REFORM OF VOCATIONAL EDUCATION

SUBMISSION BY UNITEC INSTITUTE OF TECHNOLOGY

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Reform of Vocational Education

Support for reform

Unitec Institute of Technology supports the proposed Reform of Vocational Education (RoVE).

We see it as a once in a lifetime opportunity to create a fit for purpose, seamless system with the value and relevance for learners, employers, communities and the Treaty of Waitangi at its core. In developing this new system it is important that form follows function. This new form should take the best of the ITPs and ITOs and create something better which improves access, quality and equity of provision throughout New Zealand.

Underpinning the need for urgent change is our acknowledgement that the current operating structure and funding mechanism of the ITP sector is not sustainable. Action is needed to ensure a stable and continuously improving vocational education sector which is able to increase provision, respond to disruptive change and invest in its future development.

With 16,884 students enrolled in 130 programmes in 2018, Unitec is New Zealand's largest ITP. Led by the principles of Te Noho Kotahitanga, the institute primarily serves Central and West Auckland including the rapidly expanding Waitākere area, with strong representation for priority groups of Māori, Pacific, and under 25.

With oversight from a Crown Commissioner, the Institute is undertaking a major renewal process, having restructured and rationalised its operations and reviewed all programmes and activities to ensure better alignment with student, community and industry needs. We believe that Unitec is now well positioned to support students and staff and deliver quality-assured programmes as an early adopter of RoVE.

The following submission document was created with the input of our staff, partners and community. Unitec hosted considerable consultation sessions and workshops to ensure all interested stakeholders were informed and invited to contribute. Please note that some of the feedback was at an operational design level which this submission does not include but we would expect there to be an opportunity to contribute in subsequent consultation. Submissions from our Rūnanga and Fono have been made separately to recognise the complexity and significance of these key stakeholders to Unitec. These should be considered alongside this submission.

Principles for effective reform and people-led change

A new institute should enshrine Te Tiriti o Waitangi as the founding document of New Zealand in its charter and structure to explicitly reflect the equal standing which it confers to Māori and Pakeha and embed the principles into the culture of the organisation and sector.

Recognising the importance of Te Tiriti, in 2002 Unitec adopted Te Noho Kotahitanga[1] as our own founding document. This guides our relationships and expresses our commitment to the Treaty principles. It lies at the heart of our purpose, "Led by the principles of Te Noho Kotahitanga we enable better futures for students, communities and public and private enterprise."

It is the renewal of our commitment to the principles of Te Noho Kotahitanga which Unitec has recently used to shape and achieve significant disruptive change in a short period of time. This principled partnership change approach has led to a marked improvement in staff engagment and community confidence despite major restructuring.

Although the proposed RoVE documents necessarily refer to the rational structures and processes involved, we see the Reform of Vocational Education as a people-led change programme, for which there must be a kaupapa, structure and strategy developed to build engagement and bring diverse stakeholders together. These stakeholders need to be involved in the detail of operational design.

Therefore, we recommend that a transition board is established by the Minister and charged with the responsibility for further consultation and detailed design of an effective transition and the desired future state. We also recommend that those institutions who self-select to be early adopters are used to build and pilot the new model.

At a glance

Key message summary

General

- Unitec supports proposals 1, 2 & 3 of RoVE

- Principles of Te Tiriti o Waitangi must be enshrined in the charter and kaupapa

- Focus must be on value and relevance to learners, employers and diverse communities

- All three proposals must be enacted for the RoVE project to deliver on its stated purpose

- A transition board should be established to oversee further consultation and design

- Unitec is ready to be an early adopter of RoVE

A Single NZ Institute of Skills & Technology

- Design of form follows learner-centric function

- Recognises Treaty partnership at all levels

- Promotes collaboration between providers and regions and disincentivises negative competition

- Governed by an agile, responsive, visible and diverse National Council and Rūnanga

- Advised by Regional Leadership Groups which represent local communities and skills needs

- Led in regions by local leadership which manages operational matters and delivery

- Adopts a local delivery and support model supported by nationally consolidated strategic and back office functions

- Distance learning is coordinated centrally based on TOPNZ model with a common platform to be determined

- Creates central databases to connect and manage learners, graduates, employers and international partners and agents

- Establishes a single brand for New Zealand vocational training in both the domestic and international markets

- Creates a National Academic Board and drives greater standardisation of curriculum to support seamless transition between providers

- Provides a single point of entry and exit to the systems for learners and industry in credentialed and non-credentialed learning

- Retains degree and postgraduate provision

- Has cost or contribution centre rather than revenue centre model for provision

- Provides specialisation and scale through a network of Centres of Vocational Excellence

A Unified Funding System

- Supports flexible lifelong learning pathways

- Incentivises the right behaviours and outcomes

- Funds for quality and performance

- Includes SAC funding at all levels

- Consolidates funding rates for on-job and off-job training

- Reflects regional, student and programme variation

- Removes EFTS-based funding

Roles of Providers and Industry Bodies

- Industry Skills Bodies exercise leadership, set standards and provide direction on national and regional needs

- ISBs do not provide brokerage services

- ISBs provide advisory services to CoVEs

A single New Zealand Institute of Skills & Technology

Unitec supports the formation of a single institute to oversee a national network of provision which offers all learners access to quality-assured education options and employment outcomes.

Its form should follow function, designed to meet the needs of learners, employers and communities.

Taking lessons from the existing tertiary sector, any new system must be flexible and sustainable, with the resources and expertise to ensure continued relevance.

The transition from competition to collaboration between providers is vital to the success of vocational education delivery. Provision should be aligned with regional demand and catchments, removing purely competitive actions which do not prioritise learner and community outcomes, such as the establishment of multiple out-of-region providers in central Auckland.

All recommendations which follow are based on the introduction of a single national institute.

Governance and management

National Council

A National Council must be inclusive of those sectors which work closely with education providers. It should provide oversight, a national strategy, leadership, and contribute to the national promotion of vocational education. Alongside the Council will be a Rūnanga with appropriate iwi and Māori representation.

While oversight will require consideration of compliance issues, this should not be the primary function of the Council, rather it should be action-focused and as agile as possible.

It will be useful to "pre-qualify" candidates to ensure sufficient understanding of the sector and critical success factors for a tertiary institute, which can add complexity to those of a commercial corporate for-profit entity.

The council should:

- Reflect the diversity of our stakeholders and communities, including Pacific and student voice

- Offer a mix of experience - corporate, political, education, social good, and other sectors currently served by ITPs and ITOs

- Be nationally visible with meetings held throughout the country

- Hold a 50/50 balance of Ministerial and internally selected appointments

Regional Leadership Groups

Quality regional leadership will be a crucial resource to ensure a national insitute is informed and responsive to the specific needs of New Zealand communities.

We believe Auckland should be viewed as a single regional area of provision, with consideration given to including Northland as an area which today supplies many students and workers to the Auckland region.

Regional Leadership Group representation should match the diversity of our communities with candidates nominated by the groups they represent.

Consideration should be given to:

- Iwi

- Pan-tribal Māori representatives

- Pacific community representatives

- Industry groups

- Economic Development Agencies and Local Government

- Employers

- Secondary Schools

- Student voice

Each Regional Leadership Group should:

- Provide a full view of regional skills and industry requirements - demand and supply, current shortages, future trends

- Support an agile response to industry demand during periods of high economic growth

- Provide regional economic growth forecasting and/or impact on specific sectors

- Advise on a regional economic development strategy

- Identify population demographics to inform learner needs (including future needs) and sector requirements

- Recognise industry requires a mix of skills and seeks graduates across the full range of skill levels from L2-L7+

- Recognise student journeys are varied with some beginning at L2 and exiting for work early while others begin at L5/6 and may continue to post-graduate

Provider leadership

Local management will be necessary (whether regional or provider-based) and must possess the authority and expertise to direct and manage operational matters with support at a national level.

It will be necessary to clearly define the role of local leadership which should have primary responsibility for delivery and community operations.

Central vs. regional

Functions which are student, employer, and partner facing should remain with regional providers to support the following key outcomes:

- Build networks and trust

- Ensure the institute is represented by professionals with regional, community and industry knowledge

- Ensure responsiveness to regional workforce demands

Strategic functions suit consolidation while delivery actions must be taken at the local level. For example:

- Centralised finance system with local teams for day-to-day operations and to provide regular reporting to the national office

- Fully localised Facilities Management teams to provide on-site support at each campus

Unitec believes regional leadership should be at a pan-Auckland level, incorporating central, south, west and north delivery centres, and potentially include Northland to provide scalable support for learners based there.

International

Current landscape

International students expand the cultural diversity of our classrooms and offer new perspectives to our domestic students. On graduation, international students return home as strong advocates for New Zealand. Those who remain to work in New Zealand hold qualifications in areas of skills shortage and will aid productivity.

Further, the international student market generates approximately $500 million in economic value across regional economies. There is significant risk to disrupting this market.

Each ITP has international networks, working with agents and tertiary providers to create pathways, exchange programmes, scholarships, and build their brand in key markets. They hold knowledge, connections and specialist expertise which must be retained under any new institute.

Recent sector uncertainty and growing competition (internationally and within New Zealand) has had a negative impact on international student numbers which will take time to rebuild.

Despite challenges, success rates for international students remain high and graduates continue to promote our tertiary system. Institutes have in place robust pastoral care systems to support and care for international students during their time here.

Our recommendation

Unitec supports marketing New Zealand vocational training under a single brand on the international market. A national brand would deliver strong recognition, awareness and credibility. It would also allow for a reduction in costs for offshore marketing and competition within the sector.

A single national institute incorporating current ITPs and ITOs would represent 250,000 students and allow closer alignment with the operating model deployed by Universities New Zealand.

We recommend a centralised approach to the recruitment, monitoring and management of agents. This could lead to increased agency capability and reduced costs through standardisation of commission rates.

Centralising recruitment would support an overarching international strategy for the sector, while allowing regional providers to maintain a focus on priority markets and partnerships which have proven beneficial.

A national approach would also promote the transition of students between providers. This would be particularly attractive to Study Abroad students seeking to combine study with tourism.

The transition to any new model must be closely managed to avoid disruption and uncertainty. Sustained lack of clarity around a new system and brand will further impact international agent preference for New Zealand and would diminish the ability of any new institute to attract and recruit students.

Opportunities

- A single brand for New Zealand vocational training on the international market

- A national strategy for international student recruitment and marketing

- Reduced costs through standardisation of commission rates

- Reduced marketing costs and competition

Challenges

- International students often require additional support and pastoral care

- Excessive centralisation risks depersonalisation of the student experience

- Loss of critical relationships and trust held by international teams within ITPs

- Continued disruption of the tertiary sector and

changing student visa regulations reduces appeal in the international student market

Programme development

Current landscape

Qualifications are approved at a national level by NZQA, however programme content and structure is created by each provider.

Providers hold connections with industry, employers, and community members to ensure programmes are following best practice, match demand, and produce work-ready graduates.

This individual approach creates significant duplication of effort as whole programmes of study are recreated multiple times.

Provider autonomy leads to innovation and excellence in many areas, but a lack of standardisation can create difficulty for employers as graduates with the same qualifications could possess different skill sets due to course variation between providers.

This also inhibits the movement of learners between providers, even where the same qualification is on offer.

Our recommendation

Curricula and programmes should be developed by a central function or Centre of Vocational Excellence for consistent adoption across the national institute. Industry Skills Bodies (ISB) and/or other sector bodies should set standards and provide direction on national and regional needs to ensure that qualifications and specific delivery in campuses/regions are well informed by needs. ISBs could also co-approve programmes with an external agency at a national level.

A national Academic Board should be created with local administration which has the authority to approve and provide quality assurance processes for minor programme changes.

Development of whole programmes that deliver to the qualification requires unnecessary duplication of resources. However, regions and/or providers will require some scope to customise curriculum and assessments to

meet the needs of their stakeholders. For example, an engineering qualification may cater to light engineering welding in urban areas, but heavy engineering welding in industrial areas. ISBs should provide advice on these specific curriculum responses.

Opportunities

- Increased standardisation supports smooth transition between providers

- Reduction of programme development cost and duplication

- Increased agility and responsiveness of programmes to accommodate industry demand and changes to best practice

- Programme quality assurance

- Employer confidence and consistency of graduate skills under each qualification

Challenges

- Reduced autonomy for regional providers

- Adoption of new programme content and consistency of delivery across providers with varying resources

Programme delivery

Current landscape

Programmes are delivered by each provider, or across groups of providers, to meet the specific needs of their learners and stakeholders.

Local control of the curriculum, including learning outcomes and approaches to delivery, allows providers to tailor content, but leads to content being delivered in ways that cannot easily be shared across regions.

As with programme development, this individual approach leads to innovation and excellence in many areas, but a lack of standardisation can create difficulty for employers as graduates with the same qualifications could possess different skill sets due to course variation between providers.

It also inhibits the movement of learners between providers, even where the same qualification is on offer.

Our recommendation

Modes of delivery should ensure an authentic learning experience through work-based and practical components. Distance delivery would provide some equity for students, offering access for those living in remote areas.

Face-to-face teaching (including work-based and synchronous online) should remain the responsibility of the campus/regional teaching team. This is the mode where tailoring the curriculum to meet needs identified by Industry Skills Bodies and/or other sector bodies will be most effective.

Distance resources are where efficiency gains are possible. They are expensive to develop and require considerable expertise. They are best produced by a specialist team, either a single national team, or a consortium contributing resources to a 'bank' that is available to the whole national organisation. Resources should align with a requirement for common curriculum components for the at-distance/asynchronous part of qualifications and programmes.

We recommend that distance learning is coordinated centrally based on the TOPNZ model with a common platform to be determined.

Blended resources such as videos, quizzes and online activities are also expensive to develop. They can be supported by the same central model for efficiency and to meet the needs of a partly-common curriculum for blended modes. The teacher-led, synchronous or asynchronous element of blended delivery allows customisation from one campus/region to another.

National assessments such as exams or simulation activities for common parts of curriculum can be administered centrally.

A single national Learning Management System (LMS) would support shared qualifications and delivery. There should be flexibility in allowing secondary online applications and software to augment the main LMS e.g. online portfolios that meet registration body requirements, or specific applications customarily used in an industry.

Opportunities

- Reduction of cost through shared and standardised resources

- Increased access for learners

- Ability for learners to transition between delivery modes due to standardisation of programme content

Challenges

- Providers must adapt to new delivery methods and programme content and ensure consistency of delivery

- Teachers must be empowered and resourced to tailor delivery as needed to match programme and stakeholder requirements

On-Job and off-Job training

Current landscape

Most ITPs (including Unitec) have some provision of on-job training delivery across trades apprenticeships and L5/6/7 programmes.

The design and achievement of on-job learning credits varies across each of the levels. ITO provision is dominated by L4 apprenticeship training. Some ITO L4 provision includes limited block course provision at local providers.

Our recommendation

A single point of entry and exit to the system is important for learners and industry. Industry partners have identified this as a preferred option in vocational education engagement.

Industry partners vary in ability to deliver all aspects of on-job training required under a qualification framework. Similarly, students vary in need with many requiring additional support and opportunities to learn skills which may be poorly defined/developed in the workplace.

An integrated system which supports the seamless movement of learners between on-job and off-job training would be highly beneficial, allowing a mix of provision and addressing skills and training gaps.

On-job delivery must be able to increase given the pace of change and disruptive context of industry. There will be times when business knowledge outpaces our curriculum responsiveness. On-job learning, supported by a national institute field service, can provide a fast feedback channel for curriculum review and micro-credential development.

Opportunities

- Single point of contact for industry

- A single point of entry and exit to the system

- Improved resilience moving between on-job and off-job training

- Faster response to fluctuating economic cycles and disruptive change in sectors

Challenges

- Existing relationships between providers and industry need to be protected and enhanced through transition

- Integration of various on-job assessment frameworks across L2-L7+ qualifications

Industry partnerships

Current landscape

Each ITP holds partnerships within industry which help ensure programmes align with demand and best practice. These are the links through which our learners gain training and experience, make connections, and ultimately secure employment.

Our recommendation

Partner-facing functions should remain localised. There are many ways ITPs connect with industry, underpinned by relationships, academic staff dividing their time between teaching and working in the industry, and through provision of training to current professionals.

Functions which are removed from the delivery level can be considered for centralisation. The creation of a central database to connect learners, graduates, and employers would be beneficial. Increasing scale through a nationwide network would also improve outcomes for both.

Opportunities

- Maintain local relationships and reduce risk of losing industry partners in transition to a new system

- Increased scale under a single institute increases the attractiveness of the sector for students and employers

Challenges

- Regional providers lose autonomy and ability to respond rapidly to industry requirements

- Regional industry needs vary, creating tension under a standardised national curriculum

Secondary schools

Current landscape

Partnerships between ITPs and secondary schools provide a pathway for many students into tertiary study.

The Unitec Pathways College (UPC) is the hub for all secondary to tertiary interaction, providing a 'one-stop-shop' for secondary schools, kura, and community organisations.

There are two main delivery methods used:

- Vocational Pathways - students attend classes at the Unitec campus in programmes which deliver assessment and achievement standards which can be credited towards NCEA

- Secondary Tertiary Alignment Resource – Unitec provides curriculum, moderation and support for secondary schools which have the in-house capability to deliver programmes which align with tertiary study options e.g. Health, Computer Science, Mechatronics, Carpentry

These approaches have proven effective for preparing students to enter tertiary study. Time on campus increases the level of comfort and familiarity and gives students a connection to the institute. Students gain exposure to a range of programmes and training methods which are not offered at secondary schools or in a university setting.

Our recommendation

Partnerships with schools should continue to be managed locally. They rely on genuine relationships, regular collaboration and interaction, and the presence of local and trusted contact points is beneficial for students transitioning into tertiary study.

Each provider should maintain the equivalent of a Pathway

Team which would partner internally with each faculty/department and externally with secondary schools and community. This offers schools and students a single point of engagement, information and support, and avoids pushing administrative workloads onto other academic staff within the provider.

A shared national model would allow for greater standardisation of curriculum, in line with the approach proposed under 'Programme Development' and Programme Delivery'. This would ensure programmes and skills delivered at secondary level support seamless transition to any tertiary provider within a new national institute.

Under any new system the funding structure must also be reviewed to remove current barriers and provide equal access for secondary students. The Trade Academy funding model used today is not equitable with only a limited number of 'Lead Providers' granted access to support. This leads to significant gaps where secondary students do not have the same opportunities or providers must carry a larger financial burden to deliver the same service.

Opportunities

- Secondary students gain study options and exposure to tertiary experiences

- A more equitable funding model which provides equal opportunity to secondary students

- Sharing of best practice amongst providers

- Increased standardisation of programme content, supporting transition to multiple tertiary providers

Challenges

- Funding model must support equity amongst tertiary providers and secondary students

- Loss of direct relationship between secondary schools, students, and tertiary providers

Marketing

Current landscape

ITPs operate in a highly competitive environment with

PTEs, universities, and ITOs all promoting programmes designed to compete directly with those offered by the ITP sector.

Marketing content has typically been focused on building the brand of each institute rather than vocational training or the ITP sector as a whole.

Historically, competition between ITPs has been limited by regional boundaries and catchments. However, in recent years there has been an influx of out-of-region providers opening campuses in Auckland's central city to compete for domestic and international students.

Marketing spend has remained fairly consistent at Unitec but as student numbers have dropped nationally, this has translated to a higher cost-per-student.

Our recommendation

The national institute should have one new brand for ease of understanding by all stakeholders. This brand should capture, differentiate and promote the value of vocational education.

With representation and delivery required across a number of providers, we recommend a mix of centralised and decentralised marketing functions, rather than a wholesale shift in either direction.

Brand, product, and umbrella marketing functions should be centralised, with regional marketing and student recruitment hubs.

This mixed model offers economies of scale, brand consistency and buying power, while retaining connections and trust within the regional communities.

Name

A new institute would need a new name. We recommend adopting a Māori name with a complementary English descriptor such as "Kotahi – The New Zealand Institute of Technology".

The name should be easy to pronouce and not longer than three syllables for use in a range of markets.

Understanding that 'New Zealand Institute of Skills and Technology' is a working title, we recommend avoiding use of "skills" as this may cause confusion and devalue the brand, particularly across international markets.

Opportunities

- Allows localised response with co-ordination at a national level

- Retention of local marketing knowledge, expertise, equity, relationships and networks

- Economies of scale

- Brand consistency

Challenges

- Regional disconnection

- Reduced impact of strategic marketing initiatives

A unified funding system

Unitec supports in principle the concept of a unified funding system for vocational education, on a fund to need basis.

A unified funding system will provide consistency in funding, resolving differential rates for on-job and off-job provision and creating more responsive performance measures.

We support the creation of a system which is driven by equity rather than equality, recognising that the cost of delivery for an institution and the cost of living for staff and students is not the same across all regions and programmes. Funding should be driven by learner need, regional requirements and employer demand. We need a system that is consistent and predictable, encourages collaboration between providers and industry and provides greater flexibility for students.

However, we believe the funding proposal does not go far enough with its reach. A large part of our cost base is serviced by funding from SAC L3 and above, and this is not covered in the scope of the proposal.

A key question for discussion is whether funding for SAC and community-based foundation learning (ACE) should also be considered as part of the new unified funding model. The tertiary sector has struggled with a systematic funding gap that highlights the inadequacies of the current system – SAC funding has remained static, despite increased costs of delivery. It is crucial that if SAC funding is retained, it is addressed and adjusted so the new entity does not inherit a funding model that is not fit for purpose.

There is also a lack of clarification around how employers will contribute to the funding of training and raises questions around the ability to deliver future levels of on-job training which is highly resource-intensive. A consolidated set of funding rates must be at a level which is sufficient to deliver both on-job and off-job components.

Consideration must be given to the ability to measure provider course completion rates when learners are encouraged to move between regions and providers.

These factors need to be clarified and resolved in the design and implementation of any new funding system.

Current landscape

The current system funds based on delivery of service and is apportioned based on EFTS numbers. It does not consider variations to cost of delivery, student success factors, or regional requirements.

This model forces competition between ITPs and with the ITO sector, reducing support for collaboration.

As providers are required to reinvest in facilities and delivery of education there is little opportunity to build reserves which can be drawn upon in a downturn.

Our recommendation

It is vital to remove the incentives for ITPs to compete based on student funding and instead incentivise the right outcomes by moving to a funding model that recognises quality and performance as success markers.

The new system should also encourage and reward successful innovation, and ensure industry financial contribution is linked to the desired industry outcomes. We also need to balance the need to reflect different delivery costs with the need to reduce complexity and provide transparency around funding.

A unified funding system that supports flexible learning pathways in the following ways:

- Enables a personalised student experience through a catalogue of programmes and services

- Is simple to understand and operate

- Enables multiple returns to learning and the ability to "clock-in and clock-out" as required

- Incentivises employers to support learning

- Considers different funding approaches for priority groups

- Addresses funding for pastoral care

- Enables shifting delivery between 'workplace' and 'on campus'

The new system should include the following design elements:

- A new SAC funding structure

- Payment for genuine service delivery

- Over-delivery is rewarded and paid for, not penalised

- Funding which reflects multiple definitions of student success e.g. non-completion due to securing a job

- Funding mechanisms enable fast-to-market qualifications and delivery

- Employer contributions gathered through a tax or levy for businesses based on organisation size

- Shift from EFTS to headcount as a funding metric as this supports the cost base for provision

Removing the following elements of the current system:

- Incentives to compete based on student funding

- EFTS-based funding

- Barriers and restrictions to Certificates of Proficiency (COPs) and training schemes

We believe that the 'price lever approach' should be used to shape provider choices, providing more flexibility to address different delivery costs. The system should use funding rates to incentivise provision for specific learners or fields of study, factoring in costs and the needs of students, employers, and regions. It should start with a base grant aligned with forecasting for student numbers and allow up-weighting according to any additional need.

Funding formulae should take the following into account:

- Base funding – an allocation to cover basic running costs, ensure staffing with appropriate skills, and insulate against economic cycles

- Student variation - priority learners often require additional support. Funding should be explicit and transparent

- Regional variation – cost of living differences e.g. impact on staff salaries, variations in scale and type of industries

- Programme variation – some study areas are more expensive to deliver as they need additional human or physical resources

- Centres of Vocational Excellence – provide sufficient funding for them to support the national system effectively

The role of providers and industry bodies

A unified system which removes competition between ITPs and ITOs will support an increased focus on supporting learners and industry partners. It would also allow a national strategic view; the ability to direct resource and incentives where needed to encourage growth of specific skills and to support priority groups.

It is necessary to include the ITOs in any new system, removing competition and retaining the extensive national leadership expertise and industry partnerships they hold. A halfway measure of this proposal which doesn't have full ITO inclusion simply won't work.

Unitec supports the establishment of the newly-named Industry Skills Bodies to take a sector leadership role, assisting in the development of curriculum and standards at a national level, advising the education system to grow capability, and ensuring the relevance and innovation of programmes.

Current landscape

Industry Training Organisations (ITOs) are industry-led organisations which support workplace learning and assessment for work-based vocational education. They purchase provider-based components of work-based training programmes for employers. Not all sectors are covered by ITOs, while some sectors deal with multiple ITOs. ITPs serve the same market and correspondingly, there is overlap and competition.

While NZQA provides a national standards framework, there are multiple standards setting bodies and variability of outcomes (particularly evident in assessment). We note the tension between ITO's responsibilities as standards setting bodies, moderators and arrangers of training. Further, in some instances, there is limited resource allocation to encourage growth of specific skills required by industry.

Our recommendation

Design of Industry Skills Bodies

Given the desire to set standards that are both relevant and internationally-recognised, it is imperative that ISBs are led by representatives of the relevant industry, including but not limited to, peak bodies, advocacy groups and industry leaders (including international).

If existing ITOs seek to become recognised as ISBs, the Government should encourage them to improve the scope of their industry coverage, providing the expansion of coverage is consistent with an industry sector. Attention should be given to the need to rationalise and avoid duplication when transitioning to ISBs.

However, there is a recognition that ISBs cannot be formed immediately for all sectors. Where gaps in coverage exist, providers should retain the ability to develop qualifications and set standards to fill these gaps until a relevant ISB is recognised.

Functions of Industry Skills Bodies

ISBs need to provide effective and consistent guidance regarding training standards and achievement levels and how these are related to roles in the labour market. Further, they should form a national view of skills demand. Both ISB outputs form a key input to Regional Leadership Groups whose work spans both the regional labour market (across all industry sectors) and regional characteristics of learners.

Prior to standards setting, a full industry view needs to be sought, including feedback from employers and observations from staff working closely with workplace provision.

Consultation needs to extend beyond the current ITO practice as a full suite of qualifications from L2-6 needs to be consulted and provided. A qualification development capability needs to be made available to ISBs, working collaboratively with the related CoVE.

Standard-setting bodies should not also provide brokerage services to employers.

ISB involvement in programme design

ISBs could also co-approve programmes with an external agency at a national level, providing this continues to facilitate speed-to-market of qualifications. They should also have an advisory role to CoVEs to support national curriculum development and inform regional variations.

The role of CoVEs in the new system

CoVEs should work closely with ISBs to ensure the relevance and innovation of programmes, provide advice to other areas of the education system which may be seeking to grow capability, and provide sector leadership and sector advocacy to industry and community.

This partnership may also be beneficial to leveraging investment in shared equipment and infrastructure.

Capstone assessments

ISBs' retention of relationships with professional accreditation and registration bodies will also improve the management of capstone assessments. They should be used on an 'as required' basis for registered trades in collaboration with the relevant registered practitioner body.

Appendix: Reform of Vocational Education Proposal Documents

Proposal on a single New Zealand Institute of Skills & Technology

Governing Council and its committees

Size of governing Council and factors to consider in appointment of Councillors

Q - What principles should the Government use in deciding its approach to the governing Council of the New Zealand Institute of Skills & Technology?

- The Council should be accountable for ensuring the success of learners and the institution

- Oversight will require consideration of compliance issues but this should not be the primary function of the Council

- It must be agile and responsive in its operation, able to respond rapidly to the changing needs of students and industries

Q - How can the way the Council is appointed and its composition help the proposed New Zealand Institute of Skills & Technology to be responsive to both national and regional needs?

- An important function may be a requirement to "pre-qualify" candidates to ensure sufficient understanding of the sector and critical success factors for a tertiary institute, which may differ significantly from those of a commercial corporate for-profit entity

- A mix of relevant experience is vital. While there should be some councillors with corporate and political backgrounds, it will be of great value to include others with understanding of education, industry, social good, and other sectors which are served primarily by ITPs

- Members should reflect the diversity of industry stakeholders and our own communities

- Staff and students should have representation on the Council

- Be nationally visible with meetings held throughout the country

- 50/50 balance of Ministerial appointments and internally selected

Q - What other factors should the Government consider in designing the New Zealand Institute of Skills & Technology's governance arrangements?

- Must support and empower local/regional leadership to be effective in managing operational and delivery functions of providers

Functions, duties and powers of the institution and Council

Q - Are the current powers and duties of Councils set out in the Education Act 1989, and the powers of institutions (with the exception of limitations on borrowing, leases and disposals of property) appropriate for a single New Zealand Institute of Skills & Technology? (refer to sections 181 and 193 for powers and duties of Councils, and section 192 for the powers of institutions)

- Not answered

Q - How strongly do you agree or disagree with the following statement?

In addition to the current powers and duties of Councils in the Education Act 1989, the Councils of the New Zealand Institute of Skills & Technology should have duties with respect to the proposed organisational charter (for example have regard to or give effect to) (refer to (sections 181, 193 of the Education Act 1989)

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Appointment of the Council

Q - The governing Council of the New Zealand Institute of Skills & Technology should be appointed wholly by the Minister.

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Academic Boards, and other committees

Q - The existing arrangements for Academic Boards in section 182 of the Education Act 1989 are fit for purpose for the New Zealand Institute of Skills & Technology.

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Q - There should be subcommittee(s) to the Council of the New Zealand Institute of Skills & Technology representing the voice of students and staff of the NZ, which the Council must take into account in its decision making.

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Q - There should be subcommittee(s) to the Council of the New Zealand Institute of Skills & Technology representing the voice of students and staff of the NZ, which the Council must take into account in its decision making.

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

- This should also apply to any NZIST Council

Organisational charter

Creating a new institutional charter

Q - How should the charter influence the operation of the proposed New Zealand Institute of Skills & Technology? For example, should the Council have to "have regard to" the charter in its decisions, or should it have to "give effect to" the charter (a stronger requirement)?

- The Council should "give effect to" the charter – a strong requirement is necessary

The division of regions and campuses, and national office

Incorporation of the Open Polytechnic

Q - I support the proposal for the New Zealand Institute of Skills & Technology to incorporate the Open Polytechnic of New Zealand's online platforms for the purposes of online delivery

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Which organisational functions would be best to consolidate at head office, and what would be better distributed or retained by the regions?

Q - What factors should determine whether functions are centralised or left for each region or campus to manage in its own way?

- All student and employer/partner facing functions should be localised

    - Supports building of relationships

    - Enables direct interaction and an 'on campus' relationship for employers

    - Ensures the institute is represented by professionals with local community and industry knowledge

- Functions which are removed from the delivery level can be considered for centralisation

- Strategic functions suit centralisation, however delivery actions must be taken at the local level

    - Example 1: a centralised finance system with local teams for day-to-day operations and to provide regular reporting to the national office

    - Example 2: Facilities Management should be fully localised

    - Example 3: brand maintained nationally but delivery and community engagement localised

Q - Who should decide what centralisation happens and to where – the Government, or the new Institute itself?

- This process should be led by the new institute but requiring Government approval

Number of administrative regions

Q - What factors should the Government or the Institute's transitional body consider in determining the regional structure (including the arrangement of regional campuses, and any regional administrative groupings below the level of national office) of the New Zealand Institute of Skills & Technology?

- Size of region and catchment (under the current proposal this should include ITO students)

- Diversity of:

    - Students (demographics, priority groups)

    - Programmes required to service local skills needs

    - Local industry demand

- Location of current campuses

- Learner needs:

    - To assist access of education and training

    - Skills and training requirements

    - Scope of learner needs

Regional Leadership Groups

Details about the operation of Regional Leadership Groups

Q - Who should be represented on Regional Leadership Groups (e.g. iwi; hapū; industry groups; employers; local government)?

- Iwi

- Pan-tribal Māori representative

- Pacific community representatives

- Industry groups

- Economic Development Agencies and Local Government

- Employers

- Secondary schools

- Student voice

Q - How should members of the Regional Leadership Group be appointed? What should the principles of operation be for Regional Leadership Groups?

- Candidates should be nominated by the groups they represent

- Approval/sign off required by the Governing Council

Q - How can we make sure Regional Leadership Groups would produce the information regions require?

- Representation should match the diversity of our communities with candidates qualified and selected by the groups they represent

Q - What information would Regional Leadership Groups require to successfully represent the skill needs of regions?

- Provide a full view of regional skills and industry requirements (demand and supply, current shortages, future trends)

- Provide regional economic growth forecasting and/or impact on specific sectors

- Support an agile response to industry demand during periods of high economic growth

- Advise on a regional economic development strategy

- Identify population demographics to inform learner needs and sector requirements e.g. predict increase in Māori health workforce or skilled construction and infrastructure staff

Capital and financial transactions

Framework for acquisitions, borrowing and disposal

Q - Would the broad framework of the consent process outlined in section 192 of the Education Act 1989 be fit for purpose when considering a single New Zealand Institute of Skills & Technology?

- Yes

Q - Should the framework consent process outlined in section 192 of the Education Act 1989 be extended to include all major financial transactions for the New Zealand Institute of Skills & Technology?

- Yes

Q - How strongly do you agree or disagree with the following statement about the current thresholds for what constitutes significant enough disposals, mortgages or borrowing or raising money to trigger the consent process outlined in section 192 of the Education Act 1989?

The thresholds are sufficient to manage risks to the Crown without unnecessarily impacting on the day- to-day operation of the New Zealand Institute of Skills & Technology

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Making changes to the capital base of the Institute

Q - There is value in a one-off review of the assets for the proposed New Zealand Institute of Skills & Technology

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Q - Should a one-off review of the assets for the proposed New Zealand Institute of Skills & Technology be instigated, who should lead such an exercise?

- Yes, it should be led by the TEC which will have this data

Q - Do you have any other feedback or ideas about how the assets of a New Zealand Institute of Skills & Technology should be changed to support a modern, future-focused institution?

- A long-term asset management plan is crucial to assist in good decision making

- It should take into account the needs of each region, recognising that a one-size-fits-all solution will not be appropriate

- The needs of each campus, regional learners and employers must be considered

- Funding must be flexible with provision for innovation and addressing local or specialised market needs

- Any approach must include support for continuous learning and improvement

Implications for investment plans

Q - How best should regional and national goals, and an intended mix of provision for each region as well as the country as a whole, be included in the overall investment plan of the proposed New Zealand Institute of Skills & Technology?

- Not answered

Q - The Education Act (1989) should be changed so its proposed investment plan contains regional as well as national goals, and sets out an intended mix of provision for each region as well as the country as a whole

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Q - The Education Act (1989) should be changed so that the regional content of proposed plans must take account of advice from Regional Leadership Groups

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Q - The Education Act (1989) should be changed so that the TEC must assess proposed plans with reference to regional as well as national outcomes

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Q - The Education Act (1989) should be changed so that the TEC must assess proposed plans with reference to the Institute's charter

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Ability for the Minister to design a funding mechanism specifically for the New Zealand Institute of Skills & Technology

Q - The Education Act 1989 should be amended to allow the Minister to issue funding mechanisms for the New Zealand Institute of Skills & Technology only, as a specified organisation.

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Proposal on a unified funding system

How would a unified funding system apply across the education system?

Q - Would you design a unified funding system for vocational education that also takes account of tertiary-based foundation learning? Or should this be an entirely separate funding system?

- Yes, but it should recognise learner and programme progression

A consolidated set of funding rates for both on-job and off-job provision

Q - What are the key features of a funding system that would support flexible learning pathways for learners and employers?

- Enables a personalised student experience through a catalogue of programmes and services

- Simple to understand and operate

- Enables multiple returns to learning (supports lifelong learning), reflective of individual needs and the ability to "clock-in and clock-out" as required

- Incentivises employers to support learning

- Consideration of different funding approaches for priority groups

Q - What opportunities and challenges do you see in creating a unified fund for vocational education?

Opportunities

- Creation of a system which is driven by equity rather than equality

    - Recognising the cost of delivery for an institution and the cost of living for students/staff is not the same across all regions and programmes

- Adopting a funding system which is driven by learner need, regional requirements, and employer demand

- A system which is consistent and predictable

- Encourages collaboration between providers

- Provides greater flexibility for students

- Resolution of differential rates for on-job training (ITP vs. ITO apprenticeship)

Challenges

- Funding proposal does not go far enough if SAC review not included

- Does not take account of community-based foundation learning (ACE)

- Lack of clarification on employer contribution to funding of system/training

- Ability to deliver future levels of on-job training which is highly resource-intensive

- Modelling of on-job, off-job training suggests that a single flat rate positioned at current on-job levels will be insufficient to deliver off-job components

- Ability to measure provider course completion rates when learners are encouraged to move between regions and providers

Q - What specific design elements of the current funds for vocational education should be included or changed in a new vocational education funding system?

- SAC funding structure and levels must be reviewed

- Payment for genuine service delivery is needed

- Over-delivery should be rewarded and paid for, not penalised

- Current funding is based on student success but the key factor is completion. This is not always consistent with student definitions of success e.g. securing a job before completing a qualification

- Ensure funding mechanisms enable fast-to-market qualifications and delivery (particularly micro-credentials)

- Balance and implement contributions from employers through a tax or levy for businesses based on organisation size which goes towards funding skills and training programmes

- Establish a mechanism to fund any course or programme development or any property transformation needs

- Remove incentives to compete based on student funding

- Remove EFTS-based funding. Should be based on headcount as that is how our cost base is built up, and the mix of part-time and full-time impacts funding

- Remove barriers to Certificates of Proficiency (COPs) and training schemes. Unitec is capped which makes it hard to implement new initiatives and respond quickly to industry needs

Q - Do you feel that a new funding system should consider using the "price lever" to shape provider choices?

- Yes, to incentivise provision for specific learners or fields of study

- Should factor in costs, needs of students, the region, economy, and employers

- Begin with a base grant aligned with forecasting for student numbers and allow up-weighting according to any additional need

Funding and accountability arrangements for ISBs

Q - What is the appropriate balance between public and private funding for ISBs? What form should the funding take?

- Contribution split between industry and Government

Q - Are there any activities or functions that you think ought to receive fully private or fully public funding?

- Not answered

Q - Do you have any other comments on the funding arrangements for ISBs?

- Fully public funding is necessary for standard setting and other regulatory activities

Employer contributions to the cost of on-job training and fees to learners in some cases

Q - Do you agree that the broad aim should be to maintain a balance of contributions to vocational education from government, employers and learners?

- Yes

Q - How should the design of a new funding system for vocational education balance and implement contributions from employers?

- A tax or levy for businesses based on organisation size which goes towards funding skills and training programmes

Q - What do you see as key barriers to New Zealanders accessing and undertaking vocational education, and how could these be addressed?

- Integration of on-job and off-job training must be made seamless for students and employers

- Online, distance, and blended learning support must be increased

- Vocational training must be marketed as a viable alternative to university education

- On-site accreditation must be accessible and quality-assured

- A new learning framework must recognise credentialed and non-credentialed learning

- Vocational training should be aligned with other social investment e.g. prisons or housing

Proposal on roles of providers and industry bodies

Brokerage and advisory services for employers

Q- In the proposed future state, impartial training advisory and brokerage services for employers could potentially be provided by Industry Skills Bodies, by wānanga, or by the skills and employment "hubs" the Government is currently considering as part of its immigration changes. The Government is interested in your feedback on what you think might work best.

- Standard setting bodies should not also provide brokerage services

- Services should be operated from regional hubs (if hubs are part of the new system) or from within each provider

ISB Recognition

Q - Officials are interested in feedback on what kinds of requirements an industry body should have to meet in order to be recognised by the Minister of Education as an ISB for a given area of coverage. What level or kind of industry support should be required, and how could it be evidenced? What could we learn from what works well, and not so well, about the existing recognition arrangements for ITOs?

- All ISBs should be supported by members of representatives of the relevant industry

ISB coverage

Q - If any existing ITOs decided to seek to become recognised as ISBs, should the Government encourage them to improve the coherency of their industry coverage and potentially expand coverage to fill gaps in seeking recognition?

- Yes

Q - What other kinds of industry bodies (new or existing bodies) might want to seek recognition?

- Industry associations

Q - Where gaps in coverage exist, should providers retain the ability to develop qualifications and set standards to fill these gaps until a relevant ISB was recognised?

- Yes

Transitioning from ITOs to ISBs

Q - What other kinds of industry bodies (new or existing bodies) might want to seek recognition?

- Industry associations (as above)

Q - An ISB should be recognised by the Minister following advice from the TEC and NZQA on the degree to which the applicant meets stated criteria outlined in legislation.

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion
	Agree				

- The size of any ITO's management structure should be considered when transitioning to an ISB. There will be a need to rationalise and avoid duplication

The functions of Industry Skills Bodies

Exercise skills leadership

Q - Noting that Government consulted on the addition of "skills leadership" to the functions of ITOs in 2018, officials seek your feedback on whether any changes are needed as a result of changes to the scope of functions that apply to ISBs; and whether the Government should specify what kinds of information or advice ISBs had to produce, or whether it should be left for each ISB to determine in conversation with industry.

- To be effective and provide guidance to regional leadership groups, national skills framework needs to be consistently developed

- National skills frameworks and resulting outputs must ensure feedback from regions/employers and those delivering qualifications is an ongoing feature (source of data) of the skills forecast.

Develop skills standards and qualifications

Q - Officials seek your feedback on how you think ISBs' standard-setting function might work in practice, how it might be similar or different to ITOs' existing standard-setting role, and what kind of capability or expertise ISBs might need in order to carry it out well.

- Prior to standards setting, full industry view should be sought, including feedback from employers

- Consultation should extend beyond the current ITO practice as a full suite of qualifications L2-L6 need to be consulted and provided. ITOs currently focus predominantly around L4 standards with limitations around L2; L5; L6

- ISBs should work collaboratively with the lead provider or CoVE responsible for curriculum and programme design

Build relationships with Centres of Vocational Excellence

Q - Officials seek your feedback about: what role you think could be most important or valuable for CoVEs to play in a new vocational education system, what should their core purpose be, and how should ISBs relate to CoVEs.

- Development of curriculum and standards

- Provision of advice to other areas of the education system which may be seeking to grow capability

- Assist in leveraging investment in shared equipment and infrastructure

- Potential to set up training centres

- Sector leadership

- Sector advocacy to industry and community

- Ensure relevance and innovation of programmes

Provide investment advice to TEC

Q - Would TEC's job be to consider all advice it had received, assess the strength of the evidence behind each claim, and make allocations that seemed likely to achieve the best results overall? Might it therefore have a responsibility to make this process as transparent as possible, so that ISBs and Regional Leadership Committees understood what kind of evidence they needed to provide to TEC to get the desired result?

- Yes, TEC would need to reconcile between sources of information and ensure transparency for all parties

- TEC also should provide, in collaboration with MBIE, assistance in reconciling the ANZSCO vs NZCED systems. Skills demand profiles are often at level of occupation; to which many qualifications (NZCED) may be applicable

Moderate assessments and manage capstone assessments

Q - When would it be valuable for ISBs to use capstone assessments?

- Where appropriate – these should be as required for registered trades in collaboration with the relevant registered practitioner body

- For other qualifications an effective feedback loop from employers and graduates to NZIST/Cove should provide similar evidence of standards being met both at graduate outcome and also that the qualification is delivering into the labour market employees who meet the regional skills demand forecasts/profiles.

Q - Industry and employers should have a skills leadership role to influence the skills development system

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Q - ISBs should be clearly tasked with developing qualifications and setting skills standards, in consultation with education providers

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Q - ISBs should provide advice to TEC on investment in vocational education provision

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Q - ISBs should have a role in moderating assessments (as ITOs do at present) and, where appropriate facilitate capstone assessments, to ensure graduates have the skills needed by industry

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

- However, they do not have this capability currently as most delivery is at L4

Q - How should the standards-setting role of ISBs be reflected in qualifications and programmes?

- Standards should provide a framework for specific curricula or programmes. ISBs and the NZIST should co-approve all specific curriculum or programme developments from individual campuses/regions

Q - To what extent do you think that ISBs should be involved in specifying the design of programmes as opposed to co-approving programmes in conjunction with NZQA? Should qualification and programme requirements be combined?

- ISBs should co-approve programmes providing this continues to facilitate speed to market of qualifications

- Programme design and requirements should be separate from qualification requirements

Q - If qualifications and programmes are not combined, do you think ISBs should provide advice to education providers on their curriculum design and implementation, and if so, how should this be managed?

- Yes, if providers can still develop whole programmes, then there should be ISB co-approval of any provider developments to ensure quality. ISB stipulation of core standards at national level

Q - What role do you think could be most important or valuable for CoVEs to play in a new vocational education system, what should be their core purpose, and how should ISBs relate to CoVEs

- CoVE roles covered earlier in consultation documents

- ISBs and CoVEs should each have a representative from the other's organisation

Q - How do you think TEC should take on board investment advice from ISBs? Should ISBs provide comprehensive or "by exception" purchasing advice?

- By exception

Q - When would it be valuable for ISBs to use capstone assessments?

- For registered trades (electrician, plumbing, drainlaying, carpentry etc) in association with the registered professional body

Q - Do you have any other comments on the functions of ISBs?

- Not answered

Funding and accountability arrangements for ISBs

- Questions covered earlier in consultation documents

The role of industry in the regions

The government is consulting on two connected proposals:

›› Employer representation on Regional Leadership Groups at regional campuses of the proposed NZ Institute of Skills & Technology (that merges the existing 16 ITPs) as part of this reform process; and

›› MBIE is currently consulting, as part of a consultation process on immigration settings, on whether a regional skills body to coordinate regional labour market skills development, or network of organisations carrying out these functions, could help improve coordination across the education/skills, welfare/employment and immigration systems. Membership would likely include employers and regional industry organisations, alongside other regional partners.

- There is a need for a national skills strategy which is both informed and ratified at a regional level

- Alignment with regional planning and economic growth

- Understanding of timelines (and urgency) for delivery of labour market

- Alignment on education outcomes in regional communities is important

    - There is little value in targeting L6 skills immediately in a region with education outcomes below NCEA L1

Proposed new role for education providers

Q - Officials would be interested to know how you think the range of services to employers could best be provided in future. Should support for employers be provided only by providers, by ISBs, or by others?

- Not answered

Q - How strongly do you agree or disagree with the following statement? Education providers would provide support for learners in employment including meeting their educational, pastoral, learning disabilities and other needs

Strongly agree	Agree	Neither	Disagree	Strongly disagree	No opinion

Q - Are there some aspects of the support that employers currently receive or will need in future (for example, brokerage services) that would best be supported by organisations other than providers? If so, which other organisations would be best positioned to provide this support?

- Whānau Ora

Q - Could industry assist education providers to make the transition in supporting employers as well as learners? How could they do this?

- Yes, possibly through CPD for registered professions, however many employers are SMEs and may not have capacity for this

Q - Do you have any other comments on the role of education providers in supporting employers and training employees?

- Education providers should be delivery centres for training

- Increasing field staff will help to ensure employers and employees/trainees are visited in the workplace regularly

- Improving online services for both parties would be beneficial

Te Noho Kotahitanga

The Partnership

Kupu Whakatau

Ko te Tiriti o Waitangi te kawenata mo to tatau motu, Aotearoa.

He kawenata whakahirahira, ko te Whare Wananga o Wairaka e tautoko ana i te noho kotahitanga a te Maori me te Pakeha.

Ko te Whare Wananga o Wairaka ka u tonu ki te whakamana i nga kaupapa me ona puawaitanga.

Preamble

The Treaty of Waitangi is the founding document of New Zealand.

Unitec acknowledges the great importance of this living, dynamic document and will continue to respect and promote the equal standing which it confers on Maori and Pakeha.

Unitec will put the following values into practice in pursuing its goals:

Rangatiratanga

E whakarite ana te Whare Wananga o Wairaka ki te putake ake o te rangatiratanga o te Maori me nga matauranga Maori.

Authority and Responsibility

Unitec accepts the principle that Maori have authority over and responsibility for all teaching and learning relating to the Maori dimensions of knowledge.

Wakaritenga

E whakarite ana te Whare Wananga o Wairaka ki te mana o tena, o tena, ki te noho kotahi, ki te puaki i tona ake reo, ki te whakamahi i nga rawa mo nga iwi katoa.

Legitimacy

Unitec believes that each partner has a legitimate right to be here, to speak freely in either language, and to put its resources to use for the benefit of all.

Mahi Kotahitanga

E whakarite ana te Whare Wananga o Wairaka ki te whakanui i nga taonga tuku iho nga ao e rua, a hikoi ki mua

Co-operation

Unitec affirms that a spirit of generosity and co-operation will guide all its actions.

Ngakau Mahaki

E whakarite ana te Whare Wananga o Wairaka kia tau he ngakau mahaki i roto i nga mahi katoa

Ko te Maori me te Pakeha e mahi tahi ana mo te Whare Wananga o Wairaka

Respect

Unitec values each partner's heritage and customs, current needs and future aspirations

Maori and Pakeha working together within Unitec.

Unitec
Institute of Technology
TE WHARE WĀNANGA O WAIRAKA