

2024-2026

Mahere Haumi Investment Plan

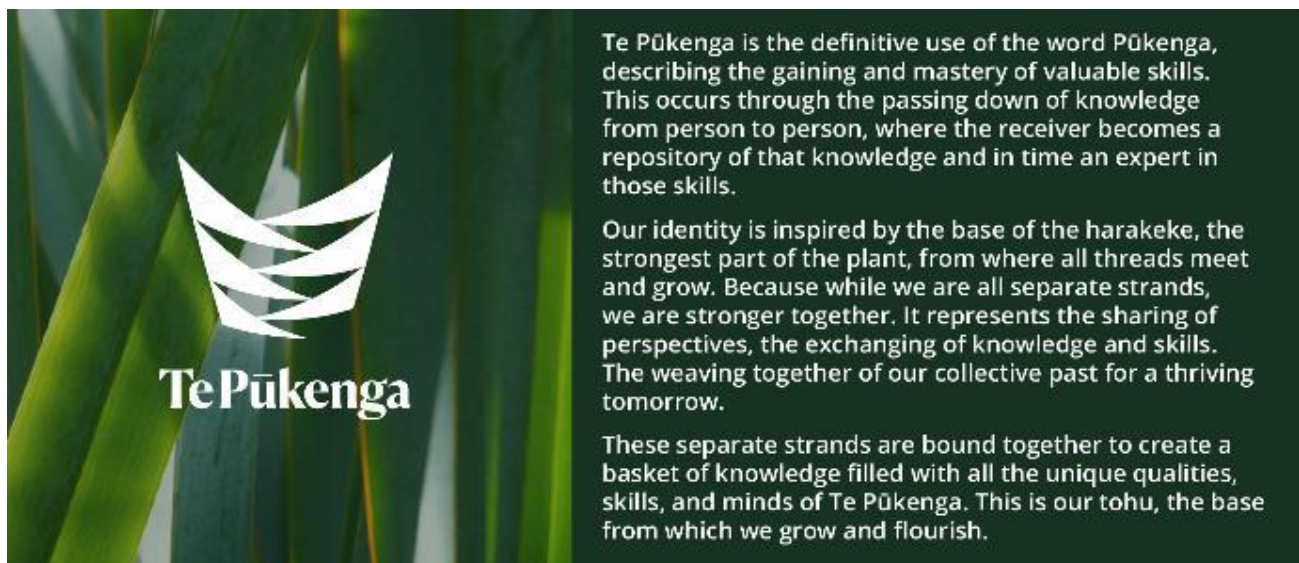
Te Pūkenga – New Zealand Institute of Skills and Technology



Te Pūkenga

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Foreword

Te Pūkenga has a significant role to play, as Aotearoa New Zealand's largest tertiary education organisation, in meeting the Government's goals of building a productive, sustainable and inclusive economy and improving the wellbeing of all New Zealanders. We have considered the key drivers for the future economy which include skill shortages, emerging skill requirements, digitisation, a growing Māori economy, climate change and the changing demographics, in addition to the challenges that face education in a post covid environment.

This Investment Plan describes our investment decisions that contribute towards the future for a key period in our transformation – 2024-2026. Our Charter is very clear that as an efficient and effective part of the vocational education ecosystem, we must uphold Te Tiriti o Waitangi. Its intent was, and continues to be, a way forward for all people to flourish and prosper, we have an all of organisation approach to equity and Te Tiriti. Over the life of this Investment Plan, Te Pūkenga will develop meaningful power-sharing and shared decision-making mechanisms and seek to better understand the aspirations of Te Tiriti o Waitangi partners for their respective rohe/takiwā and uri.

The biggest change over the past twelve months has been the realignment of the direction from Council and the recruitment of the chief executive and leadership team. As we now complete the significant milestone of finalising the last remaining group structures for Te Pūkenga, we can turn our attention to engaging our united, yet diverse workforce in the delivery of our organisational strategy and priorities. Each deliverable calls for a step change, or collective effort by our newly, united workforce.

The Investment Plan outlines how we will respond to emerging trends and advice from the Workforce Development Councils and Regional Skills Leadership Groups, to meet the needs of our learners, employers, iwi and our communities. As this plan was developed and refined, we identified growing demand for programmes at the lower end of the Qualifications Framework, particularly to support our underserved learners: ākonga Māori, Pacific and disabled learners. We have integrated the plan into our Transformation Roadmap to ensure that we continue to look nationally and respond regionally. There is a clear direction to increase work-based learning, and this is reflected in our planned changes in delivery and the focus of our strategic component funding. Our size and scale enable us to utilise our collective impact to tackle these trends and needs at a national level. We can support the unique social and economic goals of communities and regions and engage with local government, hapū, iwi and Māori, business and communities across Aotearoa New Zealand to ensure we deliver high-quality, relevant programmes.

Our size means we can maintain services in rural or low population areas to ensure we have the local presence to develop innovative solutions that support equitable outcomes and meet regional needs. With the appointment of National Ako Network Directors and Regional Executive Directors we have created a structure that supports the working relationships with Workforce Development Councils and Regional Skills Leadership Groups to ensure that we are meeting national and regional skill and industry needs. In developing the 2024 Investment Plan for Te Pūkenga, we have sought to make funding decisions that balance aspirational and mandated priorities, with sensible investment within our funding parameters. We have sought to balance financial sustainability with our long-term investment needs so that we can positively impact the holistic experiences of ākonga, kaimahi, employers and industry.



Murray Strong
Heamana o te Kaunihera | Council Chair



Peter Winder
Tumuaki | Chief Executive

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Introduction

This Investment Plan details how Te Pūkenga is setting out to transform vocational education and training to meet the Government's goals for our young people and communities in Aotearoa New Zealand. It has been prepared pursuant of clause 4, Schedule 18 of the Education and Training Act 2020 (the Act), in accordance with the requirements of the relevant Gazette Notice (*Education (Proposed Investment Plans: Content and Submission; Assessment Criteria; and Plan Summaries) Notice 2023*), and the Tertiary Education Commission's (TEC's) Plan Guidance for 2024¹. It takes account of the legislative and regulatory requirements and the planning and accountability framework under which Te Pūkenga operates and is structured as far as possible in accordance with the TEC's Investment Plan Template.

TEO name	Te Pūkenga
New Zealand Business Number (NZBN) (if known)	
EDUMIS number	6683
Lead contact for Plan discussions: This person must have a good understanding of the proposed Plan, be able to access Workspace 2 and be contactable by the TEC for at least three months from the submission date.	Dr Megan Gibbons DCE Academic Centre and Learning Systems
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¹ Tertiary Education Commission, Plan Guidance – For providers submitting Plans for funding from 1 January 2024; Tertiary Education Commission, Supplementary Plan Guidance – For providers submitting Plans for funding from 1 January 2024

Investment for Te Pūkenga 2024

Te Pūkenga Mahere Haumi Investment Plan 2024 - 2026 (Investment Plan) has analysed the network's 2023 mix of provision (MoP) and compared it to indicative 2024 funding, as shown below.

Fund	2024 Indicative TEC Allocation	2024 Te Pūkenga Forecast	Variance
Qualifications Levels 3-7 (non-degree) and industry training (UFS Delivery Component)	\$544,102,528	\$544,102,528	\$0
Qualifications Level 7 (degree) and above	\$187,184,151	\$194,020,750	\$6,836,599
Learner Based Levels 3-7 (non-degree) and industry training (UFS Learner Component) (including 20% performance element)	\$52,748,826	\$52,748,826	\$0
National and Regional Skills Priorities (NRSP – UFS Strategic Component)	\$27,942,000	\$27,942,000	\$0
Delivery on the NZQF at Levels 1 and 2 (incl SSG)	\$26,755,538	\$30,628,728	\$3,873,190
Programme Development and Maintenance Fund (PDMF - UFS Strategic Component)	\$23,951,000	\$23,951,000	\$0
Youth Guarantee	\$16,610,451	\$16,610,451	\$0
ACE in TEIs	\$4,494,120	\$4,494,120	\$0
ESOL - Intensive Literacy and Numeracy	\$2,470,912	\$2,470,912	\$0
Equity Level 7 (degree) and above	\$2,235,326	\$2,235,326	\$0
ESOL - Refugee English Fund	\$829,143	\$1,149,143	\$320,000
LN - Intensive Literacy and Numeracy	\$450,288	\$450,288	\$0
LN - Workplace Literacy Fund	\$312,099	\$312,099	\$0
Total:	\$890,086,382	\$901,116,171	\$11,029,789

Te Pūkenga is seeking the above investment and notes the following:

- For Qualifications Levels 3-7 (non-degree) and industry training (UFS Delivery Component) and Qualifications Level 7 (degree) and above** - we agree with the indicative allocations provided by TEC.
- For Delivery on the NZQF at Levels 1 and 2** - we request additional funding of \$3.9 million. There is emerging demand for additional Levels 1 and 2 across the network including by those regions or ako network that have the expertise, programmes and delivery models to meet the needs of under-served learners. This is particularly evident in relation to:
 - significantly increasing demand for Level 1 and 2 Te Reo Māori delivery. Currently, Te Pūkenga delivery of Level 1 Te Reo Māori certificates are tracking 11% ahead of 2022.
 - national engagement with the Department of Corrections around prison-based delivery.
 - ongoing concern of the increasing numbers of NEETS that our network is reporting.

- d. concerns raised by our network and Regional Skills Leadership Groups (RSLGs) regarding impacts of secondary school attendance post COVID, and 2023 significant weather events.
- 3. **For Youth Guarantee** - we are currently forecasting the utilisation of all Youth Guarantee (YG) funding but will continue to engage with the Ministry of Education (MoE) and TEC on the currently restrictive YG Level 1 and 2 and Level 3 split threshold (an adjustment to the current 30% only in YG Level 3) which would open more opportunities and allow Te Pūkenga to meet the true demand in the YG cohort.
- 4. **For ACE, ILN and ESOL L&N** - we agree with the indicative allocations provided by TEC.
- 5. **For ESOL Refugee English** - we request an allocation of \$1,149,143 (an increase of approx. \$320K on indicative allocation) to meet the increasing demand for this delivery. This is in line with advice from our network experts signalling delivery is already exceeding 2023 allocation (including recently increased 2023 allocation) and set to continue to exceed indicative funding for 2024.

Our strategic context

As of 1 January 2023, Te Pūkenga – New Zealand Institute of Skills and Technology (Te Pūkenga) has been operating as a single tertiary education organisation (TEO) bringing together New Zealand’s 16 Institutes of Technology and Polytechnics (ITPs) and nine (9) Industry Training Organisations (ITOs).

The creation of Te Pūkenga – the New Zealand Institute of Skills and Technology was one of seven key changes brought about by the Reform of Vocational Education (RoVE) – a sector-wide transformation of how vocational education is delivered, designed to:

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

This Investment Plan describes the investment decisions of Te Pūkenga. It shows how we continue to move from current to future state, to undertake our role efficiently and effectively within the RoVE ecosystem. This is underpinned by an organisational design that will achieve the statutory functions of Te Pūkenga as we move towards a nationally enabled, regionally led network focused on meeting learner and employer needs, and national skills requirements.

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

Letter of Expectations

In May 2023, the Minister of Education (Minister) issued a new Letter of Expectations, which outlines that we should continue to build on work underway such as implementing our Te Pae Tawhiti work- and emphasises three priorities for Te Pūkenga for the next 12 months:

- Delivering quality education and training for all learners, with a particular emphasis on underserved learners.
- Developing a plan towards financial sustainability including a viable operating model.
- Strong leadership that Council needs to provide as we make critical decisions to deliver on our vision.

This Investment Plan includes investment decisions, initiatives, and actions that we are taking to meet the Minister’s expectations.

Alignment with the Tertiary Education Strategy 2020

Several key Te Pūkenga activities are aligned with the objectives of the TES during the life of this Investment Plan (2024 – 2026):

- **Ākonga at the centre** – Drawing on best practice globally and within Aotearoa New Zealand, Te Pūkenga Learner Success Plan (LSP) (see page 34 and **Appendix D**) and National Disability Action Plan (DAP) (**Appendix E**) are part of a multi-year strategy, which is designed to address the multitude of factors that undermine ākonga access, participation, persistence, and completion to ensure ākonga are at the centre of all that we do, and that this is done in partnership with whānau, hapū, iwi and Māori and communities.
- **Barrier-free access** – Key building blocks to achieve barrier-free access are outlined within this plan, including the implementation of Te Kawa Maiooro (Te Pūkenga Educational Regulatory Framework), the Unification of Programmes (see page 30 and **Appendix B**) and the development and implementation of national delivery plans across the network of provision that will drive collaboration and improve equity of access for ākonga - with a focus Māori, Pacific and disabled learners - and for employers. Alongside this, regional leadership will be

essential to ensure local connectedness is maintained, which is key to improving access and ensuring responsive delivery channels.

- **Quality and leadership** – To improve the consistency of vocational education and training, Te Pūkenga is working in collaboration with the Workforce Development Councils (WDCs) to utilise skill standards and New Zealand programmes for work-based delivery as they are developed. The implementation of Te Pūkenga Quality Management System (QMS) will drive quality expectations and practices across the entire network and all Te Pūkenga activities (see page 67). Te Pūkenga is also developing and strengthening kaimahi cultural capability (including te reo Māori and tikanga) and leadership.

The commencement of a new Executive Leadership structure in late 2022 and early 2023, supported by the onboarding of the Regional Leadership and National Ako Network Leadership in quarter two of 2023, are key to driving quality and leading change throughout our entire portfolio of provision and all aspects of educational delivery. The national leadership provided by the Executive and Senior Leadership teams will be strengthened by regional leadership working in partnership with hapū, iwi and Māori.

- **Focus on the future of learning and work** – Working closely with WDCs and the RSLGs, Te Pūkenga will collaboratively shape new and existing qualifications and coherent pathways for ākonga and employers to serve regional needs and be responsive (see page 36). WDCs will endorse programmes to ensure they meet the skills needs of industry and employers, and Te Pūkenga will leverage the national network of delivery to support a mix of provision that prepares ākonga for the future of work, particularly through the delivery of work-based and/or work-integrated learning experiences (see page 38).
- **World class inclusive education** – The development and delivery of excellent learning experiences in the workplace, online distance delivery, on campus or in the community will be guided by Te Ako o Te Pūkenga, our Mātauranga Māori and Ako Teaching and Learning framework (see page 29).

Governance

Te Pūkenga Council is accountable to the Minister and its members are appointed in accordance with the Act².

The Sub Committees of Council are:

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

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

- Interim Kaimahi (staff) Advisory Committee
- Interim Learner Advisory Committee
- Kōmiti Māori (our Māori advisory committee), and
- Te Poari Akoranga (our academic board).

Te Pūkenga Council is accountable for this Investment Plan on which our Advisory Committees provide strategic advice. From September 2023, we will move forward with establishing permanent advisory committees following confirmation of the regional structure.

Our mission and role

Te Pūkenga is guided by a strategic framework that encompasses our vision, mission, purpose, strategic objectives, outcomes, and the measures by which we will evaluate progress on a strategic, tactical and operational level. The principles embodied in Te Pūkenga Charter are embedded in this framework to support the NZ government's goals for building a productive, sustainable, and inclusive economy and improving the wellbeing of all New Zealanders.

² [Education and Training Act 2020 No 38 \(as at 01 September 2022\), Public Act 321 Matters to be considered when Minister appoints members to Te Pūkenga—New Zealand Institute of Skills and Technology's council – New Zealand Legislation](#)

Strategic Framework

Tō Tātou Tirohanga Roa Our vision	Whakairohia he toki, tāraia te anamata. Learning with purpose, creating our futures.		
Tō Tātou Tirohanga Whānui Our mission	Ka whai huarahi whakahirahira te katoa o ngā ākonga me ngā pūkenga e tika ana, ngā tohu e tika ana, ka rapa te whai, ā, ka iti iho te noho nama All ākonga into great mahi, with the right skills and qualifications, faster, and with less debt.		
Tō Tātou Pūtake Our purpose	E tuku ana e Te Pūkenga ngā huarahi mātauranga hiranga, tino kōunga hoki hei tautoko i ngā ākonga, ngā kaitukumahi me ngā hapori ki te whiwhi i ngā pūkenga, mōhiotanga, āheinga hoki kei te hiahiaia e Aotearoa i āianei, mō āpōpō hoki. Noho ai ngā ākonga me ō rātou whānau hei pūtake mō ā mātou mahi katoa. Te Pūkenga provides excellent and quality education opportunities that support learners, employers and communities to gain the skills, knowledge and capabilities Aotearoa needs now and for the future. Learners and their whānau are at the centre of all we do.		
Ō Tātou Uara Our values	Manawa nui We reach out and welcome in	Manawa roa We learn and achieve together	Manawa ora We strengthen and grow the whole person
Strategic Objectives	Maximise ākonga success, equity and well-being	A highly valued, trusted, and sustainable organisation	A nationally enabled and regionally responsive network
Outcomes	<ul style="list-style-type: none"> Supporting all learners to succeed, particularly Māori, Pacific and disabled people. Seamless entry, pathways and transitions. Education and training designed to improve employment outcomes for ākonga. 		
	<ul style="list-style-type: none"> Academic integrity – strong reputation nationally and internationally. A sustainable working environment that is fair, affirming, inclusive, and supports development Financially stable and efficient operation. Customers/partners/stakeholders report high levels of satisfaction. 		
	<ul style="list-style-type: none"> Delivery and subject options aligned to local and regional needs and aspirations – future-focused and responsive to WDC, RSLGs, employers and industries, and communities. Strong Te Tiriti o Waitangi partnerships and delivery aligned to the needs of ākonga Māori and their whānau, and the aspirations of iwi, hapū and Māori. Consistent quality of education and training across locations and delivery modes, duplication removed. Quality infrastructure across the network. 		

As a key piece in the wider RoVE programme, Te Pūkenga is committed to:

- working together with our partners including employers and industry, hapū, iwi and Māori, to achieve the best outcomes for our ākonga and Aotearoa New Zealand
- operating within a broader education system including RoVE entities such as WDCs, RSLGs, and Centres of Vocational Education (CoVES), as well as the TEC, the MoE, the New Zealand Qualifications Authority (NZQA) and the Ministry for Business Innovation and Employment (MBIE).

This Investment Plan provides information about the ākonga we support, our mix of New Zealand Qualifications and Credentials Framework (NZQCF) levels or mix of provision, the subjects that we specialise in and the industries that we target, our modes of delivery, and our research intensity and specialisation. Critically, to operate effectively in the post-reform environment, and to provide integrated flexible deliver across modes, Te Pūkenga is dependent on the functions provided by all organisations in the RoVE ecosystem.

This Investment Plan should be considered as one of the key documents that sets out the next steps for Te Pūkenga. It sits alongside our Transformation Roadmap, our Financial Sustainability Strategy and Plan, our Statement of Intent and our Statement of Performance Expectations.

Operating Context

Transformation Roadmap

Our Transformation Roadmap sets out the key transformation elements required to shift to a transformed future steady state where Te Pūkenga is one organisation with the right mix of provision and modes of delivery that respond to the intent of the reforms, and a workforce, capability, capacity and financial security to deliver. The Transformation Roadmap sets out a range of initiatives that will be required to complete the transformation of Te Pūkenga over the next two years and beyond. It addresses People (workforce change), Digital / Platforms (systems integration and digital transformation), Financial Sustainability, Fit-for-purpose Product and Services (aligning to ākonga, employer, iwi, workforce and regional needs), Customer Experience (ākonga and employer experience and outcomes), Tiriti Partnerships, Organisational Health, and a wide range of transformation activity which will be delivered and monitored as business-as-usual activity. The Digital Transformation that is an integral part of the Transformation Roadmap will be funded by the \$220 million Crown Loan approved as part of Budget 2023.

Financial Strategy and Plan

Te Pūkenga Financial Strategy sets out our strategy for achieving financial sustainability. The Finance Strategy outlines the transition from a financially unsustainable organisation with moderate to high financial risk to a low-risk organisation which best utilises financial resources. It adopts a “mid-term view” and aims to:

- Enable the wider strategic and other objectives of Te Pūkenga to be achieved, including those outlined in the Letter of Expectation from the Minister of Education.
- Transition Te Pūkenga from an unprofitable organisation with moderate to high financial risk to a low-risk organisation, and thereby restore financial viability and sustainability.
- Identify the strategies and actions to achieve that transition, viability, and sustainability.
- Allow for efficient and effective use of financial and other resources.
- Commence work to achieve a targeted future state for Te Pūkenga.
- Establish realistic KPIs and other targets for success and the accountability and responsibility for these.
- Develop a timeline as to when Te Pūkenga will aim to achieve the strategic and other objectives.
- Define how the strategic and financial plans will be measured, managed, reviewed, and iterated.

Priorities and actions for the financial sustainability of Te Pūkenga network

The Finance Strategy is supplemented by a Financial Plan which prioritises activities and outlines the actions that will be undertaken in the short term (12-24 months), setting realistic targets for success. The Financial Plan provides the detail on 'how' and 'when' the aspirations will be achieved, measured and managed.

The immediate focus to address financial performance in 2023 and into 2024 is through cost control, combined with a focus of strong measurement and monitoring by Governance and Management. The key current cost control initiatives are:

- Vacancy management and a recruitment freeze on all non-essential teaching roles
- Lease costs and property sales
- Expenditure control and rationalisation of procurement
- On-going programme rationalisation and productivity increases.

In the short to medium term there are nine major contributors to improving the financial performance of Te Pūkenga.

- Initiatives aimed at maximising revenue – Priority One
 - Responding to the UFS
 - International revenues
 - Pricing strategy
 - Reducing attrition and EFTS growth.
- Cost containment and efficiency gains – Priority One
 - Efficiencies gained from consolidation
 - Focus on cost to serve.
- Asset realisation and balance sheet rationalisation – Priority Two.
- New initiatives – Priority Two.
 - Commercial Strategy
 - Partnerships with iwi and other Māori based organisations.

Key assumptions - number of ākonga

Domestic EFTS growth has been calculated based on the expected outcomes of the transformation will have on student numbers. The growth rate has been derived using the following methodology chain:

- **Increase in ākonga from converting applications to completed enrolments/signups for ākonga through additional capabilities** – in the current state, approximately 33% of enrolments leave Te Pūkenga before their course begins. This is slightly higher for ākonga Māori and Pasifika ākonga. The interventions in the transformation aim to provide more support to this group, leading to more ākonga pursuing the course they have enrolled in.
- **Increase in the number of ākonga making it past the 10% mark in their course** – the number of ākonga who begin their course but do not make it past the 10% mark, split by ethnicity has been quantified. This leads to financial benefit to Te Pūkenga, as Te Pūkenga is funded for EFTS past the 10% course completion mark.
- **Increase in the number of ākonga completing their course from the 10% mark** – Te Pūkenga 2021 SAC funded course completion rates were 72% and 82% for Māori and Pasifika, and Non-Māori and Pasifika ākonga respectively. Interventions as part of this programme are designed to increase the number of ākonga completing their courses. This will lead to higher revenue through additional years of study.

As the additional capabilities will be implemented over time, it has been assessed that the growth from interventions will take time to become fully effective. As the 2025-2026 Investment Plan is developed (beginning quarter one 2024), the 2025 and 2026 projections will be revisited.

Forecast ākonga numbers

EFTS (000's)	2023 (Aug) Forecast	2024 Project	2025 Project	2026 Project
Domestic EFTS				
DQL1-2, DQL7+, UFS provider-based and extramural	46.6	51.8	51.8	51.8
UFS work based	38.5	41.2	41.2	41.2
Youth Guarantee	0.9	1.0	1.0	1.0
ACE	0.8	0.7	0.7	0.7
Other Domestic	2.8	2.0	2.0	2.0
Total Domestic EFTS	89.6	96.7	96.7	96.7
International EFTS	4.9	5.3	7.3	8.7
TOTAL EFTS	94.5	102.0	104.0	105.4

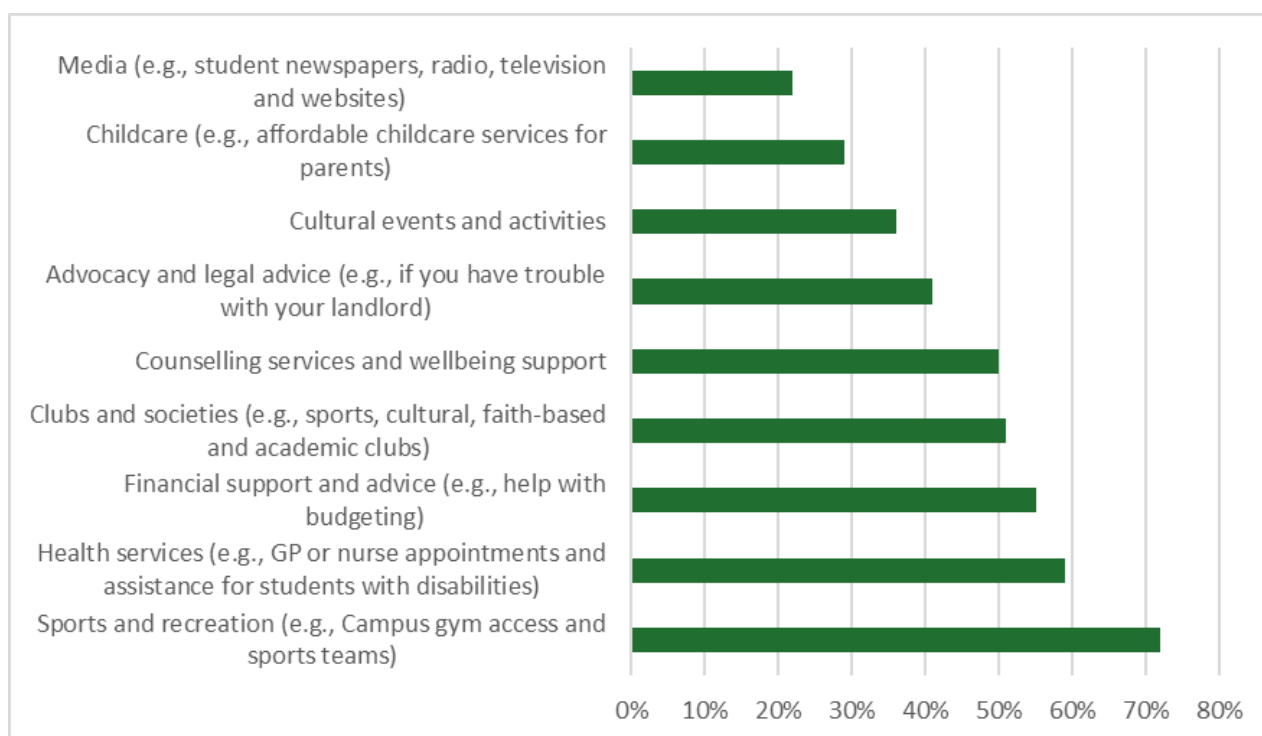
International EFTS

Due to the effect of COVID-19 and heavy border restrictions, current international EFTS are significantly lower than pre-COVID levels. Based on the current work rights of international students, it is assumed that International EFTS will return to approximately 80% of pre-COVID levels by 2026 and grow at 2% per annum from this point.

Better support for work based ākonga

One of the primary goals of the Equity and Ākonga Success Strategy interventions is to reach parity of outcomes between priority (ākonga Māori, Pacific and disabled ākonga) and non-priority ākonga. An area of focus as we come together as Te Pūkenga is support for apprentices and trainees. If these ākonga are provided with tailored support, then they are likely to complete their training and have a better experience with Te Pūkenga and their employer. This includes supporting the employer to provide a more culturally inclusive workplace and this will be funded from the Strategic Component Fund.

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



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

Since Te Pūkenga signed its contract with Te Whatu Ora in April 2021, former our campus-based business divisions successfully established new mental health services for ākonga, or expanded existing business division services enabling equitable, accessible service delivery options with a particular focus on greater access for ākonga Māori as well as Pacific and disabled ākonga. Currently, all 16 campus-based business divisions of Te Pūkenga have mental health services now available to ākonga with their whānau.

In June 2022, Te Whatu Ora confirmed that Te Pūkenga could now offer mental health services to apprentices and trainees. Te Pūkenga has entered an agreement with Te Whatu Ora to extend access to services to work based ākonga and this is progressing well.

Monitoring demand and delivery

Te Pūkenga operating model outlines the interplay between regional structures and national ako networks. This creates the opportunity to move away from historic simple MoPs to a ‘network of provision’ model.

Through 2024 – 2026, network MoP agreements will continue to be centrally agreed with relevant regional and national ako network input. With all Regional Co-Lead Executive Directors and National Ako Network Directors now in place, we expect to increasingly develop and drive the delivery of this ‘network of provision’ model via these roles.

Te Pūkenga will continue to develop its base learner data system whereby existing TEC data reports are regularly and easily combined (more often than TEC submissions) to give early insights into engagement and recruitment trends.

By comparing these to network of provisions plans, Te Pūkenga will be able to centrally monitor, and more importantly, adjust allocations of TEC investment across the network more rapidly that previously possible.

Te Pūkenga is heavily engaged with the TEC’s ‘data systems refresh’ project with a particular focus on the ease of ability to produce TEC data requirements in ways that will further enhance the monitoring capabilities of both organisations.

Capital Asset Management

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

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

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

Te Pūkenga was appropriated \$40 million of funding in the Government's 2022 Budget to address identified High Priority Building issues. A separate plan and request for approval for the High Priority Building work programme was submitted to TEC in November 2022, which was approved by the TEC in December 2022.

Cyclone Gabrielle caused extensive damage to the Taradale site of EIT Hawke's Bay | Te Pūkenga when the nearby Tutaekuri River rose inundating most buildings with flood water and silt contamination. Te Pūkenga approved a plan to return delivery to select, remediated buildings on site in July 2023. As of June 2023, Te Pūkenga is in the process of amending its High Priority Building work programme to accommodate the need of building remediation at EIT | Te Pūkenga.

Digital Transformation

The establishment of Te Pūkenga is a large and complex merger of 25 organisations into one, national network. We have inherited at least 24 versions of all major business systems, including learning management systems, student management systems, customer relationship management systems, finance, payroll, and human resource information systems.

In Budget 2023, the Government announced that Te Pūkenga can access an interest-free Crown loan of \$220 million to implement its digital transformation programme. Although the announcement is welcomed, funding through Crown loans puts further pressure on the net deficit levels.

Te Pūkenga is forming the appropriate governance for the digital transformation programme considering the proposed conditions on the interest-free loan. However, there is a criticality between this Investment Plan and the Digital Strategy including the digital transformation programme of work.

Te Tiriti o Waitangi

Reflecting Māori-Crown partnerships and embedding Te Tiriti o Waitangi

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

Ongoing investment in- our Te Pae Tawhiti Te Tiriti o Waitangi Excellence framework, and the strategy and implementation that flows from it, reflects our journey of growth and development as a Crown entity.

The legislative framework that established Te Pūkenga provides a more explicit Te Tiriti o Waitangi standard than seen before within the tertiary education sector and sets a high threshold for public policy and management. It places strong legislative requirements to ensure Te Pūkenga governance, operations, and management contribute to a system that honours Te Tiriti and that we give effect to Te Tiriti o Waitangi in our work.

Te Pūkenga has a part to play in delivering to Te Tiriti o Waitangi across the whole organisation. Within the organisation structure, all roles hold specific Tiriti-related responsibilities and performance measures. While it is too early to see the tangible outcomes, this inter-dependent approach to Te Tiriti will ensure that all our work will be centred on the needs of ākonga Māori and their whānau, driven by a relentless focus on equity for ākonga Māori that is culturally affirming.

Te Pūkenga is committed to developing authentic, meaningful and active Māori-Crown partnerships that uphold our constitutional obligations to mana whenua and rangatiratanga holding partners:

- reflect the responsibility that Te Pūkenga (as a Crown entity provider) has to ensure the education system delivers with, and for, Māori
- recognise marae, hapū, iwi and Māori as key-partners in regional, social, environmental, and economic development
- respond to the needs of and improve outcomes for ākonga Māori, whānau, marae, hapū and iwi, and employers and
- meet our obligations to actively protect the things that are the taonga of our Te Tiriti partners.

Our development journey during the period of this Investment Plan is to understand and operationalise how marae, hapū, iwi and Māori want to express their mana motuhake with Te Pūkenga. Ensuring marae, hapū, iwi and Māori partnership in the Network of Provision, Te Pūkenga is developing demonstrable Te Tiriti o Waitangi partnerships across Aotearoa New Zealand by:

- building on existing relationships in the network and establishing new relationships
 - collaborating with Te Tiriti o Waitangi partners in a way that recognises, supports and is relevant to their aspirations as it relates to Te Pūkenga
 - investing in cultural capability, including lifting the leadership practice to effectively partner with Māori, and that it will be a performance expectation at network, organisational and individual levels
- developing Te Pae Tawhiti – Te Tiriti o Waitangi Excellence framework as an operational mechanism to:

³ Te Pae Tawhiti is an internal self-reflective framework used by our network to measure current Te Tiriti o Waitangi practice as well as having agreed actions help pursue Te Tiriti o Waitangi excellence.

- help give practical effect to Te Tiriti o Waitangi.⁴
- guide internal planning, actions, and reporting, and in how we self-reflect and review the work undertaken in collaboration and partnership with Māori communities.
- Hold our network to account for Te Tiriti excellence.⁵

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

1. **Relevance of provision:** Services are well matched to the needs of Māori communities; that the views of those communities about education and service provision by Te Pūkenga are sought and reflected; that there are strong Tiriti o Waitangi-based partnerships that impact positively on ākonga Māori success; and Learning is relevant through appropriate and authentic inclusion of mātauranga Māori. The ākonga Māori skills developed will help enable the continued success of the Māori economy.
2. **Equitable access:** Māori have good access to services provided in all communities by Te Pūkenga, and ākonga Māori are accessing optimal provision for their learning needs.
3. **Greater Māori participation:** Te Pūkenga consistently provides learning environments that are inclusive, culturally safe and affirming, and are conducive to Māori participation, progression, completion, and ultimately, success as Māori. All Te Pūkenga systems, structures and services are provided to increase access, engagement and success for ākonga Māori.
4. **Equitable outcomes:** Māori succeed (including course/qualification outcomes and employment/social/cultural outcomes), and actions are delivered upon.
5. **Responsive practice:** Kaimahi have the capacity and capability to support and/or deliver culturally responsive and inclusive practice. Structures and systems (i.e., governance, leadership, operations) give effect to Te Tiriti o Waitangi; and planning, decision-making and reporting reflects conscious consideration of ākonga Māori and communities.

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

We discuss our approach to Tiriti Outcomes and Tiriti Futures projects in the Strategic Component section of this Investment Plan at page 44.

Tiriti Outcomes

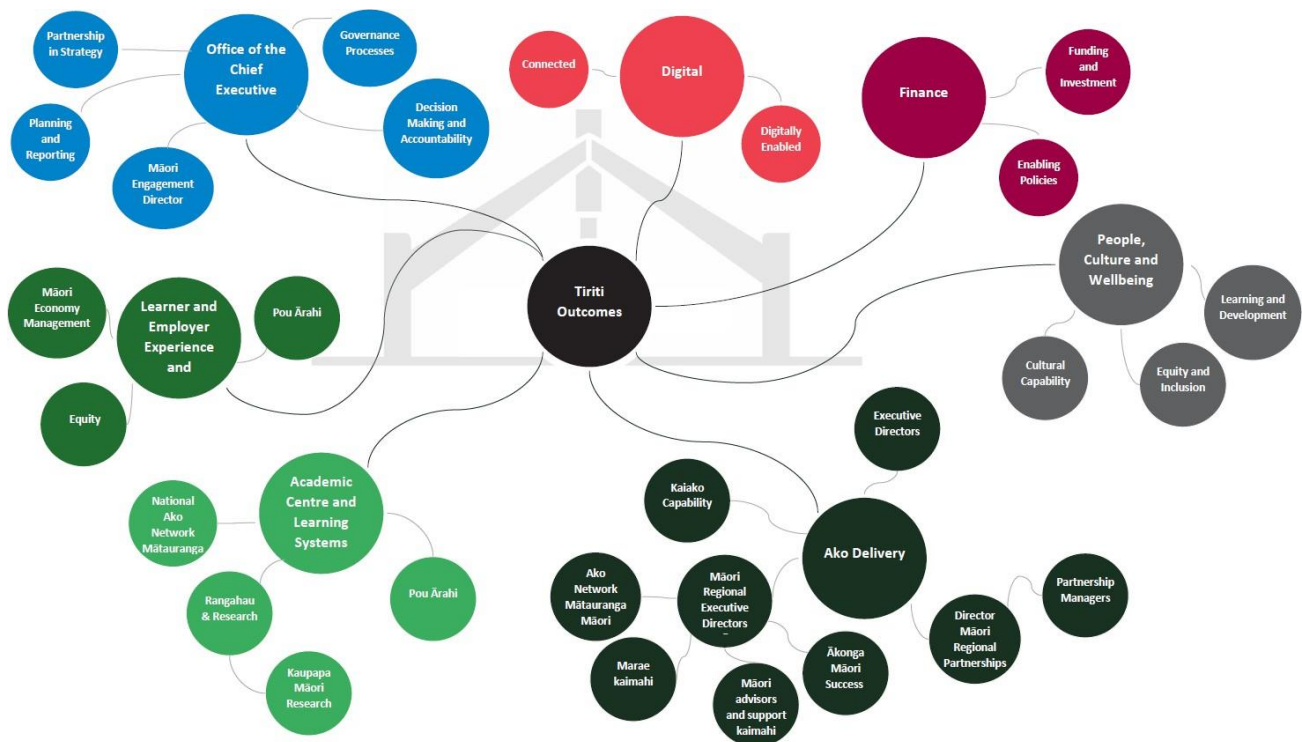
As stated earlier, all Te Pūkenga kaimahi are accountable for ensuring the work we do and the services we deliver honour Te Tiriti o Waitangi, support tino rangatiratanga, achieve equitable outcomes for ākonga Māori, actively protected taonga, and provide options and partnerships with hapū and iwi.

This organisation-wide systems approach is supported by Kāhui Hua Tiriti | Tiriti Outcomes who are accountable for Te Tiriti strategy, alignment, coordination, measurement, reporting and innovation.

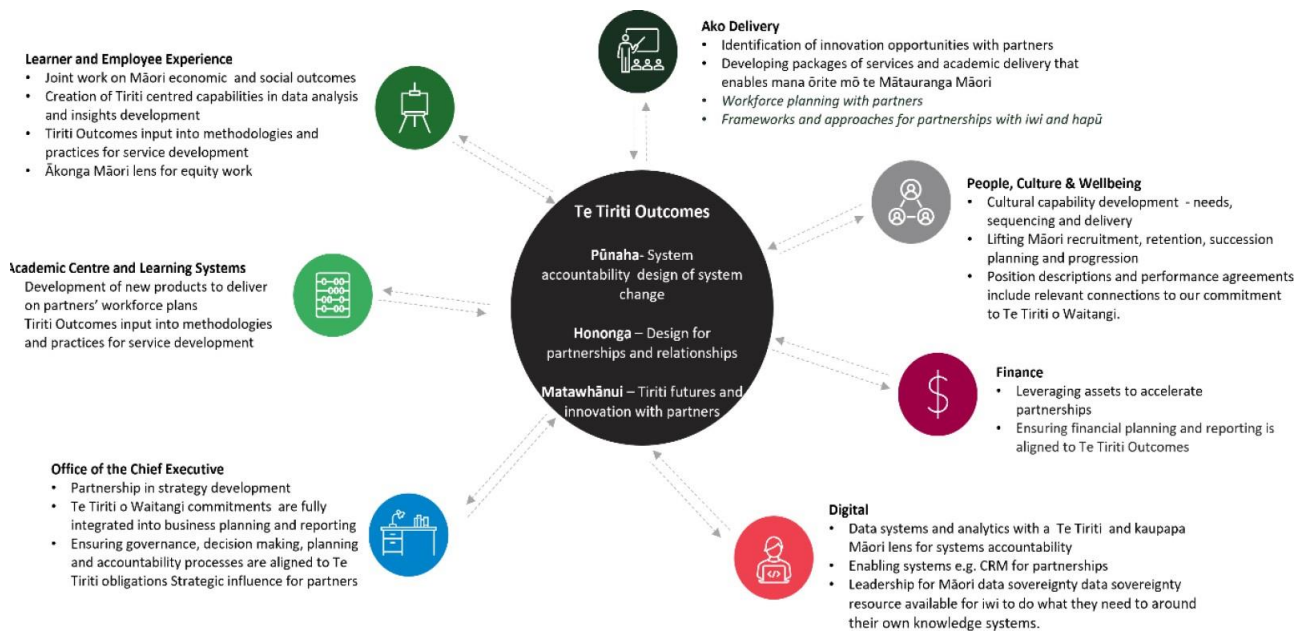
The diagram below shows the functional interactions between the proposed Kāhui Hua Tiriti | Tiriti Outcomes function and other proposed functions within Te Pūkenga.

⁴ The whakapapa of Te Pae Tawhiti includes the 2018 Ministry of Education led conversations with Māori whānau and communities about what matters most to them in education as well as submissions made by Māori on the RoVE, including the Iwi Leaders Forum and New Zealand Māori Council. The ongoing relevance of other strands including the Wai 262 claim and the Waitangi Tribunal report, *Ko Aotearoa Tēnei* are also informing the mechanism of Te Pae Tawhiti in its development while it is a working draft. This is especially relevant for helping to understand what Te Tiriti o Waitangi partners consider rangatiratanga (agency and authority) to mean in the vocational education sector.

⁵ https://xn--tepkenga-szb.ac.nz/assets/Publications/TTW_Ell Excellence Framework Nov 2020 Working_Draft.pdf



The below diagram explains Tiriti Excellence delivery by group.



Stakeholder relationships

We cater to the education and training needs of over 270,000⁶ ākonga each year and engage with local government, hapū, iwi and Māori, business and communities across Aotearoa New Zealand to ensure we deliver high-quality, relevant programmes. In this context, Te Pūkenga and our stakeholders operate in a dynamic environment affected by regional, national and global trends. This requires us to understand our stakeholders' needs, and respond in flexible, innovative and timely ways to plan for the future.

A key focus for this Investment Plan period is to ensure that undisrupted learning and teaching continues to be provided to ākonga and employers while the organisation is restructured. Our kaimahi are critical to this as our network of delivery undergoes transformation as are a range of stakeholders critical to Te Pūkenga achieving its goals.

Key stakeholder groups (listed in alphabetical order) are:

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

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

Meeting stakeholder expectations through equity of access and outcomes in vocational education

From the outset, our mission has been to establish a national vocational education system that focuses on the potential in communities that have previously been underserved. We understand from RoVE that:

- ākonga bring cultural and contextual knowledge that can be applied in vocational settings
- Pacific peoples value relationships and hold a goal of also helping others to succeed in their educational and training pathways
- disabled people hold the same career aspirations as everyone else and want barriers to work eliminated.

Te Pūkenga can leverage our scale and national presence to focus our attention on accelerating the success of those who have previously been failed by the education and employment systems. These communities include Māori, Pacific peoples and disabled ākonga. We recognise that a better response for these ākonga will enable us to better recognise

⁶ Te Pūkenga Annual Report 2022

and respond to the diverse needs of all our ākonga. We also recognise that we have layers of stakeholders who are our partners in realising equity outcomes for all our ākonga.

As equity is the responsibility of all kaimahi at Te Pūkenga, we have created a small national team with the strategic responsibility for developing and leading strategies for system-level change to improve the experience and outcomes for underserved ākonga. The equity team will work with groups to drive initiatives enhancing the voice of underserved communities and partners. We received significant feedback during the consultation that we needed to give more priority to our rainbow community and other priority groups, therefore our structure now includes a dedicated position with responsibility for rainbow and other priority groups alongside Māori, Pacific and Disability leads.

Equity strategy

*In Aotearoa New Zealand, people have difference in health, social, education and economic outcomes that are not only avoidable but unfair and unjust (Whitehead, 1992). It is important to recognise that these inequitable outcomes are driven by systems, legislation, privilege, bias discrimination, and our colonial history (Te Pūkenga, 2022).*⁷

At Te Pūkenga, we are clear that:

- Equity means that everyone receives what they need to be successful through the way that our systems are intentionally designed.
- equity must give practical and measurable effect to Te Tiriti o Waitangi where all ākonga Māori achieve equitable outcomes, as Māori
- equity means redistributing resources and power to eliminate racism, discrimination, and unearned privilege
- manaakitanga creates sustainable learning and working environments for ākonga and kaimahi that are fair, affirming and inclusive.

Our Te Pūkenga Equity Strategy has a focus on removing the negative impacts of colonisation in our systems and giving effect to mana ōrite, through Te Tiriti o Waitangi, and delivers to our Charter equity and inclusion mandate. Its implementation will support business units Te Pūkenga wide to operationalise for equity, synergistically, consistently, and with demonstrable collective impact. The Equity Strategy is conducive to Equity and Ākonga Success Strategy, Whiria te Ako, the LSP and the DAP and ensures Te Tiriti o Waitangi transformation is upheld.

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

Pacific partnerships and resilience

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

- **Develop a Pacific Strategy:** Following approval of strategic component funding in 2023, Te Pūkenga is currently developing a Pacific Strategy. The strategy includes a review of current Pacific strategies across the network. The next step will be identifying what we should/could invest in and looking for prioritisation of programme unification in 2024. As part of the 2023 LSP Update, it is proposed that one of the pilots to scale will be a guided pathway for Pacific ākonga in Rohe 1 | Region 1 (Te Tai Tokerau Northland and Tāmaki Makaurau Auckland) that are studying health related pathway programmes. This aligns with WDC and RSLG

⁷ Approved by Te Pūkenga Council, June 2022

areas of focus, and priorities of Te Pūkenga draft Pacific Strategy (Access, Workforce Development, Employment and Community Engagement).

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

Pacific Outcomes and priority learner voice

Our organisation structure will establish a Pacific Outcomes Director to support the outcome improvements to our Pacific learners this will be within Learner and Employer Experience and Attraction. In addition, we have created two new regional Pacific directors who hold responsibilities over two Rohe each. The regional Pacific director for Rohe 1 and 2 will also hold the national strategy for product development for Pacific. These roles will work closely with Pacific communities. Where we have distinct strategic Pacific teams in our network, we will endeavour to have them reporting to our new Regional Pacific Success Directors. However, core Pacific ākonga support services will remain in Learner Success with our other support services to ensure a joined-up approach for ākonga support across our regions and priority groups. Within Academic Centre and Learning Systems we have included a specialist in creating product that supports Pacific content to be reflected in our learning materials and outcomes.

Employers and industry

With more than half of our ākonga in work-based learning, employers are pivotal partners in the success of our vocational education system. In recognition of this, our proposed organisation design builds in functions which support employer and in-working learning success. For example, our Kāhui Ako | Ako Delivery group would lead regional delivery and development with employers and ākonga through employer relationships, providing on the ground support to address regional needs.

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

The Employer and Industry Business Development Team within LEEA will build and maintain relationships with large employers at a national level. It will increase strategic industry business growth and work closely with Kāhui Ako | Ako Delivery to ensure national employer requirements are met across the country.

The following diagram shows the interaction between the different groups to support current employers, and how we work together to attract and recruit new employers.



Our National Ako Network Leaders are responsible with leading Te Pūkenga relationship with their respective WDC, ensuring the alignment of workplans and sharing of industry insights. They also link into industry bodies and associations ensuring a common understanding. Te Pūkenga also has links to the WDC's through moderation and programme endorsement.

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

- **Te Pūkenga is working with Waihangā Ara Rau, Hanga Ara Rau, Toi Mai and Muka Tangata** in 2023 to develop best operating practice enabling us to work collaboratively across our industry advisory groups to ensure the employer voice is established across the VET system while avoiding duplication of effort by employers.
- **Te Pūkenga and large-scale employers are establishing relationship agreements drawing together training and education currently delivered by several of our business divisions (including those who were providers and those who were TITOs).** Through our agreement with New Zealand Defence Force (NZDF), we enable continuity of existing training and education services and the opportunity to increase further training and qualifications for Defence personnel. In 2023, we will have over 1,300 ākonga enrolled with the NZDF. Further agreements with other large employers are currently in progress including Corrections, and the construction and primary sectors.
- **Te Pūkenga is working with early mover employers and industry sectors who want to explore delivering vocational learning in new and innovative ways.** Through an agreement with Orion Energy (Energy Academy), a new innovative training model responding to the aging workforce and emergent skills gaps of the energy industry is being piloted. Building on the 2022 pilot, within which ākonga across two subsidiaries worked with energy industry mentors on industry projects, the Energy Academy is transferring early pilot findings into the water sector through engagement with Waihangā Ara Rau. Our next phase of this work explores improving access, agency and currency for energy industry workers across several energy companies to upskill/reskill without leaving the workforce and without being enrolled in large/long formal qualifications.
- **Te Pūkenga is collaborating with industry sectors seeking increased scope and access to vocational learning through the introduction of work-based learning pathways.** This work, in partnership with WDCs, will use

existing qualifications taught within the network and redeveloped by work-based learning divisions in 2022-2023 to meet key targets in Sector Skills Action Plans and multiple RSLG plans. For example, based on demand from the tech sector, work-based learning pathways for new entrants in the tech sector are in development in collaboration with leading tech companies.

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

Partnering to realise the benefits of rangahau and research

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

Through 2024 – 2026, we anticipate rangahau and research with, by and for Māori, Pacific and priority communities will heavily influence and drive the research agenda of Te Pūkenga, as well as the continued focus on applied research to support the vocational sector.

Te Pūkenga will:

- confirm its vision for rangahau, research and postgraduate research
- develop rangahau and research strategies
- build and maintain partnerships that enable rangahau and research to create innovative approaches for industry, iwi and communities
- develop a research framework that is supported through how Te Pūkenga operates
- develop Pacific knowledge and research strategies
- support Kaimahi to develop their rangahau and research identities
- seek to grow external research revenue, and
- prepare for the next Performance Based Research Funding round in 2026.

We see rangahau and applied research occupying a niche between academic research and industry innovation, in partnership with communities and iwi/hapū. The further development of our applied research capability will help to produce work-ready graduates with problem solving skills, through high-quality, industry-focused teaching, applied research, postgraduate education and innovation.

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

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

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

Internationalisation

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

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

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

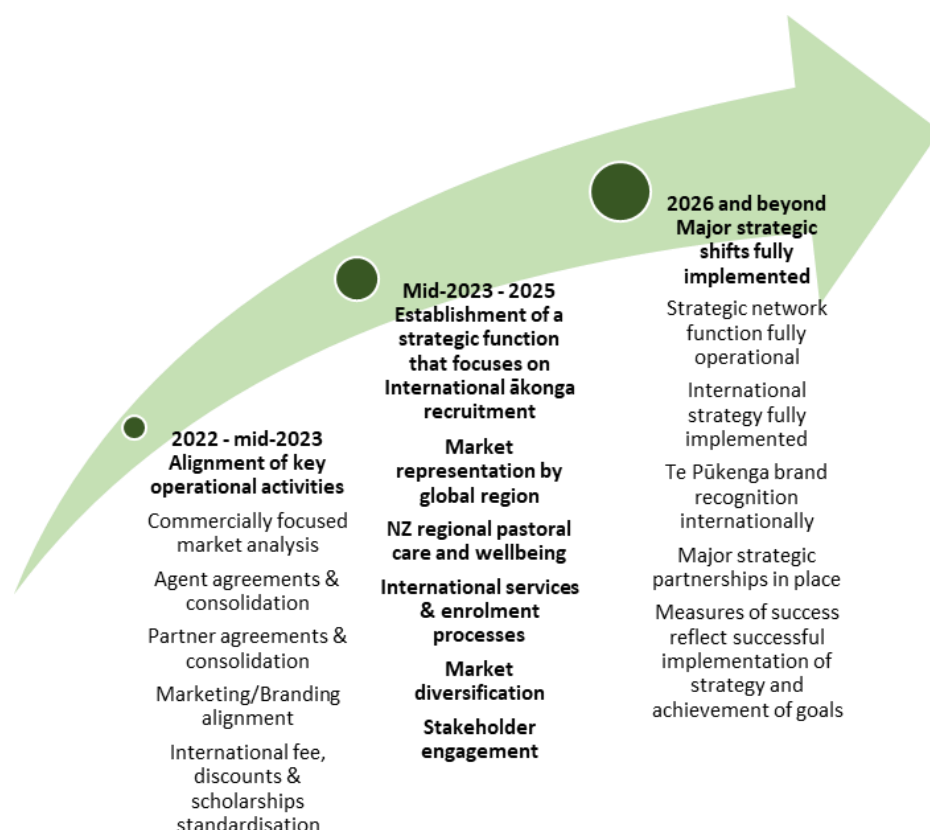
The following goals are articulated in Te Pūkenga International Education Strategy ⁸:

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

We are currently on track to exceed the budgeted target for international education enrolments in 2023. Through 2024 –2026, we will continue to rebuild international education in the network context, influenced by the New Zealand Government’s ‘high value’ statements, INZ settings and Productivity Commission reports. These frameworks will inform work during future horizons.

The diagram below sets out how Te Pūkenga is bring the International Education Strategy to life in 2024 – 2026.

⁸ Which is aligned to the Government’s International Education Strategy - [NZIES-August-2022.pdf \(education.govt.nz\)](#)



We are also a South Pacific nation with deep iwi whakapapa links to the various other South Pacific nations, including and especially our realm nations. Our domestic Pacific ākongā diaspora also place a huge value on their ancestral connections to the South Pacific. These are important considerations in our international strategy.

Partnering for Sustainability

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

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

As outlined in the Government's first emissions reduction plan⁹, Te Pūkenga, in collaboration with industry led WDCs and CoVEs, will play an important role in the transition to a low emissions Aotearoa New Zealand. The role of Te Pūkenga will be to provide rangahau, research and training, re-training, and skills relevant to work today and in the future, with a focus on meeting the needs of the regions, ākongā, and communities. The Government has so far also invested approximately \$800 million (as of March 2022) through the Research, Science and Innovation (RSI) system, which funds research that will develop new knowledge and technology to help existing sectors move to low emissions.

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

⁹ [Aotearoa New Zealand's first emissions reduction plan \(environment.govt.nz\)](https://environment.govt.nz/aotearoa-new-zealand-s-first-emissions-reduction-plan/)

community and innovative businesses have the science capability, people, infrastructure, culture and experience needed to seize new opportunities. Our strong relationships are critical to making this happen.

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

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

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

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

Enhancing educational delivery

Apprenticeships – enriched work-based learning

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

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

Proposed changes

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

- work across the wider vocational educational and training sector to leverage its strengths to achieve an integrated network delivery model. Every learner is a potential candidate for workplace-based learning, and for many that will include an apprenticeship pathway
- identify and share best-practice across all work-based and campus-based delivery, with view to developing enhanced models for, and delivery of, apprenticeship training in New Zealand
- apply a greater focus on learner welfare and support for retention, particularly for Māori, Pacific and disabled ākonga by enhancing and increasing the overall level of pastoral care and support within the apprenticeship framework, and
- increase the marketing, promotion and uptake of apprenticeships across the motu, by utilising Te Pūkenga combined reach and extensive resources.
- optimise the uptake of apprenticeship training by using a multi-dimensional approach, including:
 - exploring opportunities for enhanced network integration and delivery, by looking for ways to increase cohesion between campus-based, work-based and online learning
 - exploring opportunities for greater engagement from industry and employers, including at a national, regional, and local level
 - sharing successes and developments with industry, employers, and ākonga, to maintain and grow their interest and participation in apprenticeships, and
 - ensuring parents, whānau and communities are kept informed of the opportunities and value of engaging in apprenticeships, as a viable and trusted pathway towards a rewarding career.

Intended outcomes

The intended outcomes of the proposed changes include:

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

Apprenticeship delivery

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

Transitioning historic provider-based apprenticeship delivery

Following significant engagement with apprenticeship delivery teams across the network, and in discussion with the TEC, Te Pūkenga will continue to offer multi-mode delivery of apprenticeships in 2024. However, we will rebrand the different modes of delivery leading to a single qualification on the NZQCF to be one integrated approach. Discussions with the network revealed the value for employers offered by multi-mode delivery of apprenticeships, and in many cases, existing complementary and integrated delivery practices are occurring.

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

Stage One (continued from 2023): Retain temporarily multimodal delivery of apprenticeships and finalise reporting requirements

- Agree to different levels of delivery of apprenticeships and appropriate network/employer communications that ensure all are aware of the maintenance of service as we work towards stage two.
- Ensure that systems and process are in place so that all apprenticeship delivery can be reported to the TEC in 2024 and appropriately funded via the UFS.
- Finalise the set-up of all NZA block courses to ensure they are reported via the SDR, noting that this will be required for all apprenticeship block delivery, both existing and new
- Agree with the network a communication plan to industry, employers, and ākonga and keep TEC informed.

Stage Two: Transitioning historic provider-based apprenticeship models via programme unification

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

Whiria Te Ako

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

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

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

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

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

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

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

Creating a cohesive portfolio of products and programmes

Unification of Programmes is to provide a suite of cohesive programmes that reduce duplication and enhance quality and consistency for better learner experiences and outcomes no matter where they are. Unification as a term is well known within TEC, NZQA and the VET Operational Leadership group. Transformation is the process of co-designing a new programme of study that allows for a standardised programme document, which can be delivered flexibly and multimodal, and moderated centrally. This allows ākonga to be supported throughout their experience, regardless of mode or location. Transition is the process of moving multiple Business Divisions onto one version of a programme. The strategic component is being used to support transformation of programmes, which is done in partnership with iwi, WDCs, RSLGs, industry and other stakeholders.

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

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

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

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

Across the whole portfolio of Te Pūkenga provision, there are a total of 1,251 qualifications spanning vocational pathways across all six WDCs. Of these, 573 qualifications are at Levels 1-6 and 678 are at Level 7 or above of the NZQCF. This statement is current at submission of this plan, however it can shift as unified products begin delivery, pre unified products are taught out, and micro-credentials (or other new products) developed.

Programmes will be unified through one of two pathways:

- Transition – all Business Divisions move to a best of breed existing programme

- Transformation – all Business Divisions move to a new, replacement programme

For programmes that are unified via a transition process, each programme will be evaluated, including assessment of Mātauranga Māori, and an action plan developed for continuous quality improvement, to deliver on the vision of honouring Te Tiriti o Waitangi and creating equity. This is important until we can create a transformed programme. Transformation may be aligned with the next qualification review, when skills standards are available, or earlier based on inequitable programme outcomes, and will be guided by the findings from the assessment of Mātauranga Māori and associated action plans.

A key enabler of creating consistency and flexibility is the scoping and implementation of a standard learning management system for Te Pūkenga. A significant project within this workstream for 2024 and 2025 will be transitioning from the existing 25 Learning Management Systems (LMS) to the final Te Pūkenga LMS, this is likely to be in steps to enable the training of kaimahi. Moving to limited and then a final LMS will enable quality and consistency of learning materials, flexibility for the learner, and the ability for staff to focus on supporting the ākonga to achieve in their learning.

Prioritisation of programmes for unification

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

- The 200 programmes which contribute approximately 80% of total delivery volume (49% are at NZQCF Levels 1-6, and 50% at Level 7 or above). Programmes with the largest volumes support the ability to improve the experience and outcomes for as many ākonga and employers as early as possible across the range of benefit metrics being measured.
- Programmes leading to a qualification where EPIs for Māori and Pacific ākonga are the most inequitable (course completion and retention data may be utilised as a proxy for quality)
- Programmes where there are proportionally more Māori and Pacific ākonga enrolled
- Programmes for which ākonga, employer, iwi and regional feedback warrants a prioritised response
- Implementation of skills standards and national curricula from the WDC's and therefore the need for change to meet the needs of industry
- TEC priority areas for provision
- Programmes for which the delivery model may benefit from review to improve access and/or efficiency
- Balancing unification of programmes that are co-delivered across Levels 5-6 and Level 7 to ensure they interface in practice, and
- Prioritisation of programmes will also need to consider qualification expiry and review dates and the introduction of skills standards and NZ programmes.

The level of complexity within this mahi is significant and additional rigour has been applied to the management of 2024 programme unification plans to ensure the strategic intent of this programme of work is realised.

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

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

- Te Pūkenga will carefully manage the interface between Level 5-6 qualifications and Level 7 and above qualifications, and the pathways that will be made available to ākonga to progress from vocational to degree

level study. This is particularly important given the role of WDCs in determining product requirements in the vocational area of provision, and the career aspirations of ākonga. This is a space that has been identified by Tokona Te Raki as a way of bridging skill development and enhancing outcomes for Māori.

- The delivery of comprehensive pathways for ākonga from certificate to diploma to degree is a well-recognised strength of Te Pūkenga network, including from in work to higher levels of study. Therefore, unification of Level 5-6 and Level 7 and above programmes will need to occur concurrently to manage this co-delivery.
- To support the redesign of the degree and postgraduate portfolio, programmes at Level 7 or above will be predominantly unified through a transformation process. This will eliminate duplication and create highly efficient programme structures implemented through coordinated national delivery plans.
- Each of our current Level 7 or above programmes has a corresponding qualification listed on the framework, so the level of duplication is much higher than it appears. Therefore, we estimate that the number of programmes will reduce from 678 to approximately 160 over approximately 5 years, whilst maintaining the existing breadth (disciplines) and depth (levels) of provision.

Benefits of unification in action

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

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

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

Centralising learning resources will support programme unification

The ability to create centralised learning material will support the flexibility we are driving towards for ākonga to be able to learn how they want to and be able to move between modes of learning supports the intent of the unification

of programmes. The consistency will ensure that employers understand not only the learning material but also the graduate outcomes from qualifications. The size, scale and expertise within the network will ensure that the best learning materials are provided to ākonga and that the teaching/training advisors/facilitators can focus on ensuring high levels of engagement in learning which better supports the needs of the ākonga and employer.

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

Learner success and equity

Learner Success Plan (LSP), including the Strategic National Disability Action Plan

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

The LSP operationalises the strategy, with a focus on selected initiatives for the first horizon of implementation. The LSP was approved by Council and the Board of TEC in November and December, respectively, last year. TEC has confirmed that 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.

Our focus for 2024 is on:

- Embedding an organisational structure that gives effect to learner success and equity and which advances the capabilities of the Learner Success Framework, ensuring that it is an all of organisation focus.
- Continuing to track and monitor key learner metrics and indicators of success
- Testing at scale learner success strategies 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:
 - First year apprenticeship retention
 - Wayfinding guided pathway for Pacific ākonga in region 1 providers into health-related fields
 - Māori ākonga in region 2 providers in identified programmes with high attrition and low completions.
- Continuing nationally lead foundational initiatives which are the building blocks of the unified network. These initiatives include a specific focus on priority learners (disabled, Māori and Pacific ākonga) and are across delivery modes (work-based, distance and campus delivery) These include:
 - National Disability Action Plan
 - National Tuākana Teina and Peer Mentor Network
 - Early Whakawhanaungatanga intervention
 - Learner Networks
 - Ākonga Learner Leadership Capability
 - Manaaki Fund
 - Akonga Concerns and Complaints

- Financial Services and Coaching
- National Mental Health Services
- Ākonga Elections
- Whiria Nga Rau
- ākonga Centred Policies
- Holistic Navigation
- Pastoral Code

In addition to the strategies and initiatives outlined in the update, Te Pūkenga continues to offer ākonga support services across work, campus and online delivery. In 2021 across the campus-based business divisions this was to the value of \$42 million and includes advocacy, work & employment, counselling, childcare and disability services and support.

Please see the 2024 Learner Success Plan update in Appendix D for a detailed overview of planned strategies and interventions

Investment priorities

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

In addition to ensuring our delivery is informed by the TES (as described on page 8) our key investment priorities for this period are:

1. Explicit WDC involvement in product development.
2. Collection, provision and use of robust data by Te Pūkenga across the network and with our stakeholders including WDC to make data informed decisions.
3. Mapping sector demand and delivery to educational priorities to describe key shifts in mode and/or areas of study.

Explicit WDC involvement in product development.

The linkage with and influence that WDCs will have on ‘product’ in the future (particularly through the establishment of skills standards, use of NZ programmes and WDC endorsement of programmes of study), represents a pivotal change to how Te Pūkenga will operate.

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

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

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

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

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

The WDC Shared Data Platform project, which aims to provide meaningful intelligence about our industries’ current and future workforce needs, has now concluded (Dec 2022).

¹⁰ [Te Mahere Whai Mahi Māori - Māori Employment Action Plan – Summary \(English\) \(mbie.govt.nz\)](https://mbie.govt.nz/te-mahere-whai-mahi-maori-maori-employment-action-plan-summary)

As the WDCs work to determine how they guide the platform into practice, Te Pūkenga remains a critical data partner to this mahi. While we continue to work collaboratively to define the problems we are seeking to address and identify the data Te Pūkenga will contribute, our engagement with the WDCs continues to focus on:

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

Using data to creating Te Pūkenga network of provision

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

With this developing insight capability, Te Pūkenga is currently mapping recent delivery to targeted priorities for vocational education as informed by WDC and RSLG advice, as outlined in the TEC Supplementary Plan Guidance.

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

This allows us to describe a more complete picture of how our portfolio is being delivered across the motu which also introduces new concepts for how we order ourselves.

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

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

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

Mapping sector demand and delivery to educational priorities 2024-2025

Recognising the national, regional and local delivery expertise held by all divisions of Te Pūkenga, we have worked through our network to develop the 2024-2025 MoP. The network has been encouraged to develop delivery plans aligned with TEC plan guidance and key priority areas, alongside consideration of the network of provision development described above.

MoP data supplied by each division has been combined and assessed resulting in the development of four regional and one national network of provision plans. High-level key shifts in delivery are described below.

We are currently developing specific MoPs for Te Pūkenga use based on the specific qualifications, cohorts and modes described in TEC Supplementary Plan Guidance ‘targeted priorities for vocational education as informed by WDC and RSLG advice’. Early assessment of this advice shows that in 2022 over 9,000 EFTS/STMs were delivered against the listed qualifications, with all campus-based divisions represented, and most work-based divisions. Te Pūkenga is well placed to align delivery to suit the regional and mode directions given in the advice, utilising the current approved programmes of delivery.

2024-2025 Key priority mode shifts

A continued shift to work-based learning

Our drive to develop fully integrated models of delivery, described in the unification of programmes section (page 30), will strengthen our ability to meet industry needs (informed by WDCs, including qualification development and programme endorsement), and employer needs (informed by local, regional and national relationship management). Fully integrated multi-mode delivery is essential to developing and delivering a mix of provision that can easily flex as economic conditions change.

For 2024, we are planning for a continued mix of provision shift towards work-based delivery. As noted in the Request for Funding section (page 6), the proposed MoP funding levels generally align with indicative 2024 funding. However, the current mode-based allocation split (\$298 million campus-based and \$246 million work-based) is out of line with 2024 forecasting, with work-based delivery forecast to be higher. As noted in the funding request (page 6), and we will discuss further with TEC in early 2024 as recruitment patterns unfold.

The shift in funding to work-based delivery continues to be primarily driven by our BCITO, Connexis, Competenz and MITO divisions (with continued strong delivery levels in the Primary ITO), reflecting the TEC's desire to see increased work-based delivery in the construction, engineering and primary sectors.

The extension of Apprenticeship Boost

The ending of the Targeted Training and Apprenticeship Fund (TTAF) on 31 December 2022 did impact campus-based levels of TTAF eligible areas as expected and forecast in 2023 MoPs.

However, the recent announcement of the extension of Apprenticeship Boost until the end of 2024, and the likely impact of enabling an estimated 30,000 apprentices to start or continue being supported has been factored into the 2024 MoPs and therefore the likely additional work-based delivery funding shift described above.

We will continue to engage with the TEC and MoE on potential similar targeted initiatives. We will continue investigating possible Te Pūkenga led approaches which have proven capacity and capability as displayed by the network responding to the demand stimulated by TTAF from 2020 to 2022.

Increasing micro-credential delivery

Recent initiatives have seen the development and implementation of micro-credentials to support ākonga in the Hawkes Bay, Tairāwhiti and Te Taitokerau to learn the skills needed to get them into work, specifically to assist with the recovery from Cyclone Gabrielle. These include learnings in fencing and all-terrain vehicles, and entry level trucks and digger skills. Ongoing development and delivery are being informed by direct engagement with the relevant RSLGs and other regional agencies involved in cyclone recovery related strategies.

In Auckland two different micro-credentials have been launched to support Māori and Pacific ākonga with digital skills and knowledge to join the digital workforce. These have been in partnership with large organisations like Apple and Microsoft and supported by employers for internships, like Te Whatu Ora and Datacom.

Online delivery

In 2022 Te Pūkenga began the transition toward one integrated online delivery service, with the incorporation of eCampus Aotearoa into the Open Polytechnic (OPNZ) | Te Pūkenga. From late 2022 onwards, new ākonga who would otherwise have engaged via the eCampus model, were transferred to the OPNZ service.

Work will continue in 2023 to ensure the ongoing reduction in duplication of online distance delivery, without the loss of significant expertise and innovative models (particularly blended approaches) that exist across our network. This is evident in the Te Pūkenga organisation design which combines SIT2LRN and OPNZ into one online distance delivery group. While MoPs will still be administered at division level, all online distance delivery data will be grouped and monitored as one MoP

Overall, we are forecasting that **online will make up approximately 14% of delivery** in 2024, similar to that expected in 2023. With this delivery, we are forecasting:

- increased demand and demand forecast in level 3 and 4 business programmes on 2022 levels

- significant increases in the delivery of te reo Māori provision
- modest increases in degree level social work, ECE, primary teaching and secondary initial teacher education.

2024-2025 Key priority areas of study shifts

In addition to the key **apprenticeship delivery sector increases** and forecast **impact of the extension of Apprenticeship Boost**, the following are key priority areas for Te Pūkenga:

- **Nursing**
Significantly, and in response to recent TEC queries, Te Pūkenga is forecasting to maintain the **7% (350 EFTS) increase in enrolled and degree level nursing from 2023**. We anticipate further increased forecast delivery as we gather the most recent network forecasts. We are working with Te Whatu Ora to increase the number of clinical placements to enable larger intakes in these programmes, as announced by the Minister of Health to support the shortage in the Nursing workforce.
- **ECE and primary teaching, social work, physiotherapy, midwifery, initial teacher education secondary – degree level**
Similar levels of delivery to 2023 are forecast in 2024 in these key priority areas, noting the modest increases in distance delivery in these disciplines. We are working through how we support delivery in Wellington region as Victoria University withdraws its provision. As noted above, we are also exploring modest increases in secondary initial teacher education via our online distance model, particularly in priority subject areas.
- **STEM/Priority Engineering – degree level**
Similar delivery to 2023 levels is forecast in 2024 in STEM/science delivery. We continue to develop industry relationships in this area to enable in-work learning which is particularly important for Three Waters, as they look to upskill their workforce. We will also be continuing to expand the degree level engineering apprenticeship model across our network in 2024. We expect that the modest increases in our secondary initial teacher education will target increases in developing teachers in these subjects, a key first step in increasing further ākonga tertiary engagement.
- **Agriculture and horticulture related provision**
2024 agriculture and horticulture delivery are forecast to increase on 2023 levels. In cyclone impacted regions we are forecasting additional demand, particularly in skills required for the recovery and reestablishment of land. We are also working with the Growing Future Farmers to explore an expansion of this highly successful model across the network.

Foundational delivery (ESOL/L&N/SAC L1-2, YG)

As noted in the Request for Funding section (page 6), Te Pūkenga is already forecasting a **11% increase in the delivery of Te Reo Māori** across the network and a **11% increase in the delivery of level one and two foundation skills** certificates.

Secondary Tertiary Pathways

Since December 2021, Te Pūkenga has been a MoE approved national Lead Provider focusing on the delivery of secondary-tertiary and trades academy programmes aligned to the Vocational Pathways.

Through 2022 a national working group, selected from across our network of Trades Academies (TA) and Secondary Tertiary entities, designed Te Pūkenga Establishment Plan for 2023. This plan included the vision, purpose, operations, and partnering approach to TA. Our recently appoint National Ako Network Director for Foundation and Pathways will drive the plan's implementation. This will ensure we continue to develop and maintain strong relationships with secondary schools and kura Māori, with many delivering or connected to Secondary Tertiary Alignment Resource (STAR), Gateway programmes, and industry. With a strong secondary schooling leadership background, our National Ako Network Director will further develop a networked approach to enhance our secondary-tertiary pathways and trades academy provision, provide support for all ākonga and their whānau with a particular focus on ākonga Māori,

Pacific, and disabled ākonga, and continue to work closely with the MoE and TEC to ensure a seamless transition occurs to a national provider.

Te Pūkenga is forecasting to receive approximately \$25 million from delivery in this highly valued portfolio for 2024.

Delivery to ākonga in Corrections' care

Te Pūkenga delivers a range of programmes across the motu to people in Corrections' care. In 2024, Te Pūkenga is forecasting to **deliver over 200 EFTS to people in Corrections' care**. These forecast delivery levels are lower than previous years reflecting the COVID-19 related challenges of delivery in this space in 2020-2022. Our network remains committed to rebuilding this significant and uniquely specialised part of our portfolio.

2024 delivery will be enhanced via the coordinated partnership developed in 2023 with Ara Poutama Aotearoa and underpinned by a master relationship agreement. In 2023 a process was agreed for national oversight between both parties of a 'Te Pūkenga Prison Prospectus' which includes processes for adding or removing products from this prospectus.

Finalised details of this 2024 provision, which forms an important part of our network of provision, will be provided in a Te Pūkenga Corrections Delivery Register 2024 including the programmes, delivery sites, and modes of delivery once agreed with Ara Poutama Aotearoa.

2024 – 2025 MoP Submission Notes

Finalised MoP information, reflecting the network of provision Te Pūkenga seeks to commit to for 2024-2025, is provided via the TEC MoP submission processes alongside the final submission of this Investment Plan. For the first time, for 2024 Te Pūkenga will provide one set of MoP templates to TEC containing additional division and Rohe information. This reduces the administrative complexity created when each division was required to do this, but more importantly allows Te Pūkenga to present a national and regional view of our delivery commitments.

Reporting of data will continue via divisional systems in 2024 however we will continue to engage with TEC, NZQA and MSD (StudyLink) throughout the course of this Investment Plan period as we transition to a single system and a single EDUMIS number (EDUMIS 6683).

Subcontracting

Te Pūkenga subcontracted delivery of TEC funded provision is contained within Te Pūkenga Subcontracted Delivery 2023 and 2024 (**Appendix C**). This register records known provider-based subcontracting, noting the significant reductions from previous years as ITP-to-ITP subcontracting is no longer recorded. Through 2023, and including work-based learning contracting arrangements, Te Pūkenga has continued to assess subcontracted arrangements to ensure they are beneficial to ākonga and communities. Te Pūkenga could not deliver these arrangements itself given the wider network of capability and resources now available.

Te Pūkenga also continues to engage with both NZQA and TEC on the exact definitions of subcontracting (and approval requirements). At this stage, some WBL subcontracting arrangements are still in negotiation. If necessary, we will update the register, recognising that any new arrangements still need TEC/NZQA approval before delivery can begin.

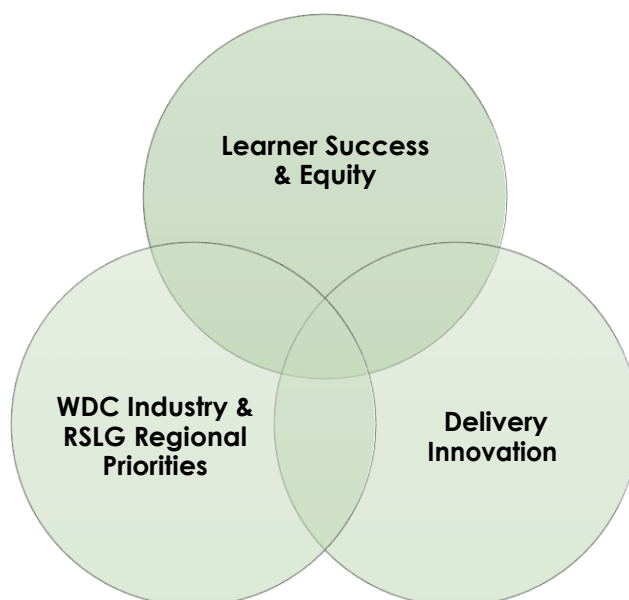
Unified Funding System

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

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

In 2023, Te Pūkenga utilised its confirmed 2023 learner and strategic component allocation to demonstrate what Te Pūkenga will be to the network and our partners, including WDCs and RSLGs. The delivery component of the UFS continued to enable the network to deliver relevant existing services to ākonga and employers.

The following sections describe how we will utilise the strategic and learner component of the UFS. While it is not an exhaustive overview, they are the initiatives most aligned to the learner and strategic components due to the strategic interplay between ākonga success and equity, employer/industry and regional priorities, and delivery innovation.



Strategic Component

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

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

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

The key initiatives most aligned to achieving learner success and equity, as well as meeting WDC and RSLG priorities, are described in this proposal. These initiatives adopt innovative delivery approaches or adjust delivery towards more work-based or work-integrated learning. We will be continuing some projects from 2023 into the 2024 funding cycle, while also providing for the submission of new initiatives that meet the funding priorities.

During 2023 we have developed the governance structure, reporting structure, risk framework, financial framework and project management systems to allocate, manage, report and govern the strategic component funding. This will continue into 2024 and will be complemented with the implementation of Te Kahui Mātauranga Māori me ngā Pūnaha Ako | Academic Centre and Learning Systems structure and in particular the Planning and Performance Directorate which supports the management of the strategic component funding and the development of the mix of provision. We are confident that we have refined the initiatives proposed for continuation and delivery in 2024 represent value for money and can be delivered over the indicated period.

Overview of 2024 investment of strategic component funding

Table One below provides an overview of the strategic component funding and how we are allocating this to the range of strategic priorities. This funding is being utilised to provide non-volume-based support for Te Pūkenga to respond to key challenges within the system.

We are continuing to use the two key elements of the strategic component that we identified in 2023, namely regional and national skill priorities and product development and maintenance. These are grouped into three areas: regional and national skill priority areas including integrated and innovative delivery models, rural and remote community provision, and employer capability and capacity. We also identified Te Tiriti initiatives.

A key benefit that we are aiming to achieve with the strategic component funding is creating flexibility in the delivery of our products to better suit the needs of ākonga, employers, iwi and communities. Work underway on the development of a standardised product, including learning materials that can be delivered in a variety of ways, will ensure that those in rural and remote areas get the same quality learning experience as other parts of Aotearoa New Zealand. We can also support employers with learning materials and other learning opportunities based on their needs now and into the future. We have also built governance and project management processes for the initiatives.

In 2024, we propose to continue to build, test, develop and potentially scale the initiatives as we learn about what works best for ākonga, employers and industry, iwi, hapū and communities. Our focus remains on the quality of outcomes for ākonga and employers for each of initiative. We will also engage with relevant WDCs and RSLGs on the effectiveness of the initiatives.

Table One: Elements of Strategic Component - impact, and intent

Strategic Component Fund	Impact and intent
Element 1: Regional and National Skill Priorities	
Regional and national skill priority areas, Te Tiriti and Māori initiatives	<p>To respond to regional and national skill priority areas, drawing on advice from WDCs, RSLGs and Māori (through Te Pūkenga Te Tiriti Futures approach), Te Pūkenga will apply seed funding to develop new, and scale promising, models and approaches. Projects in one area may be trialled before being scaled or replicated elsewhere.</p> <p>To respond to the challenge of creating integrated delivery models that are fit for purpose and meet the needs of industry sectors, developing consistent models that enrich the WBL approaches, developing greater flexibility for ākonga.</p> <p>This fund is aligned to Ako Networks/WDC with the ability to trial new ways of delivery, new products and new solutions in a controlled manner before building up for greater development. Regional needs will be catered for with where the initiatives take place and in the populations needed.</p>
Rural and remote community provision	To build and sustain a national network of provision that rural and remote communities find value in – trialling new approaches alongside national delivery plans that improve sustainability, particularly in Northland, the East Coast of the North Island, Taranaki, Southland, and the West Coast of the South Island. The ability to scale the Hyflex model from SIT will also be considered as a way of supporting rural and remote delivery. We will also support marginal provision until we have found new ways of delivery that make these effective and efficient. Target populations like Corrections may also be considered in this fund.
Employer capability and capacity	Understanding the needs of employers to enable better outcomes for ākonga, increase capability and capacity for in work learning. Support different service models that support employer success. By building our employer capability and capacity we will be able to develop a stronger work based learning model that has a greater focus on learning, supporting the ākonga and employer needs.
Element 2: Product development and maintenance	
Unification programme of work	To support programme development and maintenance – supporting the costs of programme development (including the transformation part of the unification programme of work costs in 2024) and maintenance, including for the Online and Distance Delivery programmes. As part of this workstream, we will start scoping technology platforms and learning systems to allow for greater agility and flexibility in delivery.
Programme development and maintenance	

Revised approach to Te Tiriti projects

Te Pūkenga has refined our approach to using the strategic component funding of the UFS for Te Tiriti Outcomes/Futures work with the commencement of the permanent DCE Tiriti Outcomes and our Regional Executive Directors. We are excited about the opportunity to do innovative and impactful work in the Tiriti relationship space and the strategic component funding of the UFS enables and supports Te Pūkenga to do this important work.

Te Pūkenga is confident that our refined approach is within the original purpose and spirit of Te Tiriti Futures as outlined in our Investment Plan for 2023 – 2025. That is, innovative projects in partnership with and for Māori. However, we have refined our approach to be more aligned to our partners and our own readiness.

As part of our revised approach, our Tiriti Outcomes and Ako Delivery teams are progressing an accelerated partnership plan to demonstrate some of the benefits of Te Tiriti partnering in action. We are moving forward with a small group of Te Tiriti partners (mostly but not exclusively iwi) to fast-track priority initiatives and projects that align with the spirit of our Tiriti Futures focus.

The following table sets out the six project areas originally proposed in the Investment Plan 2023 – 2025 and the revised approach going forward:

Te Tiriti initiative	Revised approach
Māori broadcasting	Te Pūkenga will not progress the proposed broadcasting initiative
Pūhoro STEM Academy (Mātauranga)	Te Pūkenga will not progress this initiative
Mātauranga Innovation Hub service design concept (Mātauranga)	We intend to meet the intent of the Mātauranga focused projects and will be confirming specific projects with our iwi partnerships and as a component of our partnerships work. For example, working with our Tumu Whenua-ā-Rohe 1 Executive Director Region 1 on projects with Te Hiku iwi group including health and food and fibre sector projects. These are listed in the skills priority projects. Regional Executive Directors will assist with these projects as well as undertaking due diligence for other projects in 2024.
Poipoia Capability Taiao pilot (Mātauranga)	
Mātauranga Māori Hub (Mātauranga)	
Seed funding - Regional initiative business case development	With our Regional Executive Directors in place, we will now begin the development of regional initiative business cases. Endorsement by our partners and levels of engagement will be a key metric in our reporting and evaluation.

Te Tiriti Futures ongoing

In 2023, Te Tiriti Futures has focused on providing support for Te Tiriti partner initiatives that are innovative, driven and led by Māori/hapu/iwi, and can inform scaled up approaches to better long-term provision of vocational education. We have initiated a series of iwi and hapu partnerships across Ako Delivery regions from mid-2023. These include partnerships with the Te Hiku iwi collective in the far north, Ngāti Whātua in Auckland and Tokona te Raki in Ngāi Tahu. Our Rohe 2 and 3 teams are also initiating projects with several iwi and hapu in these regions.

Projects will be well underway by December 2023, and we anticipate around \$4 million will be used to support these projects and partnerships across 2023 and into 2024. Iwi and hapu partnerships and projects will test a range of partner specific initiatives and supports but will typically involve resourcing partners to work with us, supporting some staff costs and resourcing. Specific deliverables will include things like an iwi or hapu driven “mix of provision” aligned to their workforce development needs over the next 5-10 years and a focus on mātauranga ā-iwi. What we learn from these test partnerships will inform our plans for working with all iwi and hapu across the country in out years.

2024 will see Te Tiriti Futures move to support other new projects and partnerships. This might include things like facilitating an innovation service unique for Te Tiriti partners in the tertiary education sector. We will also work with the Learner and Employer Experience and Attraction business group to focus on (1) Māori and iwi industry aspirations- including a focus on key sectors of the Māori economy such as food and fibre, and the health and social services sectors; and (2) driving ākonga Māori success strategies and supports at scale across our network.

Early in 2024, we will work with our People, Culture and Wellbeing, Ako Delivery and Academic Centre and Learning Systems groups to grow our own kaimahi capabilities relating to:

- Excellence in Tiriti Outcomes and implementation of Te Pae Tawhiti (per our letter of expectations);
- Culturally affirming competencies for supporting ākonga Māori success and equity for Māori; and
- Development of staff capability for mātauranga Māori.

This work will sit alongside and complement our wider Tiriti partnerships work programme and our strategies specific to ākonga Māori success.

National and Regional skill priorities, rural and remote community, and innovative and integrated initiatives

The following tables outline our other strategic initiatives, including their region and/or ako network. We have aligned each initiative with the WDPs of WDCs and Regional Skills Plans (RSPs) of RSLGs as of March 2023, and the targeted priorities identified by WDCs and RSLGs in the supplementary plan guidance dated June 2023.

For 2024 we are now in the position to direct the initiatives to better support the guidelines, in 2023 it was based on seeking expressions of interest from the network around what could be delivered and how it aligned with the guidelines. As a result of this we will be stopping some projects due to lack of progress, some have completed and will be reported on and others will continue but with a reframing to ensure that they build on outcomes and increase scalability. We have redeveloped the table to align by National Ako Network (WDC alignment), with the regional consideration given where the initiative takes place.

At this stage, Te Pūkenga is currently proposing that online distance delivery stands alongside regional delivery teams in its change proposal. This recognises the existing national focus of that delivery mode. Led by an Online Distance Learning Delivery Director, this arm will also be influenced by the insights gathered at a regional level.

As we bring structures together, we will develop greater collaboration between online and regional delivery, this has started in 2023 with the linking from business division websites to Open Polytechnic products, enabling ākonga to see what is available online without further searching. The future will enable the use of online products in learning hubs supporting small communities which was trialled successfully with eCampus and EIT and Northtec. We also have the Hyflex model that has been successfully implemented from SIT and is allowing for greater access in areas that have low provisions options. Te Pūkenga will continue programme and resource management and development with the future organisation structure in mind, including the transition to a future LMS.

Allocation of the Strategic Component Funding for 2024

The 2024 funding has been allocated into the different components and priorities within that to ensure that we are aligning our projects with the strategic imperatives that will create change in the vocational sector.

Strategic Component Fund	
Element 1: Regional and National Skill Priorities	
Regional and National Skill Priorities	\$8,342,000
Community, Health, Education and Social Services	\$965,000
People, Food and Fibre	\$1,644,000
Creative, Recreation and Technology	\$1,005,000
Construction and Infrastructure	\$2,823,000
Manufacturing, Engineering and Logistics	\$730,000
Services	\$1,175,000
Te Tiriti Futures	\$3,500,000
Rural and Remote Community Provision	\$13,875,000
Employer Capability and Capacity	\$2,225,000
Total Element 1	\$27,942,000
Element 2: Product development and maintenance	
Programme Development – campus and work based	\$13,951,000
Programme Development - online	\$10,000,000
Total Element 2	\$23,951,000
TOTAL	\$51,893,000

Element 1(a): Regional and National skill priorities

Seed funding for regional and national skill priority areas has been utilised to support the first steps of these initiatives in 2023, for 2024 some will continue, others will come together to provide scale and there will also be new initiatives started. In some cases, this supports planning and delivery of a small initiative in 2024, scaling of an existing initiative, or the development of a business case to support consideration of future large-scale investment. Te Pūkenga will monitor the feasibility of success or scalability for each initiative.

All new initiatives for 2024 will have a project plan submitted and approved by December 2023, this will include the timeframe for completion, the budget and the risk matrix, as well as the expected outcomes and the alignment with the priorities. These will be submitted to TEC once approved, with regular progress reports on milestones.

The Projects that will close by the end of 2023 are:

Project No	Project Name	Status
1a-04-01	Pacific Strategy	Completed
1a-07-01	Otago Construction Service Delivery Trial	Completed
1d-02-01	Agile MC service for employers	Absorbed into BAU
1d-04-01	New Zealand Electric Vehicle Level 5 Project	Completed
1b-01-01	Te Tiriti Futures Function and Operationalisation–Programme Summary	Rescoped for 2024
1b-06-01	Mātauranga Māori Hub - Te Tai Tokerau	Rescoped for 2024
1a-05-01	Primary F&F with TPP - West Coast Primary Industries Pilot	Combined with Northland to look at better outcomes in 2024
1a-02-01	Primary Industries Tupu-ā-Nuku Hub - Te Tai Tokerau	Combined with the West Coast to look at better outcomes in 2024
1a-01-01	Essential Rural Health and Social Services	Combined with Manawatu Kaiāwhina trial to move to national model in 2024
1a-09-01	Health Workforce Supply and Demand (Kaiāwhina Workforce)	Combined with Northland rural health to move to national model in 2024

Initiative	Ako Network	Opportunity	2023 area of focus	2024 targeted priority	Funding Allocated	WDC and RSLG Alignment
Essential Rural Health and Social Services	Community, Health, Social Services and Education Ako Network	To increase and improve ākonga including ākonga Māori pathways and enrolment into Hauora/Health and supporting kaimanaaki delivery into the regions.. Currently, discrete qualifications require the ākonga to start again to upskill or change career. The ability to develop an integrated healthcare pathway will reduce barriers and increase opportunities into the health professions.	<ul style="list-style-type: none"> ✓ Hauora Te Tai Tokerau ✓ Kaiāwhina workforce - Manawatu ✓ Earn Learn Pathway Te Tai Tokerau 	✓ Tai Tokerau: health professional development, especially Māori nursing and kaiāwhina pathways to regulated health professions and the Toitū te Waiora caregiver/kaiāwhina workers, 2023 projects from Manawatu and Te Tai Tokerau will come together in 2024 to build greater capacity and push towards a national model for developing a kaiāwhina workforce. The outcomes to date demonstrate this can be scaled to be national. (New project plan for combined model)	\$627,000	<p>Increased provision in workbased kaiāwhina workforce.</p> <p>Health workforce national shortages, particularly in rural NZ</p> <p>Highlighted from 8 RSLG</p>

Initiative	Ako Network	Opportunity	2023 area of focus	2024 targeted priority	Funding Allocated	WDC and RSLG Alignment
				✓ Continuation of the development of the regulated health profession in work model for regional and remote provision. Working with Occupational Therapy in Tai Tokerau to move kaiāwhina and healthcare assistants into an earn learn model to registration. If this is successful it will enable healthcare training in more remote locations and better enable whānau and community support (existing project plan)	\$338,000	

Initiative	Ako Network	Opportunity	2023 area of focus	2024 targeted priority	Funding Allocated	WDC and RSLG Alignment
Primary Industries	Food and Fibre Ako Network	Within food and fibre, there are a number of industries that are seeking support to develop models of in work training that support the industries to move forward and provide career pathways. Working in partnership with industry associations, iwi and hapu, Food and Fibre CoVE and Muka Tangata, we are able to look at options that work both nationally and for regions.	<ul style="list-style-type: none"> ✓ Tupuanuku Hub at Te Pou o Manako (Kerikeri) ✓ Primary industries integrated delivery on the West Coast ✓ Southland Just Transitions ✓ Aquaculture - Whakatohea 	✓ Aquaculture for Whakatohea, and Southland continue, as we create national support for the different communities. (existing project plans)	\$261,000	WDC more delivery in horticulture, increased diversity in learners.
				✓ Forestry industry collective to create a standardised training pathway for the forestry industry from entry to degree level (working with University of Canterbury) (New project plan)	\$275,000	
				✓ Continuation of the primary industries trial on the West Coast, looking and the development of Tupuanuku Hub at Te Pou o Manako (Kerikeri campus) (New project plan as we look to scale the initiatives to support nationally)	\$487,000	

Initiative	Ako Network	Opportunity	2023 area of focus	2024 targeted priority	Funding Allocated	WDC and RSLG Alignment
				✓ Production horticulture cadetship for Canterbury and Pukekohe – scoping and then implementation (new project plan)	\$246,000	
				✓ Delivery model developed for the wool harvesting industry, with the ability to move between employers seamlessly and continue with apprenticeship. (New project plan)	\$375,000	

Initiative	Ako Network	Opportunity	2023 area of focus	2024 targeted priority	Funding Allocated	WDC and RSLG Alignment
Pathways that better integrate into industry demands	Creative, Technology and Recreation Ako Network	<p>To develop supported learning pathways into the digital and technology sector. We have developed strong links with Amazon Web Services (AWS), Microsoft and Apple, as well as Datacom and Te Whatu Ora. Pathway development in cyber security work-based programmes to increase access to digital careers for ākonga Māori and Pasifika learners. The development of the digital apprenticeship to further support ākonga while in work.</p> <p>Understanding of the creative pathways and modes of delivery to ensure provision for industry</p> <p>National model for exercise delivery</p>	<p>✓ Digital pathways, expanding P-TECH, schools, tertiary and industry</p> <p>✓ Racial Equity and Justice Initiative with Apple</p> <p>✓ Service delivery trial – digital apprenticeship</p>	<p>✓ Working with Toi Mai, and industry to create a digital apprenticeship, strong demand for in work learning that responds to the changes in technology. This includes the development of skills standards, and integration of pathway microcredentials (Current project plan)</p>	\$380,000	<p>WDC increase in exercise provision.</p> <p>Increase in performing arts and associated roles.</p> <p>Pathways within IT that allow for career changes and diversity in learners. Digital skills and IT highlighted across RSLG advice.</p>

Initiative	Ako Network	Opportunity	2023 area of focus	2024 targeted priority	Funding Allocated	WDC and RSLG Alignment
				✓ Continuity of microcredential development and intern pathways for priority ākonga. Develop to align with digital apprenticeship so further pathways once in work. (Current project plan)	\$275,000	
				✓ Review of creative provision that examines models internationally that result in better outcomes for ākonga and industry. (New project plan)	\$150,000	
				✓ National model of exercise L4 that enables from campus to in work. (New project plan)	\$200,000	
Integrated delivery that provides for in-work and on campus to increase participation	Construction and Infrastructure Ako Network	To develop a partnership with the logistics and infrastructure industries to scale skill development to meet current demand and respond to future workforce needs.	<ul style="list-style-type: none"> ✓ Phase 1 of the infrastructure delivery trial ✓ The Otago Construction Trial 	✓ Infrastructure delivery trial that allows ākonga to transition from school-based trades academy into either campus-based learning or in work and move between modes. (Existing Project Plan)	\$293,000	<p>WDC increase in electrical supply qualifications.</p> <p>WDC priorities for Plumbing, Drainlaying and Gasfitting.</p> <p>Priority identified as part of three waters reform by both WDC and DIA.</p>

Initiative	Ako Network	Opportunity	2023 area of focus	2024 targeted priority	Funding Allocated	WDC and RSLG Alignment
				✓ Development of Version 4 of the Plumbing, Drainlaying and Gasfitting programmes and then the implementation. (New Project Plan)	\$750,000	
				✓ Development of an integrated Certificate in Construction that provides the support to the employer and ākonga at the level that they need, a continuity from the Otago Service Delivery Trial (New Project Plan)	\$800,000	
				✓ Development of an inhouse training mode for the electrical supply industry, including the use of microcredentials to change career opportunities. (New Project Plan)	\$380,000	
				✓ Development of training to support three waters, including the pathways into the industry, support for iwi training and rural and remote needs. Working with DIA and Waihanga Ara-Rau around a national training model. (New Project Plan)	\$600,000	

Initiative	Ako Network	Opportunity	2023 area of focus	2024 targeted priority	Funding Allocated	WDC and RSLG Alignment
Changing skill requirements of employers	Manufacturing, Engineering and Logistics	Supporting the continued innovation and change that is happening in this sector. Learning solutions that are flexible and adaptable enough to respond to the changing workforce, industry, and learner needs, as well as rapid changes in skill requirements	✓ Electric Vehicles	✓ Creating a site training plan for manufacturing, the ability to customise the manufacturing programmes to suit the needs of the manufacturer and the site, particularly with the changes in technology. (New Project Plan)	\$500,000	Food processing focus for WDC.
				✓ Review of the heavy automotive pathways to ensure that learners can progress and skills shortages are met.	\$230,000	
Increasing accessibility and diversity	Services	Supporting an increased diversity in the workforce within the services industries. Ways of supporting people to transition into new areas of work	✓ Agile microcredential service for employers. ✓ Disability Pilot - Rescare Te Tuhi Cafe Hospitality Training	✓ Disability Pilot - Rescare Te Tuhi Cafe Hospitality Training (Existing project plan)	\$175,000	Increase in hospitality sector WDC, and for 5 RSLGs Diversity in business from WDC.

Initiative	Ako Network	Opportunity	2023 area of focus	2024 targeted priority	Funding Allocated	WDC and RSLG Alignment
				✓ Accounting apprenticeship L5 Diploma, to support those to enter the profession through alternative pathways and in work. (New project plan)	\$500,000	
				✓ Investigate with industry partners the development of an aeronautical engineering apprenticeship. Working with Rocketlab and Air NZ to understand how an in work model can better suit needs for industry	\$500,000	
TOTAL PROJECT COSTS FOR REGIONAL AND NATIONAL SKILLS PRIORITIES					\$8,342,000	

Element 1 (b): Te Tiriti Futures

Initiative	Region and Ako Network	Opportunity	2023 areas of focus	2024 targeted priority	Funding Allocated	WDC and RSLG alignment
Te Tiriti Futures Function and Operationalisation – Programme Summary (June 2023 to December 2026)	National	Te Tiriti Futures is a new initiative that seeks to implement a new way of working for Te Pūkenga as a Te Tiriti honouring organisation. The specific projects to be funded are expected to transform the system and deliver a way of operating that delivers for ākonga Māori and their success in vocational education and training.	<ul style="list-style-type: none"> ✓ Supporting rural communities and small-scale delivery to encourage and enable access to learning. ✓ Developing initiatives, 	<ul style="list-style-type: none"> ✓ With our Regional Executive Directors in place, we will now begin the development of regional initiative business cases. Endorsement by 	\$3,500,000	✓ All WDCs and RSLGs

			projects and learning in partnership with iwi, hapū, Māori business and Māori governance groups, with the aim of responding to the needs of ākonga Māori and employers.	our partners and levels of engagement will be a key metric in our reporting and evaluation		
TOTAL PROJECT COSTS FOR TE TIRITI FUTURES			\$3,500,000			

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

Initiative	Region and Ako Network	Opportunity	2023 areas of focus	2024 targeted priority	Funding	Alignment with WDC and RSLG
Sustainable Rural and Remote Delivery Models	Region 1 (Te Tai Tokerau), Region 2 (East Coast North Island), Region 4 (West Coast South Island and Southland)	To undertake prototyping activity that demonstrates and informs the creation of integrated delivery models and sustainable business models for provision in remote communities. This Includes increasing the reach of the Hyflex system that SIT have developed, looking at iwi partnerships and hub models of learning.	✓ Supporting rural communities and small-scale delivery to encourage and enable access to learning.	✓ Tai Tokerau, Tairāwhiti, West Coast, and Southland sustainable delivery models (New Project Plan)	\$600,000	Provision in smaller communities to ensure workforce needs are met. Aligns with all WDC's and RSLG's
			✓ Developing initiatives, projects and learning in partnership with iwi, hapū, Māori business and Māori governance groups, with the aim of responding to the needs of ākonga Māori and employers.	✓ Reviewing international literature into education provision and the barriers to access, with a focus on location (New Project Plan)	\$150,000	
			✓ Employability skills and work readiness	✓ Supporting marginal provision as programme changes and delivery model changes are implemented. This includes boutique	\$12,325,000	
			✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs.			
			✓ Ensuring training provides knowledge and practical skills to			

			support better business practices and enable operational sustainability.	provision, staffing ratios due to Health and Safety and small learner numbers due to location.		
				✓ Tāwhaki Tatai Reo, developing learning resources to support learning in corrections facilities using AI and interactive activities to support engagement	\$800,000	
TOTAL PROJECT COSTS FOR RURAL AND REMOTE PROVISION INITIATIVES			\$13,875,000			

Element 1 (d): Employer Capability and Capacity Development

Initiative	Ako Network	Opportunity	2023 areas of focus	2024 targeted priority	Funding Allocated	WDC and RSLG Alignment
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Development of the Employer Journey	All	To develop a model for the employer experience and journey with Te Pūkenga. Understanding the training needs and support that different employers need to support better outcomes for ākonga and enable them to increase the number of learners they might support.	✓ On boarding employers modules ✓ Establishing national Employer Journey team	✓ New employers capability needs – employers in sector have no prior visibility or understand of WBL. (New project plan)	\$200,000	More ākonga learning in work and better supported to be successful.
				✓ New employers – Maori employers who are working to build enterprises that meet strategic outcomes for iwi through resilience, local employment, ecosystem approaches etc. (New project plan)	\$400,000	
				✓ Existing SME employers – building capacity to better manage implications of shifts of service delivery required from UFS and akonga support. (New project plan)	\$700,000	
				✓ Corporate employers – often existing clients – how can we better help them to understand their developing workforce and	\$150,000	

				supporting its development. (New project plan)		
				✓ Work integrated learning – bringing more employers onboard to work with our campus-based learners and have successful outcomes for both. (New project plan)	\$300,000	
				✓ Diversity and cultural competency capability – creating the right environment for success of Maori, pacific and Disabled akonga. (New project plan)	\$500,000	
TOTAL FUNDING ALLOCATED TO EMPLOYER CAPABILITY AND CAPACITY INITIATIVES			\$2,250,000			

Element 2: Programme development and maintenance

Initiative	Region and Ako Network	Opportunity	2023 areas of focus	2024 targeted priority	Funding Allocated
Unification Programme of Work (January 2022 to December 2024)	National	<p>To continue investment in the transformation of programmes which create a single programme with flexibility in delivery to better suit the needs of ākonga, iwi and employers. This programme of work is part of creating a sustainable network of provision.</p> <p>See programme unification section (Appendix B)</p>	<ul style="list-style-type: none"> ✓ Employability skills and work readiness ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs ✓ Ensuring training provides knowledge and practical skills to support better business practices and enable operational sustainability ✓ Improved advanced pathways to enable employees to easily add to their skills base while in employment ✓ Using our size and scale to create standardisation in programmes with flexibility in delivery to meet the needs of ākonga, employers, iwi, and communities. 	<ul style="list-style-type: none"> ✓ All WDCs and RSLGs. ✓ Continuation of 2023 areas of focus in our programmes, including the integration of mātauranga Māori in our programmes and increasing accessibility for all especially our priority ākonga. ✓ Accelerating the unification of multiple versions of on-campus versions in the level 3-7 sub-degree space. ✓ Continuing the transformation of the programmes that have been previously known as managed apprenticeships and the NZ apprenticeships. 	\$13,951,000

Programme and Resource Maintenance and Development (January 2023 to December 2023)	National	To leverage the capability and investment in online distance product development for the entire network. It will include scoping technology needs to allow for more flexibility for the learner. The consistency of learning materials will allow greater movement between learning modes for ākongā and the ability for kaimahi to focus on delivery. Noting the confirmed structure for bringing together online divisions (Open Polytechnic and SIT2LRN), we are currently consolidating 2024 online programme maintenance and development.	<ul style="list-style-type: none"> ✓ Learning solutions that are flexible and adaptable enough to respond to changing workforce, industry, and learner needs ✓ Ensuring training provides knowledge and practical skills to support better business practices and enable operational sustainability ✓ Supporting the redevelopment of learning materials onto a national learning management system that allows for greater flexibility. 	<ul style="list-style-type: none"> ✓ Continuing the development of asynchronous learning materials that support online and distance learning. ✓ Supporting the integration of technology to support the engagement with learning. 	\$10,000,000
TOTAL FUNDING ALLOCATED FOR PROGRAMME DEVELOPMENT AND MAINTENANCE			\$23,951,000		

Learner Component

The learner component (LCF) aims to support learners who traditionally, have not been well served by the education system (ākonga with low prior achievement, disabled ākonga, ākonga Māori and Pacific ākonga). The LCF is utilised for the provision of ākonga services in the network, across campus, work-based and distance delivery, as well as supporting initiatives within the Learner Success Plan and National Disability Action Plan, which align with the funding conditions on the LCF.

As described in the LSP Update (see Learner Success section at page 34, and Appendix D), our actions have been identified using an evidence needs-based design model. These have been mapped back to ākonga needs identified in the Te Rito reports and are supported by additional quantitative data. Initiatives are aligned across the ākonga journey to ensure ākonga momentum is sustained.

Momentum actions have been developed to:

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

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

Our focus for 2024 is on:

- embedding an organisational structure that gives effect to learner success and equity and which advances the capabilities of the LSF
- continuing to track and monitor key learner metrics and indicators of success
- testing at scale learner success strategies 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:
 - first year apprenticeship retention
 - a wayfinding guided pathway for Pacific ākonga in region 1 providers into health-related fields
 - Māori ākonga in region 2 providers in identified programmes with high attrition and low completions.
- continuing nationally lead foundational initiatives which are the building blocks of the unified network. These initiatives include a specific focus on priority learners (disabled, Māori and Pacific ākonga) and are across delivery modes (work-based, distance and campus delivery). These include:
 - National Disability Action Plan
 - National Tuākana Teina and Peer Mentor Network
 - Early Whakawhanaungatanga intervention
 - Learner Networks
 - Ākonga Learner Leadership Capability
 - Manaaki Fund
 - Ākonga Concerns and Complaints
 - Financial Services and Coaching

- National Mental Health Services
- Ākonga Elections
- Whiria Nga Rau
- Ākonga Centred Policies
- Holistic Navigation
- Pastoral Code

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

Our performance expectations

Educational Performance Indicators

Te Pūkenga whole of organisation commitment to the relevant Educational Performance Indicators (EPIs) is provided in **Appendix A**. The specific commitments are made in the LSP. We have incorporated these (and other assumptions noted in the *Key ākonga number assumptions* section of the financial sustainability section of the investment plan, page 14) into our calculations for the TEC EPICs as far as possible, noting that alignment between the measures is not exact.

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

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

As it is difficult to aggregate these division level commitments to overall Te Pūkenga commitments, we have used past years sector level results to develop, with confidence, Te Pūkenga commitments as outlined in **Appendix A**. This table was provided in the 2023 submission of the Investment Plan. It has not yet been updated given the limited 2023 delivery completion and results assessment data available at the time of updating the 2024 Investment Plan.

The key EPI shifts committed to by Te Pūkenga divisions over the duration of this Investment Plan 2023-2025 (as per the existing TEC frameworks) have been submitted by those divisions alongside their MoP templates. These division level commitments will continue to provide valuable insights into the impacts of Te Pūkenga network of provision activity for relevant regions and will contain their best-informed adjustments for 2024 based on year-to-date 2023 EPIs, where available.

Performance measures and monitoring for UFS

Regular reporting will be provided to TEC that for the Strategic and Learner Component, namely quarterly reporting (April, July, October) and in December 2024 for the Strategic Component and to be determined with the TEC for the Learner Component.

Given that 2024 is the second year of the Strategic and Learner Component and that Te Pūkenga is still evolving the performance monitoring approach including the performance framework and 'what success looks like', Te Pūkenga welcomes a twofold approach to monitoring in 2024:

- TEC and Te Pūkenga continue to work in partnership on the design of the performance monitoring approach and framework for the Strategic and Learner Components
- Like 2023, TEC agrees with Te Pūkenga to view some of the strategic initiatives (for example, the 'Essential Rural Health and Social Services initiative' in Northland, 'Just Transitions' in Southland, Civil Infrastructure Service Delivery trial, Construction Service Delivery trial) throughout 2024.

Investment in Ako Quality

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

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

Internally, for 2023 Te Pūkenga will operate under an umbrella QMS that incorporates national, regional, and local systems and processes, with monitoring and support from a quality function and governance through Te Poari Akoranga and its Ohu Whakahaere (sub-committees), with membership drawn from across the network. The new organisational design enables our quality assurance framework to support regional delivery, while ensuring national consistency.

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

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

Te Pae Tawhiti, Te Pūkenga Te Tiriti o Waitangi Excellence Framework¹¹, approach to continuous quality improvement underpins the quality framework to embed the principles and intent of Te Pae Tawhiti. This ensures we can identify and dismantle any inequities or inequalities within our policies, practices, and systems, as well as providing Te Pūkenga with evidence towards understanding how well we are giving effect to Te Tiriti o Waitangi.

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

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

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

Stakeholder voices drive improvement in outcomes

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

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

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

¹¹ [111120_TP_TTW Excellence Framework_Vn2.indd \(xn--tepkenga-szb.ac.nz\)](#)

Key quality assurance activities through 2024 - 2026

Through 2024, we will continue to work with NZQA on the roles and functions of each organisation and on approaches to the external quality assurance for Te Pūkenga as a national provider.

This will include:

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

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

In 2024, our major focus will be on ensuring the quality framework is accessible and easy to use and understand, responsibilities and delegations are clearly identified, and linked with Te Pūkenga risk framework. This will develop as the organisational structure is implemented.

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

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

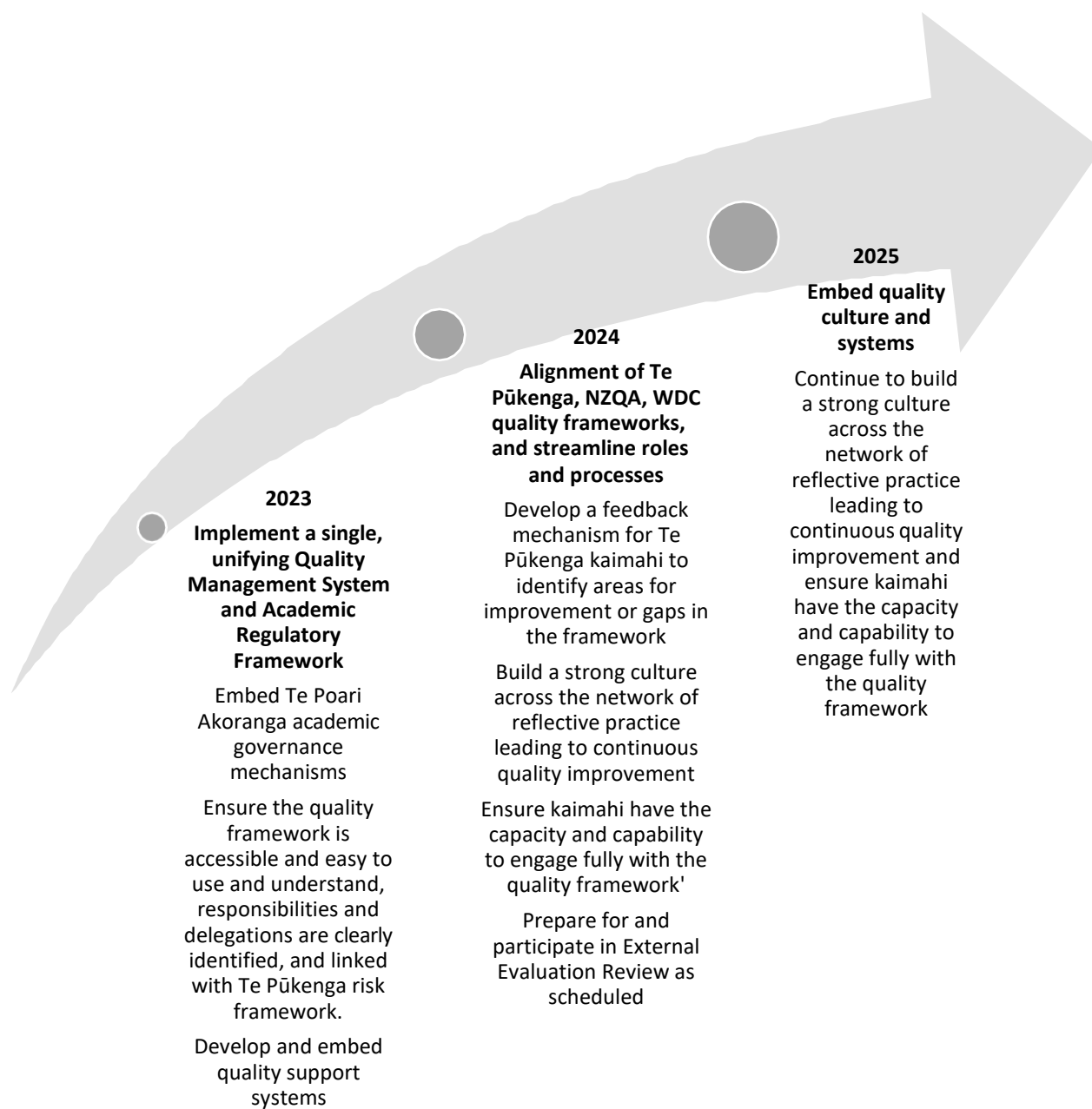
Further, we will integrate work-based learning delivery into the network and provide support and capability development to our kaimahi who are moving from an industry training organisation environment to a provider environment. This will enable them to engage with and navigate the quality framework.

Future roles

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

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

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



Appendices

- A. Educational Performance Indicator Commitments (EPICs) 2023-2025** *(page 70)*
- B. 2024 Programme Unification Schedule** *(page 74)*
- C. Subcontracting register 2024-2025** *(as attachment)*
- D. Te Pūkenga Learner Success Plan 2024** *(as attachment)*
- E. National Disability Action Plan 2024** *(as attachment)*

Appendix A – Educational Performance Indicator Commitments (EPICs) 2023-2025

First/Apprenticeship Year Retention

Description	Ethnicity	Level	2023	2024	2025
The first-year retention rate for non-Māori, non-Pasifika ākonga at level 04-07 (non-degree)	Non-Māori and non-Pasifika	Level 4 to 7 (non-degree)	66.0%	66.0%	66.0%
The first-year retention rate for ākonga Māori at level 04-07 (non-degree)	Māori	Level 4 to 7 (non-degree)	57.0%	58.0%	59.0%
The first-year retention rate for Pasifika ākonga at level 04-07 (non-degree)	Pasifika	Level 4 to 7 (non-degree)	57.0%	58.0%	59.0%
The first-year retention rate for non-Māori, non-Pasifika ākonga at level 07 degree	Non-Māori and non-Pasifika	Level 7 degree	71.0%	71.0%	71.0%
The first-year retention rate for ākonga Māori at level 07 degree	Māori	Level 7 degree	61.0%	62.0%	63.0%
The first-year retention rate for Pasifika ākonga at level 07 degree	Pasifika	Level 7 degree	63.0%	63.0%	64.0%
The first-year apprenticeship retention	All	NZ Apprenticeships	75.0%	77.0%	79.0%
The first-year apprenticeship retention	Māori	NZ Apprenticeships	72.0%	75.0%	78.0%
The first-year apprenticeship retention	Pasifika	NZ Apprenticeships	70.0%	72.0%	74.0%

Course/Credit Completion

Description	Ethnicity	Level	2023	2024	2025
The course completion rate for non-Māori, non-Pasifika ākonga (SAC eligible EFTS) at level 01-10	Non-Māori and non-Pasifika	All	82.0%	82.0%	82.0%
The course completion rate for ākonga Māori (SAC eligible EFTS) at level 01-10	Māori	All	73.0%	74.0%	75.0%
The course completion rate for Pasifika ākonga (SAC eligible EFTS) at level 01-10	Pasifika	All	72.0%	73.0%	74.0%
Work-based learner credit achievement	All	All	79.0%	80.0%	81.0%
Work-based learner credit achievement	Māori	Level 4 and above	58.0%	60.0%	62.0%
Work-based learner credit achievement	Pasifika	Level 4 and above	66.0%	68.0%	70.0%

Expected Graduates

Description	Ethnicity	Level	2023	2024	2025
The expected number of non-Māori, non-Pasifika graduates at level 01-03	Non-Māori and non-Pasifika	Level 1 to 3	11,000	11,000	11,000
The expected number of Māori graduates at level 01-03	Māori	Level 1 to 3	4,800	4,948	5,171
The expected number of Pasifika graduates at level 01-03	Pasifika	Level 1 to 3	1,400	1,461	1,552
Work-based learning programme completion	All	All	63.0%	64.0%	65.0%
Work-based learning programme completion	Māori	All	60.0%	62.0%	64.0%
Work-based learning programme completion	Pasifika	All	60.0%	62.0%	64.0%
Work-based learning programme completion	All	Levels 1 to 3	65.0%	66.0%	67.0%
Work-based learning programme completion	Māori	Levels 1 to 3	63.0%	65.0%	67.0%
Work-based learning programme completion	Pasifika	Levels 1 to 3	63.0%	65.0%	67.0%
Work-based learning programme completion	All	Levels 4 and above	66.0%	67.0%	68.0%
Work-based learning programme completion	Māori	Levels 4 and above	62.0%	64.0%	66.0%
Work-based learning programme completion	Pasifika	Levels 4 and above	62.0%	64.0%	66.0%

Participation

Description	Ethnicity	Level	2023	2024	2025
The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 1-3	Non-Māori and non-Pasifika	Level 1 to 3	61.1%	58.0%	56.5%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 1-3	Māori	Level 1 to 3	30.4%	31.5%	32.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 1-3	Pasifika	Level 1 to 3	10.7%	11.5%	12.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 4-7 (non-degree)	Non-Māori and non-Pasifika	Level 4 to 7 (non-degree)	73.3%	72.0%	71.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 4-7 (non-degree)	Māori	Level 4 to 7 (non-degree)	19.4%	20.0%	21.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 4-7 (non-degree)	Pasifika	Level 4 to 7 (non-degree)	8.8%	9.5%	10.0%

Description	Ethnicity	Level	2023	2024	2025
The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 7 degree	Non-Māori and non-Pasifika	Level 7 degree	72.2%	70.5%	69.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 7 degree	Māori	Level 7 degree	17.9%	19.0%	20.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 7 degree	Pasifika	Level 7 degree	11.6%	12.5%	13.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are non-Māori, non-Pasifika at level 8-10	Non-Māori and non-Pasifika	Level 8 to 10	78.3%	77.0%	76.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Māori at level 8-10	Māori	Level 8 to 10	13.9%	14.5%	15.0%
The proportion of total SAC eligible EFTS enrolled at the TEO who are Pasifika at level 8-10	Pasifika	Level 8 to 10	9.6%	10.5%	11.0%
Work-based learning participation rates	Māori	Level 4 and above	20%	22%	25%
Work-based learning participation rates	Pasifika	Level 4 and above	6%	7%	8%
Work-based learning participation rates	Under 25	Level 4 and above	16%	18%	20%

Progression

Description	Ethnicity	Level	2023	2024	2025
The progression rate for non-Māori, non-Pasifika ākonga at level 01-03	Non-Māori and non-Pasifika	Level 1 to 3	38.0%	39.0%	41.0%
The progression rate for ākonga Māori at level 01-03	Māori	Level 1 to 3	38.0%	40.0%	41.0%
The progression rate for Pasifika ākonga at level 01-03	Pasifika	Level 1 to 3	37.0%	39.0%	41.0%

Other

Description	Ethnicity	Level	2023	2024	2025
The amount of External Research Income earned (\$M)	All	All	12.3	TBC	TBC
The number of international student EFTS	All	All	4,800	6,800	8,800
The number of Research Degrees completed	All	All	150	160	170

Appendix B – 2024 Programme Unification Schedule

Unification Level 1-6 Transition Projects Delivering 2024

Project Name	Qualification Title
2102 New Zealand Diploma in Cookery (Advanced) (Level 5)	2102 New Zealand Diploma in Cookery (Advanced) (Level 5)
2108 New Zealand Certificate in Hospitality (Level 2)	2108 New Zealand Certificate in Hospitality (Level 2)
2215 New Zealand Certificate in Primary Industry Operational Skills (Level 3)	2215 New Zealand Certificate in Primary Industry Operational Skills (Level 3)
2218 New Zealand Certificate in Primary Industry Skills (Level 2)	2218 New Zealand Certificate in Primary Industry Skills (Level 2)
2220 New Zealand Certificate in Agriculture (Farming Systems) (Level 3)	2220 New Zealand Certificate in Agriculture (Farming Systems) (Level 3)
2221 New Zealand Diploma in Primary Industry Business Management (Level 5)	2221 New Zealand Diploma in Primary Industry Business Management (Level 5)
2247 New Zealand Certificate in Financial Services (Level 4)	2247 New Zealand Certificate in Financial Services (Level 4)
2348 Mahinga Kai - Te Hoata (Kaupae 3) (Level 3)	2348 Mahinga Kai - Te Hoata (Kaupae 3) (Level 3)
2411 New Zealand Certificate in Hairdressing (Salon Support) (Level 3)	2411 New Zealand Certificate in Hairdressing (Salon Support) (Level 3)
2413 New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)	2413 New Zealand Certificate in Hairdressing (Professional Stylist) (Level 4)
2434 New Zealand Certificate in Manaaki Marae (Level 3)	2434 New Zealand Certificate in Manaaki Marae (Level 3)
2435 New Zealand Certificate in Manaaki Marae (Level 2)	2435 New Zealand Certificate in Manaaki Marae (Level 2)
2453 New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)	2453 New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3)
2455 New Zealand Certificate in Business (Accounting Support Services) (Level 4)	2455 New Zealand Certificate in Business (Accounting Support Services) (Level 4)
2462 New Zealand Certificate in Project Management (Level 4)	2462 New Zealand Certificate in Project Management (Level 4)
2505 New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4)	2505 New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4)
2506 New Zealand Certificate in Maritime Crewing (Level 3)	2506 New Zealand Certificate in Maritime Crewing (Level 3)
2508 New Zealand Certificate in Maritime Crewing (Level 2)	2508 New Zealand Certificate in Maritime Crewing (Level 2)
2509 New Zealand Certificate in Marine Engineering Class 6 (Level 4)	2509 New Zealand Certificate in Marine Engineering Class 6 (Level 4)

Project Name	Qualification Title
2511 New Zealand Certificate in Maritime Crewing (Level 4)	2511 New Zealand Certificate in Maritime Crewing (Level 4)
2512 New Zealand Certificate in Maritime Operations (Level 5)	2512 New Zealand Certificate in Maritime Operations (Level 5)
2513 New Zealand Certificate in Maritime Operations (Level 4)	2513 New Zealand Certificate in Maritime Operations (Level 4)
2514 New Zealand Diploma in Marine Engineering (Level 6)	2514 New Zealand Diploma in Marine Engineering (Level 6)
2515 New Zealand Diploma in Nautical Science (Level 6)	2515 New Zealand Diploma in Nautical Science (Level 6)
2539 New Zealand Diploma in Hospitality Management (Level 5)	2539 New Zealand Diploma in Hospitality Management (Level 5)
2540 New Zealand Diploma in Hospitality Management (Level 6)	2540 New Zealand Diploma in Hospitality Management (Level 6)
2604 New Zealand Diploma in Software Development (Level 6)	2604 New Zealand Diploma in Software Development (Level 6)
2626 New Zealand Certificate in Arts and Design (Level 3)	2626 New Zealand Certificate in Arts and Design (Level 3)
2627 New Zealand Certificate in Arts and Design (Level 4)	2627 New Zealand Certificate in Arts and Design (Level 4)
2628 New Zealand Certificate in Digital Media and Design (Level 3)	2628 New Zealand Certificate in Digital Media and Design (Level 3)
2629 New Zealand Certificate in Digital Media and Design (Level 4)	2629 New Zealand Certificate in Digital Media and Design (Level 4)
2634 New Zealand Diploma in Animation (Level 5)	2634 New Zealand Diploma in Animation (Level 5)
2635 New Zealand Diploma in Animation (Level 6)	2635 New Zealand Diploma in Animation (Level 6)
2636 New Zealand Diploma in Arts and Design (Level 5)	2636 New Zealand Diploma in Arts and Design (Level 5)
2638 New Zealand Diploma in Digital Media and Design (Level 5)	2638 New Zealand Diploma in Digital Media and Design (Level 5)
2639 New Zealand Diploma in Digital Media and Design (Level 6)	2639 New Zealand Diploma in Digital Media and Design (Level 6)
2641 New Zealand Diploma in Fashion (Level 5)	2641 New Zealand Diploma in Fashion (Level 5)
2648 New Zealand Diploma in Photography (Level 5)	2648 New Zealand Diploma in Photography (Level 5)
2649 New Zealand Diploma in Photography (Level 6)	2649 New Zealand Diploma in Photography (Level 6)
2671 New Zealand Certificate in Floristry (Level 2)	2671 New Zealand Certificate in Floristry (Level 2)
2672 New Zealand Certificate in Floristry (Level 3)	2672 New Zealand Certificate in Floristry (Level 3)
2685 New Zealand Certificate in Sustainable Primary Production (Level 4)	2685 New Zealand Certificate in Sustainable Primary Production (Level 4)
2699 New Zealand Certificate in Fencing (Level 3)	2699 New Zealand Certificate in Fencing (Level 3)

Project Name	Qualification Title
2722 New Zealand Certificate in Cellar Operations (Level 3)	2722 New Zealand Certificate in Cellar Operations (Level 3)
2740 New Zealand Diploma in Wellness and Relaxation Massage (Level 5)	2740 New Zealand Diploma in Wellness and Relaxation Massage (Level 5)
2741 New Zealand Diploma in Remedial Massage (Level 6)	2741 New Zealand Diploma in Remedial Massage (Level 6)
2746 New Zealand Certificate in Adult and Tertiary Teaching (Level 4)	2746 New Zealand Certificate in Adult and Tertiary Teaching (Level 4)
2754 New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5)	2754 New Zealand Certificate in Adult Literacy and Numeracy Education (Vocational/Workplace) (Level 5)
2849 New Zealand Certificate in Early Childhood Education and Care (Level 3)	2849 New Zealand Certificate in Early Childhood Education and Care (Level 3)
2850 New Zealand Certificate in Early Childhood Education and Care (Level 4)	2850 New Zealand Certificate in Early Childhood Education and Care (Level 4)
2851 New Zealand Diploma in Early Childhood Education and Care (Level 5)	2851 New Zealand Diploma in Early Childhood Education and Care (Level 5)
2853 New Zealand Certificate in Skills for Living for Supported Learners (Level 1)	2853 New Zealand Certificate in Skills for Living for Supported Learners (Level 1)
2860 New Zealand Certificate in Study and Employment Pathways (Level 4)	2860 New Zealand Certificate in Study and Employment Pathways (Level 4)
2862 New Zealand Certificate in Foundation Skills (Level 2)	2862 New Zealand Certificate in Foundation Skills (Level 2)
2863 New Zealand Certificate in Study and Employment Pathways (Level 3)	2863 New Zealand Certificate in Study and Employment Pathways (Level 3)
2867 New Zealand Diploma in Creativity (Level 5)	2867 New Zealand Diploma in Creativity (Level 5)
2869 New Zealand Certificate in Creativity (Level 4)	2869 New Zealand Certificate in Creativity (Level 4)
2888 New Zealand Diploma in Landscape (Level 5)	2888 New Zealand Diploma in Landscape (Level 5)
2892 New Zealand Certificate in Domestic Maritime Operations (Coastal and Offshore) (Level 4)	2892 New Zealand Certificate in Domestic Maritime Operations (Coastal and Offshore) (Level 4)
2895 New Zealand Certificate in Domestic Maritime Crewing (Level 3)	2895 New Zealand Certificate in Domestic Maritime Crewing (Level 3)
2959 New Zealand Diploma in Surveying (Level 6)	2959 New Zealand Diploma in Surveying (Level 6)
2992 New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)	2992 New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4)
2993 New Zealand Certificate in Adult and Tertiary Teaching (Level 5)	2993 New Zealand Certificate in Adult and Tertiary Teaching (Level 5)
3111 New Zealand Certificate in Real Estate (Salesperson) (Level 4)	3111 New Zealand Certificate in Real Estate (Salesperson) (Level 4)

Project Name	Qualification Title
3417 New Zealand Certificate in Entertainment and Event Technology (Level 4)	3417 New Zealand Certificate in Entertainment and Event Technology (Level 4)
3533 New Zealand Certificate in Workplace Health and Safety Practice (Level 3)	3533 New Zealand Certificate in Workplace Health and Safety Practice (Level 3)
3534 New Zealand Certificate in Workplace Health and Safety Practice (Level 4)	3534 New Zealand Certificate in Workplace Health and Safety Practice (Level 4)
3665 New Zealand Diploma in Interior Design (Residential) (Level 5)	3665 New Zealand Diploma in Interior Design (Residential) (Level 5)
3765 New Zealand Certificate in Outdoor and Adventure Education (Multi-skilled) (Level 4)	3765 New Zealand Certificate in Outdoor and Adventure Education (Multi-skilled) (Level 4)
3766 New Zealand Diploma in Outdoor and Adventure Education (Multi-skilled) (Level 5)	3766 New Zealand Diploma in Outdoor and Adventure Education (Multi-skilled) (Level 5)
3869 New Zealand Certificate in Agriculture (Level 3)	3869 New Zealand Certificate in Agriculture (Level 3)
4389 New Zealand Diploma Veterinary Nursing (Level 6)	4389 New Zealand Diploma Veterinary Nursing (Level 6)
2666 New Zealand Diploma in Horticulture Production (Level 5)	2666 New Zealand Diploma in Horticulture Production (Level 5)
2677 New Zealand Certificate in Horticulture (General) (Level 3)	2677 New Zealand Certificate in Horticulture (General) (Level 3)
Sport Degree	3563 New Zealand Certificate in Exercise (Level 4)

Unification Level 7+ Transition Projects Delivering 2024

Project Name	Qualification Title
4287 Master of Professional Accounting (Level 9)	4287 Master of Professional Accounting (Level 9)
Accounting Grad Dip	1797 Graduate Diploma in Professional Accountancy (Level 7)
	1934 Graduate Diploma in Professional Accounting (Level 7)
	1935 Graduate Diploma in Accounting (Level 7)
	2041 Graduate Diploma in Accounting (Level 7)
	2282 Graduate Diploma in Accounting (Level 7)
	2665 Graduate Diploma in Accounting (Level 7)
	2800 Graduate Diploma in Accounting (Level 7)
	3875 Graduate Diploma in Accounting (Level 7)
	3884 Graduate Diploma in Professional Accounting (Level 7)
	CH3993 Graduate Diploma in Accounting (Level 7)
	HB3949 Graduate Diploma in Professional Accounting (Level 7)
	MN4443 MIT Graduate Diploma in Professional Accounting (Level 7)
	NE4500 Graduate Diploma in Professional Accounting (Level 7)
	NE4580 Graduate Diploma in Accounting (Level 7)
	NT4890 Graduate Diploma in Accounting (Level 7)
	OP7203 Graduate Diploma in Professional Accounting (Level 7) (Level 7)
	OT5049 Graduate Diploma in Accounting (Level 7)
Accounting Grad Cert	1798 Graduate Certificate in Professional Accountancy (Level 7)
Veterinary Nursing Degree	3995 Bachelor of Veterinary Nursing (Level 7)
	4001 Bachelor of Veterinary Nursing (Level 7)

Unification Level 1-6 Transformation Projects Delivering 2024

Project Name	Qualification Title
Horticulture Cert and Dip L3,4,5	2674 New Zealand Certificate in Horticulture Services (Level 4)
	2676 New Zealand Certificate in Horticulture Production (Level 4)
	2678 New Zealand Certificate in Horticulture (Level 3)
2101 New Zealand Certificate in Cookery (Level 4)	2101 New Zealand Certificate in Cookery (Level 4)

Unification Level 7+ Transformation Projects Delivering 2024

Project Name	Qualification Title
Bachelor of Nursing	3295 Bachelor of Nursing (Level 7)
	3777 Bachelor of Nursing (Level 7)
	CA2166 Bachelor of Nursing (Level 7)
	CH3730 Bachelor of Nursing (Level 7)
	HB3812 Bachelor of Nursing (Level 7)
	MA4010 Bachelor of Nursing (Level 7)
	MN4457 Bachelor of Nursing (Level 7)
	NT5007 Bachelor of Nursing (Level 7)
	OT4728 Bachelor of Nursing (Level 7)
	PR4624 Bachelor of Nursing (Level 7)
	ST4803 Bachelor of Nursing Degree (Level 7)
	WK2342 Bachelor of Nursing (Level 7)
Bachelor of Nursing Māori	4066 Bachelor of Nursing Māori (Level 7)
	PR4942 Bachelor of Nursing Māori (Level 7)
Bachelor of Nursing Pacific	MN4512 Bachelor of Nursing Pacific (Level 7)
	PR4817 Bachelor of Nursing Pacific (Level 7)
Bachelor of Social Work	1899 Bachelor of Social Work (Level 7)
	2533 Bachelor of Social Work (Level 7)
	2742 Bachelor of Social Practice (Level 7)
	3095 Bachelor of Social Work (Level 7)
	3109 Bachelor of Social Work (Level 7)
	3196 Bachelor of Social Work (Level 7)
	3217 Bachelor of Applied Social Work (Level 7)
	3296 Bachelor of Social Work - Te Tohu Paetahi Tu Tangata (Level 7)
	3894 Bachelor of Social Work (Level 7) (Level 7)
	HB3900 Bachelor of Applied Social Sciences (Level 7)
Social Work Post Grad	3098 Bachelor of Social Work (Honours) (Level 8)

Enriched Work-Based Learning Delivery

Project Name	Qualification Title
Managed apprenticeships*	122 National Certificate in Engineering - Fabrication (Level 4)**
	1262 National Certificate in Mechanical Engineering (Level 4)**
	2101 New Zealand Certificate in Cookery (Level 4)

Project Name	Qualification Title
	2343 New Zealand Certificate in Joinery (Level 4)
	2388 New Zealand Certificate in Electrical Engineering Theory and Practice (Trade) (Level 4)
	2661 New Zealand Certificate in Drainlaying (Level 4)
	2662 New Zealand Certificate in Gasfitting (Level 4)
	2663 New Zealand Certificate in Plumbing (Level 4)
	2676 New Zealand Certificate in Horticulture Production (Level 4)
	2678 New Zealand Certificate in Horticulture (Level 3)
	2714 New Zealand Certificate in Mechanical Engineering (Trade) (Level 4)
	2738 New Zealand Certificate in Carpentry (Level 4)
	3097 New Zealand Certificate in Automotive Engineering (Level 3)
	3118 New Zealand Certificate in Heavy Automotive Engineering (Level 4)
	3450 New Zealand Certificate in Light Automotive Engineering (Level 4)
	3460 New Zealand Certificate in Automotive Electrical Engineering (Level 4)

** Managed Apprenticeship data is based on the 2021 SDR and ITR returns, NZQA data extracts and other Ngā Kete queries. These have been interpreted and combined to present managed apprenticeships that Te Pūkenga subsidiaries were delivering learning against in 2021. Some data cleansing and translation was required to generate this list.*

Between 2021 and the present, some managed apprenticeships have progressed through their qualification lifecycle which has resulted in teach outs and expiring qualifications. Thus, qualifications quoted at a particular time, refer to the context and time at which the data was collected, in this case 2021 SDR and ITR returns, joined with NZQA accreditations and Ngā Kēte managed apprenticeship funding queries. Since this investment plan is taking a forward view of 2023 and beyond, we are including in scope, to the best of our knowledge, the managed apprenticeships that are still current, also highlighting those due to expire at the end of 2022. Using these criteria and if no additional provision (that we are not aware of) against other managed apprenticeships occurred in in 2022 or planned for 2023, we are expecting to be delivering learning against 14 managed apprenticeships in 2023 and into 2024. This forms the scope of work for enriched work-based delivery.

***Qualification expiring December 2022*