

2023-2025

Mahere Haumi Investment Plan

Te Pūkenga – New Zealand Institute of Skills and Technology



Te Pūkenga

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Foreword

Te Pūkenga has a significant role to play, as Aotearoa New Zealand’s largest tertiary education organisation, in meeting the Government’s goals of building a productive, sustainable and inclusive economy and improving the wellbeing of all New Zealanders.

This Investment Plan describes our investment decisions that contribute towards that goal for a key period in our transformation – 2023-2025. It shows how we will move from current to future state. From operating as 24 separate organisations, to operating as a single, unified Te Pūkenga, as an efficient and effective part of the vocational education ecosystem.

Our Charter is very clear, we must do this in ways that uphold Te Tiriti o Waitangi. Its intent was, and continues to be, a way forward for all people to flourish and prosper. Over the life of this Investment Plan, Te Pūkenga will develop meaningful power-sharing and shared decision-making mechanisms and seek to better understand the aspirations of Te Tiriti o Waitangi partners for their respective rohe/takiwā and uri.

The Investment Plan outlines how we will respond to emerging trends, to meet the needs of our learners, employers, iwi and our communities. As this plan was developed, we identified growing demand for programmes at the lower end of the Qualifications Framework, particularly to support our underserved learners: ākongā Māori, Pacific and disabled learners.

Our size and scale means we can utilise our collective impact to tackle these trends and needs at a national level. We are stronger than when we were individual and competing organisations and have the ability to draw on our combined strength and expertise for the benefit of the whole.

With our regional reach, we can be part of a national strategy to strengthen the economy of Aotearoa New Zealand. We are able to support the unique social and economic goals of communities and regions and engage with local government, hapū, iwi and Māori, business and communities across Aotearoa New Zealand to ensure we deliver high-quality, relevant programmes. Our size means we can maintain services in rural or low population areas to ensure we have the infrastructure and local presence to support equitable outcomes and meet regional needs. Over time, we will work with Workforce Development Councils and Regional Skills Leadership Groups to ensure that we are meeting national and regional skill and industry needs.

In developing the 2023 Investment Plan for Te Pūkenga, we have sought to make funding decisions that balance aspirational and mandated priorities, with sensible investment within our funding parameters. We have sought to balance financial sustainability with our long term investment needs so that we can positively impact the holistic experiences of ākongā, kaimahi, employers and industry.

Murray Strong
Chair

Peter Winder
Acting Chief Executive

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Introduction

This Investment Plan has been prepared pursuant of clause 4, Schedule 18 of the Education and Training Act 2020 (the Act), in accordance with the requirements of the relevant Gazette Notice (*Education (Proposed Investment Plans: Content and Submission; Assessment Criteria; and Plan Summaries) Notice 2022*) and the Tertiary Education Commission's Plan Guidance for 2023. It takes account of the legislative and regulatory requirements and the planning and accountability framework under which Te Pūkenga operates and is structured as far as possible in accordance with the TEC's Investment Plan Template.

Strategic intent

The creation of Te Pūkenga – New Zealand Institute of Skills and Technology is one of seven key changes brought about by the Reform of Vocational Education (RoVE) – a sector wide transformation which aims to create a unified vocational education system that is ready for a fast-changing future of skills, learning and work. This unified system will:

- deliver to the unique needs of all ākonga (learners), including those who have been traditionally under-served, such as ākonga Māori, Pacific peoples, and disabled ākonga
- be relevant to the changing needs of employers
- be collaborative, innovative and sustainable for all regions of Aotearoa New Zealand
- uphold and enhance Māori Crown partnerships.

A healthy and vibrant Te Pūkenga is a non-negotiable, and vital, part of ensuring that Aotearoa New Zealand has an education system that can meet the skills needs of the future. This investment plan describes the investment decisions of Te Pūkenga and will show how we will move from current to future state, to undertake our role efficiently and effectively within the RoVE ecosystem and with a focus on the ākonga journey. This will be underpinned by an organisational design that will achieve the statutory functions of Te Pūkenga as we move towards a connected, national network, unifying delivery and creating national consistency with regional flexibility.

The principles embodied in Te Pūkenga Charter¹ guide our vision and activities, with our objective to support the Government's goals for building a productive, sustainable and inclusive economy and improving the wellbeing of all New Zealanders.

Te Pūkenga has five strategic priorities:

1. A relentless focus on equity and ensuring participation – we honour and uphold Te Tiriti o Waitangi in all we do.
2. Delivering customised learning approaches that meet the needs of ākonga and trainees wherever they are.
3. Using our size and scale to strengthen the quality and range of education delivery throughout Aotearoa New Zealand. Excellence in educational provision for all.
4. Services that meet the specific regional needs of employers and communities.
5. Transition educational services in a smooth and efficient manner.

Alignment with the Tertiary Education Strategy 2020

There is strong alignment between Te Pūkenga priorities and the tertiary education priorities of Government, which is inherent and considered in all Te Pūkenga mahi and reflected in this Investment Plan.

The strategic direction of Te Pūkenga is informed by the key functions and Charter outlined in the Act, the expectations set by the Minister of Education (the Minister), and the objectives outlined in the Tertiary Education Strategy (TES), against which a number of key activities are aligned during the life of this investment plan (2023 – 2025):

- **Ākonga at the centre** – Drawing on best practice globally and within Aotearoa New Zealand, Te Pūkenga Learner Success Plan (LSP) and Disability Action Plan (DAP) describe a multi-year strategy, which is designed to address the multitude of factors that undermine ākonga access, participation, persistence, and completion to ensure ākonga are at the centre of all that we do

¹ [Education and Training Act 2020 No 38 \(as at 01 September 2022\), Public Act Schedule 13 Te Pūkenga—New Zealand Institute of Skills and Technology's charter – New Zealand Legislation](#)

- **Barrier-free access** – Key building blocks to achieve barrier-free access are outlined within this plan, including the implementation of Te Kawa Maiooro (Te Pūkenga Educational Regulatory Framework), the Unification of Programmes and the development and implementation of national delivery plans across the network of provision that will drive collaboration and improve equity of access for ākonga and employers. Alongside this, regional leadership will be essential to ensure local connectedness is maintained, which is key to improving access and ensuring responsive delivery channels.
- **Quality and leadership** – To improve the consistency of vocational education and training, Te Pūkenga is working in collaboration with the Workforce Development Councils (WDC)s to utilise skill standards and NZ Programmes as they are developed. The implementation of Te Pūkenga Quality Management System (QMS) will drive quality expectations and practices across the entire network and all Te Pūkenga activities.

The implementation of a new Executive Leadership Structure, supported by Regional Leadership and Ako Network Leadership in 2023, will be key to driving quality and leading change throughout our entire portfolio of provision and all aspects of educational delivery. The national leadership provided by the Executive and Senior Leadership teams will be strengthened by regional leadership working in partnership with hapū, iwi and Māori.

- **Focus on the future of learning and work** – Working closely with WDCs and the Regional Skills Leadership Groups (RSLGs), Te Pūkenga will collaboratively shape new and existing qualifications and coherent pathways for ākonga and employers to serve regional needs and be responsive. WDCs will endorse programmes to ensure they meet the skills needs of industry and employers, and Te Pūkenga will leverage the national network of delivery to support a mix of provision that prepares ākonga for the future of work, particularly through the delivery of work-based and/or work-integrated learning experiences.
- **World class inclusive education** – The development and delivery of excellent learning experiences in the workplace, ODFL, on campus or in the community will be guided by Whiria Te Ako o Te Pūkenga, our Mātauranga Māori and Ako Teaching and Learning framework.

Our role

Te Pūkenga brings together on-the-job, on campus, and online distance flexible learning (ODFL) education and training as Aotearoa New Zealand's largest tertiary education organisation (TEO).

Te Pūkenga is one piece in the wider RoVE programme. We will work together with our RoVE partners including the Ministry of Business, Innovation and Employment (MBIE), Tertiary Education Commission (TEC), hapū, iwi and Māori, and industry to achieve the best outcomes for our ākonga and Aotearoa New Zealand. We are committed to using collective impact to empower others to effect change, and we are and will continue to partner with external parties and focus dedicated effort on shared priority outcomes, projects, and innovation across the network.

We operate within a broader education system comprised of a number of entities, including newly formed entities such as WDCs, RSLGs, and Centres of Vocational Education (CoVES) and existing organisations such as the TEC, the Ministry of Education (MoE) and the New Zealand Qualifications Authority (NZQA).

All organisations within the RoVE ecosystem will need to provide functions that Te Pūkenga will be dependent on to offer integrated, flexible delivery across modes, and to operate effectively in the post reform environment (2023 – 2025).

Whilst the WDCs (in collaboration with Te Pūkenga) are responsible for developing the qualifications, skills standards and NZ Programmes, Te Pūkenga is responsible for all aspects of educational delivery and the decisions associated with this to enable a sustainable network of provision that delivers equitable outcomes.

As Te Pūkenga we are stronger than when we were individual and competing organisations. With our regional reach we can be part of a national strategy to strengthen the economy of Aotearoa New Zealand. The reorganised and transformed Te Pūkenga network puts the needs of ākonga at the centre, as partners in their learning, focusing on those currently underserved by the system (including ākonga Māori, Pacific and disabled ākonga). Enabling ākonga to achieve in a strong, healthy vocational education system supports the goal of raising Aotearoa New Zealand's collective living standards.

With our size and scale, we are able to support the unique social and economic goals of communities and regions. To respond to these goals, we recognise the need for decision making that is informed by regional engagement and representatives, including hapū, iwi and Māori. Understanding the regional differences and their respective needs supports delivering vocational education and training through a unified, sustainable network of regionally accessible provision.

The Act sanctions our role within RoVE by setting out six key functions for Te Pūkenga. These must be delivered in a financially responsible manner to maintain long term viability.² Te Pūkenga is making strategic investment decisions that balance legislative and organisational requirements and deliver on the intent of RoVE, and the vision for Te Pūkenga.

² Education and Training Act 2020, s 315. 1. To provide or arrange, and support, a variety of education and training, including vocational, foundation, and degree-level or higher education and training. 2. To conduct research, with a focus on applied and technological research. 3. To be responsive to and to meet the needs of the regions of Aotearoa New Zealand and their learners, industries, employers, and communities by utilising the national network of tertiary education programmes and activities. 4. To improve the consistency of vocational education and training by using skill standards and working in collaboration with Workforce Development Councils (WDCs). 5. To improve outcomes in the tertiary education system as a whole, including (without limitation) by making connections with schools and other organisations involved in tertiary education and by promoting and supporting life-long learning. 6. To improve outcomes for ākonga Māori and Māori communities in collaboration with Māori and iwi partners, hapū, and interested persons or bodies.

Governance, academic leadership and management capability

RoVE represents the largest reform in the vocational education and training system for more than 25 years, and the transformation role tasked to Te Pūkenga is a large and complex endeavour.

The successful realisation of Te Pūkenga programme outcomes is critically dependent on effective governance, leadership and management that aligns to the intended future state and gives effect to Te Tiriti o Waitangi through its Māori-Crown partnerships. Well-informed and engaged governing bodies are essential for sustainable educational success.

Te Pūkenga Council is accountable to the Minister and its members are appointed in accordance with the Act³.

The Sub Committees of Council are:

- Appointment and Remuneration Committee
- Finance and Capital Investment Committee
- Health, Safety and Wellbeing Committee
- Risk and Audit Committee, and
- Transformation Committee.

We have obligations under legislation to ensure representation on our Council from the following committees:

- Interim Kaimahi (staff) Advisory Committee
- Interim Learner Advisory Committee, and
- Kōmiti Māori (our Māori advisory committee).

In addition, and as required by the Act, Te Pūkenga has established an academic board - Te Poari Akoranga. This committee consists of Te Pūkenga Chief Executive, kaimahi and ākonga of Te Pūkenga. Te Poari Akoranga has an important role in providing assurance to Te Pūkenga Council as we strive to achieve educational outcomes that reflect the principles of Ōritetanga (tertiary success for everyone). Te Poari Akoranga provides strategic academic direction and leadership in Ako, and ensures quality, compliance and consistency of holistic learning experiences across the network.

³ [Education and Training Act 2020 No 38 \(as at 01 September 2022\), Public Act 321 Matters to be considered when Minister appoints members to Te Pūkenga—New Zealand Institute of Skills and Technology’s council – New Zealand Legislation](#)

Our transformation

Te Pūkenga Investment Plan 2023 - 2025

This Investment Plan covers the three (3) year period 2023 – 2025 for all of Te Pūkenga, incorporating work-based learning, distance and blended learning delivery, with a focus on moving to an entirely integrated network.

Key transformation activities have been outlined in Te Pūkenga Programme Business Case, for which additional government funding has been sought to support key ('one-off') aspects of the transformation.

We have developed this 2023-2025 Investment Plan in parallel, which provides a summary of vocational education provision over the same horizon, to ensure funding for network delivery is fully aligned to our transformation activities.

Several key transformational shifts are needed to deliver the future state and the future experience for ākonga with their whānau, employers, staff, and Te Tiriti o Waitangi partners.

The development of Te Pūkenga network is occurring over three (3) time horizons:
Horizon 1 (2020-2023) – Establish
Horizon 2 (2024-2026) – Transform
Horizon 3 (2027-2033) – Embed

It is expected that Te Pūkenga operating model will be defined before 2023 and will continue to be implemented during the first year of this investment plan (2023).

We anticipate this three-year investment plan will support annual TEC funding negotiations for the 2023, 2024 and 2025 academic delivery years, particularly in relation to Unified Funding System (UFS) strategic and learner component funding supported initiatives discussed in this plan.

Responding to stakeholders

Te Pūkenga and our stakeholders operate in a dynamic environment affected by regional, national and global trends. This requires us to stay in touch with our stakeholders' needs, and respond in flexible, innovative ways to plan for the future.

We cater to the education and training needs of over 200,000⁴ ākonga each year and engage with local government, hapū, iwi and Māori, business and communities across Aotearoa New Zealand to ensure we deliver high-quality, relevant programmes.

A key focus for this investment plan period will be to ensure that uninterrupted learning and teaching will continue to be provided to ākonga and employers while the organisation is restructured. Our kaimahi form a key group of stakeholders, with unions, as our network of delivery undergoes transformation.

Key stakeholder groups (listed in alphabetical order) are:

- ākonga
- alumni
- business, industry and commercial enterprises
- central Government and its agencies
- education and research organisations, spanning secondary and tertiary education
- employer and professional groups
- hapū, iwi and Māori partners
- kaimahi
- Local Government and community
- Pacific peoples
- other strategic and collaborative partners

Te Pūkenga aims to engage stakeholders through empowering leaders, sharing messages in different ways to suit the many audiences of Te Pūkenga, ensuring regular communication, informing and educating, and ensuring alignment to RoVE as well as other national, regional, and sector strategies, policies and priorities.

Reflecting Māori-Crown Partnerships and embedding Te Tiriti o Waitangi

Te Tiriti o Waitangi holds promise and aspiration. Its intent was and continues to be a way forward for all people to flourish and prosper. At Te Pūkenga, Te Pae Tawhiti - Te Tiriti o Waitangi Excellence Framework recognises our commitment and obligations to ensuring our services work well and respond with excellence to the needs of ākonga Māori and their whanau, and to the aspirations of hapū, iwi and Māori communities throughout Aotearoa New Zealand.

Our ongoing investment in Te Pae Tawhiti Te Tiriti o Waitangi Excellence Framework, Strategy and Implementation reflects our journey of growth and development as a Crown entity. Critically, our societal context means our intent is also influenced by factors seemingly beyond our control and influence. This reality is not unsurmountable, it is

⁴ As at 8 September 2022

important that we identify these factors and together with hapū, iwi and Māori - we agree how best to uphold Te Tiriti o Waitangi.

The legislative framework that established Te Pūkenga provides a more explicit Te Tiriti o Waitangi standard than seen before within the tertiary education sector. It places strong legislative requirements to ensure Te Pūkenga governance, operations, and management give effect to Te Tiriti o Waitangi and the principles that underpin the relationship between government and Māori.^{5 6}

Te Pūkenga is committed to developing authentic, meaningful and active Māori-Crown partnerships that:

- reflect the joint responsibility that Te Pūkenga (as a Crown entity provider) and Māori have to ensure the education system delivers with, and for, Māori
- recognise Māori as key partners in regional, social, environmental, and economic development, and
- respond to the needs of and improve outcomes for ākonga Māori, whānau, hapū and iwi, and employers.

Over the life of this Investment Plan, Te Pūkenga will develop meaningful power-sharing and shared decision-making mechanisms and seek to better understand the aspirations of Te Tiriti o Waitangi partners for their respective rohe/takiwā and uri. Our development journey during this Investment Plan term is to understand and operationalise how hapū, iwi and Māori want to express their mana motuhake with Te Pūkenga. Ensuring hapū, iwi and Māori partnership in the Network of Provision, Te Pūkenga is developing demonstrable Te Tiriti o Waitangi partnerships across Aotearoa New Zealand by:

- building on existing relationships in the network and establishing new relationships,
 - Collaborating with Te Tiriti o Waitangi partners in a way that recognises, supports and is relevant to their aspirations as it relates to Te Pūkenga.
 - Investing in cultural capability, including lifting the leadership practice to effectively partner with Māori, and that it will be a performance expectation at network, organisational and individual levels.
- developing Te Pae Tawhiti – Te Tiriti o Waitangi Excellence Framework⁷ as an operational mechanism to:
 - Help give practical effect to Te Tiriti o Waitangi.⁸
 - Guide internal planning, actions, and reporting, and in how we self-reflect and review the work undertaken in collaboration and partnership with Māori communities.⁹

By working together, this supports Te Pūkenga in the pursuit of our Te Tiriti o Waitangi excellence goals of:

1. **Relevance of provision:** Services are well matched to the needs of Māori communities; that the views of those communities about education and service provision by Te Pūkenga are sought and reflected; that there are

⁵ Education Act 2020, schedule 13, s 4(d)(i)

⁶ New Zealand Institute of Skills and Technology – Letter of Expectations, Minister of Education, Hon Chris Hipkins, 2020. These principles as articulated in the Wai 2575 Health Services and Outcomes inquiry report are: partnership, active protection, tino rangatiratanga, equity, options/choice.

⁷ Te Pae Tawhiti is an internal self-reflective framework used by our network to measure current Te Tiriti o Waitangi practice as well as having agreed actions help pursue Te Tiriti o Waitangi excellence.

⁸ The whakapapa of Te Pae Tawhiti includes the 2018 Ministry of Education led conversations with Māori whānau and communities about what matters most to them in education as well as submissions made by Māori on the RoVE, including the Iwi Leaders Forum and New Zealand Māori Council. The ongoing relevance of other strands including the Wai 262 claim and the Waitangi Tribunal report, *Ko Aotearoa Tēnei* are also informing the mechanism of Te Pae Tawhiti in its development while it is a working draft. This is especially relevant for helping to understand what Te Tiriti o Waitangi partners consider rangatiratanga (agency and authority) to mean in the vocational education sector.

⁹ https://xn--tepkenga-szb.ac.nz/assets/Publications/TTW_Excelsence_Framework_Nov_2020_Working_Draft.pdf and an updated version due for release on 25 November 2022.

strong Tiriti o Waitangi-based partnerships that impact positively on ākonga Māori success; and Learning is relevant through appropriate and authentic inclusion of Mātauranga Māori. The ākonga Māori skills developed will help enable the continued success of the Māori economy.

2. **Equitable access:** Māori have good access to services provided in all communities by Te Pūkenga, and ākonga Māori are accessing optimal provision for their learning needs.
3. **Greater Māori participation:** Te Pūkenga consistently provides learning environments that are inclusive and culturally safe, and are conducive to Māori participation, progression, completion, and ultimately, success as Māori. All Te Pūkenga systems, structures and services are provided to increase access, engagement and success for ākonga Māori.
4. **Equitable outcomes:** Māori success is satisfactory (including course/qualification outcomes and employment/social/cultural outcomes), and actions are delivered upon.
5. **Responsive practice:** Staff have the capacity and capability to support culturally responsive and inclusive practice. Structures and systems (i.e., governance, leadership, operations) give effect to Te Tiriti o Waitangi; and planning, decision-making and reporting reflects conscious consideration of ākonga Māori and communities

All of the above activity is considered by Te Pūkenga to be our ‘new normal’, and the resourcing of this will be incorporated into operational budgets as well as enabled through organisational design.

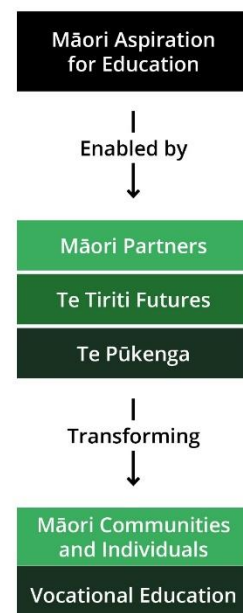
Te Tiriti Futures

Through the development of ‘Te Tiriti Futures’, Te Pūkenga is focused on ensuring our services are constantly transforming to work well and respond with excellence to the future needs of ākonga Māori and their whānau, and to the aspirations of iwi and Māori communities throughout Aotearoa New Zealand.

*Te Tiriti Futures is the service that enables **Te Pūkenga and Māori to explore, design and implement together** new and innovative ways for ākonga Māori and communities **to engage and succeed in vocational and tertiary education** and be successful beyond in their careers and business enterprise.*

Te Tiriti Futures is a new strategic service being created by Te Pūkenga that includes:

- an investment fund specifically targeted for Māori and innovation education projects
- a team of regionally based managers, who work alongside Te Pūkenga staff to partner with and deliver for Māori
- a central team providing data, information and insights for Māori to support decision making and planning
- a team focused on capability build and learning and development for Māori innovation externally and internally, and
- a Māori innovation methodology that prioritises Māori knowledge, values and relationships.



Te Tiriti Futures primary stakeholders are Māori entities, businesses, iwi, hapū, whānau, collectives and communities. Te Tiriti Futures Blueprint 2023-2025 outlines a number of ways Te Pūkenga service will respond to primary stakeholder needs. Te Tiriti Futures will:

- support Māori to scope and assess new and novel ways to engage in vocational education and beyond
- facilitate and fund resourcing for innovation projects led by Māori aspiration
- provide learning, development and networking opportunities for Māori to uplift their vocational education innovation and project delivery skills
- assist Māori to make a positive impact on education for their communities, and
- provide relevant data and insights regarding education, demographics and regional industry trends to assist with tertiary and vocational education investment and operational planning.

The establishment and activity of this new service will be enabled through strategic component funding.

Equity strategy

In Aotearoa New Zealand, people have difference in health, social, education and economic outcomes that are not only avoidable but unfair and unjust (Whitehead, 1992). It is important to recognise that these inequitable outcomes are driven by systems, legislation, privilege, bias discrimination, and our colonial history (Te Pūkenga, 2022).^[1]

At Te Pūkenga we are clear that:

- Equity must give practical and measurable effect to Te Tiriti o Waitangi where all ākonga Māori achieve equitable outcomes, as Māori.
- Equity means redistributing resources and power to eliminate racism, discrimination, and unearned privilege.
- Manaakitanga creates sustainable learning and working environments for ākonga and kaimahi that are fair, affirming and inclusive.

Te Pūkenga Equity Strategy has a focus on decolonising the system and giving effect to mana ōrite, through Te Tiriti o Waitangi, and delivers to our Charter equity and inclusion mandate. Its implementation will support business units Te Pūkenga wide to operationalise for equity, synergistically, consistently, and with demonstrable collective impact. The Equity Strategy is conducive to Equity and Ākonga Success Strategy, the Learner Success Plan and the Disability Action Plan, and ensures Te Tiriti o Waitangi transformation is upheld.

An equitable commitment to investment is required to establish a solid platform to build the understanding of equity and to implement a range of equity initiatives that will ultimately create an inclusive system for ākonga and their whānau, and all tāngata at Te Pūkenga.

Significant investment will be required to drive effective and sustainable change. Equity transformation of this scale has not been undertaken or achieved.

Pacific partnerships and resilience

Te Pūkenga acknowledge that Aotearoa New Zealand draws its whakapapa connection from Polynesia and that this establishes a special relationship to Te-Moana-nui-a-Kiwa; The Blue Ocean continent, as does our shared colonial history. We will progress these initiatives to contribute to Pacific learner and kaimahi success and to the Pacific Resilience approach:

- **Develop a Pacific Strategy:** Te Pūkenga will continue to work with Te Pūkenga Moana Pacific (senior Pacific kaimahi and Pacific portfolio leaders in the network) to develop a Pacific Strategy. The Strategy is currently

^[1] Approved by Te Pūkenga Council, June 2022

part of the work programme which utilises Te Rito – Insights from learners’ report and leverages existing strategies and expertise in the network.

Led by Learner Experience & Equity, the Pacific Strategy development process will start with the development of a Pacific Learner Success Action Plan (as part of the Equity and Ākonga Success Strategy) in early 2023, and strategy development will complete in July 2023. The Pacific Strategy will also respond to the needs of Pacific kaimahi to provide the access, support and progression within Te Pūkenga to be successful.

At a regional and local level, existing Pacific success and strategy activities within the network continue for 2023. From 2024, activities will be aligned with Te Pūkenga Pacific Strategy.

- **Contribute to Pacific Resilience partnerships:** Pacific partnerships extend to the Pacific region and there are opportunities to partner with government organisations and Pacific business to deliver dynamic vocational education in the Pacific region that will assist with the development of local capability and capacity and to assist in the COVID 19 economic recovery. The International function (which will be part of Learner and Employer Experience and Attraction Business Division) will progress this activity.

Employers and industry

Several industry-level strategies will help to inform the decisions we make about the delivery of education and training. These include sector-specific skills development plans and the suite of Industry Transformation Plans (MBIE, 2020) together with the release of WDC workforce development plans (various, 2022) and the standing up of WDC strategic industry advisory groups.

The Employer Journey and Experience workstream, which will be part of Learner and Employer Experience and Attraction Business Division, focuses on ensuring the voice and needs of employers are seamlessly integrated within Te Pūkenga. During 2023, we continue with the development and implementation of an employer engagement framework that:

- works for employers
- ensures the continuity of existing relationships with employers through the transition horizons of Te Pūkenga and the vocational education and training ecosystem, and
- enables Te Pūkenga to increase employer participation, noting a strategic focus on Māori enterprise.

We are working across Te Pūkenga to develop our responsiveness and future services to meet the needs of employers through key initiatives:

- **Te Pūkenga is working with Waihanga Ara Rau** in 2023 to develop best operating practice enabling us to work collaboratively across all our industry advisory groups to ensure the employer voice is established across the VET system while avoiding duplication of effort by employers.
- **Te Pūkenga and large-scale employers are establishing relationship agreements drawing together training and education currently delivered by a number of providers and TITOs.** Through our agreement with New Zealand Defence, we enable continuity of existing training and education services and the opportunity to increase further training and qualifications for Defence personnel. Further agreements with other large employers are currently in progress including construction and primary sectors.
- **Te Pūkenga is working with early mover employers and industry sectors who want to explore delivering vocational learning in new and innovative ways.** Through an agreement with Orion Energy (Energy Academy), a new innovative training model responding to the aging workforce and emergent skills gaps of the energy industry is being piloted. Building on the 2022 pilot, within which ākonga across two subsidiaries worked with energy industry mentors on industry projects, the Energy Academy is transferring early pilot findings into the water sector through engagement with Waihanga Ara Rau. Our next phase of this work explores improving access, agency and currency for energy industry workers across a number of energy companies to upskill/reskill without leaving the workforce and without being enrolled in large/long formal qualifications.

- **Te Pūkenga is collaborating with industry sectors seeking increased scope and access to vocational learning through the introduction of work-based learning pathways.** This work, in partnership with WDCs, will use existing qualifications taught within the network and redeveloped by Te Pūkenga Work-based Learning Ltd (WBL) to meet key targets in Sector Skills Action Plans and multiple RSLG plans. For example, based on demand from the tech sector, work-based learning pathways for new entrants in the tech sector are in development in collaboration with leading tech companies.
- **Locally, employers are an integral part of the vocational and education training system with almost 60% of vocational learning occurring in workplaces.** We recognise the effort and investment of employers to pass on their knowledge and experience in the workplace. Working with our work-based learning delivery teams, and employers we are co-developing a suite of support for firms and staff to mentor/train better. These tools support the drivers of the new funding regime and are expected to increase participation by business in training as they are critically important for employers new to training and for sectors with limited experience of L2-L6 work-based ākonga. We will be delivering these tools to best fit our employers' needs, for example, podcasts delivered by businesses who currently successfully train outlining their training systems and teaching approaches are being explored or smaller bites of learning that are easily integrated with a firm's operating procedures.
- **Te Pūkenga has significant partnerships with local government, iwi, business and community organisations and unions across the motu,** in addition to the major employer partnerships described above. Across our national network, we work closely with regional economic development agencies, major iwi bodies and iwi-owned businesses and peak bodies for business. The network's existing programme advisory committees and employer partnership groups provide connections with employers across New Zealand, and we maintain strong relationships with professional organisations. We are also well-connected with the other actors in the vocational education and training system. We are engaging with Private Training Establishments (PTEs), universities, and wānanga about how we can work together in the tertiary education landscape.

Rangahau Māori and research

Establishing a viable place in New Zealand's research landscape will involve being able to strike a balance between creating and transferring knowledge and working in collaboration to respond to local, national and global challenges.

Through 2023 – 2025, we anticipate rangahau and research with, by and for Māori, Pacific and priority communities will heavily influence and drive the research agenda of Te Pūkenga.

Te Pūkenga will:

- confirm its vision for rangahau, research and postgraduate research
- develop rangahau Māori and research strategies
- develop a research framework that is supported through Te Pūkenga operating model
- develop Pacific knowledge and research strategies
- seek to grow external research revenue, and
- prepare for the next Performance Based Research Funding round in 2026.

We see applied research occupying a niche between academic research and industry innovation, in partnership with communities and iwi/hapū.

The further development of our applied research capability will help to produce work-ready graduates with problem solving skills, through high-quality, industry-focused teaching, applied research, postgraduate education and innovation.

Capability and capacity development planning will focus on supporting kaiako and kairangahau to:

- increase research degree completions and scale and support capacity across the network

- engage in culturally connected and responsive rangahau and research
- supervise postgraduate rangahau and research that meets the needs of industry, communities and Māori, and
- support and develop work-ready graduates with problem solving skills.

Māori leaders are looking to unlock the potential of the Māori economy and their youthful population using new technology and Mātauranga Māori. We anticipate Te Pūkenga will partner in applied research to support Māori led innovations and solutions and build research capability and new pathways for Māori.

Internationalisation

Te Pūkenga is now the largest tertiary education provider in Aotearoa New Zealand with the size and scale to meaningfully engage in the design and delivery of international education provisioning with reach, innovation, and capability of international significance. Our aspiration is to become recognised as a partner of choice in the design, development and delivery of flexible and sustainable applied and vocational higher education and training. This requires a fundamental shift in the way international education is carried out by Te Pūkenga network.

As Te Pūkenga, we can set a new course and change the way we engage with the international world of education. Our international stakeholders include:

- our research and teaching partners
- the agents who support prospective ākonga to apply for and enrol at Te Pūkenga, and
- our international alumni.

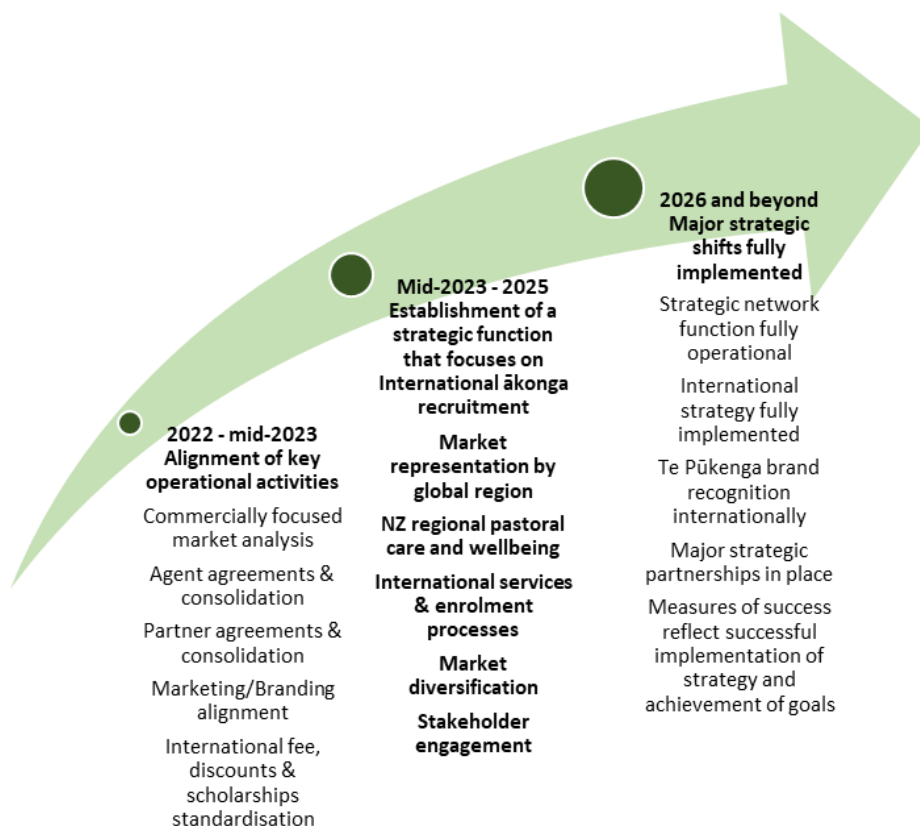
The following goals are articulated in Te Pūkenga International Education Strategy¹⁰:

1. **Global ākonga** – Providing an outstanding education and learning experience that develops highly-skilled and culturally conscious global ākonga that are sought-after by employers.
2. **Aotearoa New Zealand community** – Adding social, cultural, and economic value to our Aotearoa New Zealand communities – regionally, nationally and internationally.
3. **Employers** – Providing globally-employable graduates with the skills, knowledge and cultural competence demanded by employers here and abroad.
4. **Strategic partnerships** – Being internationally recognised as a partner of choice by governments, employers, education institutions, Te Tiriti o Waitangi partners, ākonga and communities.
5. **Mana ōrite Te Tiriti partnerships and equity** – Giving expression to Te Tiriti Excellence Framework – Te Pae Tawhiti – through the establishment of demonstrable Te Tiriti o Waitangi partnerships, and inclusivity and equity for Māori.

Through 2023- 2025, we will continue to rebuild international education in the network context, influenced by the New Zealand Governments ‘high value’ statements, Immigration New Zealand settings and Productivity Commission reports. These frameworks will inform work during future horizons.

¹⁰ Which is aligned to the Government’s International Education Strategy - [NZIES-August-2022.pdf \(education.govt.nz\)](#)

Bringing Te Pūkenga International Education Strategy to life (2023 – 2025)



Our future stakeholders - the importance of sustainability

Te Pūkenga recognises the need to have regard to our future stakeholders. Reports such as the National Climate Change Risk Assessment for New Zealand highlight how choices we make today will influence the wellbeing of future generations significantly.

One of the biggest challenges is making sure Aotearoa New Zealand has workers with the skills needed to support the transition to zero emissions. The nature of the transition matters and the country needs to transform in a way that maintains and builds wellbeing and supports natural, social, and human capital. The Climate Change Commission (CCC) predicts job losses in certain sectors such as Sheep, Beef, and Grain, and the Oil, Gas and Coal sector by 2035.

As outlined in the Government's first emissions reduction plan¹¹, Te Pūkenga, in collaboration with industry led WDCs and CoVEs, will play an important role in the transition to a low emissions Aotearoa New Zealand. The role of Te Pūkenga will be to provide rangahau, research and training, re-training, and skills relevant to work today and in the future, with a focus on meeting the needs of the regions, ākongā, and communities. The Government has so far also invested approximately \$800M (as of March 2022) through the Research, Science and Innovation (RSI) system, which funds research that will develop new knowledge and technology to help existing sectors move to low emissions.

According to the Government's first reduction plan, our Research Science and Innovation system will be reoriented through Te Ara Paerangi – Future Pathways programme, which will set research priorities to create a modern, future focused research system. This presents opportunities for Te Pūkenga to play a role in ensuring that the research

¹¹ [Aotearoa New Zealand's first emissions reduction plan \(environment.govt.nz\)](https://environment.govt.nz)

community and innovative businesses have the science capability, people, infrastructure, culture and experience needed to seize new opportunities.

The Carbon Neutral Government Programme (CNGP), requires public sector agencies to measure and publicly report on their carbon emissions, including offsets, by 2025. As a part of the CNGP, Te Pūkenga is encouraged to:

- (1) Report on emissions and publish reduction plans by December 2023, and
- (2) Achieve carbon neutrality by December 2025.

Te Pūkenga has evaluated different third-party providers that offer energy, emissions, and data management services. We aim to utilise an automated system that can consolidate data directly from the suppliers, and to reduce time and cost barriers for individual subsidiaries in particular the cost of the emission management system and the cost associated with manual data entry. This work will be done in four stages through 2023 - 2025, with co-funding available through the Energy Efficiency and Conservation Authority (EECA).

- Stage 1: Initial Carbon footprint calculation and reporting (January 2022 - December 2023)
- Stage 2: High-level Carbon and Energy reduction plan for Te Pūkenga (June 2022 - June 2023)
- Stage 3: Detailed carbon and Energy reduction plan for regional subsidiary groups (June 2023 - June 2025)
- Stage 4: Energy and carbon business cases (from January 2024).

Financial sustainability

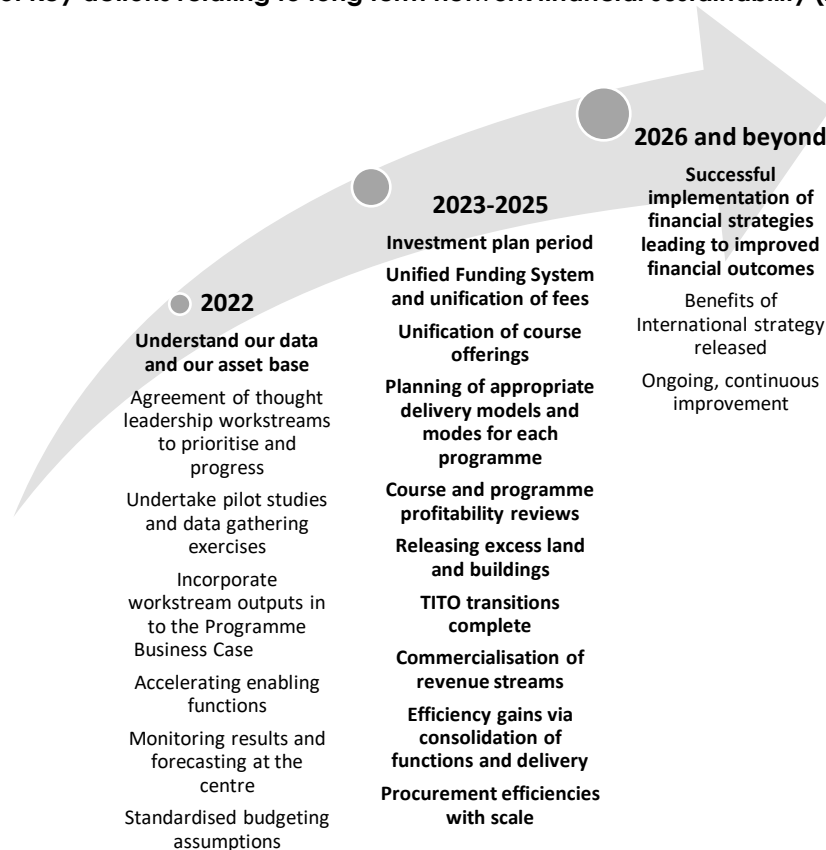
In developing the 2023 Investment Plan for Te Pūkenga, we have sought to make funding decisions that balance aspirational and mandated priorities, while ensuring the investment required to meet our intended outcomes are within our funding parameters.

In 2023, we will focus on leveraging the strengths within the network and investing in parts of the network that require support to meet the appropriate level of expectations. In addition to seeking UFS funding, we will examine existing baseline spending and, where appropriate, redirect funding to support critical priority areas.

We will also take a critical lens as to what initiatives, programmes or other mahi can be stopped. This is an opportunity to remove duplication and services that are not delivering value to ākonga or communities. We will, however, provide additional support to maintain services in rural or low population areas to ensure that we continue to have the infrastructure and presence locally to support equitable outcomes.

As agreed between the TEC and Te Pūkenga, a 'Minimum Viable Product (MVP)' was implemented during 2022, which included the transition of subsidiary entities into Te Pūkenga with minimal disruption and in a seamless way. This investment plan outlines delivery and delivery integration investment priorities through 2023 – 2025. We have deliberately aligned on-plan and off-plan delivery with this next phase of transformation activity to ensure that together, our plans deliver the benefits and outcomes that transformation promises.

Summary of key actions relating to long term network financial sustainability (2023 – 2025)



Priorities and actions for the financial sustainability of Te Pūkenga network

Financial controls, project and programme management capability, and a design and delivery model that leverages the significant capability within the network are key priorities over the course of this investment plan, alongside

appropriate internal programme governance for the Transition and Transformation Work Programme and established programme management rigour for a programme of this scale and complexity.

Our priorities going into 2023, continues with:

- an ongoing focus on revenue generation to deliver an improved financial outlook
- a staged organisation design and implementation approach
- a confirmed executive structure and permanent Executive Leadership Team, and
- an ongoing focus on network engagement.

For 2023, we have sought to make funding decisions that balance aspirational and mandated priorities. Astute allocation of the 2023 Learner Component and Strategic Component of the UFS is critical to demonstrate what Te Pūkenga will be to the network and our partners

Two of our priority areas for 2023 will be a continued focus on equity and supporting work-based learning.

We will prioritise activities that seek to achieve equitable outcomes and experiences for all ākonga. Māori, Pacific and disabled ākonga will have specific strategies identifying tailored and appropriate delivery with actions, interventions, resourcing and funding required

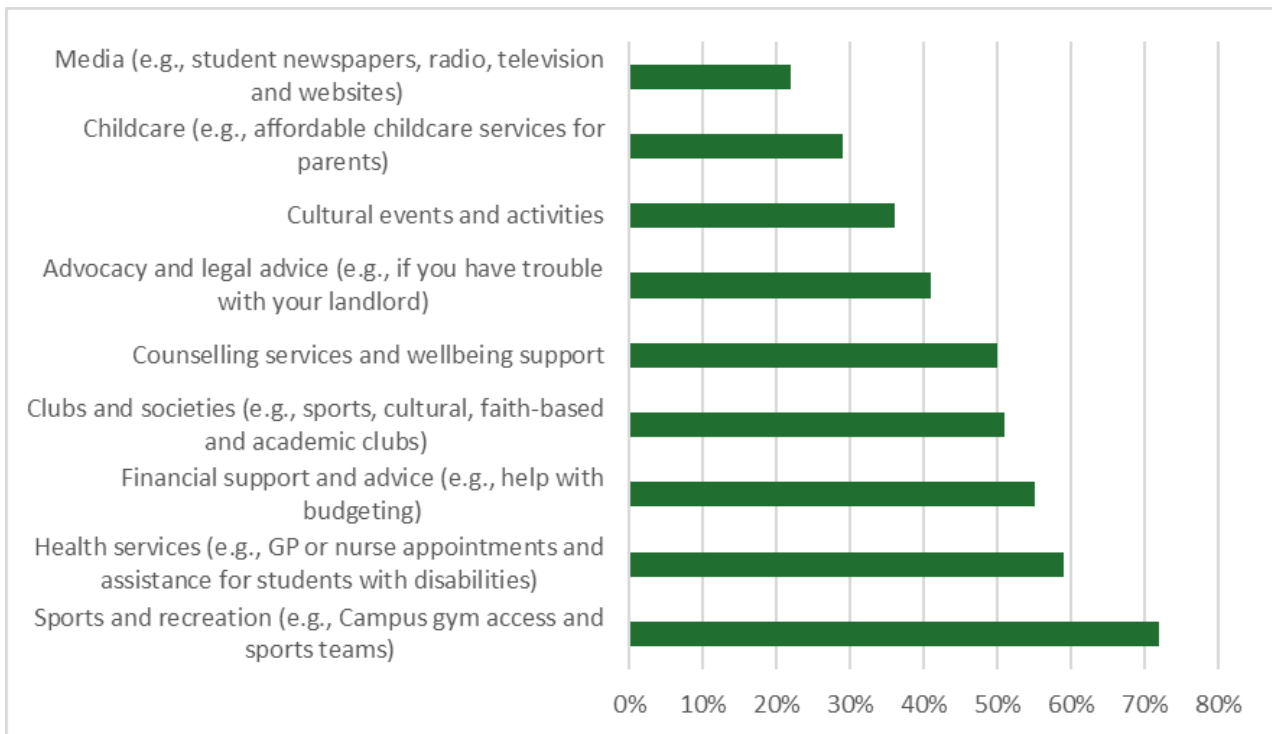
Te Pae Tawhiti, our Te Tiriti excellence framework, sets out how we will ensure services work well and respond with excellence to the needs of ākonga Māori and their whānau, as well as the aspirations of iwi and Māori communities throughout Aotearoa.

An important part of that is ensuring ākonga have access to the same support regardless of where they choose to learn. With high employment rates across the country, our ākonga are more likely than ever to engage with Te Pūkenga through their employers. So, in 2023 Te Pūkenga will increase our focus on work-based learning integration and alignment.

This investment plan seeks to balance financial sustainability and investment in new capability required in the short-term that will lay the foundation for longer term investment decisions that will positively impact the holistic experiences of ākonga, kaimahi, employers and industry, and the future workforce needs.

The actions outlined above and our targeted approach to investment for 2023 have put Te Pūkenga on the path to deliver on the intent of RoVE.

Within the Learner Success Plan, approximately \$2m has been allocated to initiatives that would enable a seamless transition for work based ākonga to access campus and commissioned services within the provider network. This is consistent with the outcomes of the August 2022 MoE targeted survey of work based ākonga, where 92% of respondents stated they wanted to access to student services. The key services requested being sports and recreation, health, and financial support. The graph below provides a more detailed summary:



Student services that learners are interested in (n=505)

Since Te Pūkenga signed its contract with Te Whatu Ora in April 2021, former Institutes of Technology and Polytechnics (ITP) successfully established new mental health services for ākonga, or expanded existing subsidiary services enabling equitable, accessible service delivery options with a particular focus on greater access for ākonga Māori as well as Pacific and disabled ākonga. Currently, all 16 former ITP subsidiaries of Te Pūkenga have mental health services now available to ākonga with their whānau.

In June 2022, Te Whatu Ora confirmed that Te Pūkenga could now offer mental health services to apprentices and trainees. WBL has now entered into a back-to-back agreement with Te Pūkenga to extend access to services to work based ākonga.

Monitoring demand and delivery

Te Pūkenga operating model outlines the interplay between regional structures and Ako networks and creates the opportunity to move away from the concept of a simple MoP to one of ‘network of provision’, whereby an integrated approach to regional need and Ako network national focus is achievable.

Through 2023 - 2025, network MoP agreements will be centrally agreed with relevant regional and Ako network input. Using systems developed in 2022, Te Pūkenga will monitor delivery and engagement against these agreed plans in as close to real time as current systems allow.

Te Pūkenga will continue to develop a system whereby existing SDRs and ITRs are regularly and easily combined (more often than TEC submissions) to give early insights into engagement and recruitment trends. By comparing these to network MoP templates (which are driven from a network view of all delivery), Te Pūkenga will be able to centrally monitor, and more importantly, adjust allocations of TEC investment across the network more rapidly that previously possible.

This data monitoring work is also being integrated into the Network of Provision Data tool. This tool and examples of its use are described in *TEC Investment Priorities*.

Ongoing work with TEC to develop a consistent ‘unit of measurement’ and ability to combine SDR/ITR data is underway and will further enhance the monitoring capabilities of both organisations.

Capital Asset Management

Te Pūkenga is committed to ensuring capital asset management provides facilities that are:

- (1) of a high standard and fit for modern teaching and learning
- (2) optimally configured to enable high levels of utilisation and equity of access across the motu, and
- (3) appropriate to our mix of provision, including access to the necessary specialised facilities.

Te Pūkenga has a Strategic Asset Management Plan (SAMP) implementation plan in place, which includes an Investment Governance Framework, Seismic Policy and Strategy and work is underway to pilot a Strategic Space Planning approach which will enable Te Pūkenga to achieve its Capital Asset objectives.

Te Pūkenga was appropriated \$40m of funding in the Government's 2022 Budget to address identified High Priority Building issues. Following prioritisation of the projects in the Single Stage Business Case, from R1 – R4, a standalone funding agreement has been agreed with the Crown through TEC. This funding agreement stipulates the conditions of funding and reporting requirements.

We are focusing on a 'least regrets' approach to remediation, with the objective to fund all R1 and R2 ranked buildings where possible. A separate plan and request for approval was submitted to TEC in November 2022.

Enhancing educational delivery

Apprenticeships – enriched work-based learning

New Zealand apprenticeships are highly valued by industry, employers, prospective and existing employees, and those wishing to change careers.

- An increasing number of school leavers are choosing a vocational pathway as an alternative to university study.
- Apprenticeships are seen by many as an entry point into a viable career pathway, with the added advantage of being able to ‘earn while you learn’ and not incur student debt.
- Many ākonga find the financial return on investment through paid employment, upon completion of an apprenticeship, can be realised more quickly than through a ‘university route’.

The word ‘apprenticeship’ has for many years been common language for employers, parents and whānau and the assurance of a trusted and respected vocational pathway. The construct of an apprenticeship is also widely understood in terms of time, effort and structure. It is a learning pathway leading to a qualification or licence to practice one’s trade or craft. Throughout the changes inherent in the reform of vocational education, the concept of an apprenticeship will be a constant, and therefore a comfort, for many people.

Proposed changes

Through its significant size, scale, Ako delivery, employer, provider and schools’ networks, and partnerships with iwi and hapū, Te Pūkenga will:

- work across the wider vocational educational and training sector to leverage its strengths to achieve an integrated network delivery model. Every learner is a potential candidate for workplace-based learning, and for many that will include an apprenticeship pathway
- identify and share best-practice across all work-based and campus-based delivery, with view to developing enhanced models for, and delivery of, apprenticeship training in New Zealand
- apply a greater focus on learner welfare and support for retention, particularly for Māori, Pacific and disabled ākonga by enhancing and increasing the overall level of pastoral care and support within the apprenticeship framework, and
- increase the marketing, promotion and uptake of apprenticeships across the motu, by utilising Te Pūkenga combined reach and extensive resources.

Intended outcomes

The intended outcomes of the proposed changes include:

- greater network integration and delivery, that transforms, accelerates and lifts the outcomes for industry, employers, ākonga and their communities
- enhanced awareness, accessibility, and participation in apprenticeships for school leavers, ākonga Māori, Pacific, disabled ākonga, and the general population at large
- enhanced levels of pastoral care and support where required
- greater retention and career progression for all apprentices, and
- a specific focus on equity, including where needed, parity of educational achievement for Māori, Pacific, and disabled ākonga, and the successful realisation of their aspirational goals.

Optimisation

Te Pūkenga will optimise the uptake of apprenticeship training by using a multi-dimensional approach, including:

- exploring opportunities for enhanced network integration and delivery, by looking for ways to increase cohesion between classroom-based, workplace-based and ODFL/online learning

- exploring opportunities for greater engagement from industry and employers, including at a national, regional, and local level
- sharing successes and developments with industry, employers, and ākonga, to maintain and grow their interest and participation in apprenticeships, and
- ensuring parents, whānau and communities are kept informed of the opportunities and value of engaging in apprenticeships, as a viable and trusted pathway towards a rewarding career.

Apprenticeship delivery

Ako networks will be supported by key business functions to continue to deliver consistently high-quality apprenticeship training across the motu. The stages below set out the key elements in the lifecycle of apprenticeship training from a provider and learner perspective. While these activities are requirements for apprenticeships, Te Pūkenga considers them best practice for all work-based training and will utilise similar approaches to achieve more consistency for work based ākonga and learning delivery across Ako networks over the course of the next three years.

Reporting apprenticeship delivery

Following significant engagement with apprenticeship delivery teams across the network, and in discussion with the TEC, Te Pūkenga will continue to offer multi-mode delivery of apprenticeships in 2023. However, we will rebrand the different modes of delivery leading to a single qualification on the NZQCF to be one integrated approach. Discussions with the network revealed the value for employers offered by multi-mode delivery of apprenticeships, and in many cases, existing complimentary and integrated delivery practices are occurring.

As Te Pūkenga transitions to a unified suite of apprenticeships, this approach will ensure that no unintended consequences or perceived removal of employer options occurs. The introduction of the UFS ensures that no financial benefit is provided by one option over the other. Careful consideration (supported by the TEC) has been given to how this is achieved operationally without any unintended consequences for the ākonga, employers or kaimahi engaged in this delivery. We are currently working with Te Pūkenga WBL- and provider-based delivery teams to support this transition via a two-stage approach:

Stage One: Retain multimodal delivery of apprenticeships and confirm reporting requirements

- Agree an appropriate name for multimodal delivery of apprenticeships and appropriate network/employer communications that ensure all are aware of the maintenance of service as we work towards stage two.
- Ensure that systems and process are in place so that all apprenticeship delivery can be reported efficiently to the TEC in 2023 and appropriately funded via the UFS.
- Ensure all NZA block courses are reported via SDR, noting that this will be required for all apprenticeship block delivery, both existing and new
- Agree with the network a communication plan to industry, employers, and ākonga and keep TEC informed.

Stage Two: Programme unification and modes of delivery

- Project team established by programme.
- Programme unification and multi-mode delivery models (where required) to support needs of learner and employer.
- Employer, industry and ākonga voice involved in delivery design.
- New programme and delivery to be implemented in 2024 (and beyond).

Whiria Te Ako

Te Pūkenga Whiria Te Ako Framework is the touchstone when looking to answer questions about the way we design learning and teaching experiences for our ākonga at work, on-campus and via ODFL/online; and how we support our kaiako to deliver these experiences. The framework draws on best practice from the network and globally, and is intimately intertwined with Whiria Te Pūkenga, which offers a Te Ao Māori worldview and cultural foundation, to ensure that ākonga are at the centre of, and find value in, their experience at Te Pūkenga.

The framework will define excellence in Ako and innovation for those working or learning across the network, and will provide a local, regional and national organisational view of excellence from design to delivery.

Whiria Te Ako is values based and people centred. In this case, Te Aho Tāhuhu ā-Motu provides guidance as to the fundamental knowledge, skills, attributes, etiquettes, processes and procedures that all Te Pūkenga Ako will demonstrate. These fundamentals are promises that all ākonga with their whānau, communities and employers can hold us accountable to. Te Aho Tāhuhu ā-Rohe acknowledges the regional and local contexts that require specific responses and provides exemplars and resources that can be adjusted to reflect this. These concepts reflect the maturing view of Ako excellence and innovation in the design and delivery of learning experiences.

The guidance provided in the framework is themed according to insights from Te Rito persona mahi, specifically:

- future and human skills
- accessible, flexible and responsive delivery
- authentic, practical, work-based experiences, and
- learning that is established in relationship and partnership.

Whiria Te Ako provides guidance in the areas of; curricula and assessment design, quality, facilitation of learning, capability, digital expectations and rangahau and research. Many of these are represented in other Te Pūkenga work streams, so the focus here is on how they relate to excellence in learning and teaching.

Implementation of Whiria Te Ako will be through the provision of seven toolkits to support the mahi of the Ako Delivery Networks. The development of these toolkits will be in conjunction with kaimahi and integrated across wider Te Pūkenga workstreams to ensure consistency and interoperability with other supports.

Creating a Cohesive Portfolio of Products and Programmes

Unification of Programmes is the term that we have used to describe a reduction in the number of programmes within Te Pūkenga through both transformation and transition. Unification as a term is well known within TEC, NZQA and the RoVE Programme Board. Transformation is the process of co-designing a new programme of study that allows for a standardised programme document, which can be delivered flexibly, and moderated centrally, where the ākonga is supported throughout their experience. Transition is the process of moving multiple Business Divisions onto one version of a programme. The strategic component is being used to support transformation of programmes, which is done in partnership with iwi, WDCs, industry and other stakeholders.

Unification of Programmes is a key mechanism to deliver on the benefits of RoVE. Specifically:

- A coherent portfolio of programmes with clear and meaningful pathways across all levels of the NZQCF is required to support ākonga, employers, and industry to engage with learning opportunities and make informed decisions about future study and employment. This is essential if we are to develop robust workforce pipelines across all sectors, and to achieve a sustainable network of ongoing delivery.
- Unifying programmes will reduce duplication and cost to serve across the network, enable greater flexibility for ākonga and employers, and is required – but not in itself sufficient – to support seamless transition across learning contexts and geographic locations.
- Transition to a unified programme will occur with a view to achieving a future state of (in the main) one programme per qualification, to support seamless transition for ākonga and employers across a range of contexts, regions and agreed delivery modes.
- The delivery of unifying programmes by kaimahi within Ako Networks will improve the quality and consistency of delivery, whilst also supporting regional variation and cultural context.

However, fully integrated delivery will require transformation across the entire RoVE ecosystem, including the introduction of Skills Standards and National Programmes, and the implementation of unified funding reporting systems.

Unifying a fit for purpose portfolio of industry programmes for Aotearoa New Zealand

Across the whole portfolio of Te Pūkenga provision, there are a total of 1,251 qualifications spanning vocational pathways across all six WDCs. Of these, 573 of programmes are at Levels 1-6 and 678 are at Level 7 or above of the NZQCF.

Programmes will be unified through one of two pathways:

- Transition – all Business Divisions move to a best of breed existing programme
- Transformation – all Business Divisions move to a new, replacement programme

For programmes that are unified via a transition process, each programme will be evaluated to assess embedded Mātauranga Māori and an action plan developed for continuous quality improvement, to deliver on the vision of honouring Te Tiriti o Waitangi and creating equity. This may be aligned with the next qualification review, when skills standards are available, or earlier based on inequitable programme outcomes, and will be guided by the findings from the assessment of Mātauranga Māori and associated action plans. A key enabler of creating consistency and flexibility is the scoping and implementation of a standard learning management system for Te Pūkenga. A significant project within this workstream for 2023 will be scoping and implementing Te Pūkenga LMS. This will enable quality and consistency of learning materials, flexibility for the learner, and the ability for staff to focus on supporting the ākonga to achieve in their learning.

Prioritisation of programmes for unification

A prioritised approach will be taken to ensure maximal benefit realisation as early as possible with the programme, whilst balancing cost.

- Of a total of 1,251 programmes, 200 programmes contribute approximately 80% of total delivery volume, and will be prioritised to maximise benefit for all stakeholders. Of the current ‘top 200’ programmes, 49% (98/200) are at NZQCF Levels 1-6, and 50% (102/200) are at Level 7 or above.
- This prioritisation of programmes with the largest volumes supports an ability to improve the experience and outcomes for as many ākonga and employers as early as possible across the range of benefit metrics being measured.
- Criteria for prioritising programmes for unification include:
 - Programmes leading to a qualification where EPIs for Māori and Pacific ākonga are the most inequitable (course completion and retention data may be utilised as a proxy for quality)
 - Programmes where there are proportionally more Māori and Pacific ākonga enrolled
 - Programmes for which ākonga and/or employer feedback warrants a prioritised response
 - TEC priority areas for provision
 - Programmes for which the delivery model may benefit from review to improve access and/or efficiency
 - Balancing unification of programmes that are co-delivered across Levels 5-6 and Level 7 to ensure they interface in practice, and
 - Prioritisation of programmes will also need to consider qualification expiry and review dates and the introduction of skills standards and NZ programmes.

The level of complexity within this mahi is significant and additional rigor will be applied to the management of Phase 2 (for which funding is sought) to ensure the strategic intent of this programme of work is realised.

Managing the interface between WDC prescribed L5-6 programmes and L7 degrees

To support improved pathways for ākonga through industry qualifications at Levels 1-6 of the NZQCF, Te Pūkenga will work closely with WDCs and RSLGs, and share data intelligence and insights, to inform the development and redevelopment of qualifications and coherent pathways. This relationship will be maintained by the National Ako Directors and will ensure that a cohesive suite of programmes and products meets the needs of all.

- Te Pūkenga will carefully manage the interface between Level 5-6 qualifications and Level 7 and above qualifications, and the pathways that will be made available to ākonga to progress from vocational to degree level study. This is particularly important given the role of WDCs in determining product requirements in the vocational area of provision, and the career aspirations of ākonga. This is a space that has been identified by Tokona Te Raki as a way of bridging skill development and enhancing outcomes for Māori.
- The delivery of comprehensive pathways for ākonga from certificate to diploma to degree is a well-recognised strength of Te Pūkenga network. Therefore, unification of Level 5-6 and Level 7 and above programmes will need to occur concurrently to manage this co-delivery.
- To support the redesign of the degree and postgraduate portfolio, programmes at Level 7 or above will be predominantly unified through a transformation process. This will eliminate duplication and create highly efficient programme structures implemented through coordinated national delivery plans.
- Each of our current Level 7 or above programmes has a corresponding qualification listed on the framework, so the level of duplication is much higher than it appears. Therefore, we estimate that the number of programmes will reduce from 678 to approximately 160 over approximately 5 years, whilst maintaining the existing breadth (disciplines) and depth (levels) of provision.

Benefits of unification in action

As unified programmes are delivered it is expected that positive impacts will be demonstrated against the following metrics:

- **Future Focused** – establishing collaborative ways of working that support ongoing co-design and partnership improves the ability of Te Pūkenga to adapt to the future needs of ākonga, community and industry.
- **Industry Needs** – Increased responsiveness to the needs of industry will be demonstrated by trending improvement in overall WDC satisfaction and more consistency in graduate skills.
- **Improved Programme Completion Rates** – Providing greater flexibility to ākonga as they move through their learning journey will improve programme completion rates as ākonga have the ability to switch modes and delivery locations to suit their circumstances.
- **Equitable Access** – Increased options within study modes will provide greater access to ākonga supporting more equitable enrolment opportunities for ākonga where traditional on campus study is not preferred.
- **Equitable Outcomes** – Programmes with greater inequities will be prioritised within Phase 2 of this programme. Phase 1 programmes were selected as these qualifications had expired and re-versioning was required for continuity of delivery in 2023.
- **Mātauranga Māori Components** – Programmes with a high level of embedded Mātauranga Māori will significantly increase to equip all ākonga with the capability to work safely and successfully with Māori clients, whānau and businesses.
- **Sustainability** – Single Programmes reduce the need for duplication within the Programme lifecycle and will significantly reduce the cost to serve across product development, and quality activities.
- **Revenue Uplift** – additional flexibility to study in additional regions and modes will result in revenue uplift following collaborative redevelopment. The volume of effort required to collaboratively redevelop programmes to support integrated delivery is significant and will be split across the length of the mahi.
- **Reduced Programme Maintenance Costs** – the cost to maintain a unified programme portfolio will be reduced, which we expect will be reflected in NZQA and regulatory authority fees over time.

The measurement of benefits realised for programmes prioritised for redevelopment early within the programme will inform the redevelopment of future programmes to provide enhanced opportunities for benefit realisation.

Benefits of centrally developing learning resources within Te Pūkenga

The ability to create centralised learning material will support the flexibility we are driving towards for ākongā to be able to learn how they want to and be able to move between modes of learning. The consistency will ensure that employers understand not only the learning material but also the graduate outcomes from qualifications. The size, scale and expertise within the network will ensure that the best learning materials are provided to ākongā and that the teaching/training advisors/facilitators can focus on ensuring high levels of engagement in learning which better supports the needs of the ākongā and employer.

This will also lead to efficiency by ensuring we are not paying for multiple versions of learning materials for the same qualifications.

Learner success and equity

Learner Success Plan (LSP)

Te Pūkenga Learner Success Plan (LSP) details how Te Pūkenga will support these ākonga by adopting a multipronged approach to achieving equity. The LSP takes the Equity and Ākonga Success Strategy, which was approved and adopted by Te Pūkenga Council in mid-2022 and prioritises the first phase of momentum actions for design and implementation for 2022 and 2023. Through the Equity and Ākonga Success Strategy the LSP gives effect to multiple priorities of Te Pūkenga Charter by:

- creating an equitable education system for undeserved ākonga
- achieving parity of outcomes
- enabling regional responsiveness
- contributing towards financial sustainability through increased access, participation, and retention.

Ākonga equity requires a whole of organisation systemic change. It requires us to understand and deliberately meet the needs of underserved ākonga by correcting structures, systems, cultures, and policies that create stratification; and fostering and sustaining environments that our ākonga experience as fair, affirming, and inclusive.

Based on in-depth integrated data and research across Aotearoa, we now better understand our ākonga cohorts and the barriers and enablers to their success. This has led to the development of an evidence and needs-based Equity and Ākonga Success Strategy for Te Pūkenga.

The Equity and Ākonga Success Strategy provides a ten-year road map for how Te Pūkenga creates equitable access and participation for all ākonga and increases the responsiveness of learning and support practices. It describes how Te Pūkenga will seek to remove barriers to access, participation, persistence, and completion of qualifications, through changes to learner support, qualification design, kaimahi and employer capability, and through an increased understanding of ākonga socio-cultural and financial realities.

Te Pūkenga invests a combined \$97M, reflecting around \$66M direct investment in equity and learner success, coupled with approximately \$27M in cultural and disability capability uplift for trainers, tutors and other kaimahi.

Management approach workstreams for 2023

The management approach of this investment is in three workstreams for 2023.

Workstream one is detailed and implementation design of significant **foundational initiatives**, which require regional and local input across the network, to have these ready for implementation starting in 2024. This will include:

- A holistic navigation service and technology platform for priority ākonga, across work-based, distance and campus delivery, helping them with their training, academic and personal needs and ensuring they are resourced to connect and access services.
- Network benefits for ākonga - work-based and distance learner access to campus services.
- Ako capability – designing the capability engine that will deploy equity teaching and training practices across the network. This will be for tutors and trainers, with specifically-design capability support for work-based employer partners.
- Foundational pathways – pathways for underserved ākonga are optimised, with a focus on increasing access and participation, including co-requisites and supplementary support, to increase completion progression to higher study.
- Financial education and coaching – network wide financial and budget coaching service.
- Disputes resolution service – a culturally responsive and timely disputes resolution service for ākonga, that includes an advocacy service.

- Employer partnering services for ākonga career pathways, apprenticeships and work placement, and wellbeing.

Workstream two will **prioritise existing practice** within the network; using data to focus retention and completion activities where the need is greatest for priority learners at regional and local level.

These have been assessed in the context of regions, employer regions and providers (including WBL and distance). The process for prioritising practice is:

- Attrition and course completion and credit accumulation data has been compiled into the regions in Te Pūkenga operating model, and disaggregated by priority learner cohort (ākonga Māori, Pacific and disabled ākonga).
- This has enabled identification of:
 - volumes of underserved ākonga by region, including delivery modes work-based or distance delivery
 - the number of underserved ākonga by region, work-based or distance delivery that are lost through attrition or do not have successful course or programme completion
 - the programmes and qualifications that significantly contribute to high attrition or low completion
 - this is provided at an individual TEO, or WBL division to support direction, targeting regional and local interventions.

Workstream three will scale **work already underway** across the network, focusing on pastoral care, ākonga voice and compliance commitments. This includes:

- National Tuākana / Teina and Peer Mentoring network
- Early pre-start Whakawhanaungatanga activities to enable meaningful and early connections
- Learner networks, ākonga representation and the implementation of Whiria Ngā Rau
- Hardship fund for ākonga
- Learner leader capability to ensure our leaders have mentoring and training to support successful leadership outcomes
- Ākonga Safety - Pastoral Code Capability development to meet whole of provider obligations
- Mental health services.

Unifying our network and scaling practice with potential

Awahi Rito is a term used to identify the older generation of flax plant leaves that surround and nurture the newest, central shoot or rito. Ngā Awahi Rito thus describes our collective approach to implementation and capability building across a unified Te Pūkenga network as we realise Te Pūkenga Learner Success Plan. Ngā Awahi Rito is an engine for implementation and capability building within a unified Te Pūkenga network, across the foundational initiatives, prioritised practice, and scaling workstreams of the 2023 Learner Success Plan.

Using Collective Impact, Ngā Awahi Rito harnesses existing network expertise to implement national strategies, practices, and policies, through regional and local collaborative practices, while using data informed and evidence-based approaches. *Importantly, the methodology is focussed on delivering action-based initiatives, which result in capability and change across the network.*

Equity and Learner Success leaders from within the network will work alongside experts in design, facilitation and coaching, programme, and project management, to implement interventions across Te Pūkenga.

Ngā Awahi Rito is a Collective Impact process designed to be adaptive as structures and transition plans of Te Pūkenga operating model are implemented. It acknowledges that this mahi will be undertaken during a time of change and uncertainty. By its nature, the Ngā Awahi Rito approach is inclusive, adaptive, and co-creative, with a particular regard to

partnership expectations shown to hapū, iwi and Māori. It helps foster a culture of respect and relationships and endorses customising solutions for regional contexts.

Ngā Awahi Rito processes enable national alignment and removal of duplication through a common goal, shared metrics, and backbone structures, whilst achieving regional responsiveness through co-design with ākonga, kaimahi, iwi, hapū and communities.



Disability Action Plan (DAP)

Te Pūkenga is taking a strong and proactive approach to improving outcomes for disabled ākonga by ensuring we meet our responsibilities under the United Nation’s Convention on the Rights of Persons with Disabilities¹².

Understanding the needs and aspirations of disabled ākonga is fundamental to Te Pūkenga ākonga success approach. Developing and implementing the DAP will play a critical role in ensuring we fully understand the needs of disabled ākonga, can implement a clear strategy for changing practices that might result in discrimination (intentional or

¹² [Convention on the Rights of Persons with Disabilities \(CRPD\) | United Nations Enable](#)

unintentional) against disabled people, and improve outcomes for disabled ākonga. Te Pūkenga DAP was developed to sit alongside Te Pūkenga Investment Plan 2023 – 2025 and the LSP.

In 2021, Te Pūkenga Council resolved to advance a set of organisation-wide recommendations related to disabled ākonga across our network. Our research [Te Rito – Part 3 Insights Report for Disabled ākonga](#) informed us that when disabled ākonga receive the right impairment-related learning support it makes a significant difference to their academic achievement and life in general.

Insights drawn from Te Pūkenga staff, ākonga, industry experts and subsidiary disability action plans, as we move into an integrated network environment for 2023 show us that:

- 10% of our ākonga identify as disabled ākonga compared to 24% across Aotearoa New Zealand. This may signal under-reporting and/or access barriers to learning participation
- in some parts of the network, Kaimahi are overwhelmed by an increasing number and needs of disabled ākonga
- some regions within the network have only just started their journey of reviewing their support for disabled ākonga
- the use of labour intensive supports such as notetakers are prevalent, and this service is under considerable pressure because the infrastructure is often not accessible for disabled ākonga.
- not all kaiako and support kaimahi feel 'disability confident, and
- a strong voice for disabled ākonga is not evident across the full network to obtain feedback to support continuous quality improvement.

Through 2023 - 2025, Te Pūkenga will:

- focus on building stronger partnerships with ākonga to understand and respond to the voice of disabled ākonga
- increase disability confident staff to ensure more inclusive learning environments,
- work towards consistent data collection on disabled ākonga to measure and manage performance against the plan
- adopt the Accessibility Charter¹³ to ensure alternate formatting of information and more accessible infrastructure. These will provide a good foundation to achieve what we have set out in our [time horizons](#).

Over time, our national plan will evolve and develop to address all previously identified barriers to ensure:

- accessible communication and information
- improved ākonga confidence and desire to access disability support and to share impairment information
- disabled ākonga have access to appropriate supports so they do not continue to feel overwhelmed due to anxiety or mental distress
- hardship funding and more funding for impairment-related learning support
- improved academic and employment pathways for disabled ākonga, and
- accessible physical environments for disabled ākonga.

¹³ [accessibility-charter-2.pdf \(msd.govt.nz\)](#)

TEC investment priorities

Stakeholder needs driving Te Pūkenga Network of Provision

As an integrated network, Te Pūkenga can take a unified view of vocational educational delivery across the motu, to more effectively inform investment in response to system drivers.

In addition to ensuring our delivery is informed by the TES, the linkage with and influence that WDCs will have on 'product' in the future (particularly through the establishment of skills standards, use of NZ programmes and WDC endorsement of programmes of study), represents a pivotal change to how Te Pūkenga will operate.

By creating WDC-aligned Ako sub-networks of provision, Te Pūkenga delivery is connected to:

- industry needs (informed by WDCs, including qualification development and programme endorsement)
- regional needs (informed by RSLG priorities)
- employer needs (informed by local, regional and national relationship management)
- ākonga needs (informed by Te Pūkenga ākonga success and equity strategies)
- quality of delivery needs (informed by NZQA and regulatory authorities), and
- model of delivery needs (informed by the above and Whiria Te Ako).

WDC advice focuses on vocational education, which applies to all learning at levels 2-7 (non-degree). Te Pūkenga considers the WDC and RSLG informed investment priorities as critical to the vocational education system and will also consider the relevance of this advice when designing and delivering programmes that pathway to and from this important group of programmes.

Overall, an equity and Tiriti enabling principles-based approach to the application of funding will prioritise Māori employment and workforce development outcomes through activity that is:

- Māori-led or convened by our Te Pūkenga Māori partners in the regions
- identified within the Māori workforce components of RSLG Workforce Development Plans
- delivered to the Government's Te Mahere Whai Mahi Māori | Māori Employment Action Plan¹⁴, and
- in region with hāpu and iwi and develops the Mātauranga Innovation Hub service design concept.

Te Pūkenga is a key data partner in the wider vocational education system

Te Pūkenga kaimahi are actively involved in the WDC Shared Data Platform project, which aims to provide meaningful intelligence about our industries' current and future workforce needs.

Te Pūkenga is a critical data partner to this mahi and has been engaged in this project from its outset. Our engagement to date has focused on:

- shaping the scope of project and identifying data sets of value
- sharing our data practice and progress (with a focus on contributing Te Pūkenga qualification and programme portfolio models)
- connecting the project and technical teams into Te Pūkenga around specific areas of data practice, and
- advocating strongly for effective collaborative data partnerships.

¹⁴ [Te Mahere Whai Mahi Māori - Māori Employment Action Plan – Summary \(English\) \(mbie.govt.nz\)](https://mbie.govt.nz/te-mahere-whai-mahi-maori)

As this project evolves and we work collaboratively to define the problems we are seeking to address, this will identify the data Te Pūkenga will contribute.

Established in 2022, an output of this evolving capability and agency relationship is the ability of Te Pūkenga to map current delivery (supply) to the roles of WDCs (greater industry coverage and leadership across vocational education) and RSLGs (regionalised skills demand).

As the above multi-agency platform continues to evolve, Te Pūkenga has developed its own Network of Provision data insights tool. This combines a range of TEC delivery data metrics, more recently released RSLG priorities, and existing learner success metrics.

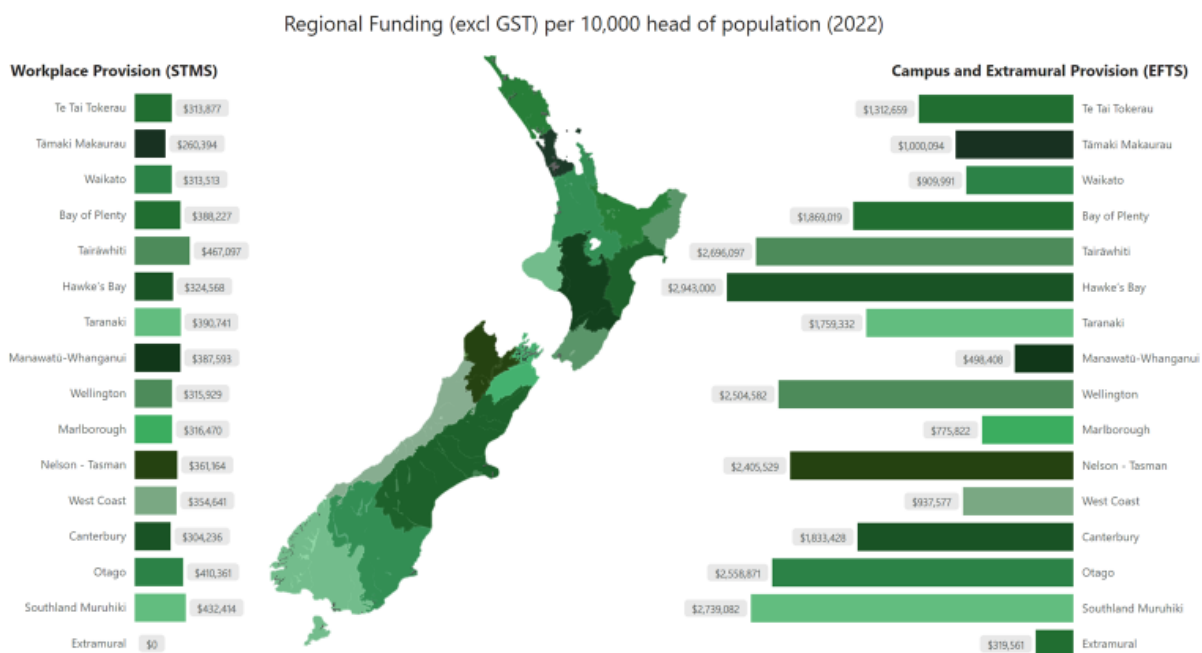
By being able to take a whole of network view of delivery provision, Te Pūkenga can now ensure stronger links between traditional MoP delivery decisions and all investment decisions that might be required (i.e., decisions beyond delivery, such as capital investment, learner support location decisions) to create the vision of the network of provision intended by the reforms.

Over time, this data set will continue to grow and begin to show the impacts of Te Pūkenga network of provision investments. Examples of how we are currently using these insights to align key strategies and decisions are illustrated below.

How data is informing 2023-2025 delivery

The benefits of a combined Te Pūkenga network have already been shown in the volume of new delivery of existing programmes being established in regions where those programmes were previously not available. In 2021, 56 new programmes were made available within the network via this faster accreditation process.

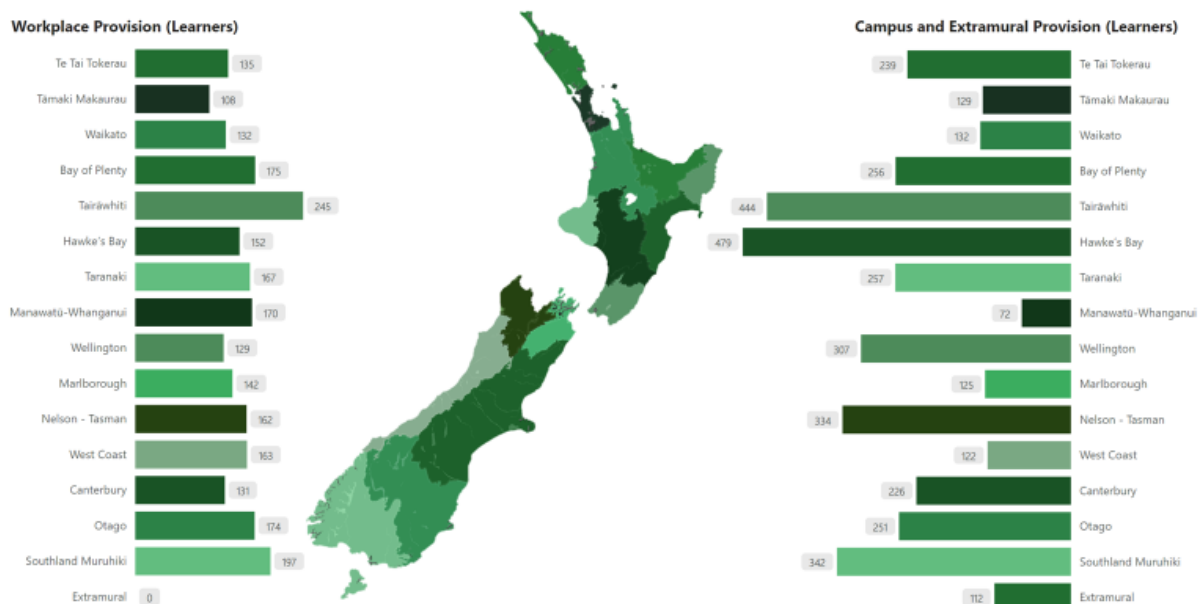
Graph one



Graph one describes the disparities in previous TEC investment in delivery between campus and distance delivery, and workplace provision across the motu. This evidences the need to enable Te Pūkenga to make investment and delivery decisions across its network of provision that will, over time, improve equity of access for all ākonga across Aotearoa New Zealand. During 2023-2025, national delivery plans will be implemented as programmes are unified, which will utilise nationally delivered ODFL or blended pedagogies as both a pathway and a solution to improve equity of access.

Graph two

Learner Regional Provision per 10,000 head of population (2022)



Graph two shows, by region, the volume of Te Pūkenga ākonga per 10,000 people who are supported by this investment.

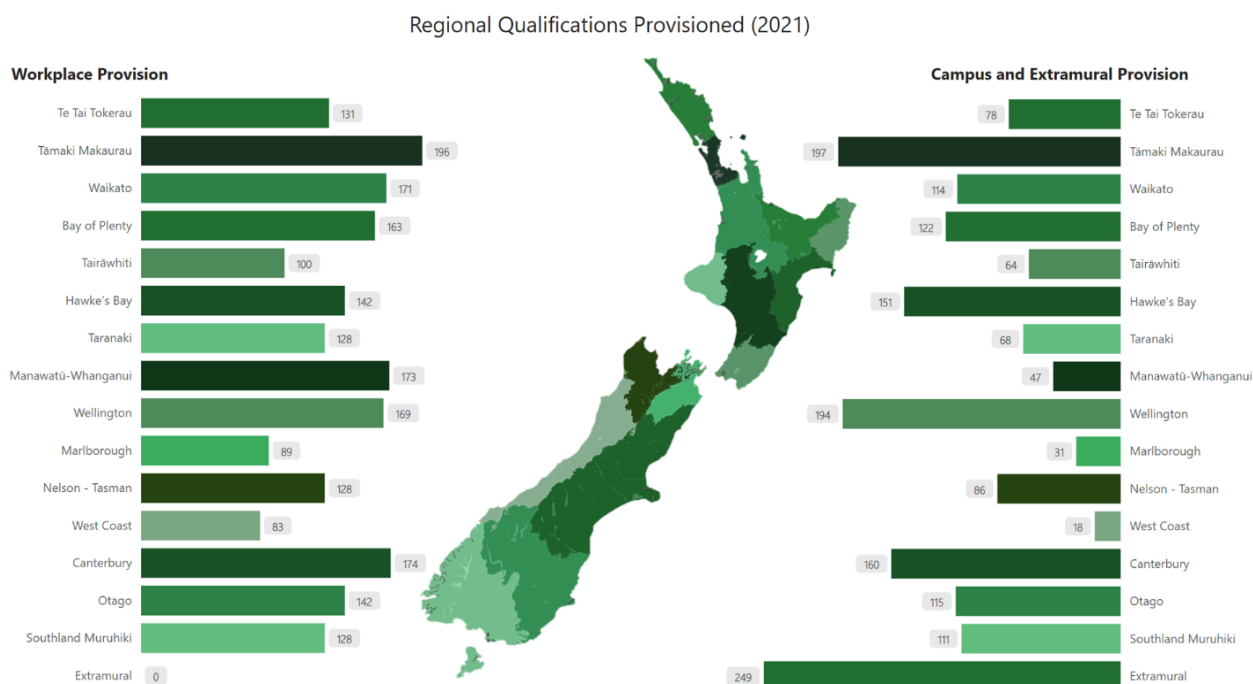
Significant inequity in access to Te Pūkenga provision is apparent across regions – with some regions having far higher levels of access to Te Pūkenga provision (for example, Hawke’s Bay and Tairāwhiti), compared to other regions (such as Tāmaki Makaurau, Waikato, Manawatu-Whanganui, Marlborough and the West Coast).

Inequities in access to campus and extra-mural delivery and workplace provision across the motu is significant. This is one of the key drivers of RoVE. For the first time, Te Pūkenga can analyse this network of provision and drive key shifts in delivery, with a focus on improving equity of access to vocational education across the motu.

Whilst these views of the network show the disparity between access and mode, Te Pūkenga is also intent on ensuring relevance and range of learning opportunities across the network.

Graph three shows the number of Te Pūkenga qualifications that were offered in 2022 per 10,000 people in each region. By way of example, while it was noted above that the Tairāwhiti region had comparatively high volumes accessing tertiary provision, there are fewer qualifications on offer in the region compared to elsewhere in the network. This offers opportunity to enhance delivery models to improve access.

Graph three



Next steps

Although this data insight capability is still developing, initial views like these provide immediate indications of where delivery shifts may need to occur if we are to ensure regions can grow the required workforce and capabilities described in the initial set of workforce plan priorities.

In the near future, this data analysis will be available at more granular levels and further allow Te Pūkenga to view the shifts by enrolled ākonga (current state) and forecast (future state) 2023 - 2025 by:

- a. priority ākonga
- b. mode of delivery
- c. qualification level, and
- d. EPI measures.

This more granular analysis will also highlight the responsibilities and opportunities available to Te Pūkenga by those parts of the network that enhance the pathway into, through and post vocational education portfolio (e.g., foundational, bridging, and degree and post-graduate delivery).

The view of RSLG priority populations is also beginning to be mapped to delivery data. This will support Te Pūkenga to ensure that appropriate sector skills are being delivered (in the appropriate modes). As programmes are transformed through the programme unification strategy of Te Pūkenga, WDC and RSLG insights into population priorities and priority areas will be valuable, with key insights being made available via the network of provision tool at the outset of programme unification.

This approach aligns with the three key skills priority themes released by RSLGs and WDCs, that:

1. programmes need to have embedded content to meet industry needs
2. programme design and delivery need to be responsive and flexible
3. initiatives, support and partnerships will help transform the system.

Regional workforce and skills priorities – creating a Te Pūkenga network of provision

In support of this Investment Plan, throughout August and September 2022 Te Pūkenga gathered 2023-2024 delivery data from across the network, utilising the relevant TEC templates. This data was combined and analysed to inform an overall 2023 delivery mix that aligns to priorities as stated by TEC in plan guidance.

Finalised MoP information, reflecting the network of provision Te Pūkenga seeks to commit to for 2023-2025, is provided via the TEC MoP submission processes alongside the final submission of this Investment Plan Note that for 2023 Te Pūkenga will continue to undertake this task via its divisions and their respective historic EDUMIS numbers. As a result of this approach, we recognise that TEC has had to “split” funding into division amounts to allow the provision and submission of necessary templates. Whilst this approach has benefits in allowing Te Pūkenga to monitor delivery with a regional perspective, it is not intended to be an enduring approach. We will continue to engage with TEC, NZQA and MSD StudyLink throughout the course of this Investment Plan period as we transition to a single EDUMIS number (EDUMIS 6683).

Based on the partnership described above, and in discussion with key RSLG kaimahi, RSLG sector demand information has been mapped to past and current delivery by analysing and agreeing on NZ Standard Classification of Education (NZSCED) as it best aligns to sector definitions provided by RSLGs.

With this developing insight capability, Te Pūkenga has mapped recent delivery to regional workforce priorities for sectors and industries, as outlined in the TEC Supplementary Plan Guidance.

The resulting outputs will increasingly inform the necessary balance of delivery, strategic and learner component funding from the UFS, as well as other TEC funds.

Unified Funding System

The UFS aims to fund the delivery of vocational education and training that focuses on ākongā, supports employers, and addresses national and regional skill priorities. This focus is reflected in the Charter of Te Pūkenga.

Te Pūkenga offers an unmatched potential to provide the skilled people that the regions of Aotearoa New Zealand require. These needs are evident across the major urban areas of Aotearoa New Zealand and through to our least urbanised, predominantly rural communities.

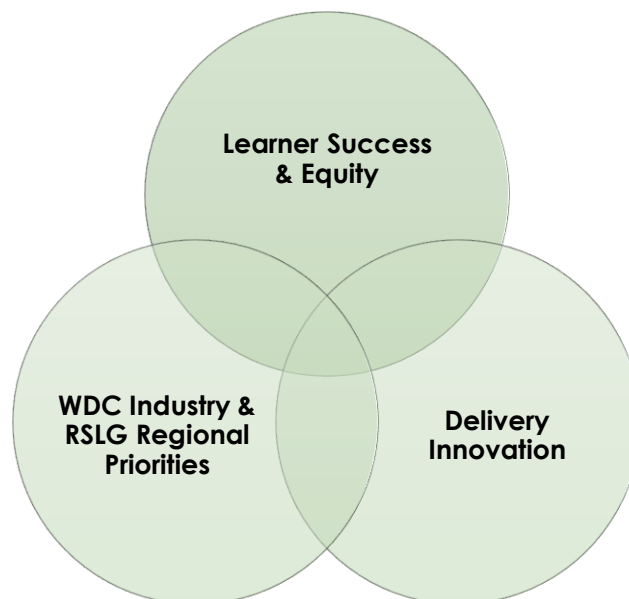
Astute allocation of the 2023 learner and strategic components of the UFS is critical to demonstrate what Te Pūkenga will be to the network and our partners. The delivery component of the UFS will continue to enable the network to deliver relevant existing services to ākongā and employers.

WDCs and RSLGs have considered the priority areas that would benefit most from a proportion of strategic component funding to meet industry and regional priorities. These include:

- additional investment to expand access to different types of educational provision
- development of new education and training programmes, and
- building capacity and capability to deliver on regional priority areas, including support to deliver programmes on a regional basis as part of the national network of provision.

Te Pūkenga has assessed the range of our ākongā success and equity initiatives and delivery innovations against the WDC and RSLG priorities to determine those projects that would be most appropriately align to UFS learner and strategic component funding support.

While the following sections describe how we will utilise the strategic and learner component of the UFS, this is not an exhaustive overview given the many other initiatives that are in play and funded via the PBC, or through effective use of delivery funding. These are the initiatives that are most aligned to the learner and strategic components due to the strategic interplay between ākongā success and equity, employer/industry and regional priorities, and delivery innovation.



Strategic Component

The strategic component seeks to support the vocational education and training system to respond to regional and national skills priorities. Te Pūkenga will use this funding to meet both its Charter obligation to create a sustainable national network of vocational education, to respond to national and regional skills priorities, and support programme development and maintenance. A key focus of the strategic funding will be around equity initiatives such as the establishment of a Te Tiriti Futures Fund, which is an investment to fuel and drive innovation for Māori and vocational education.

Giving effect to our Charter requires Te Pūkenga to systematically draw on a wide range of insights and priorities to inform our network of delivery. Insights are drawn from:

- Tertiary Education Strategy and TEC updated investment priorities
- WDC and industry insights, priorities, outcomes, and actions as identified in their WDPs
- RSLG insights and priorities as set out in their RWPs
- Ākonga with their whānau
- Te Tiriti Futures insights
- Employer and industry insights and priorities, and
- Network of provision/delivery insights and priorities, including equity of access.

The key initiatives that are most aligned to achieving learner success and equity, as well as meeting WDC and RSLG priorities are described in this proposal. These initiatives adopt innovative delivery approaches or adjust delivery towards more work-based or work-integrated learning.

The following map sets out all Unified Funding System (UFS) initiatives proposed for investment in 2023.

Te Pūkenga 2023 Network-wide Investment Priorities

Delivery funding, to meet skills needs:

Enriched Work-Based Learning (WBL), focus on Construction, including Building, Plumbing and Civil

Health and Social Service provision 'Earn while you learn'

Food and Fibre Primary provision, with a focus on NZAs

Home-based Early Childhood Education & related delivery, focus on L4-5

Learner focus, to improve outcomes:

Retention: Tuakana-Teina, Whakawhanaungatanga, New and Expanded Mental health services

Access and Participation: Secondary-Tertiary/Foundation Pathways

Capability: Ako, Equity and Te Tiriti capability development

Ākonga Engagement: Alerts and Case Management for Ākonga holistic services

Strategic initiatives, to develop capability/capacity:

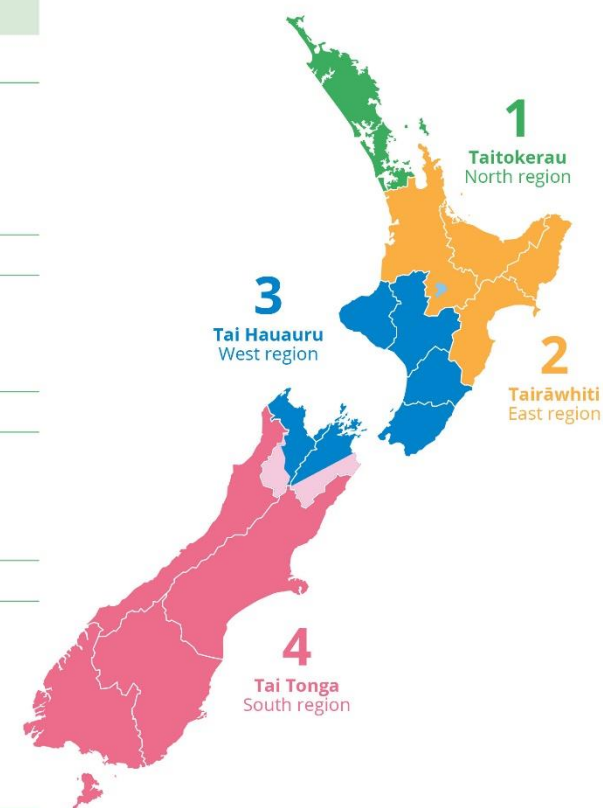
Te Tiriti Futures Services, focus on Māori vocational futures and innovation, iwi future skills strategies & the Māori future of work

Targeted WDC and RSLG informed Skills Priorities Initiatives.

Integrated, HyFlex & Enriched WBL Delivery Models

Unified Programme Development and Online Programme Maintenance

Key delivery investments/shifts	Learner Success Initiatives	Strategic Component Initiative
1 - Northland, Auckland		
<ul style="list-style-type: none"> Increase Health and Social Services provision Increase WBL provision, focus Primary Industries, Plumbing and Construction 	<ul style="list-style-type: none"> Pre-start Whakawhanaungatanga Tuakana-Teina 	<ul style="list-style-type: none"> Regional hub delivery to improve access Pacific Trade Training in Tāmaki Makaurau Essential Health and Social Services Cybersecurity work-based programme developments Te Tiriti and Māori Initiatives
2 - Waikato, Bay of Plenty, Gisborne, Hawkes Bay		
<ul style="list-style-type: none"> Increase Digital and IT provision Increase Health and Social Services provision Increase WBL provision 	<ul style="list-style-type: none"> Pre-start Whakawhanaungatanga Secondary-Tertiary and foundation pathways 	<ul style="list-style-type: none"> Te Tiriti and Māori initiatives Integrated, HyFlex and enriched WBL delivery to improve access
3 - Taranaki, Manawatū-Whanganui, Wellington, Tasman, Nelson, Marlborough		
<ul style="list-style-type: none"> Increase WBL provision Increase Health and Social Services provision 	<ul style="list-style-type: none"> Secondary-Tertiary and foundation pathways Tuakana-Teina 	<ul style="list-style-type: none"> Central region logistics and infrastructure Regional Kaiāwhina workforce plan Te Tiriti and Māori initiatives
4 - West Coast, Canterbury, Otago and Southland		
<ul style="list-style-type: none"> Increase WBL provision, focus construction 	<ul style="list-style-type: none"> Tuakana-Teina. Pre-start Whakawhanaunhगतanga 	<ul style="list-style-type: none"> Integrated, HyFlex and enriched WBL delivery to improve access Dunedin Hospital Build Construction Service delivery trial Southland Just Transition - Murihiku regional plan Te Tiriti and Māori Initiatives



Overview of investment of strategic component funding

The table below provides an overview of the strategic component funding, which will be utilised to provide non-volume-based support for Te Pūkenga to respond to key challenges within the system.

We have identified the two elements of the strategic component, namely regional and national skill priorities and product development and maintenance. We have then grouped the skill priorities into three areas; regional and national skill priority areas including Te Tiriti initiatives at a national level, rural and remote community provision and integrated and innovative delivery models.

A key benefit that can be achieved with the strategic component funding is creating flexibility in the delivery of our products to better suit the needs of ākonga, employers, iwi and communities. Development of a standardised product, including learning materials that can be delivered via a variety of ways will ensure that those in rural and remote areas get the same quality learning experience as other parts of Aotearoa New Zealand. We can also support employers with learning materials and other learning opportunities based on their needs now and into the future.

Table One: Elements of Strategic Component with funding, impact, and intent

Strategic Component Fund	Impact and intent
Element 1: Regional and National Skill Priorities	
Regional and national skill priority areas, including Te Tiriti Excellence initiatives	To respond to regional and national skill priority areas, drawing on advice from WDCs, RSLGs and Māori (through Te Pūkenga Te Tiriti Futures approach), Te Pūkenga will apply seed funding to develop new and scale promising models and approaches. Projects in one area may be trialled before being scaled or replicated elsewhere.
Rural and remote community provision	To build and sustain a national network of provision that rural and remote communities find value in – trialling new approaches, alongside national delivery plans that improve sustainability (particularly) in Northland, the East Coast of the North Island, Taranaki, Southland, and the West Coast of the South Island. The ability to scale the Hyflex model from the former SIT will also be considered as a way of supporting rural and remote delivery.
Integrated and innovative delivery models	To respond to the challenge of creating integrated delivery models that are fit for purpose and meet the needs of industry sectors, developing consistent models that enrich the WBL approaches, develop greater flexibility for ākonga, and creating a national, agile micro credential service for employers.
Element 2: Product development and maintenance	To support programme development and maintenance – supporting the costs of programme development (including the transformation part of the unification programme of work costs in 2023) and maintenance, including for ODFL programmes. As part of this workstream, technology platforms will start to be scoped to allow for greater agility and flexibility in delivery.
Unification programme of work	
Programme development and maintenance	
Total	

The following tables set out an outline of each of the strategic initiative, including its delivery area, region or industry, and the estimated costs/investment required. We have described the opportunity of the initiatives and some of the relevant areas of focus as set out in the plan guidance.

We refer to regions, which are the campus locations of the former Institute of Technology and Polytechnic subsidiaries (ITPs) and also to WBL or Te Pūkenga Work Based Learning. Over 2023, these will become Ako Delivery regions and Ako networks as we move towards the transitional state for Te Pūkenga.

Element 1(a): Regional and National skill priorities

Seed funding for regional and national skill priority areas will be utilised to finance the first steps of these initiatives. In some cases, this may support planning and delivery of a small initiative within 2023, scaling of an existing initiative, or the development of a business case to support consideration of future large-scale investment. Te Pūkenga will monitor the chances of success or scaleability for each initiative to assess whether it is feasible or not.

	Initiative	Area/region	Opportunity	Area of focus
1	Essential Rural Health and Social Services	Northland Canterbury	To increase and improve ākonga Māori pathways and enrolment into Hauora/Health and supporting kaimanaaki delivery into the regions through iwi and Māori health providers. Currently, discrete qualifications require the ākonga to start again to upskill or change career. The ability to develop an integrated healthcare pathway will increase opportunities into the health professions and reduce barriers.	<ul style="list-style-type: none"> ✓ Employability skills and work readiness ✓ Learning that is grounded in Te Tiriti ✓ Equity – access to education and employment ✓ Developing initiatives, projects and learning in partnership with iwi, hapū, Māori business and Māori governance groups, with the aim of responding to the needs of both Māori learners and employers ✓ Tai Tokerau and Health ✓ Ākonga Māori
2	Primary Industries Horticulture	Te Tai Tokerau	To support the establishment of the Tupuanuku Hub at Te Pou o Manako (Kerikeri Campus) with the provision of education and training support in both Horticulture and Mātauranga Māori. This regional hub delivery will improve access and is an outcome required in several places within Aotearoa New Zealand so we will be looking to upscale once trialled in Tai Tokerau.	<ul style="list-style-type: none"> ✓ Employability skills and work readiness ✓ Ensuring delivery of employability and career skills within training ✓ Learning that is grounded in Te Tiriti ✓ Tai Tokerau and Food and Fibre (focus on horticulture) ✓ Ākonga Māori

	Initiative	Area/region	Opportunity	Area of focus
3	Digital Pathways - Expanding P-TECH - schools, tertiary, industry programme	Tāmaki Makaurau	To develop supported learning pathways into the digital and technology sector. We already have developed strong links with Amazon Web Services (AWS), Microsoft and Apple, as well as Datacom and Te Whatu Ora. Pathway development in cyber security work-based programmes to increase access to digital careers for ākonga Māori and Pasifika learners.	<ul style="list-style-type: none"> ✓ Building industry-specific technology capability ✓ Equipping learners with the appropriate skills for tech-int-tech roles, such as cyber security, software engineers etc ✓ Equipping learners with the new skills created by rapid digital transformation (e.g. Training in cyber security) ✓ Ākonga Māori, Pasifika learners ✓ Tāmaki Makaurau and digital technology
5	Pacific Pilots to inform Pacific Strategy	Tāmaki Makaurau, Waikato	To undertake pilot and discovery activity to inform the future Te Pūkenga Pacific strategy. Pacific peoples have traditionally been underserved by education in New Zealand. This pilot is to investigate ways of increasing engagement and success through working with the Pacific community to support their aspirations and expectations, including Pacific Trades Training in Tāmaki.	<ul style="list-style-type: none"> ✓ Enhancing equitable outcomes for all learners, including Pasifika learners ✓ Employability skills and work readiness for Pasifika learners ✓ Access to high quality careers advice, information, and guidance services, together with easily navigable pathways into work and/or study for Pasifika learners
5	Primary Industries Integrated Delivery	West Coast South Island, WBL	This initiative will model fully integrated delivery in order to demonstrate the intent of the RoVE. This project builds on the concept of a Regional Operating Model (ROM) explored in the preparation of Tai Poutini Better Business Case with PWC and the Ministry of Education (Ministry) during 2017. This has been already trialled with farm cadets and the increased scope is to develop other areas of primary industries where we can support a flexible delivery model.	<ul style="list-style-type: none"> ✓ Employability skills and work readiness ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs, as well as rapid changes in skill requirements ✓ Ensuring training provides knowledge and practical skills to support better business practices and enable operational sustainability ✓ West Coast South Island and food and fibre (primary industries)

	Initiative	Area/region	Opportunity	Area of focus
6	Civil Infrastructure Service Delivery Trial	Manawatu, West Coast South Island, WBL	To develop a partnership with the logistics and infrastructure industries to scale skill development to meet current demand and respond to future workforce needs.	<ul style="list-style-type: none"> ✓ Employability skills and work readiness ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs, as well as rapid changes in skill requirements ✓ Improved advanced pathways to enable employees to easily add to their skill base while in employment ✓ Manawatu, West Coast South Island, and infrastructure
7	Construction Service Delivery Trial	Otago	The overall objective of this initiative is to develop a single unified, coherent construction pathway by focusing on and improving the learner journey. In addition, the current workforce needs in construction for the Otago region (including the New Dunedin Hospital Build) are constrained by the multi modal and multi pathway options. This leaves employers and ākonga confused. New modes of delivery will be investigated. This work will inform construction pathways nationwide. We have been working with Workforce Central, MBIE, MSD, Waihanga Aro Hou and the Central Otago High Schools on ensuring that we are connected in our planning and thinking.	<ul style="list-style-type: none"> ✓ Employability skills and work readiness ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs, as well as rapid changes in skill requirements ✓ Improved advanced pathways to enable employees to easily add to their skill base while in employment ✓ Otago and construction
8	Digital Apprenticeship Service Delivery Trial	WBL	The development of industry support, and pathways for ākonga Māori and Pasifika learners into the tech sector. This integrated, hyflex and enriched work-based learning is proposed by both ITProf and TechNZ and is a part of the Government's Digital Skills Plan. This will enable those who enter work through the micro credential training to continue on their learning path in work.	<ul style="list-style-type: none"> ✓ Building industry-specific technology capability ✓ Equipping learners with the appropriate skills for tech-int-tech roles, such as cyber security, software engineers etc ✓ Equipping learners with the new skills created by rapid digital transformation (e.g. Training in cyber security) ✓ Ākonga Māori, Pasifika learners, disabled learners

	Initiative	Area/region	Opportunity	Area of focus
9	Kaiāwhina workforce plan	Manawatū/Whanganui	This initiative aims to support the implementation of RSLG-endorsed regional Kaiāwhina workforce plan. This is an important workforce development for supporting the health workforce for the Manawatū and Whanganui regions. Once we have evaluated the outcomes, it will be scoped to implement in other parts of Aotearoa New Zealand.	<ul style="list-style-type: none"> ✓ Core essential and transferable skills as part of wider learning – literacy, numeracy, problem-solving, team building, collaboration, and communication – particularly for those most disadvantaged in the workforce ✓ Improved advanced pathways to enable employees to easily add to their skills base while in employment ✓ Addressing skills mismatches where there is a disconnect between the skills industries need and the skills being taught in the vocational education and training system more broadly ✓ Developing initiatives, projects and learning in partnership with iwi, hapū, Māori business and Māori governance groups, with the aim of responding to the needs of both Māori learners and employers ✓ Manawatū-Whanganui and health (kaiāwhina Workforce)

	Initiative	Area/region	Opportunity	Area of focus
10	Southland Just Transitions	Southland	<p>This investment will enable a response to the Government supported regional initiative, to drive local community engagement and educational delivery relevant for the region. This supports the proposed closure of Tiwai Point and changing a workforce for a new future. Similar indications have been forecast for Taranaki around the reduction in oil drilling and production. These regional initiatives will inform how we engage and respond to regional economic drivers.</p> <p>As a specific part of the Southland Just Transitions we are developing an aquaculture focus for Southland, currently this is only a focus in the Nelson/Marlborough area. Aligning to the Ministry of Primary Industries' 2019 New Zealand aquaculture strategy and the acknowledgement of the investment required in research, training and education, this initiative will address how Te Pūkenga can support this response. This is also an area that Muka Tangata are focusing on, and we will partner around developing a cohesive qualification pathway.</p>	<ul style="list-style-type: none"> ✓ Ways of supporting people to transition into new areas of work ✓ Learning solutions that are flexible and adaptable enough to respond to the changing workforce, industry, and learner needs, as well as rapid changes in skill requirements ✓ Assisting small and medium enterprises, including the self-employed, to develop skills in management, including good employment practices ✓ Developing initiatives, projects and learning in partnership with iwi, hapū, Māori business and Māori governance groups, with the aim of responding to the needs of both Māori learners and employers ✓ Equipping learners to support sector adaption to climate change and the transition to a low-emission and climate resilient New Zealand ✓ Enhancing career pathways, upskilling, and mobility for employees ✓ Southland and all regional priority areas

	Initiative	Area/region	Opportunity	Area of focus
11	Industry Supply and Demand Modelling	National	To create national strategies and supply and demand models, in partnership with key national employers, WDC's and RSLG's to ensure evidenced sustainable levels of response and investment.	<ul style="list-style-type: none"> ✓ Employability skills and work readiness ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs ✓ Ensuring training provides knowledge and practical skills to support better business practices and enable operational sustainability ✓ Addressing skills mismatches where there is a disconnect between the skills industries need and the skills being taught in the vocational education and training system more broadly

Element 1(b): Te Tiriti and Māori initiatives

	Initiative	Area/Region	Opportunity	Areas of focus
1	Te Tiriti Futures Establishment	National	To establish the core functions and initiatives that will enable Te Pūkenga and Māori partners to explore, design and implement together new and innovative ways for ākonga Māori and communities to engage and succeed in vocational and tertiary education and be successful beyond in their careers and business enterprise.	<ul style="list-style-type: none"> ✓ Learning that is grounded in mātauranga Māori ✓ Learning that supports capability development in te ao Māori and te reo Māori, recognising their status as taonga ✓ Strengthening and integrating mātauranga Māori across all disciplines
2	Develop the Mātauranga Innovation Hub service design concept	National	To support regions to partner with iwi and hapū to find innovative responses to 'wicked problems' This activity will be Māori-led or convened by our Te Pūkenga Māori partners in the regions.	<ul style="list-style-type: none"> ✓ Developing initiatives, projects and learning in partnership with iwi, hapū, Māori business and Māori governance groups, with the aim of responding to the needs of both Māori learners and employers

	Initiative	Area/Region	Opportunity	Areas of focus
3	Poipoia Capable Taiao Innovation Pilot	National	Within the next 10 years, 6740 new Mātauranga Māori practitioner roles will need to be filled - this initiative will develop new programmes to respond to this growing demand.	✓ Enhancing equitable outcomes for all learners, supporting the aspirations of Māori learners, and improving outcomes for both learners and their whānau/family
4	Māori Broadcasting	National	To develop Māori broadcasting micro credentials, in partnership with leading Māori broadcasters.	✓ Developing a greater understanding of Māori learner pathways, including barriers, and identifying and implementing solutions to those barriers
5	Pūhoro STEM Partnership	National	This partnership investment will enhance engagement of Māori in STEM-related (science, technology, engineering, mathematics, and Mātauranga Māori) subjects and career pathways.	✓ Working towards building a Māori workforce and the realisation of mō te Māori, mā te Māori ✓ Employability skills and work readiness
6	Mātauranga Māori	Te Tai Tokerau	To support leadership in Mātauranga Māori and knowledge. Investment in pedagogical approaches for current products and services, in Te Tai Tokerau, including investment in climate change initiatives with a Te Ao Māori lens.	✓ Supporting rural communities and small-scale delivery to encourage and enable access to learning ✓ Supporting relationships and learning pathways in schools and into employment for youth
7	Seed funding – Regional Iwi partnered Business case	Iwi Partnership	To enable a response to emergent regional partnership initiatives and opportunities.	

Element 1 (c): Rural and remote community provision initiatives

	Initiative	Area/region	Opportunity	Areas of focus
1	Sustainable rural and remote delivery models	West Coast South Island, Te Tai Tokerau, East Coast North Island, Southland	To undertake prototyping activity that demonstrates and informs the creation of integrated delivery models and sustainable business models for provision in remote communities. Including growing partnerships like the Primary and Tai Poutini farm cadet programme and increasing the reach of the Hyflex system that SIT have developed.	<ul style="list-style-type: none"> ✓ Supporting rural communities and small-scale delivery to encourage and enable access to learning ✓ Developing initiatives, projects and learning in partnership with iwi, hapū, Māori business and Māori governance groups, with the aim of responding to the needs of both Māori learners and employers ✓ Employability skills and work readiness ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs ✓ Ensuring training provides knowledge and practical skills to support better business practices and enable operational sustainability
2	Regional facilitated learning – Hub concept	West Coast South Island, Te Tai Tokerau, Southland	Development of a ‘hub’ concept to support foundation pathways and facilitated learning for a range of programmes with a specific focus on improving the equity of access. Some regional hub models might include implementation of online learning, Hyflex learning and learner support services. Hubs may also be in partnership with iwi and hapū, and local schools.	<ul style="list-style-type: none"> ✓ Supporting rural communities and small-scale delivery to encourage and enable access to learning ✓ Developing initiatives, projects and learning in partnership with iwi, hapū, Māori business and Māori governance groups, with the aim of responding to the needs of both Māori learners and employers ✓ Employability skills and work readiness ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs ✓ Ensuring training provides knowledge and practical skills to support better business practices and enable operational sustainability

Element 1 (d): Integrated national delivery and innovative delivery models

	Initiative	Area/region	Opportunity	Areas of focus
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1	Enriched work-based learning delivery	National approach	Development of multi-mode delivery models for 16 existing NZ apprenticeships.	<ul style="list-style-type: none"> ✓ Employability skills and work readiness ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs, as well as rapid changes in skill requirements ✓ Improved advanced pathways to enable employees to easily add to their skills base while in employment ✓ Ensuring training provides knowledge and practical skills to support better business practices and enable operational sustainability ✓ Building business capability to respond effectively to external uncertainty and change, with the ability to pivot to take advantage of new opportunities
2	Agile service for employers including micro credential (MC) delivery	National approach	To develop Te Pūkenga capability to deliver micro credentials to meet the needs of business and communities, and to enhance access to vocational education for ākonga.	
3	Employer capacity	National approach	To invest in building employer capacity to sustain increased work-based provision and support.	
4	National delivery plans for improved equity of access and sustainable delivery	National approach	To improve equity of access and to support sustainable educational delivery and products through the development of national delivery plans for Level 1-6 programmes.	

Element 2: Programme development and maintenance

	Initiative	Area/region	Opportunity	Areas of focus
1	Unification Programme of Work	National approach	The continued investment in the transformation of programmes which create a single programme with flexibility in delivery to better suit the needs of ākongā, iwi and employers. This programme of work is part of creating a sustainable network of provision.	<ul style="list-style-type: none"> ✓ Employability skills and work readiness ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs ✓ Ensuring training provides knowledge and practical skills to support better business practices and enable operational sustainability ✓ Improved advanced pathways to enable employees to easily add to their skills base while in employment ✓ Using our size and scale to create standardisation in programmes with flexibility in delivery to meet the needs of ākongā, employers, iwi, and communities.
2	Programme and resource maintenance and development	National approach	An investment to leverage the capability and investment in ODFL product development for entire network, this work will include scoping technology needs to allow for more flexibility for the learner. The consistency of learning materials will allow greater movement between learning modes for ākongā and the ability for kaimahi to focus on delivery.	<ul style="list-style-type: none"> ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs. ✓ Ensuring training provides knowledge and practical skills to support better business practices and enable operational sustainability. ✓ Supporting the redevelopment of learning materials onto a national learning management system that allows for greater flexibility.

Learner Component

The learner component aims to support learners who traditionally have not been well served by the education system (ākonga with low prior achievement, disabled ākonga, ākonga Māori and Pacific ākonga).

As described in the LSP, our momentum actions have been constructed using an evidence needs-based design model. These have been mapped back to the ākonga needs identified in the Te Rito reports and are supported by additional quantitative data. Initiatives are aligned across the ākonga journey, to ensure that ākonga momentum is sustained.

Momentum actions have been developed to:

- reduce ākonga attrition, increase access, participation, or perseverance, and (or)
- move towards parity of outcomes in credit, course, programme, or qualification completions, through increasing relevance of provision, the responsiveness of our practices, and enabling ākonga wellbeing.

Overseas evidence re-iterates that there are no ‘silver bullets’ for equity within tertiary organisations. Picking and advancing a minimal selection of strategies will not ensure the transformational change across the capabilities identified in Te Pūkenga Learner Success Framework (LSF) and would disregard the interconnectedness of the interventions and their shared contribution to the outcomes we are seeking. As a result, we are promoting a broad range of actions to be initiated and supported as summarised below:

Workstream	Momentum actions
Foundational Initiatives - Regional and Local Collective Impact Design	<ul style="list-style-type: none"> • Ākonga Navigation Model and technology platform • Ako Capability • Institutional Effectiveness • Financial Services and Coaching • Disputes resolution and independent advocacy • Ākonga Safety Management • Foundational Pathways • Employer Partnering and Support
Network Prioritised Practice	<ul style="list-style-type: none"> • Targeted interventions at regional and delivery level, focusing on kaimahi and employer capability uplift, ākonga performance, particularly in areas of credit and course completion, retention and attrition
Piloting and Scaling for Implementation	<ul style="list-style-type: none"> • National Tuakana / Teina and Peer Mentoring • Early pre-start Whakawhanaungatanga • MOH-funded Mental Health Services • Learner representation and Whiria Nga Rau • Hardship Fund • Learner Leader Capability • Increased work-based learner uptake of provider-based learner services

The LSP provides outlines for each of the above actions:

- the momentum action description
- alignment to Te Rito Learner Need
- alignment to LSF capability
- high level milestones
- specific 2023 milestones for the performance element of the learner component.

The impacts of these actions are outlined in the LSP, with links made (where possible) between stated EPI shifts, and overall, Te Pūkenga EPICs described in the benefits and performance measures section of this plan.

Our performance expectations

Educational Performance Indicators

The specific commitments are made in the LSP and we have incorporated these (and other assumptions noted in *Key ākonga number assumptions* section of the financial sustainability section of the investment plan, into our calculations for the TEC EPICs as far as possible, noting that alignment between the measures is not exact.

The commitments made in the LSP are over a longer period than the Investment Plan EPICs and show the journey towards parity. In time, we will begin to develop and drive EPI success measures via Ako Networks. This will bring a network view to ākonga success, ensuring that ākonga and their success is driven from both a regional/location-based perspective as well as a national ākonga success approach for ākonga in similar discipline cohorts.

Whilst the TEC EPICs table still reflects largely SDR and ITR funded delivery context, we recognise that new EPI measures are in development in the context of the UFS and we are engaged with TEC in the development of these (alongside key success measures as described in the developing Te Pūkenga Outcomes Framework).

Whilst it is difficult to aggregate these division level commitments to overall Te Pūkenga commitments, using past years sector level results we have been able to develop with confidence Te Pūkenga commitments.

The key EPI shifts committed to by Te Pūkenga divisions over the duration of this Investment Plan 2023-2025 (per the existing TEC frameworks) have been submitted by those divisions alongside their MoP templates. These division level commitments will continue to provide valuable insights into the impacts of Te Pūkenga network of provision activity for relevant regions.

Performance measures and monitoring for UFS

Regular reporting will be provided to TEC that for the Strategic and Learner Component, namely quarterly reporting (April, July, October) and in December 2023.

Given that 2023 is the first year of the Strategic and Learner Component and that TEC is still developing the performance monitoring approach including the performance framework and 'what success looks like', Te Pūkenga welcomes a two fold approach to monitoring in 2023:

- TEC and Te Pūkenga would work in partnership on the design of the performance monitoring approach and framework for the Strategic and Learner Components;
- Te Pūkenga extends an invitation for TEC to view some of the strategic initiatives (for example, the 'Essential Rural Health and Social Services initiative' in Northland, 'Just Transitions' in Southland, Civil Infrastructure Service Delivery trial, Construction Service Delivery trial) in June or July 2023.

Investment in Ako Quality

Quality assurance is provided across Te Pūkenga network through various internal and external mechanisms.

The external mechanisms for assuring the quality of delivery are provided through quality assurance processes administered by the NZQA, WDCs, and through regulatory and professional bodies, including the Nursing Council of New Zealand, Social Workers Registration Board, and Engineering New Zealand.

Internally, for 2023 Te Pūkenga will operate under an umbrella QMS that incorporates national, regional, and local systems and processes, with monitoring and support from a quality function and governance through Te Poari Akoranga and its Ohu Whakahaere (sub-committees), with membership drawn from across the network.

Te Pūkenga Quality Framework uses a values-based, tāngata-centred, evaluative approach

The Quality Framework outlines the network-wide approach to Quality Assurance and Quality Improvement using a values-based, tāngata-centred, evaluative approach, which builds on effective, long-standing quality practices from across the network.

Te Pae Tawhiti, Te Pūkenga Te Tiriti o Waitangi Excellence Framework¹⁶, approach to continuous quality improvement underpins the quality framework to embed the principles and intent of Te Pae Tawhiti. This ensures we can identify and dismantle any inequities or inequalities within our policies, practices, and systems, as well as providing Te Pūkenga with evidence towards understanding how well we are giving effect to Te Tiriti o Waitangi.

The framework will define quality excellence for the network and will provide a local, regional, and organisational view of the performance of the network against Te Pūkenga strategic and operational frameworks.

Whilst the quality framework will standardise quality approaches across Te Pūkenga, it will be flexible enough to enable business groups to own their quality measures in ways that are appropriate for their functions, disciplines, and their key stakeholders.

The quality framework will ensure organisational policies and processes, and regional and local services are designed and functioning to deliver quality to meet the diverse needs of ākongā and employers.

Stakeholder voices drive improvement in outcomes

Stakeholder voices, including those of ākongā, Te Pūkenga kaimahi, Māori, and employers, will be captured through Te Pūkenga Engagement Frameworks. Quality framework processes and procedures will ensure these voices drive improvement in delivery and outcomes for our ākongā and employers.

Through standardised monitoring, moderation, and review practices, our framework will provide assurance that decision-making within our programmes and delivery is values-based and evidence-informed.

The quality framework will ensure quality involvement in the product development and improvement lifecycle, providing assurance that the product development process has been followed, approval is made by the appropriate Ohu Whakahaere, and that the approval process through NZQA and TEC is managed.

¹⁶ [111120_TP_TTW Excellence Framework_Vn2.indd \(xn--tepkenga-szb.ac.nz\)](#)

Key quality assurance activities through 2023 - 2025

Through 2023, we will continue to work with NZQA on the roles and functions of each organisation and on approaches to the external quality assurance for Te Pūkenga as a national provider.

This will include:

- working on the approach to external evaluation and review (EER) for Te Pūkenga
- monitoring of level 1-7 programmes
- moderation of unit standards, and
- reviewing and understanding the place of consistency reviews in a national organisation with unified programmes.

We will continue to work closely with the WDCs and NZQA to ensure alignment between our quality frameworks, and to meet their quality assurance requirements.

In 2023, our major focus will be on ensuring the quality framework is accessible and easy to use and understand, responsibilities and delegations are clearly identified, and linked with Te Pūkenga risk framework.

We will develop quality support systems for the network to facilitate application and implementation of the quality framework nationally, regionally, and locally; additionally, we will develop a feedback mechanism for Te Pūkenga kaimahi to identify areas for improvement or gaps in the framework.

We will work to build a strong culture across the network of reflective practice leading to continuous quality improvement and ensure kaimahi have the capacity and capability to engage fully with the quality framework.

Further, we will integrate work-based learning delivery into the network and provide support and capability development to our kaimahi who are moving from an industry training organisation environment to a provider environment to enable them to engage with and navigate the quality framework.

Future roles

Given the size, scale, capability and capacity of Te Pūkenga network, Te Pūkenga intends to seek approval to undertake a similar approach to Universities New Zealand in relation to programme approval and accreditation. Under New Zealand legislation, the New Zealand Vice-Chancellors' Committee (Universities New Zealand) exercises the powers with respect to programme approval and accreditation that are held by NZQA for the rest of the tertiary education sector. Universities New Zealand has delegated its powers to the Committee on University Academic Programmes (CUAP), which undertakes its programme approval and accreditation functions within policies such as the gazetted criteria for programme approval, developed by NZQA following consultation with the university sector. Representatives of CUAP meet representatives of NZQA four times a year to discuss matters of mutual interest and CUAP nominates university representatives to working groups convened by NZQA to consider a range of academic matters when invited to do so.

Te Pūkenga anticipates working with NZQA in a way that is similar to this approach taken by Universities NZ. The Academic Quality Agency for New Zealand Universities (AQA) carries out audits of the processes in universities, which underpin academic quality.

Summary of key actions relating to quality assurance (2023 – 2025)

