



Plan Guidance

For providers submitting Plans for funding
from 1 January 2025

Tertiary Education
Commission
Te Amorangi Mātauranga Matua



Published by the Tertiary Education Commission
Te Amorangi Mātauranga Matua
National Office
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February 2024

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The Tertiary Education Commission

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Chief Executive's foreword

Tertiary education and training are key to unlocking both the productivity and social wellbeing of New Zealanders. Successfully gaining a tertiary qualification, such as an apprentice qualification, or a diploma or degree, improves lifelong outcomes for individuals and their families while benefiting employers, industry and New Zealand as a whole.

The Tertiary Education Commission (TEC) continues to work with you to deliver an effective tertiary education system – one that provides study and career pathways for all New Zealanders, while meeting the future skills needs of our country.

As you know, the Government is currently considering policy changes to tertiary education and developing Budget 2024 in a fiscally constrained environment. This may create some uncertainty for your planning for 2025. In this changing tertiary education and training environment, it is even more important that all of us work together.

We will let you know specifically what these changes are as soon as we can - keep an eye out for updates on our website, and any Supplementary Plan Guidance. We will strategically manage our investment to meet the new Government's direction and priorities, so you will need to understand what these are.

What won't change is our focus on achieving system-wide equity of educational outcomes for all learners. We are actively monitoring how well TEOs are supporting their learners to achieve educational success.

The Plan Guidance sets out TEC's requirements and expectations for the investment round. Please use this to guide the content of your Investment Plans and to understand how we assess them. The information here and in Supplementary Plan Guidance on our priorities for investment will help you develop and design tertiary education and training programmes that equip your learners and support the communities that you serve.

Please continue to engage with your TEC Relationship Managers and our Customer Contact Group. We look forward to working with you to deliver lifelong learning that equips learners, communities and employers to succeed.

Tim Fowler
Chief Executive

This Plan Guidance supports your planning for 2025

Plan Guidance describes the outcomes we want from our investment in tertiary education across foundation, vocational and higher education. It outlines what we need to see in your Investment Plan (Plan) and how we will assess that information.

Your overall response to Plan Guidance will depend on your mandate, capability and size.

Your Plan should:

- › **explain your mission and role in the network of provision over the period of your Plan**
- › **show how you will address the needs of learners and other stakeholders**
- › **set out your strategic intentions and the activities and programmes you will carry out**
- › **detail how you will measure your performance**
- › **show how your organisation is honouring Te Tiriti o Waitangi and contributing to the [Tertiary Education Strategy](#)**
- › **have a three-year planning horizon.**

Your Plan is a critical public accountability document for your learners, communities, stakeholders and us.

The Government is considering changes to tertiary education

The Government is currently:

- › considering policy changes to tertiary education
- › developing the Budget for 2024/25 in a fiscally constrained environment.

Depending on the nature and timing of decisions, we will publish further guidance through Supplementary Plan Guidance and/or on our website. As usual, Budget decisions will be reflected in Supplementary Plan Guidance published in June. We may publish an earlier version of Supplementary Plan Guidance if it is warranted. Any fund-specific updates and changes will be published on our website.

When planning for 2025, you should not assume your funding will be increased.

You must submit information to us by the due date

You must meet the Plan submission deadlines. If we do not receive all completed documents on time this may delay your funding or make you ineligible for specific funding.

Activity	Timing
TEC releases Plan Guidance and Plan engagement begins	End of February 2024
TEC publishes notices in the <i>New Zealand Gazette</i> setting out requirements for Plan content, timetable, assessment and Plan summaries	End of February 2024
Government announces Budget 2025	May 2024
TEC provides indicative allocations	By 4 June 2024
TEC releases Mix of Provision (MoP) and Educational Performance Indicator Commitment (EPIC) templates	By 10 June 2024
TEC releases Supplementary Plan Guidance to reflect any policy or Budget changes	June 2024
Providers submit proposed Plans, including MoPs and EPICs, and if required Strategic Intent, Learner Success Plans (LSPs) and Disability Action Plans (DAPs) and Additional Funding templates	By 5 July 2024
TEC reviews proposed Plans and has further discussion with providers as needed	July–October 2024
Providers are notified of decisions in writing	From November 2024
First payments made against Plans; Plan delivery begins	January 2025

This Plan Guidance contains important messages for 2025

For 2025, our focus areas are:

- › our continued approach to learner success to achieve system-wide equity of educational outcomes
- › prioritising our investment for greatest impact on the network of provision (see pp. 13–17 and Appendices 2–6 for the broader priorities and targeted priorities (pp. 49 - 69), and
- › supporting our commitment to honouring Te Tiriti o Waitangi (see the broader priorities on p. 51).

We may need to make further prioritisation decisions

The Government's decisions in a fiscally constrained environment may affect the total funding available for Vote Tertiary Education. In this situation, we may need to make further prioritisation decisions. We will provide further information in Supplementary Plan Guidance following Budget 2024.

When planning for 2025, you should not assume your funding will be increased.



Achieving system-wide equity

Our investment approach focuses on achieving system-wide equity of educational outcomes

Achieving equity of educational outcomes for learners has wide-ranging benefits

We need to ensure that educational outcomes in the tertiary education system benefit all learners, employers, communities and providers.

Learner success is integral to the Tertiary Education Strategy (TES) and our investment. We expect to see year-on-year improvements in outcomes for learners across the whole system.

Where providers make progress with their learner success approaches, we are likely to support growth of their provision. Where positive shifts are not occurring at the rate or scale we expect, this can affect our future investment decisions.

The Learner Success Framework supports equity of educational outcomes

We developed the Learner Success Framework to help you implement learner-centric operating models. It provides you with tools to understand and address why and how your organisational model supports (or does not support) learner success.

Having effective and safe mechanisms for capturing the learner voice, and using your performance data, will inform your approach. **You need to continually evaluate learner performance to ensure you are responding to current learners' needs.**

We expect to see evidence your learner success work aligns with the core components of the [Learner Success Framework](#) and capabilities.

Your Learner Success Plan and Disability Action Plan describe progress towards equity of educational outcomes

Learner Success Plans (LSPs) are part of your Investment Plan. **We expect a significant focus on providing progress updates on current LSPs or developing your first LSP, if required.**

Disability Action Plans (DAPs) respond to the need for a more consistent, planned and visible approach to supporting disabled learners in tertiary education. DAPs are part of our expectations, and we will continue to monitor their implementation and progress. **We expect a progress update on your current DAP or your first DAP, if required.**

A DAP must include clear evidence you have used the Kia Ōrite Toolkit and its best practice standards.

We expect tertiary education institutions (TEIs) to have a Council-approved LSP and DAP.

For more information see the [Kia Ōrite Toolkit](#).

We expect progress on achieving equity of educational outcomes across all levels

Across all levels and types of education, **we want to see:**

- › completion rates improving
- › recent downward trends reversing and returning to, or exceeding, previous peaks
- › progress towards equity of educational outcomes for underserved learners who are Māori, Pacific, disabled, and/or those with low prior achievement
- › demonstrated positive outcomes for:
 - › foundation education: how learners' educational success contributes to positive social, cultural and economic outcomes
 - › vocational education: how your provision supports learners into employment and employees to develop skills that advance their careers
 - › higher education: how learners' educational success creates advanced skills and contributes to research, innovation and the knowledge economy.

Recent performance across all levels shows:

- › downward trends in educational outcomes for all learners, and
- › persistent or widening gaps in equity of educational outcomes for Māori and Pacific learners compared to non-Māori and non-Pacific learners.

While we recognise COVID-19 has impacted outcomes, we expect equity of educational outcomes to improve and gaps to reduce.

We need to see evidence of your organisation wide commitment to learner success

By providing better support for underserved learners through a whole-of-organisation approach you can contribute to improved system performance

If you are:

- › engaging over and developing your Investment Plan
- › setting Educational Performance Indicator Commitments (EPICs) or other Plan targets and commitments

then you need to tell us:

- › how your organisation is performing with respect to the trends outlined under these sections:
 - › foundation education, pp.18
 - › vocational education, pp.22
 - › higher education, pp.27
- › what level of improvement you are committing to, considering your current performance, capability and stage of your learner success journey

- › what you are doing to address gaps in equity of educational outcomes and lift performance, using the Learner Success Framework.

Governing bodies and good management are essential for learner success

Well-informed and engaged governing and management bodies are essential for learner success and a well-functioning organisation.

We will look for evidence of how you plan to build and maintain your organisation’s capability through strong governance, management and academic leadership. We want to know if you have proactively made changes to your governance and leadership.

See the following sections of the Plan assessment table:

- › Mission and role, pp. 41 - 42
- › Te Tiriti o Waitangi, p. 42
- › Learner voice, p. 43
- › Learner Success Plans and Disability Action Plans, p. 45 - 46
- › Educational Performance Indicator Commitments, p. 47



We will continue to prioritise our investment for greatest impact within a tight budget

We will continue to prioritise our investment for greatest impact

With a finite amount of funding available, we have a carefully considered approach to allocating our funds. We invest in provision that maintains an appropriate network of provisions, achieves the best outcomes for learners, and responds to stakeholder needs and priorities.

The Government's decisions may affect the total funding available for Vote Tertiary Education. In this situation, we may need to make further prioritisation decisions. We will provide further information in Supplementary Plan Guidance following Budget 2024.

When planning for 2025, you should not assume your funding will be increased.

We make investment decisions based on quality, relevance and access

When making investment decisions, we consider quality and relevance along with access.

We will:

- › only invest in growth where we have confidence the provider is delivering well and can support good learner outcomes
- › maintain rather than grow learner numbers or additional providers in some areas,
- › consider where our investment can be consolidated, and
- › reduce investment in provision that has low relevance, poor learner outcomes, consistent under-delivery or is not meeting wider stakeholder needs.

If you want to reprioritise your provision, you will need to show how your provision has been or will be successful in achieving good outcomes for learners and industry.

Financial performance is a key consideration in our investment decisions

It is critical that tertiary education providers are financially sustainable. We monitor the financial performance of at-risk providers very closely. Our monitoring informs all investment decisions, including:

- › whether to approve an Investment Plan
- › whether to accept or decline repayment plans
- › whether to accept or decline requests for additional funding.

We may disinvest in providers that are not financially sustainable to minimise risks to learners and public funding. We will consider other factors (including the strategic value of provision and educational performance) before we make any decisions.

Providers experiencing financial challenges should engage with us as early as possible. We need to understand your plan to return to financial sustainability so we can factor this into our decision making.

We maintain and shape the network of provision

Each investment round, we make decisions to maintain and shape an appropriate network of provision across foundation, vocational and higher education.

Your mission and role for the Plan period should describe your organisation's contribution to the network of tertiary education.

We invest strategically to support our broader and targeted priorities

As well as maintaining the network of provision, we take advice from key government, industry and regional stakeholders to create investment priorities. These priorities respond to labour market and skill needs.

Our investment priorities should help guide how you plan and prioritise provision. We expect you to adjust your provision toward the investment priorities where they are relevant to your role in the network. Your understanding of our investment priorities should be evident in your leadership, strategies and policies as well as the programmes you create and deliver.

The broader priorities focus on quality provision with good outcomes

The broader priorities:

- › bring together the TES, areas of government focus, advice from Workforce Development Councils (WDCs) and, for 2025 investment, advice from the Regional Skills Leadership Groups (RSLGs), which are now disestablished
- › explain our expectation of how good provision is designed and delivered
- › apply across all provision at all levels.

Broader priorities

Achieving system wide equity of educational outcomes

- › Māori learners
- › Pacific learners
- › Disabled learners
- › Youth
- › Learners from low-income backgrounds
- › Learners who require additional support

Education and training that delivers for learners

- › Post-study outcomes
- › Learner outcomes
- › Learning through the best mode
- › Transitions to work and study for youth
- › Career changes and lifelong learning
- › Rural provision and less served regions

Honouring Te Tiriti o Waitangi

- › Te reo Māori provision
- › Kaupapa Māori education
- › Partnerships with iwi, and with Māori organisations and businesses
- › Mātauranga Māori provision
- › Embedded mātauranga Māori
- › Embedded te reo Māori
- › Embedded cultural capability

Responding to changes in work and education

- › Innovative and flexible programmes
- › Technology requirements
- › Carbon-neutral
- › Climate sustainability
- › Employer and industry needs
- › Regional needs

We need to be confident that by successfully delivering your proposed Plan, you will contribute to achieving these priorities, including the objectives and priorities described in the TES.

See Appendix 2 for more detail.

The targeted priorities for vocational and higher education highlight specific industries and skills

Vocational and higher education should deliver the skills that employers and industries need. Our targeted priorities focus on specific industries and areas of provision where there is an identified need for:

- › growth in graduates,
- › increased diversity of graduates, and/or
- › improvements in retention and qualification completion rates.

WDCs (for vocational education) provide advice to us on workforce needs that can be met through education and training. We also received advice from Regional Skills Leadership Groups (RSLGs) for 2025 investment.

For details of the:

- › vocational education targeted priorities see Appendix 4 (pp. 55–65)
- › regional advice see Appendix 5 (pp. 66–67), and
- › higher education targeted priorities see Appendix 6 (pp. 68–69).

See the following sections of the Plan assessment table:

- › Mission and role, p. 41 - 42
- › Investment priorities, p. 42
- › Continuous performance improvement, p. 43
- › Programmes and activities, including Mix(es) of Provision, p. 46
- › Educational Performance Indicator Commitments, p. 47.



Investment in foundation education supports core skills

Investment in foundation education supports core skills

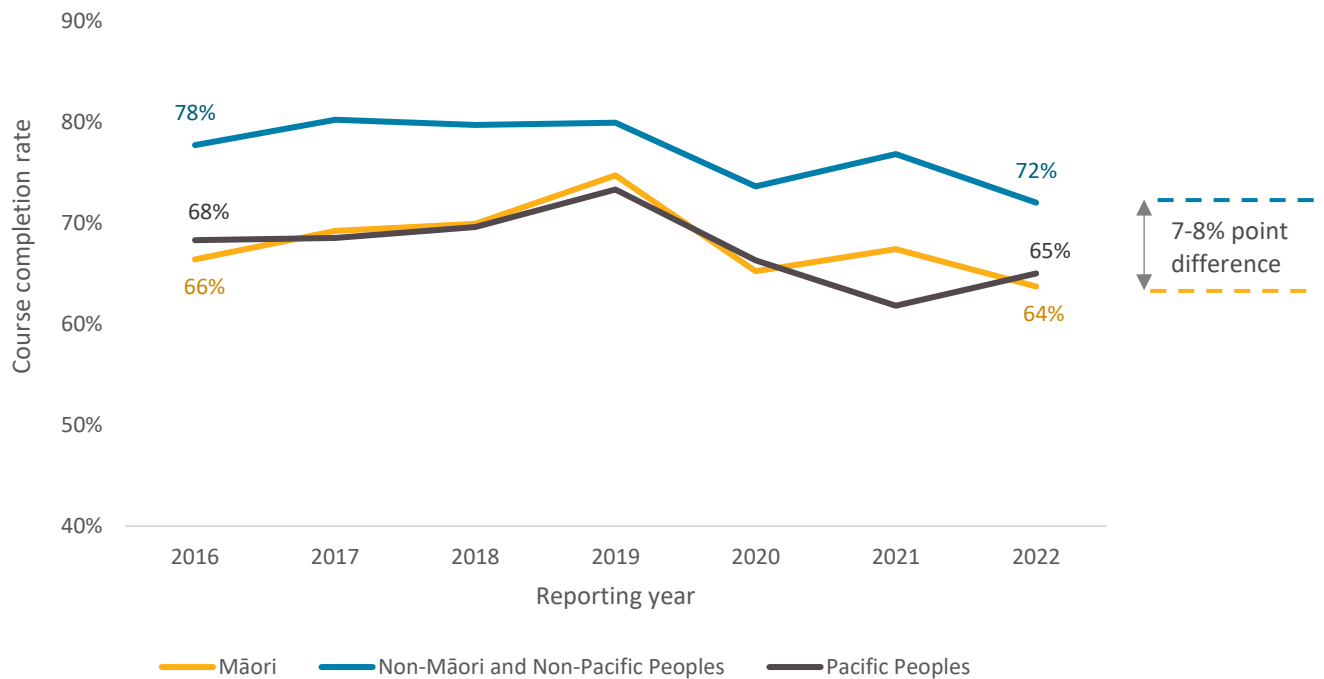
We want every adult in New Zealand to have the opportunity to develop the core foundational skills they need, such as language, literacy and numeracy. Having these skills is linked to better employment opportunities, higher income levels and positive impacts for individuals, whānau and community.

We invest in foundation education so people can develop these core skills.

We expect gaps in educational outcomes to close

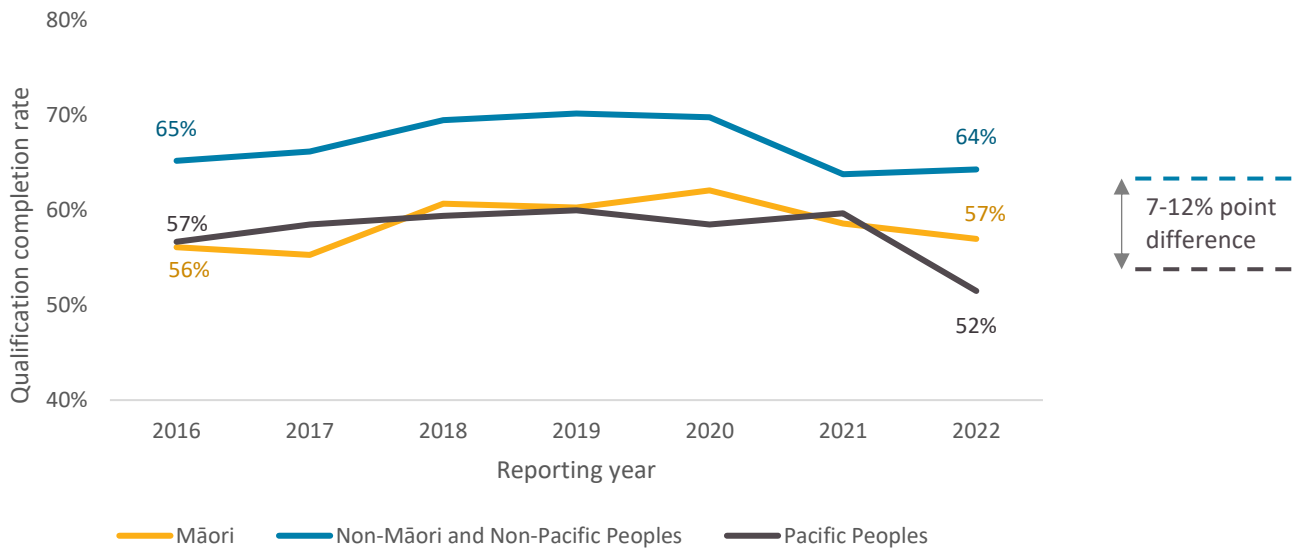
Course completion rates must reverse for all learner groups and gaps in educational outcomes close

Figure 1: Course completion rates by ethnicity group at Level 1 and 2 (excluding Youth Guarantee)



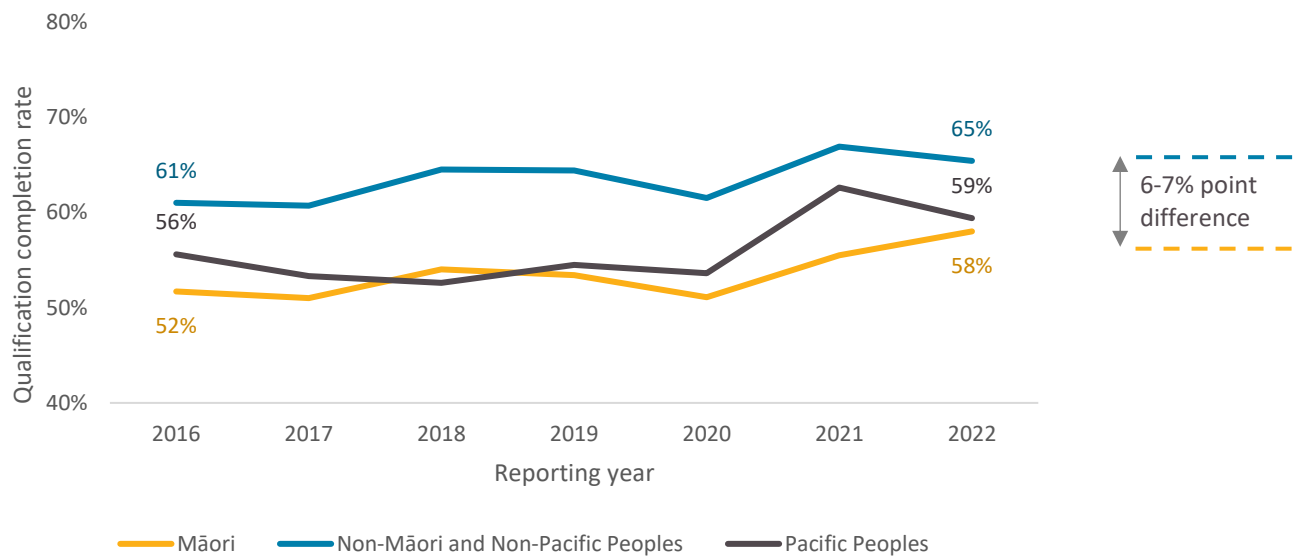
Qualification completion rates must return to previous highs and widening gaps in equity of educational outcomes must begin closing

Figure 2: Qualification completion rates by ethnicity group at Levels 1 and 2 (excluding Youth Guarantee)



We want to see continued improvement in Youth Guarantee qualification completion rates and closing equity gaps of educational outcomes

Figure 3: Qualification completion rates by ethnicity group in the Youth Guarantee fund



Qualification completion rates for Youth Guarantee programmes have increased. **We expect further improvements and gaps in equity of educational outcomes to close over time, given the changes made in 2023.** Changes included increases to transport assistance and other subsidies to enable you to better support these learners.

The targeted priorities for foundation education focus on learning opportunities

Our targeted priorities for foundation education focus on foundation skills and pathways into other learning opportunities.

The targeted priorities for:

- › **Adult and Community Education (ACE)** focus on supporting community-based education, foundation skills, and pathways into other learning opportunities that meet community learning needs
- › **formal foundation education** focus on developing core skills including literacy and numeracy to enable learners to fully participate in life, work and further study.

For more information see Appendix 3 pp. 53 - 54.

See the following sections of the Plan assessment table:

- › Investment priorities, p. 42.
- › Learner Success Plans and Disability Action Plans, p. 45 – 46
- › Programmes and activities, including Mix(es) of Provision, p. 46
- › Educational Performance Indicator Commitments, p. 47.



Vocational education delivers skills to industries, communities and regions

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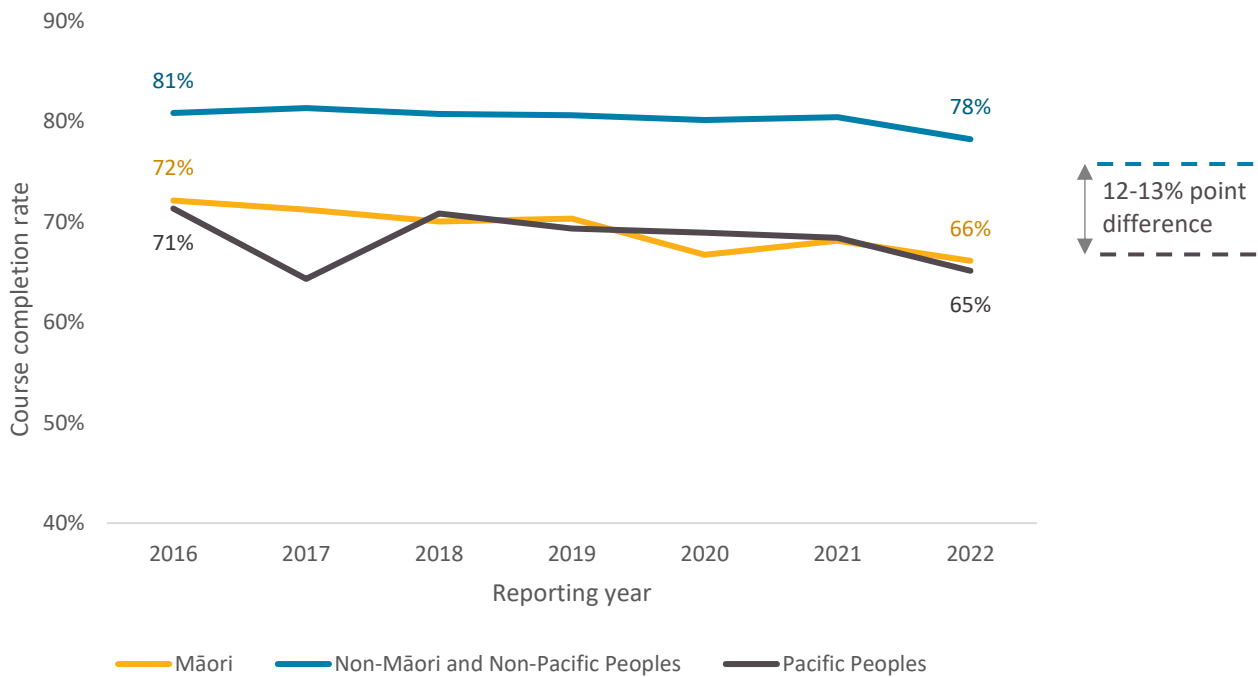
Vocational education gives people the opportunity and flexibility to earn while they learn and gain an education directly relevant to occupations and industries.

We invest in vocational education and training to deliver the skills that learners, employers, industries, communities and regions need.

We expect vocational education outcomes for all learners to improve

Course completion rates in provider-based learning must increase and persistent gaps in equity of educational outcomes must begin closing

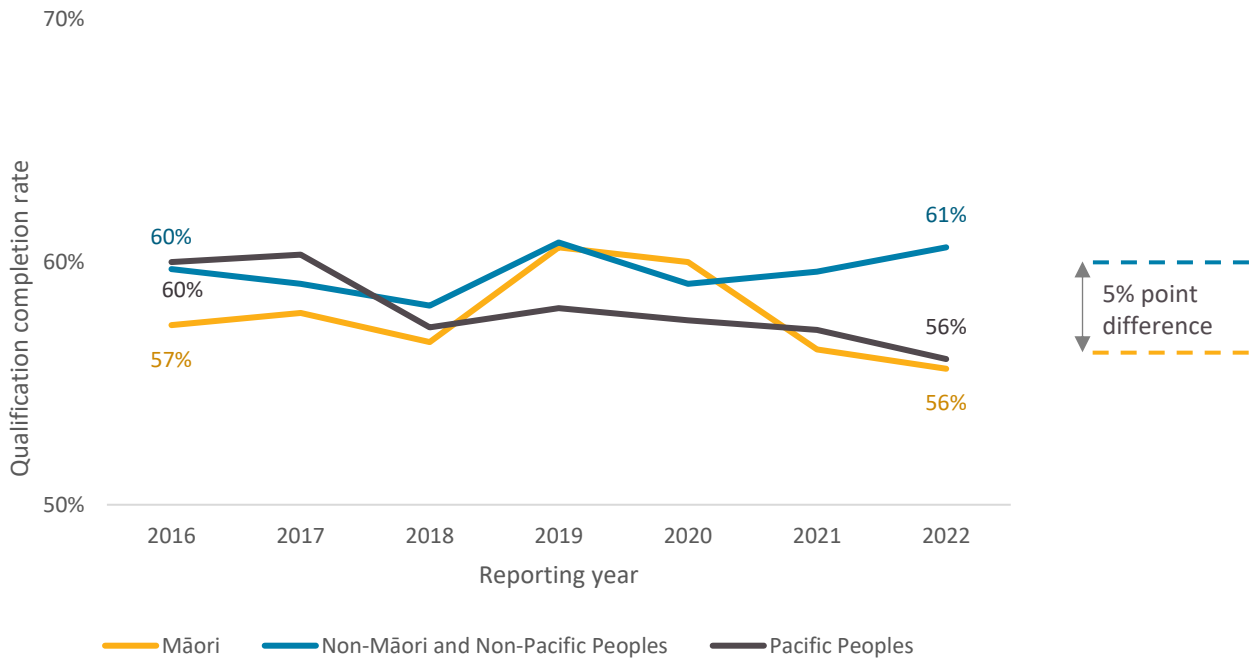
Figure 4: Course completion rates, provider-based provision Levels 3–7 (non-degree)¹



¹ Excludes Certificates of Proficiency

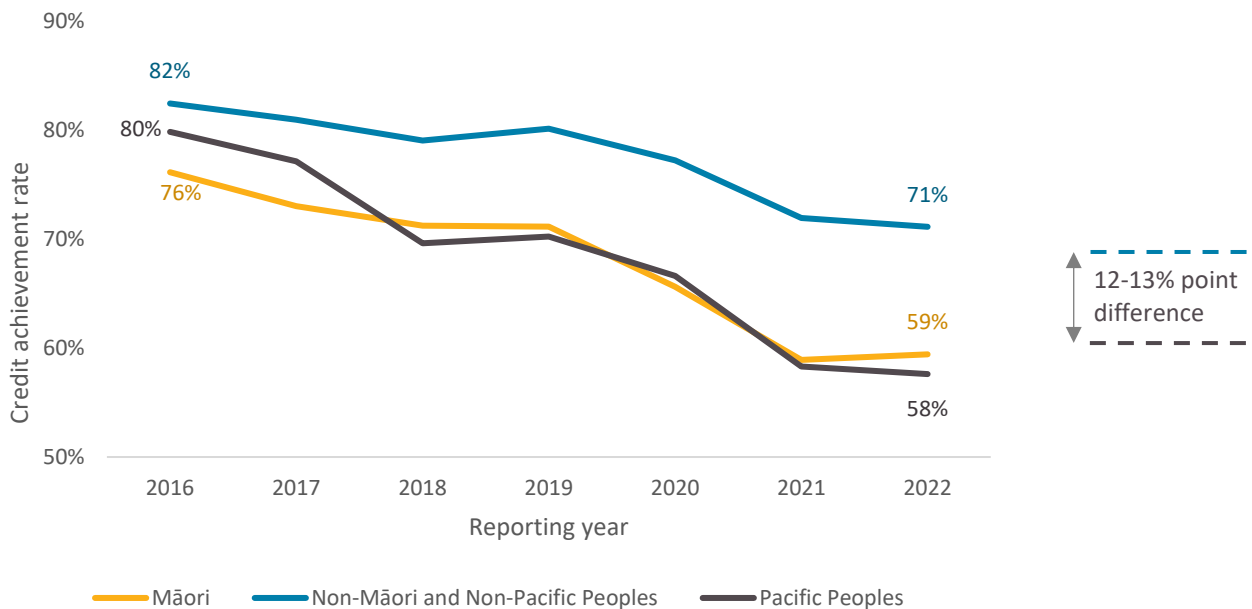
Widening gaps in equity of educational outcomes for provider-based completion rates must begin to close and completion rates improve overall

Figure 5: Qualification completion rates, provider-based provision Levels 3–7 (non-degree)



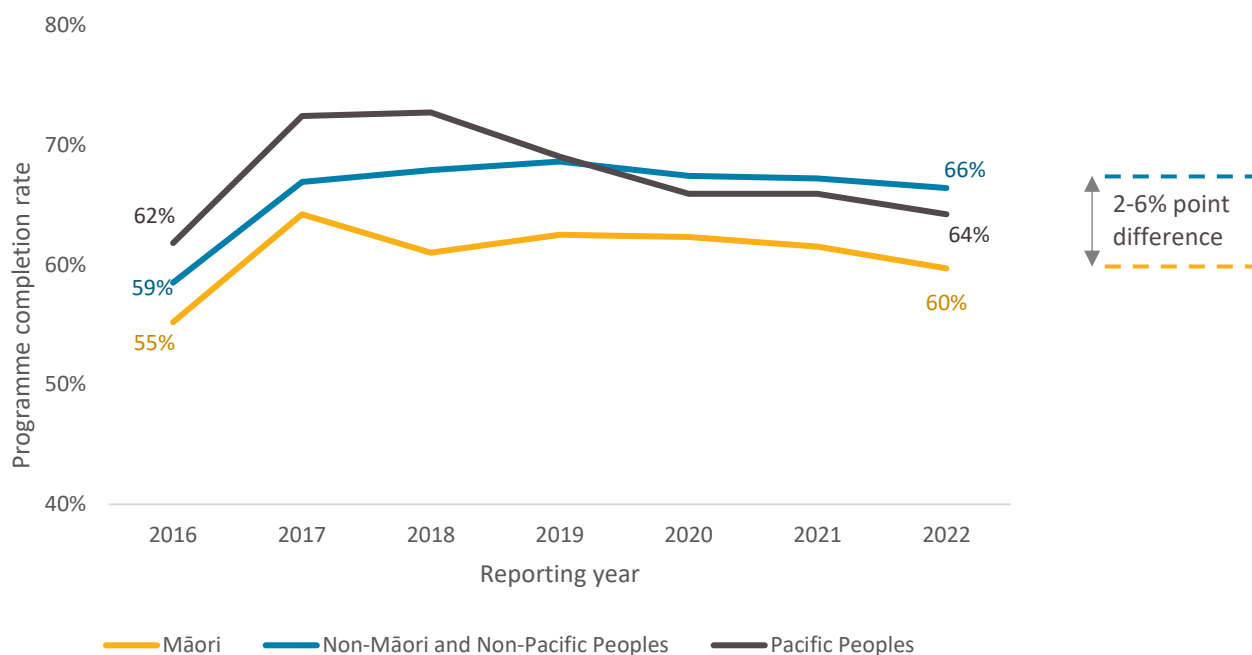
Credit achievement rates in work-based learning must lift, and persistent gaps in equity of educational outcomes must close

Figure 6: Credit achievement rates, work-based learning Levels 1–7



Recent downward trends in work-based programme completion rates must reverse

Figure 7: Programme completion rates, work-based learning Levels 1–7



We expect programme completion rates and credit achievement rates to move back to pre-COVID rates, and gaps in equity of educational outcomes to close.²

If you are delivering apprenticeships and other work-based learning, you need specific content in your Plan to show how you are supporting good practice and meeting legislative requirements.

You may be aware that the Government is considering possible changes for vocational education. Until anything changes, please continue as usual.

If you are a PTE who currently offers work-based learning and are looking to expand your offering, we encourage you to stay in close contact with your Relationship Manager or our Customer Contact Group on 0800 601 301 or customerservice@tec.govt.nz to stay aware of the latest information.

Tell us how you are responding to WDCs

We expect providers delivering vocational education to use the Workforce Development Plans and insights from relevant WDCs. **Your Plan should demonstrate this.** We do not expect WDCs to provide letters of support for providers.³

The vocational education targeted priorities are informed by WDCs

WDCs provide industry advice to us on workforce needs that can be met through vocational education and training. For details of the:

² Programme completion rates will continue to be affected for some time as learners moving from transitional industry training organisations to new organisations in 2021/22 were recorded as a non-completion. Non-completion records are estimated to impact the data by around 2%.

³ WDCs are expected to maintain a level of provider neutrality. Their advice highlights specific provision, not providers.

- › vocational education targeted priorities see Appendix 4 (pp. 55–65), and
- › regional advice see Appendix 5 (pp. 66–67).

See the following sections of the Plan assessment table:

- › Investment priorities, p. 42
- › Stakeholder relationships, p.42 - 43
- › Continuous performance improvement, p. 43 - 44
- › Apprenticeships, p. 44 - 45
- › Learner Success Plans and Disability Action Plans, p. 45 - 46
- › Programmes and activities, including Mix(es) of Provision, p. 46 - 47
- › Educational Performance Indicator Commitments, p. 47.



We invest in higher education to generate skills and knowledge

We invest in higher education to generate skills and knowledge

Higher education plays a key role in advanced learning. It creates highly skilled people, generates research and supports knowledge transfer and application. Higher education has national and international benefits. It:

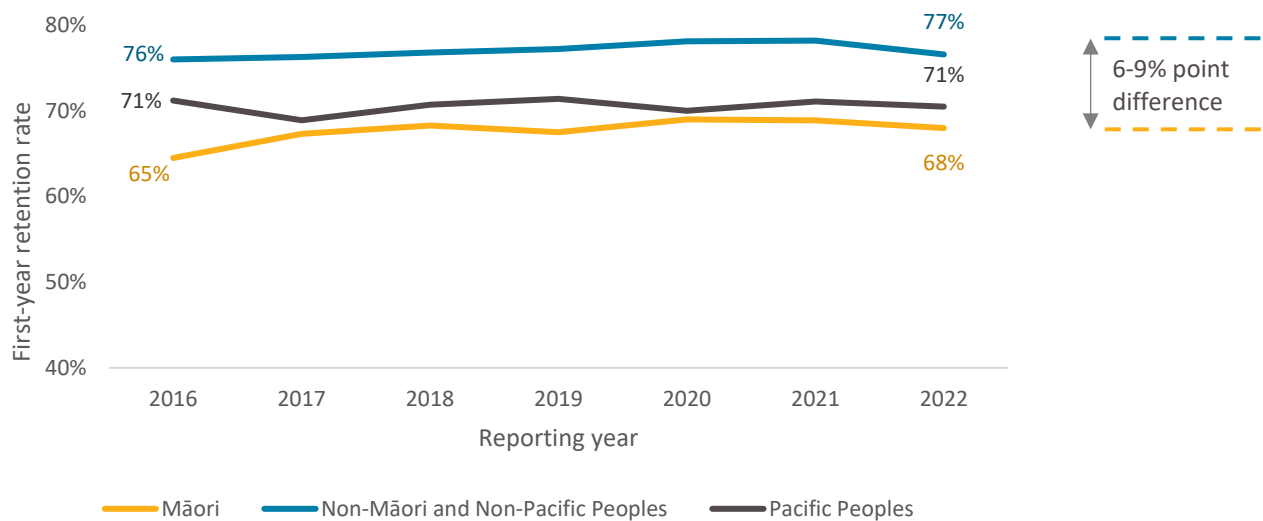
- › prepares learners for successful careers, through connecting learning to employment and developing work-ready skills
- › contributes to a highly skilled workforce to meet the needs of the future
- › supports education and research in important economic, social and cultural areas
- › builds the future academic and research workforce through postgraduate pathways.

We invest in degree and postgraduate provision to help ensure New Zealand has a highly skilled workforce that contributes to research, innovation, the knowledge economy and society.

We expect higher education to grow positive outcomes and close equity gaps in educational outcomes

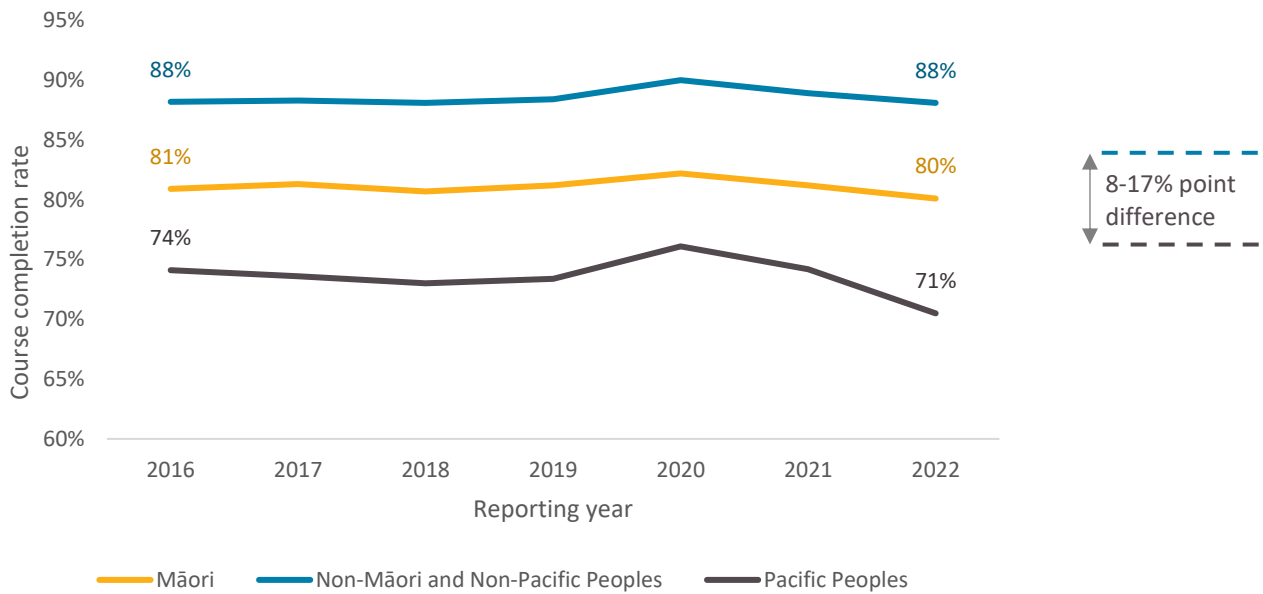
First-year retention rates remain lower for Māori and Pacific learners

Figure 8: First-year retention rates, Level 7 degree



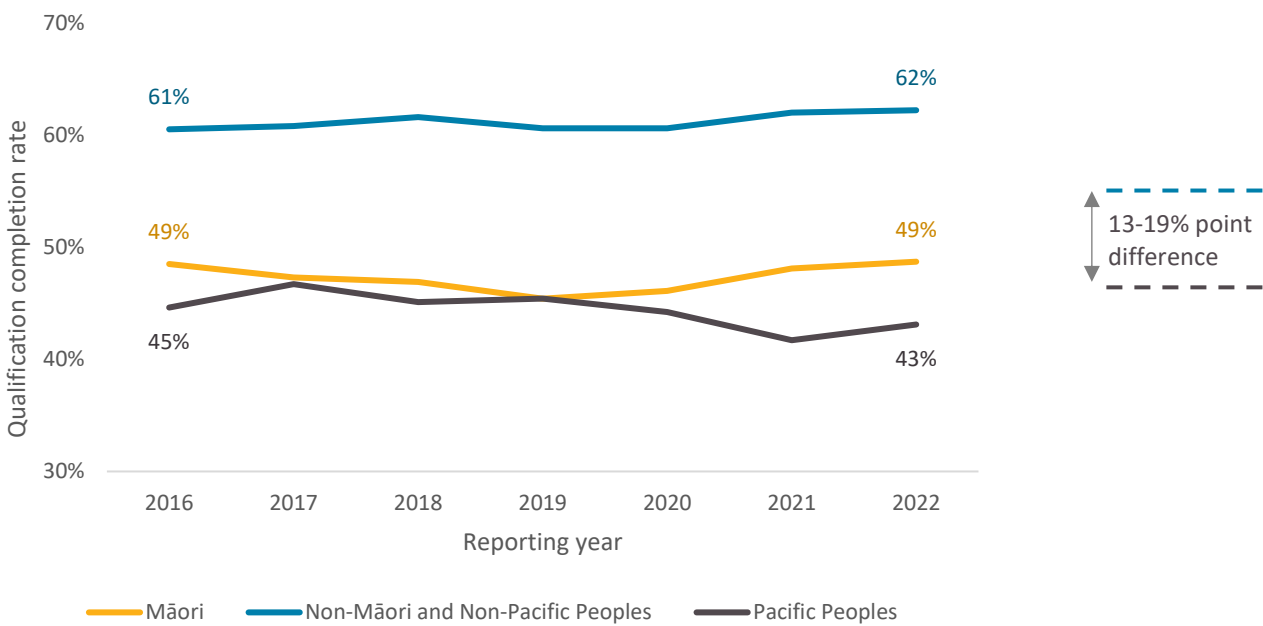
Course completion rates remain inequitable and have declined from 2020 for all groups

Figure 9: Course completion rates, Level 7 degree



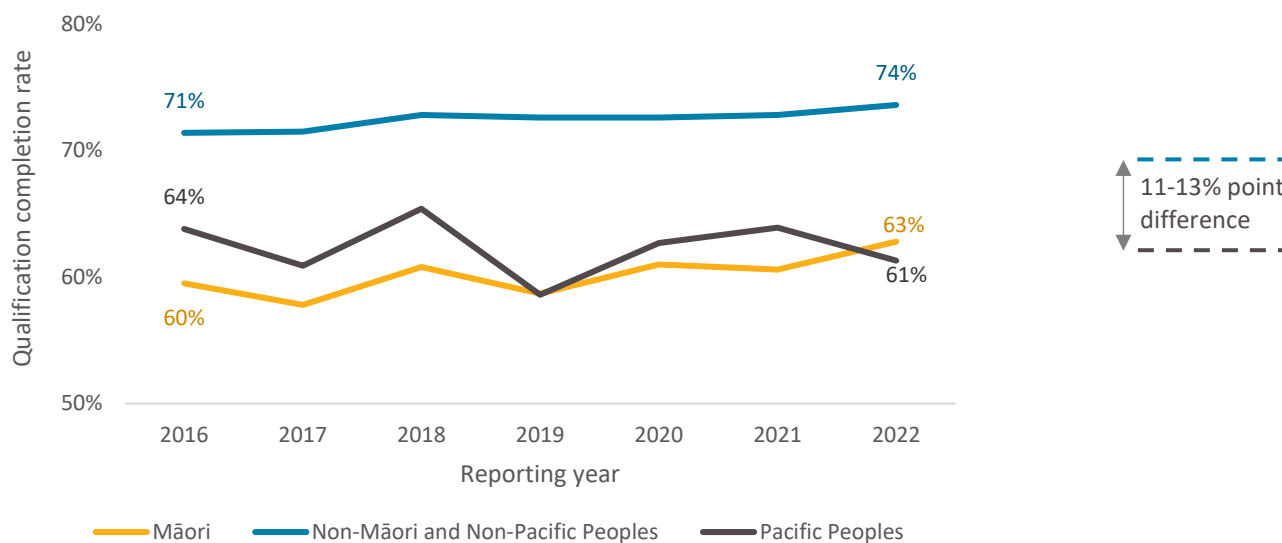
Undergraduate qualification completion rates remain inequitable and poor overall with future completions impacted by the decline in course completion rates above

Figure 10: Qualification completion rates, Level 7 degree



Gaps in equity of educational outcomes persist at Levels 8–10 and have widened for Pacific learners

Figure 11: Qualification completion rates, Levels 8–10



We want a regional view of your provision over your Plan period

Understanding the regional pattern of provision supports us to monitor and maintain the network of provision.

In your Plan, we expect you to:

- › provide information on your regional breakdown of provision
- › tell us if you intend to change where provision is available, either starting in a new region or closing programmes in a particular region
- › include this information in your Plan narrative.

Our targeted priorities for higher education reflect national skills needs

See Appendix 6 for the targeted priorities for degree level and above provision pp. 68 - 69.

See the following sections of the Plan assessment table:

- › Mission and role, p. 41 - 42
- › Continuous performance improvement, p. 43 – 44
- › Learner Success Plans and Disability Action Plans, p. 45 - 46
- › Educational Performance Indicator Commitments, p. 47.



Our approach to additional funding requests and new providers is informed by key factors

Our approach to additional funding requests and new providers is informed by key factors

Our approaches to additional funding and new provider applications are informed by the amount of funding available, network of provision considerations, evidence of demand, and past performance (for existing providers).

We will publish guidance on additional funding later

We will advise our process for any additional funding for 2025 investment in Supplementary Plan Guidance, published in June 2024. **We recommend you plan on the basis that additional funding may not be available to your organisation.**

We may consider new providers aligned with our priorities

We may consider new providers that are delivering provision aligned with our strategic priorities for investment and meeting unmet needs. **You must contact us if you are applying for TEC funding as a new provider** – see [Application to receive TEC funding](#).



Plan components

What you need to do for the investment round

You need to know what Investment Plan components to submit

Not all providers need to submit all Plan components every year. It can vary annually depending on:

- › the amount of on-Plan funding you receive
- › whether you already have an approved Plan
- › whether there are any performance concerns.

Tertiary education institutions (TEIs) have been notified of their Plan status. All other providers will receive confirmation of their Plan status for 2025 shortly.

Appendix 7 provides further information on each component and how to determine which components you need to submit for 2025 investment.

Submit all required components of your Plan fully completed by 5 July 2024 via the DXP Ngā Kete.

For new providers that do not have access to DXP Ngā Kete please email documents to customerservice@tec.govt.nz with subject line [Edumis # - New Provider Investment Plan for 2025 funding].

For more information about DXP Ngā Kete see the [Data System Refresh](#).

If you need more information, contact your Relationship Manager or us on 0800 601 301 or customerservice@tec.govt.nz.

We have different expectations of different TEOs

Our investment covers foundation, vocational and higher education. All tertiary education should support learners to gain the knowledge and skills they need for lifelong success.

All Plans should articulate the role your organisation plays in the network of tertiary provision, including how you are responding to industry, community, iwi, and learner needs.

For **universities**, we expect Plans and associated activities to:

- › maintain international standards of teaching and learning, and research
- › focus on advanced learning, and
- › generate, apply and transfer knowledge for national and international benefit.

For **Te Pūkenga**, your Plan should reflect your functions and charter. It should also include details on regional decision making about delivery and operations to support regional needs, where appropriate.

For **wānanga**, your Plans should reflect your unique role in teaching and research that:

- › maintains, advances and disseminates mātauranga Māori (Māori knowledge) and
- › assists in applying knowledge regarding āhuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom).

We will assess how the wānanga's activities support the functions and purposes of the wānanga.

For **all providers**, we want to see information that helps us understand your contribution to the system, including:

- › the learners you support
- › your subject specialisations and any industries or sectors you support
- › your modes of provision, and
- › your research intensity and specialisation (where relevant).

We will look for evidence that your mission and role over the Plan period have shaped your proposed activities, and how you plan to build and maintain your organisation's capability.

If you are a **smaller provider**,⁴ you may not need to submit a Strategic Intent as part of your Plan. However, we will look for an understanding of our priorities and approach in:

- › the Mix(es) of Provision you submit
- › the Educational Performance Indicator Commitments (EPICs) you set, and
- › your justification for all additional funding requests.

TEIs must provide us with their Statement of Service Performance

TEIs (universities, wānanga and Te Pūkenga) have the capacity and statutory obligation to make contributions of regional and national importance.⁵

We:

- › **want you to provide us with your Statement of Service Performance (SSP) annually**
- › **expect the content of your SSP to align with your Plan.**

We need to know about provision for the Department of Corrections

If you are delivering programmes for people in Corrections' care, we need to know the details of this provision (below degree). For any Corrections provision we need to know (in your MoP):

- › the programme
- › the delivery site(s)
- › if it is face-to-face or extramural.

We need this information to ensure we are funding a good range of provision across the Corrections network. Corrections will verify with us how the proposed provision in your Plans matches its expectations for the year ahead.

⁴ Smaller providers are those receiving less than \$5 million in on-Plan funding.

⁵ This includes community engagement, knowledge-sharing activities and a focus on understanding and meeting in-demand skill and research needs.

We provide a range of resources that support your Plan development

When you develop your Plan, we encourage you to use, and complete where appropriate, the following:

- › Plan Guidance (this document)
- › Supplementary Plan Guidance, when released in June 2024
- › [the Gazette notice](#)
- › [Tertiary Education Strategy](#)
- › Investment Framework
- › Introduction to the Investment Round
- › Ngā Kete data and information, including:
 - › the Secondary–Tertiary Transitions app on Ngā Kete
 - › the Post-Study Outcomes app on Ngā Kete
- › our [Strategic Intent and Learner Success Plan templates](#)
- › our [Disability Action Plan guidance](#)
- › [the TEC’s Transitions from Secondary School research](#)
- › [the TEC’s previous work on the Transition to Tertiary Life](#).

For more information on the six WDCs, see [Workforce Development Councils](#).

Further information relating to the Plan round will be released in upcoming months on our website.

You can access a range of on-Plan funds through the investment round

The on-Plan funds are:

- › Adult and Community Education (Communities) Fund
- › Adult and Community Education (Schools) Fund, including coordination funding
- › Adult and Community Education Fund (TEIs)
- › Adult Literacy Educator Fund
- › Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework (NZQCF) Fund (DQ1-2)
- › Delivery at Levels 3–7 (non-degree) on the NZQCF and all industry training Fund (DQ3-7)
- › Delivery at Levels 7 (degree) and above on the NZQCF Fund (DQ7+)
- › English Language Teaching – Intensive Literacy and Numeracy (ELT)
- › Equity Fund
- › Intensive Literacy and Numeracy Fund (ILN)
- › Refugee English – Intensive Literacy and Numeracy Fund (Refugee English)
- › TEO-led Workplace Literacy and Numeracy Fund (WLN)

- › Youth Guarantee Fund (YG).

Information about each of these funds can be found on [Fund Finder](#). The Government is working to finalise its priorities for tertiary education, and these may affect specific funds. Updated information about on-Plan and off-Plan funds will be published later if necessary.

We encourage you to engage early with us for effective planning

Engaging early with us helps you understand where and what we want to invest in. It helps us provide advice and support more effectively.

Your Relationship Manager/Advisor will provide ongoing advice and up-to-date information as part of our engagement process.

We are keen to discuss in advance any changes you intend to make, including but not limited to:

- › changes to your business model
- › increases or decreases in provision
- › changes to delivery locations
- › changes to subject offerings
- › sub-contracting arrangements
- › requests for additional funding.

We will start engaging with you about your Plan in March 2024.

We expect you to discuss any significant changes in your Plan with us before you submit anything, including any funding sought through the Additional Funding Request process, if applicable.



Plan assessment

Plan assessment

We take a holistic approach to Plan assessment

This section describes the main things we look for when we assess your Plan. This section is provided as an aid only and we recommend referring to the Gazette notice itself when developing your Plan.

We invest public funding in a provider, based on our assessment of how effectively its proposed Plan will contribute to meeting stakeholder needs⁶ and investment priorities over the Plan period.

We want to support you to make an informed Plan for your organisation. To do this, you need a good understanding of our goals for the system, performance expectations and investment intentions. When assessing proposed Plans against the criteria we will take a holistic approach and may use a range of evidence, including:

- › the information contained in a proposed Plan
- › the TEC's engagement and monitoring information, including:
 - › previous funding allocations
 - › past delivery, including under-delivery and over-delivery (above 105% where relevant)
 - › achievement against previous LSPs and DAPs or progress against existing ones (where applicable)
 - › organisational and financial data
 - › educational performance indicators
 - › other indicators of performance
- › quality assurance bodies' information and reports
- › Plan engagement (where applicable)
- › national and regional demographic and economic data
- › information about the post-study outcomes of learners
- › providers' annual reports and strategic plans
- › providers' previous Plans, commitments, past delivery, past performance and progress against Plans or commitments.

We may also ask for additional information about your financial performance and forecasts. We may use this, or information we already have, to assess whether your organisation is likely to have the financial ability to deliver on its Plan.

We also consider other factors in our investment decisions which may be outside of our or your control. This includes, for example, available funding, merit relative to other proposed Plans, and skills needs.

⁶ These stakeholders include, but are not limited to, learners, communities, regions, iwi/Māori, employers and industries.

We use a framework to assess specific components of your Plan

For specified components of your Plan, we will look for certain content to be included and well explained. The table in Appendix 1 helps you understand our expectations and assessment approach.

Appendix 1: Plan assessment table

Plan content	How we will assess the content of your Plan
1. Strategic Intent	Mission and role <p>We will assess whether your proposed Plan gives us confidence that your mission and role provides an overview of your organisation's role in the tertiary education sector, intentions over the Plan period and the specific role in tertiary education you will play. We want to see detail that helps us understand your unique contribution to the system, including:</p> <ul style="list-style-type: none">› details about the types of learners you support› your mix of New Zealand Qualifications and Credentials Framework (NZQCF) levels› your subject specialisation and any industries you target› your modes of provision› your research intensity and specialisation (where relevant)› how you will give effect to and honour Te Tiriti o Waitangi› contributing meaningfully to the network of provision, including at a regional level. <p>For TEIs providing higher education, we expect you to:</p> <ul style="list-style-type: none">› provide information to us on the regional breakdown of provision› tell us if you intend to change where provision is available, either starting in a new region or closing programmes in a particular region› include this information in your overall narrative. <p>We will look for evidence:</p> <ul style="list-style-type: none">› that your mission and role over the Plan period have shaped your proposed activities› of how you plan to build and maintain your organisation's capability through strong governance, management and academic leadership. We want to know if you have proactively made changes to your governance and leadership.

- › that you will continue to improve performance, especially for under-served learners.

You must let us know about any changes to your organisation that could have a significant impact on your future performance.

We are interested in what you will be doing over the next three years. Many of you have long-term strategic plans; we want to know what your plans are for the next three years, whether your role in the network of provision will be changing over that time, and your key focus areas.

Responding to the Tertiary Education Strategy (TES)

We want to be confident that by successfully delivering your proposed Plan, including MoPs and EPICs, you will contribute to achieving the Government's priorities, including the objectives and priorities described in the TES.

We will look for evidence that you have responded to the investment priorities we have set in Plan Guidance and other strategic documents to implement the TES.

Investment priorities

We expect to clearly see in your Plan how you are responding to our annual published investment priorities. These priorities reflect:

- › the priorities in the TES,
- › those informed by government strategies and initiatives, and
- › those informed by WDC and regional advice.

Plan Guidance outlines the 2025 investment priorities in detail. Some priorities apply to all provision (eg, learner success and learner outcomes) while others apply to certain provision (eg, mātauranga Māori or specific health and education roles). We want to see that you understand the priorities that are relevant to you and are building responses to them into your planning. This should be evident in your leadership, strategy and policies as well as the programmes you create and deliver.

Te Tiriti o Waitangi

We want to see how your organisation honours Te Tiriti o Waitangi (Te Tiriti). This is an expectation for all providers funded by us.

For tertiary education institutions (TEIs) we also want to see evidence of how your Council acknowledges and supports the principles of Te Tiriti in the performance of its functions and in the exercise of its powers.

Stakeholder relationships

We will assess whether, and to what extent, the proposed Plan identifies an appropriate range of stakeholders, which may include:

- › learners enrolled at the TEO or prospective learners (in particular those who are Māori, Pacific, disabled, neurodiverse, or who have low prior achievement)
- › employers, communities, businesses, or industries relevant to the TEO's areas of delivery
- › relevant Workforce Development Councils (WDCs) or other relevant industry or professional bodies
- › Iwi, hapu and whānau, and
- › relevant regions and communities, including those that support Māori learners, Pacific learners, disabled learners, neurodiverse learners, or learners with low prior achievement backgrounds.

We will look for evidence in your Plan that you:

- › know who your stakeholders are, including regional stakeholders, what they need and expect of you, and how you are going to respond
- › have consulted with your stakeholders over your proposed plan, and the extent and nature of that consultation
- › have assessed your stakeholders' needs and shaped your proposed activities accordingly.

For all providers delivering vocational education, we also expect to see in your Plan knowledge of and responses to provision highlighted by WDCs in their Workforce Development Plans and the Regional Workforce Plans developed by RSLGs.

For relevant provision we also want to see connection to regulators/professional bodies and relevant government agencies.

Learner voice	Learners are a critical stakeholder, and we want your Plan to show how you are responding to specific learner feedback. We want to see in your Plan how you are proactively capturing a broad and diverse range of learner voices, including those of underserved learners. We also want to see how you are using the insights you gather to shape your programmes, processes, policies and learning environment. Your work around the learner voice is critical to successfully implementing a learner-centric operating model.
Continuous performance improvement	We want to see in your Plan what improvements and changes you have made since your last Plan to better serve your learners. We will look for commentary in your Plan about:

- › your previous performance (including against the commitments you made in your previous Plan, if you had one)
- › changes or planned changes in provision, and how these will improve your performance
- › the findings of any quality assurance reviews and your response to these.

You must let us know about any changes to your organisation that could have a significant impact on your future performance.

Where relevant, we also want to see that you have delivered within your allocated provision and have not over-delivered without receiving approval.

Response to performance issues

Any provider that has received a category 3 or 4 assessment (before the date of Plan submission) through external evaluation and review (EER) will need to include a specific narrative in its Strategic Intent that responds to the issues raised in the EER report and to any recommendations from that report. If your EER is unpublished and is, or becomes, category 3 or 4 prior to your funding being confirmed, even if this is being disputed, we need you to engage with us directly as we may require additional information.

This is only required for providers that are category 3 or 4 EER.

Apprenticeships

The Education and Training Act 2020 requires providers that deliver apprenticeships to include additional information in their Plans.

If you will be delivering apprenticeships, your Plan needs to specifically describe how you will meet the requirements of the following apprenticeship training activities:

- › promoting apprenticeship training
 - › identifying prospective apprentices and employers
 - › providing or arranging training or employment that may lead to apprenticeship training for prospective apprentices
 - › helping prospective apprentices enter into apprenticeship training agreements
 - › producing individual training plans and facilitating their implementation
 - › monitoring individual apprentices
-

	<ul style="list-style-type: none"> › ensuring that the Code of Good Practice for New Zealand Apprenticeships is applied to apprenticeship training and every apprenticeship training agreement, and › providing or procuring appropriate pastoral care and support for apprentices. › While these activities are requirements for apprenticeships, we consider them best practice for all work-based training and expect to see similar approaches for all work-based learners.
1.b Learner Success	<p>Learner Success Plans (LSPs) Specific criteria for TEOs submitting a new LSP</p> <p>Whether, and to what extent, the proposed LSP demonstrates:</p> <ul style="list-style-type: none"> › a clear commitment by the TEO’s governance and management to implementing the LSP › a whole of organisation approach › a clear alignment to the Learner Success Framework › a well-defined implementation approach (including outcomes, measures and reporting). <p>Specific criteria for TEOs submitting a significant update on progress of their LSP</p> <p>Whether and to what extent the progress update demonstrates:</p> <ul style="list-style-type: none"> › progress against the LSP (including what has been achieved) › lessons learnt (including what has worked and what has not) › next steps (including any changes to the LSP as necessary). <p>The LSP is a critical component of the TEC’s assessment of a TEO’s performance in relation to the TES, Plan Guidance, our performance expectations, and other strategic documents.</p> <p>We expect TEIs to have a Council-approved LSP. If you are not sure what you need to do, check with your relationship manager/advisor.</p>
	<p>Disability Action Plans (DAPs) Specific criteria for TEOs without a published DAP</p> <p>Whether, and to what extent, the proposed Plan gives the TEC confidence that the TEO’s Disability Action Plan:</p> <ul style="list-style-type: none"> › is consistent with best practice standards as described in the Kia Ōrite Toolkit › provides for evaluation strategies and appropriate allocation of responsibility › provides for communication of policies and programmes, goals and targets to support disabled learners.

	<p><i>Specific requirements for TEOs with a published DAP</i> Whether the TEO’s Plan includes a link to its published DAP, which has been updated in the previous six months if published prior to 31 December 2023.</p> <p>We expect TEIs to have a Council-approved DAP.</p>
<p>2. Summary of activities</p>	<p>Programmes and activities, including Mix(es) of Provision</p> <p>This section includes the Mix(es) of Provision (MoPs). You can choose to provide a short narrative about your MoPs as a supporting document or as part of your Strategic Intent.</p> <p>In assessing your programmes and activities, we will consider whether, and to what extent your proposed Plan past delivery and performance (and capital assess plan, where applicable) gives us confidence that:</p> <ul style="list-style-type: none"> › your programmes and activities will support the success of all learners, especially those who have been traditionally underserved (including Maori learners, Pacific learners, disabled learners, neurodiverse learners, or learners with low prior achievement) › you will be able to successfully deliver your proposed programmes and activities given past delivery levels and educational performance › your programmes and activities will support the goals set out in your Strategic Intent (where relevant) › your programmes and activities will support the success of all learners, especially those who have been historically underserved › you have provided accurate information about all your planned programmes and activities, including those undertaken through a subsidiary, and any subcontracting arrangements › your proposed programmes and activities, including any significant changes to these, are consistent with our priorities published in Plan Guidance and Supplementary Plan Guidance including those identified by the WDCs. <p>We will also consider whether, and to what extent, we have confidence that any significant changes to the mix of provision are reasonable, consistent with your mission and role, and where applicable, make a meaningful contribution to the network of provision.</p>

	<p>Funding decisions are in part based on the content of your MoPs and how these relate to our priorities. Where we provide funding for a priority area, you should use funding in that area and not significantly reallocate it to other provision without prior approval.</p> <p>Where you are proposing significant changes from previous commitments provision to the mix of programmes and activities (including mode changes), we expect you to include an explanatory narrative. Where you have moved provision away from higher priority areas, you must include the explanation and rationale.</p> <p>We want to know how changes or planned changes in provision will improve your performance and where appropriate, contribute to the network of provision.</p>
<p>3. Performance measures</p>	<p>Educational Performance Indicator Commitments</p> <p>Following an overall decline in performance since COVID-19, performance needs to improve significantly.</p> <p>For many providers, EPICs form a substantial part of your Plan’s performance measures. EPICs should be achievable and reflect your consideration of the cohorts and programme represented. Your Plan may contain more detailed commentary about the outcomes you are aiming for and the performance commitments that will indicate progress towards those outcomes.</p> <p>Where these are proposed in your Plan, and in addition to your past performance, they should give us confidence that they are:</p> <ul style="list-style-type: none"> › relevant, complete, and provide information about all significant programmes and activities you intend to undertake and how you will measure your performance against the proposed outcomes. If your current performance is below parity, we recommend setting EPICs with annual progress of between 0.5 and 2 percentage points as this is achievable for most providers. For providers with particular learner success performance issues, we may have higher expectations of change › achievable and a meaningful improvement on your past performance (with reference to your previous commitments and/or minimum commitments, where applicable), showing a journey of continuous improvement, particularly with respect to outcomes for priority learner groups. <p>For larger providers your regular engagement with your Relationship Manager should help to inform your EPICs.</p>
<p>Additional criterion for tertiary</p>	<p>For TEIs only, we will assess whether the TEI meets the expectations in the Gazette regarding the inclusion of a forecast Statement of Service Performance in their proposed Plan.</p>

education institutions	
Additional criteria for Te Pūkenga	For Te Pūkenga only, we will assess whether, and to what extent, your proposed Plan gives us confidence that the planned activities align with all the elements of your charter as set out in Schedule 13 of the Act.
Additional criterion for wānanga	For wānanga, we will assess how the activities of the wānanga (other than those activities that contribute towards the Government’s priorities set out in the tertiary education strategy) support the functions and purposes of the wānanga.

Appendix 2: The broader priorities

We want to be confident that by successfully delivering your proposed Plan you will contribute to achieving the Government's priorities, including the objectives and priorities described in the TES. The relevant TES priorities are included under relevant sections of the broader priorities.

Achieving system-wide equity of educational outcomes

Tertiary Education Strategy (TES)

LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
- Have high aspirations for every ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs.
- Ensure every learner gains sound foundation skills, including language, literacy and numeracy.

Māori learners	Pacific learners	Disabled learners and neurodiverse learners	Youth	Learners from low-income backgrounds	Other learners
We expect to see progress towards a tertiary system that achieves parity of participation and achievement for Māori with performance commitments showing this progress.	We expect to see progress towards a tertiary system that achieves parity of participation and achievement for Pacific learners with performance commitments showing this progress. If you deliver provision that supports Pacific languages in education as well as Pacific bilingual and immersion education, we want to know.	We want to see how you are creating opportunities to ensure disabled and neurodiverse learners achieve more equitable education outcomes. We want to see how you are reducing discrimination (intentional or unintentional).	We want to hear how you are supporting youth, especially those who disengaged from education early or had their secondary education impacted by COVID-19.	Learners from low-income backgrounds face barriers to succeeding, for example financial challenges. We expect you to identify learners who face these challenges and implement approaches to help them succeed.	We want to see targeted approaches that ensure the success of all learner groups, such as mature learners, women and recent migrants. Each group faces different barriers and we are interested in any targeted approaches you are taking to support other disadvantaged learners.

Foundation and core skills⁷

Historically underserved learners have a high need for foundation skills. We want to know that you have processes in place to identify learner needs and respond to them appropriately. In addition, we want to see core transferable skills built into all provision, especially at lower levels, to ensure learners gain the skills to be fully work-ready.

See assessment criteria in Plan assessment table: Learner Success Plans and Disability Action Plans; Investment priorities; Learner voice.

⁷ This includes skills that are known as soft skills, essential skills, and human-centred skills.

Education and training that delivers for learners

[Tertiary Education Strategy \(TES\)](#)

FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives

- Collaborate with industries and employers to ensure learners have the skills, knowledge and pathways to succeed in work.

QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau

- Develop staff to strengthen teaching, leadership and learner support capability across the education workforce.

BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including for Māori and Pacific learners, disabled learners and those with learning support needs.

Post-study outcomes	Learner outcomes	Learning through the best mode	Transitions to work and study for youth	Career changers and lifelong learning	Rural provision and less served regions
<p>The provision we fund should lead to good post-study outcomes for learners, for example, learning that leads to meaningful employment related to the study undertaken, or that enables learners to transition to higher-level education.</p> <p>Good outcomes can vary depending on the provision and stakeholders involved. Outcomes should be informed by your stakeholders.</p> <p>If you want new or additional funding from us, we need to see your analysis of the programme's expected outcomes and how you will evaluate those outcomes.</p>	<p>We want to see better equity of educational outcomes through high performance and best practice. We measure performance through course completion, credit achievement and programme or qualification completion.</p> <p>High-quality teaching and pastoral care are also critical to achieving learner outcomes. The appropriate scaffolding and learner support, and the cultural competency of your staff, are important elements.</p>	<p>Actively identifying the best modes of delivery for your learners and programmes is important.</p>	<p>We want to know how you are enabling young people to transition easily from study to work and/or higher study.</p> <p>We want to hear how your work results in sustained employment transitions, and how connections to employers and industry support learner outcomes, where applicable.</p>	<p>Current skill shortages provide opportunities for employers to support on-the-job learning for career changers, and those upskilling, transitioning or returning to the workforce.</p> <p>We want to know how you are offering work-based learning that supports learner as well as employer needs, for example, designing flexible provision so learning can occur without interrupting business.</p>	<p>Through the network of provision, we want to ensure people can study and access learning in the regions, including in rural areas and provision directly related to regional workforce needs.</p>

See assessment criteria in Plan assessment table: Investment priorities.

Honouring Te Tiriti o Waitangi through tertiary education

For tertiary education institutions evidence of how you are honouring Te Tiriti o Waitangi will be critical to your Plan.

For private training establishments we want to see how, as a government-funded organisation, you are considering Te Tiriti o Waitangi and working to change your approaches and provision as appropriate.

Content for Māori learners in the system-wide equity of educational outcomes section also directly relates to honouring Te Tiriti o Waitangi.

Tertiary Education Strategy (TES)

LEARNERS AT THE CENTRE - Learners with their whānau are at the centre of education

- Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.
- Have high aspirations for every learner/ākonga, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

BARRIER FREE ACCESS - Great education opportunities and outcomes are within reach for every learner

- Reduce barriers to education for all, including for Māori and Pacific learners/ākonga, disabled learners/ākonga and those with learning support needs.

QUALITY TEACHING AND LEADERSHIP - Quality teaching and leadership make the difference for learners and their whānau

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning.

WORLD CLASS INCLUSIVE PUBLIC EDUCATION - New Zealand education is trusted and sustainable

Enhance the contribution of research and mātauranga Māori in addressing local and global challenges.

Te reo Māori provision	Kaupapa Māori education	Partnerships with iwi, and with Māori organisations and business	Mātauranga Māori provision	Embedded mātauranga Māori Embedded te reo Māori Embedded cultural capability
<p>We want to see growth in the number of graduates with a high level of proficiency in te reo Māori.</p> <p>We will focus investment on immersion/Māori-medium provision that leads to fluency.</p> <p>Our focus is enrolment growth at Levels 4 and above.</p>	<p>We want to see how your programmes are informed by tikanga Māori, and that you are working with Māori.</p> <p>We encourage you to consider how your provision delivers success for Māori.</p> <p>If you are a kaupapa Māori education organisation we want to hear how your unique characteristics and approach support your ākonga.</p>	<p>We suggest you familiarise yourself with the relevant sections of the Learner Success Operating Model.</p>	<p>We want to support high-quality provision that delivers traditional Māori concepts of knowledge and knowing. We expect to see evidence your approaches are supported by iwi experts.</p>	<p>We want to see a wide range of provision embedding mātauranga Māori, te reo Māori and cultural capability (including understanding of Te Tiriti o Waitangi) – for example, an urban planning programme that considers Māori knowledge and values.</p>

See assessment criteria in Plan assessment table: Te Tiriti o Waitangi; Investment priorities.

Responding to changes in work and education

[Tertiary Education Strategy \(TES\)](#)

FUTURE OF LEARNING AND WORK - Learning that is relevant to the lives of New Zealanders today and throughout their lives

- Collaborate with industries and employers to ensure learners/ākonga have the skills, knowledge and pathways to succeed in work.

WORLD CLASS INCLUSIVE PUBLIC EDUCATION - New Zealand education is trusted and sustainable

- Enhance the contribution of research and mātauranga Māori in addressing local and global challenges.

Innovative and flexible programmes	Technology requirements	Climate sustainability	Carbon-neutral	Employer and industry needs	Regional needs
<p>Increasingly we see the need for flexible, innovative and efficient delivery models that respond to stakeholder needs.</p> <p>Examples of these include micro-credentials, flexible delivery locations, different delivery intensities or scheduling, and flexibility and support that considers learners' competing priorities.</p>	<p>All roles are increasingly impacted by technical advances, so the technical knowledge learners require is changing. It is essential that all provision keeps pace with developments in technology to prepare learners for work.</p>	<p>We want to invest in provision that best develops the knowledge and skills needed to support New Zealand's environmental sustainability.</p>	<p>We want to ensure that provision offered includes relevant information and experiences for learning that can support New Zealand's move to being carbon-neutral.</p> <p>This includes growing skills to support innovation in industries where carbon emissions can be reduced, for example, transportation or energy production.</p>	<p>Tertiary provision should consider the current and future needs of industries and employers to ensure graduates have the right skills.</p> <p>Having a good understanding of these needs and designing provision that reflects stakeholder feedback is important. This includes reviewing current provision frequently.</p>	<p>Tertiary education should respond to regional workforce needs at all education levels.</p> <p>When we make decisions relating to new provision, we will consider how the proposed provision responds to regional needs and gaps in current provision.</p>

See assessment criteria in Plan assessment table: Stakeholder relationships; Investment priorities.

Appendix 3: Foundation education targeted priorities

Adult and Community Education targeted priorities

Adult and Community Education (ACE) provides learning opportunities that meet community learning needs. Our priorities for ACE investment remain unchanged. The priorities of ACE funding are for programmes that:

- › improve employability:
 - › courses focused on employability
 - › life skills such as financial literacy
 - › introductory “taster” courses
- › promote social and cultural inclusion and participation:
 - › languages, including te reo Māori, New Zealand Sign Language (including English Language Teaching), Pacific languages (especially Realm languages) and Asian languages
 - › courses supporting digital inclusion
- › raise foundation skills:
 - › courses in literacy, numeracy and/or digital literacy
- › improve health and wellbeing:
 - › courses such as parenting, mental health and resilience, or conflict resolution/anger management.

This applies to ACE in Schools, ACE in Communities and ACE in Tertiary Education Institutions (TEIs).

Formal foundation education targeted priorities

These priorities focus on developing core skills including literacy and numeracy to enable learners to fully participate in life, work and further study.

Area of study	Qualification/credential	Goal
Youth Guarantee	Youth Guarantee programmes leading to the award of NCEA (including vocational pathways) (Levels 1 & 2)	Increased provision In Marlborough and Otago (within available funding) with demonstrated delivery to commitments and good completions
Foundation Skills	New Zealand Certificate in Foundation Skills (Level 1) (2861)	Increased provision for Otago, Marlborough, Nelson/Tasman and Bay of Plenty where there is
	New Zealand Certificate in Foundation Skills (Level 2) (2862)	

evidence of good
completion rates.

Appendix 4: Vocational education targeted priorities



New Zealand's manufacturing, engineering and logistics industries are facing massive skills and labour shortages. The sectors identified for increased provision of skills development have experienced and/or are forecast to experience further growth in the workforce. We have a focus on workforce-based training to ensure workforce productivity is maintained while upskilling occurs.

Hanga-Aro-Rau is actively discussing with these sectors how best to diversify their workforces (including through attracting and retaining workers from the Māori, Pacific and disability communities) – and how, when and where targeted and precise skills development can occur.

Area of study	Qualification/credential	Goal
Transportation	New Zealand Certificate in Automotive Engineering (Level 3) (3097)	Increased provision
	New Zealand Certificate in Collision Repair and Automotive Refinishing (Level 3) (4858)	Increased provision
	New Zealand Certificate in Commercial Road Transport (Heavy Vehicle Operator) (Level 3) (3089)	Increased provision
	New Zealand Certificate in Automotive Electrical Engineering (Level 4) (3460)	Increased provision
	New Zealand Certificate in Light Automotive Engineering (Level 4) (3450)	Increased provision
	New Zealand Certificate in Heavy Automotive Engineering (Level 4) with strands in Road Transport, Plant and Equipment, Agricultural Equipment, and Materials Handling (3118)	Increased provision
	New Zealand Certificate in Collision Repair (Non-Structural Repairer) (Level 4) with optional Strand in Structural Repair Technician (3011)	Increased provision
	New Zealand Certificate in Automotive Refinishing (Level 4) (3009)	Increased provision
	Off-road Heavy Vehicle Driving Skills (micro-credential) (Level 4) (4865)	Increased provision
	Working Safely with Electric Vehicles (micro-credential) (Level 4) (4090)	Increased provision
	New Zealand Certificate in Electric Vehicle Automotive Engineering (Level 5) (3915)	Increased provision
Engineering	New Zealand Certificate in Fluid Power Engineering Fundamentals (Level 3) (4777)	Increased provision
	New Zealand Certificate in Engineering Fabrication (Trade) (Level 4) with strands in Heavy Fabrication, Light Fabrication, and Steel Construction (2719)	Increased provision where you have an approach that addresses the historically low completion rate for this qualification
	New Zealand Certificate in Refrigeration and Air Conditioning (Trade) (Level 4) (2366)	Increased provision where you have an approach that addresses the historically low completion rate for this qualification
Manufacturing and food processing	New Zealand Certificate in Meat and Meat Product Manufacturing (Level 3) (2495)	Increased provision
	Digital Skills in Manufacturing (Level 3) (4341)	Increased provision
	New Zealand Certificate in Primary Products Food Processing (Level 3) (with strands in Laboratory Skills, Environmental Systems, and Product Quality Implementation) (2917)	Increased work-based provision
	New Zealand Certificate in Primary Products Food Processing (Level 4) (with strands in Laboratory Skills, Environmental Systems, and Product Quality Auditing) (2918)	Increased work-based provision
Maritime	Maritime Crewing Deck Watch Rating (micro-credential) Level 3) (4836)	Increased provision

	New Zealand Certificate in Maritime Crewing (Level 3) with strands in Deck Crewing, Engineering, Passenger Services, and Superyacht Crewing (2506)	Increased provision
	New Zealand Certificate in Domestic Maritime Operations (Restricted Limits) (Level 4) (2505)	Increased provision
Welding	New Zealand Certificate in Welding (Level 3) (4605)	Increased provision
	New Zealand Certificate in Welding (Level 4) (4606)	Increased provision
Region-specific priorities		
Auckland region	New Zealand Certificate in Mechanical Engineering (Level 3)	Increased provision in the Auckland region
	New Zealand Certificate in Mechanical Engineering (Advanced) (Level 5)	Increased provision in the Auckland region
New provision		
For these qualifications we will consider providers that have not offered this qualification before, and can show how the provision will support industry needs and the network of provision.		
Fire safety	New Zealand Certificate in Fire Detection and Alarm Systems (Level 3) (2574)	New providers delivering this provision
	New Zealand Certificate in Fire Protection Systems Technology (Testing) (Level 3) (2578)	New providers delivering this provision
	New Zealand Certificate in Fixed Fire Protection Systems (Level 3) (2576)	New providers delivering this provision
	New Zealand Certificate in Hand Operated Fire Fighting Equipment (Level 3) (2580)	New providers delivering this provision
	New Zealand Certificate in Passive Fire Protection Installation (Level 3) (4110)	New providers delivering this provision
	New Zealand Certificate in Fire Protection Systems Technology (Inspections) (Level 4) with strands in Fire Detection and Alarms Systems, and Fixed Fire Protection Systems (2579)	New providers delivering this provision
	New Zealand Certificate in Fixed Fire Protection Systems (Level 4) with optional strand in Special Hazards Fixed Fire Protection Systems (2577)	New providers delivering this provision
	New Zealand Certificate in Passive Fire Protection Systems (Level 4) with strands in Routine Compliance Inspections, and Construction Monitoring (2581)	New providers delivering this provision
Irrigation	New Zealand Certificate in Irrigation Installation (Level 3) (3761)	New providers delivering this provision
	New Zealand Certificate in Irrigation Engineering (Level 4) (3762)	New providers delivering this provision
Resource recovery	New Zealand Certificate in Resource Recovery (Level 2) (2743)	New providers delivering this provision
	New Zealand Certificate in Resource Recovery (Level 3) (2744)	New providers delivering this provision
	New Zealand Certificate in Resource Recovery (Level 4) (2745)	New providers delivering this provision
Energy and chemical process	New Zealand Certificate in Energy and Chemical Process Operations (Level 3) (4128)	New providers delivering this provision
	New Zealand Certificate in Energy and Chemical Field Operations (Level 4) (2307)	New providers delivering this provision
Apparel and fashion technology	New Zealand Certificate in Apparel and Fashion Technology (Level 4) (2607)	New providers delivering this provision
	New Zealand Certificate in Apparel and Fashion Technology (Fabric Cutting) (Level 4) (3718)	New providers delivering this provision

Significant workforce pressures across the wellbeing workforces will require increased provision of qualifications across all levels and strands with a specific focus on youth work, health, disability, social and community services, funeral services, workplace health and safety and pharmacy services. There is a focus on work-based learning to ensure people are able to meet workforce needs while upskilling. We expect to see increased participation of Māori, Pacific and whaikaha (disabled people) across all Toitū te Waiora qualifications, which will support increased workforce diversity to meet consumer need. We support increasing youth participation in health and wellbeing qualifications to offset departures due to age, particularly in the care and support workforces.

Area of study	Qualification/credential	Goal
Youth work	New Zealand Certificate in Youth Work (Level 3) (2448)	Increased provision (priority given where you can show good progression rates to Levels 4 and 5)
	New Zealand Certification in Youth Work (Level 4) (2449)	Increased provision
	New Zealand Certificate in Youth Work (Level 5) (4795)	Increased provision
Health and wellbeing	New Zealand Certificate in Health and Wellbeing (Level 2) (2469)	Increased work-based provision
	New Zealand Certificate in Health and Wellbeing (Level 3) with strands in Healthcare Assistance; Integrated Practice (Family and Whānau Harm); Newborn Hearing Screening; Orderly Services; Support Work; Vision Hearing Screening; and Whanau, Kin and Foster Care (2470)	Increased work-based provision
	New Zealand Certificate in Health and Wellbeing (Advanced Care & Support) (Level 4) (4108)	Increased work-based provision
	New Zealand Certificate in Health and Wellbeing (Peer Support) (Level 4) (2989)	Increased provision
	New Zealand Certificate in Health and Wellbeing (Primary Care Practice) (Level 4) (2990)	Increased work-based provision
	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Disability Support, Mental Health and Addiction Support (2992)	Increased provision
	New Zealand Certificate in Health and Wellbeing (Social and Community Services) (Level 4) with strands in Community Health Work, Diversional Therapy, and Whānau, Community and Social Services (2992)	Increased work-based provision
Health – other	New Zealand Diploma in Health and Wellbeing (Practice/Applied Practice) (Level 5) (3244)	Increased work-based provision
	New Zealand Certificate in Public Health and Health Promotion (Level 5) (1865)	Increased provider-based provision
	New Zealand Diploma in Holistic Nutrition (Level 6) (3511)	New provider-based provision
	New Zealand Certificate in Pharmacy (Pharmacy Technician – Core) (Level 4) (1888)	Increased provision
	New Zealand Certificate in Pharmacy (Pharmacy Technician – Advanced) (Level 5) (1889)	Increased provision
Whānau Ora	New Zealand Diploma in Enrolled Nursing (Level 5) (2889)	Increased provision
	New Zealand Certificate in Whānau Ora (Level 3) (2877)	Increased provision
	New Zealand Certificate in Whānau Ora (Level 4) (2878)	
Education	New Zealand Certificate in Whānau Ora (Level 5) (2879)	
	New Zealand Diploma in a Māori World View in Early Learning Te Puāwaitangao Te Mokopuna (Kaupae 4) (2856)	Increased provision
	Te Tipuranga o Te Mokopuna (Kaupae 5) (2857)	
	Te Rangatiratanga o Te Mokopuna (Kaupae 6) (2858)	

Health and safety	New Zealand Certificate in Workplace Health and Safety Practice (Level 3) (3533)	Increased provision
	New Zealand Certificate in Workplace Health and Safety Practice (Level 4) (3534)	
	New Zealand Certificate in Workplace Health and Safety Practice (Level 6) (3645)	
Funeral services	New Zealand Diploma in Embalming (Level 5) (1943)	New providers and increased provision (where there is evidence of good completion rates)
	New Zealand Diploma in Funeral Directing (Level 5) (1942)	Increased provision
Diversification		
Cross-sector	<p>All qualifications – all levels</p> <p>Diversification of learners across these sectors to better reflect the communities they will serve, including more Māori and Pacific learners, and students who come from low socioeconomic and rural backgrounds.</p>	
Region-specific priorities		
Wairoa region	New Zealand Certificate in Study and Employment Pathways (Level 4) – Hauora/Nursing/Health Pathway	Support for small increases in provision to support the development of skills for learners in Wairoa to move into health roles.
Hawke's Bay and Manawatū regions	New Zealand Certificate in Kaupapa Māori Public Health (Level 5)	New provision of this qualification in the Hawke's Bay and Manawatū regions.
Maintain		
Early Childhood Education	New Zealand Certificate in Early Childhood Education and Care (Level 4)	Maintain current level of provision (no increases or decreases)

The service sector needs to rebuild skills to continue to rebound from the pandemic and other recent labour market shocks. To support the rapid acquisition of skills, there needs to be a focus on transferable skills, such as customer service, as well as specialist, technical skills. In addition, the mode of provision needs to be flexible and responsive to fill skill gaps in a way that best suits both employer and employee needs.

Area of study	Qualification/credential	Goal
Aviation	New Zealand Certificate in Aeronautical Engineering (Applied Skills) (Level 4) with strands in Aeronautical Composites, Aeronautical Non Destructive Testing, Aircraft Mechanical, Aircraft Powerplant, Aircraft Structures, Armament, Avionic Electrical Repair, Avionic Instrument Repair, Avionic Radio Repair, Avionic Maintenance, and Rotorcraft (2909)	Increased provision
	New Zealand Certificate in Aeronautical Engineering (Specialist Support) (Level 4) with strands in General Aviation, Aeronautical Composites, Aeronautical Non Destructive Testing, Aircraft Furnishings and Equipment, Aircraft Mechanical, Aircraft Painting, Aircraft Powerplant, Aircraft Structures, Armament, Avionics, Engine Ground Running, and Rotorcraft (2900)	
	New Zealand Certificate in Aviation (Flight Attendant) (Level 4) with optional strand in Operator Specific Operational Flight Attending (2881)	
	New Zealand Certificate in Air Traffic Services (Air Traffic Services Theory) (Level 5) (2230)	
	New Zealand Diploma in Aeronautical Maintenance Certification (Level 6) with strands in Aeroplane, Rotorcraft, Powerplant Piston, Powerplant Turbine, Electrical, Instrument, and Radio (2907)	
	New Zealand Diploma in Air Traffic Services (Level 6) with strands in Aerodrome Control and Approach Control Procedural, and Area and Area Control Procedural (2231)	
	New Zealand Diploma in Air Traffic Services (Level 7) with strands in Aerodrome Control, Approach Control Procedural, Approach Control Surveillance, Area Control Procedural, and Area Control Surveillance (3764)	
Business, finance and leadership	New Zealand Certificate in Business (Introduction to Team Leadership) (Level 3) (2453)	Increased provision
	New Zealand Certificate in Business (First Line Management) (Level 4) (2456)	
	New Zealand Certificate in Business (Small Business) (Level 4) (2457)	
	New Zealand Certificate in Financial Services (Level 5) with strands in Investment; Life, Disability, and Health Insurance; General Insurance; Residential Property Lending; Personal Lending; Banking; and Trustee Services (2315)	
Hospitality	New Zealand Certificate in Cookery (Level 4) (2101)	Increased provision where there are high completion rates
	New Zealand Diploma in Cookery (Advanced) (Level 5) with strands in Cookery, and Patisserie (2102)	
Real estate and property	New Zealand Certificate in Residential Property Management (Level 4) (1809)	Increased provision where there are high completion rates
Security	New Zealand Certificate in Security (Foundation) (Level 3) (3642)	Increased provision with a preference for face-to-face delivery and delivery outside the main centres
Tourism and travel	New Zealand Certificate in Tourism (Level 4) (2202)	Increased provision, especially extramural and flexible learning which supports seasonal trends and workers
	New Zealand Certificate in Travel (Level 4) (2204)	Increased provision

There are national skills and employment shortages across the construction and infrastructure sector with significant workforce supply demand gaps. The demand is particularly acute on the East Coast of the North Island where rebuilding work from 2023 climate events has created and will continue to create heightened demand. This regional activity is also expected to increase demand in other areas as resources are brought in to meet peak project requirements.

Area of study	Qualification/credential	Goal
Infrastructure	New Zealand Certificate in Infrastructure Work (Pipeline Construction and Maintenance) (Level 4) with strands in Drinking-Water, Stormwater and Wastewater, and Trenchless Technologies (3858)	Increased work-based provision for all regions but especially Tairāwhiti and Hawke's Bay
	Steel Fixing/Reinforcement Installation for Construction and Infrastructure (Entry Level) (micro-credential) (4842)	Increased work-based provision
Radio technology	New Zealand Certificate in Customer Premises Systems (Level 4) with strand in Wireless Systems (2769)	Increased work-based provision
Water		Diversification of learners and more work-based learning
	New Zealand Certificate in Water Treatment (Small Scale Systems) (Level 3) with strands in Drinking-water, and Wastewater (2240)	
	New Zealand Certificate in Drinking-water Treatment (Level 4) (4138)	
	New Zealand Certificate in Wastewater Treatment (Level 4) with optional strand in Multistage Processes (4142)	
	New Zealand Certificate in On-site Wastewater Management Systems Design (Level 4) (4216)	
	New Zealand Diploma in Drinking-water Treatment (Level 5) (4139)	
	New Zealand Diploma in Wastewater Treatment (Level 5) (4143)	
Region-specific priorities		
Tairāwhiti and Hawke's Bay regions – to support recovery from significant weather events	Introduction to Infrastructure Works (micro-credential) (4430)	Increased work-based and provider-based provision in the Tairāwhiti and Hawke's Bay regions
	New Zealand Certificate in Infrastructure Works (Level 2) (2522)	Increased work-based provision in the Tairāwhiti and Hawke's Bay regions
	New Zealand Certificate in Infrastructure Works (Level 3) (4440)	
	New Zealand Certificate in Infrastructure Works Plant Operation (Level 3) (4436)	
	New Zealand Certificate Civil Infrastructure Bulk Earthworks (Level 3) (4439)	
	New Zealand Certificate in Infrastructure Works (Level 4) (Civil) with strands in Earthworks, Road Construction, Road Maintenance (2725)	
	New Zealand Certificate in Civil Infrastructure Bituminous Product Manufacturing (Level 4) (4191)	
	New Zealand Certificate in Infrastructure Works (Single Site Supervision) (Level 4) (2617)	
Auckland region	New Zealand Certificate in Scaffolding (General) (Level 3) (3708)	Increased work-based provision in the Auckland region
	New Zealand Certificate in Scaffolding (Proprietary Suspended) (Level 3) (3709)	
	New Zealand Certificate in Scaffolding (Trade) (Level 4) (3710)	
	New Zealand Certificate in Scaffolding (Level 5) (2363)	

Auckland and Northland regions	New Zealand Diploma in Construction (Level 6) Construction Management strand only (2420)	Increased provision for the Auckland and Northland regions
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Provision decreases

Plumbing, gasfitting and drainlaying	New Zealand Certificate in Plumbing, Gasfitting and Drainlaying (Level 3) (2660)	Maintenance or decreased provision for existing providers No new provision or new delivery sites
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Toi Mai sectors struggle to retain and develop their domestic talent, and workers generally experience unsustainable careers.

Workers in the creative, cultural and recreational industries are characteristically underpaid, with their annual incomes well below the national average. There are also high rates of self-employment in these sectors. There are retention issues and skills shortages across our industries, with the technology sector leaning heavily on immigration over training and developing existing staff to fill domestic roles.

Area of study	Qualification/credential	Goal
Journalism	New Zealand Diploma in Journalism (Level 5) (3208)	Increased provision
Hairdressing	New Zealand Certificate in Hairdressing Professional Stylist (Level 4) (2413)	Increased work-based provision where there is evidence of good completion rates
IT	New Zealand Diploma in Cybersecurity (Level 6) (3837)	Increased provision where there is evidence of good completion rates
	New Zealand Certificate in Applied Software Development (Level 6) (4663)	Increased provision where there is evidence of good links to employers and industry
	New Zealand Diploma in IT Infrastructure (Level 6) (4129)	
	New Zealand Diploma in Software Development (Level 6) (3213)	
Piano tuning	New Zealand Certificate in Piano Tuning and Technology (Level 4) (4828)	New provision – small number of learners
Performing arts	New Zealand Certificate in Performing Arts (Level 4) (3420)	New provision – small number of learners for circus arts
	New Zealand Diploma in Performing Arts (Level 5) (3433)	
	New Zealand Diploma in Performing Arts (Level 6) (3434)	
Maintain		
Screen production	New Zealand Diploma in Screen Production (Level 5) (3212)	Maintain current level of provision (no increases or decreases)
	New Zealand Diploma in Screen Production (Level 6) (3213)	
Provision decreases		
Computing	New Zealand Certificate in Computing (Level 4) (Advanced User) (2593)	Reduce existing provision. No new provision funded
Diversification		
Outdoor recreation	New Zealand Certificate in Outdoor Leadership (Level 4) (3662)	Support diversification of learners to include more Māori, Pacific and women
	New Zealand Certificate in Outdoor Leadership Guiding (Level 5) (3660)	
	New Zealand Certificate in Outdoor Leadership Instruction (Level 5) (3661)	
	New Zealand Certificate in Outdoor Senior Leadership (Level 6) (3663)	



MUKA TANGATA

People, Food and Fibre

Workforce Development Council

The food and fibre sector workforces have been growing and are forecast to continue doing so. Low retention rates, lower qualification levels of the existing workforce (especially compared to other sectors), new skill requirements, and declining learner numbers, mean that the “supply” pipeline has not kept up with demand for skilled workers.

An increase in both a skilled pipeline of new workers to meet workforce increases and a much deeper level of skill to support workforce productivity is needed. Work-based training and/or campus-based learning that includes a strong component of “on job” experience in a workplace setting is fundamental.

Area of study	Qualification/credential	Goal
Agriculture	New Zealand Certificate in Agriculture (Level 3) (3869)	Increased provision
	New Zealand Certificate in Agriculture (Farming Systems) (Level 3) (2220)	Increased provision
	New Zealand Certificate in Agriculture (Level 4) [Stranded] (2212)	Increased provision
	New Zealand Certificate in Sustainable Primary Production (Level 4) (2685)	Increased provision
Horticulture	New Zealand Certificate in Horticulture (Level 3) [Stranded] (2678)	Increased provision
	New Zealand Certificate in Horticulture Services (Level 4) [Stranded] (2674)	Increased provision
	New Zealand Certificate in Horticulture Production (Level 4) [Stranded] (2676)	Increased provision
	New Zealand Diploma in Horticulture Production (Level 5) [Stranded] (2666)	Increased provision
Forestry	New Zealand Certificate in Forest Harvesting Operations (Level 3) with strands in Basic Machine Operation, Breaking Out – Cable, Landing Operations, and Tree Felling (2326)	Increased provision
	New Zealand Certificate in Forest Harvesting Operations (Level 4) with strands in Cable Extraction, Ground Based Extraction, Mobile Cable Yarder, Head Breaker Out, Loading, Log Making, Mechanised Felling, Mechanised Processing, Spotting, Swing Yarder Extraction, and Tree Felling (2327)	Increased provision
	New Zealand Certificate in Forest Operations (Level 4) with strands in Mechanised Land Preparation, and Mechanised Thinning (4174)	Increased provision
	New Zealand Diploma in Forest Management (Level 6) (2329)	Increased provision
Pan-sector	New Zealand Certificate in Primary Industry Skills (Level 2) with optional strand in Self-Management and Employability Skills (2218)	Increased provision
	New Zealand Certificate in Primary Industry Operational Skills (Level 3): with optional strands in Specialist Equipment, and Infrastructure (2215)	Increased provision
	New Zealand Diploma in Primary Industry Business Management (Level 5) (2221)	Increased provision
Support services	New Zealand Certificate in Pest Operations (Level 3) with strands in Rural Pest Control, Rural Pest Monitoring, and Urban Pest Control (2443)	Increased provision
	New Zealand Certificate in Rural Servicing (Level 4) (3520)	Increased provision
	New Zealand Certificate in Artificial Insemination of Livestock (Level 4) (2467)	Increased provision

	New Zealand Certificate in Agrichemical Application (Level 4) with strands in Aquatic, Broadacre, Tree and Vine Horticultural, Targeted Weed Control, and Total Vegetation Control (3984)	Increased provision
	New Zealand Diploma in Landscape (Level 5) with strands in Construction, and Design (2888)	Increased provision
Seafood	New Zealand Certificate in Seafood Processing (Level 3) with strands in Fish and Fish Products, Live Holding, Cleaning and Sanitation, and Seafood Logistics (3130)	Increased provision
Apiculture	New Zealand Certificate in Apiculture (Level 4) (2224)	Increased provision
Equine	New Zealand Certificate in Equine Skills (Level 2) (2375)	Increased provision
	New Zealand Certificate in Equine Racing (Assistant Trainer) (Level 4) (4825)	Increased provision
Arable	New Zealand Certificate in Land Based Sustainability Practices (Level 3) (2684)	Increased provision
Animal care	New Zealand Certificate in Animal Healthcare Assisting (Level 4) with strands in Companion Animal Healthcare, Equine Healthcare, and Rural Animal Healthcare (4388)	Increased provision
	New Zealand Certificate in Animal Technology (Level 5) (2490)	Increased provision
New provision		
For these qualifications we will consider providers that have not offered this qualification before, and can show how the provision will support industry needs and the network of provision.		
Forestry	New Zealand Certificate in Forest Industry Foundation Skills (Level 2) (2325)	New provision
	New Zealand Certificate in Forest Harvesting Operations (Level 4) (4175)	New provision
	New Zealand Certificate in Forestry Operations (Level 3) with strands in Basic Machine Operations, Mensuration, Production Thinning, Planting Pruning, and Thin to Waste (2334)	New provision
	New Zealand Certificate in Forest Industry Operations (Planning and Monitoring) (Level 4) with strands in Harvesting, and Silviculture (2330)	New provision
Horticulture	New Zealand Diploma in Horticulture Production (Level 6) with strands in Process Improvement, and Product Development (2667)	New provision
Pan-sector	New Zealand Certificate in Primary Industry Production Management (Level 5) [Stranded] (2211)	New provision
Pork	New Zealand Certificate in Pork Production (Stockperson) (Level 3) [Stranded] (2525)	New provision
	New Zealand Certificate in Pork Production (Management) (Level 4) with optional strand in Pig Farm Production Planning (4222)	New provision
Support	New Zealand Certificate in Pest Management (Level 4) with strands in Pest Animal, and Pest Plant (2444)	New provision
Animal care	New Zealand Diploma in Veterinary Nursing (Level 6) with strands in Companion Animal Veterinary Nursing, and Equine Veterinary Nursing (4389)	New provision
Provision changes		
Apiculture	New Zealand Certificate in Apiculture (Level 3) (2223)	Move to more work-based learning
	New Zealand Certificate in Horticulture (Level 3) (Arboriculture strand 2678)	Move to more provider-based learning (for this strand)
Provision decreases		

Horticulture

New Zealand Certificate in Horticulture (General) (Level 3) (2677)

Decreased provision for existing providers

No new provision or new delivery sites

Move to replace delivery with New Zealand Certificate in Horticulture (Level 3) (2678)

Appendix 5: Regionally identified skill and occupation needs

This regional view from RSLGs provides opportunities for providers to engage locally on local workforce needs. Inclusion on this map is not a guarantee that requested provision will be funded – we will still expect to see evidence of relevant engagement as well as high-quality provision and good outcomes for learners. These skill needs will not be considered targeted priorities (unless they are also included in the targeted priorities section).



- › Seafood industry and maritime skills
- › Wine
- › Aeronautical engineering including pre-trade skill development
- › Health and safety
- › Construction and infrastructure – leadership and specific trades (carpentry, roofing, painting, concrete, building installation, electricians, project management, steel framing, plastering, traffic management, structural and civil engineering, quantity surveying and estimators)
- › Healthcare, particularly social workers, phlebotomists, oral health therapists, anaesthetic technicians, physiotherapists and pharmacists
- › Pre-trade aeronautical engineers
- › Te reo Māori and Te Tiriti o Waitangi
- › Foundation skills and digital literacy

Marlborough

- › Healthcare, particularly doctors and specialists, nurses and paramedics
- › Event managers and hospitality managers, particularly accommodation managers
- › Travel consultants
- › Teachers at all levels, and especially secondary maths and science teachers
- › Construction workers and project managers
- › Marine skippers
- › Outdoor adventure guides and leaders
- › Leadership and management
- › Te ao Māori and te taiao Māori
- › AI, robotics and automation

Nelson-Tasman

- › Mining and minerals
- › Teaching, all levels including tutors and teacher aides
- › Healthcare – dental workers, allied health workers, nurses, midwives and doctors
- › Youth work
- › Primary sector – farm advisors, dairy processing operators
- › Te ao Māori, tikanga and te taiao Māori, including in teaching and health
- › Outdoor Māori guiding
- › Environmental monitoring and management, and conservation operations, pest control
- › Hospitality – particularly managers, supervisors and team leaders
- › Business – managers, supervisors and team leaders
- › Manufacturing and food processing

West Coast

- › Health – kaiāwhina, enrolled nursing, nursing, disability support, youth mental health
- › Mechanical fitters
- › Digital skills, software development, cyber security
- › Cookery and hospitality
- › Primary industries – dairy farming, pest control

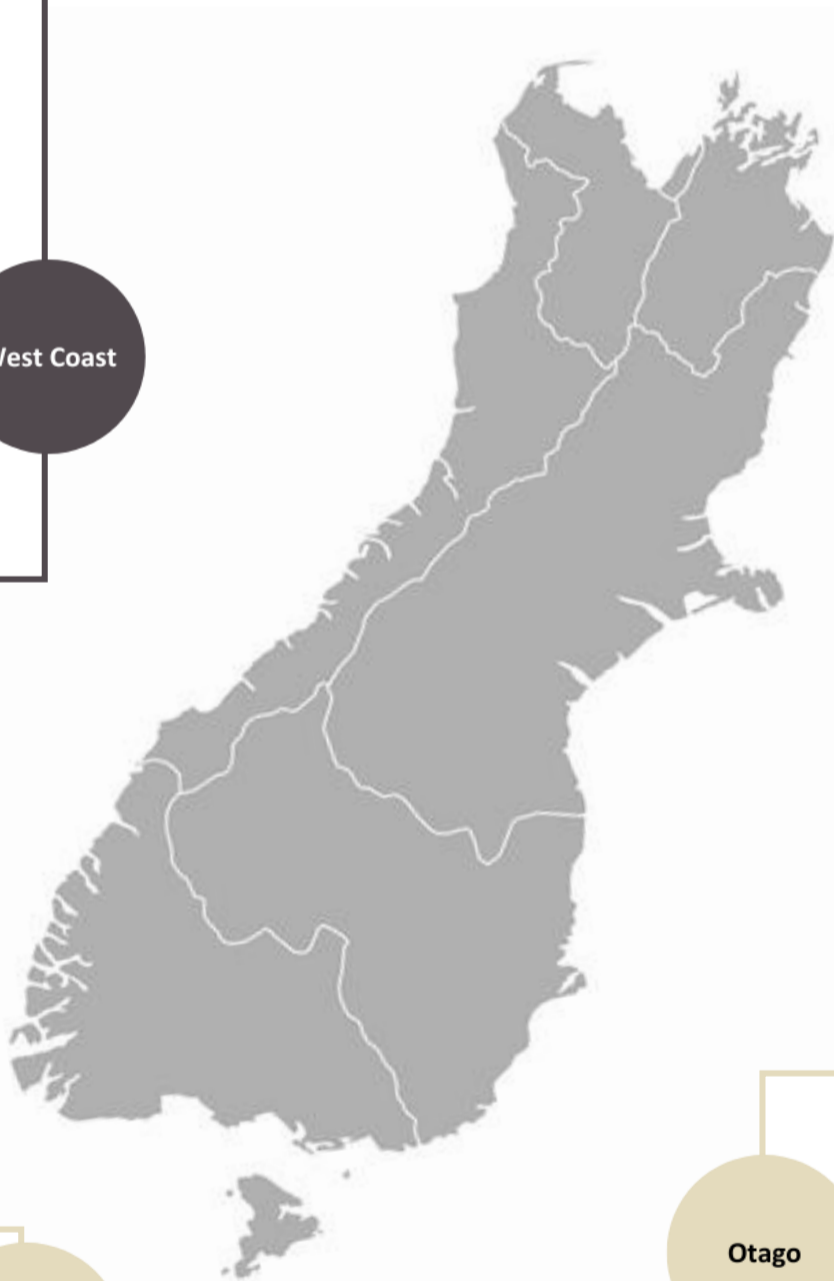
Canterbury

- › Health – kaiāwhina, enrolled nursing, nurses, nurse practitioners, oral health, urology, anaesthetic tech, radiation
- › Veterinary specialists

Southland

- › Construction workforce (to support the new Dunedin Hospital build)
- › Health – kaiāwhina, enrolled nursing, pharmacy, whānau ora
- › Education – ECE
- › Kaupapa Māori, te reo Māori and te ao Māori
- › Manufacturing and food production
- › Automotive engineering and road transport
- › Technology
- › Food and fibre sectors, especially foundation levels

Otago



Appendix 6: Higher education targeted priorities

Category	Areas of study	NZQA Level/qualification and goal
Construction	All	<ul style="list-style-type: none"> › Growth in graduates in: Construction sector-specific Level 7 degree + programmes <p>Increased diversity</p> <ul style="list-style-type: none"> › Programmes that support women entering construction careers › Programmes that specifically support increased participation and achievement for Māori and Pacific learners
Food, fibre, agritech and hort tech ⁸	All	<ul style="list-style-type: none"> › Growth in enrolments in: Food, fibre, agritech and hort tech sector-specific Level 7 degree + programmes, including a focus on leadership and innovation
Health	<p>For all health professions, we want to see more graduates as well as increased ethnic diversity, specifically increased Māori and Pacific learner enrolments, as well as other forms of diversity.</p> <p>We are interested in new (or modified) qualifications that offer:</p> <ul style="list-style-type: none"> › genuine part-time options › the ability to move from one profession to another in the easiest way possible (eg, grad dip/cert) › recognition of prior learning › shared first year across multiple health qualifications without lengthening the degree › ease of transfer between TEOs for students (eg, recognising other TEOs' first-year health courses or recognising a specific profession) 	
	Nursing	<p>Growth in specific provision – Level 7 degree +</p> <ul style="list-style-type: none"> › See the Nursing Council for a full list of qualifications that will lead to registration (pre-registration and nurse practitioner) <p>Improvements in retention and completion rates, particularly for Māori and Pacific learners</p>
	Midwifery	<p>Growth in specific provision – Level 7 degree +</p> <ul style="list-style-type: none"> › For a full list of qualifications that will lead to registration, see the Midwifery Council <p>Improvements in retention and completion rates, particularly for Māori and Pacific learners</p>
	Allied health and technical professions	<p>Growth in specific provision⁹ – Level 7 degree +</p> <p>Increases in Māori and Pacific learner participation</p> <p>We will approach providers currently delivering the relevant qualifications around increases in provision and diversity. We are not currently seeking new providers for these qualifications.</p>
	Social workers	<p>Growth in specific provision – Level 7 degree +</p> <ul style="list-style-type: none"> › For a full list of qualifications that will lead to registration, see Social Workers Registration Board <p>Improvements in retention and completion rates</p>
	Clinical Psychology	<p>Growth in specific provision – Level 8 +</p> <ul style="list-style-type: none"> › Postgraduate Diploma in Clinical Psychology › Masters in Clinical Psychology › Doctor of Clinical Psychology

⁸ Known as Primary Industries.

⁹ Allied health and technical roles include addiction practitioners (drug and alcohol practitioners); anaesthetic technicians; audiologists; cardiac/clinical physiologists; cardiac sonographers; general sonographers; medical imaging technologists; medical laboratory scientists; medical laboratory technicians; medical radiation therapists; occupational therapists; oral health therapists; paramedics; pharmacists; physiotherapists; podiatrists; psychologists and speech language therapists. We will discuss these qualifications directly with the relevant providers.

STEM	Science, Technology, Engineering, and Maths (STEM) and Information Technology innovation skills	<p>Growth in graduates – Level 7 degree +</p> <ul style="list-style-type: none"> › Level 7 degree in relevant fields¹⁰ › Priority Engineering course classification › IT with a focus on innovation › Advanced Manufacturing › Increased enrolments of Māori and Pacific learners in these areas
Education	Early Childhood Initial Teacher Education (ITE) provision	<p>Growth in specific provision – Level 7 degree +</p> <ul style="list-style-type: none"> › See the Teaching Council for a full list of qualifications that will lead to registration <p>We want to see increased diversity including ethnicity and gender</p>
	Primary Initial Teacher Education (ITE) provision	<p>Maintained level of provision only</p> <p>No growth of Primary ITE is supported for 2025</p>
	Secondary Initial Teacher Education (ITE) provision	<p>Growth in specific provision – Level 7 degree +</p> <ul style="list-style-type: none"> › See the Teaching Council for a full list of qualifications that will lead to registration <p>Growth in graduates that support subject-specific targets where demand is greatest:</p> <ul style="list-style-type: none"> › Science, technology, engineering and maths › Te reo Māori <p>We want to see increased diversity including ethnicity and gender</p>

¹⁰ This includes programmes under the broader NZSCED O1, O2, O3.

Appendix 7: Plan components

Component	How the requirement to submit is decided		How to submit
Strategic Intent¹¹	The volume of funding you receive	Providers that receive \$5 million ¹² or more in TEC on-Plan funding AND are submitting a full Plan (when the current Plan approval is expired) will need to submit a Strategic Intent.	We recommend submitting this information to us using the Strategic Intent template . If you would rather create your own document, we recommend you use the headings provided.
	Your performance	All Category 3 or 4 (EER-rated) providers must submit a full Plan including a Strategic Intent.	
	If you are new to on-Plan funding	Providers that have not received on-Plan funding in the last 12 months will need to submit a Strategic Intent. ¹³	
Learner Success Plan (LSP)	The volume of funding you receive	Providers that receive \$5 million or more in TEC on-Plan funding AND are submitting a full Plan (when the current Plan approval is expired) AND: <ul style="list-style-type: none"> › that don't currently have an LSP will need to submit an LSP; or › that currently have an LSP will need to submit an update on significant progress against their LSP. 	We recommend submitting this information to us using the Learner Success Plan templates .
Disability Action Plan (DAP)	The volume of funding you receive	Providers must submit a DAP if they: <ul style="list-style-type: none"> › receive \$5 million or more in TEC on-Plan funding AND › are submitting a full Plan (including a Strategic Intent and LSP or LS significant progress update) AND › have not finalised and published a DAP. <p>Providers that have finalised and published a DAP must include a link to the DAP in their Plan and a significant progress update.</p>	There is no set template for your DAP. Instead, create your own document using the Disability Action Plan Guidance .
Summary of activities (MoPs)	All providers are expected to submit MoPs every year.	For many providers submitting Mixes of Provision (MoPs) will fulfil this requirement. However, you may submit additional information to explain how you have decided on the mix and how it meets our priorities. A narrative is expected when you propose significant changes to the kind or mode of provision. MoPs need to cover two years, eg, 2025 and 2026.	The MoP template will be uploaded to the DXP Ngā Kete ¹⁴ closer to the Plan submission date.
Performance measures (EPICs)	These are required when current EPICs are outdated.	For many providers submitting Educational Performance Indicator Commitments (EPICs) will fulfil this requirement. However, you may submit additional information to explain your targets, especially if your current EPICs are below sector averages. EPICs should cover the following three years, eg, 2025–27.	The EPICs template will be uploaded to the DXP Ngā Kete closer to the Plan submission date.

¹¹ There may be some situations where TEC determines that a Plan is required outside of these criteria.

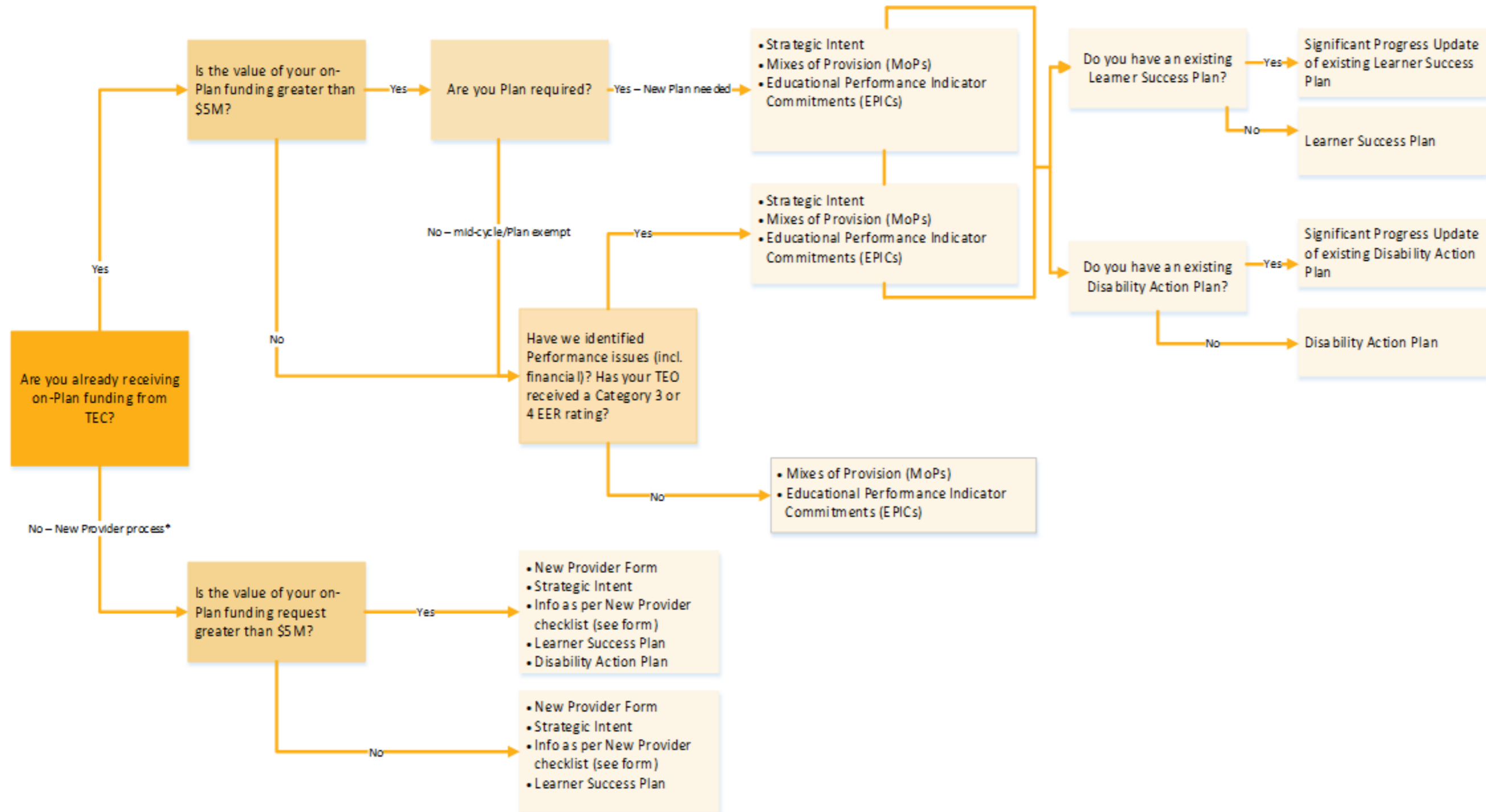
¹² The \$5 million threshold is decided based on the final funding allocation you were given for 2024 (as confirmed to you by letter in late 2023).

¹³ If you are a new provider you will need to submit a full Investment Plan (including a Strategic Intent and Learner Success Plan); complete the new provider application form we send you as well as attaching the necessary supplementary financial information. See: [New Provider Application for more information](#).

¹⁴ This replaces Workspace 2.

You may not need to submit all Plan components every year

The flow chart below clarifies what you need to submit. If you need more information, contact your Relationship Manager or us on 0800 601 301 or customerservice@tec.govt.nz.



*Please contact us to discuss your situation before applying for on-Plan funding.

Appendix 8: Glossary

Ākonga	Learner or student.
Course completion rate	The proportion of successful course completions each year, relative to total course enrolments.
Credit achievement rate	The credits achieved by learners at a TEO as a proportion of the total number of credits learners are expected to achieve in a given period at each TEO.
DAP	Disability Action Plan.
EER	External evaluation and review. The periodic review of tertiary education organisations (TEOs) conducted by NZQA as part of NZQA’s Evaluative Quality Assurance Framework.
EFTS	Equivalent full-time student (EFTS). One EFTS unit is defined as the learner workload that would normally be carried out in a single academic year (12-month period) by a learner enrolled full-time, and generally equates to 120 credits on the New Zealand Qualifications and Credentials Framework (NZQCF).
EPIC	Educational Performance Indicator Commitment.
EPIs	Educational performance indicators. A group of performance indicators that give a view of how well tertiary providers are helping their learners to achieve.
First-year retention rate	The proportion of learners that enrol in their second year of study for their intended qualification after their first year of study, relative to the rest of their cohort.
Foundation education	Programmes at Levels 1 and 2 on the NZQCF, and Level 3 when delivered through the Youth Guarantee Fund.
Higher education	Programmes at Levels 7 (degree) and above on the NZQCF.
Indicative allocation	Our yearly estimate of each provider’s “on-Plan” funding that they could receive in a year if their Investment Plan is approved.
ITR	Industry Training Register. An online data collection service that captures information about activity for work-based learning in near real time.
Ka Hikitia	The Māori Education Strategy: Ka Hikitia
Kia Ōrite Toolkit	A toolkit that provides current, New Zealand-specific guidance to help tertiary education organisations better support disabled learners: Kia Ōrite Toolkit

Learner Success Framework	A framework that providers can use to address inequities in the tertiary education system: Learner Success Framework
Learner Success Operating Model	A model/plan developed by a provider to assist them to implement their Learner Success Plan.
LSP	Learner Success Plan.
Mātauranga Māori	Māori knowledge in its widest and broadest forms, including all aspects of Māori culture.
Micro-credential	Study or training that leads to an award on the NZQCF but does not, in and of itself, lead to an award of a qualification: Micro-credentials – NZQA
Mode of delivery	The funding designation describing the way education is delivered to a learner, such as extramurally or in the workplace.
MoP	Mix of Provision.
New provider	A provider that has not received TEC on-Plan funding in the last 12 months.
Ngā Kete	A secure web portal or “doorway” into our information. It gives providers quick access to information from multiple sources through search and browse functionality.
NZQA	New Zealand Qualifications Authority.
NZQCF	New Zealand Qualifications and Credentials Framework.
Off-Plan funding	Funding assessed and allocated through a contract management approach (under section 428 of the Education and Training Act).
On-Plan funding	Funding assessed and allocated through submitting an Investment Plan (under section 425 of the Education and Training Act).
Plan Guidance	Guidance we publish on the content and process for criteria used to assess proposed Investment Plans.
Programme completion rate	The proportion of learners in a starting cohort that go on to complete a programme at the same NZQCF level at the same industry training provider. The period for measuring programme completion is three years for work-based learning at NZQCF Levels 1 to 3; four years for work-based learning at NZQCF Level 4 and above; and six years for apprenticeship programmes.
PTE	Private training establishment.
Qualification completion rate	The proportion of learners in a starting cohort that go on to complete a qualification at the same level at the same TEO. The period for measuring qualification completion is two

	years at Levels 1–3, four years for qualifications at Levels 4–7 (non-degree), and six years for qualifications at Level 7 degree and above.
SSP	Statement of Service Performance. Reports that provide primarily non-financial information recording performance against specified objectives.
STEM	The academic disciplines of science, technology, engineering and mathematics.
Supplementary Plan Guidance (SPG)	A document that supplements the information contained in Plan Guidance. It will provide any updates and is usually released in June.
Tau Mai Te Reo	The Māori language in education strategy: Tau Mai Te Reo
TEI	Tertiary education institution. TEIs include universities, Te Pūkenga and wānanga.
TEO	Tertiary education organisation
TES	Tertiary Education Strategy. Sets out the Government's long-term strategic direction for tertiary education: Tertiary Education Strategy
Vocational education	Programmes at Levels 3–7 (non-degree) on the NZQCF and all industry training.
WDC	Workforce Development Council. Six WDCs have been established: Workforce Development Councils
Whaikaha	Disabled person or people
Workforce Development Plans (WDPs)	Workforce Development Plans are published by the WDCs.