

# Vocational Education

We invest in vocational education to deliver the skills that learners, employers and communities need to thrive. This includes giving learners a pathway into meaningful employment or developing their skills on-the-job.

You will need to tell us how your organisation will change to respond to this brief if you are:

- developing your Investment Plan or proposing a Plan amendment
- making performance commitments
- engaging over the development of your Plan.

When we talk about underserved learners we are focused on Māori, Pacific, disabled, low income and low prior achievement learners.

## We will invest in high performing tertiary education organisations (TEOs) with evidence-based commitments

We will invest in TEOs who perform best for learners, in particular for the underserved learner groups. Our assessment of your Plan will consider how you have responded to these briefs.

Any Plan amendments will need to show that your parity performance and outcomes are strong.

Your Educational Performance Indicator Commitments (EPICs) will need to reflect parity aspirations.

## We can provide information and advice to support your decisions

We give easy access to your learner data through *Ngā Kete*. We encourage you to use this data to inform your Plan.

If your organisation has a Relationship Manager you should discuss your performance data with them. This should form part of your regular engagement with your Relationship Manager. If you do not have a Relationship Manager you can contact the Customer Contact Group for advice.

## 👍 Your provision should lead to positive outcomes

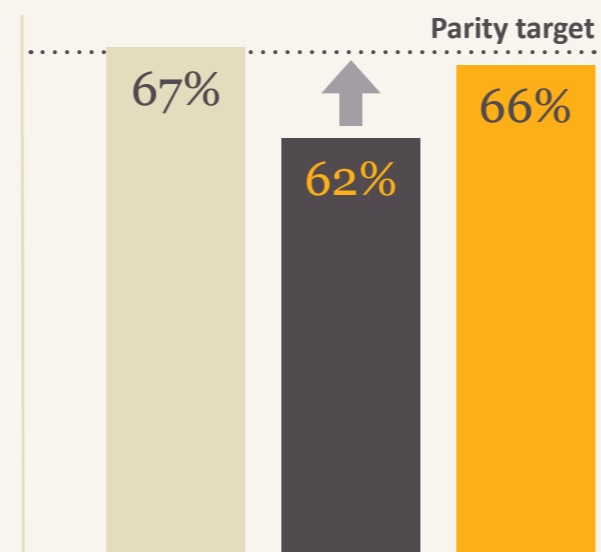
An important outcome of vocational training is to help learners into employment and for employees to develop their skills as well as advance in their career. We want to see evidence that you are achieving positive employment outcomes for your learners.

## 📋 You will need to evidence the outcomes you achieve

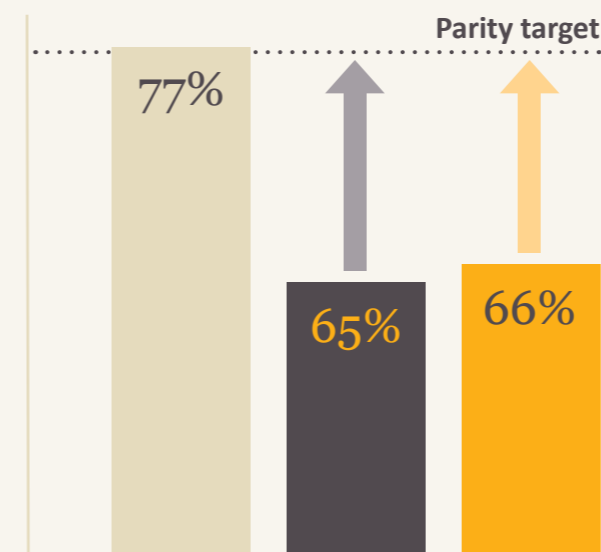
We want to see evidence that your learners have positive outcomes. This should include gaining employment or building further skills to support their career and workplace productivity.

## 📈 Improving your parity performance will improve the system

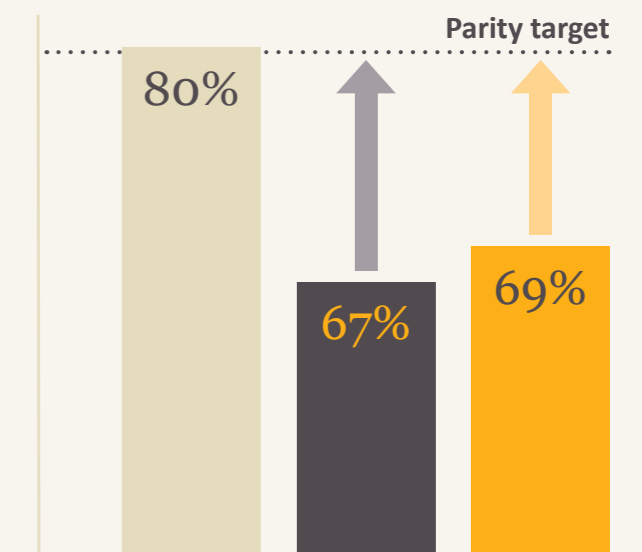
Programme completion\*



Credit achievement\*



Course completion\*\*



● Non-Māori and Non-Pacific ● Māori ● Pacific

\*Data displayed is for ITF Levels 1-7 \*\*Data displayed is for SAC Levels 3-7

At a system level we want to see more learners completing qualifications and courses for provider-based learning and completing programmes and achieving credits for work-based learning. We want TEOs to achieve parity for their underserved learner groups to raise system performance in these key Educational Performance Indicators (EPICs).

When making performance commitments, you will need to focus on parity for Māori and Pacific learners. Achieving the parity targets shown is our priority. You will need to contribute to system improvement by reflecting these targets in your commitments.

By adopting the Learner Success Framework your organisation can better understand how to make changes to improve performance for underserved learner groups.

## 📋 We need you to evidence your commitment to parity

You will need to identify your underserved learners and tell us how you are improving your support both for them, and future learners. This should be through the organisational changes you are making under your Learner Success Plan. By providing better support to previously underserved learners you can contribute to an improvement in system performance.

For Māori and Pacific learners, you will need to make performance commitments that show progress towards achieving parity in the key EPICs shown. The level of improvement you commit to needs to consider your performance trends and current parity gaps.