



**Tertiary Education  
Commission**  
Te Amorangi Mātauranga Matua



## Supplementary Plan Guidance

**For providers submitting Investment Plans  
for funding from 1 January 2026**

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# Supplementary Plan Guidance contains additional information for investment in 2026

Supplementary Plan Guidance includes up to date information for investment in 2026 and should be read alongside [Plan Guidance \(PDF 8.5 MB\)](#).

This guidance details key Budget decisions and restates how we intend to make investment decisions. Key focus areas include:

- › Budget 2025 decisions
- › an increased focus on investing in high performing and high priority provision to support economic growth
- › our continued approach to improved educational outcomes for all learners
- › supporting the vocational education and training (VET) sector as it transitions towards a stronger regional focus.

Current forecasts indicate the demand for funding will be greater than what we have available to allocate. Given the multi-year nature of much education and training, we will need to prioritise our future investment. A tight funding baseline limits our flexibility and means the Tertiary Education Commission (TEC) will need to make some considered decisions about where and what to invest in. To support our decisions, particularly when it comes to growth, we will look closely at your previous delivery performance, commitment to improving learner outcomes and alignment with areas of skill shortages and government priorities. This is important context that should inform your Investment Plan.

# All required Plan components are due by 4 July

Activity	Timing
TEC publishes a notice in the <i>New Zealand Gazette</i> setting out requirements for Plan content, timetable, assessment and Plan summaries	Early March 2025
TEC releases Plan Guidance and Plan engagement begins	Early March 2025
Government announces Budget 2025	22 May 2025
TEC provides indicative allocations	From 3 June 2025
TEC releases Plan-related templates	From 9 June 2025
TEC releases Supplementary Plan Guidance to reflect any policy or Budget changes	Early June 2025
Providers submit proposed Plans	By 4 July 2025
TEC reviews proposed Plans and has further discussion with providers as needed	July–October 2025
Providers are notified of decisions in writing	From November 2025
First payments made against Plans; Plan delivery begins	January 2026

## Submit Plan components through DXP Ngā Kete

**All required components of your Plan must be submitted by 4 July 2025** via [DXP Ngā Kete](#). This includes your Strategic Intent, Learner Success Plan (LSP) or LSP update, Disability Action Plan (DAP) or DAP update, Mix(es) of Provision (MoPs) and Educational Performance Indicator Commitments (EPICs) as required.

Incomplete or missing documents may delay your funding approval and can impact your funding eligibility.

For new provider applicants who do not have access to DXP Ngā Kete, please email your documents to [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz) with the subject line “[EDUMIS #] 2026 Investment Plan”.

Plan component requirements are described in pp. 39–43 and Appendix B of [Plan Guidance \(PDF 8.5 MB\)](#). If you are unsure about what you need to submit, we encourage you to contact your Relationship Manager, or phone us on 0800 601 301, or email [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz).



# Budget 2025 supports tertiary education

The Government's Budget invests \$398.3 million in the tertiary sector over the next four years.

## Volume funding

Budget 2025 provides \$111.4 million in additional funding over the next four years to support growing the domestic pipeline of students. This funding will enable TEC to fund 99% of forecast tertiary education and training enrolments in 2025 and 2026. It also funds approximately 175 additional Youth Guarantee equivalent full-time students (EFTS) per year.

## Targeted tuition subsidy increases

The Government has announced two initiatives designed to help providers manage cost pressures, maintain the quality of their provision in targeted fields and further invest in priority areas.

### **A 3% subsidy increase for targeted priority provision at Levels 1–10 on the NZQCF**

The first initiative provides an additional \$212.5 million in funding over the next four years to increase tuition and training subsidies by 3% from 1 January 2026, for targeted priority provision at Levels 1–10 on the New Zealand Qualifications and Credentials Framework (NZQCF) and other foundation education. Targeted areas include:

- › All foundation education funds, excluding the Māori and Pacific Trade Training Fund (MPTT)
- › Areas aligned with trades, agriculture, engineering and health sciences at Levels 3–7
- › At Levels 7–10 (degree):
  - › Science and clinical psychology
  - › Medical imaging
  - › Medical laboratory science
  - › Optometry
  - › Medical radiation therapy
  - › Veterinary science
  - › Medical undergraduate
  - › Mathematics
  - › Nursing degree
  - › Agriculture and horticulture
  - › Priority engineering
  - › Initial teacher education.

### **A 1.75% subsidy increase for targeted priority provision at Levels 7–10 on the NZQCF**

A second initiative provides an additional \$64.4 million in funding over the next four years to increase tuition and training subsidies by 1.75% from 1 January 2026 for targeted priority provision at Levels 7–10 (degree and above) on the NZQCF. This follows the end of the time-limited 4% increase to tuition subsidies introduced in 2023. Priority areas targeted by the Government are:

- › Science and clinical psychology
- › Medical imaging
- › Medical laboratory science
- › Optometry
- › Medical radiation therapy
- › Veterinary science
- › Medical undergraduate
- › Mathematics
- › Agriculture and horticulture
- › Priority engineering
- › Initial teacher education.

### **Annual Maximum Fee Movement (AMFM)**

This initiative further supports tertiary education providers to manage cost pressures and maintain the quality of delivery by funding predicted costs to the Student Loan Scheme from allowing providers to increase fees by up to 6% in 2026. The Minister for Universities will consult on a proposed AMFM rate of 6% for 2026, in June 2025.

### **Funding for Workforce Development Councils**

Budget 2025 provides up to \$15 million for Workforce Development Councils (WDCs) to ensure that they can continue to perform their statutory functions between their funding ceasing on 30 June 2025 and their disestablishment on 31 December 2025.

### **Supporting new Industry Skills Boards**

Budget 2025 also supports the continuity of standards-setting functions during the transition to the redesigned vocational education and training system. Funding of \$30 million per year, reprioritised from within Vote Tertiary Education, will be provided for the new Industry Skills Boards. A one-off \$10 million has also been provided to assist with transition costs, including the establishment of Industry Skills Boards, and support the continued delivery of standards-setting and related functions from 1 January to 30 June 2026.

## **Supporting strategically important VET provision**

Funding of up to \$10 million per annum to support strategically important VET provision will be available for institutes of technology and polytechnics during the transition from Te Pūkenga to the new VET system. This is a transitional fund and will be available for two years, over 2026 and 2027.

## **Reprioritisation of funding**

In line with the Government's priority to deliver effective and fiscally sustainable public services and the need to focus on core activities in the current constrained fiscal environment, some funding has been reprioritised towards other areas of tertiary education.

## **Funding from the Budget will be allocated through the usual investment process**

TEC will allocate this funding through our usual investment processes. As in previous years, providers do not need to amend Plan submissions because of these changes. Any changes arising from targeted tuition subsidy rate increases will be included in your 2026 funding allocation and communicated to the sector.

## **Further information**

For further information on the Government's Budget for 2025, see [Budgets](#).



Key messages about our  
approach for investment in  
2026



# Our investment approach will focus on high performing and high priority provision to support economic growth

The Government is focused on building economic growth through skills development. With a finite amount of funding available, we carefully consider how we allocate our funds.

We need to make investment decisions that deliver the best outcomes for learners, maintain an appropriate network of provision, and respond to stakeholder needs and priorities. Providers need to demonstrate they can meet performance expectations and deliver quality provision in a financially sustainable way.

## Tertiary education providers must be financially sustainable

TEC takes providers' financial sustainability into consideration when making investment decisions. This safeguards learners' investment of time and money into education and training, along with TEC's investment of public funding.

We will continue to closely monitor the financial performance of at-risk providers. Poor financial performance will influence all decisions we make about funding, including approval of Investment Plans and requests for additional funding.

If you are experiencing financial challenges, we encourage you to contact your Relationship Manager, or phone us on 0800 601 301, or email [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz), as soon as possible.

## We assess quality, relevance and access to proposed provision

When making investment decisions, we consider quality, relevance and access. We want to see relevant provision that achieves good learner outcomes and consistent delivery, and that meets stakeholder needs and priorities. When we make decisions relating to new or changed provision, we consider how it responds to regional needs and gaps across the network of education and training provision on offer across New Zealand.<sup>1</sup>

We will carefully consider providers' past performance, among other things, when determining funding allocations. Our expectations and priorities are set out in detail in [Plan Guidance \(PDF 8.5 MB\)](#) (see performance expectations, pp. 16–22 and the targeted priorities, pp. 24–38).

We will:

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<sup>1</sup> The network of provision is the pattern of education and training on offer across New Zealand nationally, regionally and locally. It includes the type of provision offered, the level, and who provides it and to whom, as well as the volume and cost of that provision. The network of provision includes provision that is consistently stable and provision that changes regularly to respond to the needs of stakeholders, such as employers and learners.

- › reduce or disinvest in provision that is lower performing and/or non-priority, consistently under-delivers or is not meeting wider stakeholder needs,
- › only maintain or reallocate our investment where we have confidence providers are delivering well and can support good learner outcomes,
- › maintain learner numbers in some areas, and
- › consider where our investment can be consolidated while ensuring people considering study have opportunities to participate.

We expect you to reprioritise your provision to respond to our investment priorities, where relevant. You will need to show how this provision has been, or will be, successful in achieving good outcomes for learners and industry.

## Updated information about higher education targeted priorities is available

We invest strategically in provision that aligns with our targeted priorities, set out in detail in [Plan Guidance \(PDF 8.5 MB\)](#) (see pp. 24–38). We have additional information on three areas of higher education.

### Health education

Although there is a continued need for growth in the health workforce education pipeline to support New Zealand’s healthcare needs, the health sector has limited capacity to support the clinical placements required for additional enrolments for some workforces and/or geographic regions. Please note that Te Whatu Ora Health New Zealand is not responsible for finding additional student clinical placements over and above those that are already agreed with the tertiary education organisation (TEO).

Sector	Approach to growth
Health	If you want to introduce new or grow existing health education programmes, talk to us first. This applies to all levels of provision, including postgraduate and graduate-entry, for programmes that include clinical placements. We may ask you to engage with Te Whatu Ora Health New Zealand to confirm placement capacity for any new enrolments. For <b>nursing</b> specifically and in some other cases, we will need Te Whatu Ora Health New Zealand’s confirmation of capacity before we can approve plans that increase health education EFTS.

### Science, Technology, Engineering and Maths (STEM)

We are providing additional information about our approach to investment in higher education qualifications in the STEM sector. This does not replace the previous priority guidance, but supplements it for clarification.

Sector	Approach to growth
Science, Technology,	Priority provision in this area includes all areas of science, engineering and maths subjects.

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Engineering and  
Maths (STEM)

Across all STEM subjects, we remain interested in the specific fields noted in Plan Guidance and in provision that supports cross-discipline learning.

For technology specifically, growth or new provision will be considered a priority where this provision supports other areas of priority investment (including across other STEM subjects), such as agri-tech or med-tech, and in areas already noted in Plan Guidance (eg, artificial intelligence).

For all provision, we will continue to base investment decisions on learner outcomes and will not grow investment where we cannot see good outcomes for learners.

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**Accounting qualifications accredited by CA ANZ**

Due to a skills shortage for accounting and financial professionals we have added accounting qualifications accredited by CA ANZ (Chartered Accountants Australia & New Zealand) to our higher education targeted priorities.

Sector	Approach to growth
Accounting and Finance	Maintain provision levels for CA ANZ accredited qualifications, with a focus on supporting learners in accredited qualifications to complete them, and encourage learners undertaking commerce degrees to consider majoring in accounting.  Where there is clear evidence of learner demand we will grow our investment.  See the <a href="#">CA ANZ list of accredited qualifications</a> .

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## Guidance to help you if you are reprioritising planned delivery in response to our priorities

Plan Guidance noted that total funding available for Vote Tertiary Education will be limited and we will need to reprioritise our investment in a fiscally constrained environment.

When planning for 2026, you should not assume your funding will be increased or maintained. We expect you to reprioritise your funding, where relevant, to respond to our priorities.

If you are considering reprioritising funding, we recommend that you talk to your Relationship Manager or contact us on 0800 601 301 or [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz). Some high-level guidance on different reprioritisation scenarios is set out below:

- › **Shifting planned delivery from non-priority provision to priority provision** – likely to be supported in principle, but subject to considerations like previous performance and the overall network of provision
- › **Shifting planned delivery from non-priority provision to different non-priority provision** – may be supported in principle, but subject to considerations like previous performance and the overall network of provision. We would require detailed information about why you want to make this change
- › **Shifting planned delivery from priority provision to different priority provision** – we would require detailed information about why you want to make this change
- › **Shifting planned delivery from priority provision to non-priority provision** – unlikely to be supported
- › Any shifts would need to be cost neutral.



# Improving educational outcomes for learners is key to lifting productivity and supporting economic growth

Improving learner outcomes is central to everything we do. When all learners are supported to progress through and complete their qualifications, the tertiary education sector maximises its contribution to economic growth and productivity.

We want to ensure the provision we fund results in educational outcomes that improve the lives of learners, delivers the skills and knowledge that industry needs, and supports New Zealand's people and economy to thrive. This will ensure a better return on investment in tertiary education for individuals and New Zealand.

Providers should describe how they intend to work toward improved education outcomes for all learners in their Learner Success Plan (LSP) and Disability Action Plan (DAP), and their progress updates. Progress against a provider's LSP and DAP is used to inform future funding decisions (or can affect future funding decisions).

[Plan Guidance \(PDF 8.5 MB\)](#) outlines what we expect to see from providers (see The Learner Success Framework supports educational outcomes, p. 14). We need to see evidence of organisation-wide commitment to learner success and learner-centric operating models. This means education outcomes that:

- › benefit all learners, particularly those most in need (for example, those from low socio-economic backgrounds, with low prior achievement, or who are disabled, neurodiverse, Māori and/or Pacific).
- › improve year on year – where progress does not occur to the extent we expect, this may affect future investment decisions.

## Educational performance needs to improve for all learners

[Plan Guidance \(PDF 8.5 MB\)](#) noted that there is significant room for improvement in learner outcomes across all levels of tertiary education and for all learner groups (see We expect sector performance to improve, pp. 15–22). All providers are expected to use the Learner Success Framework to support and inform their approach to lifting learner achievement.

We expect to see sector-wide outcomes improving year on year for all learners, recent declines reversing, and previous peaks either maintained or exceeded. We also expect poorer outcomes for particular groups to be addressed. Your LSPs and DAPs, or progress updates, should show how you are taking steps to achieve long-term goals to improve outcomes for learners.

In a tight fiscal environment, our funding decisions will consider areas of poor performing provision. Where poor performance persists with few mitigating factors, we will look to

disinvest from this provision. Where relevant, we expect your LSP to describe the actions you are taking to address parity gaps or low performing courses or programmes.

## **There is guidance available to assist with Learner Success Plans and Disability Action Plans**

We have published detailed [guidance for tertiary education organisations \(TEOs\) completing a new LSP or LSP Progress Update](#) and [guidance for TEOs completing a new DAP or DAP Progress Update](#).

Your learner success work should align with the core components in our Learner Success Framework and the tools and resources that will help you move through the phases of the Framework.

These include:

- › [Learner Success Framework](#)
- › Framework tools and resources:
  - › [Preparing for Success](#)
  - › [Learner Success Diagnostic Tool](#)

The Learner Success Framework and associated tools are intended to provide guidance and support for all TEOs to improve outcomes for their learners, not just those TEOs that are required to submit a Learner Success Plan.

You can also contact your Relationship Manager, or phone us on 0800 601 301 or email [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz).

## **We will further embed the learner success approach into future investment rounds**

A whole-of-organisation approach to improving learner outcomes (as outlined in the Learner Success Framework) has been increasingly embedded across the sector for some time now. To reflect the growing maturity of the sector in this approach, the time is now right for us to fully integrate Learner Success Plans and Disability Action Plans with other Investment Plan requirements.

During 2025, we will embed the learner success approach into Investment Plan requirements for investment from 2027 onwards. We will engage with the sector on the design. This will include changes to the Strategic Intent section to incorporate a learner success focus, and a review of Educational Performance Indicator Commitments. The approach will be designed to continue driving improved performance across the sector, while streamlining Plan requirements and reducing compliance.

# Supporting the vocational education and training (VET) sector as it transitions towards a stronger regional focus

From 2026 we will move to a new model for work-based learning. For more information, see [New work-based learning model](#).

The new VET system will be industry led and the network of provision for work-based learning (WBL) will be informed by industry. Industry will also have a role in determining where provision managed by Industry Skills Boards (ISBs) during the transition period is transferred to long term. We want to ensure that ISBs have time to engage with industry before the network of work-based learning providers is expanded. As such, we will set a high bar of industry support required for any provider wishing to start or expand their work-based provision in the next 12 months. We are focused on ensuring that the network of provision is sustainable and delivers good outcomes for learners, employers and industry, while operating in a tight fiscal environment.

## New providers for work-based learning

Providers that currently deliver WBL can continue to do so under the new WBL model. If you currently offer WBL and want to expand, you need to contact us on 0800 601 301 or [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz).

We will release guidance and an application process in the next few months for providers considering moving into work-based learning. Our assessment of applications will consider the proposed provision, the provider and the network as a whole.

While settings are clarified, we encourage providers that want to start delivering work-based learning to put in place plans and processes to ensure you are ready to deliver high quality work-based learning.

Some critical areas to consider are:

- › what is required to gain programme approval through the New Zealand Qualifications Authority (NZQA), including Workforce Development Council (WDC)/ISB endorsement
- › how you will meet the data reporting requirements of work-based learning
- › whether your current staff are appropriately skilled to support the technical aspects of provision (delivery and support)
- › how you will deliver robust pastoral care approaches that recognise the role of employers alongside the provider's responsibility to support learners

- › how you can ensure you have broad industry support for entering the network of work-based learning for a specific sector, which TEC will be able to verify through a WDC or ISB
- › how you will build your understanding of the specific responsibilities of a provider under the Education and Training Act 2020 and through the [Code of Good Practice for NZ Apprenticeships](#)
- › how you will design provision that reflects the best practice outlined in [NZQA's work-based training guidance](#)
- › how your business planning ensures the work-based learning you offer will be financially viable.

## Fund-specific information for investment in 2026

### Vocational education funding

The Government is continuing to consider changes to vocational education funding and policy.

In addition to Budget 2025 targeted tuition subsidy increases, changes to funding rates for the Delivery at Levels 3 to 7 (non-degree) on the NZQCF and all Industry Training (DQ3-7) Fund have been factored into funding rates and will be included in indicative allocations for 2026.

**These changes are part of rebalancing funding within the vocational education sector and include:**

- › Increasing provider-based funding rates by 2% for areas aligned with trades, agriculture, engineering and health sciences.
- › Reprioritising a small amount (approximately 8%) of Learner Component funding towards provider-based delivery rates, through the removal of Māori and Pacific learners as an eligible category.
- › Reducing work-based rates by 10%.

Learner Component funding will continue in the new vocational education system, with rates for disabled learners and learners with low prior achievement remaining unchanged. This funding benefits both provider-based and work-based learners.

Eligible learner groups are used as a proxy for need when allocating funding, but funding is not required to be used only for individual learners in the eligible categories. We expect that you will continue to focus on working to improve outcomes for all learners using both Learner Component and delivery funding.



## Additional funding processes for 2026 vary based on the fund

The approach to additional funding requests (AFRs) is fund-specific. Key factors include available funding, fund intent and history of performance. Where funding allows, we will consider growth in investment for providers that have shown strong past performance delivering priority provision.

TEOs should develop their Plan under the assumption that additional funding may not be available.

### You can apply for additional funding for foundation education

We will consider 2026 investment round AFRs for the following funds:

- › Youth Guarantee (YG) Levels 1 and 2. We may consider Level 3 under exceptional circumstances
- › Intensive Literacy and Numeracy Fund (ILN)
- › ACE in Tertiary Education Institutions (TEIs)
- › English Language Teaching Intensive Literacy and Numeracy Fund (ELT ILN)
- › English Language Teaching Refugee English Fund (Refugee English).

Application forms for these funds are available on our website at [Guidance to develop your Investment Plan – Templates](#). These forms must be submitted at the same time as your 2026 Investment Plan documents, by **4 July 2025** via email and [DXP Ngā Kete](#).

### Additional funding is not available for two Adult and Community Education funds and DQ1-2 funding

For 2026 investment, there is no additional funding for Adult and Community Education (ACE) in Communities, ACE in Schools, and Delivery at Levels 1 and 2 on the NZQCF (DQ1-2).

### We will contact you directly if you meet our criteria for DQ3-7 and DQ7-10 funding

For the 2026 investment round, we will be taking a targeted approach to additional funding for the Delivery at Levels 3 to 7 (non-degree) on the NZQCF and all Industry Training (DQ3-7) Fund, and the Delivery at Levels 7 (degree) to 10 on the NZQCF (DQ7-10) Fund.

In 2026, we will contact providers that we consider meet the following criteria:

- › demand from learners in 2026 within targeted priority areas
- › history of strong educational performance indicators (EPIs)
- › strong focus on improving educational outcomes for all learners
- › other factors such as fund intent and availability.

For more detail, see [Guidance to develop your Investment Plan – Templates](#).

# You must not exceed 105% over-delivery limits

Over-delivery refers to the value of any delivery over 100% of a TEO's DQ3-7 and DQ7-10 allocation on the New Zealand Qualifications and Credentials Framework (NZQCF).

## **Providers must not deliver provision above 105% of their approved funding allocation for DQ3-7 and DQ7-10**

It is a condition of funding for TEOs not to deliver over 105% of their dollar value allocation without the approval of TEC. While TEC approved a small number of TEOs to exceed 105% in 2025, this was for the 2025 year only.

We actively monitor over-delivery. Delivering outside of this threshold is considered a performance issue, which can impact future funding allocations. Exceeding your delivery limit can have a significant cost to the Crown through the Student Loan Scheme. It also poses a risk to the quality and financial sustainability of provision.

If you think your delivery may exceed 105% of your approved funding, you must contact your Relationship Manager or us on 0800 601 301 or [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz) as soon as possible to discuss how you will adjust your delivery to align with tolerance bands.

Eligible TEOs will receive flexible funding up to 102% or 10 equivalent full-time students (EFTS) – whichever is larger. Smaller TEOs will not be penalised if the 10 additional EFTS is over 105% of their allocation.

**Past delivery, including under- and over-delivery, will be used in our assessment of your Plan.**

For more information, please see the following:

- › [Consequences for delivery over 105%](#)
- › [Reporting and monitoring – DQ3-7](#)
- › [Reporting and monitoring – DQ7-10](#)

# New providers must contact us before applying for funding

We only invite and approve a small proportion of new providers that meet our criteria every year. If you would like to apply to become a new provider, you **must get in touch with us before applying for on-Plan funding**. We consider a range of factors when we make funding decisions, including learner demand, the current network of provision, priorities for investment and providers' individual circumstances. We may consider new provider applications that align with our priorities for investment and meet unmet needs.

See the detailed process for new providers applying for TEC investment at [Application to receive TEC funding](#). If we invite you to apply for funding, you will need to submit your application and relevant evidence by **4 July 2025**.

Applying for funding as a new provider does not guarantee that you will be approved for funding.

## You can contact us via email or phone

Email: [customerservice@tec.govt.nz](mailto:customerservice@tec.govt.nz)

Subject line: New provider funding enquiry

Free phone: 0800 601 301

Phone: +64 4 462 5201

# We have resources to help you understand the investment process

We recommend familiarising yourself with the following resources. They explain various elements of the Plan process and how we make decisions:

- › [Introduction to the TEC's investment process](#): Describes TEC's investment process as well as who's responsible for each part of the process and what the different stakeholders in the tertiary education system do. It is designed to support you and other stakeholders to understand how the investment process works.
- › [Our Investment Framework for Learner \(Delivery\) Funds](#): Describes the way we make investment decisions, what goes into our decision-making, and examples of how this works in practice.
- › [Response Framework for Educational Delivery and Performance](#): Describes how we manage performance where it needs to improve. It describes the information we consider in making a response decision, what other factors affect these decisions, and what options and levers we use. The framework provides greater transparency about what to expect if your performance needs to improve.
- › [Gazette notice](#): The legal instrument where we set criteria for the content of Investment Plans, Plan summaries, the submission process, the timetable, and how Plans will be assessed. We recommend reading the Gazette notice alongside Plan Guidance. Appendix A of Plan Guidance further details our assessment criteria.

## These resources also support you to develop your Plan

When you develop your Plan, we encourage you to familiarise yourself with the following Government strategies:

- › [Tertiary Education Strategy](#)
- › The Māori Education Strategy: [Ka Hikitia](#)
- › The Māori Language in Education Strategy: [Tau Mai Te Reo](#)

Other essential resources include:

- › [Plan Guidance \(PDF 8.5 MB\)](#)
- › Supplementary Plan Guidance (this document)
- › our [Strategic Intent and Learner Success Plan templates](#) (for TEOs to use as desired)
- › Ngā Kete data and information, including:
  - › the Secondary–Tertiary Transitions app on Ngā Kete
  - › the Post-Study Outcomes app on Ngā Kete
- › [our Transitions from Secondary School research](#)
- › [our previous work on the Transition to Tertiary Life \(PDF 1.7 MB\)](#)
- › [Workforce Development Councils](#).



# Appendix A – On-Plan funds

We provide most of our funding through Investment Plans. The following funds are on-Plan (the funding is allocated through the investment process):

- › Adult and Community Education (Communities) Fund
- › Adult and Community Education (Schools) Fund
- › Adult and Community Education (TEIs) Fund
- › Delivery at Levels 1 and 2 on the New Zealand Qualifications and Credentials Framework (NZQCF) Fund (DQ1-2)
- › Delivery at Levels 3 to 7 (non-degree) on the NZQCF and all Industry Training Fund (DQ3-7)
- › Delivery at Levels 7 (degree) to 10 on the NZQCF Fund (DQ7-10)
- › Intensive Literacy and Numeracy Fund (ILN)
- › English Language Teaching Intensive Literacy and Numeracy Fund (ELT ILN)
- › English Language Teaching Refugee English Fund (Refugee English)
- › TEO-led Workplace Literacy and Numeracy Fund (TEO-led WLN)
- › Youth Guarantee Fund (YG)

Information about each of these funds can be found on [Fund Finder](#) and in the [Funding Conditions Catalogue](#).

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 in 2025, both on [Fund Finder](#) and in the [Funding Conditions Catalogue](#).

## Appendix B – Glossary

<b>Course completion rate</b>	The proportion of successful course completions each year, relative to total course enrolments.
<b>Credit achievement rate</b>	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.
<b>DAP</b>	Disability Action Plan.
<b>DXP Ngā Kete</b>	A secure web portal or “doorway” into our information. It gives providers quick access to information from multiple sources through search and browse functionality.
<b>EER</b>	External evaluation and review. The periodic review of TEOs conducted by the New Zealand Qualifications Authority (NZQA) as part of NZQA’s Evaluative Quality Assurance Framework.
<b>EFTS</b>	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).
<b>EPIC</b>	Educational Performance Indicator Commitment.
<b>First-year retention rate</b>	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.
<b>Foundation education</b>	Programmes at Levels 1 and 2 on the NZQCF, and Level 3 when delivered through the Youth Guarantee Fund.
<b>Higher education</b>	Programmes at Levels 7 (degree) to 10 on the NZQCF.
<b>Indicative allocation</b>	Our yearly estimate of each provider’s “on-Plan” funding that they could receive in a year if their Investment Plan is approved.
<b>Ka Hikitia</b>	The Māori Education Strategy: <a href="#">Ka Hikitia</a>
<b>Kia Ōrite Toolkit</b>	A toolkit that provides current, New Zealand-specific guidance to help tertiary education organisations better support disabled learners: <a href="#">Kia Ōrite Toolkit</a>
<b>Learner Success Framework</b>	A framework that providers can use to address inequities in the tertiary education system: <a href="#">Learner Success Framework</a>
<b>LSP</b>	Learner Success Plan.
<b>Mātauranga Māori</b>	Māori knowledge in its widest and broadest forms, including all aspects of Māori culture.
<b>Micro-credential</b>	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: <a href="#">Micro-credentials – NZQA</a>
<b>MoP</b>	Mix of Provision.

<b>New provider</b>	A provider that has not received TEC on-Plan funding in the last 12 months.
<b>Off-Plan funding</b>	Funding assessed and allocated through a contract management approach (under section 428 of the Education and Training Act).
<b>On-Plan funding</b>	Funding assessed and allocated through submitting an Investment Plan (under section 425 of the Education and Training Act).
<b>Plan Guidance</b>	Guidance we publish on the content and criteria used to assess proposed Investment Plans.
<b>Programme completion rate</b>	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.
<b>PTE</b>	Private training establishment.
<b>Qualification completion rate</b>	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 for qualifications at Levels 1–3, four years for qualifications at Levels 4–7 (non-degree), and six years for qualifications at Level 7 (degree) to 10.
<b>SSP</b>	Statement of Service Performance. Reports that provide primarily non-financial information recording performance against specified objectives.
<b>STEM</b>	The academic disciplines of science, technology, engineering and mathematics.
<b>Supplementary Plan Guidance (SPG)</b>	A document that supplements the information contained in Plan Guidance (this document). It will provide any updates and is usually released in June.
<b>Tau Mai Te Reo</b>	The Māori language in education strategy: <a href="#">Tau Mai Te Reo</a>
<b>TEI</b>	Tertiary education institution. TEIs include universities, Te Pūkenga and its divisions, and wānanga.
<b>TEO</b>	Tertiary education organisation.
<b>TES</b>	Tertiary Education Strategy. Sets out the Government's long-term strategic direction for tertiary education: <a href="#">Tertiary Education Strategy</a>
<b>Vocational education</b>	Programmes at Levels 3–7 (non-degree) on the NZQCF and all industry training.
<b>WDC</b>	Workforce Development Council (WDC). There are six WDCs: <a href="#">Workforce Development Councils</a>
<b>Workforce Development Plans (WDPs)</b>	Workforce Development Plans are published by the WDCs.