



# ETITO Profile 2007 -2009

ETITO [Electrotechnology ITO]

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# Part A - Strategic Direction and Highlights of Key Changes in Activities

## 1. Strategic Planning Assumptions

<p><b>Strategic Planning Assumptions</b></p>	<p>ETITO serves the Electrotechnology, Security, Telecommunications, Ambulance and (in future) Financial Services industries in the design and support of workplace based training systems.</p> <p>In Electrotechnology, these are for electrical workers and technicians in instrumentation, appliance servicing, electronics servicing and manufacturing, and computer engineering. In Security, the occupational roles cover guarding, alarm installation and monitoring, security risk management and correctional officers in New Zealand prisons. In Telecommunications, there are technicians involved in installation and management of networks and telecommunication services in domestic and commercial premises, and operators and managers in a Contact Centre environment. In the Ambulance sector, training is required for both employed and volunteer personnel as Paramedics and Ambulance Officers engaged in patient care and transport. In the Financial Services arena, there are Customer Services roles, Insurance Assessors, Mortgage and Insurance Brokers, Trust Administrators, Financial Planners and Managers in Insurance and Banking.</p> <p>In all the industry sectors covered by ETITO, there are two commonly experienced trends: the increasing need for computer and IT skills to quite an advanced level; and the increasing importance of “soft” people skills. The most successful workers in these industries are likely to be those who can combine customer consultancy roles with technical skills.</p> <p>The environment in which ETITO will operate in the next three years is likely to be shaped by the following factors.</p> <p>New Zealand’s rate of economic growth is slowing as predicted but holding at rate higher than anticipated. It is suggested that growth in the economy will come in at around 1.5% over 2007, improving to 2.5% over 2008, unlikely to be bettered due to business cutting back on capital expenditure in 2005/2006. Growth will be constrained by resource and infrastructure inadequacies. The Kiwi dollar has fallen and will probably go to 50 US cents over the next two years. Exports are up but so too are imports. Business confidence is at about average levels for the past decade. The housing market has eased and it is expected that house prices will stabilise for a period of three to four years. There are world wide inflationary pressures, probably about 2.5% in the 2007 year. Net immigration trends are lifting, noticeably in skilled tradespeople, some employed in ETITO industries.</p> <p>The people of New Zealand are slowly moving to the North Island and to the Auckland region in particular. Maori, Pacific and Asian populations are expected to grow faster than the total population. New Zealand’s population is aging. The literacy profile of New Zealanders reveals significant variation and inconsistencies across the range of literacy competencies. Those Maori who participate in Tertiary Education and training have more positive employment outcomes. Pacific peoples’ outcomes from Tertiary Education generally lag behind those of the</p>
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population as a whole.<sup>1</sup>

The current Statement of Tertiary Education Priorities focuses TEOs on the quality and relevance of Tertiary Education provision, emphasising these themes over continuing to expand participation and invest in capability building. The interest of Government agencies (Ministry of Education, the Tertiary Education Commission and the New Zealand Qualifications Authority) will be to ensure the focus on quality educational achievement for learners and for New Zealand.

The current round of policy changes and tertiary education reforms are likely to impact industry training for our industries in a number of ways. The relaxation of taxation on student loans may draw industry trainees away from workplace based programmes into EFTS funded provider programmes. So too, may the Polytechnic Reinvestment Fund, when more fully applied to better quality, more strategically relevant programmes, most likely targeted at skill shortage areas in trades and technical training. The reform consultation documentation and responses to it highlighted the overlap and lack of clarity around the roles and contributions of ITPs and ITOs. Our industries' focus for industry training continues to be linked to New Zealand's current labour shortages and the need for support with recruitment and retention of adequately skilled people for their workplaces. They also have a heightened interest in the quality of educational products after a sustained period of high profile educational 'failures' in the past calendar year. Our industries are highly sensitive to the need to compete for and hold onto their human resource in New Zealand's continuing tight labour market and low employment context.

Themes, in many ways similar but with some particularities, have emerged for each of our industries. These themes are underpinning ETITO's strategic direction and profile.

## **Electrotechnology**

### **Electronics Manufacturing**

Employment prospects are likely to remain good as long as New Zealand firms can maintain their innovative capabilities. The sector has benefitted in the past 12 months from the falling currency and the 24% growth in exports. The Kiwi dollar is predicted to drift lower for a time yet. Although wage rates are low and skills requirements relatively low, work conditions are good compared with many comparable assembly work settings.

### **Electronics Installations and Maintenance**

It is likely that there will be a sustained demand across the board in the electronics industries in the medium term, but this demand will vary between sub sectors in ways that are more difficult to predict. Male dominance is likely to continue except in the area of low skilled assembly workers. This may change in some fields, but even then it is likely to be only slow. Basic skills will remain constant, but there will be a constant need for product-specific relearning in a product emergent sector. Against this background underpinning knowledge will become

<sup>1</sup> TEC Draft Strategic Plan 2005/2006, Appendix 4: Environmental Scan

increasingly important. The capacity to cope with increasingly complex products and product mixes is likely to become important. [This sector in particular has successfully turned to skilled immigrants to meet their workforce needs.](#)

### **Installation and Maintenance Electricians and Service Technicians**

Business models are increasingly likely to be built around networks and alliances of generalist and specialist firms, with flow on implications for the design of the work of technicians and service people. Currently available information suggests that it is highly likely that there will be a sustained medium to long term demand for electricians that can only be fully met by a commitment to training new entrants. Male dominance of the electrical trades will continue, with only a slow rise in the number of women entrants. Basic skills and knowledge as they are currently understood will continue to form the basis of the developmental needs of new entrants, but underlying knowledge will become more important as workers are expected to become more flexible. There will be a continuation of recent trends whereby electricians need to undertake product specific re-skilling around increasingly complex electrical products. Maintenance of appliances will represent a slowly decreasing proportion of work in the industry. [The medium to long term skills shortages in this sector continue to be confirmed in Department of Labour Skills Shortages Reports. In spite of slowing in the construction sector and net migration inflow of electricians over the past 18 months, the aging of the workforce \(average 39 years\) maintains pressure on labour and skill development needs.](#)

### **Telecommunications**

#### **Telecommunications Technicians**

It is highly likely that there will be a sustained medium term demand for telecommunications technicians that can only be fully met by a greater commitment to training new entrants than is currently the case. Male dominance of the trades will continue, with only a slow rise in the number of women entrants. Basic skills and knowledge as they are currently understood will continue to form the basis of the developmental needs of new entrants, but underlying knowledge will become more important as workers are expected to become more flexible. Bundling of electronic and telecommunications services will lead to increasing integration of types of jobs that have traditionally been regarded as separate. The contradictory trends of technology integration and product complexity is likely to lead increasingly to business models of specialist firms working in strategic alliances. [At a local level, recent developments in local loop unbundling and the response of Telecom, are likely to result in more changes to the organisation of work in the industry.](#)

#### **Contact Centres**

The industry is in a growth phase and will need extra workers for at least the next two years. High levels of training provide competitive advantage, at least in the medium term, and New Zealand has already taken a lead in this. New Zealand has certain geographical and cultural advantages in operating in this industry. The extent to which career paths can be created in the industry is a significant issue that will shape its future development. [Locally, in the tight labour market, contact centres are recognising the need to make jobs in their enterprises more interesting.](#) Alternative technologies such as the web offer some threat to the growth

of the industry.

### **Security**

Currently available information suggests a continuing increase in demand for both technicians and field personnel in the security industry. In all fields of work, workers in the industry are likely to require increasingly advanced skills. This need will impose cost pressures on the industry. Male dominance of the technician field is likely to continue, but the already larger proportion of women in the areas of guarding and monitoring is likely to increase. Basic skills and knowledge of new entrants are likely to remain those currently forming the basis of apprenticeship training that has now begun. However there is likely to be a much expanded need for skills associated with customer relationship management and the ability to provide advice. Actual equipment maintenance will form a smaller part of work requirements. However installation will become an increasingly complex form of work. [The staff services or guarding sector of the industry continues to grow both in volume and scope of work. The sector recognises the challenge of enhancing client and public perception of the professionalism of the industry, in preparation for a more highly regulated licensing regime.](#)

### **Ambulance**

The career path of an Ambulance Officer is by way of volunteering to serve and then applying for any paid positions as they arise. The requirements for safe and effective care at the scene and during transportation is creating an increasing demand on both volunteers and employed Ambulance Officers for higher level skills. There is an ever present challenge to balance a large volunteer workforce with an increasing demand for health professional ambulance care service. Progress towards an occupational health registration framework for Ambulance Officers is currently an area of active interest in the industry that may require further training for those needing such registration. Access to training for those in rural areas needs to be enhanced by introducing more on job training to complement the traditional block courses.

### **Financial Services**

The Financial Services industry is a significant sector that has an only informal sub degree system of education and training. Based upon enterprise, and industry association specific initiatives that are random but highly valued. The sector is recognised as an enabling service sector, the growth and success of which underpins the economic development of New Zealand. Key players in the industry are galvanising their efforts around developing a national industry training system to enhance the capability of people working in this sector. Their interests include developing and benchmarking industry wide competency standards, improving levels of professionalism and skill within the industry, measuring and recognising existing competency and skill levels, mitigating with a degree of self regulation, future legislative and compliance issues. Interests also include developing a structured framework for training within the industry and linking existing qualifications and training under one overarching system that references the Australian model.

Numbers of employees and employers	Numbers of employers in the industry	Numbers of employees in the industry
		17,329
<b>Additional Information and/or explanation:</b> Employer and employee figures are supplied by Statistics New Zealand		
Electrotechnology	Employers: 3,000	Employees: 63,200
Telecommunications	Employers: 1,600	Employees: 42,000
Security	Employers: 500	Employees: 8,000
Ambulance	Employers: 6	Employees: 3,900 (incl 2,000 volunteers)
Financial Services	Employers: 12,223	Employees: 44,160

## 2. Strategic Direction

As part of the extensive consultation conducted with all industry sectors in ETITO's coverage to develop the Charter, ETITO's strategic direction was set for the medium term. ETITO's strategic direction is expressed in terms of our vision, mission and six strategic outcomes that the organisation is to pursue. The six outcomes are derived directly from ETITO's Charter.

**Vision:** By 2012, the productivity of companies in our industries is not hindered by skill shortages.

**Mission:** To raise the capability of people working in companies in our industries.

### **Strategic Outcomes:**

ETITO is a source of knowledge relating to human capability in our industries.

ETITO is the primary agent of industry in influencing the provision of education and training for our industries in the tertiary and compulsory sectors.

ETITO is the preferred broker of specific human capability (including training) solutions to companies and learners in our industries.

ETITO is the respected champion for our industries' interests in all government and industry arena.

ETITO is a unique contributor to the Tertiary Education Strategy.

ETITO is a fit for mission organisation.

In the annual planning cycle, these strategies are reviewed and annual activity plans devised that pay heed to the ITO's statutory obligations; respond to movement in ETITO's operating environment; ensure relevance to our industries aspirations; and align with the Tertiary Education Strategy and current STEP. The annual activity plans support the Profile that is approved by the Tertiary Education Commission.

### **ETITO is a source of knowledge relating to human capability in our industries.**

This strategic outcome focuses on the development of a research function inside ETITO to provide an evidence base for the training and other interventions we design for our industries, and to deliver to New Zealand's goals. It involves building relationships with other information sources and agencies and making information accessible to our stakeholders.

It underpins ETITO's efforts to perform effectively in our leadership role and to design and deliver skill standards and manage training systems that are of a high quality and relevance to the needs of our industries. For example, ETITO's investigations aim to identify opportunities for interventions that might mitigate the skill shortages (if not the labour shortages) currently predicted to persist across most of our industries. [Three such research projects have been completed to date and the first set of possible interventions are being developed. These initiatives, and the design principles underpinning them, are embedded in the Industry Skills Strategy appended \(Appendix 2\) to this Profile document.](#)

It is ETITO's small but enthusiastic contribution to the elements of the STEP (2.5 and 4.1) that are concerned with research and capability for quality and relevance.

**ETITO is the primary agent of industry in influencing the provision of education and training for our industries in the tertiary and compulsory sectors.**

This strategic outcome also contributes to ETITO's performance in our leadership role as it positions the industry training plans as the mechanism to influence training provision for our industries. It encompasses ETITO's approach to standards and qualification development, pathway development, collaboration and relationship management and school to work transition initiatives. In 2006, this focus was confirmed and expanded to more deliberately and directly encompass closer connections with TEOs, which deliver industry and other qualifications to our industries.

A high profile example of a programme designed to give effect to this strategy is the Bright Sparks electronics technology programme available for year 12 and 13 students in 118 New Zealand secondary schools. 180 schools are accredited to deliver the programme. Another, is the National Diploma in Electrotechnology, a significant collaboration of industry, via ETITO and IPENZ, and the polytechnic community of New Zealand.

Pursuit of this outcome aligns with the elements of the STEP (1.2, 2.1, 2.2, 1.3 and 3.4) that relate to ITOs' leadership role, promoting effective teaching, technical and trades skills and improving youth transitions.

**ETITO is the preferred broker of specific human capability (including industry training) solutions to companies and learners in our industries.**

This strategic outcome commits ETITO to activity that delivers to our industries and our community at large, initiatives that serve their needs. It focuses on the continuous improvement and management of the national training systems that ETITO operates for its four (to be five) industries for 1,420 companies and 8,200 trainees in training agreements. But it also encompasses ETITO's ambitions to continue to engage more effectively with Maori, Pasifika and those with literacy needs, and it allows ETITO to respond to industries that currently do not participate in industry training such as the Financial Services sector.

Investment in the achievement of this outcome is fundamental to ETITO in that it delivers directly to all three of the ITOs statutory obligations and the section 11 requirements relating to increasing international competitiveness, extending structured industry training to industries where training linked to nationally recognised qualifications has not been traditionally available (Financial Services) and extending industry training in our industries to people to whom opportunities have not traditionally been available (suppliers of electrical and electronic products).

As far as the STEP is concerned, this approach contributes to 1.2, 1.3, 1.4, 2.2, 2.4, 2.7, 3.1, 3.2, 3.3, 3.4 and 4.1: ITOs' leadership role, promoting effective teaching, stronger focus on skills for work and life, current and future workforce needs, and skill shortages, trades and technical skills, improving language, literacy and numeracy across the adult population, strengthening Maori development, meeting the development aspirations of Pasifika, improving learning outcomes, Maori participation and outcomes, Pasifika participation and outcomes, improving youth transitions and capability for quality and relevance.

**ETITO is a respected champion for our industries' interests in all government and industry arena.**

ETITO pursues this outcome through the implementation of lobbying, marketing, public relations and strategic relationship development plans with all our stakeholders including other TEOs, Maori and Pasifika communities, expert agencies (regulatory bodies, Workbase, Royal Society, IPENZ), industry associations and international counterparts.

In this way ETITO actively pursues opportunities to perform in the leadership role, to enhance the relevance of services, by being attentive to needs and concerns, to leverage the expertise of ETITO and others for the benefit of all participants and to contribute to the ability of our industries to achieve their own goals and contribute to those of New Zealand.

The links to the STEP are most direct with 4.1, capability for quality and relevance, and theme 2: Increasing the relevance of skills and knowledge to meet national goals.

**ETITO is a unique contributor to the Tertiary Education strategy.**

ETITO recognises the differentiated contribution it makes to the Tertiary Education sector and to the industries it services. Combined, ETITO takes a unique place in both operating contexts. The purpose of this strategic outcome is to ensure the alignment of industry aspirations with government goals for the Tertiary Education sector. In effect, the needs and desires of industry are matrixed against the TES and STEP to optimise the benefits from ETITO's operations to both key stakeholders.

Part B – Objectives, Plans and Performance Targets details the outcomes of the alignment exercise for the 2007 – 2009 period.

**ETITO is a fit for mission organisation**

The five strategic outcomes explored above are underpinned by this, ETITO's capability and quality assurance outcome (STEP 4.1). It is concerned with the capability of ETITO in terms of its personnel, systems, practice against good practice standards, ability to meet external audit requirements etc. [In November 2007, ETITO comes up for re-recognition as the ITO for our industries. The preparation for re-recognition will result in a revised Charter and strategic plan for ETITO and training for our industries, informed by direct consultations with stakeholders, research activity and the industry training plans that are in place at the time.](#)

As well as meeting external expectations, ETITO proactively seeks to improve performance in delivery of services to industry and to improve the quality of the learning experience and achievement outcomes of learners touched by the standards and qualifications offered by our industries.

### 3. Significant Planned Changes

NIL

DRAFT

## 4. Collaboration and Rationalisation

As the manager of workplace based training and assessment for our industries, ETITO has established, maintains and plans to enhance effective relationships with many training providers within, and influential industry bodies interested in, the Tertiary Education system.

For the Electrical sector, ETITO contracts with 14 tertiary providers (TEIs and PTEs) to provide the off job training for its 2500 apprentices in the Level 1-4 programmes. With recent Level 5 and diploma qualifications available, ETITO is working closely to ensure viable, quality training programmes are in place nationally to support training to these higher-level qualifications.

To this end ETITO works closely with the National Electrotechnology Education Consortium (NETEC) a group of eight New Zealand polytechnics committed to delivering programmes at diploma level for our industries.

ETITO is a regular member of the IPENZ Educators' Forum which aims to provide professional services benchmarked to international standards to technicians, technologists and engineers. The National Diploma is likely to receive accreditation as the New Zealand benchmark for technician level competencies under the Dublin Accord. Through this Forum's activity, the ITOs associated with the engineering disciplines, along with practitioners in the universities and polytechnics, are being assisted by IPENZ to articulate a collaborative response to the needs of technicians and engineers across the traditional disciplines to enhance the performance of the engineering sector of New Zealand.

Similarly with our other industry sectors, ETITO has developed good relationships with TEIs and PTEs delivering Security, Contact Centre, Telecommunications and Electronics training. ETITO has tertiary education representatives as part of its own advisory groups and ETITO is also represented on the industry advisory groups and consultation databases of many polytechnics and PTEs.

Contributions to :

### STEP

- 1.3 Promoting effective teaching
- 2.1 Current and future workforce needs, and skill shortages
- 2.2 Technical and trades skills

### Charter

"Influencing the provision of education and training for our industries."

### Statutory Obligations

- Leadership for Electrotechnology industry
- Setting skill standards
- Managing training arrangements

### Section 11 of Industry Training Act

"Skills likely to increase international competitiveness."

### Charter

"...the national standards and quality assurance systems ETITO operates..... are consistent with international technical and workplace practice standards and maintain currency with technological advances."

### STEP

- 2. "TEOs improve the quality and relevance of provision so that they increase their contribution to key areas of priority for national development."

A key role for ETITO is to ensure adequate provision, encompassing a variety of delivery modes, is available to trainees nationwide. This requires us to negotiate flexible and sometimes creative solutions, which result in viable and accessible training programmes. A three-way formal partnership agreement with a company, ETITO and a provider are an increasingly common solution to a workplace training need. ETITO currently enjoys this with a number of companies and The Open Polytechnic of New Zealand.

Enthusiasm for collaboration is somewhat dampened when our polytechnic partner is able to attract a client company with funding for national industry qualifications at a higher level than that available to ETITO. This systemic anomaly detracts from ETITO's confidence in ongoing sustainability. Should more and more training providers apply EFTs to enterprise clients of industry qualifications, ETITO's shrinking STMs and industry support base will be inadequate to resource the statutory obligations of the ITO, even though use of the industry qualifications may be increasing. We intend to seek creative solutions with polytechnics for collaborative activity because we cannot compete on price. At the same time, we will participate in the consultation for the reforms currently underway.

Through its Bright Sparks programme, ETITO works closely with TEOs – polytechnics, universities and PTEs – to provide mutual support networks and to ensure graduates from school delivered electronics programmes can pathway into tertiary level courses with recognition for skills and knowledge already gained. Regional reference groups, facilitated by ETITO, comprising secondary schools, polytechnic, university, and industry representatives are the mechanism by which this cross sector collaboration is achieved.

ETITO is also a committed contributor to the development of achievement standards for the new technology curriculum, participating in Technology Education New Zealand conferences and feedback groups to the Ministry of Education. ETITO participated in the process of gaining recognition of the subject technology on the approved list of subjects for university entrance. ETITO

#### Charter

"We are particularly sensitive to the need for any service we offer to match the culture of our different industry sectors."

#### Statutory Obligations

- Manage training arrangements
- Develop skill standards

#### STEP

2. Increasing the relevance of skills and knowledge to meet national goals (in particular 2.1).

continues to align the Bright Sparks industry qualifications with the technology curriculum for NCEA in New Zealand secondary schools.

ETITO is participating in two Growth Pilot projects. As leader of a consortium of industry, TEO, national and regional government agencies, ETITO is project managing a four year pilot for the Canterbury region in the ICT sector, supported by \$1.76 million of TEC investment. ETITO is also participating in Growth Pilot activity under the auspices of IPENZ, developing post graduate qualifications for professionals in the ICT sector.

For the past four years ETITO has facilitated the development of the Financial Services Sector Education Committee in their efforts to have ITO services introduced to their industry. ETITO has made application to TEC for industry coverage which cannot proceed until further consultation with NZQA is completed. That consultation is in train with NZQA and ETITO working together to rationalise and restructure the subfields and domains where the financial services occupational standards must sit. Currently the NQF is randomly populated with unit standards developed by other industries for their own use and generic financial skills standards. ETITO is confident that this work will be complete, coverage achieved and the Financial Services occupational standards and qualifications registered on the framework by the end of the year.

#### Charter

"ETITO has a view, form, structure and experience that encourage us to establish industry training in new industries where there is a desire to engage and the potential for a viable training system."

#### Statutory Obligations

- ITO leadership
- Section 11 of Industry Training Act "Skills likely to increase international competitiveness."

#### STEP

2. Increasing the relevance of skills and knowledge to meet national goals (particularly 2.1).

#### Charter

"ETITO has a view, form, structure and experience that encourage us to establish industry training in new industries where there is a desire to engage and the potential for a viable training system."

#### Statutory Obligations

- ITO leadership
- Section 11 of Industry Training Act "extending industry training to industries where training linked to nationally recognised qualifications has not traditionally been available."

#### STEP

2.1 Current and future workforce needs, and skill shortages.

#### Charter

"In industry, Tertiary Education and government contexts, relationships have been developing naturally as we have learned about each other's activities. On the basis of an increasing confidence, ETITO will maintain existing collaborative and cooperative ventures and develop new ones as needs and opportunities arise. We will be guided by the principles of access, relevance and excellence and our need for collaborative efforts to produce results greater than any one party might achieve alone."

The consultation ETITO has undertaken with ITPs in the light of the principles governing ITP and ITO engagement over training in industry is listed in the table below.

INDUSTRY	LOCATION	DATE	ITPs Consulted
Security	Auckland	7 December & 31 March	6
	Hamilton	15 February	6
	Christchurch	20 February	2
	Wellington	21 February	2
Contact Centre	Auckland	6 <sup>th</sup> April	2
	Wellington	27 <sup>th</sup> April	2
Electrotechnology	Dunedin	10 <sup>th</sup> May	6
	Christchurch	11 <sup>th</sup> May	1
	Hamilton	16 <sup>th</sup> May	16
	Auckland	18 <sup>th</sup> May	9
	Wellington	23 <sup>rd</sup> May	14
National Diploma in Electrotechnology	Auckland	17 <sup>th</sup> February	7
		7 <sup>th</sup> April	9
		8 <sup>th</sup> & 9 <sup>th</sup> June	9
		3 <sup>rd</sup> , 10 <sup>th</sup> , 17 <sup>th</sup> , 24 <sup>th</sup> , 31 <sup>st</sup> May	1
		21 <sup>st</sup> June	1

## Part B - Objectives, Plans and Performance Targets

### 1. Contribution to the TES, the STEP, the ITO Statutory Responsibilities and Achievement of Charter Goals, and Performance Indicators and Targets

Objective – Maintain a constitution and Board policies that are consistent with the TES and industry aspirations and are in alignment with ETITO’s Charter					
Contribution to the TES/STEP –					
4.1: Capability for quality and relevance: “The shift towards greater differentiation and specialisation among Tertiary Education organisations will deliver education and training that is both high quality and relevant to New Zealand’s needs”					
Indicator(s)	2005	2006	2007	2008	2009
<p><b>Insert your indicator(s) here</b></p> <p>ETITO constitution is reviewed at least every three years against TES and industry aspirations</p> <p>Board policies are reviewed and updated according to planned review cycle</p>	<p><b>Actual</b></p> <p>Changes implemented to constitution at AGM and through November 05 Electoral College process</p> <p>Cycle completed</p>	<p><b>Target</b></p> <p>Cycle completed</p>	<p><b>Target</b></p> <p>ETITO constitution is reviewed</p> <p>Cycle completed</p> <p>ETITO is successful in gaining re-recognition as an ITO</p>	<p><b>Target</b></p> <p>Cycle completed</p>	<p><b>Target</b></p> <p>Cycle completed</p>
Key initiatives to achieve this objective					
A programme of self assessment and continuous improvement will demonstrate governance and management in alignment with the QAS 1.2.1					

<b>Objective – Maintain ETITO strategic plans which align industry aspirations with the TES</b>					
<b>Contribution to the TES/STEP –</b>					
1.2 : Increasing differentiation and clarity of roles: “implement their leadership role by identifying future skills need for the industries they represent, developing strategic plans to meet those needs and sharing them effectively with providers, secondary schools and their industries”					
<b>Indicator(s)</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Insert your indicator(s) here</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
ETITO strategic plan is reviewed and published to stakeholders at least every three years			Reviewed strategic plan published		
ETITO stakeholders are consulted annually on organisational strategy	Stakeholder consultation completed	Stakeholder consultation completed	Stakeholder consultation completed	Stakeholder consultation completed	Stakeholder consultation completed
	Industry Advisory Groups are convened at least bi-annually	Industry Advisory Groups are convened at least bi-annually	Industry Advisory Groups/Steering Groups are convened at least bi-annually	Industry Advisory Groups/Steering Groups are convened at least bi-annually	Industry Advisory Groups/Steering Groups are convened at least bi-annually
<b>Key initiatives to achieve this objective</b>					
A Board approved annual planning cycle is in place					

<b>Objective – Maintain management and governance capability to deliver the desired strategic outcomes</b>					
<b>Contribution to the TES/STEP – 4.1: Capability for quality and relevance: “The shift towards greater differentiation and specialisation among Tertiary Education organisations will deliver education and training that is both high quality and relevant to New Zealand’s needs”</b>					
<b>Indicator(s)</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Insert your indicator(s) here</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
Board competency and performance is measured and results acted on in accordance with policy	Board competency and performance reviewed  Training plans put in place and co-option exercised if necessary	Board competency and performance reviewed  Training plans put in place and co-option exercised if necessary  Policy on Board competency and performance reviewed	Board competency and performance reviewed  Training plans put in place and co-option exercised if necessary	Board competency and performance reviewed  Training plans put in place and co-option exercised if necessary	Board competency and performance reviewed  Training plans put in place and co-option exercised if necessary
CEO performance is measured and results acted on in accordance with policy	Objectives for CEO set and performance reviewed  CEO undertakes professional development indicated  ETITO performed to the reasonable satisfaction of Board in an external benchmarking exercise	Objectives for CEO set and performance reviewed  CEO undertakes professional development indicated  ETITO performs to the reasonable satisfaction of Board in an external benchmarking exercise	Objectives for CEO set and performance reviewed  CEO undertakes professional development indicated  ETITO performs to the reasonable satisfaction of Board in an external benchmarking exercise	Objectives for CEO set and performance reviewed  CEO undertakes professional development indicated  ETITO performs to the reasonable satisfaction of Board in an external benchmarking exercise	Objectives for CEO set and performance reviewed  CEO undertakes professional development indicated  ETITO performs to the reasonable satisfaction of Board in an external benchmarking exercise

Organisational effectiveness and capability are reviewed annually	Organisation performance targets are met	Organisation performance targets are met	Organisation performance targets are met	Organisation performance targets are met	Organisation performance targets are met
<b>Key initiatives to achieve this objective</b>					
<p>ETITO will demonstrate governance and management in alignment with the QAS 1.2.1 :</p> <ul style="list-style-type: none"> <li>• Ownership and governance</li> <li>• Personnel</li> <li>• Participation in accreditation</li> <li>• Financial objectives</li> </ul> <p>Quality assurance systems are in place as noted in the indicators</p>					

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**Objective – Produce Industry Strategic Training Plans for each industry**

**Contribution to the TES/STEP –**

1.5: Investment in high quality research: “In particular we want research priorities in Tertiary Education organisations to be informed and influenced by New Zealand specific issues”

1.2 : Increasing differentiation and clarity of roles: “implement their leadership role by identifying future skills need for the industries they represent, developing strategic plans to meet those needs and sharing them effectively with providers, secondary schools and their industries”

2.5: A stronger focus on research that is relevant to New Zealand’s economic and social priorities.

2.1: Current and future workforce needs, and skills shortages.

Indicator(s)	2005	2006	2007	2008	2009
<b>Insert your indicator(s) here</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
An Industry Training Plan is produced for each of the Electrotechnology, Contact Centre, Security, Telecommunications, Ambulance and Finance Sectors	Industry Training Plans are produced for the Electrotechnology and Security industry sectors	Industry Training Plans are produced for the Contact Centre, Telecommunications and Ambulance sectors  Industry Training Plans are updated	Industry Training Plans are produced for the Finance sector  Industry Training Plans are updated	Industry Training Plans are updated	Industry Training Plans are updated

**Key initiatives to achieve this objective**

The development of a research function within ETITO

**Objective – Develop and maintain in accordance with Industry Strategic Training Plan recommendations, national qualifications and supporting training and assessment packages that are of high quality, relevant, current and accessible**

**Contribution to the TES/STEP –**

1.2: Increasing differentiation and clarity of roles: “The role of the Industry Training Organisation is to set skill standards and to arrange and promote quality education and training that meets the skill needs of firms in their industries”

1.3: Promote effective teaching

2.1: Current and future workforce needs, and skills shortages.

2.2: Technical and trades skills.

Indicator(s)	2005	2006	2007	2008	2009
<p><b>Insert your indicator(s) here</b>                      NQF Standards and qualifications are developed as indicated by Industry Strategic Plans</p>	<b>Actual</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<p>NQF Standards and qualifications are reviewed and maintained in accordance with the qualifications review schedule (Appendix 1) and as indicated by Industry Strategic Plans</p>	Standards and Qualifications are reviewed in accordance with review schedule	Electrotechnology and Security Standards and Qualifications developments and reviews are responsive to Industry Strategic Training Plans	Contact Centre and Ambulance Standards and Qualifications developments and reviews are responsive to Industry Strategic Training Plans	Finance Standards and Qualifications developments and reviews are responsive to Industry Strategic Training Plans	
<p>Participation as required on behalf of our industries and in our industries interests in the development and review of NQF standards and qualifications managed by other Standard Setting Bodies</p>	Standards and Qualifications are reviewed in accordance with review schedule (Appendix 1)	Standards and Qualifications are reviewed in accordance with review schedule (Appendix 1)	Standards and Qualifications are reviewed in accordance with review schedule (Appendix 1)	Standards and Qualifications are reviewed in accordance with review schedule (Appendix 1)	Standards and Qualifications are reviewed in accordance with review schedule (Appendix 1)
	Contributions made to reviews of standards conducted by other Standards Setting Bodies	Contributions made to reviews of standards conducted by other Standards Setting Bodies	Contributions made to reviews of standards conducted by other Standards Setting Bodies	Contributions made to reviews of standards conducted by other Standards Setting Bodies	Contributions made to reviews of standards conducted by other Standards Setting Bodies

High quality training support and assessment materials and systems are designed, developed, maintained, made available and promoted	Training support and assessment materials made available for new and reviewed (Appendix 1) qualifications	Training support and assessment materials made available for new and reviewed (Appendix 1) qualifications	Training support and assessment materials made available for new and reviewed (Appendix 1) qualifications	Training support and assessment materials made available for new and reviewed (Appendix 1) qualifications	Training support and assessment materials made available for new and reviewed (Appendix 1) qualifications
ETITO policies relating to standards setting are reviewed and updated in accordance with plans	Scheduled Qualifications development policy reviews are completed	Scheduled Qualifications development policy reviews are completed	Scheduled Qualifications development policy reviews are completed  NZQA Quality Assurance Standard focused audit requirements are met	Scheduled Qualifications development policy reviews are completed	Scheduled Qualifications development policy reviews are completed
<b>Key initiatives to achieve this objective</b>					
ETITO will demonstrate development monitoring and evaluation in alignment with the QAS 1.2.3					

**Objective – Support and engage with trainees by providing ongoing advice and guidance to ensure successful completion of training programmes**

**Contribution to the TES/STEP –**

2.1 Current and future workforce needs, and skills shortages: “to address skill shortages, high quality engagement between Tertiary Education organisations and the business community is essential”

2.2: Technical and trades skills. “Tertiary Education organisations need to strengthen their contribution to addressing skills shortages through close relationships with professional bodies and business, influencing both what is taught and how it is taught”

<b>Indicator(s)</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Insert your indicator(s) here</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
Annual credit and qualification targets are met	Credit and Qualifications targets met	Credit and Qualifications targets met	Credit and Qualifications targets met	Credit and Qualifications targets met	Credit and Qualifications targets met
Termination rates are progressively reduced	Termination rates baseline measure established	Reduced termination rates against baseline measure	Reduced termination rates against baseline measure	Reduced termination rates against baseline measure	Reduced termination rates against baseline measure
Excessive time to completion rates are reasonably reduced	Data collected on time to completion	Researched report produced on time to completion rates	Interventions designed and implemented to reasonably reduce excessive time to completion	Interventions designed and implemented to reasonably reduce excessive time to completion	Interventions designed and implemented to reasonably reduce excessive time to completion
All training packages are available to learners anywhere in New Zealand	National access to current, new and reviewed training packages is ensured and maintained	National access to current, new and reviewed training packages is ensured and maintained	National access to current, new and reviewed training packages is ensured and maintained	National access to current, new and reviewed training packages is ensured and maintained	National access to current, new and reviewed training packages is ensured and maintained

**Key initiatives to achieve this objective**

ETITO will use the QAS 1.2.4 and 1.2.7 as a guide to ensure that trainees are supported

**Objective – Build on ETITO’s strategic links with stakeholders to encourage the use of the national training systems by enterprises in our industries**

**Contribution to the TES/STEP –**

- 1.2 : Increasing differentiation and clarity of roles
- 2.1 : Current and future workforce needs, and skills shortages

<b>Indicator(s)</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Insert your indicator(s) here</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
Information about national training systems is provided at all member industry national annual conferences	Information is provided at all member industry national annual conferences	Information is provided at all member industry national annual conferences	Information is provided at all member industry national annual conferences	Information is provided at all member industry national annual conferences	Information is provided at all member industry national annual conferences
Information about national training systems is disseminated at all ETITO initiated forums and in all ETITO authored communications	Annual communications, publications, promotions, events and forum plans are effected	Annual communications, publications, promotions, events and forum plans are effected	Annual communications, publications, promotions, events and forum plans are effected	Annual communications, publications, promotions, events and forum plans are effected	Annual communications, publications, promotions, events and forum plans are effected

**Key initiatives to achieve this objective**

- The implementation of a Stakeholder Relationship Management Plan

**Objective – ETITO is committed to enhancing the productivity of our industries, demonstrated through building the capability of people. ETITO’s literacy strategy aims to build the workplace literacy skills required in the industries that we serve.**

**Contribution to the TES/STEP –**

2.4: Improving language, literacy and numeracy across the adult population: “Language, literacy and numeracy are best taught in a context that motivates adults.”

Indicator(s)	2006	2007	2008	2009	
<p><b>Insert your indicator(s) here</b></p> <p>Research into the workplace literacy needs by industry and by programme identify where these skills inhibit success.</p> <p>ETITO has a clear view of difference between the literacy requirements of the training material and the literacy demands of the jobs done by trainees.</p> <p>Training packages increasingly offer options for workplace literacy learning when the lack of such skills hinders success in industry qualifications.</p>	<p><b>Expected</b></p> <p>ETITO has a profile, in identified sector(s) of the literacy skills required in the jobs done by trainees</p> <p>On-job trainees/employers are aware of literacy issues that trainees may present</p> <p>Industry Training Plans in identified sectors address industry wide workplace literacy issues</p>	<p><b>Target</b></p> <p>ETITO has a profile in identified sector(s) of the literacy skills that trainees have when entering the industry</p> <p>Trainees/employers have a selection of strategies to address workplace literacy issues</p> <p>Industry Training Plan recommendations are incorporated into standards, qualifications and training arrangements.</p>	<p><b>Target</b></p> <p>Further consultation and contact with on-job trainees and employers regarding workplace literacy</p> <p>Further consultation and contact with on-job trainees and employers regarding workplace literacy</p> <p>Industry Training Plan recommendations are incorporated into standards, qualifications and training arrangements.</p>	<p><b>Target</b></p>	

		Industry Training Plans in identified sectors address industry wide workplace literacy issues	Industry Training Plans in identified sectors address industry wide workplace literacy issues		
<b>Key initiatives to achieve this objective</b>					
<ul style="list-style-type: none"> <li>The development and implementation of a literacy strategy for our industries in collaboration with Workbase.</li> </ul>					

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**Objective – Assist companies to address future skill needs and implement effective training and assessment systems that fit the culture of their workplace**

**Contribution to the TES/STEP –**

2.1: Current and future workforce needs, and skills shortages: “ to address skill shortages, high quality engagement between Tertiary Education organisations and the business community is essential”

2.2: Technical and trades skills. “Tertiary Education organisations need to strengthen their contribution to addressing skills shortages through close relationships with professional bodies and business, influencing both what is taught and how it is taught”

1.3: Promoting effective teaching. “Effective teaching practices will reflect the diverse nature of the students and learners in our system, the different levels, kinds of study and contexts in which learning occurs”

<b>Indicator(s)</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Insert your indicator(s) here</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
Annual contracted STMs are achieved	STMs achieved	STMs achieved	STMs achieved	STMs achieved	STMs achieved
Appropriately competent field and support staff are employed	Service delivery capability reviewed against trainee and company participation rates	Service delivery capability reviewed against trainee and company participation rates	Service delivery capability reviewed against trainee and company participation rates	Service delivery capability reviewed against trainee and company participation rates	Service delivery capability reviewed against trainee and company participation rates
Service levels are maintained to good practice standards	Service delivery process and quality checks completed	Service delivery process and quality checks completed	Service delivery process and quality checks completed	Service delivery process and quality checks completed	Service delivery process and quality checks completed
90% Registered Training Workplace agreements are renewed annually	90% RTW contracts renewed	90% RTW contracts renewed	90% RTW contracts renewed	90% RTW contracts renewed	90% RTW contracts renewed
Services are accessible to companies and trainees anywhere in New Zealand	National deployment of service delivery staff reviewed against trainee/company/ industry location	National deployment of service delivery staff reviewed against trainee/company/ industry location	National deployment of service delivery staff reviewed against trainee/company/ industry location	National deployment of service delivery staff reviewed against trainee/company/ industry location	National deployment of service delivery staff reviewed against trainee/company/ industry location

High levels of satisfaction with service delivery are recorded	Customer satisfaction benchmark established	Improved performance against customer satisfaction benchmark	Improved performance against customer satisfaction benchmark	Improved performance against customer satisfaction benchmark	Improved performance against customer satisfaction benchmark
<b>Key initiatives to achieve this objective</b>					

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**Objective – Identify and provide, on an ongoing basis, high quality and relevant training and assessment services**

**Contribution to the TES/STEP –**

4.1: Capability for quality and relevance: “The shift towards greater differentiation and specialisation among Tertiary Education organisations will deliver education and training that is both high quality and relevant to New Zealand’s needs”

1.3: Promoting effective teaching: “Effective teaching practices will reflect the diverse nature of the students and learners in our system, the different levels, kinds of study and contexts in which learning occurs”

Indicator(s)	2005	2006	2007	2008	2009
<b>Insert your indicator(s) here</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
Relations with providers are developed and maintained to ensure appropriate high quality training providers are contracted to provide service provision to learners	<p>Polytechnic and PTE Electrotechnology programmes are purchased for apprentices</p> <p>Polytechnic and PTE performance under contract is improved</p>	<p>Polytechnic and PTE Electrotechnology programmes are purchased for apprentices</p> <p>Improved performance by polytechnics and PTEs is sustained</p>	<p>Polytechnic and PTE Electrotechnology programmes are purchased for apprentices</p> <p>Improved performance by polytechnics and PTEs is sustained</p>	<p>Polytechnic and PTE Electrotechnology programmes are purchased for apprentices</p> <p>Improved performance by polytechnics and PTEs is sustained</p>	<p>Polytechnic and PTE Electrotechnology programmes are purchased for apprentices</p> <p>Improved performance by polytechnics and PTEs is sustained</p>
Strategic relationships are maintained with TEOs for EFTs funded NQF qualifications for our industries	Strategic relationships are maintained with TEOs for EFTs funded NQF qualifications for our industries	Strategic relationships are maintained with TEOs for EFTs funded NQF qualifications for our industries	Strategic relationships are maintained with TEOs for EFTs funded NQF qualifications for our industries	Strategic relationships are maintained with TEOs for EFTs funded NQF qualifications for our industries	Strategic relationships are maintained with TEOs for EFTs funded NQF qualifications for our industries
Strategic relationships are developed with high quality training providers to provide training services to ETITO Registered Training Workplaces	Strategic relationships are maintained with TEOs providing services directly to Registered Training Workplaces	Strategic relationships are maintained with TEOs providing services directly to Registered Training Workplaces	Strategic relationships are maintained with TEOs providing services directly to Registered Training Workplaces	Strategic relationships are maintained with TEOs providing services directly to Registered Training Workplaces	Strategic relationships are maintained with TEOs providing services directly to Registered Training Workplaces

<p>Effective arrangements are put in place annually for the training of workplace assessors</p> <p>Appropriate arrangements are in place for RPL assessment</p> <p>Quality measures for workplace assessment material and the workplace assessor register are met</p>	<p>Partner TEOs meet external moderation requirements</p> <p>Contract for workplace assessor training achieved with TOPNZ and others</p> <p>Workplace assessors in Electrotechnology are trained in all workplaces with a registered apprentice</p> <p>RPL assessment is managed and resourced to meet demand in all our industries</p> <p>Only workplace assessors who met registration requirements are able to register assessments with ETITO</p> <p>Workplace assessor register lists only currently eligible assessors</p>	<p>Partner TEOs meet external moderation requirements</p> <p>Contract for workplace assessor training achieved with TOPNZ and others</p> <p>Workplace assessors in Electrotechnology are trained in all workplaces with a registered apprentice</p> <p>RPL assessment is managed and resourced to meet demand in all our industries</p> <p>Only workplace assessors who met registration requirements are able to register assessments with ETITO</p> <p>Workplace assessor register lists only currently eligible assessors</p>	<p>Partner TEOs meet external moderation requirements</p> <p>Contract for workplace assessor training achieved with TOPNZ and others</p> <p>Workplace assessors in Electrotechnology are trained in all workplaces with a registered apprentice</p> <p>RPL assessment is managed and resourced to meet demand in all our industries</p> <p>Only workplace assessors who met registration requirements are able to register assessments with ETITO</p> <p>Workplace assessor register lists only currently eligible assessors</p>	<p>Partner TEOs meet external moderation requirements</p> <p>Contract for workplace assessor training achieved with TOPNZ and others</p> <p>Workplace assessors in Electrotechnology are trained in all workplaces with a registered apprentice</p> <p>RPL assessment is managed and resourced to meet demand in all our industries</p> <p>Only Workplace assessors who met registration requirements able to register assessments with ETITO</p> <p>Workplace assessor register lists only currently eligible assessors</p>	<p>Partner TEOs meet external moderation requirements</p> <p>Contract for workplace assessor training achieved with TOPNZ and others</p> <p>Workplace assessors in Electrotechnology are trained in all workplaces with a registered apprentice</p> <p>RPL assessment is managed and resourced to meet demand in all our industries</p> <p>Only workplace assessors who met registration requirements able to register assessments with ETITO</p> <p>Workplace assessor register lists only currently eligible assessors</p>
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<p>ETITO policies relating to assessment are reviewed and updated in accordance with plans</p>	<p>Assessment materials are approved by Industry Advisory Groups and meet NZQA/ITF good practice guidelines</p> <p>Scheduled Assessment policy reviews are completed</p>	<p>Assessment materials are approved by Industry Advisory Groups and meet NZQA/ITF good practice guidelines</p> <p>Scheduled Assessment policy reviews are completed</p>	<p>Assessment materials are approved by Industry Advisory Groups and meet NZQA/ITF good practice guidelines</p> <p>Scheduled Assessment policy reviews are completed</p>	<p>Assessment materials are approved by Industry Advisory Groups and meet NZQA/ITF good practice guidelines</p> <p>Scheduled Assessment policy reviews are completed</p>	<p>Assessment materials are approved by Industry Advisory Groups and meet NZQA/ITF good practice guidelines</p> <p>Scheduled Assessment policy reviews are completed</p>
<p><b>Key initiatives to achieve this objective</b></p>					
<p>ETITO will ensure that these objectives are achieved in alignment with QAS:  1.2.3 arrangements for industry training  1.2.5 workplace assessors</p>					

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<b>Objective – Apply effective quality management systems to all training and assessment activity on an ongoing basis</b>					
<b>Contribution to the TES/STEP –</b>					
4.1 Capability for quality and relevance					
4.2 Quality information and analysis					
<b>Indicator(s)</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
<b>Insert your indicator(s) here</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
External moderation is conducted in accordance with the AMAP and related policies	External moderation plans are produced and activity carried out in accordance with AMAP	External moderation plans are produced and activity carried out in accordance with AMAP	External moderation plans are produced and activity carried out in accordance with AMAP	External moderation plans are produced and activity carried out in accordance with AMAP	External moderation plans are produced and activity carried out in accordance with AMAP
External moderation outcomes meet the standards of NZQA and ETITO Board	External moderation report meets NZQA standard  External moderation report is approved by ETITO Board	External moderation report meets NZQA standard  External moderation report is approved by ETITO Board	External moderation report meets NZQA standard  External moderation report is approved by ETITO Board	External moderation report meets NZQA standard  External moderation report is approved by ETITO Board	External moderation report meets NZQA standard  External moderation report is approved by ETITO Board
External moderation practice is effective and efficient	National moderators are contracted and trained in each industry sector  National moderation is conducted as forecast financially  National moderators follow agreed procedures  TEO complaints are managed successfully	National moderators are contracted and trained in each industry sector  National moderation is conducted as forecast financially  National moderators follow agreed procedures  TEO complaints are managed successfully	National moderators are contracted and trained in each industry sector  National moderation is conducted as forecast financially  National moderators follow agreed procedures  TEO complaints are managed successfully	National moderators are contracted and trained in each industry sector  National moderation is conducted as forecast financially  National moderators follow agreed procedures  TEO complaints are managed successfully	National moderators are contracted and trained in each industry sector  National moderation is conducted as forecast financially  National moderators follow agreed procedures  TEO complaints are managed successfully

<p>Collaborative external moderation arrangements are fully serviced</p> <p>ETITO's AMAP and external moderation policies are reviewed according to plans</p> <p>ETITO meets the external moderation requirements of other Standards Setting Bodies</p> <p>Internal moderation is conducted annually in accordance with internal moderation plans</p>	<p>Collaborative moderation for NCET and NDE is completed</p> <p>Scheduled reviews of external moderation policies are completed</p> <p>Other standard setting bodies moderation requirements are met</p> <p>Internal moderation plans of workplace assessors are designed to serve moderation and industry interests</p> <p>Internal moderation is conducted in accordance with plans</p> <p>Internal moderators perform to good practice standards</p> <p>Workplace assessors meet internal moderation requirements</p>	<p>Collaborative moderation plans are completed</p> <p>Scheduled reviews of external moderation policies are completed</p> <p>Other standard setting bodies moderation requirements are met</p> <p>Internal moderation plans of workplace assessors are designed to serve moderation and industry interests</p> <p>Internal moderation is conducted in accordance with plans</p> <p>Internal moderators perform to good practice standards</p> <p>Workplace assessors meet internal moderation requirements</p>	<p>Collaborative moderation plans are completed</p> <p>Scheduled reviews of external moderation policies are completed</p> <p>Other standard setting bodies moderation requirements are met</p> <p>Internal moderation plans of workplace assessors are designed to serve moderation and industry interests</p> <p>Internal moderation is conducted in accordance with plans</p> <p>Internal moderators perform to good practice standards</p> <p>Workplace assessors meet internal moderation requirements</p>	<p>Collaborative moderation plans are completed</p> <p>Scheduled reviews of external moderation policies are completed</p> <p>Other standard setting bodies moderation requirements are met</p> <p>Internal moderation plans of workplace assessors are designed to serve moderation and industry interests</p> <p>Internal moderation is conducted in accordance with plans</p> <p>Internal moderators perform to good practice standards</p> <p>Workplace assessors meet internal moderation requirements</p>	<p>Collaborative moderation plans are completed</p> <p>Scheduled reviews of external moderation policies are completed</p> <p>Other standard setting bodies moderation requirements are met</p> <p>Internal moderation plans of workplace assessors are designed to serve moderation and industry interests</p> <p>Internal moderation is conducted in accordance with plans</p> <p>Internal moderators perform to good practice standards</p> <p>Workplace assessors meet internal moderation requirements</p>
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Internal moderators (ETITO and RTW personnel) perform to good practice standards	Scheduled reviews of internal moderation policies are completed	Scheduled reviews of internal moderation policies are completed	Scheduled reviews of internal moderation policies are completed	Scheduled reviews of internal moderation policies are completed	Scheduled reviews of internal moderation policies are completed
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**Key initiatives to achieve this objective**

ETITO will ensure that these objectives are achieved in alignment with QAS:  
 1.2.6 National external moderation  
 1.2.7 Recording and reporting on trainee achievement  
 1.2.3 Monitoring and evaluation

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**Objective – Leverage ETITO’s current Bright Sparks initiative to further develop national school to work transition strategies for our industries**

**Contribution to the TES/STEP –**

2.1 Current and future workforce needs, and skills shortages: “to address skill shortages, high quality engagement between Tertiary Education organisations and the business community is essential”

2.2: Technical and trades skills: “Tertiary Education organisations need to strengthen their contribution to addressing skills shortages through close relationships with professional bodies and business, influencing both what is taught and how it is taught”

3.4: Improving youth transitions

Indicator(s)	2005	2006	2007	2008	2009
<p><b>Insert your indicator(s) here</b> Bright Sparks programmes, club and web mentoring forum are maintained and developed</p> <p>Analysis of current Bright Sparks and Gateway strategies, to identify potential school to work transition initiatives for other sectors</p>	<p><b>Actual</b></p> <p>Participation in Bright Sparks initiatives is increased</p> <p>Bright Sparks initiatives are reviewed for improvement</p>	<p><b>Target</b></p> <p>Participation in Bright Sparks initiatives is maintained</p> <p>Improvements are resourced and implemented</p> <p>Stakeholder satisfaction with quality of Bright Sparks initiatives is benchmarked</p> <p>Analysis of industries’ needs to identify relevant school to work transition initiatives is completed</p> <p>Strategy developed for school to work transition initiatives</p>	<p><b>Target</b></p> <p>Participation in Bright Sparks initiatives is maintained</p> <p>Bright Sparks initiatives are reviewed for improvement</p> <p>Stakeholder satisfaction with quality of Bright Sparks initiatives is benchmarked</p> <p>Implementation of selected school to work transition initiatives are implemented</p>	<p><b>Target</b></p> <p>Participation in Bright Sparks initiatives is maintained</p> <p>Improvements are resourced and implemented</p> <p>Selected school to work initiatives are reviewed</p>	<p><b>Target</b></p> <p>Participation in Bright Sparks initiatives is maintained</p> <p>Improvements are resourced and implemented</p> <p>Selected school to work initiatives are reviewed</p>

<b>Objective – Strengthen ETITO’s capacity to contribute to the strengthening of Maori development</b>					
<b>Contribution to the TES/STEP –</b>					
2.6 Strengthening Maori development: “Strengthening Maori development is a national priority because of the importance to the economy and its importance to the development of Maori communities and asset-base.” (STEP page 25)					
<b>Indicator(s)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	
<b>Insert your indicator(s) here</b>	<b>Expected</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	
A Maori Strategy Development and Implementation Plan is in place for the period 2007-2009	The Plan is completed	The Plan is reviewed	The Plan is reviewed	The Plan is reviewed	
The Plan is fully incorporated with the ETITO planning review cycle	The Plan is incorporated	The Plan is incorporated	The Plan is incorporated	The Plan is incorporated	
Processes to raise ETITO staff and industry understanding of and support for, and skills to implement the Plan are ongoing.	Processes are implemented	Processes are implemented	Processes are implemented	Processes are implemented	
<b>Key initiatives to achieve this objective</b>					
<ul style="list-style-type: none"> <li>• ETITO staff and industry communication and consultation to agree to Plan</li> <li>• Management processes to incorporate the Plan in the planning and review cycle</li> <li>• Staff and industry meetings and coaching workshops</li> </ul>					

<b>Objective – Enhance Maori participation rates</b>					
<b>Contribution to the TES/STEP –</b>					
3.2: (Improve) Maori participation: “Education and training for the trades, technical skills and professions at all levels will remain a high priority for Maori.” (STEP)					
<b>Indicator(s)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	
<b>Insert your indicator(s) here</b>	<b>Expected</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	
At least one pilot strategy to increase Maori participation rates is in place by the end of 2007 for implementation in 2008.		The strategy is in place	First implementation year completed	Second implementation year completed	
<b>Key initiatives to achieve this objective</b>					
<ul style="list-style-type: none"> <li>• ETITO staff and industry support for the strategy</li> <li>• Collaborative processes to design and build capacity to implement the strategy</li> <li>• Ongoing monitoring and review to improve the strategy as required.</li> </ul>					

<b>Objective – Enhance Maori outcomes</b>					
<b>Contribution to the TES/STEP –</b>					
3.2: (Improve) Maori outcomes: “Given that growing the skills, knowledge and strength of people are an essential component of Maori communities’ strategies, tertiary education institutions need to (-) identify how tertiary education and research can contribute towards these goals.” (STEP page 25)					
<b>Indicator(s)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	
<b>Insert your indicator(s) here</b>	<b>Expected</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	
At least one pilot strategy to enhance Maori outcomes (increase completions and reduce terminations) is in place by the end of 2007 for implementation in 2008.		The strategy is in place	First implementation year completed	Second implementation year completed	
<b>Key initiatives to achieve this objective</b>					
<ul style="list-style-type: none"> <li>• ETITO staff and industry support for the strategy</li> <li>• Collaborative processes to design and build capacity to implement the strategy</li> <li>• Ongoing monitoring and review to improve the strategy as required.</li> </ul>					

<b>Objective – Enhance Pasifika outcomes</b>					
<b>Contribution to the TES/STEP –</b>					
3.2: (Improve) Pasifika outcomes: ‘Tertiary education organisations need (-) to improve Pasifika student success and target specific areas of development need.’					
<b>Indicator(s)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	
<b>Insert your indicator(s) here</b>	<b>Expected</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	
At least one pilot strategy to enhance Pasifika outcomes (increase completion and reduce terminations) is in place by the end of 2007 for implementation in 2008.		The strategy is in place	First implementation year completed	Second implementation year completed	
<b>Key initiatives to achieve this objective</b>					
<ul style="list-style-type: none"> <li>• ETITO staff and industry support for the strategy</li> <li>• Collaborative processes to design and build capacity to implement the strategy</li> <li>• Ongoing monitoring and review to improve the strategy as required.</li> </ul>					

<b>Objective – Enhance Pasifika participation rate</b>					
<b>Contribution to the TES/STEP –</b>					
3.3 (Improve) Pasifika participation: “Tertiary organisations need to focus on improving participation by Pasifika students (-) in order to secure Pasifika representation at all levels of the workforce and the economic advancement of Pasifika communities.” (STEP page 26)					
<b>Indicator(s)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	
<b>Insert your indicator(s) here</b>	<b>Expected</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	
At least one pilot strategy to increase Pasifika participation rates is in place by the end of 2007 for implementation in 2008.		The strategy is in place	First implementation year complete	Second implementation year complete	
<b>Key initiatives to achieve this objective</b>					
<ul style="list-style-type: none"> <li>• ETITO staff and industry support for the strategy</li> <li>• Collaborative processes to design and build capacity to implement the strategy</li> <li>• Ongoing monitoring and review to improve the strategy as required</li> </ul>					

<b>Objective – Strengthen ETITO capacity to contribute to meeting the development aims of Pasifika</b>					
<b>Contribution to the TES/STEP –</b>					
2.7 Meeting the development aspirations of Pasifika: “All tertiary education organisations will be developing strategies to deliver to the needs of Pasifika students and learners and communities” (STEP page 26)					
<b>Indicator(s)</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	
<b>Insert your indicator(s) here</b>	<b>Expected</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	
A Pasifika Strategy Development and Implementation Plan is in place for the period 2007-2009	The Plan is completed.	The Plan is reviewed	The Plan is reviewed	The Plan is reviewed	
The Plan is fully incorporated with the ETITO planning and review cycle	The Plan is incorporated	The Plan is incorporated	The Plan is incorporated	The Plan is incorporated	
Processes to raise ETITO staff and industry understanding of and support for, and skills to implement the Plan are ongoing.	Processes are implemented	Processes are implemented	Processes are implemented	Processes are implemented	
<b>Key initiatives to achieve this objective</b>					
<ul style="list-style-type: none"> <li>• ETITO staff and industry communication and consultation to agree the Plan</li> <li>• Management processes to incorporate the Plan in the planning and review cycle</li> <li>• Staff and industry meetings and coaching workshops.</li> </ul>					

<b>Objective – Manage the ICT in Canterbury Growth Pilot 2004-2008</b>					
<b>Contribution to the TES/STEP –</b>					
2.1 Current and future workforce needs, and skills shortages					
<b>Indicator(s)</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	
<b>Insert your indicator(s) here</b>	<b>Actual</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	
Deliver successfully as the lead TEO in a consortium of TEOs and enterprises the ICT in Canterbury Growth Pilot Project	Complete 04/05 project deliverables	Complete 05/06 project deliverables	Complete 06/07 project deliverables	Complete 07/08 project deliverables	
<b>Key initiatives to achieve this objective</b>					

<b>Objective – Support other TEO initiatives in the GIF sectors</b>					
<b>Contribution to the TES/STEP –</b>					
2.1 Current and future workforce needs, and skills shortages					
<b>Indicator(s)</b>	<b>2005</b>	<b>2006</b>			
<b>Insert your indicator(s) here</b>	<b>Actual</b>	<b>Target</b>			
Perform participant obligations in IPENZ and ICT Growth Pilot Projects 04/05	Obligations to IPENZ and ICT Growth Pilot Projects are met	Obligations to IPENZ and ICT Growth Pilot Projects are met  Liaison with Accelerate Auckland Growth Pilot			
<b>Key initiatives to achieve this objective</b>					

## 2. Summary of Activity and Funding Sought

Year 2006	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Total (06)	Projected for 2007 year	Projected for 2008 year
Projected STMs at Levels 1-4	993	1019	1079	1129	4220	4660	4960
Projected STMs at above level 4	20	20	20	20	80	40	40
Total Projected STMs	1013	1039	1099	1149	4300	4700	5000

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## Evidence to support proposal:

ETITO has a proven record stretching back **seven** years of achieving (and in fact exceeding) its STM allocation. The bid in **2007** is for **4300** STMs, an increase on the **3757** STMs in **2006** of **14%**. The increase is required to:

- 1) fund continuing unfunded training volume delivered;
- 2) service known increases in demand; and
- 3) support the desire of a new industry to participate in industry training.

1. ETITO continues a **seven** year trend to support industry training requirements beyond the level of funding we are allocated. In **2005**, ETITO delivered **7%** more than we were funded for. Considerable efforts to influence, restrain and manage expectations are in place and are proving effective. More cost has been transferred to our industries. We anticipate being able to reduce our overachievement STM figure to **5%** in **2006**. However, the overachievement cost to ETITO will decrease to a lesser extent due to the higher cost of off-job training provision.

2. While we are not projecting significant increases in demand in any particular industry, the economic environment in which we operate is maintaining business confidence and keeping pressure on the labour market which is requiring enterprises to continue to invest in recruitment, training and retention strategies for their workforce. Key trends and their impact on ETITO are summarised for 4 of our industries.

### 2.1 Financial Services Sector

ETITO, along with all the key players of the Financial Services industry, are poised and are eagerly anticipating the opportunity for the industry to engage in industry training after resolving the issues arising out of the coverage application consultation process. It is anticipated that in the first half of **2007** approximately **300** trainees will enter training agreements for the qualifications at Level 3, Level 4 and/or Level 5. It is also anticipated that the introduction of workplace based training for new entrants will be matched by a steady programme to recognise the current competency of experienced employees and upskill them where necessary. Already, training providers, who have been involved in the consultation and development work over the past three years, are preparing to make available programmes to support banks and insurance companies in the sector as soon as ITO services are in place for them.

### 2.2 Electrotechnology Apprenticeships

ETITO is projecting **9%** growth for the Electrotechnology sector in **2007**. This growth is anticipated to be in the following areas

- The Department of Labour's report on Electrician: Occupational Skill Shortage Assessment dated June 2006, confirms that the demand for electricians is expected to remain high. While the supply situation is predicted to improve as the number of trainees achieving the National Certificate Electrical Engineering (Level 4) qualifications increases, the current shortfall of electricians is expected to persist in the short-term and has been classified as a genuine skill shortage.
- Appliance Servicing, after a long slow start, is beginning to respond to the training programme on offer with a noted increase in uptake. With the revised qualification about to be finalised, further demand in this sector is reasonably anticipated.

- Participation continues to increase in the Electronic Security qualification that aligns with the new category of electrical registration for the occupation. Access to off-job training for the qualification is in place and the employer/trainee support materials available. Uptake is trending upwards and will continue with the ongoing complexity of electronic product and the proposed tighter regulatory regime for the Security industry.
- The occupation, Switchgear Fitter, has had its national training system in place for only one year. The 2006 pilot is successfully completed and the resulting uptake is likely to continue in 2007.
- The year 2006 will see the introduction of a national qualification for those involved in the supply to the trade of electrical and electronic product. This will be made available to an anticipated 500 – 600 strong workforce over a roll out period of three or so years.

### **2.3 Contact Centres**

The Contact Centre industry continues to consolidate its permanent place in the New Zealand economy. It is still growing; the impact of the industry in Asia, less inhibiting than expected and more New Zealand firms transferring their customer service operations to a contact centre solution. Staff turnover, which continues to be high (30%+), and the tight labour market mean that managers are using training opportunities as recruitment and retention interventions. Other factors involved in maintaining the demand for training are the greater contribution contact centre personnel are making to business and the recruitment of older workers who are attracted to achieving credentials, to which previously, they would not have had access. As well as servicing current training workplaces into 2007, there is demand from new firms, mainly in the Auckland and Waikato regions, and Northland, where workers are available and overhead cost lower.

### **2.4 Offender Management**

In their Annual Report 30 June 2005, the Department of Corrections reported that, while the number of people in prison over the past 20 years has been steadily increasing, the last 12 months have seen a sharp increase. There are now 164 people in prison for every 100,000 of population; double the imprisonment rate that applied in 1980. Changes in legislation such as the Sentencing Act 2002 and Parole Act 2002 are resulting in longer prison sentences and a larger proportion of sentences being served in prison. The Department of Corrections has 4 new facilities planned across New Zealand with 1 currently operational and 3 to be completed between now and mid 2007. These 4 facilities will staff an estimated 1011 employees which has created a significant increase in the demand for appropriately skilled Corrections Officers. ETITO is projecting 20%+ trainee growth in these programmes in 2007.

### 3. Standard Performance Indicators and Targets

Standard performance measure:	Performance Targets		Indicative Targets			
	2005		2006	2007	2008	2009
	Target	Actual				
Number of credits to be achieved by trainees (targets and indicative targets)	220,000	234,061	260,000	300,000	330,000	350,000
Number of qualifications to be completed by trainees (targets and indicative targets)	2,000	2,532	2,600	3,000	3,400	3,600
Number of LCPs and SCPs to be completed by trainees (targets and indicative targets)						
Projected level of industry cash contribution (targets and indicative targets in dollars and as a percentage of the total cash cost)	20%	22.3% \$3,033,928	28% \$3,700,000	29% \$4,000,000	30% \$4,500,000	30% \$4,900,000

Explanations for projections can be provided in the next table

## 4. Credit Achievement and Qualification Completion Targets

<p><b>Rationale For targets:</b></p>	<p>Each year we rework our credit achievement and qualification completion targets as we build up data to examine for trends that might underpin our projections. We now have qualitative history of credit achievement and qualification completions for the past five years. The total credits and qualifications achieved by sector are divided by the number of continuing trainees in their respective sectors. The rates for previous years are compared to see if there are any noticeable trends and a credit rate and qualification rate per anticipated trainee is calculated. These rates are then applied to the trainees forecast to be in 2007 – 2008 programmes.</p>
<p><b>Ability to sustain higher demand</b></p>	<p>ETITO is capable of sustaining the higher volume proposed. As a multi industry ITO, the requested volume increase can be applied flexibly across demand and opportunity in all the industries ETITO services.</p> <p>In these industries, for the most part, new trainees will be entering mature training systems. It is with confidence that we predict the potential for immediate engagement and success for both trainees and companies will be high because they are entering tried and true programmes. These trainees and companies will have national access to the training systems plus facilitation from ETITO field staff in four offices throughout New Zealand.</p> <p>Historically, ETITO has a proven record of sustaining increases in volume.</p> <p><b>Introducing Industry Training to the Financial Services Sector</b></p> <p>ETITO has experience of operationalising national training systems for new sectors.</p> <p>The development work for the Financial Services sector is almost complete. Training activity is planned to commence in quarter three of 2006.</p> <p>A phased role out of the training system is planned, the pace of which can be adjusted to match company or ETITO constraints or freedoms.</p>
<p><b>Industry cash contribution – explanation of variance</b></p>	<p>ETITO's industry cash contribution has sat at 20% - 23% since 2000. In 2007, it is estimated to increase to 28%. It will be progressively increased from 2007 - 2008 to reach 30%, the ITO average.</p>

## 5. Risk Management

Description of risk	Probability (H/M/L)	Impact (H/M/L)	Initiative to manage/mitigate risk
Reduced revenue and industry support base due to overlapping provision by ITPs	H	H	<ul style="list-style-type: none"> <li>• Greater collaboration with ITPs</li> <li>• Attract revenue through commercial activity</li> <li>• Lobby for more equitable funding regime and/or clarification of ITO/ITP roles</li> </ul>
Inability to meet current industries' demands for ETITO services	H	M	<ul style="list-style-type: none"> <li>• Strategies to increase revenues from non ITF sources               <ul style="list-style-type: none"> <li>– Increase industry contribution</li> <li>– Attract revenue through commercial activity (incl sponsorship)</li> </ul> </li> <li>• Access to industry training agreements is controlled through a quota system</li> <li>• Communications plan to manage industry expectations of service/access is in action</li> </ul>
Inability to meet proposed new industry's demand for ETITO services (Financial Services industry)	M	M	Exploration of a business case for provision of ETITO services on a commercial basis.

## 6. Financial Performance Indicators

ETITO audited financial report has been sent to TEC.

## 7. Other Activity of the ITO

List the other major activities of the ITO that are not funded by the TEC.	Impact on ability to contribute to the TES
<p>ETITO owns ETITO Consulting Limited which is involved in commercial activity to support ETITO.</p> <ul style="list-style-type: none"> <li>• Sponsorship</li> <li>• Management of the ICT in Canterbury Growth Pilot Project</li> <li>• Sale of training and assessment materials (Bright Sparks)</li> <li>• International consultancy related to industry training and competency based systems</li> <li>• Other consulting in New Zealand</li> <li>• Collaboration with NZTE, for the purposes of creating wealth for New Zealand, to market in Canada, China and Saudi Arabia, New Zealand IP pertaining to joint industry – education approaches to more effective vocational education and training</li> </ul>	<p>These activities are self funding and/or profit making. Profit is returned to ETITO for application to ITO services in New Zealand.</p> <p>Benefits are:</p> <ul style="list-style-type: none"> <li>• Reduced dependence on ITF funding for ETITO delivered industry training in New Zealand</li> <li>• Retention of key staff through job enrichment</li> <li>• Development of international perspective on New Zealand industry training and vocational education and training systems for continuous improvement</li> </ul>

# Part C – Policies, Consultation and Areas for Development

## 1. Policies

All policies can be found on [www.etito.co.nz](http://www.etito.co.nz)

<b>Credit transfer and recognition of prior learning</b>	Qualification Pathways and Staircasing Policy Qualification Pathways Guidelines Qualification Staircasing Guidelines Assessment Policy Recognition of Prior Learning (RPL) Assessment Guidelines
<b>Learner and employer grievance procedures</b>	Assessment Appeal Process
<b>Policies on stakeholder relations</b>	Stakeholder Relationship Management Policy

## 2. Consultation

ETITO involvement in the trial Charter and Profile exercise which informed our stakeholders of the Tertiary Education reforms and the role and purpose of each of the documents.

Extensive consultation on ETITO Charter through nationwide stakeholder forums which delivered a new strategic direction for ETITO and broad parameters for the medium term Profile.

Web based consultation with all stakeholders over a six month period through ETITO Future Skills Research Project to confirm industry and sector specific interests for the medium to longer term (5 – 10 years).

Regular interaction with industry and training provider stakeholders in industry advisory groups to determine the focus for the short term.

Research projects in four industry sectors – Electrical, Security Staff Services, Industrial Measurement and Control, Telecommunications involving surveys (565 participants) and in depth interviews (330 participants) with companies, trainees, TEOs and other industry stakeholders.

Establishment and facilitation of expert working groups of industry and education personnel to develop recommendations for interventions from research findings.

14 industry forums involving 500+ delegates in four centres throughout New Zealand between December 2005 and May 2006 to consult on the future for industry training and the 2007 – 2009 Profile.

Dedicated ETITO staff and Board consultations sessions in May 2006.

Ongoing participation in the Industry Training Federation's forums to ensure ETITO's alignment with the Tertiary Education Strategy.

Review of strategies and progress with plans via the annual planning cycle with industry groups, staff and ETITO's Board of Directors.

Meetings with TEC advisor to ensure alignment with STEP and national goals.



	<p>completions) compared with other groups.</p> <p>The outcomes of higher than average termination rates and lower completion rates for Maori are consistent with “usual” education sector trends.</p> <p>The outcomes analysis for Pasifika shows lower than average termination rates and higher completion rates and are a positive divergence from “usual” education sector trends. It is intended that a similar participation and outcomes analysis for Female trainees will be conducted to inform ETITO future direction.</p>
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# Part D – Appendices

## Appendix 1

### Standard / qualification responsibility

Qualification Title	Level	Credits	Expiry / Review due	Notes
NC in Electrical Engineering (Level 2)	2	47	2010	
NC in Electronic Engineering (Level 2)	2	57	2008	
NC in Electronics Technology (Level 2)	2	40	2006	Note 2
NC in Security (Level 2)	2	51	2010	
NC in Telecommunications (Level 2)	2	54	31/12/2005	Note 3
<b>Total level 2 qualifications = 5</b>				
NC in Contact Centre Operations (Level 3)	3	68	2010	
NC in Electrical Engineering (Level 3)	3	151	2010	
NC in Electrical Engineering (Switchgear Fitter)	3	160	31/12/2007	
NC in Electronic Engineering (Level 3)	3	97	2008	
NC in Electronic Manufacturing (Level 3)	3	60	2008	
NC in Electronic Security (Installer) (Level 3)	3	130	2009	
NC in Electronics Technology (Level 3)	3	43	2008	
NC in Materials Management (Level 3)	3	60	31/12/2005	
NC in Offender Management (Level 3)	3	107 or 109	2011	
NC in Security (Communications) (Level 3)	3	60	31/12/2003	Note 3
NC in Security (Level 3) with strands in Mobile Patrol, Personal Protection, Retail Security, Secure Transport, Site Security, and Venue Security	3	91-102	2010	Note 1
NC in Telecommunications (Level 3) with strands in Bearer and Switch, Building and Data Cabling, Customer Access Network, Customer Premises Equipment, Information and Communications Technology, and Radio	3	76 – 101	2009	
NC in Telecommunications (Manufacture and Production) (Level 3)	3	64-72	31/12/1999	Note 3
NC in Telecommunications (Sales and Service) with strands in Sales and Support	3	70-92	31/12/2002	Note 3
<b>Total level 3 qualifications = 14</b>				
NC in Ambulance (Patient Care and Transport) (Level 4)	4	120	2007	Note 3
NC in Contact Centre Management (Team Leader) (Level 4)	4	78	2010	
NC in Electrical Appliance Servicing	4	141	2011	Note 2
NC in Electrical Engineering (Electrician for Registration) (Level 4)	4	251	2010	
NC in Electrical Engineering (Motor Rewinding and Repair)	4	126	31/12/2008	
NC in Electronic Manufacturing (Level 4) with strands in Manufacturing Technology, and Manufacturing Leadership	4	120	2008	
NC in Electronic Security (Level 4)	4	92	2009	
NC in Electronic Engineering (Level 4)	4	100	2008	
NC in Industrial Measurement and Control (Level 4)	4	223	31/12/2006	Note 2
NC in Offender Management (Level 4)	4	81-105	2011	

Qualification Title	Level	Credits	Expiry / Review due	Notes
Telecommunications (Level 4) with strands in Bearer and Switch, Building and Data Cabling, Customer Access Network, Customer Premises Equipment, and Radio	4	118-138	31/12/2008	
NC in Telecommunications (Maintenance and Repair) with strands in Computer, Electronics, Mechanical, and Radio	4	78-98	31/12/2002	Note 3
NC in Telecommunications (Management and Operations) with strands in Computer, Electronics, Mechanical, and Radio	4	93	31/12/2002	Note 3
NC in Telecommunications (Planning and Design) with strands in Computer, Electronics, Mechanical, and Radio	4	78	31/12/1999	Note 3
<b>Total level 4 qualifications = 14</b>				
ND in Contact Centre Management (Level 5)	5	120	2010	
NC in Electrical Engineering (Level 5)	5	76	2006	Note 3
NC in Industrial Measurement and Control (Level 5)	5	90	1/12/2007	
NC in Offender Management (Level 5)	5	99-119	31/12/2007	
NC in Security Management (Supervision) (Level 5)	5	60	31/12/2003	Note 3
NC in Telecommunications (Manufacture and Production) (Level 5) with strands in Electronics, Mechanical, and Radio	5	98-110	31/12/2002	Note 3
<b>Total level 5 qualifications = 6</b>				
National Diploma in Ambulance (Paramedic) (Level 6)	6	120	2007	Note 3
ND in Engineering (Level 6) with strands in Computer Engineering, Electrical Engineering, Electronics, Industrial Measurement and Control, and Telecommunications	6	240	2011	Note 2
ND in Security Management (Level 6)	6	120	2004	Note 3
ND in Security (Level 6)	6	125	2006	Note 3
NC in Telecommunications (Research and Design) with strands in Electronics, Radio, Mechanical, and Software	6	92-98	31/12/1999	Note 3
<b>Total level 6 qualifications = 5</b>				
<b>Overall total qualifications = 44</b>				

**Note 1** The National Certificate in Security (Level 3) has been reviewed and the new version should be registered in July 2006 with a review date of 2010. (One qualification)

**Note 2** These qualifications are under review. (Four qualifications)

**Note 3** These qualifications are scheduled for review. Those currently in use will be reviewed in 2006 and 2007. Those no longer required will be removed in 2006.

## Appendix 2 – Industry Skill Strategy

### ETITO Industry Skills Strategy

#### 1. Introduction

ETITO serves the Electrotechnology, Security, Telecommunications, Ambulance and (in future) Financial Services industries in the design and support of workplace based training systems. There are in excess of 17,329 employers and 161,169 <sup>2</sup> employees: These statistics are presented in their industry sectors in Table 1 below.

Table 1

Electrotechnology	Employers: 3,000	Employees: 63,200
Telecommunications	Employers: 1,600	Employees: 42,000
Security	Employers: 500	Employees: 8,000
Ambulance	Employers: 6	Employees: 3,900 (incl 2,000 volunteers)
Financial Services	Employers: 12,223	Employees: 44,160

Within these five industries there are 21 programmes (with 44 qualifications and 15 more in development for the Financial Services). The sectors or programmes follow.

#### Electrotechnology:

- Electrical Engineering
- Electrical Engineering – Switchgear Fitter
- Electrical Appliance Servicing
- Industrial Measurement and Control
- Electronic Engineering
- Electrical Engineering Motor Rewinding and Repair
- Electronic Manufacturing
- Materials Management
- Electronic Security
- Electronics Technology
- Bright Sparks
- Gateway

#### Telecommunications:

- Telecommunications <sup>3</sup>
- Contact Centre Operations

#### Security:

- Security Staff Services
- Offender Management

#### Ambulance:

- Ambulance

<sup>2</sup> Statistics NZ 2002 Census

<sup>3</sup> There are a number of occupational roles included in this industry

Financial Services: (in development)

- Banking
- Financial Planning
- Insurance
- Insurance Underwriters <sup>4</sup>

## 2. Industry Skills Strategy Brief

The Industry Training Amendment Act 2002 requires ITOs to provide leadership within the industry on matters relating to skills and training needs by:

- I. Identifying current and future skill needs
- II. Developing strategic training plans to assist the industry to meet those needs
- III. Promoting training that will meet those needs to employers and employees  
(Source Section 6 (c) Industry Training Amendment Act 2002)

TEC project agreement states that:

Key outcomes of ETITO's leadership role will include:

- Informing decision making at the level of the enterprise about current and future skill development and training for the enterprise's workforce
- Informing industry about current and future skill development and training for the industry workforce
- Facilitating industry to address current and future skill development issues whilst recognising the particular interests of the firm
- Informing our assessment of strategic relevance of programmes within the tertiary sector
- Informing and influencing tertiary education providers such as polytechnics and Private Tertiary Establishments (PTEs)
- Informing government and key policy/decision makers
- Generating reflection/critical debate/awareness of industry training and training issues within ETITO's industries and among ETITO staff
- Supporting teaching, learning and assessment initiatives for ETITO industries
- Developing an understanding of good practice in industry training within ETITO and our industries

The approach ETITO takes to the role of leadership within the industry on matters relating to skill and training needs referred to as the 'industry skills strategy' is designed to accommodate the diverse needs of our various industries and programmes. It also builds on existing ETITO processes, systems and documentation.

Industry Skills Strategy (ISS)

### Scope

The ETITO Industry Skills Strategy includes two separate but integrated pathways that lead to the development of Strategic Training Plans. The first pathway is a Strategic Training Plan that arises out of ETITO existing systems, processes and documentation, the second pathway includes an additional research project in a sector with associated research groups where appropriate.

### Pathway 1: ETITO systems, processes, documentation

ETITO has a number of existing systems, processes and documents that address aspects of this leadership role as described in the act and the key outcomes identified in the project brief.

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<sup>4</sup> To be developed in future

These are:

- ETITO qualification development and review processes
- ETITO Profile and Charter and the associated development processes (including industry consultation)
- ETITO Stakeholder Relationship Management Plan
- ETITO quality assurance systems
- ETITO service delivery processes
- ETITO activity planning
- ETITO strategic plans
- ETITO communication tools that include the ETITO website, newsletters, conference participation, programme information and assessment materials

Through Industry involvement, in alignment with ETITO strategic direction, current and future skill needs are identified in the qualification development and review process. Industry representation and expert working groups are central mechanisms in the qualification development processes.

Service delivery processes and stakeholder relationship management and profile consultation activities promote training to meet the needs of employers and employees. In addition they provide an interface with our industries that acts as a surveillance mechanism. The on-going regular industry feedback monitors the continuing relevance and quality of ETITO qualifications and services in meeting current and future skill needs.

The Stakeholder Relationship Management Plan identifies key stakeholders to consult, inform and influence in alignment with our strategic plan.

ETITO strategic plans and activity plans identify project based initiatives in alignment with our Charter and Profile. A fundamental driver of activity and activity review is therefore the provision of relevant, high quality products and services to meet future and current skill needs of our industries.

Quality assurance systems are formalised and are regularly reviewed to ensure policy and practice are appropriate to the current environment of the respective industries and the ITO quality assurance standard. Assessors and moderators are key sources for monitoring relevance and best practice assessment of skill needs. Conversely they are a key audience for dissemination of best practice quality assurance systems.

ETITO's communication tools which include the website, newsletters, conference participation, programme information and assessment material are vehicles for receiving as well as disseminating information to our industries, in addition to the service delivery processes, quality assurance processes, stakeholder relationship management and profile consultation processes above.

#### Pathway 2: Research project

An additional formal research project is conducted in a sector with associated research groups where appropriate. The purpose of this research is to provide a greater depth of information on a particular group or sector, than that available from existing systems, processes and documentation. Industry/stakeholder consultation is the primary driver in the research process.

Process

Input from:

- Existing industry research
- Industry/sector stakeholders through consultative research written up as research findings

- Research groups, where appropriate, made up of participants with relevant expertise to follow up research recommendations, and prepare a submission on proposed changes for ETITO management team

Discussion of the submission and decision making by:

- ETITO management team in conjunction with the planning and documentation of ETITO activity plans, strategic plan, profile and Stakeholder Relationship Management Plan. The outcome(s) is (are) represented in the above plans as appropriate plus –

A summary statement of direction presented to each industry/sector in the form of the:

- Strategic Training Plan

Follow up and implementation of the strategies summarised in the Strategic Training Plan

- Within our existing funded systems, processes and documentation
- As additional services
- As recommendations to industry

### **Existing research findings**

ETITO conducted stakeholder consultation research for 3 industry programmes in 2004 and 2005. Recommendations from this research are following the ISS model, Pathway 2, from the research group formation stage. This process has been initiated and will result in Strategic Training Plans for these three industry sectors.

### **New industry/sector research**

New research initiated in 2006 follows the ISS model Pathway 2 plus includes the development of supporting systems and materials prepared during execution. This research will be reviewed and evaluated for input into the final model, due in December 2006.

### **Strategic Training Plan timeline**

It is anticipated that each industry/sector programme will engage in the ISS processes following either pathway 1 or pathway 2, with an outcome of a Strategic Training Plan before December 2007.

### **Conclusion**

The introduction of a second pathway: a formal industry research process based on stakeholder consultation which leads to a Strategic Training Plan and subsequent implementation strategies will complement the existing processes in pathway 1.

These two pathways for the development of Strategic Training Plans will ensure an integrated approach that can be responsive to the different needs, at different times, of the sectors within our industries. Furthermore it embeds the industry leadership role of the industry skills strategy within ETITO's systems, processes and documentation. This will manifest itself through the key outcomes identified in the TEC project brief.

The ISS Model

**The ETITO industry skills strategy and its integration with existing systems/processes documentation**

