Te Pūkenga
Learner Success Plan
2024 Update

October 2023

TePūkenga

Ngā ihirangi | Contents

Pūtake | Purpose

1. The Equity and Ākonga Success Strategy was adopted by Te Pūkenga Council in July 2022. The strategy outlines a 10-year road map to increase access, participation, wellbeing and parity of outcomes for priority learners, by an increase in the 7 capabilities required to create an equity enabling education system. These are:

   - People, culture and leadership
   - Data and technology
   - Holistic ākonga services
   - Guided pathways
   - Ākonga centric systems
   - Teaching, training & learning
   - Partnerships

2. The Learner Success Plan (LSP) operationalises the strategy, with a focus on selected initiatives for the first horizon of implementation. The LSP was approved by Council and the Tertiary Education Commission (as part of the Investment Plan) in November and December, respectively, last year.

3. Te Pūkenga is not required to submit a new LSP as part of the 2024 Investment Plan. We have chosen, however, to provide an update-on-areas of focus for 2024. Importantly, this update does not seek to change or remove any of the initiatives in the Equity and Ākonga Success Strategy.

4. Our focus for 2024 is on:

   a. Embedding an organisational structure that gives effect to learner success and equity and which advances the capabilities of the Learner Success Framework

   b. Continuing to track and monitor key learner metrics and indicators of success

   c. Pilots at scale in targeted WBL divisions and Te Pūkenga regions where data is showing retention, attrition or completion opportunity gaps. It is proposed that these are across:

      i. First year apprenticeship retention in WBL

      ii. Wayfinding guided pathway for Pacific ākonga in Region 1 providers into health-related fields where pathways and retention can be optimised

      iii. Māori ākonga in Region 2 providers in identified programmes with high attrition and low completions.

   d. Continued implementation of nationally led foundational initiatives from the 2023 Learner Success Plan, including further extending mental health services, embedding network-wide tuākana / Teina and peer mentoring programmes; development of ākonga centred policies; manaaki hardship funding for ākonga in financial need; ākonga representation through learner elections and further growth of ākonga networks at regional and national level.

5. The National Disability Action Plan and the Learner Success Plan (LSP) should be read as companion documents, as there are many LSP initiatives that provide direct benefit for disabled ākonga. Please see

Appendix 1 in the 2024 National Disability Action Plan update for an overview of LSP initiatives that benefit disabled ākonga.

6. In addition to the strategies and initiatives outlined in this update, Te Pūkenga continues to offer ākonga support services across work, campus and distance delivery. In 2021 across the subsidiary network this was to the value of $42M and includes advocacy, work & employment, counselling, childcare and disability services and support.

2024 Proposed Areas of Focus

Focus Area 1: An organisational structure that gives effect to learner success[1]

7. As one of seven key changes of the Reform of Vocational Education, Te Pūkenga is required to put learners at the centre, honour Te Tiriti, and focus on those who have not been well-served by the current system. This includes Māori, Pacific, and disabled ākonga. Te Pūkenga has a once-in-a generation opportunity to redesign the system in a way that ensures all ākonga (learners) can experience success at Te Pūkenga in a way that embraces who they are.

8. Investment in equity capabilities enables Te Pūkenga to identify, interrogate, and address inequity, with a key focus on the dismantling of structures, systems, processes and behaviours that marginalize and disempower.

9. The proposed organisational structure ensures a critical mass, across business divisions, of specialist expertise for transformational, system level change.

10. The diagram below illustrates Te Pūkenga commitment to advancing the capabilities required to enable an equity creating education system. It shows the functions and roles within the proposed organisational structure, and their alignment to the LSF capabilities; demonstrating Te Pūkenga's whole of organization approach to learner success.

---

[1] Proposed structure currently at consultation with Te Pūkenga network

Organisational Functions Enabling Capability Across Learner Success Framework
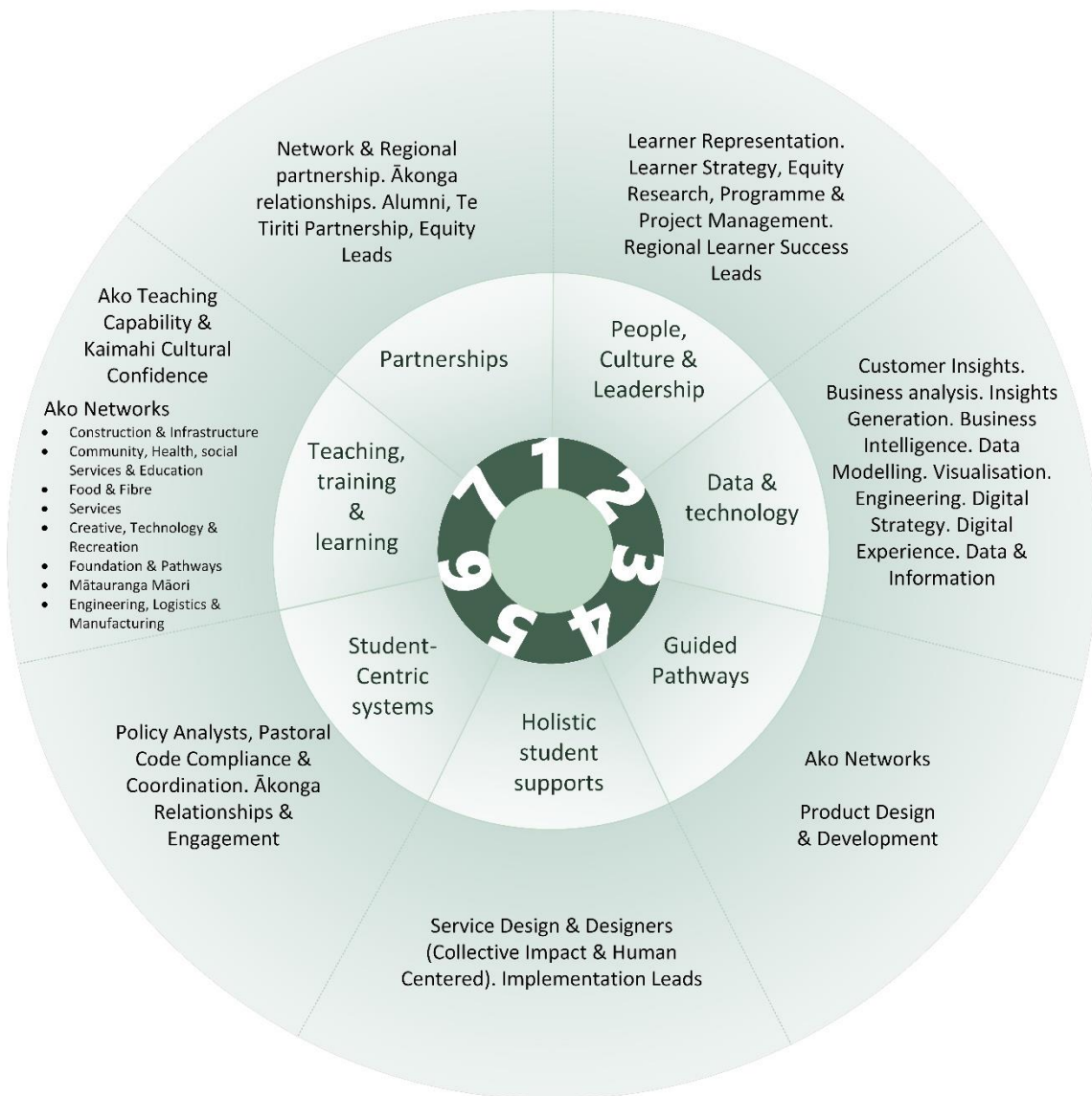
11. This commitment involves a whole of organisation response across the divisions of Learner and Employer Experience and Attraction, AKO Delivery, Te Tiriti Outcomes, and Academic Centre and Systems keeping learners at the centre of their mahi, through dedicated functions and competencies which are focused on learner success.

12. Please see Appendix 1 in this document for an overview of the proposed functions and roles within Te Pūkenga that are enabling advancement across the capabilities of the Learner Success Framework.

Nga Awhi Rito – strategy into practice

13. Organisational structure is a critical enabler of success, but alone is not sufficient to ensure delivery of strategy. At the same time as structurally unifying the network around learner success, we must support and incentivise behaviours & practices within Te Pūkenga through this transition period.

14. Ngā Awhi Rito is an implementation methodology to harnesses existing network expertise and additional external capabilities to implement national strategies, practices, and policies, using collective impact and do-design tools. *Importantly, the approach is focussed on delivering action-based initiatives, which result in capability and change across the network.*

15. Awhi 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 Awhi Rito thus describes our collective approach to implementation and capability building across a unified Te Pūkenga network as we realise the Te Pūkenga Learner Success Plan.

16. It will take time to advance the capabilities required to increase access, participation, and outcomes for our ākonga. Equity and Learner Success leaders from within the network will work alongside experts in design, facilitation & coaching, programme and project management, to implement interventions across Te Pūkenga. The Learner and Employer Experience and Attraction division within the proposed new organisational structure will work nationally, regionally and at a provider level. This is imperative as we are attempting to enhance the capability within the network to create a different set of competencies and outcomes. This, in some cases, will necessitate short-term investment in additional capabilities to enable change to occur. This purposeful investment in capabilities enable us to build an expanded set of equity-based competencies across Te Pūkenga.

17. Ngā Awhi Rito situates shared practice within key Te Pūkenga frameworks such as Te Pae Māhutonga and the Outcomes and Performance Measurement Framework and applies the key tenets of Collective Impact with a variety of other tools and methods that have proven effective in the last two years of Te Pūkenga development. Collective impact is a methodology used to solve complex issues, where a structured approach to collaboration is required across geographical locations, business units, agencies, and partner organisations. Co-design is another development tool that has been successfully applied and modified to suit our Te Pūkenga context. This, along with Te Rito Insights and Personas, data, Te Pae Tāwhiti, make up the bulk of the tools collaborators will utilise.

18. The benefits to Te Pūkenga network of this methodology are:

- Design is responsive to the needs of underserved ākonga
- Design is regionally responsive, designed with kaimahi, learners, iwi, hapū, Māori, and with RSLG alignment
- It is responsive to unique needs of work based, distance and campus-based delivery modes
- That national alignment is achieved through common goals, common key communications and shared metric.

Focus Area 2: Tracking and monitoring of learner success metrics

19. Within the Taraia te anamata | Creating our Futures change proposal is the formation of a Customer Insights Directorate (known within the LSP as Institutional Effectiveness). It is proposed that this directorate would develop insights and intelligence to enable data informed decision making to drive system improvements and performance across Te Pūkenga.

20. The proposed directorate would be the insight function for Ako Delivery, Tiriti Outcomes, Academic Centres and Learning Systems and Learner & Employer Experience and Attraction. The directorate will provide pro-active and reactive insight solutions, which includes research, survey management, data and insights analysis and reporting.

21. The directorate would work in partnership with Te Pūkenga Digital, which has oversight of our data platforms, tools, and standards to ensure alignment across enterprise data, insights and intelligence ecosystem.

22. The Customer Insights Directorate will be responsible for tracking of both in-system and out-of-system measures as they relate to learner success. These include, but are not limited to:

In-system:

- Access
- Participation
- Attrition (specific to the stages of the learner journey)
- Retention
- Wellbeing
- Outcomes (including EPIs)

Out-of-system:

- Employment
- Industry
- Income
- Social benefit

## Focus Area 3: Pilots at scale across WBL and Provider regions

23. This next section overviews our proposed pilots at scale across three Te Pūkenga regions.
24. We are proposing three pilots at scale for 2024:

  i. First year apprenticeship retention in identified WBL divisions

  ii. Wayfinding guided pathway for Pacific ākonga in region 1 providers into health-related fields, focussing on attrition, completion and progression

  iii. Māori ākonga in region 2 providers in identified programmes with high attrition and low completions.

## Focus Area 3: Proposed Pilot at Scale 1: First year apprenticeship retention

25. The total number of work-based learners has increased from 128,100 in 2020 to 144,900 in 2022 (this is a 13% increase in work-based learners in the two-year period).

26. Almost all of this increase in work-based learners is at the apprenticeship level, enabled by TTAF and Apprenticeship Boost subsidies.

Number of work-based learners over time by level
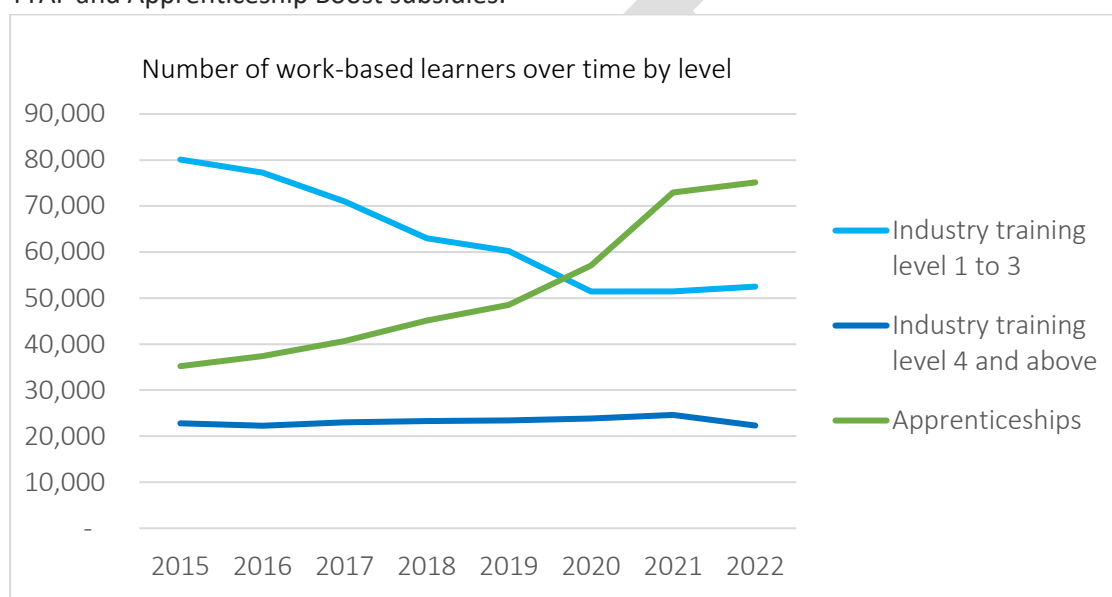
27. Through TTAF and Apprenticeship Boost, the number of apprenticeship learners has increased from 57,000 in 2020 to 75,000 in 2022 (this is a 32% increase in apprentices two years).

28. BCITO and EarnLearn combined account for 56% of all work-based apprentices (42,000 of 75,000 combined).

29. Almost a third of all apprentices are now Māori or Pacific. This proportion has been steadily increasing over the last decade (from just 20% in 2015).

30. There has also been Increasing identification or participation of disabled ākonga in apprenticeships (from 3% to 7% over five years).

31. The proportion of older apprentices is also increasing.

Our focus is on ensuring those ākonga are retained and successfully complete their apprenticeship

32. Apprentice first year retention rates have been declining at constant rate over the previous 5 years – and at a similar rate for all ethnic groups.

33. We know that first-year retention is a key indicator of success for apprentices. If they remain in the first year, they are likely to remain in the second year, and so on.

First-year apprentice retention rate by ethnic group
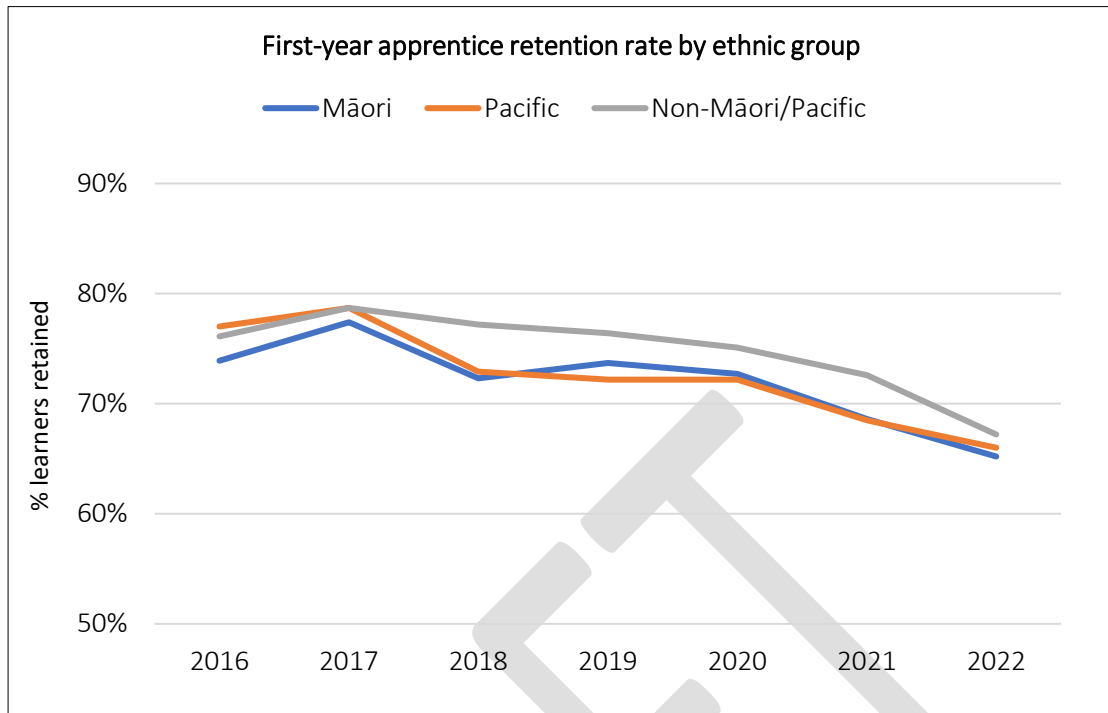
34. Increasing numbers of new cohorts has seen an increase in the total number of learners withdrawing in the first year (volume in…volume out) and a decreasing retention rate.

Table 1: First-year apprentice retention – 2019 cohort (Nga Kete)

	Starting cohort (2019)	First-year retention rate	Learners retained	Learners withdrawn in first year
Māori	2,550	**73%**	1,850	620
Pacific	1,100	**72%**	790	260
Non-Māori/Pacific	11,110	**75%**	8,340	2,170

Table 2: First-year apprentice retention – 2021 cohort (Nga Kete)

	Starting cohort (2020)	First-year retention rate	Learners retained	Learners withdrawn in first year
Māori	4,212	**68.6%**	2,889	1,205
Pacific	1,701	**68.5%**	1,166	477
Non-Māori/Pacific	14,875	**72.6%**	10,801	3,351

35. We can now see clearly that withdrawals have been increasing at an even higher rate than new entrants.

36. Declining retention rates are hitting older ākonga the hardest, with first year retention for apprentices ages 25 to 39 dropping from 76% to 68% and those aged 40 and over from 73% in 2017, down to 61%.

First-year apprentice retention rate by age
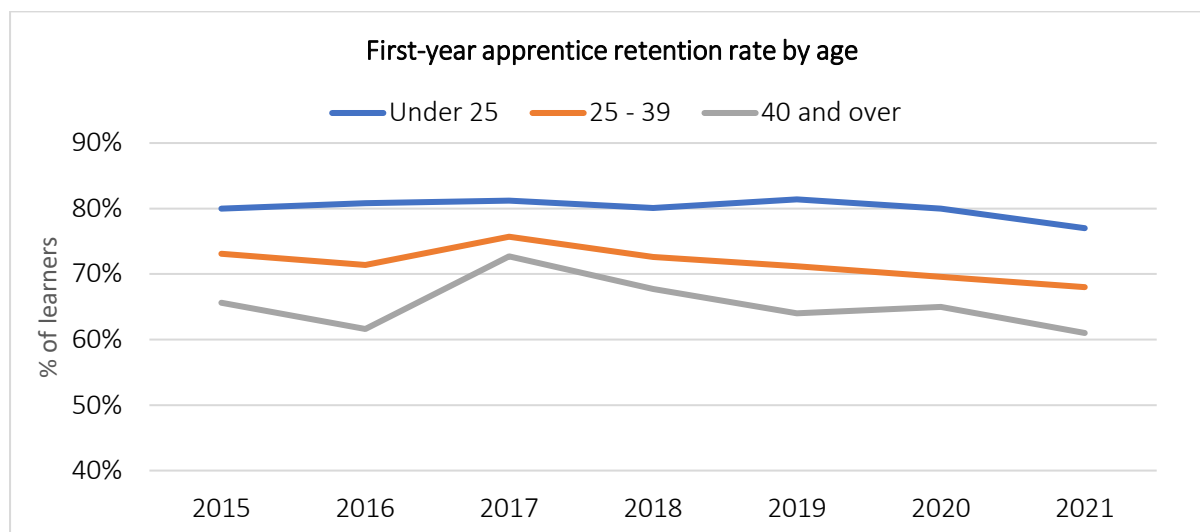
37. Logistic regression analysis using IDI and Nga Kete data indicates that learners with an increased likelihood of withdrawing are (some combination of):

    a. Māori,

    b. Pacific,

    c. Older,

    d. Hold no previous qualification prior to entry

    e. Living in the more deprived regions (based on Deprivation Index).

    f. Female

38. The fact that the number of enrolments for Māori/ Pacific, female and older learners is increasing over time suggests that withdrawal rates are also likely to continue to increase without intervention.

Decline in credit accumulation rates

39. Credit accumulation is an important signpost of success for ākonga as they navigate their apprenticeship pathway.

40. However, we see that there is a significant decline in credit accumulation rates between 2020 and 2021. From 68% to 57% for Māori ākonga, by way of example.

41. Accumulation rates have declined even more starkly for the two largest apprenticeship WBL divisions (BCITO and EarnLearn) - dropping by 20%.

Completions are also declining

42. Apprentice completion rate for Māori has continued to decline in recent years, from 52% overall in 2019, to 48.9% in 2020, and 45.2% in 2021. There is a similar decline for Pacific (52% to 46.7%), and non-Māori/Pacific (64% to 58%).

43. IDI analysis suggests that for a starting cohort of apprentices in 2018, just 33% of them went on to complete an apprenticeship within 5 years (28% of Māori in this group).

Initiatives

It is proposed in 2024, that a focus be:

- Apprenticeship first year retention and credit accumulation

- In 2 to 3 ITOs, because that is where:
    - Growth has occurred, and withdrawals are increasing…and
    - Where there is high participation of Māori & Pacific ākonga, and
    - Where disparity begins in the first year and there are wide credit accumulation parity gaps

44. It is proposed to utilise Tuākana programme for apprentices. Survey and interview data indicates that Māori and Pacific withdraw from their apprentices for a range of reasons - including issues with their employment as well as issues with their training provider / advisor and personal life. A mentoring programme can act as a support network for all of the above barriers (and act as an unbiased advocate). Other functions include career support advisors, employment brokers, job mentors. This will be a variation of a holistic support model for WBL ākonga, focussing on the first 12 months of a learner's apprenticeship.

45. Additional literacy and numeracy support for apprentices, offered during work hours (and compensating the employers where necessary) also merits investigation. We know that learners are already juggling a lot of life commitments, and struggle to find time for this.

Network practice with potential

46. MITO's Manawa Atu Programme is a practice with potential initiative for scaling or modification to help address first year retention. Whilst it has been designed for Māori ākonga, the model can be adapted for Pacific learners, and the age and types of mentors selected to align with age of apprentice ākonga.

47. In August 2019 MITO launched the Iwi Mentor Pilot Programme which came out of a partnership with Waikato-Tainui. The purpose was to, along with Waikato-Tainui, ensure learners are supported through their MITO programme with dedicated mentoring providing additional pastoral care in addition to MITO Training Advisor and Industry Mentor support.

48. MITO has extended this programme by creating Kaiwhakamanawa (mentor) positions modelled off the industry mentor support success, by bringing the iwi and cultural mentoring support in-house. This is the MITO Manawa Atu Programme and involves working with a network of Kaiwhakamanawa across the motu.

49. Kaiwhakamanawa provide and support the cultural capability, Māori culture, values and Tikanga for Māori learners. They provide support including kanohi ki te kanohi and remote mana enhancing support and guidance to our Māori learners, so they are empowered to engage with their learning more actively.

50. Mentoring support applies the Tuākana Teina approach. Kaiwhakamanawa visit the workplace as this is important to give visibility to the programme and is in an environment in which the learner is familiar and comfortable. The mentoring is provided to build learner confidence and grow their skills, so they progress independently. This means that mentoring

is not expected to be required for the whole duration of their training programme, as the purpose is to support them to flourish.

51. MITO has the second highest first year retention for apprentices, and its Māori and Pacific ākonga achieve credit accumulation at a higher rate than other ākonga, which is only seen in one other WBL division.

Focus Area 3: Proposed Pilot at Scale 2: Guided pathway for Pacific ākonga, Region 1

52. The heatmap table below combines course/credit completions and attrition/retention numbers for Pacific ākonga. These have been compiled within the regions of the operating model, with distance representing the Open Polytechnic.

Te Pūkenga Region	Course enrolment Pacific EFTS	Successful course completion Pacific EFTS	Pacific SCCR	Pacific - Unsuccessful EFTS
Region 1	2866.24	2004.43	69.93	861.81
Region 3	1072.16	761.16	70.99	311.00
Region 2	895.12	628.81	70.25	266.31
Region 4	832.93	556.47	66.81	276.46
Distance Delivery	434.80	309.73	71.24	125.07
Grand Total	**6101.25**	**4260.60**	**69.83**	**1840.65**

53. Region 1 has, from a volume perspective, the highest number of non-completions for Pacific Ākonga. In fact, nearly 30% of all Pacific EFTS are enrolled at Manukau Institute of Technology (nearly 46% of provider-based Pacific EFTS are in Region 1). This is a substantial opportunity to invest in regional delivery to make a real difference to Pacific outcomes.

54. 48% of attrition for Pacific ākonga in the provider network occurs across the Region 1 region.

55. There are high number of Pacific ākonga attriting from Health and Wellbeing, Study and Career Preparation programmes at Level 3 and 4.

56. The table below shows attrition for Pacific akonga in the proposed pilot programmes.

Qualification Title	Pacific Attrition
New Zealand Certificate in Study and Career Preparation (Level 3)	276
New Zealand Certificate in Study and Career Preparation (Level 4)	210
New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)	53

57. It is increasingly difficult for Pacific applicants to navigate the early stage of the enrolment process and overcome the many barriers to entry they face. One such barrier is the lack of early relationship being built between local communities and key Te Pūkenga services; this is supported through the findings of the Te Rito reports.

Alignment with workforce development needs

58. Tāmaki Makaurau requires more health workers to meet immediate and future needs.

- Tāmaki Makaurau has the largest health workforce in Aotearoa New Zealand and is the third-largest employing sector in the city with 82,151 filled jobs (March 2021).
- The sector employs the most significant proportion of women and has an older workforce. The Tāmaki Makaurau workforce is less likely to be Māori or Pacific and more likely to be European/Pākehā and Asian.
- There is minimal capacity to utilise the existing workforce as 60% are already working more than 30 hours per week. [2]

59. MBIE state that action is required to fast-track and significantly increase those training in the sector, but it cannot be done under business-as-usual practices.

60. There is a growing new entrant retention issue for the workforce, as identified by the Toitū Te Waiora Workforce Development council (WDC). Since 2015, the retention for successive annual intakes has diminished, with the greatest decline happening to those that started in 2020. While there are Covid effects being felt by the workforce, around 55% of those that started in 2016, were gone from the sector by 2018.

61. The proposed guided pathway also aligns with relevant RSLG priorities:

- The RSLG advocates removing barriers and fast-tracking local and migrant training.
- The RSLG supports more joined up pathways for career progression within professional categories, including to address disjointed journeys from vocational education and training to tertiary training that the Reform of Vocational Education has not addressed.

The value of guided pathways

62. The proposed guided pathway focuses on Te Pūkenga learner success goals of qualification completions, increasing access and reducing attrition for priority learners, in disciplines aligned to RSLG and WDC priorities.

---

[2] MBIE Regional Workforce Plan: Community health, education & social services (featuring in-depth work on health) | Ministry of Business, Innovation & Employment (mbie.govt.nz)

63. The pathway also delivers on the priorities of the draft Te Pūkenga Pacific Strategy, that being Equity & Access, Workforce Development and Employment and Community Engagement.

64. Given the alignment across WDC, RSLG and Te Pūkenga's own equity goals, it is proposed that a pilot at scale guided pathway for Pacific Ākonga in Region 1 be introduced.

Initiative

65. The Wayfinder Pilot is a type of guided pathway and holistic navigation model which provides pathway support for Pacific ākonga. The pilot includes a needs assessment which focusses on understanding the wellbeing domains; Housing, Finance, Education & Employment, Relationships & support, and Cultural & Spiritual of learners. Support interventions include external partnerships which offer financial planning and transitions into placement and employment. This 'whole of journey' approach is critical to meet the requirements of long-term success, and to mitigate the types of barriers that have been identified.

66. Wayfinder will be piloted in the following foundation and pathways programmes:

NZ2863	New Zealand Certificate in Study and Career Preparation (Level 3)
NZ2860	New Zealand Certificate in Study and Career Preparation (Level 4)
NZ2992	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)

67. Wayfinder will be offered in partnership with other agencies and community partners, who are each a Tuākana in the sense of offering mentoring and support to learners across journey stages, employment and wellbeing domains.

Network practice with potential

68. Wayfinding is a fit for purpose, Pacific people's workforce development guided pathway with a focus on health within Wintec | Te Pūkenga. Health areas include enrolled nursing, nursing, midwifery, counselling, social work and physiotherapy.

69. Wayfinding supports a cohort of Pacific ākonga in a 1–4-year plan depending on the programme of their choice, because of comprehensive holistic needs assessments, consistent and effective ongoing support from both internal and external partners.

70. Cohorts begin their journey through the current New Zealand Certificate in Study and Career Preparation Level 4. They will evolve into employment or study options at degree level and will be supported with a 6–10-week transition into employment support will also be made available once they receive employment in the field of choice.

71. It is a demonstration of partnership with community, employers and industry. Te Whatu Ora and Ministry of Social Development both gift staff time (including Industry tuākana) to the pathway. Te Whatu Ora facilitate placement and employment transitions, and MSD recruitment into the programme, and financial planning and support.

Focus Area 3: Proposed Pilot at Scale 3: Increasing Māori ākonga retention, Region 2

72. Region 2 has the highest attrition for Māori ākonga of all Te Pūkenga regions of around 9,000 in a given year. This represents 32% of total Māori ākonga attrition in the network.

73.

74. Region 2 also has the highest number of Māori EFTS required to achieve parity of course completion outcomes with Non-Māori/Non-Pacific learners. This represents a substantial opportunity nearly double that of other regions. This highlights an opportunity for investment that is consistent with our strategic outcomes. While course completion rate itself is not the lowest of the regions, it does appropriately reflect that nearly 40% of all Māori course enrolment EFTS are delivered in Region 2.

Te Pūkenga Region	Course enrolment EFTS delivered	Successful course completion EFTS delivered	Māori SCCR	Māori - Parity EFTS required
Region 2	4851.80	3537.62	72.91	1,314.18
Region 3	2524.85	1803.37	71.42	721.48
Region 1	2199.53	1511.58	68.72	687.95
Region 4	2331.68	1737.60	74.52	594.09
Distance Delivery	1035.93	747.75	72.18	288.18
Grand Total	**12943.79**	**9337.92**	**72.14**	**3605.88**

75. The attrition data below demonstrates that there is an alignment opportunity that exists between a focus on course completions, and of attrition. Pre-day-one attrition is a lead indicator to course completion rates, which in turn is an indicator of qualification success.

As such, each is a key part of the value chain, offering mutual benefit; long term success for learners, and revenue and sustainability benefit for Te Pūkenga.

NZSCED	2022 Data	Count of Student ID						
	Qualifications	Attrited - Thinking	Attrited - Enrolling	Attrited - Preparing	Attrited - First Days	Attrited - During	Attrition Total	
03 - Engineering and Related Technologies	NZ3097 - NEW ZEALAND CERTIFICATE IN AUTOMOTIVE ENGINEERING (LEVEL 3)	152	48	55	69	55	379	**Pilot Focus 1**
	NZ2612 - NEW ZEALAND DIPLOMA IN ENGINEERING V4	72	109	52	64	39	336	
	NZ3097 - AUTOMOTIVE ENGINEERING LEVEL 3	56	87	23	32	34	232	
	NZ2387 - ELECTRICAL ENGINEERING LEVEL 3	43	82	16	26	45	212	
	NZ3089 - NEW ZEALAND CERTIFICATE IN COMMERCIAL ROAD TRANSPORT (HEAVY VEHICLE OPERATOR) (LEVEL 3)	126	18	11	8	3	166	
	NZ2715 - MECHANICAL ENGINEERING LEVEL 3	34	41	10	36	10	131	
	NZ2387 - NEW ZEALAND CERTIFICATE IN ELECTRICAL ENGINEERING THEORY (LEVEL 3)	26	35	27	18	24	130	
	NZ2612 - NEW ZEALAND DIPLOMA IN ENGINEERING WITH STRANDS IN CIVIL ENGINEERING, ELECTRICAL ENGINEERING AND MECHANICAL ENGINEERING (LEVEL 6)	39	14	12	25	13	103	
		548	**434**	**206**	**278**	**223**	**1689**	
04 - Architecture and Building	NZ2834 - CONSTRUCTION TRADE SKILLS LEVEL 3	71	61	22	36	26	216	**Pilot Focus 2**
	NZ2834 - NEW ZEALAND CERTIFICATE IN CONSTRUCTION TRADE SKILLS (LEVEL 3) WITH STRANDS IN ALLIED TRADES AND CARPENTRY	96	19	17	22	35	189	
	NZ2416 - NEW ZEALAND DIPLOMA IN ARCHITECTURAL TECHNOLOGY	30	43	31	59	10	173	
	NZ2420 - NEW ZEALAND DIPLOMA IN CONSTRUCTION	42	28	16	55	4	145	
	NZ2660 - PLUMBING, GASFITTING AND DRAINLAYING LEVEL 3	25	60	12	29	8	134	
		264	**211**	**98**	**201**	**83**	**857**	
12 - Mixed Field Programmes	NZ2860 - TE ARA PUTAKE MY ACADEMIC PATHWAY	176	158	57	75	31	497	**Pilot Focus 3**
	NZ2860 - NEW ZEALAND CERTIFICATE IN STUDY AND CAREER PREPARATION (LEVEL 4)	116	26	21	23	21	207	
	NZ2862 - NEW ZEALAND CERTIFICATE IN FOUNDATION SKILLS (LEVEL 2)	13	60	14	28	15	130	
		305	**244**	**92**	**126**	**67**	**834**	

76. It is proposed that for 2024, our focus areas will be:

- Pre-start whanaungatanga across programme groups, with a focus on Trades (split between Engineering and Building) and Foundational Pathways.

- Tuākana / Teina & peer mentoring across key programmes, split between the three priority focus areas, with the inclusion of an industry specific Tuākana service, designed to bridge learning and employment.

- Targeted, proactive Manaaki designed to mitigate specific barriers identified through the Te Rito Reports, meeting learners where they are in their journey through proactive support.

- Confidence training for kaimahi (Cultural Confidence and Disability Competence)

- Case management and dedicated proactive support relevant to the Wellbeing Domains already identified as strategic outcomes

- Targeted advising – both into programmes and then for progression, with a focus on pathwaying into Apprenticeships for Trades for those programmes that are in-scope.

Potential Priority Focus Areas

Cluster	Qualification	Attrition Total	Attrition Māori	Unsuccessful EFTS Total	Unsuccessful EFTS Māori	Unsuccessful EFTS Pacific
03 - Engineering and Related Technologies	NZ3097 - NEW ZEALAND CERTIFICATE IN AUTOMOTIVE ENGINEERING (LEVEL 3)	611	319	162.7571	73.0171	23.1244
	NZ2612 - NEW ZEALAND DIPLOMA IN ENGINEERING V4	439	67	42.625	11.375	4.125
	NZ2387 - ELECTRICAL ENGINEERING LEVEL 3	342	147	97.9012	31.0614	21.625
	NZ3089 - NEW ZEALAND CERTIFICATE IN COMMERCIAL ROAD TRANSPORT (HEAVY VEHICLE OPERATOR) (LEVEL 3)	166	80	12.6265	6.8341	0.25
	NZ2715 - MECHANICAL ENGINEERING LEVEL 3	131	110	55.5841	21.6671	8.1667
04 - Architecture and Building	NZ2834 - CONSTRUCTION TRADE SKILLS LEVEL 3	405	205	75.2405	36.5324	12.0417
	NZ2416 - NEW ZEALAND DIPLOMA IN ARCHITECTURAL TECHNOLOGY	173	0	46.0837	12.7502	3.375
	NZ2420 - NEW ZEALAND DIPLOMA IN CONSTRUCTION	145	0	19.375	4.5	0.75
	NZ2660 - PLUMBING, GASFITTING AND DRAINLAYING LEVEL 3	134	52	7.7676	3.5921	0.7668
12 - Mixed Field Programmes	NZ2860 - NEW ZEALAND CERTIFICATE IN STUDY AND CAREER PREPARATION (LEVEL 4)	704	371	56.625	23.875	7
	NZ2862 - NEW ZEALAND CERTIFICATE IN FOUNDATION SKILLS (LEVEL 2)	130	83	17.5	11.625	2.25

Focus Area 4: Continuation of nationally led foundation initiatives to unify network

77. The fourth area of focus involves the continuation of nationally led foundational initiatives which are the building blocks of the unified network (such as learner networks, policies and compliance), as well as advancing learner centred initiatives established in 2022/23.

78. These have been selected, as they:

- Have already been identified as practice delivering high engagement for ākonga (for instance Tuākana / Teina)
- Are required to further enable learner voice and representation within Te Pūkenga structure (for instance the Learner representation and networks)
- Support partnerships and funding from other parties, enabling increasing reach or access for underserved ākonga (for instance Mental Health Services)
- Are required to support compliance expectations across the network (for instance Ākonga Safety, with a focus Pastoral Code capability)
- Already have established evidence of need (for Manaaki Fund)
- Can be applied across delivery modes (Work based, Campus, Distance).

Project Overview	Te Rito Outcomes Statement	Continued from 2023 LSP (Y/N)	Project deliverable	Project milestones
Tuākana / Teina & Peer Mentoring & Whakawhanaungatanga activities from pre-start A programme, where new learners are matched with more experienced learners to share knowledge, skills and resources,	Connect me with peers, mentors and role models Engage my whanau early and offer whanau connected services	Yes	Tuākana / Teina & Peer Mentoring & Whakawhanaungatanga activities from pre-start are delivered across network business divisions, increasing ākonga persistence	Network plans received and evaluated Funding allocated and release Mid-year review undertaken Second tranche of plans received and evaluated

supporting both in their learning pathway. For disabled ākonga the mentoring programme is informed by disability discourse and for Pacific ākonga, informed by Pacific methodologies. For ākonga Māori, Tuākana Teina is a Kaupapa Māori approach that informs the mentoring programme. **Whakawhanaungatanga** A suite of Whakawhanaungatanga activities from pre-start through the first months of learning. Through Whakawhanaungatanga and manaakitanga, ākonga and their whānau or community see themselves in the environments, meet others who they can relate to and create a sense of belonging and tūrangawaewae.	Encourage, enhance, value and affirm my mātauranga, reo an tikanga Show me options, and guide my pathway Help me feel connected, familiar and certain			End of year review completed
Learner Networks & Leadership	Continually capture my feedback and show me	Yes	Eco-system for learner voice at national, regional and local is implemented	2023 pilots evaluated

Learner Networks enable peer to peer learner communities to form and create channels for learner leaders and representatives (and Te Pūkenga) to access specific cohorts of learners across the country. These networks support connections between learners, and between learners and Te Pūkenga, and provide an important source of informal learner voice. This includes Learner Networks for priority learner groups (Māori, Pacific, disabled learners).

Ākonga learner leadership capability building ensures learner leaders have access to the skills, mentoring and training needed to support successful leadership outcomes. | you are listening by improving my experience

Replace structural racism with mana ōrite and power sharing

Recognise the experience that I bring with me

Recognise my why, and that success for me is wider that just self-gain, it is for the intergenerational wellbeing of my whanau and my community

Help me feel connected, familiar and certain | | | Regional learner networks co-designed

Regional learner networks initiated |
| **Manaaki**

There are sometime financial barriers that Ākonga face when engaging in tertiary study. For many, there are times in their learning journey where their resources are not sufficient to | Proactively understand my holistic needs | Yes | Te Pūkenga fund has distributed manaaki to ākonga | Review and evaluation of 2023 manaaki fund completed

Changes made to manaaki guidelines and process resulting from review is completed |

support basic cost of living and the continuation of study. Financial aid and support can make the difference between abandonment of study or the ability to complete.				Manaaki strategies received from network Allocation model developed Funds distributed in 4 tranches to network
Te Whatu Ora **Mental Health Services contract** Network wide mental health and addiction services are accessible to all Te Pūkenga ākonga, with a responsive and relevant practise particularly for Māori, Pacific and Disabled learners.	Understand my holistic needs Engage my whanau and offer whanau-connected services	Yes	Delivery of mental health services to ākonga across Te Pūkenga network	Regional Mental Health Services Roadmaps are completed, including current state analysis of provision. Service delivery plans received from network Funding is allocated and distributed Monthly service delivery review with Te Whatu Ora
Ākonga Safety – Pastoral Code The development of processes, policies, and capability programme to progress Te Pūkenga towards Pastoral Code obligations	**All Te Rito statements**	Yes	Capability training is designed, developed and delivered & monitoring and reporting across network is ongoing	Organisational code workplan is developed. Training is designed and developed Comprehensive training programme for kaimahi is delivered.

Ākonga Safety – Policies Te Pūkenga policies and practices that contribute to, or impact, ākonga success are designed and examined to remove barriers and are aligned to learner needs	Replace structural racism with mana ōrite and power sharing Continually capture my feedback and show me you are listening by improving my experience	**Yes**	Policies are approved	Tier 2 policies are designed with ākonga and kaimahi Policies are approved Practice guidance(s) are written and approved
Ākonga Safety – NDAP Implementation of Council agreed priorities from the NDAP, including targeted capability uplift, data and insights and support for the National Disabled Students' Association	Recognise the experience I bring with me Proactively understand my holistic needs Maximise my learning potential with trainers / tutors who have the specialise, teaching and cultural skills	**Yes**	Please see 2024 NDAP update, attached to this LSP	Please see 2024 NDAP update, attached to this LSP
Elected Learner Advisory Committee (LAC) An elected LAC is in place, supported, and connected into the	Recognise and reflect my identity Recognise the experience I bring with me	Yes	Agreed advisory committee framework and representation model	Agreed advisory committee framework and representation model embedded at a regional level Elections RFQ complete

wider learner voice and representation system				Elections held New representative members onboarded
Institutional Effectiveness Analysing learner data and insights, programme performance and employer insights to inform strategies that increase learner success	All Te Rito Statements	**Yes**	People, processes and reporting structures are embedded to support national and regional ākonga insights and solutions	Quarterly reporting to Rove Outcomes Framework Reporting on Te Pūkenga Outcomes Framework Reporting on lead, lag and output measures across LSP projects Reporting on out-of-system measures as they relate to ākonga success (employment, income and wellbeing)
Holistic Navigation Model A proactive and personalised outreach to underserved ākonga, to meet their holistic personal and learning needs, resulting in successful outcomes. Ākonga will engage with the same staff who provided connected services, including academic advisory, mental health services, financial	Help me feel connected, familiar and certain Proactively understand my holistic needs Recognise and reflect my identity Provide barrier and stigma free access to the right	Yes	Model is tested in Region 2 pilot at scale for Māori ākonga	Staff are recruited Case management designed Interventions designed Measures of success developed Reporting tools developed Model implemented

aid and planning, career coaching, tutoring and community connections.	information at the right time.			
WBL Access WBL and Distance ākonga access to existing campus-based services	Help me feel connected, familiar and certain	Yes	Pilots are implemented	Pilots identified Implementation of pilots Evaluation of pilots
Financial Services A network wide financial and budget coaching service	Proactively understand my holistic needs	Yes		National model for financial services designed Pilots scoped Pilots implemented Pilots evaluated
Te Rito Actions Plans Network Learner Success strategies are aligned to the Te Rito Outcomes Framework	All Te Rito statements	Yes	Network view of individual divisions learner success and equity strategies	Briefing sessions held Plans received Q 3 & 4 reports from network

Indicative budget

2024 LSP	Initiative	Investment
Focus area 4 - Foundational Initiatives	Tuākana Teina and Pre-Start Whakawhanaungatanga	$1,800,000
	Manaaki Fund	$9,500,000
	Learner Networks	$800,000.00
	Learner Representation	$400,000
	Learner Capabilities	$250,000
	Learner Elections	$300,000
	Institutional effectiveness	$600,000
	Policies	$120,000
	National Disability Action Plan	$1,200,000
	Pastoral code	$1,000,000
	Mental Health Services (Te Whatu Ora Funded)	Externally funded ($3,600,000)
	Financial services	$500,000
	WBL Access to Campus Services	$500,000
Focus area 2: Pilots at scale	First year apprentice retention	$1,700,000.00
	Māori ākonga attrition	$1,700,000.00
	Pacific learner wayfinding	$1,134,200.00

	Learner Success Plan 2024 Total	$22,504,200

Measures

79. We will use NPS, Wellbeing and Overall Satisfaction of cohorts engaged in Learner success Plan initiatives as one set of Lead Measurement. The Wellbeing questions currently within scope of individualised surveys are:

Question No.	Long Form Question
Question 1	Overall, I am satisfied with my experience
Question 2	I know how to access services that help me with my physical and mental wellbeing through my workplace or community/public service
Question 3	Throughout my training experience I feel a sense of connection and belonging

Question 4	Throughout my training experience I can safely express myself and my identity
Question 5	Throughout my training experience my culture is valued and respected
Question 6	My training experience is free from any form of discrimination
Question 7	I know how to raise an issue, concern, or complaint
Question 8	I can access information on how to maintain a healthy balance with work and my training programme
Question 9	It's easy for me to gain the skills and knowledge I need to achieve my training goals
Question 10	How likely are you to recommend studying at [Insert Entity Name] to a friend or colleague?

Lag Indicators

80. The following table illustrates the lag indicators that will be used to assess the contribution made to outcomes from the LSP initiatives. The individual initiatives themselves aggregate to create a contribution to the successful uplift expected in the measures.

Measurement Focus Area	Dimensions	Application
First Year Retention Rates	Priority Cohort Analysis	Provider Based only
Participation Rates	Priority Cohort (Learners and EFTS sizing)	Provider, Distance and In-Work Delivery
Progression	Priority Cohort NQF Level Strategic Pathway Delivery Mode Transition	Provider, Distance and In-Work Delivery
Credit Accumulation Rate	Apprenticeships Training Level 1-3 Training Levels 4 and above Priority cohort Business Division	In-work Delivery
Programme Completion	Apprenticeships Training Level 1-3 Training Levels 4 and above Priority cohort Business Division	In-work Delivery
Qualification Completion	Priority Cohort NQF Level Strategic Pathway Delivery Mode Transition	Provider, Distance Delivery
Course Completion	Priority Cohort	Provider, Distance Delivery

	NQF Level Strategic Pathway Delivery Mode Transition	
Pathways Reporting	Origins and Destination Analysis Persona analysis Learner Journey Analysis	Provider, Distance and In-Work Delivery
Wellbeing Domains	Priority Cohort NQF Level Strategic Pathway Delivery Mode Transition	Provider, Distance and In-Work Delivery

Return on Investment

81. Return of Investment will be assessed up front, during implementation, and post the deployment of pilot programmes. This enables an ROI conversation that is broad enough to encompass traditional NPV analysis, Wellbeing Domain Uplifts, and longer-term Social Benefit Projections, these are frameworks used for the LSP. This three-pronged approach covers our obligations to provide mutual and simultaneous benefit to investors, learners and community, and Te Pūkenga.

Scaled Pilots-only Benefit

82. The following table confirms the learners within scope of each pilot at scale, the staff to learner ratio, and the budgeted cost supported via the Learner Success Plan

	Pilot Cohorts	FTE Providing Contacts	Ratio	Pilot Cost
Region 1 Wayfinder	400	6	67	$1,134,200
Region 1 WBL	600	16	38	$1,700,000
Region 2 Equity	600	9	67	$1,700,000
				$4,534,200

This table provides the current attrition rate (across all learner journey stages) and specifies whether the benefit cohorts support multi-year revenue.

	Pilot Cohorts	Attrition Rate	Multi-year Revenue
Region 1 Wayfinder	400	35%	Yes
Region 1 WBL	600	24%	Yes
Region 2 Equity	600	35%	Yes

The table below proposes a 10% reduction in the rate of attrition for the benefit cohort in each pilot. This new rate results in a greater number of funded leaners in each programme of study, quantified in the *Converted* column.

	Pilot Cohorts	Attrition Rate	Anticipated Attrition	10%	Converted
Region 1 Wayfinder	400	35%	140	100	40
Region 1 WBL	600	24%	144	84	60
Region 2 Equity	600	35%	210	150	60
					160

The table below highlights the funding rates used from which the proposed pilot financial benefit is derived.

	Pilot Cohorts	Benefit	Funding Rate Used	Financial Benefit
Region 1 Wayfinder	400	40	**$8,316**	$332,640.0
Region 1 WBL	600	60	**$12,118**	$727,080.0
Region 2 Equity	600	60	**$12,118**	$727,080.0
				$1,786,800.0

The table below provides an indicative multi-year revenue benefit that will come from year-on-year retention. Attrition rates are applied in years 2 and 3 to ensure that forecast revenue still considers attrition within its forecast.

	Year 1	Year 2	Year 3
Region 1 Wayfinder	$332,640.0	$249,480.00	$187,110.00
Region 1 WBL	$727,080.0	$545,310.00	$408,982.50
Region 2 Equity	$727,080.0	$545,310.00	$408,982.50
	$1,786,800.0	$1,340,100.0	$1,005,075.00
			$4,131,975.0

The Number ($) below indicates the difference after three years between the total investment, and the likely revenue. The longer the pilots run, and the greater the scale, the greater the positive difference will be given the marginal cost.

Difference	**($70,525.00)**

Brief Social benefit

83. The improvement in education as a result of the programme is expected to arise through improved retention and qualification completion. That is, of the students who begin a qualification, a greater proportion of them complete it. Our approach to estimating the economic benefit of higher levels of qualification completion is to:

    o estimate the number of students who will graduate with a qualification in the future, who would not have graduated without the programme
    o for those students, estimate:
        ▪ the increase in their future earnings as a result of gaining the qualification
        ▪ less their foregone earnings as a result of spending additional time studying.

84. The earnings values are derived in pre-tax terms. While the students only receive after-tax income, the additional tax is Government income (and is used for other items which benefit society). For the purposes of this analysis, taxes are considered to be a transfer, and are hence excluded from the estimates.

Future increase in earnings

85. Table 3 sets out our estimates of the increase in annual earnings that these students will receive, as a result of graduating. These estimates are derived based on the following steps:

    • Estimates of average annual earnings, by gender and qualification level, are sourced from the 2019 Stats NZ Household Labour Force Survey.
    • A counterfactual (i.e., without the programme) level of annual earnings is established. We assume that without the programme, the additional graduates would have had a mix of no secondary school qualifications, secondary school qualifications of some form, and lower post-school qualifications. Based on this, it is assumed that, on average, the additional graduates would have otherwise earned an income commensurate with the average of the 'lower secondary' and 'upper secondary' levels.
    • For each gender and qualification level (i.e., the six groups in Table 3), the increase in annual earnings estimate is derived as:
        • the estimated average annual earnings for that gender/qualification
        • less the counterfactual level of annual earnings.
    • ITO Apprentices have been categorized as Levels 4-7 non-degree to reflect the anticipated annual uplift that would occur once graduating.

Table 3 Expected increase in future annual earnings, as a result of graduating

Cohort	Annual Uplift
Male - Level 1-3	$0.00
Male - Levels 4-7 non-degree	$10,700.00
Male - level 7 degree	$29,200.00
Female - Level 1-3	$0.00
Female Levels 4-7 non-degree	$3,200.00
Female - Level 7 degree	$18,200.00
Source: StatsNZ, PWC Analysis	

Modelling Assumptions

86. We have adopted the following modelling elements:

- We have adopted an assessment period of 20 years. That is, we model 20 years of additional graduates, from 2024 to 2044. This is the period we wish to consider all costs and benefits within the economic case, and it is also the Treasury's recommended default time period for cost benefit analysis[3]
- Present values of future time series are derived as of 2022. A discount rate of 6.0% (real) is used, consistent with the Treasury's recommended value for investments of this type.[4]
- All $ figures are presented in $2023

Total Net Impact

87. As shown in Table 3, based on the assumptions and methods described above, we estimate that the additional students who graduate from Te Pūkenga as a result of the programme will:

- increase their lifetime earnings by $129m (in present value terms), because they now have a qualification
- forego $63m in income (in present value terms), because they spend more time studying (and less time working)
- benefit from a net increase in earnings of $65m

Table 4 Lifetime Earnings of Graduates over 40 Yr Period

	Present Value as at 2022 ($2022)
Increase in future earnings	$129,414,403
Forgone earnings while studying	$63,700,945
Net increase in earnings	**$65,713,459**

Wellbeing Domain Benefits

The seven wellbeing domains offer a perspective beyond that currently proposed for the LSF because the seven wellbeing domains are closely connected to people's real-world experience of wellbeing. Considered as a whole (e.g., when they are viewed as interdependent and interconnected), they encompass the range of activity that contributes to Aotearoa New Zealand's overall wellbeing as a nation. This thinking is supported by work undertaken by Statistics New Zealand He Arotahi Tatauranga. The seven domains can give real meaning to wellbeing for various population groups in Aotearoa New Zealand – within the domains, diverse populations can describe the way in which wellbeing is achieved and how they understand and view their own drivers of wellbeing, accounting for their culture and the context in which they live and work.

The smaller set of wellbeing domains is based on a significant body of Māori wellbeing literature, developed over many years. Māori scholars and thinkers have debated the need for, and desirable characteristics of, a holistic set of wellbeing outcomes that work toward Māori aspirations. This thinking has evolved through multiple models that draw on longitudinal studies, and has been tested

---

[3] The Treasury (December 2005), Cost Benefit Analysis Primer
[4] Discount Rates (treasury.govt.nz), retrieved 13 April 2022

by academics, leading figures within Te Ao Māori, service delivery experts and with whānau themselves. The results of this thinking (Taskforce on Whanau-Centred Initiatives, 2010), (Whanau Ora Partnership Group, 2016), point to the conclusion that wellbeing is achieved for Māori and the wider community when they are:

- cohesive, resilient and nurturing
- confident participants in society
- confident in language and culture
- living healthy lifestyles
- self-managing
- responsive to the natural and living environment
- economically secure and wealth creating.

Learner Component Fund – performance linked funding projects

It is proposed that LCF performance linked funding is assigned to two projects within the 2024 LSP

Project title	Milestone description	Deliverable date *(in 2024). Aligned with Strategic Fund Component reporting*

Pilot at scale – First year apprenticeship retention	Discovery
	
	Existing research review:
	
	    o WBL survey results and other existing research, including WBL expert insights
	    o Grey literature
	    o Academic research
	
	In-depth interviews with ākonga, kaimahi and training advisors
	    • Individual interviews
	    • Focus Groups
	    • Thematic analysis
	    • Iterative and nuanced
	IDI analysis
	Of those that withdraw in the first year where do they go?
	    • Same employer, just not studying
	    • Different employer, not studying
	    • Different industry
	    • Other study (or provider)
	Includes key characteristics (industry, demographics, previous academic achievement, pathway into apprenticeship (e.g., pre-trades), financial situation) & alignment with regression analysis
		Quarter 1, 2024

	Summary report delivered to TEC	
	Build. *Design of interventions to address research findings, including:* • *Identification of interventions* • Roles & capabilities required • Process design • Responsibilities • Budgets *Summary report delivered to TEC*	Quarter 2 2024
	Launch & Evaluation • Overview of interventions deployed • Number of ākonga reached • Priority learner breakdown • Evaluation assessment *Summary report delivered to TEC*	Quarter 4, 2024
Tuākana /Teina & Whakawhanaungatanga For Prestart	*Evaluation of 2023 pilot and scale projects* • Overview of pilot and scale projects • Dashboard showing access and participation • Map showing initiatives by region • Ākonga feedback • Kaimahi self-assessment and reflection • Challenges and considerations • Continuous Improvement • Extended narratives from ākonga and kaimahi *Summary report delivered to TEC*	Quarter 2, 2024
	2024 Network implementation plans overview and catalogue of initiatives • Overview of each pilot or scale project • By region and delivery mode • Number of proposed ākonga reached • Priority learner breakdown • Priority programme breakdown • Metrics of success • Allocation and disbursal of funds to network *Summary report delivered to TEC*	Quarter 2, 2024
	Updated implementation catalogue for Q3/4 additional initiatives *Summary report delivered to TEC*	Quarter 4, 2024

Appendix 1

Outlined below is an overview of the proposed functions in **Tāraia te anamata** | Creating our futures', that demonstrate Te Pūkenga's whole of organisation approach to learner success. They illustrate Te Pūkenga's commitment to advancing capabilities across the 7 dimensions of the Learner Success Framework, and show how these will work at a national, regional and local level.

Tiriti Outcomes

Tiriti Outcomes is our commitment to being a Tiriti honouring organisation and achieving excellence in system accountability, Tiriti partnerships, and ākonga Māori success. This is a whole of organisation systems approach where all of us are accountable, responsible and contribute to honouring Te Tiriti o Waitangi.

Te Tiriti Strategies – responsible for the development and execution of Te Tiriti strategies

Te Tiriti Systems – focused on system accountability and responding to the needs of ākonga Māori and their whanau, and to the aspirations of hapu, iwi and Māori communities.

Te Tiriti Partnership – responsible for building Te Tiriti-based partnerships with hapu, iwi, Māori through active collaboration.

Learner and Employer Experience and Attraction

With a relentless focus on equity, we aim to deliver a customer experience to our ākonga and employers that recognises their needs and enables their success.

Customer Insights – responsible for delivering timely insights and reporting that meet business needs and enable insights led decision-making to inform strategy, priorities, direction and focus across Te Pūkenga. This includes insights generation and business intelligence, data modelling, visualisation and engineering.

Equity – accountable for developing and delivering strategies and system-level change to improve the experience of underserved ākonga (with a particular focus on ākonga Māori and Pacific and Disabled learners) and to ensure that equity is integrated into all aspects of policies, practices and culture.

Customer Experience (Learner and Employer)

> Learner Journey Experience – accountable for the end-to-end learner journey strategy and policy development, including regional engagement to ensure the learner journey is connected and strategy is implemented

> Service Design – oversees design practice to deliver initiatives that are integrated and strategically aligned to deliver an improved experience for ākonga and employers

> Change and Implementation – oversees the implementation and transition of all initiatives that are prioritised within the Customer Experience Directorate

> Project Management – oversees the planning, scheduling and delivery of initiatives within the group

> Ākonga Relationships – responsible for relationships with key ākonga groups, which enables ākonga voice to be front and centre in the design and prioritisation of initiatives and decisions. This includes regional learner representation, alumni and learner networks.

> Pastoral Care Code - provides compliance advice to ensure the PCC, and other relevant codes, are being adhered to and applied consistently across Te Pūkenga.

Academic Centre and Learning Systems

Academic Centre and Learning Systems develop products that employers need to support ākonga into work and to encourage life-long learning so that individuals, employers, whanau and communities can succeed and thrive.

Ako Solutions – developed products and learning systems that anticipate ākonga and Kaiako needs and ensures that learning produces and programmes can be consumed in a way that fits ākonga, no matter where they are located.

Ako Network – Ako Network Directors are responsible for national ako network strategy and planning, including overseeing the design and development of learning content and delivery models, assessment and recognition of prior learning approaches and education pathways. Our Ako Networks are:

- Construction and Infrastructure
- Community, Health, Social Services and Education
- Food and Fibre
- Services
- Creative, Technology and Recreation
- Foundation and Pathways
- Mātauranga Māori
- Engineering, Logistics and Manufacturing

Portfolio and Performance – provides organisational oversight of delivery performance, in conjunction with Customer Insights and Tiriti Outcomes. Portfolio and Performance helps ensure Te Pūkenga is focussed on ensuring delivery addresses the needs of underserved ākonga, while also aligning to government priorities and providing assurance to external stakeholders.

Ako Delivery

Ako Delivery is committed to creating supportive, inclusive learning environment that fosters collaboration and creativity, and inspires lifelong passion for learning and growth.

Pacific Outcomes – the Director supports outcomes improvements for Pacific learners and provides input and guidance for our learner support services for our Pacific learning communities.

Regional Ako Delivery (Operations) – holds accountability for the day-to-day delivery of services, including the suite of learner services (learning advisory & support, transitions, enrolments, accommodation, childcare & health centres)

Regional Ako Delivery (Tiriti Outcomes) – supports engagement with iwi and hapu across the Rohe to support Te Pūkenga in meeting its obligations and aspirations as a Tiriti Partner