ServiceIQ

HELPING OUR CUSTOMERS SUCCEED
BY GROWING THEIR TALENT

Investment Plan

2020–2021

Contents

Tertiary education organisation (TEO) details

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1. ServiceIQ Vision, Mission and Purpose

Service Sector Profile

ServiceIQ is the Industry Training Organisation (ITO) for the aviation, tourism, travel, museums, hospitality (accommodation; cafés, bars and restaurants; quick service restaurants; food services/catering; and clubs), retail and retail supply chain sectors. We work with industry associations, government partners, advisory groups, education and training providers, businesses – from large national chains to small and medium –sized enterprises (SMEs) – across all our sectors of the service industry. In 2018 the service sector accounted for 28.6% of the New Zealand workforce, over 700,000 employees, and contributed $49 billion of national GDP; 20.2% of total GDP. ServiceIQ's industries and key customers make a significant contribution to the New Zealand economy, particularly in regional New Zealand. Many of the trainees and employers that engage with ServiceIQ qualifications work at the coalface of the service sector, including Māori, Pasifika and young people who are all well represented.

Our Vision

A world class service industry through qualified people.

Our Mission

We believe industry training is essential to improving productivity and profitability in the service industry; growing workplace talent contributes to a stronger New Zealand economy. We will act with conviction, supporting our learner, employer and Government stakeholders by:

▶ setting relevant standards, and the quality assurance of those standards

▶ facilitating the training supply and demand needs of the service industry

▶ advocating on behalf of the industry for skills-leadership and workforce development and

▶ providing national and regional perspectives, leadership and policy setting across the sector.

Our Purpose

Helping our customers – trainees and employers – succeed by growing their talent, while delivering our stakeholders needs effectively and efficiently.

Our Key Pillars and Strategic Goals

Our Customers and Key Stakeholders	*Our People*
▶ Build stronger trainee, employer, and stakeholder relationships, delivering consistently to their needs.	▶ Ensure we have the right structure and roles; and people with the right skills, knowledge and attitudes. ▶ Develop a workforce culture that will underpin achievement of our strategies.
Our Systems and Processes	*Financial Sustainability*
▶ Invest in technology to improve customer experience and provide tools for our people to be more effective and efficient. ▶ Review core processes end-to-end to maximise effectiveness and efficiencies and continuing compliance.	▶ Grow sustainable surpluses to re-invest into sector and trainee deliverables. ▶ Accurate business performance forecasting.

Governance and Management

ServiceIQ has a very strong governance and management structure.

The ServiceIQ Board comprises nine members, six of whom are industry-based and three are independents, being the Board Chair, Chair of the Audit and Risk Committee, and the Employee Representative. In addition to the Board, ServiceIQ has three sector-based Industry Advisory Groups (IAGs) representing the former ITO entities pre-merger in 2013; covering (1) Aviation, Tourism, Travel and Museums (2) Hospitality (3) Retail and Retail Supply Chain. The six industry-based members of the Board are drawn from the three IAGs (two from each). The IAGs provide strategic advice and sector information to the Board and have the function of an Electoral College to elect Board members. The IAGs also validate ServiceIQ's workforce priorities and can act as a conduit to their respective industry associations.

ServiceIQ recruited a new Chief Executive Officer (CEO) in the third quarter of 2018 and in the first quarter of 2019, employed a new General Manager Industry Engagement and a General Manager Talent Supply and Transitions, which is a new role. The Executive Management structure consists of the CEO and General Managers of Strategy and Government Relations; Industry Engagement; Talent Supply and Transitions; Products, Quality and Marketing; and Finance. ServiceIQ has approximately 130 staff across New Zealand.

The new CEO led ServiceIQ through an organisation-wide Strategy Reset in the last quarter of 2018, facilitated by PricewaterhouseCoopers (PwC). The purpose of the Reset was to review the structure and operation of ServiceIQ and position it to increase organisational efficiency and effectiveness, as well as meet the significant demand for talent and skill supply across its ten industry sectors. The Reset saw the establishment of 4 key organisational pillars and 7 strategic goals to steer ServiceIQ into the future. These are listed on page 1 above.

Responding to key global and national trends

ServiceIQ works with Infometrics Ltd to provide national, regional and sector specific economic and sector data to inform the development and review of ServiceIQ's workforce development activity. Our national workforce development plan and regional workforce roadmaps are regularly up-dated and national and regional data is uploaded to the ServiceIQ website at the same time.

Research by Infometrics confirmed forecast employment growth in the sectors covered by ServiceIQ over the five years from 2019 to 2024. Overall, the service sector is predicted to grow by 10 per cent. The highest forecast employment growth – 22 per cent – is in the Quick Service Restaurant (QSR) sector. The Accommodation sector is forecast to grow at 17 per cent, with the Cafés, Bars and Restaurants and Travel sectors both forecast to grow at 15 per cent. The Museums sector has forecast growth of 14 per cent, the Tourism sector 13 per cent and Catering 12 per cent. The Aviation sector will grow at 10 per cent, the Retail and Retail Supply Chain sector is forecast to grow 6 per cent, with Clubs at 4 per cent growth in employment.

Further independent research by BERL signalled a service sector-wide labour force issue. The research showed not only would there be significant growth, but also sizeable skills gaps that the service sector will need to face. Labour force gaps identified present challenges at a national and regional level, with current data showing around 275,000 people are needed in the service sectors between 2019 and 2024. Getting them trained and skilled is vital, and ServiceIQ is ideally placed to ensure this talent pipeline is connected to jobs. New job openings amount to 68,625; replacement job openings of 207,637, resulting in total job openings of 276,262. This represents 26 per cent of job openings in New Zealand.

Sector Overview

The Service Industry is one of the most significant industries in the New Zealand economy. Industries covered by the service sector contributed the following to the economy:

▶ There are almost 620,000 Full-Time Equivalents (FTEs) or 27.4 per cent of the total New Zealand FTE workforce employed by the service sectors. These FTEs equate to 713,154 filled jobs.

▶ 56,895 businesses (that employ at least one staff member) operate in this sector, or 21 per cent of New Zealand total businesses.

▶ In 2018, New Zealand total GDP was $242.4 billion (in 2010 prices). Of this, the service sectors contributed $49 billion (including Tourism) towards GDP or 20.2 per cent of the national total. When Tourism is removed, the service sectors contributed $43.8 billion towards GDP or 18 per cent of the national total.

TABLE 1: FTE STAFF EMPLOYED IN THE SERVICE SECTORS BY SECTOR, WITH GDP PER FTE IN 2010 PRICES

Sector	FTE #	GDP $m (in 2010 prices)*	GDP per FTE $
Clubs	3,802	183	48,051
Accommodation	30,417	1,294	42,553
Cafés, Bars, Restaurants	77,236	3,434	44,463
Quick Service Restaurants	22,117	913	41,277
Catering	17,264	1,056	61,173
Travel	9,079	441	48,608
Museums	2,856	233	81,506
Retail & Retail Supply Chain	371,742	33,602	90,390
Aviation	20,175	2,654	131,551
Tourism**	182,301	12,031	65,997

* *NB: Infometrics GDP estimates are in constant 2010 prices. By using constant prices we remove the distractionary effect of inflation. It enables us to meaningfully compare GDP from one year to the next. GDP presented in constant prices is sometimes referred to as real GDP.*

** *NB: With the Tourism figures above there is some overlap between the tourism sector and the other sectors, such as accommodation and restaurants.*

Sector Operating Environment

Service sector businesses make up 21.4% of all businesses in New Zealand employing one or more staff. Of the 56,895 businesses in the Service Industry:

▶ Approximately 5,634 businesses operated in the sectors represented by Aviation, Tourism, Travel and Museums in 2018;

▶ Approximately 16,109 businesses operated in the sectors represented by Accommodation, Cafés, Bars and Restaurants, Quick Service Restaurants, Catering and Clubs; and

▶ Approximately 35,152 businesses operated in the sectors represented by Retail& Retail Supply Chain.

Most people employed in the service sector in 2018 worked in small businesses. This means that of the approximately 56,895 businesses in the sectors represented by ServiceIQ, the majority, 32,729 (57.5%) employ one to five people.

TABLE 2: BUSINESSES EMPLOYING ONE OR MORE STAFF IN SERVICE SECTORS

Businesses employing one or more staff in service sectors	Number	Percentage
1–5 staff	32,729	57.6%
6–19 staff	18,616	32.6%
20–49 staff	3,934	6.9%
50 or more staff	1,616	2.9%

NB: For the purposes of this data, businesses employing zero staff have not been counted in the statistics.[1]

The majority (76.2%) of businesses in the service sector were in the North Island. Auckland had the greatest proportion with 39 per cent of all businesses in the service sector. Wellington accounted for 9.6 per cent, Canterbury 13 per cent, Waikato 8.6 per cent, Bay of Plenty 6% and Otago 5.3 per cent. Business size data confirms a need for ServiceIQ to cater to the differing sizes of business, not excluding the training needs of people employed in small businesses, and those who are owner-operators or self- employed, albeit a more expensive and difficult market to reach. The training needs and skill requirements of people employed in small businesses often differ markedly from those employed in large businesses. ServiceIQ provides people interested in entering the service sector with an indication of the size of the sector they may be working for, and the number of potential employers.

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1. A significant number of enterprises are recorded as having zero employment. Enterprises in the zero-employee count size category may have: working owners who don't draw a wage from their business; labour provided by other businesses or contractors; business activity that requires no labour (e.g. holding company).

Sector Employment

In 2018, 618,179 FTEs were employed in the sectors covered by ServiceIQ. Together, businesses in ServiceIQ's gazetted coverage areas employ approximately 27% of all FTEs in New Zealand.

Across ServiceIQ's key industry groupings in 2018:

▶ Approximately 95,601 FTEs were employed in the Aviation, Tourism, Travel and Museums, sectors.

▶ Approximately 150,836 FTEs were employed in the Accommodation, Cafés, Bars and Restaurants, Quick Service Restaurants, Food Services/Catering and Clubs sectors.

▶ Approximately 371,742 FTEs were employed in the Retail and Retail Supply Chain sectors.

TABLE 3: NUMBER OF FTE STAFF BY SECTOR GROUPINGS

Sector	Number of FTE staff	Percentage
Aviation, Tourism, Travel and Museums	95,601	16%
Accommodation, Cafés, Bars and Restaurants, Quick Service Restaurants, Food Services/Catering and Clubs	150,836	24%
Retail and Retail Supply Chain	371,742	60%
Total	**618,179**	**100%**

Past Performance 2018

## Standard Training Measures (STMs) and Industry Trainee and Apprentice Sign ups 2018

Contract 2018	Actual 2018	Difference
STMs = 4,000	STMs = 4,039	STMs = +39
Ind Trainee Sign ups = 9,122	Ind Trainee Sign ups = 9,290	Ind Trainee Sign ups = +168
Apprentice Sign ups = 268*	Apprentice Sign ups = 222	Apprentice Sign ups = -46
Total = 9,390	**Total = 9,512**	**Total = +122**

2018 target had anticipated a higher uptake of cookery apprentices, however with increased employee churn in the hospitality sector, sign ups were either delayed or didn't occur. We are now seeing some of the deferred sign ups from 2018 coming through in 2019.

2018 MoP STMs vs Actual STMs

The following graph represents our 2018 MoP by actual STM delivery by programme level and fund type. The rate of achievement in Level 2 was off set by an increase in achievement in Level 3:
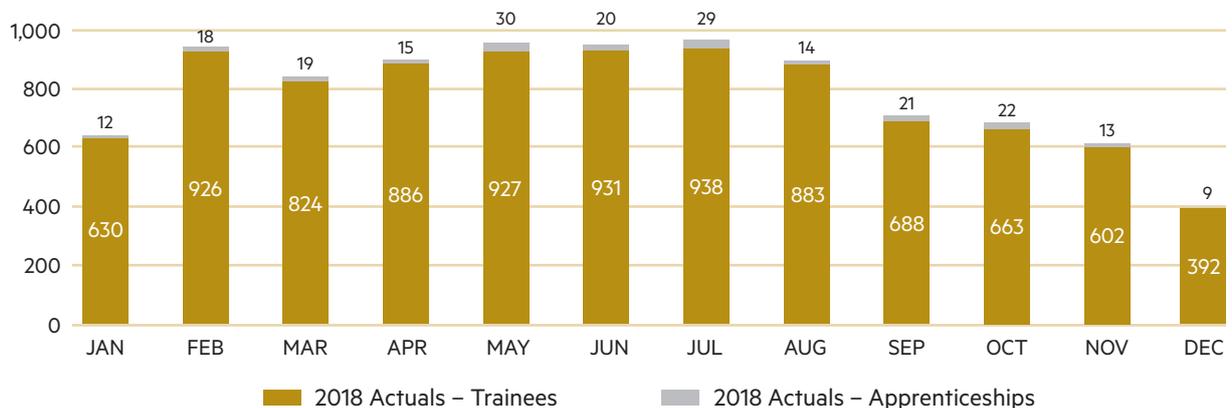
2018 MOP STMs vs ACTUAL STMs
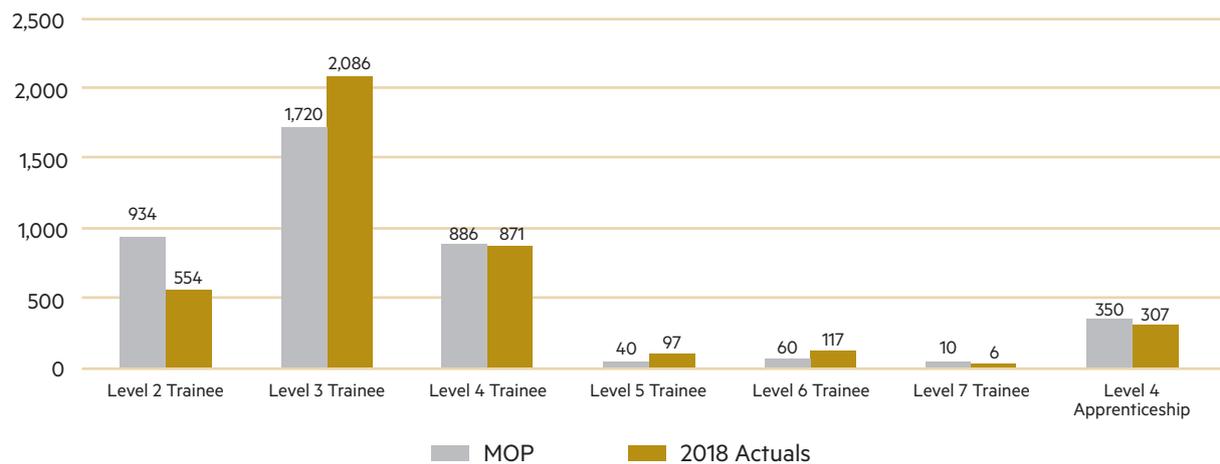
2018 Actual Sign ups by Fund Type

The following graph represents our 2018 actuals by month and fund type:

2018 ACTUAL SIGN UPS BY FUND TYPE

Rationale for Increased Investment in 2019 and for 2020 and 2021

ServiceIQ's request for additional investment is based on a combination of current achievement and our forecast engagement with industry over 2019. We are confident the evidence presented meets TEC's criteria for investing in 'high-value provision'.

1. The primary reason for the requested increase in TEC investment for 2019 is to meet an identified and evidenced demand for growth in our sectors, particularly from employers who have a significant reach into regional New Zealand economies.

2. In consultation with industry, ServiceIQ has made a substantial shift that has resulted in a sharp decline in Level 2 provision and a marked increase in Level 3 and Level 4 provision. This shift has been something that TEC has been discussing with ServiceIQ for several years.

3. We know from history that the nature of the job roles and programmes of learning across the Service Sector at Levels 3 and 4, will attract high volumes of Māori, Pasifika and Young Learners.

4. Our analysis against the TEC Investment Briefs for Levels 3–4 Māori, Pasifika and Young People, shows that ServiceIQ is already exceeding all 2020 EPI sector targets and some 2022 EPI sector targets.

5. The additional investment will enable a significant number of people, especially Māori, Pasifika and Young Learners, to access workplace learning and achieve a formal qualification.

6. Where necessary, ServiceIQ covers the cost of non-funded trainees to ensure they are not disadvantaged; however, we will not be able to sustain this within current funding levels.

7. To strengthen industry training arrangements across the service sector, ServiceIQ has signed MoUs with key employers, which provide clear expectations and commitment on the number of trainee sign ups by level. The MoUs also cover pastoral care and support for all trainees, including Māori, Pasifika, Young Learners and those with Literacy, Language or Numeracy needs.

8. As discussed with TEC, 2019 is a critical 'turn-around' year for ServiceIQ and includes a break-even budget predicated on receiving increased investment in 2019 through an In-Year Plan Amendment, as well as additional investment over 2020 and 2021 through this Investment Plan. This will have the effect of returning ServiceIQ to initial 2018–2019 STM levels of TEC investment.

Projected Performance 2019

Standard Training Measures (STMs) and Industry Trainee and Apprentice Sign ups 2019

2019 year-end performance will underpin ServiceIQ's Investment Plan for 2020–2021. To help gauge where ServiceIQ's performance will end up at year-end 2019, please note the three appendices mentioned below.

Employers – Appendix 3

Shows a comprehensive list of 80+ ServiceIQ employers, who each have committed to trainee sign ups over 2019–2020. The volume of sign ups in 2019 is equal to the requested increase in STM funding made in ServiceIQ's In-Year Plan Amendment for a total of 4,534 STMs.

Programmes – Appendix 4

Covers programme use by STMs, specific to 2019 and 2020 projected STMs. The programmes for 2019 align to ServiceIQ's In-Year Plan Amendment for a total of 4,534 STMs.

Customer Updates – Key Employers – Appendix 5

Covers a sample cross section of some of ServiceIQ's key employers that have made and will continue to make a significant contribution to the New Zealand economy – all have significance to the financial wellbeing of regional New Zealand. ServiceIQ has invested in its Business Development capability and continues to increase its market penetration into new employers across the service sector.

Forecast STMS Per-Month 2019

The following graph details ServiceIQ's projected STM growth per month over 2019 to a revised budget of YE $15.1m. Note that actuals reflect an over achievement of STMs to March 2019. While the ITR shows our total April, May and June, we are still adding data due to the 90-day processing rule.

FORECAST STMs PER MONTH 2019
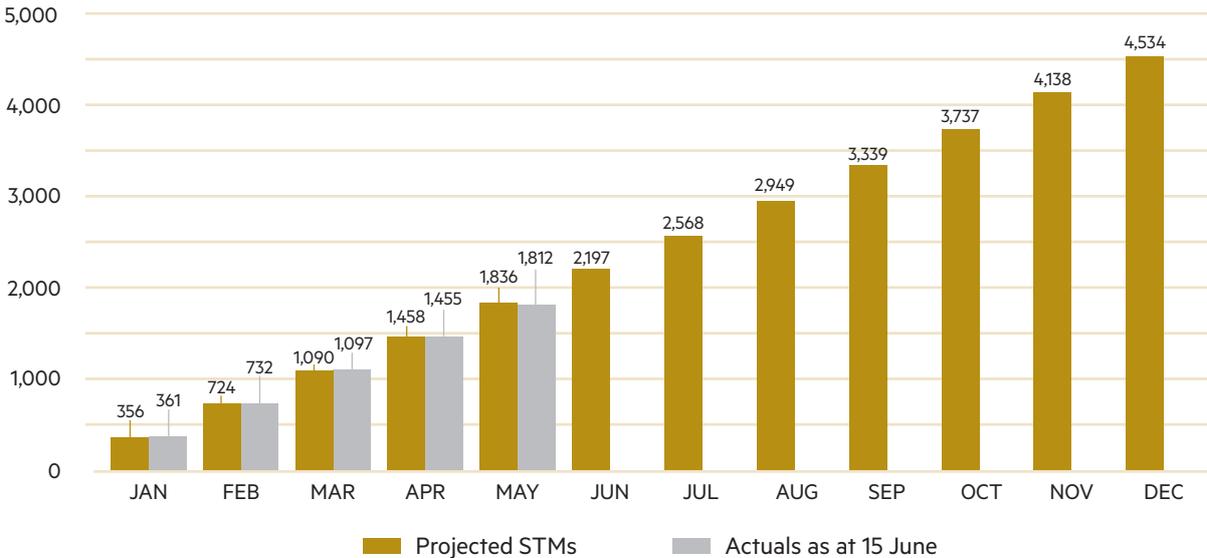
Evidence of Trainee Growth and STM Achievement in 2019

Through our engagement with industry, we are confident that we are on track to achieve the revised allocation. Our Apprenticeship intake is expected to increase from the New Zealand Defence Force, as well as intakes from Good Group Hospitality, the District Health Boards, including their contracted Catering Services Providers, Compass Group NZ Ltd and Spotless. Actual sign ups to date for 2019, notwithstanding the time it takes for some training agreements to be returned to ServiceIQ (Tag-lag), show a positive trend towards achieving the projected 2019 trainee numbers and STM totals. This, coupled with the rationale for increased investment mentioned earlier, puts ServiceIQ on a solid platform for growth over 2019.

Contract 2019 and Proposed 2019 and 2020 STMs

The table below shows 2019 and 2020 STMs by level, split between Industry trainees and Apprentices.

The 2020 STMs show an increase over forecast 2019 YE STM performance. The figures have been obtained by reviewing our current trainee numbers, plus training agreements due from employers (Tag-lag), plus agreed trainee sign ups to YE 2019, as detailed in signed MOUs with our key customers, and as forecast for 2020. Based on this information, ServiceIQ is confident that it will achieve the higher volumes of STMs reflected in the table below.

Current STM Allocation and Proposed STM Allocation						
Programme Level	Current STM Allocation 2019	Current %	Proposed STM Allocation 2019	Proposed %	Current STM Allocation 2020	Proposed %
Industry Trainee **Level 1**	0	0.00%	-	0.00%	-	0.00%
Industry Trainee **Level 2**	934	23.3%	403	8.9%	459	9.8%
Industry Trainee **Level 3**	1720	43.0%	2517	55.5%	2541	54.2%
Industry Trainee **Level 4**	886	22.2%	1086	24.0%	1097	23.4%
Industry Trainee **Level 5**	40	1.0%	129	2.8%	137	2.9%
Industry Trainee **Level 6**	60	1.5%	104	2.3%	107	2.3%
Industry Trainee **Level 7**	10	0.3%	1	0.0%	1	0.0%
Apprentice **Level 4**	350	8.7%	294	6.5%	350	7.5%
Total	**4,000**	**100.0%**	**4,534**	**100.0%**	**4,692**	**100.0%**

The proposed STM allocation is via an In-Year Plan Amendment

Contract STMs vs Plan Amendment STMs Achievement YE 2019

The following graph represents ServiceIQ's current STM allocation for 2019 and proposed STM YE 2019 achievement, by programme level and fund type.

CONTRACT STMs 2019 vs PLAN AMENDMENT STMs 2019

Programme Level	Current STM Allocation 2019	Proposed STM Allocation 2019
Industry Trainee Level 1	0	0
Industry Trainee Level 2	934	403
Industry Trainee Level 3	1,720	2,517
Industry Trainee Level 4	886	1,086
Industry Trainee Level 5	40	129
Industry Trainee Level 6	60	104
Industry Trainee Level 7	10	1
Apprentice Level 4	350	294
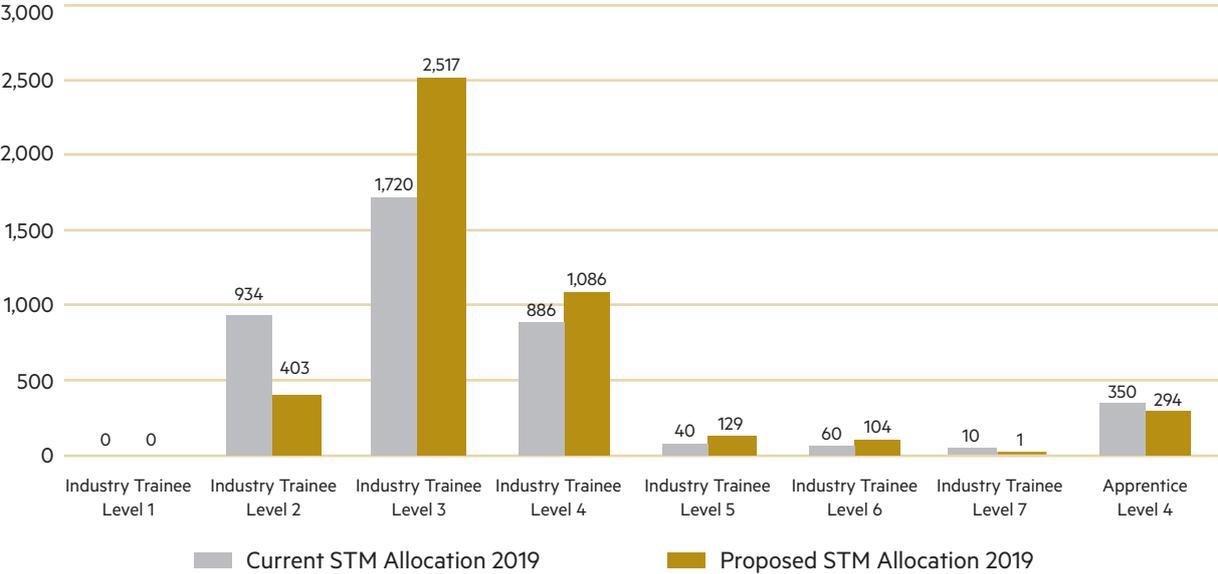
Proposed 2020 and 2021 STMs

The following graph represents ServiceIQ's proposed STM allocation for 2020 and 2021, by programme level and fund type.

PROPOSED 2020 AND 2021 STMs

Programme Level	Proposed 2020 STMs	Proposed 2021 STMs
Industry Trainee Level 1	0	0
Industry Trainee Level 2	459	476
Industry Trainee Level 3	2,541	2,630
Industry Trainee Level 4	1,097	1,135
Industry Trainee Level 5	137	142
Industry Trainee Level 6	107	111
Industry Trainee Level 7	1	1
Apprentice Level 4	350	350
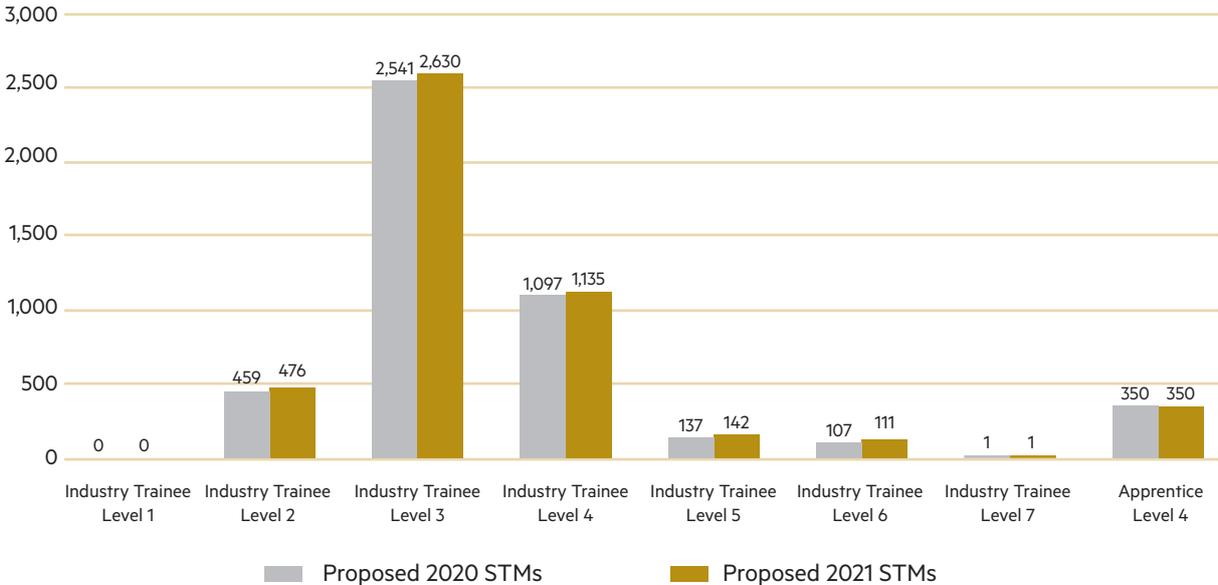
Proposed 2020 and 2021 Engaged Trainees

Engagement is defined as continuing trainees from the prior year plus current year sign ups. The following graph represents the ServiceIQ proposed engaged trainee numbers for 2020 and 2021, by level and fund type.

PROPOSED 2020 AND 2021 ENGAGED TRAINEES

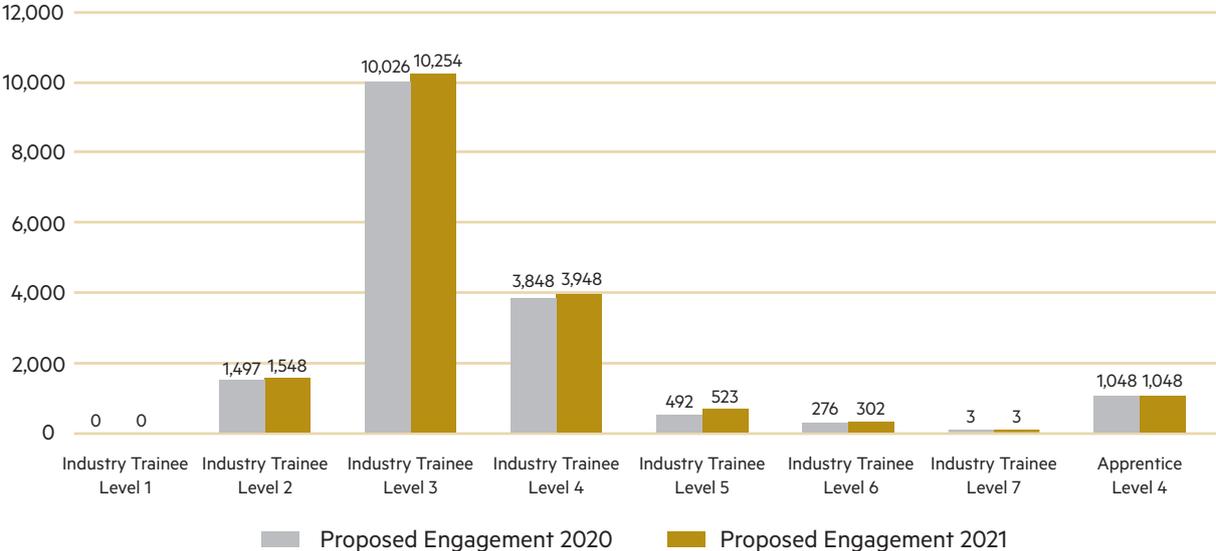# Educational Performance Indicator Commitments (EPICs) 2018

ServiceIQ exceeded its 2018 Investment Plan EPI Commitments in 17 of 23 areas, with only 6 areas needing additional focus, which ServiceIQ is confident will be achieved during 2019. See **Appendix 6** for a full list of 2018 Investment Plan EPICs. Of note is ServiceIQ's significant achievement in exceeding the Tertiary Education Strategy Priority Areas of Māori, Pasifika and Young Trainees 24 years and under, refer:

Credit Achievement Rates *(Achieved)*

▶ Credit Achievement rates for Māori and Pasifika trainees and apprentices at Levels 4+, Achievement 82.57% for Māori, 89.47% Pasifika – Investment Plan commitment 74% for both

▶ Credit Achievement rates for Young trainees and apprentices 24 years and under at Levels 4+, Achievement 83.32% – Investment Plan commitment 74%

Programme Completion Rates *(Achieved)*

▶ Programme completion rates for Māori and Pasifika trainees and apprentices at Levels 4+, Achievement 73.46% Māori, 68.27% Pasifika – Investment Plan commitment 62% and 51%

▶ Programme completion rates for Young trainees and apprentices 24 years and under trainees at Levels 4+, Achievement 69.67% – Investment Plan commitment 67%

Proportion of all Trainees and Apprentices *(Achieved)*

▶ Māori and Pasifika trainees and apprentices at level 4 and above as a proportion of all trainees and apprentices at level 4 and above 12.54% for Māori and 7.33% Pasifika – Investment Plan commitment 11% for Māori and 6% for Pasifika

▶ Trainees and apprentices aged 24 years and under at level 4 and above as a proportion of all trainees and apprentices at Level 4 and above is 34.36% – Investment Plan commitment 30%

How our programmes and activities support our mission and purpose

ServiceIQ has undertaken changes in several key areas of its business that collectively will support achievement of our mission and purpose.

Programmes

ServiceIQ is continually reviewing the relevance and effectiveness of its programmes of learning with trainees, assessors and employers to ensure our offering is fit for purpose and meets the current and future skills requirements of industry. An example is two LCP programmes that have been launched in response to customer demand, which cover core competency and provide a pathway to a New Zealand Certificate. The LCPs are: Visitor Savvy 20 Credit LCP Level 3, which provides a pathway to lead into a New Zealand Certificate in Tourism Level 3; and Retail Savvy 20 Credit LCP Level 3, which provides a pathway to lead into a New Zealand Certificate in Retail Level 3. These LCPs have provided greater ease of access to two important service sectors as well as career pathways for many New Zealanders.

We continue to place direct efforts on quality advancement progressing towards the growth of Level 3 and Level 4 programmes. This level shift commenced with TRoQ when the majority of our quals (except Retail) started to move from Level 2 to Level 3. The trend accelerated (including Retail) in 2018, when 40% of our Level 2 sign ups started to transition to Level 3 or above. As an example; McDonald's has transitioned from Level 2 over to the NZC in Food & Beverage with strand of QSR Level 3. This was implemented several years ago and has assisted with the reduction in Level 2 sign ups. The Rock Shop is another example of a retailer that is in the process of transitioning their entry level qualification from Level 2 to Level 3.

ServiceIQ Strategy Reset

ServiceIQ underwent a Strategy Reset in the last quarter of 2018, reviewing its structure and operation to better position the business to meet the significant demand for talent and skill supply across its ten sectors and increase organisational efficiency and effectiveness. The Strategy Reset resulted in the identification of four key pillars and seven strategic goals to guide ServiceIQ's business operation over the next 3–5 years. The key pillars and strategic goals have been embedded into ServiceIQ's 2019 Business Plan, with related KPIs, objectives-actions and measures, which will give effect to the goals.

Review of Business Units

Stage two of the Strategy Reset was to review the structure and function of each ServiceIQ Business Unit to ensure optimum operational efficiency and effectiveness toward the achievement of organisational goals and a sharp focus on the delivery of high-value provision to align to Government investment priorities.

High-Value Provision

ServiceIQ has positioned itself, through a stronger and more structured business model, as demonstrated by the following, to deliver what we believe to be high-value provision.

1. Strong and detailed evidence of employer demand
2. Employers who have a strong impact on the well being of regional New Zealand
3. Significant shift to higher levels of provision
4. Evidence of high EPI achievement at L3+L4 for Māori, Pasifika, Young Learners
5. Strengthened training and pastoral care and support arrangements through employer MoUs
6. Significant remedial actions post our last EER and TEC-NZQA Investigation
7. Endorsement from NZQA following their investigation that ServiceIQ was-is compliant
8. Endorsement from NZQA of the quality of ServiceIQ's Consistency Reviews and Qual Links
9. New leadership and an organisational strategy reset to refocus the business.

2. Addressing stakeholders needs and Government priorities

Stakeholders

ServiceIQ's key stakeholders include Industry (as owners), Government (as partners), and Community (as Stakeholders). We are the recognised industry training organisation (ITO) for ten sectors: Aviation; Travel; Tourism; Museums; Accommodation; Cafés, Bars and Restaurants; Catering Services; Clubs; Quick Service Restaurants; Retail and Retail Supply Chain. In addition to its industry owners, ServiceIQ also engages with Industry Associations and has key partnerships with several Government agencies including TEC, NZQA, MoE, MBIE, TPK and MPP. ServiceIQ also has strategic relationships with Iwi and Māori and Pasifika organisations, and Literacy, Language and Numeracy Providers.

Responding to Stakeholder Need

Overall, our industries expect us to help their businesses succeed by helping grow their talent. We do this by building strong trainee, employer, and stakeholder relationships and delivering consistently to their needs. As described in our mission, this includes advocating on behalf of the industry for skills-leadership and workforce development and providing national and regional perspectives, leadership and policy setting across the sector. Setting relevant standards and the quality assurance of those standards and facilitating and arranging the training supply and demand needs of our employers is key to our success.

Industry Skills Leadership

ServiceIQ has an exemplar model of skills leadership and workforce development that comprises industry specific skills strategies, a national workforce development plan and 15 regional workforce roadmaps. We accurately forecast skill supply and demand by industry and sector, nationally and regionally and we assist where we can with the coordination of labour and skill supply (talent pipeline) to meet workforce demand. Through marketing and advocacy, we build public awareness of the careers and career pathways in the service sectors.

Employer-Employee Support

We develop employer-employee focussed unit standards aligned to current and evolving industry need and we work with employers to ensure the optimum training method aligned to industry, educational, technological and political trends. We support employers to provide the pastoral care and support to trainees including targeted support for Māori, Pasifika and Young Learners 24 years and under, as well as support for trainees with Literacy, Language or Numeracy need.

Government

ServiceIQ has a goal of achieving 100 per cent of its Investment Plan STM and trainee sign up targets as well as its educational performance indicator commitment (EPIC) targets, including parity of educational achievement for Māori and Pasifika and Young Learners 24 years and under. Central to this goal, ServiceIQ will continue in its efforts to arrange effective pastoral care and support for all trainees aligned to TEC-NZQA rules-requirements.

Community

We will continue to grow strong relationships with Iwi, Māori and Pasifika organisations and groups and where relevant we will partner with them to provide targeted support to achieve parity for Māori and Pasifika in participation and educational achievement in industry training.

3. Giving effect to the Tertiary Education Strategy 2014–2019

ServiceIQ will give effect to the Government's current and medium-term priorities as described in the Tertiary Education Strategy (TES) 2014–2019 by implementing the following priority areas:

3.1 Delivering skills for industry

Industry Consultation and Workforce Development

ServiceIQ is fully committed to delivering skills that best meet industry needs. We are seen as an innovative leader by both our industry and the education sector more widely, both for our industry consultation model and workforce development planning.

Strong industry consultation is at the heart of everything we do. ServiceIQ responds to industry need by developing programmes and qualifications that match those that industry is asking for.

To capture this industry voice, we have a model for industry consultation with the following key parts:

- ▶ an industry endorsed national workforce development plan
- ▶ topic-based workforce development advisory groups for each workforce priority
- ▶ regional roadmaps aligned to MBIE regions
- ▶ regional profiles using Infometric's economic profiling
- ▶ sector-based industry advisory groups to validate workforce priorities, advise on industry skills, and provide strategic advice to the ServiceIQ Board.

Additional areas that ServiceIQ will focus on in 2020 include key employer workforce development plans and learner focus groups covering issues impacting on learners and their training outcomes.

Keeping Qualifications and Programmes Relevant

One of the ways that ServiceIQ delivers skills for industry is through ensuring that our qualifications and programmes are fit for purpose and best meet the rapidly evolving skill needs of the service sector. ServiceIQ, through its robust workforce development and industry consultation, can constantly check in on trainees, employers, industry and providers to ensure our qualifications and programmes remain relevant to industry need.

As an ITO and standards setting body first and foremost, we need to understand, in depth, the skill needs of industry both now and in the future. Workforce development that links the right qualifications, standards and training programmes with an optimum approach to arranging training with industry is essential to success.

Service sector businesses range from New Zealand's largest private sector employer (The Warehouse Group) with more than 18,000 employees, to thousands of micro businesses and owner-operators. ServiceIQ has developed engagement models to suit business size.

The service sector has a significant number of SMEs, which form the backbone of New Zealand business – 88% of businesses have less than 10 people, employing 32% of all workers; conversely, 0.6% of businesses employ 100+ people and account for 20% of workers. These businesses, especially SMEs, have very different capacity and capability to undertake training and skill development.

Delivering Skills for Industry – Qualifications and Programmes

Institution objective	Keeping qualifications and programmes relevant
Description of related activities (if required)	Constant communication with industry sectors through a combination of; one-on-one employer meetings, Industry Advisory Groups, feedback from employers via our on-the-ground Training Advisors
Performance indicator	Feedback from trainees and employers on the relevance* of ServiceIQ quals/progs on offer.
Baseline [2018]	Nil
Interim target [2019]	80% of survey responses are positive
Final target [2020]	90% of survey responses are positive
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	The relevance of qualifications and the structure and content of programmes are central to trainee educational achievement, credit achievement and programme completion.
Additional information (e.g. where is this taking place – region, industry sector etc.)	Nationwide across all sectors; Retail, Travel, Tourism, Museums, Aviation and Hospitality

Relevance includes applicability of the qualification to current industry-employer need and the suitability of the programme structure and content.

Delivering Skills for Industry – Skills Leadership and Workforce Development

Institution objective	To facilitate sector-based Industry Advisory Groups (IAGs) to validate workforce priorities, advise on industry skills, and provide strategic advice to the ServiceIQ Board
Description of related activities (if required)	Organise and operate 2 (two) IAG meetings per annum
Performance indicator	Successfully operating 2 (two) IAG forums per annum with 3 (three) breakout groups with a selection of representatives from: ▶ Museums, Aviation, Travel and Tourism ▶ Retail and Retail Supply Chain ▶ Hospitality
Baseline [2018]	Two meetings per annum
Interim target [2019]	Two meetings per annum
Final target [2020]	Two meetings per annum
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	The quality of advice from IAGs on industry skills need is crucial to inform qualification and programme development, which are central to trainee educational achievement, credit achievement and programme completion.
Additional information (e.g. where is this taking place – region, industry sector etc.)	IAG meetings held at ServiceIQ meeting spaces in Wellington

3.2 Getting at-risk young people into a career

Career Pathways – For Secondary School Students

Many of the potential future workers in the service sector will come from secondary schools, which is the reason we need to collectively **ensure that school leavers do not become at-risk youth and dependent on the welfare system;** rather, that they are supported to make simple and successful transitions to work and where possible into a career. ServiceIQ's focus in this regard is one of providing education and pathway opportunities as a preventative measure to young people becoming at risk.

ServiceIQ has a strong commitment to working with secondary schools (engaging with 360 currently) across New Zealand to ensure that all students can learn about and access pathways into the service sector, which for many, is a realistic and viable option.

We currently connect with approximately 25,000 secondary school students, which gives ServiceIQ the largest presence in schools of any ITO. One of the key functions of the Talent Supply and Transitions Team is to 'facilitate the embedding of service sector vocational units and pathways in schools, aligned to targeted industries.' Credits gained at school contribute directly to the student's NCEA qualification and help to prepare for and pathway them to employment.

The Talent Supply and Transitions Team's core focus relates to two of ServiceIQ's key workforce priorities; to "Increase the number of able school leavers transitioning into the sector", and to "Attract and retain people with the right attitude and aptitude." The work that we are doing with schools and secondary students also strongly supports the Better Public Service targets for young people achieving NCEA Level 2 qualifications and Vocational Pathway Awards in Service Industries.

Our Gateway programmes are the largest in New Zealand, with increasing support and interest from industry, and we have plans to further grow our Gateway offer. ServiceIQ also runs Gateway Māori Cultural Tourism Camps (Māori Tourism Camps), which are run in partnership with marae, tourism operators and schools, and which provide an excellent opportunity for students to explore what a career in Māori tourism might be like. More information on ServiceIQ's Gateway Programmes and Māori Tourism Camps is on the following pages.

Gateway – For Secondary School Students

ServiceIQ has invested heavily in its Talent Supply and Transitions Team with the purpose of increasing capacity and capability in our Secondary Schools partnerships to build sustainable pathways into employment via our bespoke 'Standard' and 'Managed' Gateway Programmes. These programmes are collaborative ventures/partnerships between ServiceIQ and employers who have made a commitment to workplace exposure for students one day per week over one term, with an aim to employ suitable candidates. Our Gateway programmes result in different awards or certificates, for example; The Warehouse-based Red Shirts in Schools (RSIS) and Blue Shirts in Schools (BSIS) programmes receive a Retail Service Award. Students in the Countdown Gateway Programme receive a Countdown SEEDS Award.

Students involved in our partially-supported 'standard' Gateway Programmes receive a Customer Services Award. All awards earn an average of 20 credits and are run in the workplace one day per week for a 10-week period. In the case of a partially-supported Gateway Programme, it is the responsibility of schools to uphold TEC Gateway requirements with ServiceIQ providing the resource and assessment service if the school does not hold consent to assess. We have targeted key areas such as Te Tai Tokerau, Tāmaki Makaurau and Tūranganui-a-Kiwa in partnership with The Warehouse Group, Woolworths NZ and Farmers Trading Company. We now have dedicated resources in these areas to support the students with pastoral care and mentoring whilst they're in the workplace and to support the achievement of relevant unit standards that the industry partners have selected as relevant to their enterprise need.

We have set a target of 20% of Gateway students across our programmes being offered employment opportunities as a direct result of having participated in the Gateway Programme. In the first year of operations for the Woolworths programme, 15% accepted employment opportunities – we don't have measures on how many were offered, but we now have metrics in place to measure that. The Farmers programme is in pilot as are The Warehouse Group programmes with Noel Leeming and Torpedo 7. The managed Gateway programmes provide an excellent opportunity for ServiceIQ staff to help school students make informed choices as to whether to pursue a career in the vocational area provided by the Gateway programme. They also provide a great opportunity for the students to potentially set-up a future career opportunity direct with the employer, which aids successful transition into employment.

Institution objective	20% of Gateway students across the specific programmes mentioned above, nationally, are offered employment opportunities and/or enter the service sector as a direct result of having participated in our Gateway Programmes, within one year of completing secondary school.
Description of related activities (if required)	Managed Gateway Programmes in the Service Sector cover one day per week for a ten-week period earning an average of 20 credits towards NCEA.
Performance indicator	20% of students enter the service sector within one year of completing secondary school.
Baseline [2018]	15%
Interim target [2019]	17%
Final target [2020]	20%
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	As Gateway is not a STM funded activity this objective is not reflected in our Mix of Provision or EPI commitments.
Additional information (e.g. where is this taking place – region, industry sector etc.)	The above-mentioned managed Gateway programmes are nation-wide

Māori Tourism Camps – For Secondary School Students

ServiceIQ runs eight Māori Tourism Camps for secondary school students throughout the country during the school term breaks. The Camps, which are Gateway funded, are a partnership programme with either Māori Tourism ventures or specific teaching marae. We currently partner with Waiheke Island, Waitomo Caves (hapū), and Kapiti Island, and are about to start with Whakarewarewa Village. Students participating in a Māori Tourism Camp will be given a certificate of completion of the Unit Standards specific to the camp they participated in. For example, our Waitomo Māori Tourism Camp is Level 3, 21 credits and our Kapiti Island and Waiheke Island Māori Tourism Camps are Level 2/Level 3, 20 credits. ServiceIQ staff engage nationally with secondary schools to promote the Camps and the rangatahi who attend come from a wide cross-section of secondary schools throughout the country. Currently most programmes are run on a marae, where the programme commences with a pōwhiri to welcome the rangatahi onto the marae. The Camps are mostly immersion-based where the rangatahi sleep on the marae and get to experience cultural elements that extend well beyond the vocational content.

The programmes delivered during the Camp are based on Māori Tourism unit standards, and the outcome is that rangatahi are exposed to career opportunities, whether in small or large ventures. We encourage rangatahi to understand the value of Te Ao Māori from a tourism perspective and encourage entrepreneurial thought, with an aim of identifying possible ventures within their Hapū or Iwi. The focus of the Camps, however, is to raise awareness of the job opportunities in Māori Tourism and the Tourism sector more generally. Feedback from rangatahi who have attended the camps is that the experience gained builds confidence and, in some cases, can be personally transformational, as well as providing a great insight and awareness of potential future employment opportunities in Māori tourism. The same feedback has been received from the parents and teachers of the rangatahi who have attended.

Institution objective	15% of rangatahi across Māori Tourism Camps, nationally, enter an occupation in the Tourism/Māori Tourism sector within one year of completing secondary school.
Description of related activities (if required)	Māori Tourism Camps cover five (24-hour) days per week for a one-week period earning an average of 21 credits towards NCEA. Each Camp has pre-and-post course related work, which contributes to the overall credit value.
Performance indicator	15% of rangatahi enter the Tourism – Māori Tourism sector within one year of completing secondary school.
Baseline [2018]	Not measured
Interim target [2019]	Currently working on a measurement system
Final target [2020]	15% (reviewed at the end of 2020)
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	As Gateway is not a STM funded activity this objective is not reflected in our Mix of Provision or EPI commitments.
Additional information (e.g. where is this taking place – region, industry sector etc.)	The above-mentioned Māori Tourism Camps are in Waiheke Island, Waitomo Caves, Kapiti Island and are about to start with Whakarewarewa Village.

3.3 Parity of Educational Achievement for Young Learners 24 Years and Under

Overview

The Tertiary Education Commissions (TEC) priority areas are Māori, Pasifika and learners 24 years and under. The TEC 2019 Investment brief states: "We want an increase in programme completion rates for young learners aged 24 and under." In Levels 1 and 7, programme completion rates for learners aged 24 and under are low compared to learners aged 25 and over. We want to achieve parity between these groups by 2022. To achieve this goal, we have set two- and four-year credit achievement targets."

- ▶ **In Levels 1 and 2:** 2020 target is 69.5% 2022 is 72%
- ▶ **In Levels 3 and 4:** 2020 target is 68% 2022 is 71%
- ▶ **In Levels 5 to 7:** 2020 target is 51.5% 2022 is 60%

Participation

ServiceIQ has comparatively high rates of participation by learners 24 years and under, having met 2018 participation targets at all programme levels. ServiceIQ invests in young learners and one of our key focuses is to sustain and improve the young learner cohort. Our largest cohort for young learners sits within the Retail and Quick Service Restaurant sectors. Our overall percentage based on 2018 sign ups for Young Learners 24 years and under, sits at 47%.

Young People (Aged 24 and Under) Sector Sign ups

During 2018, most of our sign ups for Young Learners related to the Quick Service Restaurant Sector followed by the Retail & Retail Supply Chain Sector.

2018 YOUNG PEOPLE SIGN UPS BY TOTAL SECTOR SIGN UPS

Legend: Young People 24 and Under | People 25 and Over
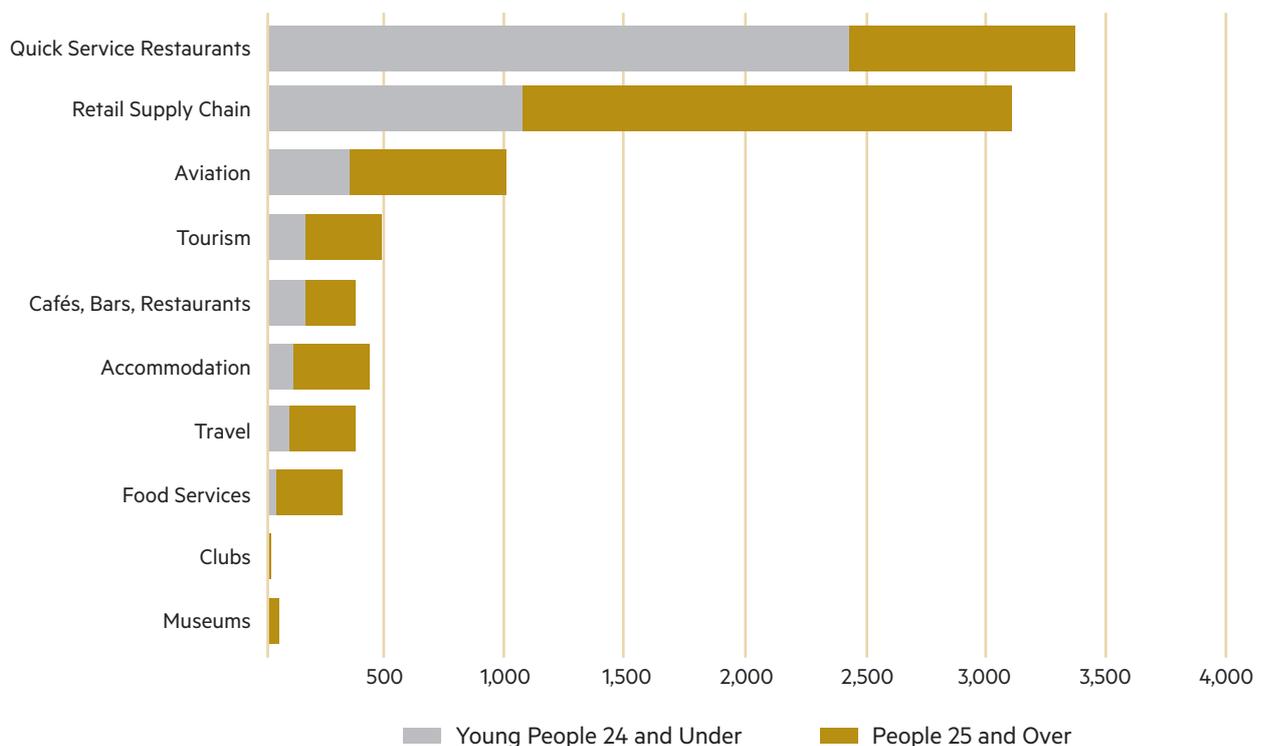
Credit Achievement

ServiceIQ's 2018 credit achievement rates for Young Learners aged 24 years and under are at a higher rate against the overall ServiceIQ percentage.

Young People Credit Achievement Comparison

Below represent the 2018 credit achievement rates for Young Learners aged 24 years and under vs the overall ServiceIQ percentage. All priority areas outlined below show that Young People are achieving a higher credit achievement rate against the total cohort percentage.

2018 Credit Achievement Cohort	Young Learner Credit Achievement Rate	Overall Credit Achievement Rate
Overall	72.34%	70.40%
Māori	71.37%	69.25%
Pasifika	76.45%	74.28%
Asian	72.34%	72.29%
Non-Māori & Non-Pasifika	71.87%	70.14%

Levels 5 and 7 Credit Achievement Rates for Young Learners aged 24 and Under

2018 credit achievement rates for Learners 25 and over have exceeded the 2022 Target, while Learners 24 and under require attention, sitting at 30% below the 2020 Target and 34% below the 2022 Target.

NZ Apprentices Credit Achievement Rates for Young Learners aged 24 and Under

2018 credit achievement rates for Young Learners on an apprenticeship require attention, sitting at 27% below the 2020 Target and 34% below the 2022 Target. Learners 24 and over also require attention sitting at 27% below the 2022 Target.

Completion Rates

To date Level 4 has the highest completion percentage from 2013, 2015 and 2016. Below represents the Cohort Completion Rates (2013, 2015, 2016) via Programme Level for Young People and All Trainees. The total cohort completion rate is sitting at 69.7%, and the Young People cohort is at 67.5% completion rate.

Young People Only:

Completion	Level 2	Level 3	Level 4	Level 5
Cohort Completion	1,256	2,006	434	14
Cohort Entry	1,973	2,872	604	39
Completion %	63.66%	69.85%	71.85%	35.90%

All Trainees:

Completion	Level 2	Level 3	Level 4	Level 5
Cohort Completion	3,233	3,717	1,522	66
Cohort Entry	4,884	5,293	1,914	132
Completion %	66.19%	70.22%	79.52%	50.00%

Further analysis of 24 years and under trainees and apprentice's data at programme level has helped to identify specific areas where there is disparity of achievement. This data is discussed with employers and trainees to better understand the challenges to success and develop targeted interventions to bring about change.

Potential Factors Impacting Young People's Completion Rates

The Tertiary Education Commission (TEC) commissioned research to build its evidence base on what works for youth learners in tertiary education settings. This research noted that adult trainees are motivated intrinsically, while younger trainees are motivated extrinsically. Examples of the things that motivate young trainees are praise, recognition and rewards. A breakdown of the programmes by completion rate indicates that the longer the duration, the less likely trainees and apprentices 24-years and under will complete. Considering that trainees and apprentices 24-years and under are more motivated extrinsically, incentives and rewards throughout the training would assist this group to complete.

Low staff retention could also be a factor behind non-completion, particularly in organisations where young people do not see the job as a long-term career option or it is a gap-filler or holiday job. Focus is being given to the quality of marketing, resources and support given to trainees and apprentices 24-years and under and ServiceIQ has identified through analysis of trainee data, that more can be done to support young trainees and apprentice participation, achievement and particularly completion rates.

ServiceIQ has developed an approach and action plan aligned with priority areas Māori and Pasifika and LLN to address the areas where there is a disparity for Young Learners, which is outlined in the table below.

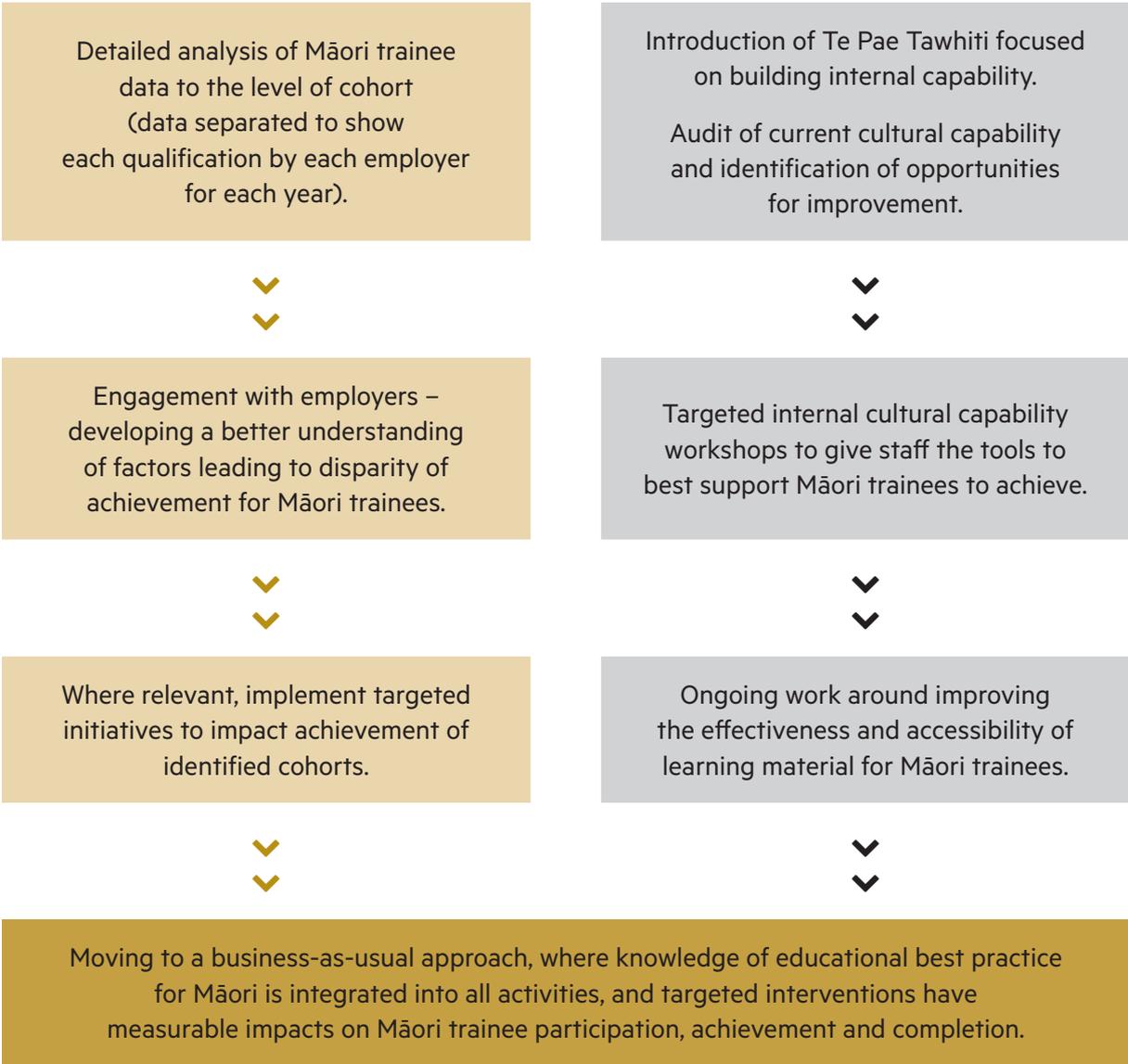|	
Institution objective	Targeted action where a cohort of disparity of achievement and completion is identified.
Description of related activities (if required)	Where disparity of achievement and completion is identified, ServiceIQ engages with employers to understand the possible reasons and (where appropriate) supports the employer to put in place strategies to support the achievement of trainees and apprentices 24 years and under.
Performance indicator	% age of cohorts with disparity of achievement directly followed up with employers.
Baseline, [2019]	Develop Strategy and Action plan.
Interim target, [2019]	Cohorts identified from the previous year's data and analysis completed.
Final target, [2020]	80% of identified cohorts (from the previous year's data) have workplace specific Action Plans in place.
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	ServiceIQ's 2020–2021 MoP reflects EPIC targets to address gaps in achievement.
Additional information (e.g. where is this taking place – region, industry sector etc.)	Where relevant we will apply a regional lens in the development of a Strategy and Action plan.

3.4 Boosting achievement of Māori

Māori Strategy

ServiceIQ has historically celebrated positive rates of Māori participation, achievement and completion. While Māori represent just 10% of the service sector workforce, Māori make up 12% of ServiceIQ trainees.

ServiceIQ has identified that there is more that can be done to support Māori trainee achievement. It was clear that to support industry and trainees, ServiceIQ must first look inside itself to ensure we have the capability and understanding to be effective. Recognising this led to the development of the Te Pae Tawhiti organisational initiative to look internally at our cultural capability.

In parallel to the internal development, is in-depth analysis of Māori trainee data, which has helped ServiceIQ to identify specific areas where there is disparity of achievement. This data is then being enriched by discussions with employers and trainees to better understand the challenges to success and develop targeted interventions to bring about change. The internal and external work is running parallel although separate. From 2020 these streams will combine in a business as usual approach. This is shown in the diagram below.

Detailed analysis of Māori trainee data to the level of cohort (data separated to show each qualification by each employer for each year).	Introduction of Te Pae Tawhiti focused on building internal capability. Audit of current cultural capability and identification of opportunities for improvement.
Engagement with employers – developing a better understanding of factors leading to disparity of achievement for Māori trainees.	Targeted internal cultural capability workshops to give staff the tools to best support Māori trainees to achieve.
Where relevant, implement targeted initiatives to impact achievement of identified cohorts.	Ongoing work around improving the effectiveness and accessibility of learning material for Māori trainees.

Moving to a business-as-usual approach, where knowledge of educational best practice for Māori is integrated into all activities, and targeted interventions have measurable impacts on Māori trainee participation, achievement and completion.

Māori Action Plan

The work around ensuring the achievement of Māori trainees for 2019 has been captured in the Māori Action Plan Update 2019. This plan outlines a series of actions throughout the year including:

▶ Boosting parity of achievement – working with employers where disparity of achievement has been identified

▶ Supporting the Te Pae Tawhiti programme to build internal cultural capability

▶ Contributing to the design and content of learning materials to support suitability and accessibility for Māori trainees

▶ Developing material to provide advice to employers on how best support Māori trainees on the job

▶ Continuing to build and nurture relationships with Māori organisations

Te Pae Tawhiti Māori Cultural Framework

In December 2018 the ServiceIQ Executive decided to introduce the Te Pae Tawhiti Māori Cultural Framework across the business, so that ServiceIQ can be more culturally current in terms of its approaches to Te Ao Māori.

The Te Pae Tawhiti Māori Cultural Framework builds internal cultural capability to better engage with and support Māori industry trainees and apprentices and ensure parity of educational achievement. A five-step phased implementation is being used to embed the Framework, which started with an organisational needs' analysis as to how best to make Te Ao Māori become part of the ServiceIQ way.

Consideration is being given to the appointment of a Kaumatua or Kaitakawaenga. The next stages will be the roll-out of a cultural competency programme for all staff and a review to see where changes can be made to internal resources, functions and processes. In parallel to Te Pae Tawhiti is the ongoing implementation of ServiceIQ's Māori strategy and action plan.

Addressing Disparity of Educational Achievement

Institution objective	Targeted action where cohort with disparity of achievement are identified – Māori
Description of related activities (if required)	Where disparity of achievement is identified ServiceIQ engages with employers to understand the possible reasons and (where appropriate) supports the employer to put in place strategies to support the achievement of Māori trainees
Performance indicator	% age of cohorts with disparity of achievement directly followed up with employers
Baseline, [2018]	No activity
Interim target, [2019]	100% of cohorts identified from the previous year's data followed up (as outlined in Māori Action Plan Update 2019)
Final target, [2020]	100% of employers followed up each quarter as data released
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	ServiceIQ's 2020–2021 MoP reflects EPIC targets to address gaps in achievement.
Additional information (e.g. where is this taking place – region, industry sector etc.)	Where relevant a sector-regional lens will be incorporated in the implementation of the Strategy and Action plan.

Addressing the Development of Internal Cultural Capability

Institution objective	Improve internal cultural capability
Description of related activities (if required)	A cultural competency programme is underway through the Te Pae Tawhiti project
Performance indicator	Survey of staff's self-perception of knowledge and confidence around Te Ao Māori
Baseline, [2019]	Survey completed in 2019 for first time ▶ Te Reo knowledge – 62% below mid-level ▶ Tikanga knowledge – 50% below mid-level ▶ Te Tiriti knowledge – 43% below mid-level
Interim target, [2020]	Survey 2020 ▶ Te Reo knowledge – 55% below mid-level ▶ Tikanga knowledge – 35% below mid-level ▶ Te Tiriti knowledge – 35% below mid-level
Final target, [2021]	Survey 2021 and beyond ▶ Te Reo knowledge – 45% below mid-level ▶ Tikanga knowledge – 25% below mid-level ▶ Te Tiriti knowledge – 25% below mid-level
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	Linked to MoP in the table above
Additional information (e.g. where is this taking place – region, industry sector etc.)	The cultural capability training will occur in all offices across ServiceIQ

3.5 Boosting achievement of Pasifika

Strategy and Action Plan

Pasifika make up 5% of the service sector workforce. There are particularly high numbers of Pasifika workers in Retail and Hospitality and the Pasifika service workforce is heavily concentrated in Auckland. As with Māori trainees, work around ensuring the achievement of Pasifika trainees for 2019 has been captured in the ServiceIQ Pasifika Action Plan Update 2019. This plan outlines a series of actions throughout the year including:

▶ Boosting parity of achievement – working with employers where disparity of achievement has been identified

▶ Considering ways to build cultural capability internally and extend field-based staff's skills in working with Pasifika learners

▶ Developing material to provide advice to employers (based on research) on how best support Pasifika trainees on the job

▶ Considering opportunities for Pasifika trainees from the Māori and Pasifika Trades Training consortia.

On a smaller scale, the work to support the achievement of Pasifika trainees mirrors the Māori approach. It has a parallel work stream supporting internal capability and continuous improvement alongside targeted engagement with industry to ensure parity of achievement.

Addressing Disparity of Educational Achievement

Institution objective	Targeted action where cohort with disparity of achievement are identified – Pasifika
Description of related activities (if required)	Where disparity of achievement is identified ServiceIQ engages with employers to understand the possible reasons and (where appropriate) supports the employer to put in place strategies to support the achievement of Pasifika trainees.
Performance indicator	% age of cohorts with disparity of achievement directly followed up with employers
Baseline, [2018]	No activity
Interim target, [2019]	100% of cohorts identified from the previous year's data followed up (as outlined in Pasifika Action Plan Update 2019)
Final target, [2020]	100% of employers followed up each quarter as data released
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	Linked to MoP
Additional information (e.g. where is this taking place – region, industry sector etc.)	The cultural capability training will occur in all offices across ServiceIQ

3.6 Improving adult literacy and numeracy

Strategy and Action Plan

The service sector has a diverse workforce with a wide range of literacy and numeracy needs. PIACC confirmed that 49% of the service sector workforce had notable literacy needs, being 7% higher than the total population. The sector also has many workers who have English as a second or other language.

ServiceIQ has worked to create an approach that is tailored to the industries and trainees we support. It focuses on three key elements:

▶ **Identify** – this is the assessment part of strategy where both ServiceIQ staff and the employers become aware of the trainees who may need some additional support.

▶ **Inform** – this has both internal and external streams to develop awareness of LLN issues, the impact on the business and well as educational outcomes, and the options available to promote achievement.

▶ **Support** – this is an approach which has levels of support to suit different workplaces and their needs. It sets up a relationship between the workplace and ServiceIQ's specialist LLN staff to work together for positive trainee outcomes.

This approach is shown in more detail in the diagram below.

Identify	Inform	Support
Provide 3 assessment options to suit the practicalities of specific industries and workplaces with a preference towards using LNAAT online. ▶ **Options 1 – Online LNAAT through the new API technology** The majority of trainees will be requested to complete the online LNAAT on enrolment in a programme (if they do not already have a qualification). ▶ **Option 2 – Alternative assessment** When online LNAAT is unachievable ServiceIQ will work with the employer to deploy an alternative assessment such as self assessment which can indicate where further action may be required. ▶ **Option 3 – Exemption** Where an employer can demonstrate they are already undertaking robust LLN assessment and a suitable skilled person is reviewing the results, ServiceIQ will not assess again.	The importance of information tailored to relevant roles in the organisation has become apparent. ▶ ServiceIQ field staff have general information on the impact of LLN issues in the workplace and mitigation strategies. ▶ Resources are available for head office level employers to understand the impact of LLN on their business and the support available. ▶ Resources are available for trainers/supervisors/assessors levels within a workplace to provide advice and outline support available. ▶ Following assessment of a cohort provide the relevant ServiceIQ field-staff member and the training and development staff from the employer with a report highlighting at risk trainees.	A three tier support approach has been designed: ▶ Level 1 – supply an employer with practical actions they can take in the workplace to make learning more accessible to a wide range of learners. ▶ Level 2 – ServiceIQ to run workshops for employers trainers/supervisors/assessors to better identify and support literacy, numeracy and language needs. ServiceIQ can also review and recommend changes to employers in-house training materials and other documents. ▶ Level 3 – ServiceIQ can support and coordinate the establishment of workplace literacy programmes (delivered by a PTE) to address the specific needs of the workplace.

New approach to literacy assessment

This new planned approach to LLN assessment is but a small part of, and sits within, the wider organisational approach to LLN learning and improvement overall. Our LLN strategic action plan 2019–2020 illustrates the wider picture and because of the diverse nature of our sectors and workplaces, we need to be able to offer some different assessment options accordingly.

Literacy, Language and Numeracy (LLN) Strategy and Project Plan 2019–2020

The overall LLN strategy and project plan 2019–2020 is summarised below.

ServiceIQ has developed an LLN Strategy document and a project plan which will move ServiceIQ from the current state to the desired state.

The strategy and project plan are the result of two important pieces of work. The first is an internal review of the needs of our business and the business we work with. This work involved:

▶ Ensuring a detailed understanding of TEC policies, rules and expectations in relation to LLN for ITOs

▶ Developing a strong understanding of what other ITOs are doing in relation to LLN and the success of those approaches

▶ Talking to ServiceIQ field-based staff about pain points and challenges

▶ Conversations with employers about the information they need and how support can be delivered

▶ Data analysis of the size, location and demographics of our cohorts to ensure that approaches suggested are practical and scalable

The second important factor has been a shift in the requirements from TEC. This change partnered with the API connection to LNAAT (which it is hoped to be delivered very soon) is very well suited to offering practical assessment options to ServiceIQ's larger customers.

Strategy

The new LLN Strategy 2019 clearly lays out ServiceIQ's approach to assessment, information and support. It has been designed with our customers trainee achievement at the forefront of our minds, and simple and concise, making it easy for our field staff to promote.

Assessment

ServiceIQ has redesigned its assessment offering to meet both TEC requirement and needs of our employers. The approach has three options and will be negotiated employer-by-employer. Initial feedback from employers and field-based staff is positive.

In addition to this new work there are several business-as-usual activities happening in the LLN space. We continue to:

▶ Upskill internal staff including resource writers, field staff and assessor support staff to improve understanding of and responses to trainees with LLN issues.

▶ Develop resources to support employer knowledge of LLN issues and how to support them in the workplace. These resources can all also be supported by ServiceIQ facilitating workshops for employer staff to build internal capability.

▶ Support dyslexic trainees by completing screening and assisting them with Workbridge applications for assistive technology and reader/writers.

Addressing Literacy, Language and Numeracy Need

Institution objective	Appropriate LLN approaches are agreed and implemented in workplaces, including all trainees without previous qualifications offered the opportunity to complete an LLN assessment.
Description of related activities (if required)	The 2019 LLN Assessment project will be kicked off in 2019 as soon as the new API technology is delivered by TEC.
Performance indicator	Percentage of workplaces with agreed LLN approaches being implemented including trainees given the opportunity to complete LLN assessment.
Baseline [2018]	<5% assessments
Interim target [2019]	50%+ assessments of new trainees across workplaces
Final target [2020]	90%+ assessments of new trainees across workplaces
Where this is not explicitly stated please indicate how this objective is reflected in your mix of provision (MoP) and/or educational performance indicators (EPI) commitments	Refer above
Additional information (e.g. where is this taking place – region, industry sector etc.)	In 2020 a new goal will be created around LLN assessment completion and workplace interventions. These will be put in place when all the internal systems for offering assessment have become business-as-usual and the process has been bedded down with employers.

4. Programmes and activities

Mix of Provision 2020–2021

A Mix of Provision (MoP) template is attached as Appendix 1 to this Investment Plan and is also uploaded into Workspace 2. The MoP records planned learner numbers by New Zealand Qualification Framework level and total funding sought. Information contained in the sections above describe how ServiceIQ's proposed activities will support it to fulfil its mission and achieve its specific goals for the term of the Plan. Also listed in the Appendices is a comprehensive list of all the planned programmes by employer and by qualification, for which ServiceIQ is seeking funding

Programmes and activities not funded by the TEC

Unfunded Trainees

Where any ServiceIQ trainee is identified by their Training Agreement (TAG) as being under 16 years of age there is no funding claimed from either TEC or the employer.

Artisan Consulting

AKA Renard Group are contracted to train and assess up to 50 trainees in the New Zealand Diploma in Hospitality (Operational Management) Level 5. They plan and manage the module timetable for the year and have deliverables set around 10 credit reporting, completion within duration and timely reporting of achievement on completion of assessment. ServiceIQ reports the credits.

Skills for Work

S4W Is Foodstuffs North Island's preferred training provider. ServiceIQ engages them to programme manage, assess and register credits and provide pastoral care on our behalf, using ServiceIQ Training Agreements. They have deliverables set around 10 credit reporting, completion within duration and timely reporting of achievement on completion of assessment. ServiceIQ reports the credits. This contract currently is in place for 20 trainees.

5. Outcomes and measures

Educational Performance Indicator (EPI) Commitments 2020–2021

An educational performance indicator (EPI) commitments template is attached as Appendix 2 to this Investment Plan and is also uploaded into Workspace 2. It describes ServiceIQ's organisation's proposed outcomes (in relation to the tertiary education programmes and activities for which funding is sought) and the performance indicators that ServiceIQ will use to measure whether those outcomes have been achieved.

Past Performance 2018

ServiceIQ's past performance for 2018 for STMs and trainee numbers is included in this Investment Plan; refer section heading "Past Performance 2018", as is ServiceIQ's past EPI performance; refer section heading "Educational Performance Indicator Commitments (EPICs) 2018", including for Māori and Pasifika and Young Learners 24 years and under.

Quality Assurance Reviews

ServiceIQ has received positive feedback from NZQA on ServiceIQ Consistency Reviews, as summarised in the bullets below.

▶ The reviewed documents have been well received by NZQA and resulted in NZQA recommending other ITOs talk with ServiceIQ on how we were doing our Consistency Reviews.

▶ To date all reviews have received the highest rating from NZQA of 'Sufficient'.

▶ A number of NZQA reports for consistency reviews highlighted ServiceIQ's Qual Link model.

▶ Example of good practice.

▶ ServiceIQ's Qual Link process is clearly an effective tool to ensure that in-house training programmes meet the GPOs (Graduate Profile Outcomes) in the New Zealand qualification.

Key Changes

Some of the key changes that ServiceIQ is making that are likely to have a significant impact on our business performance (Trainees and STMs) include the imminent appointment of a dedicated role in business development, specifically to engage with service sector businesses that we currently don't work with. The role will not only focus on large employers but is also charged with engaging with SMEs directly and through industry groups. There are some strong KPIs linked to this role and thus it can be expected that we will have additional industry trainee sign ups in 2020 and 2021. And for Māori, Pasifika, Young learners and LLN we are looking to boost capability in this area of Workforce Priority, particularly for Māori with the introduction of a new Māori Cultural Framework across ServiceIQ named Te Pae Tawhiti.

Financial Capability and Performance

ServiceIQ has reviewed its financial capability and performance and as a result has applied for an In-Year Plan Amendment for 2019, as well as increased rates of STM investment from TEC for 2020 –2021. ServiceIQ sends a financial report to TEC annually and understands that it is assessed as satisfactory against the TEC's Financial Monitoring Framework.

Governance and Management Capability – Forecasting, Planning, Implementation

ServiceIQ has a very strong industry representative board consisting of 9 members; 6 from industry and 3 independents. We also have 3 Industry Advisory groups representing the 3 key industry clusters within ServiceIQ's coverage.

ServiceIQ has strong governance and management capability in forecasting, planning, implementation. Our Industry Engagement's business development model and pipeline forecasting-management process including trainee pipeline conversion, involves discussions with employers which take place in September each year.

At this time, agreement is reached as to the number of trainees, the phasing of the trainees and the qualifications that the trainees will be working toward. This is then documented in a Memorandum of Understanding which is signed by the employer and ServiceIQ. These MoUs form the basis of our trainee pipeline.

During the training year our team have monthly meetings with the employers where trainee achievement is discussed, and any variances can be flagged. Conversion, compliance and EPI achievement are also discussed at these meetings to ensure the employer is aware of their commitments and the support that ServiceIQ can offer to assist.

Governance and Management Commitment – Improving outcomes for Māori and Pasifika learners

The Te Pae Tawhiti initiative is actively supported by both the ServiceIQ Board and Executive Management Team. The leadership of ServiceIQ has been involved in the development of this project and is committed to its outcomes. The Executive Team have undertaken an intensive workshop to understand the experiences of the group and prepare them to lead the new approach for the organisation.

Ability and commitment to work with other tertiary education organisations

ServiceIQ has a dedicated resource and strong commitment to work with other tertiary education organisations to build system responsiveness and sustainability, and pathways through the education system. Our Talent Supply and Transitions Team does a significant amount of work to educate and help transition students from secondary school into employment.

6. Additional requirements for industry training organisations (ITOs)

Industry Training Act Requirements

The following specifies how ServiceIQ meets the requirements of Section 10(2) of the Industry Training and Apprenticeships Act 1992 (the Act), in relation to which funding is sought for this Investment Plan.

Developing and maintaining skill standards

ServiceIQ has a well-developed process for developing and maintaining skill standards for the industries it serves. Please refer to page 15, 3.1 Delivering Skills for industry.

Arrangements for the delivery of industry training

ServiceIQ's process for developing arrangements for the delivery of industry training intended to enable trainees to attain those standards is covered through its front-facing Industry Engagement team. Each of ServiceIQ's sectors has a Sector Manager and a combination of Sector Advisers (dealing with larger customers) and Training Advisors (dealing with SMEs).

Arrangements for training are based on a training needs analysis of the needs of each employer as are arrangements for the pastoral care and support of trainees to assist them with their vocational learning. Arrangements for training are linked to one of ServiceIQ's business models and tailored as necessary to the size, scale and environment of a particular employer.

Employer Memorandum of Understanding

ServiceIQ introduced a new Memorandum of Understanding (MoU) agreement with key employers in 2019. The MoU is a partnership between ServiceIQ and employers for the arranging of appropriate training and development to trainees/team members, to become skilled and qualified in their chosen career paths and to add value to the organisation.

The MoU emphasises that for an effective partnership, there needs to be strategic and cultural alignment between both parties; and, to be successful, this will include alignment on specific strategic initiatives. The MoU includes KPIs to measure performance and promote open and honest communications, regular feedback and a work-stream for continuous improvement.

Arranging Trainee Support

The MoU states that ServiceIQ will provide a Sector or Training Advisor who will support the organisation with ongoing training support and advice, including assessment services, at both the recognised Head or Support Office and In-Store on an agreed cycle and method. The MoU further states that ServiceIQ will provide trainee pastoral care and support for Māori and Pasifika (specialist learning support) and assistance with Literacy, Numeracy and Language skills. Specifically, ServiceIQ will conduct or arrange a Literacy and Numeracy Assessment and support as required for trainees.

As part of the MoU, employers agree to provide pastoral care and support for the trainee or apprentice, as well as Literacy and Numeracy support, and/or support for those for whom English is not their first language. Employers also agree to provide support for trainees or apprentices who identify as Māori or Pasifika, where appropriate, to ensure parity of educational achievement. Trainee pastoral care support is also arranged for organisations and employers where there may not be a formal MoU in place.

Monitoring Training

Monitoring the training occurs in line with the arrangements made in the Employer MoU and from data analysis with ServiceIQ's Customer Service Team who track a trainee's progress throughout the life of their qualification in terms of credit achievement and programme completions. Flags are raised to alert members of the Industry Engagement team where any anomalies are identified with a trainee's progress, such as delays in reporting credits.

Assessing Training

As with Monitoring, arrangements for assessment occur in line with the provisions made in the Employer MoU. Many of ServiceIQ's employers use workplace assessors who are certified by ServiceIQ through its US4098 course, while others use contracted assessors, coordinated by ServiceIQ. ServiceIQ has a dedicated Assessor Support Team, which is part of our Quality Assurance Team. ServiceIQ pre-moderates all of its assessment material to ensure it meets the requirements of individual unit standards.

Quality Assuring Training

ServiceIQ has a robust moderation system in line with its Consent and Moderation Requirements (CMR), which ensures that assessment is fair, valid and robust. Consistency of Graduate Profile Outcomes is measured at NZQA Consistency Reviews and through ServiceIQ's Annual Moderation Process.

Collective representation of employees in the governance of the organisation

ServiceIQ has a Union (Employee/Trainee/Apprentice) Representative on its Board who advocates where necessary to ensure the rights of workers are considered in any arrangement s made for training.

Apprenticeships

The following covers how ServiceIQ intends to carry out each of the activities set out in section 13D (2) of the Act in relation to Apprenticeships.

Apprenticeship Offering

ServiceIQ offers New Zealand Apprenticeships in aeronautical engineering, cookery, catering services, and food & beverage. In 2018, ServiceIQ had 222 apprentice sign ups, which was about 2.3% of ServiceIQ overall sign ups. ServiceIQ is committed to supporting people on our New Zealand Apprenticeship programmes, employing dedicated Sector Advisors so we have a direct role in supporting Apprentices and lifting engagement, credit and programme completion rates. We anticipate cookery and catering services apprenticeship numbers to increase across 2020 and 2021.

Promotion – Prospective Apprentices

Industry has a strong desire to promote take up of apprenticeships as part of a growing strategy to define professional career pathways in the service industry. ServiceIQ works closely with industry associations and workplaces to promote the business benefits of apprenticeships to employers, as well as the benefits and importance of training and development and we publicise case studies of employers already engaged in training.

We actively look to identify opportunities to recognise and celebrate employers supporting apprentice training through our marketing activities, inclusive of social media. Our Sector Advisors work directly with employers to identify potential new engagement and encourage employers to upskill their current workforce. They also work alongside our Schools team, increasing awareness of apprenticeship pathways for students and assisting with introductions of prospective Apprentices to the relevant parties. In a coordinated approach with our industry associations, we share knowledge of Industry contacts to assist students in government initiatives (e.g. Restaurant Association of NZ with their Hospo Start programme) to gain work experience with a view to gaining employment leading to an Apprenticeship.

Significant time has been invested into attending School Cluster Meetings as well as working directly with schools and students to increase the awareness of apprenticeships. This successful approach has resulted in prospective Apprentices being matched to potential employers.

Apprenticeship Training Agreements

Expectations and requirements of the programme, and responsibilities (i.e. work logs, theory component, development and progression of skills to meet assessment requirements) are discussed by the employer, Apprentice and ITO on signing the apprenticeship agreement. A training plan is formulated with timelines to ensure Apprentices are well prepared and working towards their scheduled milestones. These are captured in a training site visit document and signed by all three parties.

Monitoring and Support

Through regular contact and determining the appropriate level of support at the regular reviews, ServiceIQ Sector Advisors check the Apprentice is on track to meet their agreed milestones, resulting in completion of the programme within reasonable timeframes. These reviews are an excellent opportunity to identify progression of learning, provide guidance and feedback as to how the Apprentice is progressing, discuss the Apprentice's performance with their employer and identify if there are any issues or concerns to address.

Code of Good Practice for New Zealand Apprenticeships

ServiceIQ is consistent with the Code of Good Practice for New Zealand Apprenticeships, and provides appropriate pastoral care and support for apprentices. ServiceIQ ensures quality support by promoting the Code of Good Practice for New Zealand Apprenticeships. We set a minimum of four visits per year, particularly in the early stages of the programme (Year 1).

The frequency of visits is determined by the needs of each Apprentice, with increased or fewer visits depending on the level of pastoral care and support required. The level of care required for each Apprentice is identified, reviewed and documented in the ServiceIQ CRM against the individual Apprentice's records. Our Sector Advisors ensure the Apprentice and the employer are introduced to the Code of Good Practice, providing them with an electronic copy or website link.

Investment Plan

2020–2021

Appendices

Appendix 1 – Educational Performance Indicator Commitments (EPICs) 2020–2021

Type	Description	Age	Ethnicity	Level	2018 Commitment	2018 Achievement	2019 Commitment	2019 YTD Achievement (Jan-June)	2018 vs 2019 YTD Achievement Average	Achievement 2018 vs 2019 YTD %	2020 Commitments	2021 Commitments
Credit Achievement	Credit Achievement rate for all trainees and apprentices	All	All	All	74.00%	70.40%	75.00%	39.47%	54.94%	56.07%	72.00%	74.00%
Credit Achievement	Credit Achievement rate for Māori trainees and apprentices at level 4 and above	All	Māori	L04 Plus Register Levels	74.00%	82.57%	75.00%	36.00%	59.29%	43.60%	83.00%	84.00%
Credit Achievement	Credit Achievement rate for Pasifika trainees and apprentices at level 4 and above	All	Pasifika	L04 Plus Register Levels	74.00%	89.47%	75.00%	31.99%	60.73%	35.76%	87.00%	89.00%
Credit Achievement	Credit Achievement rate for trainees and apprentices aged under 25 at level 4 and above	Under 25	All	L04 Plus Register Levels	74.00%	83.32%	75.00%	46.08%	64.70%	55.30%	84.00%	86.00%
Participation	Māori trainees and apprentices at level 4 and above as a proportion of all trainees and apprentices at level 4 and above	All	Māori	L04 Plus Register Levels	11.00%	12.54%	11.00%	12.52%	12.53%	99.84%	12.00%	12.00%
Participation	Pasifika trainees and apprentices at level 4 and above as a proportion of all trainees and apprentices at level 4 and above	All	Pasifika	L04 Plus Register Levels	6.00%	7.33%	6.00%	7.16%	7.25%	97.68%	7.00%	7.00%
Participation	Trainees and apprentices aged under 25 at level 4 and above as a proportion of all trainees and apprentices at level 4 and above	Under 25	All	L04 Plus Register Levels	30.00%	34.36%	30.00%	30.44%	32.40%	88.59%	35.00%	35.00%
Programme Completion - Cohort-based	Programme completion rate for all trainees at levels 1 to 3	All	All	L01-L03 Register Levels	63.00%	68.72%	64.00%	64.77%	66.75%	94.25%	68.00%	69.00%
Programme Completion - Cohort-based	Programme completion rate for Māori trainees at levels 1 to 3	All	Māori	L01-L03 Register Levels	64.00%	67.97%	65.00%	65.34%	66.66%	96.13%	68.00%	69.00%
Programme Completion - Cohort-based	Programme completion rate for Pasifika trainees at levels 1 to 3	All	Pasifika	L01-L03 Register Levels	61.00%	74.59%	62.00%	68.17%	71.38%	91.39%	68.00%	69.00%
Programme Completion - Cohort-based	Programme completion rate for trainees aged under 25 years at levels 1 to 3	Under 25	All	L01-L03 Register Levels	59.00%	68.31%	60.00%	65.79%	67.05%	96.31%	68.00%	69.00%
Programme Completion - Cohort-based	Programme completion rate for all trainees at levels 4+	All	All	L04 Plus Register Levels	75.00%	77.56%	76.00%	74.94%	76.25%	96.62%	77.00%	78.00%
Programme Completion - Cohort-based	Programme completion rate for Māori trainees at levels 4+	All	Māori	L04 Plus Register Levels	62.00%	73.46%	63.00%	70.83%	72.15%	96.42%	77.00%	78.00%
Programme Completion - Cohort-based	Programme completion rate for Pasifika trainees at levels 4+	All	Pasifika	L04 Plus Register Levels	51.00%	68.27%	52.00%	79.69%	73.98%	116.73%	77.00%	78.00%

Category	Measure	Age	Ethnicity	L04 Plus Register Levels							
Programme Completion - Cohort-based	Programme completion rate for trainees aged under 25 years at levels 4+	Under 25	All	All	67.00%	69.67%	68.00%	72.07%	70.87%	103.44%	77.00%	78.00%
Programme Completion - Cohort-based	Programme completion rate for all apprentices	All	All	All	75.00%	45.42%	76.00%	66.95%	56.19%	147.40%	55.00%	68.00%
Programme Completion - Cohort-based	Programme completion rate for Māori apprentices	All	Māori	All	62.00%	32.56%	63.00%	35.42%	33.99%	108.78%	55.00%	68.00%
Programme Completion - Cohort-based	Programme completion rate for Pasifika apprentices	All	Pasifika	All	51.00%	33.33%	52.00%	54.17%	43.75%	162.53%	55.00%	68.00%
Programme Completion - Cohort-based	Programme completion rate for apprentices aged under 25 years	Under 25	All	All	67.00%	44.64%	68.00%	55.08%	49.86%	123.39%	55.00%	68.00%
Apprentice Retention	Apprentice retention rate for all apprentices	All	All	All	76.00%	78.34%	77.00%	30.62%	54.48%	39.09%	78.00%	80.00%
Apprentice Retention	Apprentice retention rate for Māori apprentices	All	Māori	All	73.00%	69.81%	74.00%	37.62%	53.72%	53.89%	78.00%	80.00%
Apprentice Retention	Apprentice retention rate for Pasifika apprentices	All	Pasifika	All	73.00%	75.00%	74.00%	28.57%	51.79%	38.09%	78.00%	80.00%
Apprentice Retention	Apprentice retention rate for apprentices aged under 25 years	Under 25	All	All	77.00%	80.12%	78.00%	30.08%	55.10%	37.54%	78.00%	80.00%

*Completion rates are from early cohorts, due to time frames and length of training required to obtain stats.

Credit acheivment is down for 2019 compared to the same time last year, however is expected to increase by 30% later in the year.

Appendix 2

QUALIFICATION BREAKDOWN 2019

Programme Name – 2019	Level	STM
NZ Diploma Aeronautical Maintenance Certification with strand in Aeroplane – Level 6 (42 Months) V2	6	41
NZ Certificate in Aeronautical Engineering (Production Control) – Level 6 (10 Months)	6	18
NZC in Hospitality (Advanced) with strands – Level 5 (18 Months)	5	82
NZ Certificate in Aviation (Flight Attendants) with strand in Airline Specific Operational Flight Attending – Level 4 (15 Months)	4	218
NZC in Food & Beverage with strand in QSR – Level 4	4	176
NZ Certificate in Airport Operations with strands – Level 4 (13 Months)	4	143
NZC in Travel – Level 4 (Flight Centre Specific)	4	112
NZ Apprentice in Cookery Level 4 (180 Credits) V2	4	94
NZ Certificate in Business (First Line Management) – Level 4 (12 Months)	4	85
NZ Certificate in Cookery – Level 4	4	57
NZ Certificate in Retail – Level 4 (12 Months)	4	52
NZ Apprentice in Cookery Level 4 (180 Credits)	4	48
NZ Certificate in Retail – Level 4 (9 Months)	4	45
NZ Certificate in Business (First Line Management) – Level 4 (13 Months)	4	44
NZA in Catering Services Level 3 & 4 V3	4	36
NZ Certificate in Hotel Reception – Level 4 (9 months)	4	34
NZ Apprentice in Cookery Level 4 (180 Credits / 36 Months) V2	4	24
NZC in Travel – Level 4 (12 Months)	4	22
NZ Certificate in Museum Practice – Level 4 (18 Months)	4	20
NZ Certificate in Aeronautical Engineering (Applied Skills) with strand in Aircraft Mechanical – Level 4 (36 Months)	4	18
NZ Certificate in Food & Beverage with strand in QSR (7 Months)	3	618
New Zealand Certificate in Retail (Level 3) 9 Months	3	478
NZ Certificate in Food & Beverage with strand QSR (7 Months)	3	246
NZC in Business (Introduction to Team Leadership) – Level 3 (7 Months)	3	172
NZ Certificate in Food & Beverage with strand in Café Services (7 Months) (Stranded)	3	138
NZ Certificate in Accommodation with strands – Level 3 (9 Months)	3	80
NZ Certificate in Retail – Level 3 (6 Months / 60 Credits)	3	76
SCP – Food & Beverage with strand in Café Service (21 credits / 4 Months)	3	68
NZC in Catering – Level 3 (40 credits / 12 months)	3	57
Retail Savvy Award (LCP) 4 months	3	53
NZC in Catering – Level 3	3	52
NZ Certificate in Retail – Level 3	3	51

Programme Name – 2019	Level	STM
NZC in Tourism (Level 3) with strands V1 (Visitor Experience) (9 Months)	3	46
NZ Certificate in Food & Beverage with strand in Café Services	3	41
NZ Certificate in Cookery – Level 3	3	41
NZ Certificate in Retail – Level 3 (12 months)	3	33
NZC in Food & Beverage with strand in QSR – Level 3	3	33
NZ Certificate in Retail – Level 3 (8 Months)	3	32
NZC in Aviation (Airline Check-in) Level 3	3	31
NZ Certificate in Distribution – Level 3 (9 Months)	3	29
NC in Aircraft Servicing – Level 3 (24 Months)	3	24
NZ Certificate in Aeronautical Storekeeping (Aviation Parts Handling/Aviation Toolstore) – Level 3 (12 Months)	3	23
Visitor Savvy Award (LCP) 4 months	3	22
NZ Certificate in Food & Beverage with strand in Restaurant Services (9 Months)	3	21
Hospitality Savvy Award (LCP) 4 months	3	19
NZ Certificate in Food & Beverage with strands – Level 3 (7 Months)	3	19
NZ Certificate in Retail – Level 2 (6 Months)	2	257
NZ Certificate in Retail – Level 2 (7 Months/45 Credits)	2	45
NZ Certificate in Retail – Level 2 (8 Months) v2	2	43
NZ Certificate in Retail – Level 2 (7 Months)	2	29
Other		288
Total		**4,534**

Other relates to 80+ programmes

QUALIFICATION BREAKDOWN 2020

Programme Name – 2020	Level	STM
NZ Diploma Aeronautical Maintenance Certification with strand in Aeroplane – Level 6 (42 Months) V2	6	41
NZ Certificate in Aeronautical Engineering (Production Control) – Level 6 (10 Months)	6	18
NZC in Hospitality (Advanced) with strands – Level 5 (18 Months)	5	82
NZ Certificate in Aviation (Flight Attendants) with strand in Airline Specific Operational Flight Attending – Level 4 (15 Months)	4	218
NZC in Food & Beverage with strand in QSR – Level 4	4	176
NZ Certificate in Airport Operations with strands – Level 4 (13 Months)	4	143
NZC in Travel – Level 4 (Flight Centre Specific)	4	112
NZ Apprentice in Cookery Level 4 (180 Credits) V2	4	94
NZ Certificate in Business (First Line Management) – Level 4 (12 Months)	4	85
NZ Certificate in Cookery – Level 4	4	57
NZ Certificate in Retail – Level 4 (12 Months)	4	52
NZ Apprentice in Cookery Level 4 (180 Credits)	4	48
NZ Certificate in Retail – Level 4 (9 Months)	4	45
NZ Certificate in Business (First Line Management) – Level 4 (13 Months)	4	44
NZA in Catering Services Level 3 & 4 V3	4	36
NZ Certificate in Hotel Reception – Level 4 (9 months)	4	34
NZ Apprentice in Cookery Level 4 (180 Credits / 36 Months) V2	4	24
NZC in Travel – Level 4 (12 Months)	4	22
NZ Certificate in Museum Practice – Level 4 (18 Months)	4	20
NZ Certificate in Aeronautical Engineering (Applied Skills) with strand in Aircraft Mechanical – Level 4 (36 Months)	4	18
NZ Certificate in Food & Beverage with strand in QSR (7 Months)	3	640
New Zealand Certificate in Retail (Level 3) 9 Months	3	478
NZ Certificate in Food & Beverage with strand QSR (7 Months)	3	246
NZC in Business (Introduction to Team Leadership) – Level 3 (7 Months)	3	172
NZ Certificate in Food & Beverage with strand in Café Services (7 Months) (Stranded)	3	138
NZ Certificate in Accommodation with strands – Level 3 (9 Months)	3	80
NZ Certificate in Retail – Level 3 (6 Months / 60 Credits)	3	76
SCP – Food & Beverage with strand in Café Service (21 credits / 4 Months)	3	68
NZC in Catering – Level 3 (40 credits / 12 months)	3	57
Retail Savvy Award (LCP) 4 months	3	53
NZC in Catering – Level 3	3	52
NZ Certificate in Retail – Level 3	3	51
NZC in Tourism (Level 3) with strands V1 (Visitor Experience) (9 Months)	3	46
NZ Certificate in Food & Beverage with strand in Café Services	3	41
NZ Certificate in Cookery – Level 3	3	41

Programme Name – 2020 continued	Level	STM
NZ Certificate in Retail – Level 3 (12 months)	3	33
NZC in Food & Beverage with strand in QSR – Level 3	3	33
NZ Certificate in Retail – Level 3 (8 Months)	3	32
NZC in Aviation (Airline Check-in) Level 3	3	31
NZ Certificate in Distribution – Level 3 (9 Months)	3	29
NC in Aircraft Servicing – Level 3 (24 Months)	3	24
NZ Certificate in Aeronautical Storekeeping (Aviation Parts Handling/Aviation Toolstore) – Level 3 (12 Months)	3	23
Visitor Savvy Award (LCP) 4 months	3	22
NZ Certificate in Food & Beverage with strand in Restaurant Services (9 Months)	3	21
Hospitality Savvy Award (LCP) 4 months	3	19
NZ Certificate in Food & Beverage with strands – Level 3 (7 Months)	3	19
NZ Certificate in Retail – Level 2 (6 Months)	2	257
NZ Certificate in Retail – Level 2 (7 Months/45 Credits)	2	45
NZ Certificate in Retail – Level 2 (8 Months) v2	2	43
NZ Certificate in Retail – Level 2 (7 Months)	2	29
Other		424
Total		**4,692**

Other relates to 80+ programmes

Appendix 3 –
Educational Performance Indicator Commitments (EPICs) 2018

ServiceIQ **exceeded** its 2018 Investment Plan EPI Commitments s in 17 of 23 areas.

Description	Age	Ethnicity	Level	2018 Commitments	2018 Achievements
Credit Achievement rate – all trainees and apprentices	All	All	All	74.00%	**70.40%**
Credit Achievement rate – Māori trainees and apprentices at Level 4 and above	All	Māori	L04 Plus	74.00%	82.57%
Credit Achievement rate – Pasifika trainees and apprentices at Level 4 and above	All	Pasifika	L04 Plus	74.00%	89.47%
Credit Achievement rate – trainees and apprentices 24 years and under at Level 4 and above	<25	All	L04 Plus	74.00%	83.32%
Māori trainees and apprentices – Level 4 and above as a proportion of all trainees and apprentices at Level 4 and above	All	Māori	L04 Plus	11.00%	12.54%
Pasifika trainees and apprentices – Level 4 and above as a proportion of all trainees and apprentices at Level 4 and above	All	Pasifika	L04 Plus	6.00%	7.33%
Trainees and apprentices aged 24 years and under – Level 4 and above as a proportion of all trainees and apprentices at Level 4 and above	<25	All	L04 Plus	30.00%	34.36%
Programme completion rate – all trainees at Levels 1 to 3	All	All	L01-L03	63.00%	68.72%
Programme completion rate – Māori trainees at Levels 1 to 3	All	Māori	L01-L03	64.00%	67.97%
Programme completion rate – Pasifika trainees at Levels 1 to 3	All	Pasifika	L01-L03	61.00%	74.59%
Programme completion rate – trainees aged 24 years and under at Levels 1 to 3	<25	All	L01-L03	59.00%	68.31%
Programme completion rate – all trainees at Levels 4+	All	All	L04 Plus	75.00%	77.56%
Programme completion rate – Māori trainees at Levels 4+	All	Māori	L04 Plus	62.00%	73.46%
Programme completion rate – Pasifika trainees at Levels 4+	All	Pasifika	L04 Plus	51.00%	68.27%
Programme completion rate – trainees aged 24 years and under at Levels 4+	<25	All	L04 Plus	67.00%	69.67%

Description	Age	Ethnicity	Level	2018 Commitments	2018 Achievements
Programme completion rate – all apprentices	All	All	All	75.00%	**45.42%**
Programme completion rate – Māori apprentices	All	Māori	All	62.00%	**32.56%**
Programme completion rate for Pasifika apprentices	All	Pasifika	All	51.00%	**33.33%**
Programme completion rate for apprentices aged 24 years and under	<25	All	All	67.00%	**44.64%**
Apprentice retention rate for all apprentices	All	All	All	76.00%	78.34%
Apprentice retention rate for Māori apprentices	All	Māori	All	73.00%	**69.81%**
Apprentice retention rate for Pasifika apprentices	All	Pasifika	All	73.00%	75.00%
Apprentice retention rate for apprentices aged 24 years and under	<25	All	All	77.00%	80.12%

Service IQ

HELPING OUR CUSTOMERS SUCCEED BY GROWING THEIR TALENT

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