Changes in the policy and funding environment for ITPs

**First Major Shift - Education Act 1989 enacted, setting statutory framework for all tertiary education**

1st round of reforms (1988–1990)

- All tertiary education institutions given governance role with chief executive responsible for management.
- Funding discussed.


- The Tertiary Education Advisory Commission (TEAC) identified the significant challenges faced in the ITP sector. It considered that continuing regional delivery of vocational education by ITPs required substantial reconfiguration of the sector. This aspect of TEAC’s report was not taken up by government.
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3rd round of reforms (1999)

- Chartered and Profiles were replaced by TEQ plans agreed with the TEQ that were envisaged to:
  - cover the number and level of services to be provided for 3 years
  - provide agreements between the TEC and the sector on performance measures and capability development activities
  - reflect the needs of their regions and other stakeholders as well as how the services will contribute to the government priorities as reflected in the investment strategy.

- Agreement on “market position” (mission & role) made by TEC rather than the Minister. Requirement to disclose applications for sub-contracting arrangements in Investment Plans.

**Second Major Shift - TEAC established to map out new direction for tertiary education**

1st round of reforms (2000–2001)

- Growns Entitles Act 2004 enacted. TEIs covered in some respects but with some provisions in the Act (e.g. on forecast statements of service performance) covered instead through Plans for Education Act.
- Changes were made to the governance model in polytechnics, reducing the size of the governance board and ensuring that at least half the members are appointed by the Board for Tertiary Education. The Board approves small amount of funding to support feasibility studies for collaboration.

2nd round of reforms (2006–2008)

- Constraints on ITPs operating “out of region” were loosened. ITPs were free to set fees with only an explicit regional fee cap.
- Funding in TEIs based on TEO forecasts continued.

3rd round of reforms (2009–2010)

- Funding was designed to give greater certainty for providers, with up to 3 years of funding agreed through the TEO.
- The TEO was established with a focus on quality assurance.

**Post reforms**

(2010–2013)

- Policy for reviews of qualifications (under TROQ) released and reviews start. The main element was that a number of the existing qualifications (pro-TROQ) had higher funding rates than the post-TROQ ones. For some ITPs the loss of funding was substantial.

(2016–2018)

- Budget 2017 targeted increases at degree-level and above for science, agriculture and horticulture, and veterinary science.

Immigration settings objects to international students undertaking post-study work and income requirements. QA English language requirements tightened as well.

**Industry training and Act**

- Industry training reviewed and Act made explicit the role of ITPs and open them to competition for training arrangements.
- Gradual decline in TEO enrolments due to:
  - strong economic growth with more jobs available
  - demographic changes
  - more school leavers UQ-qualified and able to opt for university study.

**Changes in the post-study work environment**

- Post-study outcomes published for graduates who complete qualifications at different levels and in different fields of study. They also look at destinations including what proportion of graduates are employed, in further study, leisure, or on a benefit.

- Intention to publish employment outcomes data at provider level signalled.

- Changes made to the governance model in wānanga and universities – reducing council size and removing representation requirements. Telford Rural Polytechnic merges with Lincoln University. Tairāwhiti Polytechnic merges with EIT. Whakarara Polytechnic and WelTec form a strategic partnership with a shared council and management team.

- Ara Institute of Canterbury established through merger of Araaki Polytechnic and CTE. Tai Ohiama Institute of Technology established through merger of BOPP and Waariki Polytechnic.

- Youth Guarantee programmes established with EER as a key part of the process. TEC requirements to embed LINC into all foundation level provision.

- Funding designed to give greater certainty for providers, with up to 3 years of funding agreed through the TEO. The TEO was established with a focus on quality assurance.

- The evaluative approach to quality assurance was established with EER as a key part of the process. TEC requirements to embed LINC into all foundation level provision.

**Quality assurance responsibilities split between NZQA and the NZ Universities Vice-Chancellor’s Committee. Awarding of non-university degrees permitted.**

- Funding through bulk fund, using EFTS as a metric, with the amount of funding dependent on the number of EFTS in different funding categories. Principle of equal funding for similar courses understood and the funding system. Standard tertiary fee created.

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