

NZIST Council

Mobilising the New World Summary of Feedback

4 August 2020

Contents

Background.....	3
What we heard.....	3
Generally.....	3
Learner Journey Mapping.....	7
Employer and Community Engagement.....	9
Education Products and Services & Online Arrangements	11
Work-Based Learning.....	17
Academic Architecture.....	21
International Education.....	24

Background

At its 5 May 2020 meeting the NZIST Council endorsed the Mobilising the New World (MNW) Interim Reports to be published on the NZIST website to invite comment. The reports were posted to the website in mid-May with a feedback deadline of 15 June 2020. Subsequently, the deadline was extended to 15 July 2020. In the posts, we asked for four specific areas of feedback:

What recommendations in the reports you would prioritise and why?

What recommendations you don't agree with and why?

Recommendations you think are missing and why they should be included?

Any issues that have not been considered in any of the reports and should be.

To provide more information to staff, we held a Zoom presentation on 21 July, made available through subsidiary and transitional ITO channels to all subsidiary and transitional ITO staff. There were 70 participants on the Zoom. At least three of these were meeting rooms accommodating multiple people. In the meeting, a principal advisor, chair or member of each working group gave a brief overview of the recommendations of their working groups followed by a short question and answer session. A feedback template was provided to subsidiaries and transitional ITOs to distribute to staff. While the published deadline remained 15 July, we gave staff until 28 July to provide feedback.

Feedback received

We received 35 individual submissions. Feedback was received from subsidiary leadership, teaching and allied staff; sector associations; transitional industry training organisations (ITOs); unions; economic development agencies; non-government organisations; education sector consultants; academics and researchers; public sector agencies; and private training entities (PTEs).

What we heard

Generally

Overall the feedback was positive and constructive. In general, submitters accepted the recommendations and either added to, or modified what was presented. One noted they could see how NZIST had taken on and responded to potential risks raised in their original Reform of Vocational Education (RoVE) submission, which was made more than a year earlier. There was an appreciation for the co-design process used, and a suggestion that staff and learner voices must continue to be included in next steps. Some felt that the learners-at-the-heart theme described in the Learner Journey working group report was not carried through as strongly in the other working group reports.

Requests for a greater emphasis on diverse learner input in the next stages, through more diverse learner voices and involvement of

There was some great content in these and the groups should be commended for their work and really look forward to how this now translates into the transformation and operation of the NZIST.

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different learner groups, included those not in education, employment or training (NEETs), as well as those in mental health, learning disabilities, older professional refugees, migrants, successful in system, and international learners. One submission noted the emphasis on serving at-risk learners has created a gap in objectives, planning and messaging of opportunities for attracting intrinsically motivated learners.

Several submissions suggested sequencing workstreams in future developments to ensure that they are led by principles of Te Tiriti o Waitangi, followed by learner-centred considerations, industry needs and then finally developing systems, products and services in response.

Perceived omissions

Some submissions noted that the overall priorities for NZIST needed greater clarity. It was also noted that some reports referred to principles or values, which seemed to vary from report to report. A common set of guiding principles or values would assist in aligning the recommendations across all working groups. One submission suggested that common design criteria could address:

- The degree of standardisation and central/regional decision making.
- Geographical boundaries for delivery by subsidiaries.
- Models for course development and learning design and integrating work-based learning.
- Success metrics.

Additional perceived omissions included:

- Systems architecture.
- Teaching and learning model/approach.
- More focus on innovation.
- Greater focus on Pasifika staff and learners.
- A unified learner voice within the structure of NZIST.
- How research and post-graduate degrees will fit into the new body.

A change strategy, change management programme and deeper engagement and communications with staff were also recommended to be in place before implementing any recommendations that required academic support.

One called for a change in messaging from “keep calm and carry on”, to a more uplifting and inclusive message, “together we are

Perhaps the next phase of this work could be a sequencing of work streams, for instance starting with Te Taumata Aronui, then gaining a deep understanding of the learner, staff and employer needs, then developing an academic vision/future state, which is then a guide for strategy, products and services.

A consolidated teaching and learning model is not proposed across the reports, but it needs to be lest the NZIST find itself offering three distinctive, poorly-aligned combinations of design, development and delivery for face-to-face, on-the-job and distance delivery for the same harmonised and master programmes.

An issue that is not explicitly addressed in the reports is the design of innovation in learning delivery to drive the transformation of the network as a whole.

We feel the emphasis on more internal communication is required – not just to CEs but much lower down – all staff want to know how they are going to be affected. [Put a] change management function in NZIST and hammer out the messaging.

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building something great” with details about steps forward communicated clearly.

Submitters wanted to understand how the reports fit together with one suggesting a schematic either by topic or working group or timeline of implementation would be useful.

Other issues

Te Tiriti o Waitangi

One submission noted, “If the Charter and Letter of Expectation are intended to give greater expression to Te Tiriti – it should have triggered the Māori workstream first,” and suggested the following:

- Learn from the mistakes of the past – do what is tika.
- Be a better partner. Do not make any further decisions until the Māori workstream has completed its work.
- Ask all workstreams to consider the recommendations from the Māori workstream and consider what changes they need to make to better align them.

With the exception of a few mentions from one particular workstream, Te Taumata Aronui is nowhere to be seen in the decision-making framework.

COVID-19

Many submissions noted there would be value in working groups reviewing their reports considering COVID-19 impacts on their recommendations.

Marketing

The need to help people understand vocational education as more than trades training was noted. A focus on changing the perceptions of influencers was also noted.

Success metrics

A few submitters noted the lack of success metrics and questioned how NZIST would measure performance. Having explicit evaluation and review embedded into working group outcomes was encouraged along with a learning culture and budgets and systems to support. A move away from completion and retention rates was noted as a desired goal.

There is a risk in making evaluation an afterthought rather than an embedded part of the establishment process in that learning moments and useful data points are often missed or don't hold the right information to inform improvement.

Collaboration

There was interest in moving beyond words and into actions that will enable and ensure collaboration. Network performance metrics were suggested to improve collaboration across the network.

Collaboration between regions was seen as a priority.

Resourcing

Submitters questioned whether some recommendations would be able to be funded and resourced and as such, questioned if they were practical.

Rangahau Māori and research in general

There were calls for ensuring research is supported and integral to NZIST as a system.

Industry domination

A few submissions raised concern over the tendency to frame NZIST as an industry construct and focused on current job shortages. This was seen as implicitly ignoring, side-lining or taking for granted staff and presenting a limited view of vocational education; and at the expense of creative, forward-thinking on preparing learners with the skills that will be needed in the future. One noted that heavy focus on employers will not necessarily meet personal needs of learners for role modelling and giving back to family and community.

Artificial intelligence (AI), 5G and Fourth Industrial Revolution

One submission noted that future technology enhancement and issues will significantly change the New Zealand employment, health and education sectors and that NZIST needs to be prepared.

Perceived contradiction

The inclusive system in Learner Journey and the centrally devised resources of Education Products and Services appeared contradictory to one submitter.

New Zealand-based evidence

The relevance of US-based supporting evidence was questioned, and a call was made for research on New Zealand vocational education to provide an evidence base.

Timeframe

One submission suggested delivering the future state by the end of 2022 was unrealistic, noting priorities for the next three years are important, but signalling a longer end date would be beneficial to success.

More cohesive oversight

One submission identified disconnects between recommendations of working groups, in particular between Learner Journey Mapping and Education Products and Services & Online Arrangements.

Administration as a trade

One submission queried whether there was a work-based model for administration as an industry and to what degree it was acknowledged as a trade.

What does it mean for teaching staff to learn that their own academic and practical preparation is to be subject to a particular industry? What happens when the needs of knowledge of the field clash with business?

Investment in [New Zealand-based] research therefore has three benefits: evidence for the evidence based practice desired by NZIST; increase in collaboration and discussion; improvement in learning and teaching.

You can tell that different working groups have worked on these and there isn't a cohesive oversight which has really thought this out.

Learner Journey Mapping

What recommendations in the reports you would prioritise and why?

Several submissions noted that all the recommendations were important. A majority of submissions answering this question considered a framework for whakawhānaungatanga, with tuakana encompassed as part of the framework to be the highest priority. It was noted that this may be easier to accomplish with smaller local campuses than larger institutes where the feeling of intimate support and relationship can be lost. It was also noted that a tuakana programme could help ākonga and their whānau with transitioning between secondary and tertiary education.

Cultural safety and a proactive alert system were also highly prioritised, with cultural safety noted as contributing to NZIST's response to the Tertiary Education Strategy (TES).

It was further noted that an alert system may not be fully implemented for some time and that it should start with first point of contact, well before enrolment. One submitter suggested that the use of AI should be more explicit in the recommendation. It was noted that holistic support should include improved access to student loans for all learners. The digital response 24/7 was perceived to lack flexible alternatives for students with disabilities and equity groups.

What recommendations you don't agree with and why?

While flexible learning options were supported, it was noted that the assumed subsequent increase in staff workload would need to be considered closely in planning.

While agreeing with the recommendation of an inclusive system that adapts and flexes around learner needs, one submitter questioned the financial viability of the system for smaller programmes.

It was noted by one submitter that personas were useful in providing some qualitative insight, but are not statistically significant for the development of meaningful strategy.

One submission expressed disappointment in the inclusion of the out-moded concept of 'learning styles' and would have preferred that programmes relating to growth mindsets and ways of storing concepts would be more beneficial.

One submitter noted a disconnect between the concept of a central intervention unit and the principle of developing meaningful relationships.

Some of the biggest work will be in instilling this support system and communicating it with current and past learners who may have already been failed by the existing education system - to change their beliefs that it will be different.

Unless the funding model changes dramatically smaller programmes will not be able to afford to have multiple streams of students who can choose their path of study in a flexible manner.

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Recommendations you think are missing and why they should be included?

Submitters would like to see more attention to supporting learners in career transition or progression as well as more attention to supporting international learners.

Several submitters called for a wider variety of learner journeys to be explored. For example, a focus on achieving school leavers and post-graduate learners was missing for some. These submissions comment positively about the proposals' focus on supporting those who have experienced barriers to the system, while cautioning that assumptions have been made about learners who are not 'at risk,' which could result in a system with less appeal for intrinsically motivated learners. One submitter cautioned that care needed to be taken not to overburden experienced learners with the tuakana model.

Other additions or perceived omissions:

- No reference to using the Universal Design for Learning principles or Kia Ōrita: New Zealand Code of Practice for an Inclusive Tertiary Education Environment for Students with Impairments.
- Greater focus on early root causes of low tertiary entry rates.
- Specific definition of disability and a greater focus on learners with additional learning support needs, including more statistical evidence for learners with disabilities: enrolments, withdrawals, dropout rates, successful completions, post-study employment opportunities.
- Pre-tertiary stage of all enrolees who do not have threshold tertiary entry qualifications including literacy, numeracy and study skills.
- Passport model that travels with students from primary education to employment.
- Support for workplaces to ensure that learner support provisions are in place.
- Libraries as essential infrastructure for inclusivity, pastoral care, learning and knowledge support, access to technology and resources.
- Need for recruitment of appropriately skilled kaimahi.
- Need for iwi engagement and how it will be managed as part of supporting taura during programmes of study.
- A concern that generalisation of learning journey mapping will miss the successes achieved over years by subsidiaries in understanding their specific learner requirements.

I recognise the argument that personas based on "successful in spite of struggles" is useful to address barriers, but ... by focussing exclusively on those who have struggled, we are in danger of creating a two-tier education system that inadvertently sets the bar at mediocre.

The focus "persona" on a student with a physical disability (Wheelchair user) does not accurately reflect the majority of students with disabilities learning support needs.

ITP survey data consistently shows that the support provided by friendly and knowledgeable library staff is a significant factor for learners in overcoming barriers and stumbling blocks.

With regard to the implementation of a tuakana-teina model, it is important that taura as teina don't become overburdened by their obligations to the relationship.

Any issues that have not been considered in any of the reports and should be.

Issues identified included:

- A better understanding and remediation of enrolment choices and learning ambitions early to develop strategies to get more Māori in higher tertiary levels.
- How policies, processes and structures would need to adapt to prioritise learners.
- The impacts of digital exclusion and how best to support learners who are technologically disadvantaged.
- Consider how the inclusive system should not only support the transition between modes but also transitions between jobs and/or employers.

Employer and Community Engagement

What recommendations in the reports you would prioritise and why?

All recommendations were valued.

Existing partner and stakeholder relationships was noted most frequently as a high priority, along with the Mana Ōrite Te Tiriti Framework and commissioned co-design.

The value of existing relationships was highlighted along with a caution that, without this acknowledgement and nurturing, bureaucracy could add barriers at the local level.

Early adoption of the Mana Ōrite Te Tiriti Framework was seen as essential for rewiring the vocational education system in New Zealand. One submitter observed that actions and relationships across agencies, the sector, and others who will identify demand and skills needs is not supported by a common methodology or process. Prioritising a framework with urgency would assist in setting up the system for success. Another noted that the framework should be consistently applied across all facets of NZIST.

A suggestion was made that displaced workers due to COVID-19 also be considered as an additional key stakeholder group within commissioned co-design alongside Māori, Pasifika, and disabled learners.

A strategic partnership strategy was seen as essential for ensuring that all key stakeholders and priority groups were fully included. One submission recommended the consideration of a social contract model in forming the strategic partnership strategy.

We are impressed with the series of models that were presented in the report. We feel that the options available provided enough variety to appeal to the range of stakeholders in the sector.

... if participation, accessibility, and success relative to vocational education is to be improved for learners, communities, hapū, employers, and industry; then factors such as cultural competency and understanding the needs of partners at national, regional, and local levels should be an explicit part of any such engagement model

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Coordinated communications was noted as important, specifically for impacted staff at subsidiaries and transitional ITOs. A suggestion was for NZIST to host regular forums at all subsidiaries, local partners and emerging groups within the system to communicate progress, key milestones and new partnerships and opportunities.

What recommendations you don't agree with and why?

It was noted that the wide range of metrics assumed to engage well with stakeholders would have little utility at an overall organisational level. Several core organisation-wide metrics combined with metrics chosen by local stakeholders would improve relevance at the local and organisational levels.

One submission noted that the recommendations were not focused on what businesses value and the engagement model would need to develop a more business-focused engagement strategy.

The relationship model was not seen as scalable to the proposed number of trainees.

Engagement with regional skills leadership groups (RSLGs) and workforce development councils (WDCs) was seen as an imperative.

Recommendations you think are missing and why they should be included?

A recommendation was made to employ user-centred design principles to assist in developing successful community engagement.

Several submissions noted a lack of specific implementation clarity. This led some to consider that while the recommendations sounded good, once implementation was better defined, the recommendations may not be achievable, for example, due to funding or administrative resource burdens.

Other additions or perceived omissions:

- Inclusion of learners in governance or committee groups rather than just being consulted.
- Strategies in applied research as a key component of the work between local authorities and NZIST.
- Dialogue, exchange of views and negotiation between vocational education teaching staff and industry with the polytechnic instructors making the decisions on teaching.
- Unions should be added to the list of "key future partners and stakeholders".

We are deeply concerned that some communications to date have ... created unnecessary concern for various stakeholders in the system.

The recommendations rely on a "communication and information" model - businesses seek a meaningful value exchange in any strategic relationship model.

... the respective roles of NZIST, WDC and RSLG in employer and community engagement need to be better defined and coordinated.

There is a call for more funding to incentivise stakeholder engagement in co-design of qualifications. Given that the tertiary sector has been progressively underfunded for years, it would be a pity to see money being given to this before the sector is more appropriately funded.

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- Lack of a respected Pacific committee that represents Pasifika communities in the same way that Te Taumata Aronui is representative of Māori.
- A unified vocational library network provided by NZIST, as a community-focused service and as places of culture and connection, in collaboration with school and public libraries.

Any issues that have not been considered in any of the reports and should be.

Issues identified included:

- Lack of alignment between TEC and other funding mechanisms such as the Provincial Growth Fund (PGF) for education.
- In order to incentivise businesses to co-develop, the recommendations need to be constructed through a value-focused lens.
- More robust data analysis of a model in employer engagement which takes account of the size and location of NZ business and communities.
- Engagement principles should be aligned to Te Arawhiti.
- A need for NZIST to advocate for improved coordination between government agencies to realise the RoVE vision.
- The roles of academic and administrative staff, acknowledgement of their existing relationships and demands placed on them.

We are not confident there is enough recognition that the majority of NZ employers have fewer than 5 staff; many have only a single employee / apprentice. This reality is not a model that can place and manage thousands of new trades trainees and apprentices.

Education Products and Services & Online Arrangements

The Education Products and Services & Online Arrangements recommendations garnered the most comment of all the working group reports. It was widely noted that the experiences in use of digital technology from the rapid deployment during COVID-19 lockdown will be useful to learnings for this workstream.

What recommendations in the reports you would prioritise and why?

All recommendations were noted by submitters as important priorities.

Learner support and engagement received the most support as a high priority from this report. The use of data and analytics to support a learning support package based on past learning and current interactions was appreciated. Although one submitter considered pastoral care for learners a priority, there was uncertainty about a 360 degree approach. One cautioned that a 24/7 service should supplement rather than replace the role of

A very detailed report which I am still reading and re-reading to unpack the way forward for NZIST sector.

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tutorial, support and training advisory staff. Quality of support was noted as being as important as personalisation of support. The legality, ethics and safety of capturing and maintaining 360 degree learner feedback was questioned. One submission noted that a 24/7 learning support service was tried at one ITP and failed as at-risk learners didn't want to form relationships with anonymous people via phone or email.

There was specific support for the development of a digital home for each learner. It was also noted that in consideration of the digital divide in New Zealand, understanding and enabling all learners to access services would be a challenge. Co-designing the learner digital home with current and potential learners was recommended. One submitter cautioned about moving too quickly into a learner digital home without having a technology integration roadmap in place. Related to this, one submitter noted that the 'emergency remote teaching' provision, which occurred during COVID-19 lockdown had significant differences to online delivery, and lessons should be taken for New Zealand on reaching those with limited connectivity.

A network-wide design and development service was also frequently mentioned as a high priority, although one submitter noted that meeting the needs of Māori is missing from this recommendation. It was further noted that this priority was one of the key areas in which staff are seeking benefits from the creation of NZIST. A concern that the possibility of a culture or structure that led to step-by-step lessons-in-a-box should be avoided. A lean centrally coordinated service was seen as sensible, with structures and policies to support the library required as an early priority. Maintenance of current learning technology was seen as important in the short term to ensure continuity through transition. One submitter suggested that this priority should focus more on English as a second language, literacy and numeracy, digital literacy and dyslexia than is currently apparent.

Some submitters suggested that the network learning strategy was an enabler of other recommendations. It was suggested that development of the strategy should start with a gradual adjustment over time to standardised requirements of behaviour around courses, programmes, training schemes, apprenticeships and qualifications aimed at fulfilling the Charter expectations. A requirement was noted for assessment systems to determine the optimal mix of online and face-to-face, practical and theoretical teaching best suited to subject matter, stage at which it is taught, and academic and cultural characteristics of cohorts of learners. It was noted that getting the balance right required the involvement of teachers, facilitators, WDCs, RSLGs, CoVEs, employers, industry, communities, learners and others. Having a learning designer and SME as part of every course development was seen as necessary to ensure development success. One submission considered the

I am uncertain about a 360 degree approach – not keen on chat bots for students. Blended programmes offer a balance between regional support and student support services.

We welcome the recommended approach in which academic staff, programme developers and specialist learning designers located across the network would design and develop programme and content elements in an agile way with the eventual establishment of a library of quality assured resources to be available to the wider network.

Significant training is needed in digital literacy and using various suites of programmes like Microsoft or Apple, and should be considered for the compulsory sector.

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description of the network-wide learning strategy 'very dangerous' in its potential to alienate at-risk learners.

Collaborative, capable staff and leadership was the third most frequently noted priority. The need to upskill instructors in work-based learning environments was noted to address a perceived flaw in the system. Building cultural capability was considered a necessity and ought to be led from the top, ensuring that cultural responsibilities and development did not continue to be 'burdened on the few Māori or Pacific employers'. One submission considered additional staff training and development to be unuseful as an extra training burden on lecturers, preferring collaboration and co-operation in communities of practice, shared research and additional support to staff attempting new learning and teaching ideas.

One submitter maintained that the learning resource technology plan was a prerequisite to other recommendations, including:

- Network-wide learning design and development service.
- Collaborative, capable staff and leadership.
- Technology transition plan.
- Learner data warehouse and analytics service.

What recommendations you don't agree with and why?

One submission suggested that the report embrace the term 'distance' over 'online' noting that 'online' from a planning and design perspective is risky and the Education Act refers to 'distance' as one of the three modes of delivery, alongside on campus and work-based delivery.

It was suggested that the learning library/repository may result in duplication of effort, noting the process outlined:

Collect resources > review and augment them to meet quality standards > make available via a library > users search for resources they might find useful.

Ought to be replaced with a process that more directly aligns with creating master programmes:

A need for a master programme is identified > Find relevant resources > Curate, taking only the highest quality resources > Create a master programme for end-users (who may augment small parts to suit particular contexts).

Concerns over the language used: 'products and services' and 'product market position' rather than 'courses, training, programmes, qualifications, apprenticeships, or 'offerings'; referring to employers as 'customers' rather than 'stakeholders.'

There is more to teaching and learning than just being a subject matter expert.

Enforcing training by linking to career progression and remuneration is quite frankly frightening. Punishing those not toeing the line in training could lead to similar actions against anyone disagreeing with management.

My concern here is that 'online' could mean the synchronous streaming of lectures. This is acceptable online education, but terrible distance education.

Using terminology like 'products' and 'services' are irrelevant in the education sector and show a neoliberal standpoint which will alienate many academic staff in the tertiary sector.

Other concerns and disagreements:

- Concern about aligning to NZQA targeted review of qualifications (TRoQ).
- Consideration for the development over the past 10 years of SMS and business intelligence solutions.
- The lack of digital infrastructure across New Zealand to support digital solutions.
- Recommendation 3 (an Employer Digital Support Service) appears to be a burden for employers.
- Unrealistic staff loads due to 24/7 provision.
- Underestimation of the benefits of face-to-face learning.
- Further consultation on making possession of an advanced practice-based teaching qualification mandatory for all NZIST learning facilitators.

Recommendations you think are missing and why they should be included?

One submitter focused on the potential needs and barriers faced by employers, noting that the working group indicated that it felt it didn't engage sufficiently with employers in the time that it had to develop recommendations. This submission suggested a next step with employers would be to consider answers based on engagement to a series of questions to understand the 80% of employers who don't engage in vocational education and training:

- How might we add value for employers?
- What benefits should employers see from having NZIST learners on their staff?
- What benefits should employers see from being engaged in their employee's learning?
- What benefits should employers see from engaging with NZIST?

Additions or perceived omissions:

- A national audit of education products and programmes, which would, among other benefits, give Tangata Whenua and sector employers the opportunity to review content.
- Increased flexibility in programmes to enable smaller packages of meaningful learning that can stack towards qualifications.
- Gaps in description of future operating processes and structures.

... we must reject from the outset the platitude that online delivery of learning will allow vocational education and training to penetrate the outlying regions. The opposite is, in fact, more likely to be the case.

The report seemed to have on-campus, on-line and work-based as three separate streams. To enable full flexibility and accessibility, we will have learners moving about these channels.

I would like to see new programmes and review of existing programmes place 'on hold' till the 'way forward' is decided.

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- Rally other government agencies to address digital infrastructure inequities.
- Qualification additions to building teacher capability:
 - o teaching Māori learners.
 - o delivering Māori pedagogy.
 - o self-assessment.
 - o moderation.
 - o monitoring.
 - o assessment.
- The consolidation of resources across subsidiaries and transitional ITOs was perceived to presuppose a face-to-face model of course development that contradicts the master programme proposal.
- A transition plan, how staff voice has been included and how trust is gained and sustained with staff and employers.
- Programmes must be developed for learner flexibility and not provider efficiency.
- A consistent online interface within the programmes of study.
- More visibility of library services, particularly in 24/7 Learner Support Service, A Learner Digital Home, A Network-wide learning design and development services, Future Ready Technology that Delivers, Technology Transition Plan, Learner Analytics and the Learning Resource Technology Plan.
- Ensure the employer group involved in co-developing or updating a digital service includes those that represent companies that are small, independent and regional, iwi-, Pasifika-based and ethnically diverse.
- Intellectual property policies and knowledge-sharing strategies.
- Industry exposure for tutors.
- Learners as part of the team rather than an add-on – and paid to participate.
- Leadership structure and how information will be gathered to inform plans and decisions.
- A singular, unique national identity authentication system.
- The importance of the relationship of lecturers with learners in learner support.
- A workload model that recognises all sources of work and maintains appropriate staff-student ratios.

We should be asking what we can do to not step in as “saviour” to offer the “answers” to them. This assumes we know what’s best for them. We often won’t. Instead, we might ask: How can we enable learners to know what’s best for them?

There is no mention of lecturers, facilitators as part of the learner engagement and support process. Learner engagement and support starts with this relationship first.

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Any issues that have not been considered in any of the reports and should be.

One submission saw the benefit of maximising the value of tutor time through strong integrated links between face-to-face and online learning, creating more space for tutors to focus on relationships and complex skills and concepts that require personal feedback.

A submitter also asked that NZIST consider the impact and capability of New Zealand to offer next-generation flexible digital learning including 365 learning, mixed synchronous (real-time) and asynchronous (through online channels but not real-time) learning at scale, tiered learning support incorporating automated features and individualised assistance, separation of assessments from learning content and decoupling of course cohorts to deliver personalised learning experiences.

Other issues included:

- Defining the interface between central and subsidiary research with WDCs and RSLGs.
- The alert system described in learner journey (and actioned through the Learner Data Warehouse and Analytics Service) seems to be the system identifying learners (whether they want to be identified or not), and the learners don't see this data themselves.
- How data can be surfaced for learners as well as teaching and support staff.
- Optimising the connection between the data warehouse and the learning management system.
- Helping interested stakeholders understand the 'game changing' nature of investing in data warehouse and analytic services, nano degrees and micro-credential programmes.
- More support for innovation.
- More acknowledgement of the experience and initiative of staff.
- Assurance of General Data Protection Regulation (EU GDPR) compliance.
- The importance of NZIST in fostering lifelong learning and professional development in teaching staff to ensure the quality of teaching and learning.

Is there a way we could encourage learners to self-identify and explain the benefits?

I would like to see a system that explicitly supports innovation that is bottom up and/or transformative in nature.

Work-Based Learning

What recommendations in the reports you would prioritise and why?

Most submitters generally supported the recommendations.

Integrating ITO processes was highly supported in most submissions. There was good support for moving quickly on this point and not waiting for the unified funding model, rather supporting transitional funding arrangements while the unified funding system is in development. Conversely, one submitter noted a faster transition did not align with the expectations of the majority of transitional ITOs. There was a call for resolution of some perceived tensions in the ITO transition process.

The importance of retaining the capabilities of ITO Training Advisors was noted by most. However, some considered it a risk to continue with the same model, holding the opinion that the role should be revised to match the requirements described in the Learner Journey working group report, with learning advisors able to provide better support to the variety of differing needs of priority learners and being educators by capability.

The acknowledgement that all transitional ITOs may not transition in the same way was appreciated. It also created a sense of need to ensure that all ITOs are engaged with and part of co-design processes.

Employer personas were valued for developing the responsiveness of NZIST to deliver to their needs and engage with SMEs, which were noted to make up the majority of vocational businesses in regional New Zealand.

The unified funding system was identified by several to be a key enabler in ensuring the success of work-based learning in an integrated system.

One submitter suggested prioritising recommendations based on relevance, utility, sustainability and student voice. Another suggested prioritisation for emerging industries and high value manufacturing.

What recommendations you don't agree with and why?

Some recommendations were not supported by a few submitters.

For one submitter, 24/7 support seemed unreasonable both in terms of staff availability and the complexity and fragmentation of allowing learners to choose their own method of engagement.

One submitter had concerns with designing work-based learning components into all/most programmes noting that not all programmes suit work-based learning and not all programmes need an 'off-job' component.

... we think it is important that this transition occurs within the next 12 months. Hastening this process will not only help enhance NZIST's understanding of work-based learning models and contribute to sooner realising a "unified culture", it is now also necessary given the aims of the government in relation to the impacts of the COVID-19 pandemic.

[All/most programmes] reads as a 'one-size fits all' goal and as an overarching statement is out of synch with some of the content of section 3. [Model for the future NZIST].

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There was a concern that the recommendation to develop a suite of core master programmes would result in the loss of regional and/or employer flexibility and autonomy. Greater recognition of the role of WDCs and RSLGs was expected. There was a call for the diagram on page 7 of the report to show the inter-relationships between WDCs, Industry, and NZIST (and RSLGs) rather than portraying them as silos that communicate with each other.

It was observed that 2030 goals for participation and completion for priority learners is lower than a number of transitional ITOs are currently achieving. This submitter suggested bundling low and high achieving sectors together should be reconsidered.

There was also a concern that the success measure expectations to double employer engagement was not practical due to the significant reform being undertaken, coupled with the effects of COVID-19 on employers.

NZQA Confidence Ratings as a measure of success for individual subsidiaries was seen by one submitter to be out of place. The submitter considered it fit for NZIST as a whole.

One submitter favoured calling employers stakeholders instead of customers.

Recommendations you think are missing and why they should be included?

One submission observed that the report identifies future learning shifts but is focused on existing work-based models. It suggested having workstreams trialling new delivery and learning options in parallel with transition activity.

Some submitters suggested that work-integrated learning, involved less than a tri-partite partnership than suggested in the report. A more thorough consideration of work-integrated learning was missed. This was regarded as an important enabler to career progression and moving people out of lower paying roles and deemed to require additional consideration. Better articulation of the differences between work-based learning and work-integrated learning were seen to assist with ensuring that recommendations were not 'one size fits all'. Another submission suggested that the term work-integrated learning should replace work-based learning as it was more inclusive of the variety of learning opportunities.

The barriers and enablers table was considered unhelpful by one submitter, who found it to be too ITP-centric in its way of thinking, inferring that all programmes would include classes or block courses. The submitter used as an example corporate delivery, where full delivery and assessment occurs within the workplace with no class-based activity. Conversely, another submitter felt the report was 'almost entirely written from the perspective of ITOs.'

The interface between this mahi and that of the RSLGs and the WDCs [needs] to be clearly defined.

An example might be where learning is occurring in a workplace but this is being self-directed or directed through structures and support from a provider. This is the traditional model adopted for example in inshore seafaring. Other examples include in-work learners seeking career change or progression that is not supported by their employer but where the workplace provides significant learning opportunities that support their achieving this goal.

Other additions or perceived omissions:

- A separate funding stream for the development and sustainability of training advisor roles.
- More focus on revision to micro-credential rules, to support stacking into qualifications.
- More focus on SMEs and collaborative workplace learning programmes.
- Evaluation of work-based learning in a COVID-19 environment.
- How learners would be supported in work-based learning better than what is currently in place.
- Vision of a modern workplace with types of apprenticeships in the future, beyond the current manual trades perceptions.
- Embedding NZIST into regional employment programmes set up through the PGF and Te Ara Mahi.
- While the below considerations were highlighted throughout the report, they appeared for one submitter to be absent in the recommendations:
 - o Importance of Māori.
 - o Emphasis on learner.
 - o Emphasis on relationships.
- Consideration for the needs of Pasifika, NEETs, foundation learners, international students, migrants and those with disabilities seemed incomplete.
- It was unclear whether degree level apprenticeships were included in proposed programmes of study.
- Developing learner-friendly legislature and safety policies, practices, and support systems in workplaces.
- Life-long learning pathways were noted however no recommendations were in place.
- A scheme for building educator and cultural capability within industries themselves.
- Industry-based professional learning and development for teaching staff.
- Including Business New Zealand and its regional branches in the design of work-based learning and models.
- The learner was seen to be missing in areas of the report, notably the Factors and Delivery Type table, which also is

[Māori, learner and relationships] all need much more emphasis in the recommendations – with less jargon. For example • Top of page 9. “Te Ao Maori will influence the way NZ organisations engage with their workforce.”. How is this reflected in the recommendations?

missing professional development and retraining for SMEs and individuals.

- Predictive modeling of learner support needs and ongoing detection of at-risk learners.
- Consideration of the needs of Pasifika were limited.
- Specifically stating in the scope statement what is out-of-scope for work-based learning (eg foundation, community-based learning, etc).

Any issues that have not been considered in any of the reports and should be.

Issues identified included:

- The need to change language at subsidiaries to delineate work-based learning from work-integrated learning and create a paradigm shift at subsidiaries to ensure an effective and industry-driven work-based learning model.
- The variations between industries and regions and how they affect model effectiveness.
- The need for closer integration between the Work-Based Learning workstream and the Employer and Community Engagement workstream.
- The use of automation to achieve greater scalability.
- Implications on work-based learning with consideration to the Treaty of Waitangi.
- Implications based on the changing demography of New Zealand.
- Consideration of the impacts on work-based learning based on level of study.
- Greater understanding of the place of work-based learning with the curriculum and clarity around various work-based learning models.
- On submitter noted there is a danger of creating a myth around 'one only really learns on the job,' which would be dismissive of the off-job components, including development of broader, transferable soft skills.
- Subsidiary staff feeling underappreciated for the relationships they've made working with local employers and industry partners.

Immediate priority includes improving understanding of [work-based learning] and a move away from the use of language that is applicable only to learning in an ITP or PTE. (eg 'academic year').

Academic Architecture

What recommendations in the reports you would prioritise and why?

Some submissions that commented on this working group report noted that some of the recommendations of this report had already been actioned and so they did not comment on those as priorities going forward.

Most submissions were positive to the recommendations. These generally were accompanied by commentary on how some of the recommendations have already been executed or how they ought to be executed.

The highest priority for most respondents was the national sub-committees. In particular, the Komiti Ōritetanga, Work-Based Learning, Teaching and Learning, and Research and Innovation National Academic Sub-committees. One submitter commented there were too many sub-committees overall and that it would be resource-hungry to support them all.

What recommendations you don't agree with and why?

There was some disappointment in the method used for choosing the members of the Academic Board, with one submitter advocating a democratic approach to selecting members, to recognise and value colleagues' academic, administrative and field experience in making crucial academic decisions for the Institute.

One submitter considered that the new Academic Board was simply adding layers to an existing structure and would run the risk of taking an old-world view into the new world.

There was a risk identified that, since the academic framework is being developed prior to the transition of ITOs, it excludes the work-based learning context needed. Another submission recommended that the new structure is reviewed within 18 months.

The harmonisation project to fully align academic systems, regulations and programmes was seen in one submission to require further consideration for the costs, benefits and risks, and taking learning from corporate parent-subsidiary policy setting where some variation is permitted.

The Approvals sub-committee was seen by one submitter as creating risk to the level of responsiveness to industry needs.

Membership by five ITOs in the Research and Innovation sub-committee was considered unsuitable by one submitter who observed that ITOs have traditionally not been highly engaged in research. The submitter suggested the sub-committee should be led by subsidiaries and members chosen from experienced and principal researchers.

... we would like to reiterate our frustration surrounding the lack of consultation that went in to the seeking of nominees to be considered as members of Poari Akoranga

It is common in corporate environments for there to be adaptations of systems, policies and regulations in subsidiaries so that these can operate within an appropriate context. This might be within umbrella policy or statute form the parent but allowing some variation may be important to providing the required responsiveness in the NZIST system.

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Recommendations you think are missing and why they should be included?

Lack of an overall approach was noted along with an overarching goal of the new academic architecture and what the Academic Board will do to achieve enhanced learner outcomes for diverse learners. Some submitters considered a higher level of innovation was missing, along with new ways of working to contribute to sustainable change and success for learners, communities and New Zealand.

A number of expansions were expressed for the Research and Innovation sub-committee:

- Māori-centred principles included with the design principles.
- Adoption of the TEC Performance-Based Research Fund definition of research in the NZIST academic regulatory framework, along with a definition that account for Māori aspirations in rangahau.
- Including in scope for NZIST research: applied research and experimental development and an applied polytechnic research model developed.
- Ōritetanga reflected in membership of the Research and Innovation sub-committee.
- Additional commitment to rangahau and mātauranga Māori in the Research and Innovation sub-committee.
- Expanding the role of the Research and Innovation sub-committee to include advocacy and enhancing research income flows.
- Two committees reporting to the Research and Innovation sub-committee.
 - o Ethics oversight.
 - o Postgraduate student research committee.
- An independent Rangahau Māori National sub-committee.
- An outcomes focus aligned to the Charter, improved lives for hāpori, economic development and regional need.

Other additions or perceived omissions:

- A Learner Success Group outside of the terms of reference for the Teaching and Learning sub-committee, as its own separate sub-committee.
- Including a specialist learning designer in the membership of the Teaching and Learning sub-committee.

International experience shows us that in the 21st century competitive education market, a tertiary institute with weak research profile will not survive. A successful research profile will enhance industry and community engagement, it would contribute to the overall profile and image of the institution and will attract higher quality students and staff.

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- Representation of external entities on sub-committees including SMEs and business sectors as well as learner voice.
- The communication flow between various committees to the wider NZIST staff.
- Regular transparent reporting of workstreams and meetings.
- A framework for academic titles and ranking system.
- A framework for agreement and pathway between polytechnic and university.

Any issues that have not been considered in any of the reports and should be.

Issues identified included:

- Understanding what's working well in other countries through a literature review.
- The process for information sharing for subsidiaries.
- The model for course development – the differing views are noted to be driven by cost, quality and consistency of learner experience.
- More focus on the future and integration with the learner and the outside world.
- Engagement with subsidiary library leaders and clarity of programme delivery across New Zealand so appropriate library collections can be developed to suit national and regional needs.
- Apparent lack of academic staff in proposed structure and lack of engagement around academic voice in processes; and concerns around the separation of programme development from kaimahi/academic staff who deliver.
- Concern about unnecessary layers of management.
- Time and ability for teaching academics to participate.
- Who determines what courses are developed, redeveloped and delivered.
- More consultation, analysis and testing with learners and staff to identify needs and barriers.
- The need to support staff to be more effective teachers.

Currently there are different views within the network about the relative benefits of (i) a central learning objects repository which academic staff can use in developing their own courseware – *a system support model for regional solutions* and (ii) the development of “master programme” by learning designers and subject matter experts which can be customised for regional delivery – *a system solution for regional application*.

International Education

What recommendations in the reports you would prioritise and why?

While global mindset, learning well-being and pathways & regional impact were specifically called out as priorities by a few submissions, most submitters took a more holistic approach to commenting on this report. There was ample support for the shift from international education to internationalisation and a vocational education system which presents opportunities that foster the development of globally minded learners and citizens.

The value of growing offshore delivery and more flexible models of education were appreciated. A shift in the perception of vocational education in countries such as China was also noted, with international learners now more likely to consider education that leads to jobs, for which NZIST will be well positioned.

What recommendations you don't agree with and why?

One submission disagreed with the framing of the paper around international education as a pathway to employment in New Zealand, noting 'the New Zealand experience should be the key drawcard for IE – not a pathway to employment'. A potential solution to ensuring the opportunity for work-based learning by international learners could be a new type of visa allowing for work and study with failsafes to protect domestic learners.

One submitter called for a more holistic approach to ensuring that international workers in New Zealand had access to on-the-job training.

Recommendations you think are missing and why they should be included?

One submitter suggested that to truly pivot to internationalisation, it should be reflected in the overall strategy for NZIST as well as every other Mobilising the New World plan. It was noted this would represent a significant shift from merely bringing together the international activity of the subsidiaries.

Understanding what future learners need and want and how they would like it delivered was perceived to be a gap in the report. This would call for a greater focus on product development for the future.

Some submissions noted the desire and need for international learners to be valued for more than their financial contribution to New Zealand. The pastoral care of international students was highlighted as a needed priority to assist students who could not afford to study, who were working under the table to send money home, were being exploited and unable to support themselves.

The report has been inspirational. It is succinct while having a high quality and far-reaching future-focus.

Using a global lens, NZIST will develop better domestic programmes, as well as be able to make decisions on how to consolidate current offerings around the country.

... international learners are often unaware of their value beyond the economic and financial, and need to be reminded they are valued members of their institution through providing an excellent level of support and care, opportunities to include, amplify and listen to the international student voice, and minimising the occurrence of migrant labour exploitation.

Other additions or perceived omissions:

- Integration of outcomes from the International Student Wellbeing Strategy into Learner Wellbeing.
- The role of libraries in shifting the focus from international education to internationalisation, centres of diversity, contribution to learner wellbeing and experience, and providing resources that support the development of global citizenship.
- The fit for commission-based models in the future.
- The need for internationals to be appropriately inducted into the bicultural context of Aotearoa New Zealand, and also with the Treaty partner of the subsidiary at which they are learning.
- Reframe the internationalisation process to include international student voices.
- Broader focus to include the significant contribution internationalisation can make for not only New Zealand employers, but also offshore employers that have New Zealand connections.
- Alignment of brand, marketing, and online student attraction to Education New Zealand's StudyInNZ.
- Alignment and collaboration opportunities with NZ Universities, international institutes and the school sector.
- Global scholarships.
- Greater focus on the point-of-difference between NZIST and New Zealand universities.
- The emerging educational technology product market and its opportunity to play a role in scalable revenue generation.

– it is important that students have opportunities offshore also for internships and work integrated learning.

Any issues that have not been considered in any of the reports and should be.

The impact of COVID-19 influenced many submissions to this report, noting that an amended approach will need to be taken for a likely period of the next one to five years. One submission noted that NZIST presented more opportunity for joint ventures overseas and that standardisation of qualifications for mobility has far-reaching benefits for collaborative internationalistion work between subsidiaries offshore and online in a COVID-19 world.

It was noted that the financial pressures accompanying a decrease in international enrolments had the potential to completely change the priorities for NZIST and for the internationalisation workstream specifically.

Financial pressures due to reduced international enrolments, and no international mobility of students and staff as envisioned in the report, could eclipse the admirable aspirations in this report.

Issues identified included:

- How international education in Auckland and in the regions will be managed going forward.
- A post-COVID recovery plan.
- Exploring opportunities that exist through virtual experiences.