Appendix 1: Table of Project workstreams

Workstream name	Description	Focus of reports to NZIST (purpose, what they aim to achieve, starting point for NZIST thinking)	Board Lead
1. Student journey map	Map(s) real life scenarios of how learners can navigate vocational education to qualification completion and employment, including movement between work, different modes of training delivery, and providers.	Model learner journeys based on consultation with educators, students, whānau and communities. Include journeys for high priority learners, e.g. Māori, Pacific, students with disabilities, Include trainee and apprentice journeys, with input and testing from ITOs and other industry expertise. What is needed operationally to support the identified student journeys Barriers, e.g. at transition points, and what is needed to remove/reduce them Better understanding of student journeys may signal where NZIST may need closer working relationships	
2. Employer and community engagement model	Produce a framework for employer and community engagement that can be used by subsidiary councils, adaptable to requirements of different communities and employer/industry groups	Clear understanding of NZIST's brand of engagement in context of legislation and charter expectations, and fit with RSLGs and WDCs. Start to address question of how NZIST will utilise subsidiary councils – e.g. community engagement on local needs and delivery seems a good fit; engagement on policies may need different mechanism. Understanding of what good looks like, strategies shown to works well with a range of communities, with room to adapt locally Include specific information on engagement with Māori, Pacific and learners with disabilities, industries.	
3. Education products and services	Develop a high level strategy to support new products to services to support student and employer needs	Develop a strategy of how education P&S can give effect to expectations in legislation and charter, and build NZIST credibility. Use student journey maps to inform the strategy Set of priorities for new education P&S that will be useful to NZIST as it starts to form its own brand Include impact of work-based learning transfer into education P&S, with input from ITOs. Start of analysis of needs and priorities via regional and student group lenses – strategic approach to starting development, identify any immediate needs / any quick wins	
4. Work-based learning development	Develop the framework and approach to NZIST supporting work-based learning, including planning for the transfer of trainees and apprenticeships currently supported by ITOs	Support NZIST to understand what this new business means for its operating model, how to integrate it and enhance it in line with charter expectations. Initial thinking on how NZIST can position itself to deliver this important business effectively, with strong focus on support needed for transfer of trainees, apprentices and employers How to bring this new group of students and employers on board without loss of participation, while addressing concerns, and building trust What about the existing ITP system needs to be adapted to be ready? Potential of transfer to show 'new world' identity and brand of NZIST	
5. New academic architecture for the IST, Including establishment of Academic Board by 1 April 2020	"Quick win" opportunity to portray the future operating model in the first three months – what is going to be different	Initial thinking for NZIST on development of its academic identity, priorities and reputation; looks at AB role in wider context Develop and carry out process to recruit and appoint AB, to meet legislative requirements, by 1 April 2002. Also Process for setting up subcommittees – how flexible should it be? Supported by officials. Range of advice that NZIST will need from the academic board, e.g. national and regional needs, including new work-based learning role, charter expectations. Start thinking on how NZIST of might address loss of AB structure in the subsidiaries, and what structure(s) could support this, e.g. if subcommittees, thinking through areas of responsibility. E.g. what options are there beyond 'one subcommittee per subsidiary; regional and industry-based lenses; what is a manageable amount of subcommittees	
6. Online arrangements	Designing a model for online delivery, including consideration of drawing on current ITP online delivery models	Complete a review/analysis of current online capabilities, Initiate the compilation of business requirements to support online delivery for NZIST Agree strategy for determining future capability, e.g. leverage existing vs procurement Consider what online delivery needs to do as part of NZIST delivery model to give effect to charter, support student journeys and learning outcomes, and employer and community needs. Initial thinking on what online network needs to address to succeed in extending NZIST reach nationally and supporting/supplementing physical sites. Include support needed to by students, employers and whānau, and addressing barriers/resistance to online. Initial thinking of how online arrangements can support work-based learning	
7. International education	Commence the development of a future operating model for international education, to support the goal of the International education strategy	Setting out a strategic approach to international for NZIST, showing how it aligns to IES, esp regional vitality "Value over volume" – how to build NZIST brand of international delivery (e.g. regionally based international delivery, possible 'whole of NZ experience') as well as supporting financial viability for NZIST What channels are already in place through ITPs and ITOs; how and if to bring all ITP international marketing approaches and offerings together Analysis of what workforce capability exists, and what development is needed Programme and qualification development - existing and new (align to project 3) What needs to be done to ensure consistency of support for student well-being, and what does best practice look like (could be different to what is done currently)	