now also provides pathways from Certificates at Level 2 on the New Zealand Qualifications Framework through to bachelor's degrees and entry into the registered workforces.

### **New Qualifications and Programmes**

In 2016, Careerforce launched 8 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.

### **Workforce Plans**

Competency needs are only part of the equation. Our engagement with employers has matured over the last 2 years with increasing focus on *workforce* rather than *qualification* planning. Following on from trials in 2014, Shared Plans are now developed with our employers.

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. In doing so the shared plans help to ensure that workplaces have the right people with the enabling skills and knowledge to meet the health and social needs of New Zealanders now and into the future.

Workforce planning contributes to positioning the workforce to embrace future changes in the workplace environment by ensuring that workplaces have a workforce of the right size, with the right attitudes, values and skills, organised in the right way. This underpins the delivery of quality service, meeting the needs and aspirations of the people they are supporting.

Employer level workforce planning also helps employers to make their business plan a reality, and that any changes they need to make, now or in the future, take the entire workforce into account.

## **Apprenticeships**

2016 saw the successful launch of Apprenticeships by Careerforce – 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.

Up to 31 July 2017 approximately 500 new apprentices have been enrolled. Despite only being launched last year, July 2017 has seen the graduation of the first of our apprentices including two of the four winners of the inaugural multi sector industry training Future Business Leaders Awards which were held for the first time in 2017 as part of Got-A-Trade Week. This is a national campaign to raise awareness of the careers that exist in 140 trades and services in New Zealand.

Of the five awards that were made, mental health worker Christina Taefu was the recipient of the Female Future Leader category and also received the top award, Overall Future Leader. Also receiving one of the awards was Turaukawa Bartlett, winning the Maori Future Leader award. Turaukawa is a whanau support worker for a non-profit organisation providing health and wellness services in the Waikato district of Hauraki.

The development of Apprenticeships is a new delivery model for Careerforce which aligns with both the government's long-term strategic initiatives for ITO's, and the emphasis on building clear career pathways as outlined within the Kaiāwhina Action Plan and the Ministry of Education's Vocational Pathway Programme. It is also expected that the Apprenticeship offering will make a positive contribution to providing younger people with career opportunities in the health and well-being sectors.

Published research commissioned by Careerforce and undertaken by the New Zealand Council for Educational Research (NZCER) suggests the introduction of Apprenticeships is having positive outcomes.

From their analysis of apprentices' interviews using the transfer of learning lens, the NZCER researchers found that the apprenticeship seems to be linked to (positive) changes in how apprentices do their work. They reported asking different questions of clients to better understand their needs, instead of blindly following "process". They reported engaging in greater discretionary effort on behalf of clients. They reported talking with colleagues about ideas they were coming across in the apprenticeship. The researchers concluded that the value of the apprenticeship is apparent in what it adds to fostering support workers' work capabilities.

The value of the apprenticeship was also found to be apparent through apprentices' reports of increased confidence. For some apprentices this increase in confidence related to their ability to learn. They were excited about what they were learning and thrilled to experience success in

learning. They were pleased about their organisation investing in them through training. And they saw a career pathway and a future for them in support work. For many, these were “firsts”. Often apprentices had entered support work rather serendipitously, with few or no existing qualifications, and an uneasy relationship with formal learning.

The apprenticeship also boosted some apprentices’ confidence quite directly at work, enabling them to work better with their clients. The apprenticeship was clearly found to be adding value to support workers’ sense of self and sense of professionalism. It was found to be providing recognition for the previously undervalued knowledges of support workers who engage courageously and sensitively with all kinds of human vulnerabilities.

### **REAL Model**

In response to industry feedback we have developed and implemented a new training plan model (REAL) that respects the existing competency of experienced workers. Under this model managers and coordinators identify the competence of their more experienced staff as a first step in the training plan. This is followed by a question and answer session with the assessor. The subsequent learning gap is then addressed and followed by the final assessment.

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** – recognising the competence of experienced staff as the first step in their training programme. We are also respectful of, and responsive to, an employer’s capacity and capability to support training.
- **Efficient** – recognising existing competence means the learning is focused on filling the gaps in knowledge and skills. This efficient model is coupled with observers and assessors knowing how to capture evidence of competence that is demonstrated as part of every work day and recording it against the assessment requirements. **Matching** involves working with an employer to match the evidence that occurs as part of their training programme e.g. induction and orientation to the qualification requirements.
- **Applied** – means transferring the learning into practice. The final assessments provide evidence that the trainee has achieved the transfer. Applied also means Careerforce collects evidence of the difference that training is making in 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 holistic approaches to supporting the literacy and numeracy needs and the various learning styles, language and culture of their trainees without diminishing quality.

## Matching

Matching is the process of identifying and recording evidence that will naturally occur as part of an employer's training programme for all trainees completing that programme in the workplace. Matching is part of the E in REAL i.e. efficient, as well as being respectful of employer's and employee's time.

There are three main tools to support Matching:

- Assessment library matrix – this contains all the assessments needed for the unit standards that could contribute to the programme. This tool helps employers decide which electives they should put into their training programme.
- Employer's personalised matrix – this is a 'work in progress' version of the final matrix. It records the evidence, that naturally occurs as part of the employer's existing business practices, that meets the assessment requirements of the qualification. If there are gaps once all the naturally occurring evidence has been logged, then the further work required is identified and added.
- Final employer's matrix – this is the final version of the matrix that is kept for moderation and information.

This model not only respects competence it is also a more efficient model which can give more quality time to supporting the learning gap. There is however a cost as a consequence of the efficiency of the REAL model means some trainees complete faster than with previous programmes and achieve more than 10 credits a month. This was reflected in the over enrolment offset experienced last year and we will continue to monitor the impact of this on our overall performance.

We do however believe that the benefits and outcomes we are seeing from implementing REAL outweigh the costs we incur for adopting this approach. The response from both trainees and employers has been entirely positive. Trainees are motivated to complete their qualification because their existing skills are being recognised and the length of training is significantly reduced meaning a more efficient path to improved productivity.

REAL is also consistent with Careerforce's vision "improvement in community health and wellbeing for all New Zealanders". We do not hinder the progress of our trainees by limiting the credits they can register during the year. The Senior Management Team accept this "over enrolment" as a part of our business and vision but we are also cognisant of the financial impacts and take them into account when developing the programme's delivery model.

## **MyPath**

Last year we 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 and has been designed 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 features of MyPath include:

- Interactive learning activities built into theory content.
- Assessor and trainee support forums.
- Automatically marked theory assessments.

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.

### **Pay Equity**

As outlined earlier, the Pay Equity legislation makes it mandatory for employers to take all reasonable steps to ensure that a care and support worker can attain qualifications within certain time limits and includes associated funding for employers to facilitate training for their workforce of approximately 55,000 care and support workers. This mandating of qualifications represents a paradigm shift in the relevant sectors which will increase demand.

### **Getting at Risk Young People into a Career**

In 2015 Careerforce worked with the Ministry of Education, secondary school sector and interested workplaces, to develop a Vocational Pathway Programme for the Social and Community Services pathway. This is in line with the New Zealand Better Public Service target that 85% of 18 year olds will have NCEA Level 2 or equivalent in 2017, and supports our Investment Plan by introducing learning opportunities and career pathways for younger people.

In 2016 Careerforce rolled out the Vocational Pathway Programme for the Social and Community Services pathway, in line with the school academic year, and continues to develop and build partnerships with the stakeholder groups.

After feedback from employers and schools, the offering was refined to allow students to take up smaller packages still aligned to a pathway but at 10 credits.

The development of a Vocational Pathway Programme also aims to support employers develop their future workforce to meet the changing workforce needs, changes to the ways that services are delivered, and increasing health and social needs in the community. These challenges require a larger, more broadly skilled, diverse workforce, and the provision of access into the sector for younger people.

Careerforce has also produced new information booklets that are based on aspirational pathways into health and disability, social services and youth work. "Inspiring Hero's" outlines suggested unit standards packages for students.

A new team of apprenticeship and vocational pathways advisors has been established to work regionally with schools to promote and support the vocational pathway programmes. A key objective of the team is to promote and connect employers with schools and highlight the benefits to both of attracting a younger workforce into health and disability careers.

We are an active participant in the Careers Expos held in the four main centres around the country. The key purpose is to promote the sectors that Careerforce represents to the wider communities by providing advice to students, their families/whānau, teachers and school Careers Advisors, and to identify and build future stakeholder partnerships. The Expos also provided an opportunity to highlight the pathways for young people and show how a student could transition into work and further training with Careerforce.

We are also working with other ITO's and the ITF to share ideas around working with schools and attracting younger people into careers within our industry. The Vocational Pathways team is investigating new initiatives around the 2+3 scheme and trades academies.

### **Boosting Achievement of Māori and Pasifika Learners**

#### Māori

In 2016 Māori overall participation in training was 18.97% and participation at Levels 4 and above was 18.37%. The programme completion rate for Levels 1 to 3 was 73.35% and at Levels 4 and above the programme completion rate was 78.28%, which significantly outperformed non-Māori and non-Pacific.

In support of its vision and values, Careerforce Te Toi Pūkenga encourages policies and practices that reflect Aotearoa/New Zealand's cultural diversity, and has due regard to the provisions, and to the spirit and the intent of Te Tiriti o Waitangi.

In some key areas we have been successful with Māori achievement exceeding targets. The historical exceptions have been in the areas of participation and achievement at Level 4. There has however been marked improvement in achievement rates over the past two years as we have focused on improving those historic rates and getting more Māori into the New Zealand Level 4 qualifications which became available last year. Feedback from Māori also identified the need to respect existing competencies and the REAL method is achieving this, with noticeable impact.

In 2015 the credit completion rate for Māori at Levels 4 and above was just 56.2% and in 2016 this improved to 73.34%. The most significant improvement however can be seen in the programme completion rate where in 2015 the rate was just 34.98% versus 78.28% in 2016.

Ara Toi Māori is Careerforce's Māori Workforce Development Plan. The plan details the actions Careerforce is taking to continue to support workplace trainees who identify as Māori with targeted support by understanding who our Māori trainees are, identifying what training

support they need to successfully complete training, and connecting them with the right support, at the right times. Actions are identified in respect of both trainees and employers.

A further strand to the plan focuses on supporting strategic initiatives to continue to support workforce development at a strategic level with Iwi and/or Māori Health organisations and leaders to identify Māori Workforce Health and Wellbeing targets and appropriate ways to support these targets.

To further support our focus on boosting achievement of Māori, the Careerforce Board not only has a Director's position dedicated to Māori aspirations, it also maintains a Māori Advisory Board (Te Mana Whakahaere) which has the engagement and support of Māori trainees as a priority. This group is made up of representatives from our sectors that have made significant contributions to the health outcomes for New Zealanders. The group meets quarterly to provide advice on support improvements that could be implemented to help increase the number of Māori trainees and the achievement of Māori trainees. Although not all sectors are represented in this group, it is the individual knowledge and experience of how Māori learn, participate, contribute and are enabled to achieve that informs the group outcomes.

#### Pasifika

The participation of this priority learner group over the past four years has increased to 13% in 2016, up from 8% in 2013. Participation at Level 4 and above last year was 13.26%. Programme completion at Levels 1 to 3 in 2016 was 73.56% and 55.44% at Levels 4 and above. The programme completion rate at Levels 4 and above compares favourably with that for non-Māori and non-Pacific which in 2016 was 56.96%.

During 2015 Careerforce commissioned further independent research around the key areas of increasing training demand and improving training content and delivery methods for Pasifika learners. This research was an addendum to initial research that was carried out in late 2013. The key findings from this research identified the following key messages for Careerforce:

- Recruit well qualified staff
- Collaborate
- Build cultural competency
- Validate the individual
- Question the structure and people in your organisation
- Pathways are key

This research has informed our Pasifika Workforce Development Plan (Ala moni) which details the actions Careerforce is taking to continue to support workplace trainees who identify as Pasifika with targeted support through understanding who our Pasifika trainees are, identifying the specific training support they need to successfully complete training, and connecting them with the right support, at the right times. Actions are identified in respect of both trainees and their employers.

A further strand to the plan focuses on supporting strategic initiatives to develop the Pasifika workforce including developing whanaungatanga with Pasifika health organisations linked to the District Health Boards, development of a framework to survey Pasifika workplaces and Pasifika trainees to capture the impact of supports offered by Careerforce, and further evidence-based research to support workplace engagement and awareness.

Careerforce has also been actively contributing toward cross-ITO research that looks into the links between participation, interventions and completion for Pasifika learners in workplace settings. This research is specific to ITO delivery models and is being conducted in partnership with Service IQ, The Skills Organisation, Competenz and Pacific Perspectives Limited which is a Pasifika owned and led consultancy.

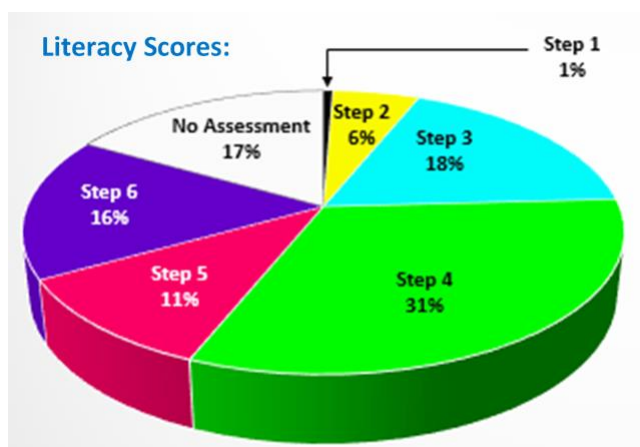
Our intention is to continue to support Pasifika communities to build a skilled relevant workforce by accelerating 'face to face' discussions with their community leaders. We recognise the cultural knowledge, skills and experience amongst Pasifika community leaders as a key opportunity for the advancement of a trained workforce.

### **Improving Adult Literacy and Numeracy**

The assessment tool process remains a challenge to implement for employers in our sectors, particularly where their workforce is home and community based. The online tool is simply not an option for many. Our data is showing a trend away from online assessments in favour of paper-based. In 2015, around 30% of assessments were online, now this figure is closer to 10%. The reasons for this vary from workplace to workplace but two standouts are:

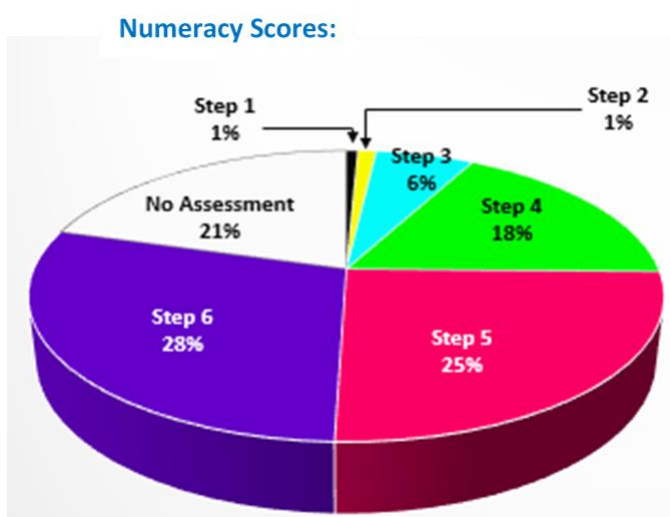
- Lack of available computers/devices for this purpose in the workplace.
- Trainees reluctant to engage with computers/hand-held devices.

Careerforce acknowledges that the online assessment is fairer and administratively more efficient. We plan to investigate ways of supporting workplaces to identify the benefits of online learning and assessment not just for literacy and numeracy upskilling but for vocational training as well. We are trialing placing an iPad temporarily into a workplace to support online literacy and numeracy assessment and gauge the implications, benefits and costs for the workplace and Careerforce.



Our 2016 data shows 25% of our Level 2 trainees are below the literacy threshold and 26% are below the numeracy threshold at their initial assessment.

17% of Level 2 trainees did not complete the literacy assessment and 21% did not complete the numeracy assessment. The 'no assessment' rate dramatically increases with progress assessments. 91% of literacy and 93% of numeracy progress assessments are not completed.



We have implemented changes to our processes to try and improve these rates and in order to support embedding literacy and numeracy into workplace training and development we have recently focused on supporting building internal capability in workplace trainers. In 2015 we embarked on a support programme for the National Certificate of Literacy and Numeracy Education for Vocational / Workplace Tutors NCALNE (Voc) in our sectors. This came as a result of working with the National Centre of Literacy and Numeracy for Adults (NCLANA) to review our existing approaches and identify gaps.

In doing so it became apparent that cost was a major factor in decision-making around professional development for trainers. In 2016 we partnered with an education provider offering a zero-fees distance learning programme. Vision West covers their assessment and resources costs with the Adult Literacy Educator Fund and Careerforce covers the cost of facilitated coaching sessions to support our workplace trainers through the qualification. To date, 24 trainers have graduated and 26 are currently working through the programme. The aim is to increase the number of current trainers to 40 at one time over 2018 – 2019.

Further ongoing initiatives to support our workplaces to build literacy and numeracy capability include:

- a. Educator Hubs to support achievement of the National Certificate of Adult Literacy and Numeracy Education (Vocational/Workplace Tutor) – in partnership with an employer.
- b. Peer Mentor training for senior support workers to provide stronger learning support to trainees in workplace training structures.
- c. Educator Workshops to demonstrate techniques and resources for embedding literacy and numeracy.
- d. Advice to workplaces on the use and benefits of the Literacy and Numeracy Adult Assessment Tool.
- e. Building awareness by informing the sector about the literacy and numeracy learning needs in our workforce.

### **Apprenticeships**

As required under subsection 13D(2) of the Industry Training and Apprenticeships Act 1992 the following information is submitted in relation to Apprenticeships.

#### Promotion of Apprenticeship Training

Careerforce has introduced a new role of Apprenticeship & Vocational Pathways Advisor (AVA) to coincide with the introduction of Apprenticeships. The role of the AVA is to:

- Work with employers to promote apprenticeships.
- Provide support, guidance and assessment for apprentices.
- Provide support to schools in designing their Vocational Pathways and gateway programmes.
- Identify workplaces to collaborate with schools in the delivery of Vocational Pathways and Gateways.

Comprehensive information about Apprenticeships is also available on our website and through conferences and expositions. Our marketing plan targets social media, peak bodies and interest groups.

#### Identifying Prospective Apprentices

Careerforce Workplace Advisors who have relationships with workplaces predominantly using the Level 2 and 3 qualifications promote and advise on apprenticeships to those workplaces and

prospective trainees. Referrals are passed to the Apprenticeship and Vocational Pathways Advisors who then meet with the prospective apprentice and their employer.

#### Identifying Employers Able to Offer Apprenticeship training

Where an employer has the capacity and capability, a proven track record and good moderation reports, Careerforce will enter into a contract with them to deliver the training and assessment themselves.

#### Arranging training or employment that may lead to apprenticeship training for prospective apprentices

Careerforce as an ITO will only be working with prospective apprentices that are already employed. There is a qualification pathway from levels 2 and 3 however some apprentices will enter directly into level 4 - there is no pre-requisite to enrol in the apprenticeship. In some cases, after a training needs analysis, we would however suggest they would benefit from completing a lower level qualification first.

#### Helping prospective apprentices enter into apprenticeship training agreements

Apprenticeship and Vocational Pathways Advisors hold a meeting with the employer and the apprentice where the training agreement and related documentation and ID are explained and completed.

#### Producing and facilitating training plans

On completion of the training agreement Apprenticeship and Vocational Pathways Advisors produce a plan that steps an apprentice through the learning and assessment modules in a timeframe that keeps them to the duration of the programme. The plan is sent to them and can be updated as and when the apprentice or employer require.

#### Monitoring individual apprentices

The progress reports show the Apprenticeship and Vocational Pathways Advisors where an apprentice is at in their programme. The training plan helps keep them to the timeframe and work done with the apprentice and the employer in relation to the choice of research topic ensures the skills match the needs of the industry.

#### Ensuring consistency with any apprenticeship training code

During the training agreement, training needs analysis and planning meeting the Code of Good practice is discussed and given to both the apprentice and the employer and roles and responsibilities are outlined.

Provide or procure appropriate pastoral care and support

Apprenticeship and Vocational Pathways Advisors provide pastoral care to apprentice's face to face, and by Skype and email. The level of this support is determined by the needs analysis. Some apprentices may need extra support around literacy or access to technology.