INDUSTRY TRAINING REVIEW:
Results of the employer interviews & survey

MAY 2012
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Executive summary

Employers use a range of training options, including industry training. Employers participate in industry training where national qualifications are seen as important and as providing benefits to the company and the employee. The benefits employers associate with raising the skills levels of staff through industry training, and industry training qualifications, are: ensuring staff safety; increasing productivity; improving the quality of work; attracting and retaining staff; and building staff confidence. Those who had been apprentices themselves often felt an obligation to train apprentices.

This report divides industry training into three broad types of training:

- **Apprenticeships**, which involve training towards qualifications at levels 3 or 4 on the qualifications framework that provide entry into an occupation or trade.

- **Role productivity training**, which involves training towards short qualifications that provide entry-level skills for specific roles within a particular business.

- **Continuing vocational education and training**, which provides further training for those who already hold qualifications in an industry.

The delivery of industry training varies by industry and type of training. In general, apprenticeship training is more expensive for employers and has higher life-time returns for individuals than other types of industry training.

The main barrier for employers to further training their staff was cost – both the cost of having staff away from the workplace and the cost of training itself. Lack of time and lack of capability within a firm were also significant barriers to training staff. Other common barriers to training staff were lack of information about training options and lack of relevant and suitable training options.

The main strengths of the vocational education system for employers are industry relevant qualifications and workplace training. Employers also appreciate the support for training that they receive from ITOs, as well as the flexibility in the mode of delivery. A number of employers thought that block courses and off-job training were key strengths of the current system.

In terms of the vocational education and training system, the highest priority for many employers was improving the school system – through better careers advice, better vocational education, and by ensuring all school leavers are literate and numerate. Many employers would like to see greater connection between industry and the education sectors (particularly the secondary schooling and tertiary sectors, though some felt that industry training could be better connected to industry). Greater availability of courses, better support for training, consistency in education, and higher standards leading to reliably competent graduates were also important. Several employers would like simpler and more accessible information on training options. Many employers would also like to see financial incentives for employers to take on apprentices or otherwise provide staff training.

Employers would like more support for training from ITOs, such as visits, contact from ITO staff, and training material. Training that is relevant to the industry and to the employer is also important. Employers in seasonal industries would like flexibility in the timing of training and the expectations around achievement (for example, Fonterra would like achievement counted over an August-July year rather than a calendar year). Better consultation and
reporting of trainee progress are areas needing improvement for some ITOs. The large number of small unit standards, the duplication across ITOs, and the varying ways ITOs interact with employers creates compliance costs for employers who use the system, particularly those who interact with several ITOs.

As with ITOs, employers’ experiences with tertiary providers varies depending on the provider. Employers would like tertiary providers to offer more industry relevant courses. They would also like providers to have higher standards, up-to-date course content and well-qualified tutors. Communication and providing information were also areas for improvement. Several employers commented on the timing of polytechnic courses, which do not fit in well with either the working day or with the busy times in seasonal industries.
1. Introduction & Background

Purpose of this report

As part of the review of industry training, the Ministry interviewed a selection of employers and conducted an online survey of employers. This report summarises the themes from the interviews and reports the results of the employer survey.

Introduction

Employers are a key component of the industry training system. Trainees access the industry training system through their employer – industry training is generally not available to those not employed in an industry.¹ The industry training system is partly funded by Government and partly funded by employers. Trainees invest their time in training and may also be expected to contribute to the cost. Because employers are gatekeepers to industry training for their staff and are also expected to invest in industry training, it is important that the system delivers value to employers. Without employers the system would not function.

Government part-funds in industry training to encourage employers to invest in training that provides transferable skills that benefit employees and the wider industry. Government investment is also intended to incentivise employers to train staff towards national qualifications. Training that leads to national qualifications carries costs associated with assessment, verification and moderation.

The importance of employers to the industry training system meant that it was important to hear their views on the current state of industry training and how it should look in the future. The Ministry elicited the opinions and experiences of employers in two ways: through a series of in-depth, hour-long interviews with employers across different industries; and through an online survey of employers.

The Ministry interviewed 18 employers between October and December 2011. We wanted to find out more about what industry training looks like on the ground and how it fits in the wider picture of training that employers undertake. We also wanted to hear about the strengths and weaknesses of the industry training system. We also asked what employers look for in employees and trainees and what motivates employers to train their staff. Several employers also shared their views on vocational education at tertiary providers and at secondary schools.

The employer interviews informed the development of the online survey for employers, which ran from 22 November to 16 December 2011. The Ministry asked ITOs, Business NZ, several of the chambers of commerce and Federated Farmers to distribute the survey link to their networks. Just under a thousand (960) employers answered the survey. The survey asked employers about the types of training their staff had undertaken in the past year, the benefits of training, the types of training accessed through the industry training scheme and the barriers to undertaking more training. The survey also sought comments on the strengths and weaknesses of the vocational education system and how it could better meet the future needs of employers. The survey questions are included as an appendix.

¹ There are two exceptions to this: volunteers who are in arrangements in the nature of employment with the host organisation; and self-employed contractors who have entered into a formal training agreement with the organisation with which they have a contract of service.
The Ministry also released a discussion document on the roles in the industry training system in November 2011. This document sought feedback on how the system should be structured. We received 92 submissions, of which 17 were from individual employers and 36 were from industry associations. Submissions are summarised in a separate report.

The Ministry is using the information from the interviews, survey responses, and submissions in the development of options. Recommendations for change are in a separate paper.

**Profile of employers**

**Employer interviews**

The 18 employers we interviewed ranged from very large (Fonterra) to quite small (a builder with four employees) and engaged in industry training through many different ITOs – detailed in the table below. The primary ITO for each employer appears first in the list. Most employers made comments mainly on their primary ITO. Most of the employers were referred to us by Business NZ.

Table 1: Employers interviewed by number of employees and industry training organisation

<table>
<thead>
<tr>
<th>Business name</th>
<th>What they do</th>
<th>ITOs</th>
<th>No. of employees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alloy Yachts</td>
<td>Builds super yachts. This involves designing and making all the components and building the yacht. They work on 4 yachts at any one time and launch 2 yachts per year.</td>
<td>NZ Marine (Boating ITO) ETITO JITO Previously: FITO (now part of FITEC)</td>
<td>Approx. 420</td>
</tr>
<tr>
<td>Amcor</td>
<td>Print and cut packaging, predominantly food packaging (for example, Roses chocolate boxes and Weetbix boxes).</td>
<td>CMITO</td>
<td>Approx. 40 at Chch site; 80 at each of the Wgtn &amp; Akld sites</td>
</tr>
<tr>
<td>Centreport</td>
<td>Port company. Second most productive port in New Zealand (behind Tauranga).</td>
<td>Tranzqual (now MITO) Competenz ETITO MITO</td>
<td>204 staff directly employed, and around 450 indirectly through joint ventures or 3rd party operators</td>
</tr>
<tr>
<td>Downer</td>
<td>Transportation, telecommunications, water, facilities management, and energy.</td>
<td>Infratrain ESITO ETITO Hort ITO Water (part of AgITO) Competenz SportsTurf Opportunity Tranzqual (now part of MITO)</td>
<td>4,600 across 200 sites</td>
</tr>
<tr>
<td><strong>Business name</strong></td>
<td><strong>What they do</strong></td>
<td><strong>ITOs</strong></td>
<td><strong>No. of employees</strong></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>----------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Fonterra</td>
<td>Dairy processing.</td>
<td>NZITO ETITO Competenz</td>
<td>16,000 worldwide; including around 6,000 waged employees in NZ.</td>
</tr>
<tr>
<td>Hutt Gas &amp; Plumbing</td>
<td>Plumbers and gasfitters.</td>
<td>PGDR ITO</td>
<td>30</td>
</tr>
<tr>
<td>Employer A</td>
<td>Electricity generator.</td>
<td>ESITO</td>
<td>650</td>
</tr>
<tr>
<td>Employer B</td>
<td>Electrical firm.</td>
<td>ETITO</td>
<td>14</td>
</tr>
<tr>
<td>Permark Industries</td>
<td>Print and cut industrial labels, including electronic circuits. Examples of industrial labels include the control panel on a washing machine and metal signs.</td>
<td>CMITO Competenz</td>
<td>50</td>
</tr>
<tr>
<td>Employer C</td>
<td>Accommodation and restaurant business.</td>
<td>Hospitality Standards Institute</td>
<td>40 in accommodation business; 70 in restaurant &amp; café business</td>
</tr>
<tr>
<td>Employer D</td>
<td>Hairdresser.</td>
<td>HITO</td>
<td>10</td>
</tr>
<tr>
<td>Employer E</td>
<td>Meat processor. Almost all product is exported.</td>
<td>NZITO ETITO Competenz</td>
<td>7,000 across 23 sites</td>
</tr>
<tr>
<td>Solid Energy</td>
<td>Coal mining is the largest part of the business. Also has divisions involved in renewable energy and research and establishment.</td>
<td>EXITO ETITO MITO Competenz</td>
<td>1,400, of which approx. 1,000 work in the coal business across 7 mines.</td>
</tr>
<tr>
<td>Employer F</td>
<td>Aged care provider.</td>
<td>Careerforce</td>
<td>450 across 14 sites</td>
</tr>
<tr>
<td>Toyota NZ</td>
<td>NZ branch of Toyota Motor Corporation Japan.</td>
<td>N/A</td>
<td>160 staff. Dealer network of 1,500 people.</td>
</tr>
<tr>
<td>Employer G</td>
<td>Builder.</td>
<td>BCITO</td>
<td>5</td>
</tr>
<tr>
<td>Woodman Automotive</td>
<td>Automotive repairs.</td>
<td>MITO</td>
<td>8</td>
</tr>
</tbody>
</table>

Note: employers who chose to remain anonymous are denoted as Employer A etc in the table above and are denoted by their description in the text.

**Employer survey**

Exactly 960 employers responded to the Industry Training Employer Survey. Of the total respondents, 85% were from companies or partnerships, 5.2% were from not-for-profit organisations, 4.3% were from central or local government, and other types of organisations
represented 5.9%. Just over two-thirds (742 employers) responded on behalf of their entire organisation, while 218 respondents answered for a division of their organisation.

Just under a third (300 employers) of the respondents had five or fewer employees (see figure below). Another 19% had 6 to 10 employees and employers with 11 to 20 employees made up 14%. Employers with more than 20 employees but fewer than 200 employees accounted for 24%. Employers with more than 200 employees represented 11% of the total. Collectively, the respondents employed 176,000 people.

Figure 1: Distribution of respondents by number of employees

Just under a quarter (228 employers) of respondents are in the primary sector (agriculture, forestry and fishing – see table 2 below). Just over 20% (214 employers) of respondents came from the construction industry. Manufacturing was also well represented in the survey population.

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2 This figure is a straight total of number of employees named by survey respondents and may include some duplication, as some responses are on behalf of divisions of large companies and there may be some overlap in how respondents calculated their division’s staff.
Table 2: Survey respondents by industry

<table>
<thead>
<tr>
<th>Australian &amp; New Zealand Standard Industrial Classification 2006</th>
<th>Number of employers</th>
<th>Proportion of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture, forestry and fishing</td>
<td>228</td>
<td>24%</td>
</tr>
<tr>
<td>Mining</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>155</td>
<td>16%</td>
</tr>
<tr>
<td>Electricity, gas, water and waste services</td>
<td>7</td>
<td>0.7%</td>
</tr>
<tr>
<td>Construction</td>
<td>214</td>
<td>22%</td>
</tr>
<tr>
<td>Wholesale trade</td>
<td>9</td>
<td>0.9%</td>
</tr>
<tr>
<td>Retail trade</td>
<td>70</td>
<td>7.3%</td>
</tr>
<tr>
<td>Accommodation and food services</td>
<td>13</td>
<td>1.4%</td>
</tr>
<tr>
<td>Transport, postal and warehousing</td>
<td>27</td>
<td>2.8%</td>
</tr>
<tr>
<td>Information media and telecommunications</td>
<td>7</td>
<td>0.7%</td>
</tr>
<tr>
<td>Financial and insurance services</td>
<td>2</td>
<td>0.2%</td>
</tr>
<tr>
<td>Rental, hiring and real estate services</td>
<td>4</td>
<td>0.4%</td>
</tr>
<tr>
<td>Professional, scientific and technical services</td>
<td>56</td>
<td>5.8%</td>
</tr>
<tr>
<td>Administrative and support services</td>
<td>13</td>
<td>1.4%</td>
</tr>
<tr>
<td>Public administration and safety</td>
<td>16</td>
<td>1.7%</td>
</tr>
<tr>
<td>Education and training</td>
<td>55</td>
<td>5.7%</td>
</tr>
<tr>
<td>Health care and social assistance</td>
<td>12</td>
<td>1.3%</td>
</tr>
<tr>
<td>Arts and recreation services</td>
<td>23</td>
<td>2.4%</td>
</tr>
<tr>
<td>Other services</td>
<td>47</td>
<td>4.9%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>960</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Just under 80% (757) of respondents were covered by an ITO. The largest number of respondents were covered by the Agriculture ITO (170 respondents – see table 3 below). The Building and Construction ITO, ETITO and Competenz each had just over 90 respondents.

The number of trainees and employers associated with each ITO is included to provide a sense of the scale of the different ITOs. NZITO has the largest number of trainees, but a comparatively small number of employers (they average 32 trainees per employer). The ITO with the largest ratio of trainees to employers is Learning State, which averages 60 trainees per employer.

The ITO with the largest number of employers is the Building and Construction ITO. BCITO deals with an average of 1.7 trainees per employer, which reflects the high number of small building firms in the New Zealand economy. In general, an ITO with a large number of geographically dispersed employers has higher costs associated with arranging and supporting training than ITOs with a smaller number of employers located in urban centres or concentrated in particular regions.
Table 3: Respondents by industry training organisation

<table>
<thead>
<tr>
<th>ITO</th>
<th>Number of responses</th>
<th>% of total</th>
<th>Number of trainees in 2010*</th>
<th>Number of employers in 2010*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture ITO</td>
<td>170</td>
<td>22%</td>
<td>12,012</td>
<td>5,002</td>
</tr>
<tr>
<td>Apparel &amp; Textile ITO</td>
<td>11</td>
<td>1%</td>
<td>1,478</td>
<td>132</td>
</tr>
<tr>
<td>ATTTO</td>
<td>22</td>
<td>3%</td>
<td>5,167</td>
<td>406</td>
</tr>
<tr>
<td>Boating ITO</td>
<td>21</td>
<td>3%</td>
<td>773</td>
<td>195</td>
</tr>
<tr>
<td>Building &amp; Construction ITO</td>
<td>93</td>
<td>12%</td>
<td>8,819</td>
<td>5,139</td>
</tr>
<tr>
<td>Building Services Contractors ITO</td>
<td>19</td>
<td>3%</td>
<td>1,365</td>
<td>53</td>
</tr>
<tr>
<td>Careerforce</td>
<td>7</td>
<td>1%</td>
<td>16,491</td>
<td>1,400</td>
</tr>
<tr>
<td>Communications and Media ITO</td>
<td>22</td>
<td>3%</td>
<td>863</td>
<td>287</td>
</tr>
<tr>
<td>Competenz</td>
<td>91</td>
<td>12%</td>
<td>18,092</td>
<td>2,592</td>
</tr>
<tr>
<td>Electricity Supply ITO</td>
<td>26</td>
<td>3%</td>
<td>2,761</td>
<td>286</td>
</tr>
<tr>
<td>EMQUAL</td>
<td>5</td>
<td>1%</td>
<td>2,531</td>
<td>382</td>
</tr>
<tr>
<td>ETITO</td>
<td>91</td>
<td>12%</td>
<td>12,583</td>
<td>1,697</td>
</tr>
<tr>
<td>Equine ITO</td>
<td>2</td>
<td>0%</td>
<td>348</td>
<td>215</td>
</tr>
<tr>
<td>Extractives ITO</td>
<td>17</td>
<td>2%</td>
<td>5,318</td>
<td>586</td>
</tr>
<tr>
<td>Flooring &amp; Decorate</td>
<td>69</td>
<td>9%</td>
<td>872</td>
<td>256</td>
</tr>
<tr>
<td>FITEC</td>
<td>39</td>
<td>5%</td>
<td>13,103</td>
<td>1,529</td>
</tr>
<tr>
<td>Funeral Services Training Trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hairdressing</td>
<td>22</td>
<td>3%</td>
<td>1,919</td>
<td>981</td>
</tr>
<tr>
<td>Horticulture ITO</td>
<td>51</td>
<td>7%</td>
<td>3,653</td>
<td>670</td>
</tr>
<tr>
<td>Hospitality Standards Institute</td>
<td>23</td>
<td>3%</td>
<td>16,510</td>
<td>1,545</td>
</tr>
<tr>
<td>Infratrain</td>
<td>21</td>
<td>3%</td>
<td>5,221</td>
<td>779</td>
</tr>
<tr>
<td>Joinery ITO</td>
<td>11</td>
<td>1%</td>
<td>1,139</td>
<td>569</td>
</tr>
<tr>
<td>Learning State</td>
<td>5</td>
<td>1%</td>
<td>8,219</td>
<td>136</td>
</tr>
<tr>
<td>MITO</td>
<td>46</td>
<td>6%</td>
<td>11,220</td>
<td>4,203</td>
</tr>
<tr>
<td>NZITO</td>
<td>28</td>
<td>4%</td>
<td>20,288</td>
<td>633</td>
</tr>
<tr>
<td>Opportunity Training</td>
<td>3</td>
<td>0%</td>
<td>1,808</td>
<td>358</td>
</tr>
<tr>
<td>Pharmacy ITO</td>
<td></td>
<td></td>
<td></td>
<td>134</td>
</tr>
<tr>
<td>Plastics &amp; Materials</td>
<td>6</td>
<td>1%</td>
<td>1,873</td>
<td>111</td>
</tr>
<tr>
<td>Plumbing, Gasfitting, Drainlaying &amp; Roofing ITO</td>
<td>26</td>
<td>3%</td>
<td>2,757</td>
<td>1,086</td>
</tr>
<tr>
<td>Retail Institute</td>
<td>34</td>
<td>4%</td>
<td>8,194</td>
<td>1,518</td>
</tr>
<tr>
<td>Retail Meat ITO</td>
<td>9</td>
<td>1%</td>
<td>535</td>
<td>331</td>
</tr>
<tr>
<td>Seafood ITO</td>
<td>5</td>
<td>1%</td>
<td>4,611</td>
<td>506</td>
</tr>
<tr>
<td>Skills Active</td>
<td>21</td>
<td>3%</td>
<td>6,180</td>
<td>372</td>
</tr>
<tr>
<td>Sports Turf ITO</td>
<td>7</td>
<td>1%</td>
<td>550</td>
<td>204</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>757</strong></td>
<td></td>
<td><strong>197,387</strong></td>
<td></td>
</tr>
</tbody>
</table>

Note: some employers are covered by more than one ITO, so the individual numbers do not sum to the total number of respondents (757) to this question. Percentages are calculated on the number of employers who answered this question, rather than the total who responded to the survey.

* Number of trainees and number of employers in 2010 is sourced from the data submitted by ITOs to the TEC for funding purposes. Number of trainees includes modern apprentices.

A number of ITOs have merged between 2010 and 2011: Community Support Services and Te Kaiawhina Ahumahi became Careerforce; Creative Trades coverage went to BCITO, CMITO and Flooring; Local Government and the Public Sector ITO became Learning State; Tranzqual became part of MITO. The 2010 number of trainees and employers in the unmerged ITOs have been summed in the table above, with the exception of Creative Trades.
2. Types of training

Types of training – employer interviews

We asked the employers we interviewed what industry training looked like in their workplace and what other training they invested in for their staff. The purpose of these questions was to gain a better understanding of the different types of training Government supports through the industry training fund and how industry training fits in to the wider training that employees undertake.

Industry training varies across industries and fits in to three broad categories:

- **Apprenticeships**, which involves training towards qualifications at levels 3 or 4 on the NZQF over several years. Apprenticeships prepare people for entry into an occupation or trade, and the skills are portable to other businesses and to similar roles in other industries. Of the types of training supported through industry training, apprenticeships are estimated to have the highest financial benefits for employees.³

- Short qualifications that provide people with skills for a specific job. This type of training was described as **Role Productivity Training** in a recent BERL report⁴. These qualifications are shorter than apprenticeships and aim to provide entry-level skills for specific roles within a particular business. These skills may be portable to other businesses, but probably not to other industries.

- **Continuing vocational education and training**. This type of training provides qualifications for those who are already qualified in an occupation or industry. Examples of industry training qualifications that fit into this category are National Certificate in Business (First Line Management) and National Certificate in Project Management. Several ITOs offer qualifications in competitive manufacturing, which could also fit into this category.

These are described in more detail below.

Employers participate in industry training where national qualifications are seen as important and as providing benefits to the company and the employee.

Almost all of the employers we talked to (17 out of 18) used other forms of training outside of industry training. In-house training was the most common type of training, followed by advanced education and leadership training, and training offered through suppliers.

³ BERL estimated that the present value of the lifetime income of a trained, experienced tradesperson is $841,000, which compares to the lifetime income of an employee without trades training of $522,000. Page 21, *The economic costs and benefits of industry training*, BERL (2011).

Trainees who gained qualifications at levels 3 and 4 on the NZQF had higher wage returns than those who gained lower level industry training qualifications. Crichton, S. (2012), *Labour market returns to industry training*, Department of Labour.

⁴ BERL (2011), *The economic costs and benefits of industry training*.  

11
Training subsidised through the Industry Training Fund

Apprenticeships

Apprenticeships varied across industries in terms of the support offered by the ITO, the role and contribution expected of the employer, and the level and type of off-job training. This is described in the table below. The information in this table is drawn from employers who mainly had apprentices in these areas. Large employers also train apprentices (for example, Fonterra has both electrical and engineering apprentices), but this is a small proportion of their workforce and tended not to be the focus of discussions on industry training.

Table 4: Apprenticeships in different industries

<table>
<thead>
<tr>
<th>Industry</th>
<th>Apprenticeship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building</td>
<td>The employer we spoke to told us that BCITO training advisors assess apprentices with little involvement from him. Apprentices can go to night classes to help with book-work and to study. No block courses.</td>
</tr>
<tr>
<td>Plumbing</td>
<td>Assessment of practical learning is done at the block courses. Apprentices go to a one week block courses every 17 weeks. The ITO fee includes the fees for the block courses.</td>
</tr>
<tr>
<td>Printing</td>
<td>The employer assesses on-job learning, though the ITO can provide external assessors for small employers. Apprentices go to a 2-3 day block course each year.</td>
</tr>
<tr>
<td>Electrical (ETITO)</td>
<td>The employer assesses on-job learning. Apprentices go to night school for two nights a week for two hours. Apprentices go to a two-week block course each year where they do theory units. The employer or the apprentice pays the tertiary provider directly for block courses.</td>
</tr>
<tr>
<td>Electrical (ESITO)*</td>
<td>The employer we spoke to prefers to get external assessors to assess on-job learning where possible. The three-year apprenticeship includes 10 weeks of off-job courses at a polytechnic. The length of the apprenticeship is reduced by a year because all apprentices have gone through a pre-trade programme at a polytechnic prior to employment.</td>
</tr>
<tr>
<td>Automotive</td>
<td>The employer assesses on-job learning. The apprentice does assignments by correspondence and does closed book tests under employer’s supervision. The open book assignments and the closed book tests are returned to the ITO for marking.</td>
</tr>
</tbody>
</table>
Industry | Apprenticeship
--- | ---
 | follows up with apprentices who are struggling with particular units. Apprenticeship includes block courses. MITO commented that the mode of delivery for off-job training can range from distance learning, block courses, day release, evening classes and specialist industry courses. A particular qualification may be a combination of more than one of these. Where distance learning is used, the assignments are marked by the off-job provider. Practical training is delivered in the workplace. Practical assessments are arranged by MITO or the registered workplace assessor.

Boat building* | ITO training advisors do the assessment. The ITO training advisors visit twice a week to pick up paperwork and talk to apprentices. Training advisors visit quarterly for more in-depth visits. Apprentices go to night classes at Auckland Traditional Boat Building School. The School also runs block courses in lofting (drawing the hull lines full size from the designer’s drawings).

Hairdressing | Apprenticeship involves one day a week of off-job training for 20 weeks. Skills are assessed off-job.

Engineering | Employer assesses on-job learning. Apprentices attend a two-week block course every year. Competenz commented that they have a number of apprenticeship qualifications, which vary in terms of block courses and combinations of correspondence and night classes. Their account managers also carry out assessments in some cases.

**Note:** This is not a comprehensive list of apprenticeships available through industry training. * This table was checked with the industry training organisations concerned to ensure accuracy. ESITO and the Boating ITO commented that the information is correct for one employer and one trade, not for all employers and trades that they cover.

Building and printing have very little in the way of off-job training. The builder we interviewed believed the main reason for this was that most small building firms are unable to afford to pay wages to apprentices while they are on block courses. One of the printing firms (Amcor) believed that the printing industry was too small and had too few apprentices to make block courses an economically viable proposition.

Block courses and night classes generally provide assistance with the theory components of the apprenticeship. However, block courses are used for practical assessments as part of the plumbing apprenticeship. Practical assessments also form part of the hairdressing off-job training.

All apprenticeships involve employers teaching and supervising apprentices on the job. Larger employers assigned responsibility to specific employees for co-ordinating the on-job training of apprentices and for ensuring apprentices are on-track with their assignments (Alloy Yachts, the electricity generator). This role was undertaken by the business owner at smaller workplaces. The hairdresser we spoke to had developed relatively detailed training plans for her apprentices, which were divided into six week blocks and included two hours a week of formal practical training in the salon. Two employers specified that they preferred on-job training as it provides better working skills than the off-job training.5

The responsibility for assessment varies across ITOs. Alloy Yachts commented that assessment used to be undertaken by internal assessors, but the paperwork was prohibitive, so the business decided to opt out of undertaking assessment themselves. The electrical firm also talked about the time and paperwork involved in undertaking on-job assessment.

5 The electricity generator, the builder.
Building employers used to be responsible for on-job assessment for apprentices, but this was problematic for BCITO in terms of moderation. BCITO therefore changed its model so that its training advisors undertake assessment. This means that employers have very little paperwork associated with the building apprenticeship, though the building employer commented that he had less of a handle on how well his apprentices were progressing under this model.

Role productivity training

Role productivity training involves entry-level qualifications that are shorter than those in apprenticeship training and are often at level 2 on the qualifications framework. This type of industry training is mainly offered and assessed in the workplace.

Six employers interviewed explained that they use industry training to offer low-level qualifications to their employees. Two employers commented that they try to ensure that as many of their staff as possible gain a level 2 qualification. Qualifications provide an assurance of quality for customers, are valued by employees, and make staff more productive.

The meat processing employer stated that all new staff are required to complete a limited credit programme (LCP) as part of their induction, which includes knife sharpening and knife health and safety. This training occurs in a classroom setting at the work site. The training lowers the likelihood of injury and increases productivity by ensuring less meat is left on the bone. It is important for the company's international clients that employees are properly trained, and the industry training assessment framework provides this assurance. The employer explained that employees could build on the LCP to the national certificate, but they do not force employees to progress. The ITO provides a direct payment to the employer for credits achieved (approximately $15 per credit).

Two employers (Amcor and the aged care provider) explained that everybody starting work is trained to achieve at least a level 2 qualification. The ITO worked with the aged care provider to fit the existing induction and orientation programme to the level 2 certificate. All the training and assessment is carried out by the employer. The employer pays a small fee for trainees undertaking the level 2 certificate (approximately $180). The employer told us that the ITO no longer provides a rebate for credits achieved. The employer participates in training towards the national qualification because it provides clients with an assurance of quality care and also gives staff a sense of achievement.

The hospitality employer offers junior staff the opportunity to undertake the National Certificate in Hospitality (Front Office), which is a level 3 qualification worth 47 credits. It involves project-based assignments and four one-day modules. The trainee has to be verified by the employer and the provider assesses the projects in real time. This qualification does not teach the employee the job, rather it gives them with a broader industry view and makes them proactive in thinking about better ways of doing things.

Continuing vocational education and training

Four of the employers we spoke to were using, or had used, industry training for continuing education purposes. Training in this category was towards advanced industry qualifications.

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6 Downer and Solid Energy.
7 National Diploma of Hospitality and National Certificate in Motor Industry (Advanced Technical), both at level 5 on the NZQF. Downer has a cadet programme leading to contract management roles, which includes the New Zealand Diploma in Engineering Practice at level 6 (an industry training qualification). This qualification is
management qualifications\textsuperscript{8}, and qualifications in competitive manufacturing. Continuing education forms a small part of industry training, largely due to the restrictions on government funding for industry training above level 4.

Other types of training that employers invest in

Employers access other training options where qualifications are not considered important or where higher level education at a tertiary provider is more appropriate. In-house training was the most common method of training, followed by short courses offered by third parties.

Training where formal qualifications are not considered important

There are three types of training in this category: training solely to develop staff skills; training that also meets the time-served requirements of an industry; and training that also meets ongoing occupational requirements.

Employers used a buddy system\textsuperscript{9} to train new employees and in-house workshops and seminars to keep the skills and knowledge of their employees up-to-date\textsuperscript{10}. Three employers explained that they use in-house training to develop soft skills (e.g. problem solving and leadership skills).\textsuperscript{11} Downer has invested in literacy champions to address literacy problems in its workforce. This initiative, which is also part-funded by TEC and the Department of Labour, upskills frontline foremen to a level 5 literacy qualification, so that during downtimes they can support the workforce with literacy training.

External providers were used for personal development courses (e.g. communications skills, leadership programmes)\textsuperscript{12}, for literacy programmes\textsuperscript{13}, and specific skill needs within their business\textsuperscript{14}. The hairdressing salon paid for training from their supplier L’Oreal, while the hospitality employer received free training from its coffee supplier and its cleaning products supplier. The hospitality employer also paid the ITO for one- and two-day customer service courses that were not part of any formal qualifications.

A buddy system was used to ensure marine pilots meet the time-served requirements of their roles\textsuperscript{15}. Alloy Yachts has its own time-served certification system that runs in parallel to the formal industry training system. This reflects that some industries still value the time-served aspects of the old apprenticeship system.

Plumbers and electricians undertake regular training to maintain occupational registration. This can range from free courses offered by suppliers to short courses from tertiary providers. Mechanics also need to undertake regular refresher training to maintain Authorised Vehicle Inspector (AVI) status, which is required to issue warrants of fitness.

\textsuperscript{8} The owner of the hairdressing business completed a Certificate of Management with HITO.

\textsuperscript{9} Training for cleaners at the hospitality employer.

\textsuperscript{10} Amcor and Hutt Gas & Plumbing.

\textsuperscript{11} Downer, Solid Energy and Woodman Automotive.

\textsuperscript{12} Amcor, Centerport and Permark Industries.

\textsuperscript{13} Longveld Engineering and Solid Energy.

\textsuperscript{14} Woodman Automotive used an external provider for training in hybrid cars. The meat processing employer uses the meat inspection service of the NZ Food Safety Authority for animal welfare training.

\textsuperscript{15} Marine pilots have to be at sea for 10 years before becoming qualified as a Master Foreign Going. When Centreport employs them they undergo a further 4-5 years of intensive training involving a buddy system.
Higher level education

Three employers offer advanced education and training (i.e. at level 5 and above) for their employees outside of the industry training system. Fonterra has a graduate technical programme for university graduates in the food science and engineering fields, which is an intensive one-year programme and includes a Masters degree through Massey University. The electrical firm has two staff members going through advanced trade and inspector courses (level 5 on the NZQF) at Weltec. The meat processor puts staff on the management track through Massey’s Diploma in Meat Technology and will be putting staff through Otago Polytechnic’s Diploma in Business, which the polytechnic has tailored to the meat industry.

One employer (Centreport) arranges for marine pilots to do courses at the Australian Maritime College in Tasmania, as the specific training has not historically been available in New Zealand.

Training the Toyota way

Toyota NZ makes very little direct use of industry training due to the comprehensive training provided through the Toyota corporation. Toyota NZ has a franchise network of dealerships across the country that employs 1,500 people, approximately 400 of which are automotive technicians. While dealerships do not pay a franchise fee to Toyota, they have to meet Toyota standards, including training standards. Toyota sets the training standards and subsidises the training for dealerships. All dealerships must have a training plan for service department staff and they have a target level of training hours per person per year. Training takes place at Toyota’s training facilities in Palmerston North. All trainers are trained in Japan and only hold accreditation for three years, at which time they must retrain. The types of training that they do are:

TEAM 21 (Technical Education for Automotive Mastery in the 21st century) is Toyota-specific training for automotive technicians and is Toyota's largest training programme. It comprises four levels: Toyota Technician; Pro-technician; Diagnosis Technician; Diagnosis Master Technician. The first two levels overlap with the MITO apprenticeship, so there is not as much dealership demand for training at these two levels – staff may sit the exams without attending training. Diagnosis Technician involves 11 courses and three exams. The Diagnosis Master Technician involves five courses and a comprehensive exam. There are just 26 Diagnosis Master Technicians across the country. Information on the training is fed back to the employer after each block of courses, so this can be used in development discussions with employees. Certificates are internationally recognised by all Toyota distributors.

Service Advisor training. This is for customer-facing service department staff (e.g. service receptionists, service advisors). It involves nine modules completed in two blocks with a multi-choice exam at the end of each block. The trainee must achieve an average of 90% across both exams and is then assessed by the service manager for three months, after which they are certified by Toyota. The training means that service advisors can give technicians a workable description of problems with a car (i.e. not just “there’s a noise somewhere in the back”), which makes the business more efficient.

Toyota Business Practices. Problem solving training for teams. This training involves looking at problems specific to a business unit, identifying the causes, identifying what is within the sphere of influence and what is not, finding solutions, and defining measurements to quantify whether the solutions have worked after implementation.
They also offer training in the Toyota standard sales process. Customer satisfaction surveys are conducted to measure the success of all training and to identify ‘customer touch points’ that dealerships need to work on.

Toyota are currently looking into the alignment between MITO training and Toyota training and have just registered 17 employees on the National Certificate in Business (First Line Management) through MITO. They are also interested in whether they can learn from the assessment practices used by MITO. Toyota has well-developed training packages because it is part of a large international company. Even so, the size of the New Zealand market impacts on the ability to offer training and the training facilities available.

The Modern Apprenticeship Scheme

The Modern Apprenticeship Scheme is part of the industry training system and is therefore included in the review of industry training. The Modern Apprenticeship Scheme was set up to encourage employers to offer apprenticeships to young people. The Modern Apprenticeship Scheme provides an additional subsidy for a Modern Apprenticeship Co-ordinator for young trainees (16 to 21 years old) undertaking programmes approved by the TEC as qualifying for the Modern Apprenticeship Scheme. The Modern Apprenticeship Co-ordinator recruits young people into apprenticeships, provides pastoral care for them on the job and provides additional support to their employers. Programmes must be at level 3 and 4 on the NZQF and can range in nominal duration from less than a year to eight years, though they are generally 3-4 years in length.

A range of organisations can be Modern Apprenticeship Co-ordinators, including ITOs, polytechnics, private training establishments, group training schemes, and independent organisations. The Modern Apprenticeship Co-ordinator receives a government subsidy per modern apprentice of either $1,777 if they are an ITO, or $1,956 if they are not (both figures exclude GST). The ITO receives an average government subsidy of $1,275 (GST exclusive) per modern apprentice to arrange the training for modern apprentices.

The Modern Apprenticeship Scheme overlaps with apprenticeships funded through industry training, but the two are not the same. Apprenticeships are generally 3-4 year qualifications that form the basis for entry into an occupation such as plumbing. All apprenticeship programmes are included in the Modern Apprenticeship Scheme, but older apprentices do not qualify for the Modern Apprenticeship Scheme. The Modern Apprenticeship Scheme also includes qualifications and programmes in industries that do not traditionally have an apprenticeship path, such as retail, agriculture, and travel.

Comments on the Modern Apprenticeship Scheme

We asked employers about their experiences with the Modern Apprenticeship Scheme. We found that overall understanding of the Modern Apprenticeship Scheme is poor. Out of the 16 employers who commented on apprenticeships, six employers16 (in both large and small businesses) were either not aware that the Modern Apprenticeship Scheme existed or confused about why some trainees are modern apprentices and others are not. Two of the employers who were not aware of the Modern Apprenticeship Scheme are in the printing industry.

16 Amcor, Permark, Downer, Solid Energy, the meat processor, and the builder.
where the ITO is the Modern Apprentice Co-ordinator. A possible reason for this is that the ITO may use the Modern Apprenticeship subsidy to support all apprentices rather than targeting additional support to younger apprentices.

Comments on the level of support from MACs were mixed. Six employers interviewed provided positive feedback on the level of support they receive from their MAC. Centreport talked about how the support and advice from the MAC gave the company confidence to take on another electrical apprentice when the first apprentice did not work out. Solid Energy find the mentoring services provided by Ross Sice, an independent MAC, so worthwhile that they pay him directly to provide the same service for their older apprentices who do not meet the Modern Apprenticeship criteria.

However, Downer commented that the level of support for modern apprentices is not that different to the support for other trainees. Two employers thought that the MACs could visit more often and provide better information on the apprenticeship programme.

Staff training – employer survey results

Employers are more likely to invest in training for specific staff members than invest in training for all employees. Almost two-thirds (64% or 593 employers) of respondents purchased or provided training for selected staff members over the last year. This compares with 25% who invested in training for all staff and 11% who had not provided any training for staff over the last 12 months.

This is in line with the responses to the question on training plans for the next year, which found that a slightly higher proportion of employers (65% or 599 employers) had training plans for individual staff than for the entire business (58% or 531 employers).

The most common purpose for training over the past year was for regulatory compliance (65% of respondents to this question – see table 5 overleaf). Upgrading the skills of existing employees was the second most common purpose for training. Just under a half of employers invested in orientation courses for new employees and new skills development for staff to take on different roles. Apprenticeship training was given as one of the reasons for training by 44% of respondents to this question.

17 Alloy Yachts, Centreport, Solid Energy, Hutt Gas & Plumbing, the electricity generator, the electrical firm.
18 The electrical firm and the builder.
19 921 employers responded to this question (96% of all survey respondents).
Table 5: Purposes of staff training over the last 12 months

<table>
<thead>
<tr>
<th>Purpose of training</th>
<th>Percentage of total</th>
<th>No. of employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulatory compliance</td>
<td>65%</td>
<td>526</td>
</tr>
<tr>
<td>Skills upgrading for existing staff in their current jobs</td>
<td>62%</td>
<td>508</td>
</tr>
<tr>
<td>Short courses for new employees</td>
<td>48%</td>
<td>395</td>
</tr>
<tr>
<td>New skill development to enable staff to take on new jobs/tasks</td>
<td>48%</td>
<td>392</td>
</tr>
<tr>
<td>Apprenticeships (including Modern Apprenticeships)</td>
<td>44%</td>
<td>356</td>
</tr>
<tr>
<td>Maintain occupational registration</td>
<td>26%</td>
<td>211</td>
</tr>
<tr>
<td>Obtain occupational registration</td>
<td>19%</td>
<td>155</td>
</tr>
<tr>
<td>Foundation skills such as English for speakers of other languages</td>
<td>12%</td>
<td>99</td>
</tr>
<tr>
<td>Other</td>
<td>7.4%</td>
<td>60</td>
</tr>
<tr>
<td>Total number of employers who answered question</td>
<td></td>
<td>816</td>
</tr>
</tbody>
</table>

Note: 85% of all survey respondents answered this question. There was no restriction on the number of responses to this question, hence responses do not add to the total.

Most workplaces participate in at least some training leading to national qualifications (84% - see table 6 below). The majority of employers (64% of respondents to this question) participate in a mix of training that leads to national qualifications and training that does not. A sizable proportion (14%) do not undertake any training leading to national qualifications.

Table 6: Percentage of training that was part of a programme leading to a nationally recognised qualification

<table>
<thead>
<tr>
<th>Amount of training that was part of a programme leading to a national qualification</th>
<th>Percentage of total</th>
<th>No. of employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>All training</td>
<td>20%</td>
<td>163</td>
</tr>
<tr>
<td>Some training</td>
<td>64%</td>
<td>524</td>
</tr>
<tr>
<td>None</td>
<td>14%</td>
<td>111</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2.2%</td>
<td>18</td>
</tr>
<tr>
<td>Total number of employers who answered question</td>
<td></td>
<td>816</td>
</tr>
</tbody>
</table>

Note: 85% of all survey respondents answered this question.

The majority of employers consider staff having or gaining qualifications important or very important (81% - see table 7 below). Less than 7% of employers ranked the importance of having, or gaining, staff with relevant qualifications as low as 1 or 2.

Table 7: Employer ratings of the importance of staff having or gaining qualifications

<table>
<thead>
<tr>
<th>Rating</th>
<th>1 Not important at all</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 Very important</th>
<th>Rating average</th>
<th>No. of employers who answered question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.1%</td>
<td>4.4%</td>
<td>12%</td>
<td>21%</td>
<td>61%</td>
<td>4.3</td>
<td>933</td>
</tr>
</tbody>
</table>

Note: 97% of all survey respondents answered this question.
Three out of five survey respondents (60% or 577 employers) used ITOs to arrange training for staff. Apprenticeship was the most common type of training accessed through industry training (see table below). Just over a third (35%) of respondents accessed industry training to upgrade staff skills.

Table 8: Types of training arranged by industry training organisations

<table>
<thead>
<tr>
<th>Type of training</th>
<th>Percentage of total</th>
<th>No. of employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apprenticeships (including Modern Apprenticeships)</td>
<td>62%</td>
<td>350</td>
</tr>
<tr>
<td>Skills upgrading, for example, in response to technological change</td>
<td>35%</td>
<td>196</td>
</tr>
<tr>
<td>New skill development to enable staff to take on new jobs/tasks</td>
<td>28%</td>
<td>159</td>
</tr>
<tr>
<td>Regulatory compliance</td>
<td>25%</td>
<td>139</td>
</tr>
<tr>
<td>Short courses for new employees</td>
<td>14%</td>
<td>81</td>
</tr>
<tr>
<td>Obtain occupational registration</td>
<td>13%</td>
<td>73</td>
</tr>
<tr>
<td>Foundation skills such as English for speakers of other languages</td>
<td>9.4%</td>
<td>53</td>
</tr>
<tr>
<td>Maintain occupational registration</td>
<td>8.3%</td>
<td>47</td>
</tr>
<tr>
<td>Other</td>
<td>6.0%</td>
<td>34</td>
</tr>
<tr>
<td>Total number of employers who answered question</td>
<td></td>
<td>566</td>
</tr>
</tbody>
</table>

Note: 59% of all survey respondents answered this question.
3. Motivations to train & barriers to training

What employers look for in potential trainees and staff

We asked employers what they look for when employing people and when deciding which staff to invest in through training. We wanted to better understand the importance of qualifications versus skills and experience in making hiring decisions. We also wanted to know more about barriers to young people gaining employment and accessing training.

All employers interviewed are looking for people with the right attitude. For some employers particular qualifications are a requirement, while for others they are considered a bonus. Many employers prefer to employ older workers because they tend to have better work ethic, a proven work history, and are more likely to stay with the company. However, benefits of employing young people included willingness to work at lower rates of pay and providing a youthful dynamic in the workplace.

In most industries, all employees need some form of formal training, such as in health and safety, so decisions to invest in training are often based on company or industry requirements rather than suitability or aptitude. However, the right attitude is considered important in making further investments in existing employees.

Attitude and other personal qualities

Seven of the 17 employers interviewed specifically identified ‘attitude’ as an important attribute when employing an apprentice or deciding whether to train existing employees. The right kind of attitude was variously described as including a willingness to learn, being keen, having passion and commitment, and being able to show initiative. All other employers described attributes that similarly reflect the importance of an individual’s attitude: being motivated, having a ‘good all-round disposition’, and having a strong work ethic.

The ability to work as part of a team and other soft skills such as communication and reliability were also considered essential, especially in industries such as plumbing, building, hospitality and domestic electricity in which employees directly engage with customers.

Attitude also plays an important role for many employers in deciding whether to train an existing employee. Abilities, attitude, future return on investment were the three most important factors for Woodman Automotive. In considering training for existing employees, the hospitality employer talked about “proof of loyalty, proof of going over and above, proof of being outcome driven not hourly driven – there’s a whole raft of things that make you go ‘that person’s thinking about my business, and if they’re thinking about my business, then I’m going to think about them’”. Solid Energy gave an example of an employee who had shown “really good natural leadership skills”, which had led his supervisor to nominate him for leadership training.

Prior qualifications and skills

The completion of a pre-trade course is considered a bonus for seven employers\(^\text{20}\), and a prerequisite for two\(^\text{21}\). Completing a pre-trade or industry-relevant qualification prior to beginning an apprenticeship or seeking employment was seen as valuable because, along

\(^{20}\) Solid Energy, Hutt Gas & Plumbing Systems, the hairdressing employer, the electrical firm, Downer, Woodman Automotive, and Longveld Engineering

\(^{21}\) Centerport, the electricity generator.
with equipping applicants with practical skills, it showed the applicant had some knowledge of the industry and was committed. However, in some industries (such as hospitality), experience was valued more highly than qualifications at a junior level.

At that junior level, there’s no advantage, or not too much advantage [in having a qualification]. We would see it as a positive, but it would still come back to, if we had someone who [had] completed three years at Weltec, and someone who’d completed a year and a half full-time in industry, we’d lean towards industry. *Hospitality employer.*

Two employers specified that they view it as a benefit if a candidate has NCEA level 2, while Alloy Yachts stated that they consider NCEA level 2 a minimum requirement. Alloy Yachts also test candidates’ numeracy and spatial recognition as part of their selection process.

Fonterra and the meat processor view industry relevant qualifications and experience very favourably, though they are not always essential in gaining employment.

**Younger vs. older employees**

Six of the employers we spoke to have taken on school leavers as apprentices. When employing younger apprentices, two employers (Alloy Yachts & the electrical firm) explicitly stated that NCEA level 2 was the minimum requirement, while seven employers identified literacy and numeracy skills as being a requirement. Three employers required applicants to have their driver’s license (restricted or full). Other employers mentioned that they looked for IT skills and some ‘hands on’ skills.

Alloy Yachts usually recruits school leavers as apprentices and very rarely takes on older apprentices. This is mainly because older employees have families and working for the minimum wage is not practical. The company likes having a mix of ages in the workforce, and taking on apprentices allows the older tradespeople to pass on their skills, which many enjoy doing. Most apprentices leave within two years of completing their apprenticeship, but many come back and gaining experience elsewhere was viewed positively.

However, two employers commented that they find it difficult to employ school leavers as they are “not work ready”, are an “unknown quantity” and are less committed to the business and the trade. Older apprentices and trainees are seen as more reliable, with more settled personal lives than young people. Older employees (aged 30 and above) are also attractive to employers because they are less likely to go overseas on completion of their apprenticeship.

**Other factors**

Other criteria mentioned for hiring people were: a good school record, including attendance record; being drug-free and physically healthy; and a clean criminal record.

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22 Amcor, the electrical firm.
23 Solid Energy, Alloy Yacht, Permark, Hutt Gas & Plumbing Systems, the electrical firm and the hairdressing employer.
25 Woodman Automotive and Amcor.
26 Downer and the meat processor.
27 Hutt Plumbing and Gas, the electrical firm, the meat processor.
Benefits of training and motivations to train staff

We asked about the benefits of training as well as the costs and difficulties associated with training. The purpose of these questions was to gain insight into the incentives and barriers to training. We also wanted to find out to what extent the benefits of training are quantifiable and easily linked back to training.

People who had gone through an apprenticeship themselves often felt a strong obligation to train others. Changes to industry training should look to preserve and encourage this sense of responsibility.

Ensuring staff safety, creating more productive and proactive staff members, and retaining staff were key benefits of training. However, only one employer was able to quantify some of the benefits. Several employers talked about the benefits of training for employees and the benefits of literacy and numeracy programmes.

Obligation to the industry

Four employers explained that they had been apprentices themselves and felt it was their responsibility to continue the tradition, both as repayment for someone taking them on previously and for the good of the industry.

Fonterra and the electricity generator employ their apprentices on fixed term contacts and there is no guarantee of a permanent job on completion of the apprenticeship. These employers see training apprentices as a way to contribute to the wider industry.

Ensure staff safety

Safety is a key motivator for training for five employers. These employers had worksites with significant risks, such as large machinery and electrical equipment. While training in health and safety was often a regulatory requirement, it also had benefits such as lowering the risk of serious harm injuries and damage to property, lower absenteeism (due to lower injury rates), and attracting and retaining staff. For Solid Energy, “being a good employer means valuing people, and one of the ways to value people is to make them safe”.

Increased productivity & quality of work

Training increased the quality of work by ensuring consistency, fewer errors, and correct use of sometimes very sophisticated and expensive machinery. It increased productivity by increasing efficiency (“people aren’t working harder, they’re just smarter and know what they’re doing”), independence, and skill sets. Employees are more proactive and “have a greater understanding of the whole business…and where they fit [within] the whole business”, which results in an increased awareness of how to maximise profits.

Training staff enabled employers to get “exactly the standard [they] want” and “grow business the way [they] want it to grow”. It helped to create a positive, supportive workplace culture which encouraged engagement and achievement and positively affected

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28 Alloy Yachts, Amcor, Woodman Automotive, and the builder.
29 Centreport, Permark Industries, the meat processor, the electricity generator.
30 Centreport, Permark, the meat processor, the electricity generator, the hairdressing employer.
31 Amcor.
32 Solid Energy.
33 The hairdressing employer.
34 Hutt Gas & Plumbing Systems.
the company’s brand and reputation. The hairdressing employer summed up the motivation to train as, “you get a really high performing team, and they stay… And you get happy clients too, you get lots more clients and…you get a successful business basically.” The plumbing firm sees one of the benefits of taking on apprentices is that once qualified, staff work independently and are more flexible. Alloy Yachts talked about how, by their second year, apprentices are performing some tasks to a very high quality standard at less wage cost to the company.

Two employers commented that qualifications enabled employees to gain a broader understanding of the industry. The hospitality employer commented that qualifications provide employees with “a much broader range of knowledge and so they can bring back new ideas, different ways of doing things”. Fonterra explained that the dairy diploma provides employees with the science behind their job, rather than just the practical skills for performing their role.

The meat processor quantified some of the benefits of training through the reduction in ACC claims, which they have halved over four years.

Attracting and retaining staff

Training was seen by nine employers35 to assist in staff retention by keeping employees engaged and feeling “that they’re being invested in and…valued, and then they end up staying”36. However, some37 voiced the reality that young apprentices tended to move on after finishing their apprenticeships to go overseas or try to start their own businesses.

Solid Energy and the hospitality employer thought that the level of training provided makes them more attractive to potential employees.

Succession planning

Five employers38 explained that they take on apprentices because they can not find people with the right skills in the market and see apprenticeships as a mean of succession planning for their business and the industry they work in. Solid Energy and the meat processor both invest in training for those who show leadership potential and may step up to supervisor and management roles in the future.

Benefits for employees

The personal benefits to employees themselves included increased confidence, a sense of achievement, and recognition of skills and competencies:

...mining was always viewed as being something that was historically dirty, dark and lowly in terms of society. But it’s actually a highly skilled occupation and it’s finally been recognised as that. Solid Energy.

Fonterra sees ITO qualifications as particularly valued by employees and unions, as they are transferable, formally recognised, and the external moderation means they know it meets a particular standard. ITO qualifications are also linked to pay increases for employees. Fonterra noted that industry might rethink how it uses the New Zealand Qualifications

35 Centreport, Downer, the electrical company, the hospitality employer, the meat processor, Solid Energy, Amcor, Longveld Engineering, Woodman Automotive.
36 Longveld Engineering.
37 Alloy Yachts, the electrical firm, the builder.
38 The electricity generator, the electrical firm, Longveld Engineering, Woodman Automotive, and the hairdressing employer.
Framework if the rules around accessing government funding for training become overly bureaucratic rather than focusing on building capability of New Zealand industry.

**Benefits of literacy and numeracy programmes**

Six employers spoke about literacy and numeracy programmes. Five\(^{39}\) of the six had been involved in literacy and numeracy programmes in some way, while Alloy Yachts felt that literacy and numeracy skills were the responsibility of school-level education and should not be the responsibility of workplace training.

The main motivators in running workplace literacy and numeracy training were safety and confidence. Solid Energy commented on the importance of ensuring staff are sufficiently literate to understand what is meant by a hazardous area.

The meat processor found that literacy programmes were not very effective, as they rely on people having a basic level of literacy that many do not have. To get around literacy issues, their induction includes physically demonstrating hazards and going round the plant showing staff the ‘stop’ and ‘lock-out’ signs and explaining what these mean.

Downer noted that their literacy and numeracy programme had “really stimulated our learning environment...because literacy is about...opening up your confidence levels enough to actually have a go.”

Literacy and numeracy programmes had had effects on employees beyond the workplace. Longveld Engineering recalled that ‘a tradesman here came in and had tears rolling down his face saying “I actually now go home and I can do homework with my children”...that’s incredibly powerful...it’s commercial but it’s also very social...if you fix families, in the context of everyday life, with work, then it’s hugely valuable.’

**Other benefits**

Other practical benefits of training included meeting contractual obligations, international requirements and industry regulations, and keeping up with technological advances.

**Motivations to train & benefits of training – employer survey**

Three out of four employers used in-house training of staff to gain the needed staff expertise and one in two arranged training via an industry training organisation to get the skills needed. Employing new staff with the required skills or purchasing training was used by 45% of respondents.

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\(^{39}\) Downer, Hutt Gas & Plumbing Systems, Longveld Engineering, the meat processor, Solid Energy.
Table 9: How employers acquired the skills necessary for their business over the last 12 months

<table>
<thead>
<tr>
<th>Method of acquiring staff skills</th>
<th>Percentage of total</th>
<th>No. of employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-house training of staff</td>
<td>75%</td>
<td>697</td>
</tr>
<tr>
<td>Training arranged via an industry training organisation</td>
<td>50%</td>
<td>470</td>
</tr>
<tr>
<td>Employed new staff with required skills</td>
<td>45%</td>
<td>422</td>
</tr>
<tr>
<td>Purchased training (from consultants, polytechnics, etc.)</td>
<td>45%</td>
<td>423</td>
</tr>
<tr>
<td>Not sure</td>
<td>1.3%</td>
<td>12</td>
</tr>
<tr>
<td>Not applicable</td>
<td>6.9%</td>
<td>64</td>
</tr>
<tr>
<td>Other</td>
<td>6.1%</td>
<td>57</td>
</tr>
<tr>
<td><strong>Total number of employers who answered question</strong></td>
<td></td>
<td>933</td>
</tr>
</tbody>
</table>

Note: 97% of all survey respondents answered this question.

Four out of every five respondents to the employer survey invested in training in 2011 and the most common benefit expected from this training was an improvement in the capability of staff (see table below). Improvements in the quality of products or services were expected by 40% of employers who undertook training. A third (33%) of respondents to this question expected an improvement in leadership and management capability.

Table 10: Main benefits to the business expected from training

<table>
<thead>
<tr>
<th>Main benefits expected from staff training</th>
<th>Percentage of total</th>
<th>No. of employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved staff capability</td>
<td>73%</td>
<td>568</td>
</tr>
<tr>
<td>Improved efficiency</td>
<td>48%</td>
<td>375</td>
</tr>
<tr>
<td>Better quality products or services</td>
<td>40%</td>
<td>314</td>
</tr>
<tr>
<td>Improvement management/leadership capability</td>
<td>33%</td>
<td>254</td>
</tr>
<tr>
<td>Reduced staff accidents</td>
<td>18%</td>
<td>140</td>
</tr>
<tr>
<td>Higher profitability</td>
<td>17%</td>
<td>132</td>
</tr>
<tr>
<td>Reward/recognise achievement</td>
<td>11%</td>
<td>82</td>
</tr>
<tr>
<td>Reduced errors</td>
<td>11%</td>
<td>89</td>
</tr>
<tr>
<td>Increased market share and competitiveness</td>
<td>11%</td>
<td>82</td>
</tr>
<tr>
<td>Reduced staff turn-over</td>
<td>9.0%</td>
<td>70</td>
</tr>
<tr>
<td>Development of new products or services</td>
<td>7.2%</td>
<td>56</td>
</tr>
<tr>
<td>Workplace reorganisation</td>
<td>3.1%</td>
<td>24</td>
</tr>
<tr>
<td>Reduced staff absence from work</td>
<td>0.5%</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>6.9%</td>
<td>54</td>
</tr>
<tr>
<td><strong>Total number of employers who answered question</strong></td>
<td></td>
<td>781</td>
</tr>
</tbody>
</table>

Note: 81% of all survey respondents answered this question. This question was skipped by respondents who did not purchase any training for their staff in the last year. Respondents to this question were asked to name the three main benefits to their business that they expected to gain through staff training.

The skill needs of the organisation was the most important factor when employers are thinking about investing in staff training (see table 11 below). The skills needs of employees was the second most important factor in making decisions about training. About four out of
every ten employers considered the employees career development and the employee’s interest and commitment to learning when deciding whether to invest in training.

Table 11: Most important factors influencing employers’ decisions on whether to invest in staff training

<table>
<thead>
<tr>
<th>Main factors influencing decisions on investment in staff training</th>
<th>Percentage of total</th>
<th>No. of employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills needs of the business, division or industry</td>
<td>69%</td>
<td>539</td>
</tr>
<tr>
<td>Skills needs of the employee</td>
<td>54%</td>
<td>422</td>
</tr>
<tr>
<td>Employee career development and progression</td>
<td>41%</td>
<td>323</td>
</tr>
<tr>
<td>Employee interest and commitment to learning</td>
<td>35%</td>
<td>274</td>
</tr>
<tr>
<td>Health and safety requirements</td>
<td>26%</td>
<td>200</td>
</tr>
<tr>
<td>Cost of training</td>
<td>18%</td>
<td>144</td>
</tr>
<tr>
<td>Technological changes</td>
<td>14%</td>
<td>110</td>
</tr>
<tr>
<td>Changes to regulation or legislation</td>
<td>13%</td>
<td>105</td>
</tr>
<tr>
<td>Products or goods and services quality issues</td>
<td>12%</td>
<td>90</td>
</tr>
<tr>
<td>Occupational registration requirements</td>
<td>7.7%</td>
<td>60</td>
</tr>
<tr>
<td>Workplace reorganisation</td>
<td>1.4%</td>
<td>11</td>
</tr>
<tr>
<td>Other</td>
<td>2.3%</td>
<td>18</td>
</tr>
<tr>
<td>Total number of employers who answered question</td>
<td></td>
<td>781</td>
</tr>
</tbody>
</table>

Note: 81% of all survey respondents answered this question. This question was skipped by respondents who did not purchase any training for their staff in the last year. Respondents to this question were asked to name the three most important factors that influenced their decision whether to invest in staff training.

Costs associated with training – employer interviews

Industry training is part-funded by Government and part-funded by industry. Employers are expected to contribute 30% of the cash cost\(^{40}\) of industry training. Employers also incur in-kind costs, such as wages for staff who are on training and the time of supervision for apprentices and trainees. BERL estimated that the cash and in-kind costs averaged $5,180 per trainee per year for role productivity training, and $15,000 per apprentice for occupation and trades training.\(^{41}\)

We asked employers about the costs associated with industry training, partly to find out what types of costs are associated with industry training and partly to gauge the extent to which cost is a barrier to participating in industry training. The types of costs associated with industry training were:

- lost productivity
- ITO fees and costs of off-job training
- resources for supervision, assessment and administration.

These are described in more detail below.

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\(^{40}\) The cash contribution includes anything involving a cash transaction. For example, travel and accommodation costs for trainees and paying for off-job courses can count towards the cash cost of industry training.

Lost productivity

Three employers talked about lost productivity over the first one-to-two years of apprenticeship. The electricity generator explained that about 65% of the apprentice’s time is classed as productive. The plumbing firm noted that with apprentices they make a loss with them in the first year, break even in the second year, make a small profit in the third year and a working profit in the fourth.

Fonterra’s collective contracts specify annual hours and are also relatively specific on the start and finish times of shifts. Hours spent training are counted against the annual hours. Training that starts or ends before or after the regular working day imposes extra costs, as both the training and the hours of the shift count towards the annual total. Once a person’s annual hours have been used up, usually towards the end of the season, they can choose to be paid overtime or to take a holiday. Too much training at the beginning of the season can be costly in terms of overtime later in the season. Fonterra therefore prefers to train towards the end of the season when they have more certainty about the hours available and no longer have the pressure of the season’s peak.

Four employers said the lost productivity when staff are on training is a cost. Some employers in the seafood industry train staff in the off-season, thereby minimising the lost productivity costs. This was not the case for the meat processor, which trains staff either side of the season peak, as it is too busy during the peak of the season to train and most workers take their holidays during the off-season.

Costs of off-job training

All employers interviewed pay wages for their apprentices while they are on off-job training. Some employers also referred to the fees for the block courses and/or course material. The electrical firm asks their apprentices to pay the cost of the block courses up-front, and then reimburses the apprentices if they pass the course. The hospitality employer pays the ITO fees upfront, but employees are expected to pay this back if they fail or drop out.

Some ITOs have increased their fees over the last year and this is an issue for employers, particularly those with multiple apprentices such as the electrical firm.

Resources for supervision, assessment and administration

Two employers referred to the costs associated with needing to allocate resource to supervise the apprentice. Amcor commented that managing young people requires more resources and effort by the employee. Supervisors in each of the trades at Alloy Yachts are expected as part of their job to actively run apprenticeships in their trade and ensure that the same standard applies to each apprentice. The administration side of apprenticeships forms part of the Human Resources Manager’s role. They also pay wage increases every six months if the apprentices are progressing.

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42 Hutt Gas & Plumbing Systems, Woodman Automotive, and the electrical firm.
43 For example, workers whose shift starts at 8am and who are on off-site training that starts at 9am must still be paid from 8am.
44 Fonterra, the electrical firm, the meat processor, and the hospitality employer.
45 Pages 10-11, The economic costs and benefits of industry training, BERL (2011).
47 Woodman Automotive and the builder.
Barriers to training

Employer interviews

We asked employers about barriers to further training in their firm and across their industry. In addition to cost and compliance, which are discussed earlier in this paper, time, capacity and certainty of work were barriers to training activity in an industry.

Two interviewees noted that small firms lack the time and capacity to take on apprentices, and the large number of small firms in some industries is a barrier to training activity. It is difficult for small building firms to commit to taking on an apprentice in an economic downturn. The hospitality employer commented that their team of chefs lack the time and depth of experience to take on an apprentice.

The plumbing firm commented that taking on an apprentice is a scary prospect for smaller businesses that have no experience with apprentices. Group training schemes can enable small employers to be involved in apprenticeships.

Fonterra mentioned local decision making as a barrier to qualification completions – different plants have different requirements for their workforce and may choose to put their staff through only the parts of the qualification that are relevant to the particular plant.

Employer survey

As part of the survey we asked employers whether they thought their business would benefit from further staff training. Perhaps not surprisingly, almost all employers who answered this question (87% or 761 employers) thought their business would benefit from additional training. This question led into a question on the main barriers preventing employers participating in extra training.

The cost of having staff away from the workplace was the most common barrier to employers organising additional staff training (see table 10 below).

For 60% of these respondents the cost of having staff away from the workplace and the cost of the training was a barrier to organising further training. The cost of training itself was also a barrier to organising further training for just over half (56%) of respondents to this question. Lack of time, lack of information, and local availability were also common barriers to training.

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48 Hutt Gas & Plumbing; the builder
Table 12: Main barriers to organising further training

<table>
<thead>
<tr>
<th>Main barriers to additional training</th>
<th>Percentage of total</th>
<th>No. of employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cost of having staff away from workplace</td>
<td>58%</td>
<td>438</td>
</tr>
<tr>
<td>Cost of training</td>
<td>56%</td>
<td>417</td>
</tr>
<tr>
<td>Managers lack time to organise</td>
<td>23%</td>
<td>171</td>
</tr>
<tr>
<td>Lack of information about training</td>
<td>19%</td>
<td>140</td>
</tr>
<tr>
<td>Staff lack time to supervise and assess</td>
<td>19%</td>
<td>145</td>
</tr>
<tr>
<td>No relevant training available locally</td>
<td>19%</td>
<td>140</td>
</tr>
<tr>
<td>No suitable training available locally (e.g. inconvenient start dates or times)</td>
<td>17%</td>
<td>127</td>
</tr>
<tr>
<td>No quality training available locally</td>
<td>15%</td>
<td>112</td>
</tr>
<tr>
<td>Once trained, staff will be poached</td>
<td>15%</td>
<td>110</td>
</tr>
<tr>
<td>Not sure what training would be beneficial</td>
<td>14%</td>
<td>107</td>
</tr>
<tr>
<td>High staff turn-over</td>
<td>5.3%</td>
<td>40</td>
</tr>
<tr>
<td>Cost of increased wages after training</td>
<td>4.5%</td>
<td>34</td>
</tr>
<tr>
<td>No training available</td>
<td>4.3%</td>
<td>32</td>
</tr>
<tr>
<td>Training is the employees' responsibility</td>
<td>2.9%</td>
<td>22</td>
</tr>
<tr>
<td>High availability of skilled labour in my industry</td>
<td>2.7%</td>
<td>20</td>
</tr>
<tr>
<td>Don't know</td>
<td>9.4%</td>
<td>71</td>
</tr>
<tr>
<td>Other</td>
<td>17%</td>
<td>130</td>
</tr>
<tr>
<td>Total number of employers who answered question</td>
<td></td>
<td>752</td>
</tr>
</tbody>
</table>

Note: 78% of all survey respondents answered this question. Respondents to this question were asked to name the three main barriers to organising further training.
4. Strengths of the system

Strengths of industry training – employer interviews

In talking to employers we were most interested in the strengths of the current system and the things that could be improved. It is important to preserve and, if possible, enhance the aspects of the industry training system that are valued and working well.

The main strength of the industry training system from the perspective of employers was the responsiveness to employers’ needs. Ten of the employers we talked to considered that their primary ITO listened to them and was responsive to feedback. Companies that accessed role productivity training through the industry training fund talked about the ability to make training meaningful in the workplace while at the same time providing recognition of employees’ skills. Three companies commented that their ITOs have improved their reporting of trainee progress over the last year, often as a result of the operational policy changes. The meat processor commented that a positive result of the funding changes is that the company can now tell exactly how long it will take to train someone and how much it will cost. The connection to industry and the recognition of workplace learning were seen as valuable.

Several employers appreciate the support provided by the ITO, both through training materials and from individual training advisors. Three of the employers commended the materials that the ITO provides, which individual employers would not be able to develop themselves. Seven of the employers spoke positively about the ITO ground staff and appreciated their advice. Many training advisors come from the industry, which employers viewed positively.

Employers also talked positively about industry training qualifications providing a common standard. For Centreport, the consistency achieved through assessment and moderation to national qualifications is the key strength of industry training. Woodman Automotive and the hairdressing employer talked about the value of industry training qualifications providing a yardstick against which to measure apprentices. For the aged care provider, having an ITO means that a common standard is developed and employers do not need to deal directly with NZQA.

Having a dedicated ITO was seen as valuable for four of the employers we talked to. Three employers spoke positively about the training and support for assessors. The plumbing firm commented that the literacy bridging course and the free course on exam skills offered prior to the registration exam were both very valuable.

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49 Alloy Yachts, Amcor, Downer, Fonterra, Longveld Engineering, Permark Industries, Solid Energy, the electricity generator, the meat processor, and the aged care provider.
50 Downer, Fonterra, Solid Energy, the meat processor, and the aged care provider.
51 Downer, the meat processor, and the electricity generator.
52 Permark Industries, Solid Energy, the electrical employer.
53 Downer, Solid Energy, Longveld Engineering, the electricity generator, the hospitality employer, and the meat processor. Permark Industries commented positively on their account manager at Competenz, who they found to be an effective liaison point.
54 Amcor, Solid Energy, the electricity generator, the meat processor.
55 Fonterra, Amcor, the aged-care provider.
Strengths of vocational education and training – employer survey

Just under half (49%) of survey respondents commented on the key strengths of the vocational education and training system. Some responses have been excluded from the analysis here, either because they included no information (e.g. “not sure”), or because they talked about ways the system should be improved. This latter category has been incorporated into responses on how vocational education and training could work better. In total, 302 employers (31% of all respondents) provided their thoughts on the best aspects of vocational education and training.

National qualifications that are relevant and responsive to industry was the most common theme from this question, followed closely by workplace training (see table below). Support from the ITO and off-job training were also appreciated by employers. Interestingly, only 15 employers mentioned the combination of off-job training and workplace training as a key strength of the system. The themes are discussed in more detail below.

Table 13: Summary of the themes on strengths of vocational education and training

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subtheme</th>
<th>No. of respondents</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevant national quals / common standards / ITO responsive to industry</td>
<td></td>
<td>75</td>
<td>25%</td>
</tr>
<tr>
<td>Workplace training</td>
<td></td>
<td>72</td>
<td>24%</td>
</tr>
<tr>
<td>Block courses / off-job training</td>
<td></td>
<td>32</td>
<td>11%</td>
</tr>
<tr>
<td>Mentioned both workplace &amp; off-job training</td>
<td></td>
<td>15</td>
<td>5%</td>
</tr>
<tr>
<td>Support from ITO (materials, visits, assessment) / Positive relationship with ITO</td>
<td></td>
<td>36</td>
<td>12%</td>
</tr>
<tr>
<td>Flexibility in mode of delivery / Delivery meets industry needs</td>
<td></td>
<td>26</td>
<td>9%</td>
</tr>
<tr>
<td>Good for staff</td>
<td></td>
<td>24</td>
<td>8%</td>
</tr>
<tr>
<td>Range of options / access / availability</td>
<td></td>
<td>22</td>
<td>7%</td>
</tr>
<tr>
<td>Gateway / School-level VET</td>
<td></td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>18</td>
<td>6%</td>
</tr>
<tr>
<td>Good for business</td>
<td></td>
<td>17</td>
<td>6%</td>
</tr>
<tr>
<td>Quality graduates</td>
<td></td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>Literacy &amp; numeracy training</td>
<td></td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Pre-trade courses</td>
<td></td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>13</td>
<td>4%</td>
</tr>
<tr>
<td>Total respondents (excluding N/A &amp; solely negative comments)</td>
<td></td>
<td>302</td>
<td></td>
</tr>
</tbody>
</table>

Note: 470 employers responded to this question (49% of all survey respondents). Of these, 30 made comments such as “N/A”, “not sure” or similar, which have been excluded from the analysis. The 138 solely negative comments have been included in the analysis of the question “How could vocational education and training work better for your business?”. Comments may be counted under several categories.

Relevant national qualifications

National qualifications relevant to industry and common unit standards were key strengths for many employers. The benefit of industry training qualifications is that they can be incorporated into workplace training and so the material makes sense to the employer and to staff. Staff can be upskilled (good for the business) while they gain a national qualification (good for staff). The quotes below from a range of industries on the strengths of vocational education illustrate some of the benefits.

The L2, L3 and L4 qualifications we have identified as being useful for our organisation are able to be completed on job, which is very cost effective.
for us in terms of $$$$s spent on large numbers of staff, provides
development opportunity for evidence verifiers/assessors, flexibility to work
with ITOs to customise the learning material - our vision / values / purpose /
strategic outcomes embedded in the material particularly helpful in
developing greater awareness in all staff including front line who are the
ones engaging with customers in our large organisation - leads to
alignment of effort. Sport & leisure provider at a city council.

Basic in house training of SOPs [standard operating procedures] enhanced
by Fitec unit standards. Wood processing employer.

- Providing a nationally recognised qualification for team members. - Good
working business relationship with the ITO. - Logical progression from level
3 to level 4 qual. Emergency response organisation.

Very industry focused, appears well funded, efficient ITO (Retail), easy to
understand modules and what is covered. Retail employer.

ITOs involving industry in qualifications development was also named as a key strength by a
number of employers. The benefits of this are that the qualifications are relevant, as
illustrated in the quotes below.

I think the way the ITO involves us in the development of qualifications is
great. In the past few years I have ended up on two working parties. I have
also been on a couple of focus groups and had research people ring me for
interview. The BCITO change in the way they assess has been good with
me and my team involved in the assessment team process. I also like the
way they track my guys progress and share their performance stuff with us.
They are really "in your face" which is good. They sent one of my guys to
literacy help and after 4 or 5 visits he was transformed. Construction
employer.

Involvement by industry with ITO to develop qualifications that are relevant.
Meat processing employer.

Scaffolding industry is working to develop pathways from school to work.
We need to encourage people to enter our industry as a career rather than
a last option. We have a tiered qualification which is in final stages of roll
out and working well. Scaffolding employer.

Workplace training

A key strength was on-job, on-site or in-house training. The benefits of this type of training
are being able to upskill staff with minimum productivity losses, being able to involve more
staff in training, and having oversight of the training that is taking place. The quote below
shows some of the common themes from employers on workplace training.

For our organisation the opportunity to deliver unit standard based training
internally is excellent as it is very relevant to the work and we can train our
staff without having to send them off property. Some of the young staff who
come to work for us that already have achieved level 2 training in
hospitality for example are preferred as employees as they have important
skills for our industry. Hospitality employer.

Off-job training

A smaller number of employers (32 employers or 11% of those who answered this question)
mentioned off-job training as one of the strengths of the current system. Off-job training
provides apprentices with experience not available in the workplace as well as connecting them with their peers in the industry.

Sending the apprentices away is good, It takes them out of their comfort zone so that they conform, and eliminates any distractions from their training schedule. Furnishing business.

The quality of off-job training was also praised by some employers, as in the quote below.

The trade apprenticeship courses are working well. The fact that the course centre is in Christchurch is inconvenient at the best of times but the apprentices are still sent to the course and we have had some great success with this training ITO school, the job that the tutors do is second to none. The distance learning for the shop staff is run well and I cannot fault this, it is industry designed for our industry and the reviews back from the tutor and the staff that take the course are outstanding. Flooring business.

Support from ITOs

Around one in eight employers who answered this question mentioned the support they receive from the ITO, or the positive relationship they have with their ITO, as a key strength in the system. Support from ITOs included contact with ITO staff as well as learning and assessment resources, as indicated in the quotes below.

Good support and resources from ITO encourages staff training and we are doing pretty well. The ATTTO model is working very well for us and we have a good percentage of our staff completing industry qualifications. Museum.

The level 1 to 4 of horticulture gives someone a good grounding in horticultural growing practices and makes them aware of health and safety plus how to time manage and run a group of staff (picking gangs etc). The interaction with training advisors of Hort ITO is very good and enables myself and trainers a person to co ordinate training days and options of further study. Orchardist.

Flexibility in delivery & range of options

Many employers (26 or 9% of those who answered this question) appreciate flexibility in delivery times or in the mode of delivery. This means that training can accommodate an employer’s busy periods.

Course times fit in with working day. Dairy farmer.

Online courses, you can see, get feedback and reflect without missing key points, cause you can read it again. I like them so if you are lucky enough to have a supportive tutor and are good at dedicating time to getting the work done you can really learn and test in the workplace the next day. Security firm.

We like the flexibility of how the ITO training can be conducted. They will work around production and individually if we can’t release a lot of staff at any one time. Wood manufacturing firm.

Others commented positively on the availability of relevant courses or the range of options available (22 employers). For example:
The majority of the core subjects and courses for our employees are readily available. *Electrical distribution contracting business.*

We feel very lucky as a NFP [not for profit organisation] to be able to access training that is free, as we cannot afford to pay for it with a large workforce. *Retail arm of a charitable organisation.*

**Benefits for staff**

A smaller number of employers mentioned the benefits for staff of industry training. These include motivating staff, building staff confidence, recognising their existing skills, and building cohesion within the workplace.

Apprentice training inspires employees and gives them theory which they don’t always get on the job. *Painting and decorating firm.*

There is an opportunity for our staff to study toward a nationally recognised qualification completely on the job. Many of our staff would never have had the confidence to attend a polytech or similar. *Electronic manufacturing firm.*

It's good for the employee to have outside contact with others with the same learning needs. It feeds his enthusiasm. *Dairy, goat, and forestry employer.*

**Benefits for businesses**

Some employers talked about the benefits for their business of vocational education and training. These included better interaction with customers, fewer errors because staff understand the context of their work, and providing staff with the skills to do their job well.

It is great that our staff can be upskilled for our business and gain a national qualification. We have less errors, greater productivity, staff with greater skills. *Sheep & cattle farmer.*

Encourages the employee to look at the business as a whole (similar to the business owner's view). *Dairy & beef farmer.*

**Gateway**

A number of employers participated with schools in Gateway and found this worked well. Gateway allows young people to get a feel for a profession, while employers can use it to source apprentices.

We are champions of the GATEWAY Program through our local High School, it is from participating in these programs that we draw the young people we want as apprentices in our business. This program allows young people to get a feel for a possible profession, it is a good program and worthy of on going support from government. Our apprentices are enrolled through Competenz and as such are students of the Open Polytech of NZ. They also attend annual block courses. We “do” in-house training with them one night per week, for a two hour period which allows them to work on their papers in our workplace with assistance from myself and my husband who is a qualified and skilled engineer. We find this works very well for us and our staff of young people. There is a large component of on the job training with the welding apprentices. *Engineering employer.*
We believe Gateway is a good way to find if kids are keen on the job and if it is worth going the next step and offering them full time employment. *Baking firm.*

Gateway is good, we have 20 apprentices with half coming out of Gateway. *Electrical firm.*

**Other feedback**

A number of employers (18 respondents) thought communication was a strength – some mentioned ITOs, while others talked about tertiary providers engaging with their industry.

A small number of employers praised the quality of graduates available to them, or talked about the benefits of literacy and numeracy training or pre-trades courses.
5. How industry training could work better

Improving the industry training system – employer interviews

How the industry training system could be improved is a central question within the industry training review. We therefore asked employers about problems with industry training. Responses to this question were very diverse. This perhaps reflects the differences in operating models across different ITOs as well as differences between industries.

Compliance costs, communication, and being less government-facing were areas that several employers commented on. Difficulties with the operational policy changes, the content of qualifications, the availability of external assessors, and the mode of delivery were other issues that were raised. These are discussed in more detail below.

Compliance costs

Four employers\textsuperscript{56} mentioned the paperwork associated with the number of small unit standards. For example, there are three unit standards associated with knife sharpening and three associated with first aid, which employers felt could relatively easily be combined into one unit standard in each case.

Centreport and Downer both talked about the compliance costs of working with multiple ITOs that have different systems and ways of interfacing with businesses. Centreport estimates that when staff are training towards national certificates, 0.3 of a full-time staff member is dedicated to complying with the paperwork requirements of the multiple ITOs they deal with. Fewer ITOs or standardised systems for signing up workplace training agreements and recording assessments would minimise the costs to employers.

Communication, reporting, support

Three employers\textsuperscript{57} experienced slow turnaround from ITOs in registering credits with NZQA. Employers commented that this impacts negatively on trainee motivation. In one case the ITO failed to enrol an apprentice for the following year because they had not yet registered the credits from the previous year, which was a hassle for the hairdressing employer and apprentice to sort out.

Two employers felt that it was not always clear what value the ITO was adding. The hospitality employer thought the ITO qualifications were good, but the real value was added by the tertiary provider (Artisan Consulting). The aged care provider found that the ITO was relatively invisible once the qualification was developed, as the company does all the training and assessment in-house.

The electrical firm complained that they are not informed as to whether their apprentices have attended and passed the block course modules until the end of the year, which is too late if the apprentices have been failing the theory components.

The plumbing firm talked about lack of communication from the ITO in general, and in particular about the changing requirements regarding the length and timing of block

\textsuperscript{56} Alloy Yachts, Solid Energy, Longveld Engineering, the meat processor.
\textsuperscript{57} Permark Industries, the hospitality employer, the hairdressing employer.
They also thought the ITO could provide more information about career opportunities after completing an apprenticeship. Both the plumbing and hairdressing firm thought the ITO could provide more advice for employers, particularly for those new to apprenticeships.

The builder and the hairdressing firm thought there could be more direct financial support for employers of apprentices (half of the employees at each business are apprentices). The builder also commented on the lack of direct financial support for apprentices.

The lack of qualified external assessors was seen as a problem by Solid Energy, Permark Industries, and the electricity generator. Both Solid Energy and the electricity generator prefer to use external assessors where possible because of the transparency it provides.

**Government funding vs. industry facing**

Several employers commented on the significant influence government funding has on ITO behaviour, often to the detriment of their focus on industry. Centreport and Downer commented that ITOs vary in their level of customer focus and industry consultation.

Centreport and the hospitality firm talked about the credit values of qualifications reflecting government funding formulas rather than industry needs, which were often for simpler, shorter qualifications. The electrical firm volunteered to be on an advisory group for the mandatory review of electro-technology qualifications and was dismayed that both tertiary providers and the ITO spent much of the time discussing government funding rather than the skill needs of the industry.

Fonterra, Solid Energy, and the meat processor commented on the difficulties complying with the funding rules. Fonterra’s year runs from 1 August to 31 July, with a peak over the summer months where little or no training can take place. The most significant issue for Fonterra is that it is very difficult for them to get trainees to complete a full 70 credit programme between August and December. It would be better if funding and performance measures could take into account half-year effects and allow trainees to complete programmes either side of the peak season.

The meat processor talked of the difficulty in getting trainees to achieve a full qualification or limited credit programme when they are only employed part of the year or for the peak of the season (the summer months). Solid Energy thinks the requirements to get people through qualifications in a certain time-frame is problematic, as individuals do not learn at the same pace.

Downer commented that they found qualifications less flexible than in the past and that they found they were previously able to attract more people to training when it was about ‘just encouraging people to learn as opposed to having to complete a qualification.’

**Content of the qualifications**

Both the electrical and the plumbing firms were concerned about the disconnect between the apprenticeship qualifications and the registration exam, though the situation in the plumbing industry has improved over the last couple of years. The electrical firm mentioned the lack of accountability for when an apprentice has completed the qualification but fails the registration examination. However, Woodman Automotive talked positively about MITO’s moves to develop an NZQA pathway to becoming an authorised vehicle inspector.

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58 The plumbing apprenticeship used to include a three week block every nine months, but now includes a one week block course every 17 weeks.
Alloy Yachts thinks that the qualifications are padded out with unnecessary soft skills, such as getting to work on time, which are important for staying in employment but should not have credits attached to it as part of a formal qualification.

The builder commented that apprentices should be given training in business management, as a large number of builders move into business relatively quickly after finishing their apprenticeship. The Master Builders Association will be launching a business training academy in 2012 to address the need for better business skills amongst builders, which will only be available to their members and was developed independently of the ITO.

The pace of technological change in the electricity supply industry means that it is difficult for the qualifications to keep up to date.

Mode of delivery

Three employers commented on the mode of delivery. Woodman Automotive believes that night classes would improve study habits and help apprentices finish their book work. Hutt Gas and Plumbing thought the three week block courses were better for apprentices as it provided more leeway for apprentices who were behind to come up to standard. It also cost employers outside the main centres less in terms of travel and accommodation costs than more frequent one-week block courses. Permark Industries commented on the decrease in the length of the block courses and said they would support longer courses.

Other comments

Fonterra and Longveld Engineering commented on the need for certainty for ITOs and they hoped that the results of the review would be made clear in a short space of time.

Downer and the aged care provider thought there needed to be more transparency from ITOs on how they spend their funding. The electrical firm commented on the large increase in the ITO fee that had not been accompanied with an increase in service from the ITO.

Amcor and the builder complained about others in the industry who free-ride on employers who invest in training.

Downer commented that the embedding of literacy in qualifications had increased the size of the materials and resulted in materials being provided in electronic format instead of print format. This has increased the costs for the company because they now have to print all the materials out themselves. They also commented that ITOs were not as consultative in embedding literacy as they are about the technical content of training.

Solid Energy would like their ITO to be more connected with Australia.

How could ITOs better meet your needs – employer survey

The majority (58%) of employers who used the arranging training services of ITOs rated the service as very good or excellent (see table overleaf). A sizeable proportion (16%) rated ITOs as sub par (ratings 1 and 2). The rating average for ITOs was 3.6 out of a rating scale of 5.
Table 14: Employer ratings of the arranging training service provided by ITOs

<table>
<thead>
<tr>
<th>Rating</th>
<th>No. of employers who answered question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>37%</td>
</tr>
<tr>
<td>Average</td>
<td>21%</td>
</tr>
<tr>
<td>Poor</td>
<td>9.9%</td>
</tr>
<tr>
<td></td>
<td>6.2%</td>
</tr>
</tbody>
</table>

Note: 59% of all survey respondents answered this question. The free-text component of this question, where some respondents rated several ITOs, has not yet been quantified.

We asked survey respondents to tell us how ITOs could better meet their needs. Just over a third of respondents (34% or 326 employers) answered this question. The table below summarises the common responses to this question. Type of training was the most common theme within this question, with 106 employers mentioning some aspect of training needs improvement. More support for training was a priority for just under a quarter of employers who answered this question. Better communication and lower fees were also areas of improvement.

Table 15: Summary of the themes on how ITOs could better meet employers’ needs

<table>
<thead>
<tr>
<th>Theme</th>
<th>Subthemes</th>
<th>No. of respondents</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of training</td>
<td>Relevance</td>
<td>45</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Improve quality</td>
<td>30</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Flexibility / meet employer needs re time, types of skills</td>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Specific training, short courses</td>
<td>16</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Mode of delivery</td>
<td>11</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Practical / hands on</td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Support for training</td>
<td>Support / contact / visits / written material</td>
<td>53</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td>Tracking trainees / reporting progress / monitoring / follow-up</td>
<td>20</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Training better organised</td>
<td>11</td>
<td>3%</td>
</tr>
<tr>
<td>Better communication</td>
<td>Communication / consultation / customer focus</td>
<td>46</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Provide information on options</td>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td>Costs, fees, funding</td>
<td></td>
<td>44</td>
<td>13%</td>
</tr>
<tr>
<td>Local availability of courses / availability of courses</td>
<td></td>
<td>32</td>
<td>10%</td>
</tr>
<tr>
<td>Less compliance, standardisation across ITOs, fewer ITOs, greater transparency</td>
<td></td>
<td>27</td>
<td>8%</td>
</tr>
<tr>
<td>Pace of change, uncertainty</td>
<td></td>
<td>10</td>
<td>3%</td>
</tr>
<tr>
<td>Advanced courses / business skills</td>
<td></td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td>Links to tertiary providers / regulator / international bodies</td>
<td></td>
<td>5</td>
<td>2%</td>
</tr>
<tr>
<td>Positive comments about ITOs</td>
<td></td>
<td>30</td>
<td>9%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>23</td>
<td>7%</td>
</tr>
<tr>
<td>Total respondents (excluding N/A answers)</td>
<td></td>
<td>326</td>
<td></td>
</tr>
</tbody>
</table>

Note: 27 responses to this question were “N/A”, “not sure”, “don’t know”. These responses have been excluded from the analysis of themes. Individual comments may be counted under several categories.
Type of training

A third of respondents to this question talked about the types of training required by employers from ITOs. The need for relevant training provision was emphasised by employers and some stated that they were not getting the type of training their staff needed.

Having relevant training/qualifications for our needs. We build underground networks, we would like a qualification that tailors to our needs, power training is needed to work in a power network, but the only one we can get is linesman L2, we do not work up poles but we are told that it is part of the qual and we cannot do it if not prepared to do all the units. WE DON’T WORK UP POLES. Utilities employer.

Most of the papers from Hort ITO refer to grapes or avocados which we can tweak for kiwifruit but it might be good to have either completely generic papers or kiwifruit specific ones. Kiwifruit grower.

Improving the quality of training was a priority for 9% of the employers who answered this question. Suggestions included additional training for trainers (see quote below), getting in experts to teach specific topics, monitoring the performance of training providers to ensure consistency, having trade-qualified training advisors, and raising standards.

Ensure trainers undertake adult learning and then review and assess training materials and training delivery. I refuse to send people to poorly designed or badly facilitated training that will bore them and they come back with nothing changed. I especially want to see application and verification of learning so trainees come away knowing that they know the important information and can use it back at work. Printing employer.

Some employers (7% of those who answered this question) would like more flexibility, either in the timing of courses (both time of day and time of year), in the types of skills that were provided through courses, or in the ITO approach to training and assessment. Related to this is a desire for more specific training or short courses from some employers.

Give us more notice when courses are available, arrange courses in our least busy times (Winter), Offer a wider range of courses that include more of the necessary training required for staff to be safe and more efficient, i.e. First Aid, Gro-Safe Cert, Class 2 Heavy Traffic Licence, Chainsaw Safety etc. Landscape construction business.


Better understand our business & have greater flexibility and responsiveness in attaining qualifications. Port company.

Other more bite size flexible qualifications. Oil and energy company.

A smaller number of employers (3%) would like different options in the mode of delivery. Most of these employers would like more (or some) off-job training, though a couple asked for more courses nearby and one asked for more online learning.

By providing a range of applicable quality short courses at a nearby provider for upskilling. We have a lot of industry professionals who need to be assessed or learn at the level 5 area. Management skills. Also, we have had 4 staff complete their modern apprenticeships with us this year.
We would prefer some regular (off-job) component at a nearby facility where these young kids can meet their peers. Especially as they are often working shift work and lose their school friends. It is very hard to get them straight from school and get 49 hours work out of 16 or 17 year olds. We employ about 8 apprentices at any one time and would employ more if we had more help. *Hospitality employer.*

Lack of practical, hands-on training also featured in employers’ comments. Some said that training should be less about ‘why’ and more about ‘how’.

A couple of employers made more general comments about ITOs needing to focus more on the need for a workforce that is ‘fit for purpose’ or on the needs of the whole business:

ITOs would better meet our needs if they were able to adjust their priorities. A greater focus on meeting a specific individual, departmental or organisational development need would be helpful, rather than having to focus on getting trainees to complete the quals. For us, we like trainees to achieve a qual, but the key priority is to provide developmental activities that meet specific needs (i.e. lift business acumen / lift literacy or numeracy / allow greater delegated authority and decision making / drive innovation and productivity). I'd suggest measuring ITOs' effectiveness based on the improvement of key business metrics, as opposed to simply 'numbers of completions'. *Retail distribution business.*

**Support for training**

The need for more or better support was raised by 53 employers (16% of the total). The most common comment was for more (or longer) visits and contact from ITO training advisors to support trainees. Other comments asked for better support for training across a business, providing actual training, and providing materials in a timely way.

More regular visits, more off-site training - building has become an assembly trade, need to go back to basics & learn how to lay a concrete slab, do a frame pre-cut on site. Teach them the 3604 building legislation, flashings waterproofing, I believe that everyone should have the right qualifications and I am a firm believer in licensing and find it long overdue in the building industry. *Construction firm.*

Once or twice a year meet with the company to assess the training needs. *Clothing manufacturer.*

I use the modern apprentice and have paid for both my apprentices and yet I still have not received any training books for my guys just junk mail. *Painting firm.*

They seem to be more interested in making money than actually servicing the needs of industry, i.e. they like to hook on larger numbers of trainees within a single business as it is easy work, and do not care about the business that have 1 or 2 apprentices. *Energy employer.*

Better tracking of trainee progress as well as reporting progress back to the employer were also raised by a number of employers as areas for improvement.

ITO needs to stay in touch with apprentices and keep them organized and advancing their written studies, not just hand them the unit standards and leave them to their own devices. *District council.*

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Consistent and accurate reporting  Easily understood funding models and their application.  *Supermarket chain.*

Let us know what’s happening with our staff training.  *Dairy farmer.*

**Better communication**

Many employers (46 respondents or 14% of those who answered this question) would like better communication, consultation or customer focus from ITOs.  Some comments related to a particular aspect of service, while others were general requests for better communication.

There is absolutely no communication we have had an apprentice for 3 years and only had one visit from an ITO it is not something we will look at doing again.  *Painting firm.*

Talk to us.  *Engineering business.*

Listen.  *Marine industry employer.*

ESITO – better organisation and communication.  ETITO – listen to the needs of the business around fibre training and quals.  Infratrain and Hort ITO are doing ok.  *Electricity supply firm.*

Several employers would like ITOs to provide more information on training options and services available.

Provide a one stop shop for all training.  *Manufacturing employer.*

Regular sending/emailing out of information, so when the appropriate staff come on board, would know what and who to contact.  *Merino farmer.*

Better personal contact with employers that have previously used them so as to provide a relationship that the employer promotes to peers.  Providing relevant courses and ditching useless unit standards that dumb down the industry with unrealistically high credit values.  *Sheep & beef farmer.*

**Cost of industry training and funding**

This theme covered two related aspects – the cost to the employer of training staff and the government’s funding of industry training.

Some employers asked for cheaper fees and low-cost courses.  To reduce the costs of training, employers suggested less duplication of resources (modern apprentices versus industry training organisations), reducing the administration cost of training, have local training to keep the cost of travel lower, and achieving cost efficiencies through improvements in the business structures of ITOs.

With 90% of training on farm at busy times an extra staff unit would get this to happen more consistently so if ITO could allow employers to employ extra staff at times of training on farm e.g. 10hrs week so this can take place.  *Dairy farmer.*

Multi-site requires one account manager otherwise they can attempt to run their own agendas directly to lower level managers.  Stop dictating compulsory fees for services we do not need or want (i.e. elev8).  Keep up their current level of customer service - it has been good in the past year - prior to that it was terrible.  *Metal manufacturer.*
Calls for more government funding to reduce the cost to the employer also featured in the commentaries.

Fitec less involved with industry issues like code of practice reviews and setting "compulsory units" to create work for itself. Fitec not delivering training as this is a conflict of interest and they actively suppress the provider through moderation. Funding for on-job training needs to be equal to that given to polytechs etc. more effective use of money leading to real jobs, not bum's on seats. ITOs need to lead collaboration between providers and employers to deliver what we want when we need it, not just packages that attract the most funding for the ITO and provider. Forestry employer.

Pay for the costs of training our apprentices! Plumbing & gasfitting firm.

Local availability of industry training
One in ten employers who answered this question would like more local provision.

Be more available in rural areas. Keep better checks on apprentices. Electrical contracting firm.

Arranging block courses that are locally based in Gisborne and at our quiet time April to July. Engineering employer.

Short, pertinent courses held locally. Sheep & beef farmer.

Clear info re courses - need for very low cost and easily accessible courses, travel costs impact significantly. Social services employer.

Less compliance / greater standardisation across ITOs
Some employers (15 respondents) would like more standardisation and communication between ITOs and across the tertiary system. A small subset of these employers (six respondents) thought ITOs needed to be grouped together.

They need to work better more closely together – currently they're run separately and don't share information. Also, inconsistencies with their rules / procedures – would help to have those standardised. Retail employer.

More customer focused. Greater uniformity across ITOs around how subsidies are awarded and monitoring processes. Civil infrastructure firm.

As an employer I want one training organisation so I know the value of the qualification, I believe if there is to be a change it should be to all through the BCITO. All my dealings with polytechs have not been great. Builder.

A number of employers (10 respondents) asked for less paperwork and compliance.

ITOs provide different quals so have to use a variety of ITOs, which is confusing for who has what e.g. we use Retail Institute, but have to use Competenz for H&S quals. Retail chain.

Less paperwork. District health board.

There seems to be a lot of people and a lot of paper shuffling going on for the actual number of apprentices in training. Electrical firm.
Positive comments

Some employers (30 in total) took this opportunity to say that their ITO was meeting their needs very well or that at least one of their ITOs was good.

Our ITO has always been brilliant but has improved dramatically over the past 4 years since they interviewed many of us about improvements and opportunities to make learning more available and sympathetic to the demands of the workplace environment. Construction employer.

They do a great job :-). Fitness industry employer.

The NZ Marine ITO is very organised and meets our needs well. Boat builder.

Think our ITO works pretty closely with us and wants to improve the security industry. Security firm.

We are being well taken care of at the moment. No improvement necessary. Timber manufacturer.
6. Comments on tertiary provision

Findings from the employer survey

Of the employers surveyed, 75% had accessed training independently from industry training organisations. In-house training was the most common form of training, with two out of three respondents to this question using this form of training (see table below). Over half (57%) of respondents accessed training via private training providers. Employers were less likely to purchase training directly from polytechnics and universities.

Table 16: How employers access training independently of ITOs

<table>
<thead>
<tr>
<th>Provider type</th>
<th>Percentage of total</th>
<th>No. of employers</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-house training</td>
<td>67%</td>
<td>482</td>
</tr>
<tr>
<td>Private training providers</td>
<td>57%</td>
<td>409</td>
</tr>
<tr>
<td>Polytechnics or Institutes of technology</td>
<td>35%</td>
<td>255</td>
</tr>
<tr>
<td>Universities</td>
<td>14%</td>
<td>98</td>
</tr>
<tr>
<td>Other</td>
<td>14%</td>
<td>102</td>
</tr>
<tr>
<td>Total number of employers who answered question</td>
<td></td>
<td>724</td>
</tr>
</tbody>
</table>

Private tertiary providers were rated as above average or excellent by 77% (388 employers) of those who rated these providers. Just over half (55% or 180 employers) of those who rated polytechnics rated these providers as above average or excellent. Employers can access tertiary providers either through ITOs or independently, and this is likely to account for the discrepancy between the number of employers who accessed training providers independently of ITOs and those who rated their services.

Table 17: Employer ratings of tertiary providers

<table>
<thead>
<tr>
<th>Provider type</th>
<th>1 Poor</th>
<th>2 Below average</th>
<th>3 Average</th>
<th>4 Above average</th>
<th>5 Excellent</th>
<th>Rating average</th>
<th>No. employers who answered question</th>
</tr>
</thead>
<tbody>
<tr>
<td>PTEs</td>
<td>2.2%</td>
<td>3.2%</td>
<td>18%</td>
<td>44%</td>
<td>33%</td>
<td>4</td>
<td>504</td>
</tr>
<tr>
<td>Polytechnics</td>
<td>8.8%</td>
<td>11%</td>
<td>25%</td>
<td>38%</td>
<td>17%</td>
<td>3.4</td>
<td>328</td>
</tr>
<tr>
<td>Universities</td>
<td>6.3%</td>
<td>5.6%</td>
<td>15%</td>
<td>44%</td>
<td>30%</td>
<td>3.9</td>
<td>142</td>
</tr>
<tr>
<td>Other</td>
<td>2.5%</td>
<td>4.9%</td>
<td>19%</td>
<td>37%</td>
<td>37%</td>
<td>4</td>
<td>163</td>
</tr>
</tbody>
</table>
Of the employers surveyed, 19% commented on how tertiary providers could better meet their needs. Four out of every five employers who answered this question were covered by an industry training organisation. As expected, many of the employers' comments were requests for 'more service'.

**Table 18: Survey themes – how tertiary providers better meet the needs of employers**

<table>
<thead>
<tr>
<th>Themes</th>
<th>Subthemes</th>
<th>No. of respondents</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of education and training</td>
<td>Industry needs / industry relevance</td>
<td>46</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>Tailored courses / targeted courses</td>
<td>20</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Practical training</td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>Better quality courses / tutors</td>
<td></td>
<td>38</td>
<td>21%</td>
</tr>
<tr>
<td>Communication / consultation / information</td>
<td></td>
<td>28</td>
<td>16%</td>
</tr>
<tr>
<td>Cost</td>
<td></td>
<td>21</td>
<td>12%</td>
</tr>
<tr>
<td>Local availability</td>
<td></td>
<td>21</td>
<td>12%</td>
</tr>
<tr>
<td>Timing of courses (times of day, year)</td>
<td></td>
<td>16</td>
<td>9%</td>
</tr>
<tr>
<td>Mode of delivery</td>
<td></td>
<td>14</td>
<td>8%</td>
</tr>
<tr>
<td>‘Bums on seats’ mentality</td>
<td></td>
<td>7</td>
<td>4%</td>
</tr>
<tr>
<td>Follow-up &amp; support for learners</td>
<td></td>
<td>5</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>10</td>
<td>6%</td>
</tr>
<tr>
<td>Positive comments</td>
<td></td>
<td>9</td>
<td>5%</td>
</tr>
<tr>
<td>Total respondents (excluding N/A answers)</td>
<td></td>
<td>177</td>
<td></td>
</tr>
</tbody>
</table>

*Note: Ten responses were “N/A”, “not sure” or similar, and these have been excluded from the analysis. Individual comments may be counted under several categories.*

**Type of education and training**

The need for industry-specific and industry-relevant training was emphasised in the commentaries. Suggestions for improvements included listening to industry, keeping up to date with new technologies, and making training relevant to the workplace (some suggested more training at work sites).

Did not use when employing staff. But staff were skilled through a mix of experience and training prior to employment and in-house training. Would suggest practical, maybe mobile on site training in the farming context. For those who lack confidence in themselves and learning ability, instruction, and learning could then be related to something familiar and potentially a more confident learner. Desks, classrooms and other perceived to be ‘brainier’ people for some is not a good learning environment. Could progress to classroom type or group workshop learning later. (Employers may not like the workplace interruption). Theory and upskilling could continue through distance learning and/or educational/ training institute. Keep to unit-based achievement to maintain motivation and have measurable increase in skill and knowledge related to potential increase in earnings. However group units to build areas of qualifications (animal health, pasture management, machinery maintenance and care, dairy procedures, calf rearing etc). *Dry stock farmer.*

More on-site training, seems that they stretch a year long pre-trade out where I think they could allow more capable guys to advance quicker and get them into the work force quicker. *Construction firm.*
Tailored courses, short courses, or more targeted courses were suggested by around one in ten employers who responded to this question. Many of these comments were for courses tailored to their business (as in the first quote below), though some identified a specific gap in their staff skill base (as in the second quote below).

Their services could better meet our needs by being tailored to our individual workplace. However, I suspect this is an unrealistic expectation and would most probably be cost prohibitive. Agricultural engineering business.

Need a train the trainer course for in-house trained staff to be taught how to teach others. Where training undertaken out of the work environment is generally to a high level, most of the skilled lack a good understanding of how to pass on their skills to the trainees. Flooring business.

More practical training, and an emphasis on how theory relates to the real world, was mentioned by a small number of employers, illustrated in the quotes below.

Follow up of employees, that what they are learning is actually being put into practice. Sure they can plate meter but they don't know how to monitor the information they have!! Dairy farmer.

Tailor training for the context of our business. Ensure all training allows opportunities to practice applying what is learned so trainees also have an opportunity to ask questions about DOING and not just the theory. Facilitators should all be competent (demonstrated as competent and effective) in adult learning – learning is a process that needs to be built into training, including logical flow of content, design of materials and resources, workshop/training session design to engage and hold their attention. Effective learning requires so much more than just regurgitating information (and information is useless without action!). Create context for learning – ensure trainees are given an understanding of WHY and HOW, not just WHAT. Also some commonly encountered 'what-ifs' so they are prepared to respond appropriately. Web-based printing firm.

**Better quality courses and tutors**

A number of employers commented on the low standards at tertiary providers and lack of focus on outcomes, as in the quotes below.


More focus on quality, courses need better detailing, discipline in class needs addressing, raise the barrier in achieving a pass, bring common industry requirements to the courses i.e. random drug testing, health and safety etc. Painting firm.

Polytech to set pass marks and stick to them. Students either pass or they don’t. Electronic maintenance and repair business.

Sometimes the polytech’s outcome for courses is not where industry needs them to be and this can only be achieved with "time in the seat" of the job but the students think they are higher skilled than what they really are. Construction and drilling firm.
Other employers commented more generally about quality provision at tertiary providers. A small number thought tertiary tutors could be better.

We use multiple private training providers, they range in quality of training, seemingly depending on how much competition they have, i.e. vertical horizontz try very hard to tailor the training to our needs whilst meeting the unit standard, others (energy trainers) are poor in their delivery, people falling asleep etc. **Energy sector employer.**

Polytechs persist in delivering the service based on their resources and perceptions. What they offer is generally not fit for purpose, in the wrong places at the wrong times and the tutors are not responsive enough or well enough skilled. In-house trainers will be a bit more tailored. **Construction company.**

Improve quality of presenters. **Bakery.**

**Communication & information**

Employers would like better communication from tertiary providers about the content and timing of their courses.

Identifying the client’s needs prior to the course and establishing agreed outcomes i.e. staff take more responsibility for themselves. **Cleaning company.**

Have reliable tutors that turn up when they are required and not have the administration staff phone students at 4.50pm to say training will not be going ahead the following days. **Dairy farmer.**

Do what they say they are going to do and do it promptly. **Fencing contractor.**

Find it difficult sometimes to confirm courses are going ahead. **Laundry & dry-cleaning business.**

Others would like better consultation and contact from tertiary providers, or for tertiary providers to build a relationship with them. Several employers would like better access to information – about courses, about their employees who are attending courses, and to course information once the course is over.

Work with farmers or business owners directly to build a relationship. **Beef and sheep farmer.**

Some short courses are very good but generally the students seldom come away with easy to access information (i.e. electronic). **Plumbing & drainage business.**

Monkey survey of all employees to see what they want. **Employer in the mental health sector.**

On-farm practical work. More info on services provided. **Sheep and beef farmer.**
Cost

Around one in eight employers who answered this question asked for cheaper and more affordable courses, or commented on funding or price in some way.

They are all very expensive so a reduction in price would be helpful. 
*Tourism employer.*

They were excellent courses, but sadly the funding has been cut so no more courses for small businesses have been run. 
*Orchardist.*

By being government subsidised (i.e. at a lower cost to us). 
*Electrical employer.*

Many courses and conferences are reasonably priced. The more expensive tend to get ignored unless they fulfil a specific need. It is easy to bleat Government subsidy needed, but we need to get out of the "nanny state" mentality or the country will go broke. 
*Engineering consulting firm.*

Local availability

A number of respondents (21 employers or 12% of those who responded to this question) would like locally available courses, with some wanting courses provided at their workplace.

Courses closer to this area. Also their prices fluctuate somewhat, a definite price is far easier to work with. 
*Wood manufacturing company.*

Come onto property and run courses and assessments. 
*Dairy farmer.*

Timing of courses

A number of employers commented that the timing of many polytechnic courses does not easily fit in with the working day.

Better course availability - evening courses for polytechs etc. 
*Chemical processor.*

Since AUT has become a university Auckland city severely lacks a quality trade provider (up to level 4). Travelling or employing from Manakau is too far out. I would love a relationship with a forward thinking provider. They could train to level 3 and then we could offer employment and complete their trade qualifications to level 4. It was always the intention to build relationships between business and training providers but it has never happened. Providers excuse has always been "funding" issues. If our apprentices were given between 4 to 6 hours at a poly/ provider each week I believe it would enhance their lives and give them the opportunity to discuss, learn, whine and make friends in their new industry. Preferably not at 8am as chefs work till midnight. Maybe 2 till 7 pm sounds like a great time for Hospo courses… My apprentices are expected to finish at midnight and be at a course in Manakau at 8am coming from the North Shore. 
*Hospitality employer.*

A number of employers in seasonal industries commented on the times of year that tertiary providers run their courses, which do not fit in with their calendar (different industries may have different busy periods).

Work with employers to deliver training on the job not collect people to attract subsidy, have them sit in a classroom and the send them on their
way. Get credible trainers, work hours and days to suit industry hours and recruitment needs. Our industry recruits 80% of the people in March/April Polytechs train people for November, consequently by the time we want them they are in another industry, on another course or lost to welfare. Forestry employer.

Other comments

A small number of employers commented that tertiary providers are more interested in government funding than their students’ employability:

Their main focus seems to be to push students through the system with little regard to their suitability to the job offered to them. Building firm.

Other comments were quite diverse, as illustrated by the quotes below.

Our people are not academic, we have huge literacy issues and many speakers of other languages. They would never cope in a Polytech Uni environment. Concrete manufacturer.

Training requirements change frequently and it can be a long drawn out process to implement the relevant training and link to recognised qualifications. Fruit grower.

Training on how to grow a business would be beneficial. Marine industry employer.

Improved link to ITOs so that it is seamless for the employer to access. Civil infrastructure firm.

Comments from employer interviews on tertiary providers

As part of the interviews we asked employers about their experiences with tertiary education providers. We were interested in finding out how education from tertiary providers fits in with industry training and how well tertiary providers meet the needs of employers.

Ten employers\(^{59}\) we interviewed had direct relationships with tertiary providers, and most other employers had had interaction with tertiary providers. Experiences with providers seem to depend on the provider and the employer – some employers have good relationships with individual providers, while other employers have found it difficult to influence tertiary providers.

Te Wānanga o Aotearoa has recently established a relationship with Downer and is developing a level 4 qualification that could act as a pipeline for the company.

Fonterra spoke positively about its relationship with Wintec and Massey University.

Permark Industries talked of a positive relationship they previously had with AUT regarding a pre-trades printing course. However, AUT moved out of this provision when it became a university and no other provider has taken this course up.

\(^{59}\) Centreport, Downer, Fonterra, Longveld Engineering, Solid Energy, Hutt Gas & Plumbing Systems, Permark Industries, the electricity generator, the electrical firm, and the meat processor.
Alloy Yachts complained about Unitec's marine qualifications, in particular the marine systems engineering qualification, which only teaches students how to build small wooden boats and in their view is a hobby course. The company had tried to influence Unitec to change their marine qualifications to provide more transferable industry skills such as welding, but the provider was not interested. Alloy Yachts also thought that ITPs should not be able to recruit students into trades courses that provide students with the same qualification as a qualified tradesperson (such as an electrician), as these graduates need significant upskilling in the workplace to be able to do the job of an apprentice-trained and qualified tradesperson.

Downer noted that there is competition between the ITO and provider sectors. As a result the sectors don’t tend to collaborate effectively, leading to a system that is not as cohesive as it ought to be. Longveld Engineering commented on this broad issue, where they said that it would be good to have a more joined-up approach between providers, ITOs and industry in order to get the best training and skills development.

Pre-trades programmes

Pre-trades programmes are offered by many polytechnics and some private tertiary providers. Pre-trades offer an introduction to a trade and are marketed as opening the door to a career in a trade. These courses are generally at level 2 or 3 on the qualifications framework and are funded at the relatively high trades funding rate ($9,928 per full-time student[^60]). They have proved popular since the economic downturn, particularly with young people.[^61]

We wanted to gauge how useful these courses are to employers. Employers had mixed views on pre-trades programmes. In general, pre-trades were considered valuable, but the lack of consistency between providers and the absence of entry criteria are of concern. Some employers felt that these courses give graduates unrealistic views on their level of competence and consequently their value in the labour market.

Pre-trades courses are likely to change as a result of changes to funding criteria for provision at levels 1 and 2. With the exception of Te Reo Māori and ESOL programmes, providers will no longer receive a tuition subsidy for people who already hold a level 2 qualification and who enrol in level 1 and 2 qualifications. This change will phased in over 2013 to 2015. Providers requested the three year transition to the new regime to enable them to redesign their trades qualifications at levels 2 and 3 to align with the new level 1 and 2 learner eligibility requirements.

Value of pre-trades programmes

The completion of a pre-trade course is considered a bonus for seven employers[^62], and a prerequisite for two[^63]. Apprentices who have done a pre-trades have a better idea about what they will be doing, have some base knowledge and are considered more likely to stick with the apprenticeship.

[^60]: This is the funding rate Trades P2 for institutes of technology and polytechnics (ITPs). It is GST exclusive.
[^61]: Enrolments of young people (aged 18-24 years old) in trades courses at levels 1-3 have increased by 48% (1,246 EFTS) between 2006 and 2010. In comparison, enrolments by 18-24 year olds in all courses at levels 1-3 have increased by 22% (2,601 EFTS). Tertiary enrolments for this age group have increased by 21% (23,816 EFTS) between 2006 and 2010.
[^62]: Solid Energy, Hutt Gas & Plumbing Systems, the hairdressing business, the electrical firm, Downer, Woodman Automotive, and Longveld Engineering
[^63]: The electricity generator and Centerport
The electricity generator explained that in their case the pre-trade course takes one year off the apprenticeship and thus saves costs to the business. Solid Energy engages with polytechnics that run the pre-trade courses about future placements of apprentices.

Pre-trades programmes were not a pre-requisite for the three employers\(^{64}\) whose operations are based in rural areas. The builder commented that pre-trades are not necessary in rural areas as apprentices are employed based on word of mouth. Fonterra stated that completion of a pre-trades is considered alongside other qualifications and experience in employing apprentices, but candidates with pre-trades are not always available in rural areas.

**Problems with pre-trades programmes**

Many of the employers who had taken on apprentices from pre-trades had some concerns about these courses. Four employers\(^{65}\) commented that pre-trade courses may make the student believe they are a qualified tradesperson and create unrealistic expectations.

The plumbing and electrical firms both commented that the lack of entry criteria means many young people who will probably never get an apprenticeship enrol in these courses. The electrical firm commented on the poor literacy and numeracy of some of these students, while the plumbing firm commented on the large mismatch between students on these courses and available apprenticeship places. Both employers lamented the waste of time and money for these students, as well as the false hope of entry into the trade. Pre-trades courses did not reduce the length of the apprenticeship for either of these employers.

The plumbing firm also commented on the lack of consistency between pre-trades offered at the two local polytechnics – Weltec’s course is 12 weeks whereas Whitireia’s course is twelve months. In their experience there was not a huge difference in the level of skill between graduates from the two courses.

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\(^{64}\) Fonterra, the meat processor, the builder.

\(^{65}\) Hutt Gas & Plumbing Systems, the hairdressing business, and Woodman Automotive. Longveld Engineering has found this applies to a greater degree to mature individuals who have completed a pre-trade rather than school leavers who have done a pre-trade.
7. How vocational education and training (VET) could work better

How VET could work better for businesses – employer survey

Of the employers surveyed, 47% (453 employers) commented on how vocational education and training could work better. When answers with no information (e.g. “N/A”) are excluded and negative comments from the question on strengths are included, a total of 451 employers answered this question.

Table 19: Survey themes – how VET could work better for businesses

<table>
<thead>
<tr>
<th>Theme</th>
<th>Subthemes</th>
<th>No. of respondents</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve school system</td>
<td>Better careers advice in schools</td>
<td>151</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>Improve / provide VET in schools</td>
<td>80</td>
<td>18%</td>
</tr>
<tr>
<td></td>
<td>Ensure school leavers are literate and numerate</td>
<td>68</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>44</td>
<td>10%</td>
</tr>
<tr>
<td>Training options</td>
<td>Specific courses / availability of courses</td>
<td>112</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>Support for trainees / training</td>
<td>58</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Tailor to employer or trainee needs</td>
<td>24</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Flexibility in mode or timing of delivery</td>
<td>21</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Greater alignment and connection</td>
<td>Connection between tertiary / schools / ITOs &amp; industry</td>
<td>105</td>
<td>23%</td>
</tr>
<tr>
<td></td>
<td>Alignment across VET sectors</td>
<td>93</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td>Improve quality</td>
<td>Higher standards (meet industry reqs) / consistency</td>
<td>65</td>
<td>14%</td>
</tr>
<tr>
<td></td>
<td>Tutors / assessors are qualified/experienced</td>
<td>45</td>
<td>10%</td>
</tr>
<tr>
<td></td>
<td>Up to date standards</td>
<td>19</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Student / trainee expectations or attitudes</td>
<td></td>
<td>51</td>
<td>11%</td>
</tr>
<tr>
<td>Better resourcing / lower cost</td>
<td></td>
<td>46</td>
<td>10%</td>
</tr>
<tr>
<td>More emphasis on practical skills / on-job learning</td>
<td></td>
<td>39</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>More practical skills taught</td>
<td>27</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>More on-job learning</td>
<td>17</td>
<td>4%</td>
</tr>
<tr>
<td>Better communication / consultation / more information</td>
<td></td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td>Less bureaucracy / complexity</td>
<td></td>
<td>17</td>
<td>4%</td>
</tr>
<tr>
<td>Old apprenticeship model / min hours / NZCE</td>
<td></td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Business skills / mgmt skills / advanced education / career pathways</td>
<td></td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>More polytechnic / provider education</td>
<td></td>
<td>7</td>
<td>2%</td>
</tr>
<tr>
<td>Positive comments</td>
<td></td>
<td>13</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>19</td>
<td>4%</td>
</tr>
<tr>
<td>Total respondents (excluding N/A comments)</td>
<td></td>
<td>451</td>
<td></td>
</tr>
</tbody>
</table>

Note: 453 employers answered this question. Of these, 19 responses were “N/A”, “not sure” or similar and have been excluded. 138 comments from the previous free-text question have been included in this analysis, 17 of which came from employers who did not directly respond to this question. The total number of unique responses in this analysis is 451. Individual comments may be counted under several categories.

The most significant theme related to improving the school system, so that school leavers are better informed on their choices and are better equipped for the workforce (see table above). Employers would also like better connection between industry and the education
sectors (mainly schooling and tertiary providers, though some employers also commented on ITOs). Types of training and quality are themes consistent with comments made in the questions on ITOs and tertiary providers. One in ten respondents commented on the need to address student attitudes and expectations. Themes are discussed in more detail below.

**Improve the school system**

A relatively high number of respondents (80 employers) would like careers advice in schools to improve. Many felt that schools focus on channelling students into university education and students are not made aware of careers in agriculture, the trades, or industries that do not require a degree.

Schools could do more to identify and promote careers in industry that don’t require degrees and large student debt. The majority of our roles from office to front line don’t require university quals and our 4th highest paid employee is in a group of 7 who haven’t needed a university qual to get there. Polytechs do OK but it would be nice to have a common standard across them in terms of education and outcomes rather than differences by institution. ITOs need to be more customer facing, and despite the fact that government funds them, and TEC and NZQA administer them, the prime customer is industry. *Transport and logistics firm.*

VG [vocational guidance] in schools in terms of trades is appalling. With the exception of Gateway schemes, VG teachers are ignorant of industries' needs and treat practical students as academic failures, not practical successes. *Engineering firm.*

I believe our industry, along with most trades, would benefit if greater vocational guidance was provided in schools, and school leavers were advised of the financial benefits of entering our trade. *Commercial flooring firm.*

Again we have been very disappointed in the Correspondence School career advice. Our son John did a questionnaire to give guidance to his future choices and the list of careers included politician and theologian and DJ and all sorts of outrageous "jobs" but not one mention of any agricultural job...not sheep or dairy or shearing or even veterinarian or horticulture. I took it up with the CEO but there was not much interest or action....I was shocked and angry I must say! *Sheep farmer.*

A similar number of respondents (68 employers) commented on the availability of vocational subjects at secondary level.

The practical skills needed in our industry are not taught in schools. *Livestock farmer.*

More trades skills taught in schools including high-decile schools as we need more intelligent tradespeople due to improved technologies and demand for more challenging projects/individualised work and intro of CAD and CNC etc. in to manufacturing. Also need people to have some idea of how money is made – understand economic cycle. Also just coming with basics like good literacy and numeracy – it’s not an employer’s job to have to be the teacher of these things especially when our own maths and spelling etc. might not be perfect! Life skills, e.g. do a small job well, means you will get noticed and promoted to bigger things – do the small job badly and we will think you need more practice at the small job before we entrust you with a bigger job. *Kitchen & furniture manufacturer.*
School education would be extremely helpful in various ways. When employing new staff at least they would start with some background knowledge. We usually look for some sort of previous experience which is not always available in the market place. This would lift both the profile of our trade and customer service. Retail employer.

Schools: limited vocational education, students need opportunities to experience different occupations to allow them to make career decisions for their future as many do not know what they are interested in, "life skills" e.g. basic budgeting, should be options. Some students appear to have left school with very basic skills in reading/writing/comprehension. Polytechs: need to be kept up to date with industry knowledge, be relevant to the desired learning outcome. Dairy farmer.

The consequences of a lack of vocational education in schools, and lack of careers guidance in vocational occupations, are that these industries are seldom seen as a first choice for school leavers, and less able students are more likely to be directed to careers in these industries.

I'm pretty sure that there is no informal training with regards to farming in our schools in any area. Even in our very rural area kids think that milk comes from a plastic bottle. Gets a bit better once they leave secondary education. However there appear to be more applicants from those students that have dropped out. It's almost like it's an afterthought: 'I was no good at school so I may as well give farming a go now'. Dairy farmer.

We would be happy to work with schools and polytechs to lift their perception of our industry, so it is seen as a valid option with great opportunities, and a good career path, rather than a last resort. Manufacturing firm.

One in ten employers who responded to this question thought schools need to do a better job with equipping students with fundamental literacy and numeracy skills.

The school system is turning out too many people that cannot compete with today's demands, and trade training is seen as the only other option. An apprenticeship is not an answer for low achievers. They simply drop out or at best are only average tradesman. Base educational skills need to be achieved before anyone can leave school. Transport company.

In my own opinion, schools need to focus on ensuring students leave school with good written and numerical literacy. Vocational work still requires an ability to comprehend, communicate, compile reports that are not marred with spelling mistakes, grammatical errors, etc. Exposure to vocational options provides students with inspiration for future occupational possibilities. Technology is a growing area - ETITO and/or supporting organisations (such as E-TEC) do not operate efficiently. We are not sure whether this is a funding / resource issue. For example, our Technical Apprentice took too long to complete his qualification; we were constantly asking for direction from the ITO and often felt we were left to our own devices to see him through to achieving his National Certificate qualification. As a result we would not embark on this type of training again. We would rather employ an electro-technology graduate from AUT or Unitec who has already achieved the vocational diploma and let the polytechnic manage the vocational training milestones. Marine engineering firm.
Training options and support for training

Around one in eight employers who responded to this question had comments relating to specific courses to their industry or business.

Half-day sessions that are very detailed and specific. Held monthly and could be planned for months in advance. Bakery.

More integration of heating and ventilation, piped services with air conditioning courses. Maybe just one course covering both. Many refrigeration companies just get involved in supermarkets, etc with limited work in air conditioning and very few air conditioning people get involved in pure refrigeration work. Heating and air conditioning firm.

Local availability of addiction training. Counselling service provider.

More awareness of Maritime as a career for school leavers and availability of courses to meet those career aspirations. Ferry operator.

The only area I think could help us as a company and as an industry is that some subjects that are less “in-house” and hands on i.e. drawing, some basic health and safety, cutting lists, job costings and CAD (Computer Aided Design) would be best taught at a night school type environment, and this would be set up at the beginning of the contract agreement for training. Sending trainees on block courses during the week takes them away from producing during the week and can be costly. Furniture manufacturer.

More or better support for training from either ITOs or tertiary providers was mentioned by 24 employers (5% of those who answered this question).

The people who provide the training should interact with their clients more frequently and support them more in their times of need. Not give them two days notice if they don't have something complete within two days their contract will be terminated when the ITO hasn't bothered to see the apprentice within the last year. Electrical firm.

We have had a student completing a project with us in his final year. There needed to be better liaison between the polytech staff members and us. It was our first time assisting with a project and we needed a much better idea of the timeframe and what was expected. Our student was not able to communicate well and we needed to know where we could have helped. He needed pushing more from the polytechnic. The joint project idea, however, is very good, and I'm sure he learnt a lot. Information technology employer.

Need a more structured training plan for the whole business that can work with the ITO framework. Horticulture employer.

Meeting employer needs was again a theme, with a small number of employers also commenting that training needs to fit the needs of the trainees as well.

Ensure no non-relevant unit standards are needed to attain certification status. Lower level quals for casuals would be great too. Port company.

Training needs to add value to the business, and in turn provide qualifications for the individual. Sawmilling company.
A number of employers (20 respondents) thought flexibility in the mode or timing of delivery would improve the vocational education system.

More online solutions - we are geographically dispersed. The providers are spread too thinly and access for anyone outside of Auckland or Wellington is limited. Retail employer.

Generally our industry training is of poor quality & the students struggle to access information. I believe trade training needs to be done within the working week as unlike university students, trade trainees work a 40-45 hr week and are then expected to go home to girlfriends, family, sports commitments & the hectic life young people have nowadays. The training must also be relevant, interesting, and portable (i.e. i-pod, smart phone, etc). Plumbing and drainage firm.

Greater connection to industry and alignment across VET

Just over one-fifth of employers who responded to this question (93 employers) would like to see greater connection between industry and the education sectors. Some employers would like to be more actively involved in promoting their industry within schools.

Careers advisors operate at a distance from industry, university isn’t only option. Careers advisors, polytechs, industry need to align and create a pull into the workforce. Dairy processor.

I believe there is a place for practical transitional training in secondary schools for agriculture. There is a shortage in Southland of good farm staff with one or two years experience. The scope of our business doesn’t allow us to employ greenhorns. However, we would consider taking on a student who is studying agriculture at Year 11/12 for, say, two days a week of practical farming experience which are part of a unit that they can obtain recognition for. Dairy farmer.

More contact between training providers and the trade to ensure relevant training is provided, private trainers have a better understanding of this need. Plumbing & gas fitting firm.

Polytechnics, whilst offering practically based training still need their lecturers to be in constant contact with industry to ensure what they are teaching is relevant. Mining industry employer.

A small number of employers would like better connection between industry training and the reality of industry.

Operate from an industry development perspective ensuring that the workforce is ‘fit for purpose’ in line with sector developments as they occur, not responding in retrospect. Employer in health & disability sector.

Remove unrealistic funding rules from industry training, i.e. minimum of 20 credits and max of 70 credits per year, as trainees do not gain competencies in a linear fashion so will not earn credits in a linear fashion. Predicting standard achievement dates. Opportunities to gain competencies rely on the flow of work not a timetable (we can’t break aircraft just because a trainee needs to complete a competency). Both these factors relate to providers and not industry training which the framework was set up to foster in the first place. Aviation employer.
**Improve quality**

Around three in every five employers who answered this question would like the quality of vocational education to be improved in some way. Some employers would like higher standards so that graduates are consistently competent:

New employees have qualifications but are not competent in the practical aspects of tasks. *Dairy farmer.*

To stop focusing on passing the poorly trained. Better scrutinising of companies with trainees. Bring poorly performing trainees’ needs to their employer’s attention and follow up. Less talk and surveys and more grass root-level action. We are in the trades not academia. *Painting firm.*

Others would like more consistency across tertiary providers and training pathways.

I think Govt needs to step back in and take control of training / standards / exams. We read about the variability in qualifications / exam results. The time apprentices can spend on a pathway is ridiculous. The old scheme of years ago produced high-quality tradespeople. It didn’t matter where they were trained or where they got their qualification, you could rely on it. Now I wouldn’t have a clue. *Electrical and gas contracting business.*

The National Certificate program is way too complicated. In an organisation such as ours (i.e. logging contractors) the mind-boggling complexity of the program, e.g. the sheer number of available unit standards, understanding what units are required for which Nat Cert at which level, pre-reqs etc. etc. are way beyond the interest of the principals who are focused on the needs of their business. In our case, the wife of one of the principals (i.e. the office manager) has taken over the organisation of training and monitoring where staff are up to. But many small organisations may not have someone with the time or capability to understand this hugely complex framework. Logging contractors preferred the old system which they could at least understand, i.e. a guy was at a minimum "ticketed for task" and if he did further training he got a module. We also have major concerns with forestry courses that spit out people with supposed quals, i.e. unit standards from the Nat Cert framework. We have trialled several such people and found that they have 0 experience or skills. For example one woman logger had her tree felling unit std, yet when asked to fell some trees said she would rather not, as she'd only felled 6 before. Yet our own staff who fell trees all day, every day for a living can take months before they are judged competent enough to pass the same unit std. We are also aware that the tutors of these courses offer to buy the trainees gear off them at the end of the course, being well aware that 95% of them will not find jobs in the logging industry, and then on-sell this gear on Trade Me. A lucrative rort for the training organisation and a waste of time for the logging industry. *Logging contractors.*

Consistency within industry training qualifications is also important.

I think there needs to be more emphasis on the assessment of competency skills. I feel that the current system carries the potential danger of assessment of skills becoming too subjective. It depends largely on the approach taken by the employer organisation and the MITO representative. *Diesel engine sales and servicing firm.*
Some employers commented on entry standards for training and rooting out poorly performing providers.

Better screen intake to ensure trainees better aware of chosen career. *Automotive employer.*

There should be clearer definitions between Training Providers and ITOs. There is real confusion out there regarding the differences between. There are also providers who deliver a poor service giving the training industry a bad name. *Sheep & cattle farmer.*

Some employers mentioned the need for those who train to have appropriate skills.

Block course tutors need to spend more time out in the field to stay relevant. *Flooring business.*

It would work better if there were local qualified trainers to provide the assessments and they were relevant to a "job" as opposed to skills for the home handyman. There is a big difference and the trainers don't know this. There should be more options other than competent and non competent. *Fencing contractor.*

**Student attitudes & expectations**

Around one in ten employers commented on the work ethics of students and their expectations of work and remuneration.

Basic life skills are required - more training around what is expected of an employee. i.e. turning up to work on time, no smoking, pack lunch, present yourself properly at the start of the day, clean, shaved, clean clothes etc. *Painting business.*

I have concerns about the standard of students, some of the ones we have had for work experience are not really interested in the industry. I would like to see a better application process so that only those who really want to be an electrician are on the course. It seems that we are wasting a lot of both ours and the polytech’s time and money training uninterested students. *Electrical contracting.*

Polytech courses need to provide a more realistic introduction to work. The polytechs should base their course hours, attendance, results around the reality of the work place not just be an extension of school. We get people from polytech that can’t get up to start work at 7am and have never had to apply themselves for 8 hours a day. *Engineering firm.*

The graduates coming out demonstrate low levels of literacy. They also have unrealistic expectations of remuneration and think they have a higher skill level than they do. There is little stickability to ‘boring’ tasks. *Engineering firm.*

**Cost**

Cost and higher levels of funding were again themes in employers’ comments. Some employers simply requested more funding (as in the first quote below), while others thought employers should be better funded in their workplace training role (second quote below).

We need to support to deliver on-job training using our own industry trainers while gaining the same financial support as training institutions. Stop the creation of courses / quals for the sake of attracting funding. Stop entry-level courses that go nowhere. We need to invest in those in work as well as those unemployed. We can’t employ most graduates of the pre-employment course as they can’t pass drug tests, can’t get out of bed on time, and are not used to working more than 5 or 6 hours a day 4 days a week. Let us select the employee, support training at work both financially and with physical resource. Stop the barriers to funding e.g. training having to lead to Nat cert. We work across several ITOs and for units such as fire control we only need specific training to meet a need not necessarily to collect a certificate. Stop providers packaging fluff into training to build up credits/funding. Core skills to do the job come first, HSE, nutrition, environmental, etc. are the icing on the cake once you actually have a job. I don’t need a school leaver to memorise the line and section of the Act relating to environmental breaches that this person will have no power over ever in their career. Personal well-being, nutrition, drug and alcohol use, etc. gets more funding and resourcing than doing the job! Forest protection service provider.

A small number of employers thought ITOs should be better funded to undertake their role.

Understand that the learning process is much wider than just assessment of competence. Much time is spent on assessment as it is easily tangible, however it is the training and application of this training which needs better focus. Too many industry assessors simply "tick the boxes" rather than considering the deeper aspects of developing training which is, and needs to be, holistically focussed around application of the learning into the work environment. ITOs need more support to invest in this area and to move away from simply administration of assessment and credit reporting. Recreation arm of a city council.

Emphasis on practical skills

More emphasis on practical skills and contextualising learning was commented on by 39 employers.

Stand and deliver, big power point presentations do not reach or engage all. Make it relevant and inspire people to implement when back at work - practical, variety, debate, activity with follow through in the workplace with reflection. Employer in mental health & supported employment sector.

There are not enough quality experienced trainers supporting our field staff trainees. It appears that polytechs, etc. are just seeing another revenue stream without supporting the practical training required. Electrical supply employer.

Less theory, more practical. Given the industry, a lot of people learn with the "hands on" approach rather than through text books. Engineering employer.

More practical skill reinforcement, not just doing the job once. The skills that are being registered to the students are unable to be completed in the real world far too often. Dairy farmer.
**Better information and communication**

A number of employers would like better communication and simpler access to information on training options.

Broad view of education options from all providers in an industry sector that can be seen at a glance. This would range from basic practical skill development through to higher management courses. Develops a picture for all in business that education in life never stops and that there is a progression and different paths available. *Organic dairy farmer.*

We use a wide variety of trade skills in our business. Electrical, welding, sheetmetal, carpentry, painting, signwriting, graphic design, machine operators. Because we are a small company our staff need to be multi-skilled. A hub where we can search for the various courses available would be good. *Signmaking firm.*

**Less bureaucracy and complexity**

A small number of employers would like a simpler system.

- Less bureaucracy around all administration and paper work associated with industry training (the time factor around form filling and, at times, pre-unit briefing) is rather arduous. The time factor is inhibiting and unrealistic when resourcing is tight. I believe most ITOs I have had dealings with do not have a realistic view of how difficult it is to resource trainers and assessors to meet their requirements - this actually limits the number of people we can offer the qual to. *Employer in the emergency response sector.*

As a company we should be able to work with as many ITOs as we would like, and take the benefits of each. Less overlap of unit standards to specific certifications would also be helpful. NZ Decorate said they could not work with us because we were already working with the Retail Institute, when what we wanted them for, the Retail Inst. could not provide. *Retail chain.*


**Views on school system – employer interviews**

Many employers took the opportunity to share their views on the schooling system during the course of the interviews. A common theme through the interviews was the interaction of industry training with the school system. Several employers saw problems with the linkages between schools and tertiary education providers and between schools and the wider vocational education system.

Four employers\(^\text{66}\) talked about the challenges they face because of poor preparation in schools. In particular, comment was made on the poor literacy levels of people coming into their businesses. Many traditional trades jobs are becoming more complex in the use of technology, and it is essential that trainees have good literacy and numeracy skills. The hairdresser we interviewed said that employees who came straight from school had

\(^{66}\) Permark Industries, Woodman Automotive, the meat processor, and the hairdressing employer.
unrealistic expectations of the workplace, particularly in comparison with those who come from a tertiary provider

Longveld Engineering discussed the difficulty in influencing schools. The company would like to be more involved with teaching engineering to school students, ideally through taking classes in their workplace. The company has modern machinery that schools would not be able to provide and they believe they are able to provide positive role models for students. They felt that the model of using employers more for teaching senior secondary students should be explored further.

The plumbing employer expressed dissatisfaction with the technology curriculum, which is quite text-heavy and does not give students enough practical experience making things. As a result, it is difficult for employers to know what students can do.

The development of vocational pathways in five broad sectors may address some of the concerns raised about vocational education in schools. Clusters of ITOs, with support from secondary and tertiary education representatives and industry representatives, are working with the Ministry and NZQA to develop these pathways. This work will identify unit and achievement standards valued by industry sectors and will develop an inventory of ‘sector-contextualised’ assessment resources.

**Gateway**

Several employers spoke positively of their association with the Gateway programme. The Gateway programme strengthens pathways for students from school to further education and training or employment. Senior secondary students (Year 11 to Year 13+) in the Gateway programme undertake structured workplace learning across a range of businesses around New Zealand, while continuing to study at school.

Four employers mentioned that they had recruited (or had considered recruiting) young people via the Gateway Programme.

Longveld Engineering outlined how they now take students full-time for one week of their holidays, in which time they plan and make a fish smoker. The common Gateway model where students come to the workplace one day every other week did not work for them – they felt the students lost connection with the work and progressed too slowly. The modified Gateway programme now works well for them.

Downer discussed how the quality of the programmes can be variable. Quality is dependent on the school and how well organised it is. Students at schools with well-organised Gateway programmes can come out of school well advanced in the trade that they’re going to be in.

**Careers advice**

Several employers commented negatively on the careers advice in schools. Four employers commented that schools channel people into trades training who are not suitable. A strong theme in this regard is that schools channel the poorly behaved and lesser-educated students into trades training. This is considered to be problematic because a number of trades require high levels of literacy, numeracy and technology skills. The requirements for a number of jobs are becoming more complex and these employers felt that schools underestimate this. Some employers felt that advisors at schools have a bias against trades and were not recommending trades to academically able students.

67 Alloy Yachts, Longveld Engineering, the electrical firm and the builder.
68 Longveld Engineering, Permark Industries, Woodman Automotive, and the builder.
Downer felt there was too much variability in the quality of the advice that students receive. The quality of information can be poor, leading to poor advice. Downer also mentioned that the amount of time that students spend on careers advice may not be enough for them to make well-informed decisions.

Government is reviewing career information, advice, guidance, and education (CIAGE) for young people as part of the Youth Guarantee. The review will focus on how CIAGE can help young people to make well-informed choices and help more learners to gain a minimum of NCEA Level 2. The review is currently in the information-gathering stage. In April, a public discussion paper will be available on the Ministry’s website. This will provide more information about the review and how CIAGE in schooling and tertiary settings might be improved, and will seek more formal comment and feedback from the public. We will then use the feedback to help develop options for improvement of CIAGE. Findings from the review and a range of options will be presented to the Minister of Education in June 2012.
8. The future – what businesses need from vocational education

The final question in the survey asked employers what their business, division, or industry needs from industry training and the wider vocational education system in the future. Just under half of all survey respondents answered this question (47% or 455 respondents). Many responses echoed the responses to previous questions, and 20 respondents specifically referred us to their answer to the previous question (see table below).

The nature of training was again a theme in the answers to this question, though a higher number of employers mentioned the need for business skills and ongoing education than in the previous question. A sizeable number of employers would like to see vocational education that provides employable people – 85 employers (19% of respondents to this question) commented on the attitudes or skills they would like to see in future school leavers, graduates, and employees. Funding, connection to industry, quality, and support for training were again mentioned by a sizeable number of respondents (see table above). Some employers would like vocational education to lift the perception of their industry or for ITOs to improve their skills leadership role. More detail on responses is provided below.

Table 20: Survey themes - what businesses and industry needs from vocational education in the future

<table>
<thead>
<tr>
<th>Theme</th>
<th>Subthemes</th>
<th>No. of respondents</th>
<th>% of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nature of training</td>
<td>Greater flexibility</td>
<td>125</td>
<td>27%</td>
</tr>
<tr>
<td></td>
<td>Meet specific training needs / provide short courses</td>
<td>34</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Focus on practical skills</td>
<td>32</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Business skills / ongoing development</td>
<td>23</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>High-quality graduates / graduates with better attitudes</td>
<td>85</td>
<td>19%</td>
</tr>
<tr>
<td></td>
<td>Enthusiastic trainees / trainees with good work ethic</td>
<td>43</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>Graduates / school leavers have good literacy &amp; numeracy</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Skilled graduates / employees</td>
<td>18</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Funding – incentives for employers / support for trainees</td>
<td>59</td>
<td>13%</td>
</tr>
<tr>
<td></td>
<td>Better connection to industry / understanding of workplaces</td>
<td>54</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td>Quality</td>
<td>49</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>Training is high quality / consistent</td>
<td>36</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Better quality trainers</td>
<td>15</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Better support for training - contact, resources, assessment services</td>
<td>34</td>
<td>7%</td>
</tr>
<tr>
<td></td>
<td>Visits, contact, guidance for employers</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Resources for training</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td></td>
<td>Coherent education system / career pathways</td>
<td>26</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Changes to ITOs</td>
<td>23</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Less bureaucracy / compliance</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Clarity in ITO roles</td>
<td>8</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>Small industries have a voice</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td></td>
<td>Better communication / consultation / monitoring / information</td>
<td>22</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Improved perception of industry</td>
<td>17</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Address skills shortages / improve skills leadership</td>
<td>16</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>39</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>As above / already stated in previous question</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>Positive comments - the system is okay</td>
<td>28</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>Total respondents (excluding N/A comments)</td>
<td>455</td>
<td></td>
</tr>
</tbody>
</table>

Note: 473 employers answered this question. Of these, 18 responses were “N/A”, “not sure” or similar and have been excluded from analysis. The percentages in the table use 455 as the denominator.
Individual comments may be counted under several categories.

**Nature of training**

Around one in ten respondents to this question would like greater flexibility in vocational education in the future, though responses varied on the type of flexibility. Many responses echoed themes from previous questions regarding course times and materials.

- Easy electronic access to current, relevant training courses. Greater recognition of success stories highlighting benefits to motivate a greater cohort. *Sheep & beef farmer.*

- People to have a reasonable standard of "life skills", reading, writing & comprehension skills, relevant and up to date information & skills, easily adaptable courses for timing, travel distance and course materials. *Dairy farmer.*

Some respondents suggested other delivery models.

- Take the youth from the secondary schools who want to enter the building industry to a polytech for one day a week and then practical job skills one day a week, that would leave them three days at school. Those that have left school without any qualifications could participate for the five days. You would find employers would far sooner work with supported training than how it is at the moment. *Construction firm.*

- Practical on-farm training for young people and for them to be encouraged into the dairy industry and not made to feel that only those who are not achieving in school should go into the farming industry. It is a technical and skilled industry, which needs intelligent, practical staff, who can read, write, and do maths!!! *Dairy farmer.*

Meeting a variety of specific training needs and providing short, focused training was mentioned by 34 respondents.

- Our requirements are reasonably specialised, and we recognise that we can expect only relatively generic training from education providers. It would be good to get some of the gas testing unit standards turned into training courses though. *Manufacturing and distribution firm.*

- Seminars helping staff keep on top of changes that have been introduced into our industry. The guys know their jobs - don't need further training - just information on changes introduced. *Construction firm.*

Incorporating practical skills within training was important for 32 respondents.

- It needs more hands on practical application. Somehow industry has to be able to afford to pay the hugely significant training costs together with the compliance costs and at the end of the day understand that at the moment it is a matter of economic survival. *Electrical contracting firm.*

- It needs to actually introduce sound "daily use" opportunities into its current curriculum. *Animal by-product processing company.*
A number of employers would like vocational education to provide business skills and ongoing education in the future.

More emphasis needs to be put on business skills during an apprenticeship. Too many apprentices get qualified in less than four years and can start running their own small business. They lack the skills to maintain a high level of professionalism and therefore profitability in the industry. These new entrants into the market have a very detrimental effect to the overall profitability of the industry. Electrical contracting firm.

To summarize the above: Attitude and work ethic is key. The rest of the skills come easy if these attributes are in place. Better financial understanding will greatly benefit the individual employee and the business they work for. It will likely strengthen our entire industry and country too. Dairy farmer.

We very definitely require a programme on "Accounting for non-Accountants" which would round out our other ITO programmes. Most employees have very little knowledge in this area. Tremendous help to the understanding of 'business' and the profitability of same. Retailer.

Give us options so once a person achieves a certificate, they have other qualifications they can then aspire to achieve. Electronic manufacturing firm.

High quality graduates & employees with better attitudes and skills

Around one in five responses to this question focused on the desired results of education (i.e. future employees) rather than the content or delivery of vocational education. A relatively large number (43 respondents) talked about the personal attributes of graduates, most commonly enthusiasm for the occupation and good work ethic.

A better vetting system to make sure participants are truly interested. Construction firm.

More graduates with a passion for science - and not just the 'sexy' sciences. Research company.

To develop students who can think, plan, and problem solve and have a passion for their vocational future. Electrical contracting firm.

To have available enthusiastic, interested trainees who are keen to learn, work, and make their contribution to the workplace. Agricultural manufacturing firm.

People who are better equipped at manual work, with good timekeeping skills, and if trained to a fully qualified level, they need to have a nationwide uniform level of competence which is applicable and useful throughout the country. District council.

Employees with a good standard of literacy and numeracy was seen as important by 4% of respondents.

Better prepared candidates for apprenticeships, particularly in the areas of written and numerical literacy. Hospitality employer.

Employees MUST have basic reading writing and numeric ability. Understanding of financial realities should be better; Income versus
Expense, consequences of E being higher than I. The value of compounding interest and benefits of saving. *Dairy farmer.*

High level of basic skills - reading, writing, and math. Good problem solving ability. Initiative, the ability to work through problems themselves. Only to graduate people who meet the standards. *Engineering firm.*

Numeracy and the ability to understand simple concepts like ratios. *Building service contractors.*

A further 4% of respondents to this question would like vocational education to deliver more highly skilled graduates.

Higher qualified, more motivated trainees. It may mean fewer. *Engineering firm.*

A school that trains every day for at least 3 months to teach the full range of skills, efficiency, and safety. The students would only graduate if they could then go to an employer and be fully operational from the beginning. This would save a lot of in-house training. *Fencing contractors.*

I would like to see the initial training to be skill based. Teach the kids practical work skills such as using hand tools. This allows the employer to use them on-site and bring the theory in the second year. We need to also have some form of wage subsidy for the first 6 to 12 months to encourage employment and training. *Electrical firm.*


We need staff with solid basic industry skills and knowledge which can be topped up with focused courses. *Construction firm.*

**Funding**

The majority of the 59 comments about funding called for financial support for employers to undertake training.

Subsidy of wages for apprentices. *Pneumatic engineering firm.*

It would be good if the Government is serious about providing high-quality training that the costs are openly subsidised by the Crown. To encourage my full-time apprentice to study I pay her wages while she is away training or travelling to training, and I have to cover for her while she is away and I pay half her training costs as well. *Horticulture firm.*

Information on the incentives out there for employers to take on additional apprentices, are there subsidies available? *Painting & decorating firm.*

More help with the costs to a small business of training members of the community. Instead of subsidising the individual, help the business to create an environment where training is attractive, affordable and worthwhile. The employees will reap their rewards by way of job stability, business profitability, and vocational satisfaction. *Electrical services firm.*

Make it easier to employ apprentices as the industry needs them rather than the existing systems that put up a considerable barrier to people wanting to take on an apprentice. *Construction firm.*
We employers have no incentive to take on more apprentices due to the amount of paperwork and cost, but receive no funding assistance, unless we take on someone selected by Winz instead of selecting suitable candidates ourselves. Industrial & commercial electrical firm.

Funding, need to make it easy for employers to want to put staff through on-the-job training. Takes a lot of effort to get someone through Level 4 Laboratory Technical Qual. Civil infrastructure employer.

A small number of responses mentioned financial support for trainees.

For the employee to be able to get a student loan to pay for the training and the cost of accommodation and food that is required for them to get the training. Flooring firm.

Better connection to industry & understanding of workplaces

Around one in eight respondents to this question commented on the need for connection to industry and businesses. Some of these comments focused on the needs of their business.

Tailor-made structure that works closely with the business to formulate a plan that meets our needs and their capacity to provide. Dairy processing firm.

Tie it in more to existing employment, so there could be an immediate benefit to business owner. Identify with business owner what other shortfalls employee has and direct them to remedy that weakness. Beef and dairy farmer.

Relevant, accessible training at a reasonable cost. Commercial road transport company.

Be more of a partnership. Aviation firm.

Other respondents talked about the need for industry training to contribute to their industry.

Specific industry training for textiles is essential for our succession planning program over the next 10 to 20 years. As the industry is now small in NZ these skills are not available off the street. The textiles sector we are in is highly technical. We need to have ITO trainers that understand the technical items of our business to ensure our trainees are on target. Textile firm.

The promotion, creation and delivery of packages of skills which are relevant in contributing towards employees gaining the right skills which will provide a platform to make our industries successful. This is ongoing as organisations and industry need to constantly reinvent themselves. Transport and logistics company.

Some comments discussed the need for schools and providers to be better connected to industry.

We could benefit from schools and institutions advising us re availability of people / skills etc. Appliance manufacturer.

More interaction between providers and ITOs but the providers being more responsive to industry needs and far less bureaucratic impediments to innovation and progress, i.e. the funding rules mentioned already. Also
provider funding that often sees training stretched out to gain optimal funding ideals rather than completing training in a timely manner and providing trained personnel to industry as soon as possible. Continued access to training/qualifications via focussed ITOs that know their industries well. Specifically, do not push too many ITOs together in the name of efficiency (cheap) as ITOs then know their sectors less and industry sectors lose their voice in the great melange. This can easily lead to training which does not reflect industry needs and damages the nation’s productivity. Realistic funding for industry training which provides real benefits to New Zealand and New Zealanders rather than divert erstwhile industry training funding to universities to feed the student loan debt! Stop caning ITOs and to a lesser degree providers through TROQ for shortfalls in NZQA process. If provider qualifications had been subjected to the same rigour by NZQA prior to registration as National Qualifications then there would not have been a proliferation of similar qualifications registered. Aviation employer.

A number of respondents would like to see a better connection between industry training and other training arrangements, including in-house training.

The military has quality training systems, qualified trainers, and excellent leadership and personnel management practices. Our organisational role typically demands far more complex standards of competence, both at individual and group levels, yet delivering unit standard outcomes can require a ‘lowering of the bar’ to achieve them. As a TEO/GTE it is felt that there is greater potential for recognition of naturally occurring evidence from NZDF courses and the operational workplace, here and overseas, to simplify the evidence process and achieve better outcomes for our personnel. ITOs have a large opportunity to engage, particularly with larger employers with comprehensive training and performance management systems, to enable this. Branch of the New Zealand defence force.

Quality training and trainers

A number of respondents (36, or 8%, of respondents to this question) would like vocational education to be higher quality in future.

Better qualified, more in-depth training, too many courses just skip the surface and don't give career skills. Hospitality employer.

Focus on results. Quality right through the hierarchy, not quantity. Dairy farmer.

Good transition programmes from school to industry. Consistent quality off-site training and assessment to carry on from in-house training. Greater recognition from society of the skills and worth of our industry. Scaffolding firm.

Less qualifications on the framework with qualifications that exist/remain being of a higher standard. At present, many industry qualifications, from Level 2 upwards are too easy to obtain, and standards need to be raised in the awarding of some qualifications. Electricity supply firm.

National standards of assessment; there is currently too much variation in quality between training providers. Electrical contracting firm.
We need people who can read, write, add and follow instructions (understand and comprehend English). We need polytech training, not the PGDR ITO testing at block course, to supplement and develop on-the-job training. They need to teach some parts of the trade which employers might not do on-site and also more of the theory relating to on-site work. The current system has employers responsible for all practical training, where as some don’t know or don’t do that type of work. *Plumbing firm.*

A smaller number of employers (15 respondents) specified better qualified tutors.

Better vetting of tutors, align ourselves with Australian and UK standards (as was once) set standards of dress at courses and uphold them, improve the overall training with the re-introduction of techniques required of a painter and decorator to tradesman level, reintroduce levels i.e. tradesman, tradesman 1st class, master painter, craftsman, master craftsman. None of these currently can be taught in NZ. *Painting firm.*

**Better support for training**

Some employers (34 respondents) mentioned the need for better support for training, which echoed comments to the question on how ITOs could improve.

A trainer that delivers a good service and regular visits not having to be chased up all the time to see where a trainee is at. Better reporting to the employer on a trainee’s progress and advising on where they need work. *Fencing contractors.*

Key account management for large employers. *Retail company.*

More support for on-the-job nationally recognised training. *Facilities management company.*

Outside mentors – sometimes the employer fails in this regard. *Dairy farmer.*

We need continually improved systems for capturing key motivated staff members, and continual support from the ITO for continual training opportunities for new and existing staff. *Marine industry employer.*

We need to change the focus of VET to be about developing training and supporting trainers, rather than developing assessment criteria and assessor guides. *Recreation division of a city council.*

A small number of employers (12 respondents) mentioned better quality resources.


Write the learning material in plain English. Too much is written by bureaucrats in education-speak which is hard for a layman to interpret. *Rural contracting firm.*

Assessment services were mentioned by a very small number of employers (5 respondents).

Reduced costs. Trainer/Assessor provided. *Sawmilling firm.*

It needs more of the private Modern Apprenticeship Co-ordinators are providing a far higher quality service than the likes of Competenz. Our
Company H has found that Competenz has outlandish charges for next to no service. I ask the question: Why can our apprentices not be qualified through our private M.A.C service provider to the existing ITO Standards without us having to go through Competenz? I believe that Competenz could provide the standards, but leave the training/assessing/charging to those that are more qualified and have the time for the apprentice. 

Engineering firm.

Coherent education system and clear career pathways

A coherent education system, which was a theme in the previous question about how vocational education could work better, was also brought up as important by 26 respondents to this question.

An importance to be placed on trade related vocations. An alignment between training, high schools, and industries to ensure that the same importance is placed on trades as it is on further academic training. 

Infrastructure, engineering and graphics firm.

Clearer career pathways into each industry. The current quals are confusing, the structure around them too complex to gain industry and learner buy-in – as such they are not as well valued as they should be.

Civil infrastructure firm.

Changes to ITOs

A small number of employers (9 respondents) would like to see a less bureaucratic industry training system in the future.

Less rigid bureaucracy to enable industry to meet both its needs and the needs of the staff we employ. The need for flexibility in the way in which training is delivered and reported through to TEC would cut down on the administrative nightmare. We are in business for the long haul and want to develop our people to ensure they maintain the skills and ability to actively engage in the workforce as technology and market requirements change. Putting up barriers or negating the importance of training at Levels 1 to 3 is potentially disenfranchising a sector of people who add considerable value to the economy. You need to support business in providing training, not make it harder for them. 

Meat processing firm.

Some employers commented on the need to clarify ITOs’ roles, something not mentioned in previous questions.

Need to separate the training provision functions from the qualification setting ones. BCITO in particular is conflicted in this space. It moderates nationwide, but is also a provider of training with their technical advisors doing the assessment.

Industry association.

One system for all, so that it is under one umbrella, one line of communication and control of educational needs. One point of contact.

Electrical division within a dairy processing firm.

Back to basics ITO provides link from NZQA qual to industry needs and assists gaining qual – not run as business unit competing with training providers. Maintenance engineering firm.
It's questionable whether an ITO is needed; After quals are created they are merely booking agents. Less ITOs more on trainees. Utilities consulting firm.

A very small number of employers (4 respondents) talked about the need for ITOs to recognise the requirements of small industries.

Recognition and accommodation by ITO for small volume industries like the Elevator industry. Elevator installation and maintenance company.

Communication and information

A number of employers (22 respondents) would like improved communication, consultation, and information in the future, which are similar to comments made under previous questions.

Our business needs the industry training providers [ITOs] and the Open Polytechnic to be consistent and to have their program organised and delivered on time. On several occasions we have experienced a serious lack of coordination between Competenz & Open Polytech which has at times resulted in late delivery of course materials, misinformation about who is enrolled etc...the frustration value is immense. Agricultural engineering firm.

Improve skills leadership & address skills shortages

A theme that did not come up in previous questions was improved skills leadership, which was mentioned by 16 respondents to this question.

Consultation in future skills, active in research to anticipate future requirements and skill shortages. Continually reviewing and where necessary updating quals, unit standards, and performance criteria, help organisations through the process of workplace training, how to access funding, providers and assist with assessments and verifications. Concrete manufacturer.

I attended the Skills Summit and some other things with the Construction Skills Strategy that BCITO is running. I think this sort of thing is really needed to help us answer your question. With builder licensing we really need to keep thinking and planning this stuff ahead. Construction firm.

We need to be advanced as an industry by the education provided by ITOs. ITOs need to look at where the holes are in our industry, where we are not competitive, where we lack understanding, and develop training to make us internationally competitive. Looking back in developing training around what we already do is important, but it will not take our industry forward and make it internationally competitive. Sawmilling firm.

Other issues

A variety of issues was brought up by small numbers of respondents, some of which are detailed below. The attitudes of employers to training was brought up by three employers, two of whom were dissatisfied with firms that free-ride off employers in their industry who train. The respondent below suggested an approach to encouraging firms to train.

"Don't ask what your country can do for you, but what you can do for your country". We always take on at least one undergraduate engineer every Christmas so that we can give them practical hands on training and experience. It is very seldom that they earn enough for the company to
earn their keep, but it is our company policy so as to put something back into the profession at large. I think businesses should be encouraged from a “Help NZ” perspective to do such out of the hearts of the employers (and many do) rather than for some sort of short-term monetary reward. Perhaps an add campaign on telly to encourage employers to take someone under their wing for the good of the individual, possibly helping to turn a young life around, and the long-term good of the country and the "feel good factor" of having done good for someone else, should be encouraged. As far as staff turnover goes, people will leave. One needs to accept that. But if all employers can add to the skill pool of employees, it becomes a two-way street. Engineering firm.

Eight employers talked about the need for the education system to keep up-to-date with changes in their industry.

Qualifications and courses specifically focused on the fibre install area. Currently the qualifications do not do enough to keep up with technology and the ITOs are slow to react. Electricity supply firm.

A small number of employers commented on the lack of certainty in the system:

More communication and less changing of the qualifications and rules. Five years in the job and have had to learn three different lots of training qualifications. Our ITO has also changed what they are prepared to pay for, changes to charging, and qualifications books that are difficult to read and makes companies too reliant on the ITO to decipher them. Wood manufacturing firm.

Seven employers would like to see a return to the previous apprenticeship system.

Need to move back to apprentice training we had thirty years ago with on-site training and block courses at poly tech. Need to scrap ITO. Building firm.

A small number of employers made specific comments.

The sailmaking apprenticeship should be moved from MITO (Motor Industry Training Organisation) to the Marine Training Organisation. This is an important move that should have happened years ago. Sail making firm.

More cross over training between trades – most are to focused on their particular role on a worksite to the detriment of the following trade and the quality of the finished project. Why are the jobs with project managers the most unorganised? Painting firm.

Positive comments

A number of employers (28 respondents) felt the system was performing well for them at the moment.

BITO [boating ITO] to keep up the good work, and Government not to take away support of BITO. Marine industry employer.

Build on what they are doing now. Dairy farmer.

Continue with ITOs as the standards setters for our industry, last thing we want is academics deciding what our industry needs. Construction firm.
I hope to continue with the same system and hopefully take on more apprentices. *Motor vehicle industry employer.*

More of the same, greater access to the ITO products, people, and ideas. There has been great progress made in workplace learning over the past 8 years. *Hospitality firm.*

No change to current requirements. *Timber manufacturer.*

We are lucky in that our ITO is constantly checking in with us to help review their programs and resources. So as long as this continues we should be ok. *Travel industry employer.*
Appendix: Survey questions

Introduction on website

What is this survey?
This is a survey for businesses, about participation in training and decisions to invest in training. It will take about 15 minutes to complete. The survey will close on 16 December 2011.

Who do we want to hear from?
We want to receive responses from a range of different business types (e.g. small, medium and large businesses) across a range of industries and sectors.

The questions are aimed at managers, or the person with the best overview of human resources and workplace skills at each workplace. If training needs vary throughout the business, a number of people can respond individually, in relation to their division. We would like to receive as many responses as possible. Please pass this link on to others in your network.

What do we want to know?
We want to hear the opinions and experiences of businesses about training for staff and the wider vocational education system.

We want to know what's working well and what's not, and how training and education can better suit the needs of businesses in the future.

Why do we want to know?
This survey is being conducted by the Ministry of Education, as part of its review of the industry training system.

The review will advise Government on possible changes to industry training and to the wider vocational education system.

What will happen to the information I provide?
The information you provide will be confidential. It will help identify potential improvements to the industry training system as a whole.

The information will not be used for any other purpose. Your responses will not affect your business, your trainees or their individual training arrangements.

The Ministry of Education will present the survey findings in a report, to be published in early 2012, as part of the industry training review. The report will not identify individual respondents. It will include general data about responses, and some anonymous quotes may also be used to illustrate the findings.

What changes are proposed to the industry training system?
In early 2012, the Ministry of Education will consult on possible options for change which arise from the review.

You can register to receive an email regarding this consultation, by answering the registration question in the survey.
Information about respondent

1. Name of company
2. Division of company (if not answering for whole business)
3. Name of person completing survey, position of person completing survey
4. Industry (e.g. web services, dairy farming) [free text]
5. Number of staff [free text box, only allows numerical answers]
   Please count all staff, including: part-time employees, partners in a partnership, and working proprietors. If answering on behalf of your division, please count people in your division only.
6. Location of workplace [drop down regional council area, including a nationwide/multi-region category].
7. What type of organisation does this workplace belong to?
   - Company or partnership
   - Not-for-profit organisation
   - Central or local government
   - Other (please specify)
8. Is your division/business covered by an industry training organisation (ITO)?
   Industry training is learning and skill development linked to the needs of workers, workplaces and industry. ITOs are industry bodies that set industry-relevant unit standards and arrange training towards those standards for workers and workplaces. This includes apprenticeship training.
   - Yes
   - No
   - Not sure
9. If your business or division is covered by an ITO(s), please specify which ones [tick boxes with all the ITOs listed]

Skills and qualifications at your business

10. Over the past 12 months, how have you acquired the skills you need for your business or division?
    - Employed a new staff member with the required skills (i.e. purchased skills)
    - Provided training directly to existing staff (i.e. in-house training)
    - Arranged training for existing staff via an ITO
    - Purchased training for existing staff (egg paid a consultant to run a course, paid fees for a polytechnic course)
    - Not sure
    - Not applicable
    - Other (please specify)
11. How important is staff having or gaining relevant qualifications to your business or business strategy? Scale 1-5 (not important at all – very important).
12. If you are covered by an Industry Training Organisation (ITO), do you believe that the qualifications developed by your ITO are relevant for your business and industry?

- Yes
- No
- Not sure
- Not applicable

Staff training

We would like to know about any staff training over the last year. By ‘training’ we mean job-related learning or development activities, including on-site or in-house courses, off-job courses, or organised mentoring.

13. At your business, do you have a training plan?

A training plan specifies in advance the level and type of training your staff will need in the coming year.

- Yes
- No
- Not sure

14. Do you have training plans for individual employees?

- Yes
- No
- Not sure

15. Have you provided, arranged or purchased any training for staff over the last 12 months?

- Yes, for all staff
- Yes, for some staff
- No, no staff have done any training

16. What was the purpose(s) of the training? (Only for those who answered yes to question 15.) [multiple answers]

- Short courses of initial training for new employees (i.e. induction)
- Compliance with regulatory requirements (e.g. health and safety)
- Obtain occupational registration
- Maintain occupational registration
- Apprenticeship training (including Modern Apprenticeships)
- Skills upgrading for existing staff in their current jobs
- New skills development for existing staff to take on different jobs (or different tasks and responsibilities)
- Provide foundation skills (literacy, numeracy, English for speakers of other languages)
- Other (please specify)

17. Was any of the training part of a program leading to a nationally recognised qualification? (Only for those who answered yes to question 15.)

- Yes, all
- Yes, some
Decisions regarding training

We would like to know what motivates you to invest in training and if there are any barriers to your business or division investing in additional training.

18. What are the three main expected benefits to your business of this training? [multiple answers]
   - Better quality products or services
   - Improved customer satisfaction
   - Development of new goods or services
   - Improved management /leadership capability
   - Staff more self-reliant (less supervision needed)
   - Reduced absence from work
   - Reduced staff turnover
   - Reduced staff accidents
   - Reward / recognise achievement
   - Improved efficiency/cut costs
   - Higher profitability
   - Increased market share
   - Workplace reorganisation
   - Other (please specify)

19. Thinking about individual staff members, when you are deciding whether or not to invest in training what are the three most important factors that influence your decision? [multiple answers]
   - Skill needs of the employee
   - Career development and progression
   - Employee interest and commitment to learning
   - Skills shortage in enterprise or industry
   - Product or service quality issues
   - Changed regulation or legislation
   - Technological changes
   - Occupational registration requirements
   - Health and safety requirements
   - Workplace reorganisation
   - Other (please specify)

20. Do you think your division/business would benefit from any further training for staff?
   - Yes
   - No
   - Not sure

21. What are the three main barriers to organising further training? [multiple answers]
   - Lack of information about training
   - Not sure what courses/training would be beneficial
   - Managers lack time to organise
   - Staff lack time to supervise and assess
   - No relevant content available locally
• No suitable format available
• No suitable quality available locally
• Start dates or times are inconvenient
• Cost of purchasing the training
• Cost of having staff away from workplace
• Cost of increased wages after training
• Poor staff motivation to complete training
• Staff move on too quickly
• Once trained, staff will be poached
• High availability of skilled labour in your industry
• Training is the employees' responsibility
• Don't know
• Other (please specify)

Access to training and training services

We are interested in how you access training, and in your views on the services provided to help businesses access training.

22. Did your firm use an Industry Training Organisation (ITO) to arrange the training?

Industry training is learning and skill development linked to the needs of workers, workplaces and industry. ITOs are industry bodies that set industry-relevant unit standards and arrange training towards those standards for workers and workplaces. This includes apprenticeship training.

• Yes
• No
• Don't know

23. Why not? (Only for those who answered no to question 22.)

• Not sure what an Industry training organisation does
• Training arranged by ITO is not relevant and/or necessary
• Poor relationship with the ITO
• Arranging training through an ITO is too complex
• Other training arrangements (e.g. in-house training) are more relevant
• Other (please specify)

24. Which category of training was arranged through the ITO(s)? (Only for those who answered yes to question 22) [tick boxes, multi response]

• Short courses of initial training for new employees (induction)
• Compliance (e.g. health and safety)
• Obtain/maintain occupational registration
• Apprenticeship training (including Modern Apprenticeships)
• Skills upgrading for existing staff in their current jobs
• New skills development for existing staff to take on different jobs (or different tasks and responsibilities)
• Provide foundation skills (literacy, numeracy, English for speakers of other languages)
• Other (please specify)

25. Overall, how do you rate the service of the ITO in arranging training for your staff?
Scale 1-5 (Poor – excellent)

If you would like to rate the arranging training services of multiple ITOs, please write in the box below using a scale from 1-5.

26. How could ITOs better meet your needs? (free text)

27. Did you access training directly through any of the following (independently of an ITO)?

- Private training providers
- Institutes of Technology or Polytechnics
- Universities
- In house training
- Other (please specify)

28. Please rate their services in providing training for your staff?

- PTE [Scale 1-5 (Poor – excellent)]
- ITP [Scale 1-5 (Poor – excellent)]
- University [Scale 1-5 (Poor – excellent)]
- Other [Scale 1-5 (Poor – excellent)]

29. How could their service better meet your needs? [free text field]

The future - have your say

Your answers will help us understand current business training needs and decisions.

This section is your chance to have your say about the future – to have input into the way vocational education and training meets business needs in coming years. By vocational education and training we mean the education and training that provide the skills for an occupation.

30. What are the key strengths of the vocational education and training system right now? [free text field]

Please tell us what is currently working well in the area of vocational education from the perspective of your business or division. We are interested in your views on vocational education in schools, in the workplace through industry training, and in tertiary providers such as polytechnics.

31. How could vocational education and training work better for your business? [free text field]

Please tell us what your main concerns are with the current system from the perspective of your business or division. We are interested in your views on vocational education in schools, in the workplace through industry training, and in tertiary providers such as polytechnics.

32. What does your business, division or industry need from industry training and the wider vocational education system in the future? [free text field]

Thank you for taking the time to complete this survey. If you want to know more or have more to say, register for an email alert to be informed of any future publications and consultations. To register for an email alert, please provide your contact details

- Name
- Company
- Email address