

# Vocational Education and Training

We invest in vocational education and training to deliver the skills that learners, employers, industries and communities need to thrive. This includes giving learners a pathway into meaningful employment or developing their skills on-the-job. This provision should also help support more opportunities for work-based learning.

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

- Engaging over and developing your Investment Plan
- Setting Educational Performance Indicator Commitments (EPICs) and/or other Plan targets and commitments.

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

## We will invest in high performing providers with evidence-based commitments

We will invest in providers who perform best for learners, in particular for under-served learners. Our assessment of your Plan will consider your performance and how you have responded to these briefs by setting commitments that demonstrate your progress towards equity.

## We provide information and advice to support your decisions

We give easy access to your learner data through *Ngā Kete*. We encourage you to use this data to inform your Plan. As delivery under the Unified Funding System starts being reported, learner data in *Ngā Kete* may be recorded differently to previous years. Information is provided in each *Ngā Kete* app.

If your organisation has a Relationship Manager you should discuss your performance data with them as part of your regular engagement. If you do not have a Relationship Manager you can [contact us](#) for advice.



## We want to see the positive outcomes your learners achieve

An important outcome of vocational education and training is supporting learners into employment and for employees to develop their skills and advance in their career. We want providers to:

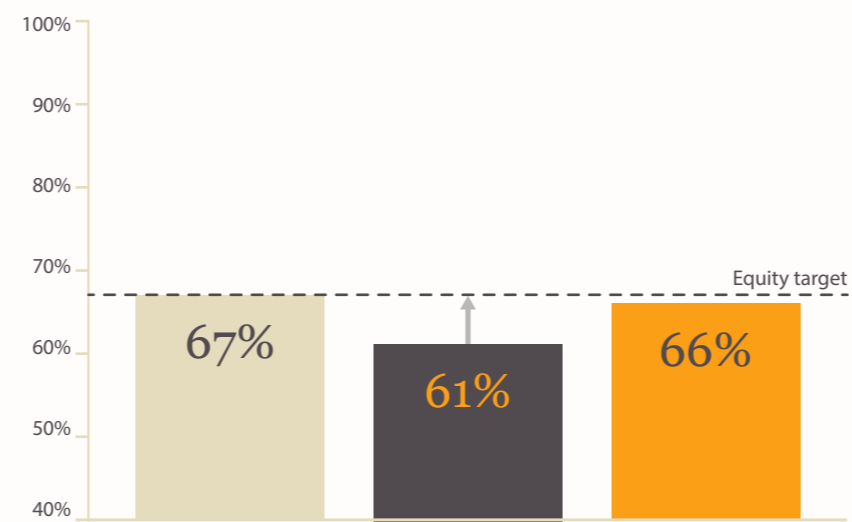
- show us evidence that their learners have positive outcomes
- tell us how they are prioritising learners with the greatest need and reducing barriers to learner success.



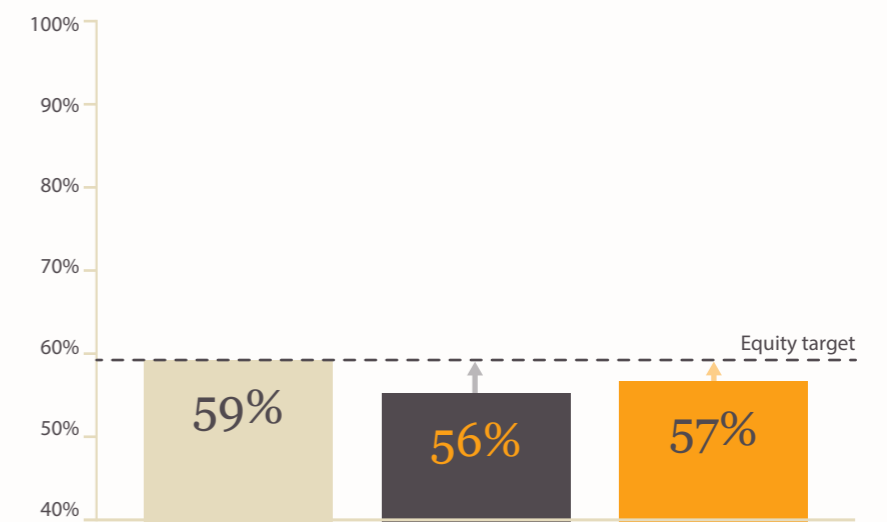
## Improving your performance will improve the system and help more learners succeed

Key: ● Non-Māori and Non-Pacific ● Māori ● Pacific

### Work-based learning Programme completion\*



### Provider-based learning Qualification completion\*\*



\* Data displayed is for ITF Levels 1-7, 2021 \*\* Data displayed is for SAC Levels 3-7 (excludes certificates of proficiency), 2021

Achieving the system equity targets shown is our priority. We want to see more learners achieving credits and completing programmes for work-based learning, and completing courses and qualification for provider-based learning. We want providers to achieve equity for under-served learners to raise system performance.



## We need you to evidence your commitment to equity

You will need to look at your learner data to understand your performance in relation to the Educational Performance Indicators (EPIs) shown above. The level of improvement you commit to needs to consider your performance trends and current equity gaps.

By providing better support to under-served learners you can contribute to an improvement in system performance. For Māori and Pacific learners, you will need to make performance commitments that show progress towards achieving equity in the EPIs shown above.

When making these commitments, you should consider the organisational changes you can make to provide a successful learning environment, under your Learner Success Plan or otherwise. By adopting the [Learner Success Framework](#) your organisation can better understand how to make changes to improve your learners' outcomes, especially under-served learners.